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As you open this issue, we'll be moving into the wintry depths of Christmas and the New Year. From every one on *The Language Teacher* staff, we extend to all our readers the very warmest of Christmas greetings, and best wishes for a happy and prosperous New Year. This year has been a good one for *TLT*, and flicking back through the 12 issues we've published, I'm amazed at the sheer volume and variety of material that has been produced by this unsung band of volunteers.

One area that does cry out for more material is the Japanese section of our publication. We are desperately in need of feature articles and column articles in Japanese, and would encourage anyone with an interest in producing something to get in touch with our Japanese editor Kinugawa Takao. Please look at the back of this issue for submission details and contact information.

The *Chapter in Your Life* column this month features not a chapter, but our very own *Peer Support Group*—one of the more exciting developments that *TLT* has incorporated this year. The group coordinator, Andy Barfield is now looking for more group members to assist with their work of collaborating with writers. If you are interested in assisting with this valuable work, please contact Andy at <tlt_psg@jalt.org>.

Seasons greetings to you all.

Malcolm Swanson
TLT Editor
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皆さんが今月号を開かれるころ、町では、クリスマスと正月を間近に控え、冬支度を始めていることでしょう。The Language Teacherのスタッフ全てから、全ての読者の皆さんにメリー・クリスマス、よいお年を、という言葉をお送りしたいと思います。今年は、TLTにとって良き1年であり、無事12号を刊行することができました。私は、ボランティアの手によって支えられてきたTLTの内容、そして多様さに驚かされています。より多くの投稿を期待しているのは、日本語部門です。投稿論文、コラム記事を切実に期待しています。どなたでも、興味があれば日本語編集者の衣川隆生にご連絡ください。連絡先と投稿の詳細は、巻末の情報をご覧ください。

今月のChapter in Your Lifeは、支部を特集しているものではありませんが、今年度TLTが取り込んだ最もエキサイティングなものの一つであるピア・サポート・グループを紹介します。グループのコーディネーターであるAndy Barfieldは、彼らの仕事を支援して下さるメンバーを捜しています。もし、あなたがこの価値ある仕事に興味があれば、ぜひAndy <tlt_psg@jalt.org>にご連絡を。

では、良いお年をお迎えください。

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Toward a Participatory Democracy: Bridging JALT's communication gap

James J. Scott, *Kagoshima JALT*

In “The Way Ahead and the Menu Option: Tangential to the plot?” Charles Jannuzi (2000) proposes a menu plan for JALT membership fees as “a means by which the organization could control its own reforms while receiving a direct line of information on how it was meeting members’ wants and needs” (p. 3). I suggest that the problem is not limited to bottom-up communication regarding the wants and needs of JALT members (important as such communication undoubtedly is). Rather, we need to drastically improve *two-way* communication between our national leadership and our rank-and-file members regarding **all** of those issues where the decisions that JALT makes are likely to have a significant impact on the organization’s future.

Let’s start with top-down communication. In the four years since I have taken a more or less active interest in what happens at the national level, JALT has increased its membership fees by over 40%, altered the composition of its Executive Board, and revised its constitution and bylaws in order to gain official recognition from the Japanese government as a non-profit organization (NPO). Yet, despite the importance of these measures, in each instance JALT decided on a course of action before most of our rank-and-file members were even aware that the issue in question was being discussed.

Each of the above measures may have been desirable—perhaps even necessary. However, when an organization takes such measures without **first** informing its members regarding the issues involved, that organization risks alienating the very people without whose support it cannot hope to prosper. This is a risk that JALT should not be willing to take. JALT’s leadership can deal with this problem by making greater use of a forum that already exists—the “Opinions and Perspectives” column in *The Language Teacher*. When there is a clear consensus at the national level (i.e., among Executive Board members) regarding a different measure, one individual could be delegated to write a column explaining what needs to be done and why (this approach might have been useful in explaining to our members JALT’s decision to seek official recognition as an NPO). When opinion at the national level is divided, each of the opposing camps could delegate an individual to prepare a column presenting its views. The two columns could then appear back-to-back in the same issue of *TLT*.

Let us now turn to bottom-up communication. Assuming that both sides of an issue have been presented to our members, how can JALT’s leadership

find out what our members think? One way would be to invite members to respond via email and snail-mail addresses appended to the column. Another would be to conduct a telephone survey.

Admittedly, JALT lacks the expertise need to conduct a truly scientific survey, but for our purposes, we don’t need too high a degree of accuracy. All we need is a survey sufficiently accurate so as to give us a rough idea of how our members feel. Is there a consensus in either direction regarding a given issue? Or, is opinion more or less evenly divided?

The logistics of conducting such a survey should not pose any insurmountable problems. The leaders of the opposing sides could agree upon a mutually acceptable list of questions. JALT’s database could be used to randomly select the names of, say, 300 members. Each chapter president could be given the list of questions, together with the names of those to be surveyed selected from his or her chapter (of course in larger chapters, the president could ask other officers to assist calling members). After the survey has been completed, the results could be tabulated by JALT’s central office and published in the *JENL* and *TLT*. This would give our national leadership and our rank-and-file members a chance to find out what a randomly selected sample of our membership thinks about a given issue. Such transparency would surely help to make JALT more responsive to its members’ needs.

Which approach to use would depend on the information required. Inviting members to submit their views would probably elicit in-depth responses from those members who feel most strongly about a given issue. Conversely, conducting a telephone survey of a randomly selected sample of our membership would give us a rough idea of how our membership as a whole feels about the issue in question. And, of course, there is nothing to stop JALT from employing **both** approaches should the situation merit doing so.

It is doubtful that anyone who has witnessed JALT proceedings at the national level would seriously claim that we **don’t** have a serious problem with two-way communication between our national leadership and our rank-and-file members. If the measures proposed above serve to improve such communication, a stronger organization will surely be the result.

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This article will discuss the importance of “multiword chunks” in facilitating communicative competence, by contrasting the frequency of chunk use by native speakers of English (NSs) and Japanese learners of English (JLEs) in their spoken discourse. Based on the findings, some of the pedagogic implications for “vocabulary teaching” will be discussed. Although multiword chunks occur in both written and spoken discourse, this article is concerned only with chunks in spoken discourse.

Importance of “MultiWord Chunks” in Facilitating Communicative Competence and its Pedagogic Implications

Definition of “Multiword chunks”

In this article, the term “multiword chunks” is used broadly to refer to vocabulary items consisting of a sequence of two or more words which “semantically and/or syntactically form a meaningful and inseparable unit” (Moon, 1997, p.43). They include collocations (e.g. “*alcoholic drink*”), polywords (e.g. “*by the way*”), idioms (e.g. “*take action*”), phrasal verbs (e.g. “*put off*”), fixed phrases with pragmatic functions (e.g. “*no kidding*”), and “sentence frames” which allow some degree of inflection and expansion (e.g. “*The + (intensifier) + adjective + thing is . . .*”). The terms “multiword chunks” and “chunks” will be used interchangeably in this article. In-depth discussions about the terminology and identification of multiword chunks can be found in Yorio (1980), Nattinger & DeCarrico (1992), Moon (1997), and Carter (1998).

Importance of Multiword Chunks in Facilitating Communicative Competence

Widdowson (1989) views communicative competence as being composed of two elements:

“grammatical competence” (knowledge) and “pragmatic competence” (ability). He explains that “knowledge can be characterized in terms of degrees of analyzability, ability can be characterized in terms of degrees of accessibility” (p.132). His concept of analyzability leads to the question: “How far can the English language be analyzed?” Recent research (e.g. Bolinger, 1975; Pawley and Syder, 1983; Peters, 1983) suggests that a large part of the English language is formulaic, and is based

英語母語話者の語彙は多量のmulti-word chunksで構成されている。これらのchunksはコミュニケーション能力を高めるために重要な役割を担っている。スピーチディスコースでの英語母語話者と日本人英語学習者によるchunksの使用頻度を比較した。本論では、multi-work chunksの使用でスピーキングの流暢さは向上するということが主張されている。英語学習者がコミュニケーション能力を高めたなら、彼らは使用頻度の高いmulti-word chunksを習得し、使用することが重要であると結論づけられている。

on units beyond the level of the orthographic word. In other words, a majority of the linguistic knowledge of English NSs “takes the form less of analyzed grammatical rules than adaptable lexical chunks” (Widdowson, 1989, p.132). Bolinger (1975, 1976) suggests that a large part of the English language, although analyzable, is not being used on an analyzed basis. Pawley & Syder (1983, p.193) also indicate that “native speakers do not exercise the creative potential of syntactic rules to anything like their full extent.” Thus, grammatical competence is not a matter of being able to analyze a single sentence down to its every word, but rather, it is “a matter of knowing how the scale is to be applied: when analysis is called for and when it is not” (Widdowson, 1989, p.133). Over-analysis of grammatical rules will lead to production of such expressions as “*Before you leap, look,*” which is grammatically correct but “linguistically ill-formed” (ibid., p.133)—a sign of incompetence.

Widdowson’s concept of accessibility is the ability to access the mental lexicon to retrieve a piece of “ready-made” language appropriate to a particular context. This “schematic view of competence” (Aston, 1995, p.262) rests on the underlying belief that the human memory system stores lexical representations in multiple forms (Bolinger, 1976; Pawley & Syder, 1983). This concept of accessibility of multiple representations implies an element of “choice” that has to be made during language use. This choice is what Pawley and Syder (1983) refer to as “natelike selection,” which suggests that “the language system enables particular meanings to be conveyed in multiple ways, and that these different paths do not all have equal value: some expressions seem to acquire some sort of valence” (Skehan, 1995, p.97). According to Pawley & Syder (1983, p.193), only a “small proportion of the total set of grammatical sentences are natelike in form”, and if a language user selects expressions which are not natelike, his/her expressions will be judged to be “unidiomatic, odd or foreignisms” (Pawley & Syder, 1983, p.193).

The above brief discussion highlights the fact that knowledge of multiword chunks and how to select and use them in appropriate contexts is a sign of communicative competence. Widdowson (1989, p.135) puts it succinctly:

Communicative competence is a matter of knowing a stock of partially pre-assembled patterns, formulaic frameworks, and a kit of rules ... and being able to apply the rules to make whatever adjustments are necessary according to contextual demands.

A Comparison in the Use of Multiword Chunks between NSs and JLEs

In a recent study (Ketko, 2000), two research corpora (Corpora A and B) compiled for a different

study (Cox, 1998) were analyzed by the author for NS chunk use in their spontaneous spoken discourse while engaging in two communicative tasks (see Appendix A). Corpus A consisted of 8,097 words and was made up of transcripts of 24 pairs of NSs doing Task A. Corpus B consisted of 8,088 words and was made up of transcripts of 25 pairs of NSs doing Task B. The NS chunk use was then compared with that of six Japanese learners of English (JLEs) while doing the same tasks. The JLEs had over 10 years of formal English language education (six years in junior and senior high school, four years in university), and were considered to have a high proficiency in the English language (they were all English majors in university and had a TOEIC score of 600 or above). However, none of them had had exposure to English outside the classroom.

The study found that NSs used significantly more chunks than JLEs: The NSs used an average of one chunk in every three to five words, whereas the JLEs used an average of one chunk in every 11 to 16 words. The study also revealed that the most common types of chunks used by NSs while doing the communicative tasks were:

1. Fixed phrases with pragmatic functions, such as realizing communicative strategies (e.g. paraphrasing, stalling, giving evaluative response), mitigating own opinion by using “vague language” (Channell, 1994), etc. For example, *I mean; you know; that’s interesting; . . . or something like that.*
2. Fixed phrases with discoursal functions, e.g. *of course; because of.*
3. Common collocations, including prepositional phrases and phrasal verbs, e.g. *deal with; at present.*
4. Sentence frames labeled “lexicalized sentence stems” by Pawley & Syder, (1983). For example, N + would be [adj.] to + V: *I would be happy to help; She would be delighted to go there.*
5. Semi-fixed or fixed phrases made up of common de-lexicalized words (words which carry little or no definite meaning when taken out of context), such as “take,” “get,” “make,” “have.” For example, *You’ve got to . . . ; get upset; take your time; take care; take it easy.*

The study further showed the following features of chunk use by JLEs engaging in the communicative tasks:

1. Repeated use of a limited number of chunks with discoursal and pragmatic functions (e.g. *I think; of course.*)
2. Limited use of common collocations and “vague language” which were frequently spotted in NS discourse.

3. Sentences were mostly built "on the spot" on a word-by-word basis. This resulted in slow and far from fluent output. Moreover, some JLE discourse was unidiomatic and non-nativelike at times.
4. Various instances of erroneous chunk use by the JLEs were found. For example, *I don't have an idea* (for "*I have no idea*"); *As I told above* (for "*As I said above*").

Although the results were not surprising, they lend support to previous claims (e.g. Pawley & Syder, 1983; Nattinger & DeCarrico, 1992; Lewis, 1993) that NSs use a lot of multiword chunks in their spoken discourse, emphasizing their important role in facilitating nativelike fluency and communicative competence.

The study also highlighted the fact that even JLEs with relatively high English proficiency lack the lexical competence to speak naturally and idiomatically. The limited chunk use by the JLEs indicated that they had to compose most sentences from scratch, thus slowing down language production time. More importantly, generating sentences from scratch at times led to unidiomatic or "non-nativelike" expressions.

As discussed above, the study showed that the NSs verbally realized some communicative strategies (e.g. giving evaluative responses) by uttering a wide variety of chunks, such as "*That's interesting*"; "*That's a point*"; "*I liked your idea*"; "*That's true*", etc. In contrast, the JLEs verbal realization of such a strategy was limited to repeated use of only a few expressions (most notably "*I think so*" and "*I agree*"), indicating that they might not have in their lexicons a wide enough repertoire of the multiword chunks commonly used by NSs.

These findings point to the fact that if learners are to become competent users of the English language, they should acquire and use multiword chunks in their discourse. It also becomes apparent that in EFL situations, such as in Japan, where most English language learners very rarely have the benefit of learning from direct interactions with NSs, one effective way to acquire multiword chunks, especially those with pragmatic functions, is to be exposed to authentic NS spoken discourse in the language classroom.

Pedagogical Implications

The above discussion underscores the importance of raising learner consciousness in the use of multiword chunks in the language classroom. It also alerts teachers to the fact that:

1. Learners need to acquire a) a wide repertoire of multiword chunks, and b) the ability to make native-like selections in the use and language manipulation of such chunks. To do this, learners should be exposed to spontaneous NS dis-

course so that they can see how and when chunks are manipulated and used by NSs. This can be achieved by the use of authentic teaching materials. Additionally, teachers should "increase carefully-controlled teacher-talking-time" (Lewis, 1997, p.52), i.e. they should constantly repeat and recycle common collocations and expressions while talking to their students.

2. Learners should be made aware of the close relationship and integration of grammar and lexis. They need to learn commonly used multiword chunks for fluency, and they also need to know and use grammar, which is regulative in function, to adapt a lexical chunk to a particular context (Nyyssönen, 1995).
3. The extensive use of sentence frames also suggests that "it may be possible to teach some of what has usually been considered as grammar in terms of vocabulary" (Kennedy, 1990, p.216). For instance, the word "*would*" is traditionally taught as "the conditional." However, the various common patterns it forms with other words can be more easily taught lexically as fixed/semi-fixed sentence frames, without analyzing their internal structures, e.g. "*Would you like ...*" (offering); "*I would rather ...*" (showing preference), etc.
4. Vocabulary learning should not be limited to the learning of single-word definition and usage. Instead, learners should be taught the various aspects of a word such as its common collocations, and related grammatical patterns (Nation, 1994). In particular, the more de-lexicalized a word is, the more important it is to teach the word in different contexts, showing its most common collocations, and different usage, etc. (Lewis, 1997).
5. The common use of discourse and interactive devices by NSs informs us that these are useful devices and not "linguistic crutches" or "empty fillers" as viewed by some teachers (Nattinger & DeCarrico, 1992), and therefore should be included in the language learning syllabus. It also implies that an "overall preoccupation with lexis at clause- or sentence-level" (McCarthy, 1984, p.14) is not the right approach to teaching vocabulary. Instead, McCarthy suggests that we should examine the use of chunks in relation to other lexical units "(a) above sentence-level, (b) across conversational turn-boundaries, and (c) within the broad framework of discourse organization."

Some Classroom Activities

Outlined below are suggestions for adapting classroom activities to incorporate teaching multiword chunks to language learners. While some of the activities may have been used by language teachers

for a long time, the main focus and emphasis here is on “chunk” acquisition and usage, rather than out-of-context, single, space-bound words.

Discovering the use of chunks through discussion and L1/L2 comparison

One effective way to sensitize JLEs to the use of common chunks with discorsal or pragmatic functions is to have students compare their own discourse with NS discourse. This can be done by asking JLEs and NSs to do the same communicative tasks. Their discourse can then be recorded and transcribed for JLEs to compare. Alternatively, NS spoken discourse from movie scripts, TV talk show transcripts, etc. downloaded from the

Internet can be presented to students who can then discuss how some common chunks are used and what their functions are. For example, the following is an excerpt of a transcript of two NSs doing a language task:

A: Why don't we each give an example and then . . .

B: Fine with me.

A: Okay, now, . . .

Students have to identify all the chunks therein and discuss their functions. (e.g. “Why don't we” is a sentence frame for making suggestions. “Fine with me” is a chunk with the pragmatic function of showing agreement. “Okay, now” is a chunk with the discorsal function of a shifting topic.) Students are also encouraged to suggest L1 equivalents.

As Yorio (1980, p.440) points out, the emphasis here should be placed on raising learners' awareness of “sociolinguistic variables, not on immediate production”. This can be best achieved by discussion and L1/L2 comparison.

“Spot-A-Chunk” activity to sensitize JLEs to the concept of “chunking”

Many JLEs tend to translate word for word from L1 to L2 or vice versa, ignoring the fact that many multiword chunks cannot be analyzed and broken down to single words. Thus, giving students a short article or transcript of conversation and asking them to spot all the chunks therein is a good exercise for making them realize what constitutes a “chunk” and how frequently chunks are used in English. After spotting all the chunks, various activities can be done, for example, have students suggest L1 equivalents for some of the fixed idiomatic chunks. Some teachers may think that this is a reversion to the outdated “Grammar-translation” method. However, as Lewis (1997) points out, many multiword chunks, especially those with

pragmatic functions, do have equivalents in other languages. Having students translate chunk-for-chunk (not word-for-word) has the advantage of getting students to associate chunks in L2 with their L1 equivalents, which can greatly reduce the burden of L2 learning on the students. This exercise is especially useful for spotting chunks formed by de-lexicalized words. Many students tend to ignore “small” words (e.g. “take,” “get,” “point”) because they understand the literal meaning of such words. However, many useful chunks formed by such words are idiomatic, and their real meaning is hard to decipher, e.g. “take your time,” “take it

easy,” “take a break,” “take your point.” Identifying and learning how to use these chunks will greatly increase the students' vocabulary size and fluency.

For sentence

frames or chunks that can have different words in them (e.g. *The thing/point/problem is . . .*), students can be asked to suggest which word(s) can be substituted in the frame and the respective meanings of each.

Using corpora and concordances in the classroom

With the advance of computer technology, corpora and concordances are now available relatively easily to teachers for use in the language classroom. The use of corpora and concordances is advantageous because it encourages students to discover language use on their own (Tribble & Jones, 1990). Corpora for classroom use can be compiled using various materials depending on the needs and skill levels of students. Some good sources of materials include academic textbooks, movie scripts, news and talk show transcripts downloadable from various sites on the Internet, etc. (For detailed instructions on how to compile a corpus, please refer to John, 1997.)

By running a corpus through a concordancing program (e.g. ConApp; Web Concordancer; WordSmith), a concordance list for a certain word can be generated (see Appendix B). Students can be asked to look at such a list and discover for themselves the most common uses of, for example, a de-lexicalized word and its collocations, and the contexts with in which such collocations are used. They can then share their discoveries with the whole class. Teachers can use concordance lists to create language exercises such as gap filling exercises. For ESP teachers, a corpus made up of a single theme or subject can be created, and used to show students the high frequency chunks in a specific content domain.

Short language exercises and games

Commonly used language exercises and games can easily be adapted to give students quick, short spurts of chunk practice. Below are just a few:

a) Scrambled Sentences

Students have to put the words in the right order. The sentences should be, or contain, common multiword chunks. For example:
 it/for/go - go for it
 its/or/never/now - it's now or never

b) Hangman

Use short fixed, commonly used expressions. The function of the expression can be given to students as a hint. For example: G O F O R I T (Hint: An expression used to encourage someone to try something)

c) De-lexicalized Word Race

Give the class a de-lexicalized word (e.g. take). In small groups, students have 5 minutes to come up with as many common expressions containing the word as possible. For example:
take a bath; take your time; take it easy . . .

The above are just a few activities, among many, which are useful for raising learner awareness in L2 chunk use. More suggestions can be found in Lewis's *Implementing the Lexical Approach* (1997, Chapters 6 & 7).

Conclusion

The fact that native speakers of English use a lot of multiword chunks in their discourse is indisputable. Equally indisputable is the important role played by these chunks in the facilitation of communicative competence. However, it is still not common practice for language teachers to systematically introduce such chunks to L2 students. Although a few language textbooks have started to draw learners' attention to the concept and importance of chunks, the majority of the textbooks writers with books on the market have been slow to catch on. Before learners can be taught such chunks, a paradigm shift in the concept of "vocabulary teaching" has to be embraced by language teachers and material writers alike. This can only be achieved through more disciplined research in this area. Teachers are also encouraged to take on the role of researchers by investigating more into the natural language of English.

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Appendix A

The communicative tasks used in the study

Task A

List the three most interesting cities or places in your country and say why people should visit them. Discuss your ideas briefly and then say which of your partner's places you would most like to visit.

Task B

What advice would you give to the person who wrote this letter? Discuss your ideas and then agree on the two best suggestions.

Dear Angie:

My husband and I are worried about our daughter. She refuses to do anything we tell her to do and is very rude to us. Also, she has become very friendly with a girl we don't like. We don't trust her anymore because she is always lying to us. Are we pushing her away from us? We don't know what to do, and we're worried that she is going to get into trouble.

Worried Parents

Appendix B

First 12 Concordance lines for "take" (Brown Corpus)

forget it all. But you just have to
se next year when the school will
hought I would get a good degree,
s must keep you busy - but please
But if moral theology is thus to
n asked: 'Is it practical? If you
s minister, when asked if he would
order or a personal computer can
with Springer and Mark Fielding to
us fought to get this far that we
was one of the first in Britain to
living in TV and theatre, which I

take a few multivitamins and plough on.
take a further cut because a reorganisat
take a law conversion course and become
take a moment to hear the views of an 'o
take account of biology, then it must su
take action against parents you tend to
take action on class size, 1991 W H A
take advantage of materials in an easy-t
take advantage of tax changes that allow
take 9am starts very seriously. We had
take an interest in this music, invitin
take as success. But in answer to the q

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

「すばらしい授業!、これを他の人にも試してもらいたい!」

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

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

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Introduction: Time for a Change?

If you are like many teachers, you probably have been using a textbook that relies heavily on situational/grammar routines, along with a few references to functions. Popular textbooks that use this approach include *English Firsthand*, *Interchange*, *True Colors*, *Headway* among others; typical situations include dating, personalities customs, getting around town, movies, and meeting classmates. At first glance this approach seems the most sensible approach to teaching communicative oral English; however, unless one has very motivated students, this approach (especially after the several weeks)

tends to fall flat, with teachers initiating most of the routines, and students ending up trying to memorize words and phrases. Even in the best of circumstances, it is difficult to make this approach work since it is a collection of unrelated conversational routines and vocabulary with no connection to the speaker's own identity and context. This lack of intimacy may have negative consequences for those learning foreign languages as DiPietro (1994) states: "The transactional value of any utterance must be interpreted in the context of a particular speaker working through a scenario with a personal game plan in mind" (p. 39). Language is tied to context and to identity, taking away these two crucial elements leaves students with only a very superficial knowledge of English structures.

A second issue relates to the tendency of some teachers to believe that their students are becoming more fluent if they master more grammar and conversational role plays. Knowledge

of English, however, does not lead to interactive competency. Since language involves emotions, communication breakdowns can easily occur when a speaker is being persuaded, pressured, or annoyed. Also, interactions are often complex as well as ambiguous; DiPietro discusses the breadth of this ambiguity and breaks it down into three parts: (a) structural (focus on information), (b) transactional (focus on negotiation and intention), and (c) interaction (emphasis on roles and speaker identity) ambiguity. Furthermore, breakdowns in conversations can easily occur because there is a variety of ways that meaning can be expressed, and students may not be familiar with every colloquial expression and

Adapting DiPietro's Strategic Interactions to an EFL Context

Robert DiPietroのstrategic interactions (SI)は、E S L の環境ではうまく利用されているが、EFLの環境では、そのままこのアプローチを実行するのは困難である。本論では、strategic interactions (SI)の理論的根拠が紹介され、日本人大学生と行った予備研究で明らかになった4つの問題点が報告される。また、EFLの環境のためのSIとして、多数のプラグマティックタスクの利用、関連文脈の多様化、多様な会話ストラテジーをとりいれたモデルの使用、学生の評価やフィードバックの採用など変更点が挙げられている。さらに、初級、中級レベル学習者のためのプラグマティックタスクが例示されている。

cultural convention (see also, DiPietro, 1983).

In short, I found that the act of rehearsing communication tends to be superficial, and predictable since the only motivation to speak is to receive a grade. When language instruction and textbooks ignore the importance that one's emotions and identity has on communication, students will have difficulty being motivated. With strategic interactions (SI), the motivation to speak (just as it is in real life) comes from trying to solve problems, interact and form relationships, and to project one's own identity and views.

Strategic Interactions

The procedure for SI has three stages: (a) the rehearsal stage where participants discuss and negotiate the problem-solving strategies and discuss which functional expressions are applicable to given situation, (b) the performance stage in which students perform the scenario in front of participants, and (c) the debriefing stage, a time in which students (and the teacher) will discuss their reactions to the scenario and whether or not their responses were appropriate and accurate. Strategic interactions can be done with novice to advanced speakers, from word-level phrases to paragraph length speech; grammar and forms are learned by analyzing errors (and strengths) in their own responses. The principle aim of strategic interactions (SI) is to develop student confidence, fluency, linguistic accuracy, and pragmatic competency.

Students are cast in various contexts in which they are reacting to questions, comments, observations, opinions, invitations, problems, and conflicts. Strategic interactions are more than a glorified role play insofar that they are open-ended allowing teachers to explore differences in language and outcomes; furthermore, they can be episodic, covering two or more events. Second, not only is there a shared context, but the participants have their own agendas and identities that are linked to the real world. There are also different types of scenarios: group, multiple-roled, data-based, and open-ended (below).

Piloting Strategic Interactions

I began piloting SI a year and half ago with 66 first and second year university students who met for 90 minutes once a week for class. It soon became clear that various tasks were needed to sustain student motivation from lesson to lesson and that even novice open-ended scenarios were too difficult. The literature on pragmatics was helpful: there are six types of tasks that can help develop a student's interactive or pragmatic performance. (For more details, see Brown, in press; Hudson, T., Detmer, E., & Brown, J. 1992, 1995; Yoshitake & Enochs, 1996; Enochs & Yoshitake-Strain, 1999).

1. *Written Discourse Completion Tasks* are any pragmatics measures that oblige examinees to (a) *read* a written situation description and then (b) *write* what they would say next in the situation.
2. *Multiple-choice Discourse Completion Tasks* are any pragmatic measures that oblige examinees to (a) *read* a written description then (b) select what they think would be best to say next in the situation from a list of options.
3. *Oral Discourse Completion Tasks* are any pragmatics measures that oblige examinees to (a) *listen* to a situation description (typically from a cassette recording) and (b) *speak aloud* what they would say next in that situation (usually into another cassette recorder).
4. *Discourse Role-Play Tasks* are any pragmatic measures that oblige the examinees to (a) *read* a situation description and (b) *play a role* with another person in the situation.
5. *Discourse Self-Assessment Tasks* are any pragmatic measures that oblige examinees to (a) *read* a situation description and (b) *rate* their own ability to perform pragmatically in that situation.
6. *Role-Play Self-Assessments* are any pragmatics measures that oblige the examinee to both (a) *view* their own pragmatic performance(s) in previously video-recorded role plays and (b) *rate* those performances.

Due to equipment restraints, I have piloted all but the last task. In time, I found it very helpful to sequence activities, starting with easier multiple-choice discourse completion tasks, and discourse self-assessment tasks followed by written discourse completion tasks, before moving on to more open-ended discourse role plays; see Appendixes B and C of a description of novice and intermediate-level activities that have proven successful in stimulating interaction and developing interactive competency.

A second problem related to situations that were familiar, meaningful and realistic, a context that my students could immediately relate to and would find interesting. In the real world, Japanese students rarely would speak English to each other except for situations like English clubs meetings; therefore, it seemed logical to have situations based on four intercultural contexts (a) orientation (in which students ask for directions, or help foreigners in some manner), (b) socialization, (c) problem-solving, and (d) conflict resolution. (See Appendix A for a deductive dialogue based based on orientation). Before beginning each task, I read aloud the situation, outlined the purpose of the two (or more) roles, and explained any underlying social or cultural factors that might be relevant.

Also, in the initial phase of piloting, I had too many scenarios either ending too quickly or turning into an interrogative bout of questions and answers.

For example, if one of the goals in a scenario was to discover two interesting things about a classmate, many students would briefly answer the questions with one or two words. For further insight into issues relating to self-disclosure and communicative styles, see Lebra, 1987; Barnlund, 1975; Kobayashi & Nihei, 1995. I decided to emphasize conversational strategies, using the direct approach (Richards, 1990) of teaching fixed expressions. As Dornyei and Thurrell (1994) maintain, "polished conversationalists are in command of hundreds of such phrases and use them, for example to break smoothly into a conversation, to hold the listener's interest, to change the subject, to react to what others say, and to step elegantly out of the conversation when they wish" (p. 41). Thus, extensively modeling these phrases and how students can work from brief and formal responses to longer, and more spontaneous, personal, and informal replies proved very helpful as was writing deductive dialogues that included interruptions, use of fillers, topic-shifts, hesitation devices, and various kinds of closings (see Appendix A). Random reviews of various tasks (usually five or six times over two months) helped to improve pragmatic competency insofar that students would be encouraged to speak faster, and extend on their answers as they changed partners and roles.

A final issue related to debriefing and evaluation. As for debriefing students on specific issues or problems that they had in their interactions, I relied on two methods in which to provide feedback: randomly selecting and listening in on two or three pairs of students and using their strengths and weaknesses as a means of feedback for everyone in the class, and using written discourse completion and discourse role play tasks as a means of identifying problematic areas for discussion. Serious attention to grammatical or sociolinguistic errors would only be given if they were repeated over a period of several weeks. As for exams, I have used two kinds of tests, the first being a speaking, listening and writing test which included two versions. Again, following the same procedures used for the SI tasks, a student writes his or her name on the test, changes exams with a classmate, reads aloud the comments, questions, opinions within each task, and then records the responses of his partner. When students finish one section, they can then change partners. I found that it is important to leave enough time so that students can check and edit any mistakes. A second option is a reading and writing test that contains various tasks, and gambits; students write down how they would verbally respond to each situation and prompt. Evaluation of student performance is based on three criteria: (a) accuracy, if the student's choice of vocabulary and wording is suitable; (b) appropriateness, whether a student's response was relevant, sensitive, polite,

and mature; and (c) effort, whether or not the response was sufficient. Depending on how strict one wanted to be, students could meet two or all of the above criteria.

Conclusion

It might appear that the teacher's role with SI-based activities is limited, but for this approach to work, teachers still need to observe the dynamics of the pair or group, paying close attention to body language, intonation, and to turn-taking. Furthermore, teachers need to suggest options and model utterances if the pair or group appears to be stymied. In conclusion, I found using SI-based activities made my class far more interactive and interesting. It allowed me to put aside the shopping list of functions and conversational routines that textbooks offer and break into some real conversations and interactions.

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Appendix A
Deductive Dialogue

Directions: Write your name on your paper and change papers. Write your partner’s response on his or her own paper. After finishing, practice the following gambits, changing partners. Work on fluency and accuracy.

Gambit 1 – Geez, This is the craziest sport I have ever seen

Situation:

Problem:

Purpose:

Grammar:

Relevant expressions:

Getting oriented in Japan

An American does not understand sumo, and wants to know all about it.

Explain the rules, and goals to sumo.

Models: should, shouldn’t, must, mustn’t.

“Well, I don’t know that much about it, but . . .”

“In sumo, the goal is to push, throw down one’s opponent”

Role A. An American	Role B. Yourself
Context: You are sitting in the university lounge and you are watching a sumo contest. You have never seen a sumo match before, and you ask a Japanese sitting next to you about it.	Context: You are watching a sumo match on TV, waiting for a friend. An American turns to you and wants to know about sumo.
Comment: <i>This is pretty crazy. Do you find this exciting?</i>	Reply: _____
Comment: <i>Really?</i>	Reply: _____
Comment: <i>Well, what the rules? It just seems to be a lot of pushing and slapping.</i>	Reply: _____
Comment: <i>Oh—wait a minute. I have a phone call.</i>	Reply: _____
[After finishing on the phone] Comment: <i>Now, what were you saying again?</i>	Reply: _____

Episode 2 After watching a few bouts

Comment: <i>Now, that last bout — it seems real unfair that the small wrestler has to compete against that larger one.</i>	Reply: _____
Comment: <i>Well, anyhow, I think it would be more interesting with women</i>	Reply: _____
[After finishing on the phone] Comment: <i>Oh my, I GOT to go! I’ m late for a lecture! See ya!</i>	Reply: _____

Evaluation of Conversation (Teacher)

	Appropriate		Accurate		Sufficient
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Appendix B
Novice-Level Strategic Interactive Tasks

Activity	Competency Procedure	Examples
Better Said <i>Multiple-choice Discourse Completion Tasks</i>	Orientation: Providing word/phrase level information about oneself or interests. Procedure: Have students read and mark their responses. Afterwards, provide answers. Discuss and have students interact with one reading aloud the prompts, another responding.	Prompts 1. <i>I am interested in rap music.</i> [] Oh, really —I think it is garbage myself. [] Wow! I didn't know anyone like that stuff. [] Hmmm —I always wanted to know more about it. [] Oh —great.
I Stand Corrected <i>Discourse Role-Play Task</i>	Orientation: Correcting misinformation about one's background or history, or in regards to location, process. Procedure: Have students select various ones to ask their partner. After changing partners and roles, have students speak longer and faster.	Role A: 1. Isn't your name Haga? 2. I heard that you have 6 people in your family? 3. Mr. Long said you like playing volleyball. 4. If I remember correctly, you said you like chess. Role B: 1. Is it true that you were born in Hokkaido. 2. Is today really your birthday? 3. I like running just like you. 4. So how long have you practiced kendo?
Are You Free <i>Role-Play Self-Assessment</i>	Socialization: The focus is on making invitations, and establishing common interests. Procedure: This is done in groups of 5; 4 students extend various invitations to the remaining student who must accept and reject them. Students change roles, and afterwards, they decide which student did the best.	Recipient: (accepts or rejects invitations, ideas) Student A: How about dinner, let's go to that soba shop across the street. Student B: Hey, let me treat you to dinner at McDonalds. Student C: Would you like to have dinner at that new Italian restaurant. It has REAL Italian food. Student D: There is a BBQ party at my place. Could you bring some beer. It's at 7:00 p.m.
In Context <i>Discourse Self-Assessment Task</i>	Various Contexts Procedure: Students read through various situations and rate their competency. Afterwards, they choose one or two of the situations, and write out how they would respond.	Scale: 1 - Very easy 2 - Somewhat challenging 3 - Difficult 4 - Very Problematic 1. You meet a beautiful woman/handsome man who is from New Zealand. Introduce yourself, and invite him/her out to dinner. [] 2. Your friend has had your favorite CD and you want it back. You think he/she might have lost it. Ask about it. []
You Don't Say <i>Written Discourse Completion Task</i>	Problem-solving: Respond to various complaints, and issues. Procedure: Have students read through and write down how they would respond to problems. Then in pairs, with one student giving advice, and the other responding to various complaints, and problems. Change partners so students can work on fluency.	Issues: 1. I have always lost at pachinko, mahjongg & poker. 2. I don't like learning English; it's too difficult. 3. I like playing baseball, but our team is really bad. 4. I have such a busy schedule! I wish I had more time. 5. Do you have ANY free time lately? I don't know what to do. 6. I have no friends here; everyone is too busy!

Face to Face <i>Written Discourse Completion Task</i>	Problem-solving: Respond to situational-based issues. Procedure: Again, have students read and write down how they would respond before acting out the practice. After doing several situations, have students change partners. Students who respond do not read aloud their response. Work on fluency.	Situation: Your club captain wants the team to have more practice each week —two more hours! How do you respond? Club Captain: I' ve been looking for you. You know, I have been thinking that what the team really needs to have more practice. So we are going to practice 4 hours on Saturday instead of two. You: _____ Club Captain: Did you know that other school and city teams practice 5 hours each weekend? You: _____
For the Record <i>Discourse Role-Play Task</i>	Conflict-Resolution: Have students affirm or deny a variety of rumors or misunderstandings. Use two versions for pair work. Procedure: Have students in rows read through and respond to each other's prompts.	Set 1: 1. How can you be so lazy and relaxed all the time? 2. Someone said that you are always show up late? 3. Did you really cheat on the entrance exam? Set 2: 1. Am I to understand that you spend 90,000 a week on clothes? 2. So, do you like wearing old clothes all the time? 3. Why did you say that I can' t speak English?
What If <i>Written Discourse Completion Task</i>	Conflict-Resolution: Have students listen and evaluate various solutions to a series of issues. Procedure: Students act as if they ask soliciting advice for a friend. In groups of 4, one student will listen and decide on the best answer for each cue. Act out.	Comment: My Response 1. Someone told you that your best _____ friend was boring for not liking _____ baseball. _____ 2. What if someone told you that _____ you were not good looking. _____

Appendix C Intermediate to Advanced Level Tasks

Activity	Competency Procedure	Examples
We Believe <i>Written Discourse Completion Tasks</i>	Orientation: Providing word/ phrase level information about various issues and ideas. Procedure: Students in pairs decide on they would both would respond to a list of comments from people abroad. Afterwards, students change partners, chose if who reads and who responds, and work on their oral responses.	Jerry Fostrum , from New York City, writes, "Many people think sumo is the national sport of Japan. Therefore, don' t you think it should be limited to just Japanese participants?" Our response: _____ Carlos Servito (Manila, Philippines): "I think baseball is not all that interesting. I am puzzled why Japanese like it so much." Our response: _____

Do's and Don'ts <i>Oral Discourse Completion Task</i>	Orientation: Correcting misinformation about some aspect in Japanese life and culture. Procedure: Have one row of students read out the following comments to their partners (who is not allowed to see the prompt). Students read and write down what their partners says	Prompts concerning Japanese food: 1. Japanese put a lot of ketchup on natto. 2. I heard most Japanese have five bowls of miso soup in the morning. 3. Always put salt on your sashimi. 4. Make lots of noise when you are eating udon or steak; it's normal. 5. Always eat half of what is put on your plate; otherwise, people will think you eat like a pig.
How About <i>Discourse Role-Play Tasks</i>	Socialization: The focus is on responding to invitations and ideas. Procedure: This is done in groups of 3; one student is a reader and decides which response is best.	Classmate: (Jim Cook, American, 19) Comment: "Say I heard that many families like to get together during <i>Shogatsu</i> and go to three temples. Can I join you and your family?" —Student Response — Comment: "It would be such a wonderful opportunity to go with someone's family —and to videotape everything too!" —Student Response —
Explain It Again <i>Oral Discourse Completion Tasks</i>	Socialization: The idea here is that students will try to help a foreigner out by explaining the background of some game, cultural convention, concept, etc. Procedure: Teachers read a loud a situation to a group of students who then state how they would respond. This can also be done on tape with students giving their best response.	Susan Heverston , New Zealand, JET at Fukui High. 1. "I'd like to learn a Japanese game to impress my friends. Some friend tried to tell me, but I just didn't understand. What do you think is the easiest game, and can you teach me?" Bill Hapner , British, businessman, Tokyo. 2. "I just can't understand which game is harder: Gomokunaraabe or Igo, and why?" Richard Nichols , 34, American Tourist. 3. "A friend of mine said that video games are very bad for Japanese children since they learn nothing from them. He said that traditional games teach children how to think. How do you feel about this."
Paired Gambits <i>Discourse Self-Assessment Tasks</i>	Problem-solving: Procedure: In groups of five, students read through various situations and rate how they would do, giving reasons. Students then choose one person to act out how he/she would roleplay the situation.	Scene 1 American Friend Role A <i>You know, I think you should meet my [sister /brother]. He/she is very lonely. I know you could make him/her very happy.</i> Your response: _____ [] Scale: 1 - Very easy 2 - Somewhat challenging 3 - Difficult 4 - Very Problematic <i>It would really mean a lot to her/him if you could go out for a movie and dinner.</i> Your response: _____ [] Scale: 1 - Very easy 2 - Somewhat challenging 3 - Difficult 4 - Very Problematic

<p>Perhaps Its Best</p> <p><i>Multiple-choice Discourse Completion Task & Written Discourse Completion Task</i></p>	<p>Problem-solving: Present students various intercultural issues and optional responses. Also give students a chance to state how they would initiate or respond to the given option.</p> <p>Procedure: Have students read through the various options, marking the best response, as well as writing down what they would say/write in that situation.</p>	<p>1. Your home stay family keeps taking you to parks, (they love parks), but you find this boring.</p> <p>A) Say nothing because whatever you might say would be insulting. B) Leave a written note about your feelings. C) Say that you don't like parks. D) Suggest an idea of visiting a museum. E) Give various excuses for not going; find other people who will take you where you want to go. F) Have the son/daughter relay your feelings.</p> <p>My oral/written comment would be: _____</p>
<p>You Should Have Said</p> <p><i>Written Discourse Completion Task</i></p>	<p>Conflict-Resolution: The aim here is to have students understand various inappropriate replies and to give better ones.</p> <p>Procedure: Have students in pairs, find out how their partner would respond better to the prompts. There are 2 versions, one for each student.</p>	<p>Version 1</p> <p>1. Someone calls you a cheater during a ball game. But you didn't cheat. So you say:</p> <p>"I am VERY sorry. I better leave."</p> <p>Should have said: _____</p> <p>2. Your best friend from Canada doesn't like the way you explain the rules to shogi, so you say:</p> <p>"FINE! If you DON'T like the way I explain, find another teacher."</p> <p>Should have said: _____</p>

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Choosing A PSA Program

The Japan Times (1997, p.14) reported that, according to the Japanese Ministry of Justice, over 180,000 Japanese students went abroad for studying or research in 1996. Since many of these students came right from Japanese high schools, this has led to the opening of many *Preparations for Study Abroad* (PSA) courses, throughout Japan. There can be two problems with PSA courses. First, the classes may focus on English as a foreign language (EFL) and not emphasize English for Special Purpose (ESP) skills. Second, because many high school guidance teachers have not lived or studied abroad, they may not know how to advise their students. This paper would like to provide some information about the problems that some of these programs have in Japan and why Japanese students do not always excel when they enter an overseas university.

PSA Programs in Japan: Dilemmas and Solutions

Selecting the Student

Intellectually, Japanese students are prepared for studying at a foreign university. The Japan Times (1996) reported on a study done in 1995 by the International Association for the Evaluation of Educational Achievement which showed that out of 46 countries world wide Japanese students ranked 3rd in math (with 605 points, the world average was 513) and 3rd in science (with 571 points, the world average was 516). This study shows that the education the students receive in Japan have prepared them quite well when compared to the students in other countries. But scores may be a poor indicator of

a student's performance overseas; thus, when selecting a student for a PSA program, it is important to choose someone who is highly motivated, who sees English as a tool to communicate ideas, and who is willing to work hard at learning the necessary study skills needed to do well at a foreign university. Students should be asked how motivated they will be in having to attend class consistently, read hundreds of pages a week, take detailed notes, and contribute to class discussions. As Ballard (1996, p.155) has written:

Overseas students cling tenaciously to the learning strategies that have worked so well for them in the past. They assume that hard work correlates with success, and so if they do poorly in an early test in a course they are prepared to work even longer hours to improve their grade—the problem is that they are working in

本国内で通う海外留学準備コース (PSA) である。これらのコースは、海外の大学や短大の厳しさに備えるためのものである。しかし、これらの多くは、外国語としての英語教育 (EFL) 向けであり、学生が本当に必要としている大学・短大での授業に対応できる英語 (ESP/PSA) の訓練をしていない。このことは、多くの学生が予測されることに何の準備もしないで、海外の大学・短大で学び始めることを意味している。本論では、どのような種類のESP/PSAプログラムを学生が探すべきなのか、学生がプログラムを選択する際に助言するには、教師はどのようなことを知っておくべきなのかを論述する。

a reproductive rather than analytical style . . . [therefore] . . . their difficulties lie in the disjunction of expectations about the styles of learning that are required and the excuse of poor language competence merely glosses over these more basic problems.

Choosing a PSA Program

After a student has been selected, the next step is to find an appropriate PSA program for them to enter. There are several aspects that should be considered before a program is selected. First, teachers need to find out whether the successful completion of the program allows the student to enter a junior college or university directly, or if students have to attend an English language program. It is important that the PSA program helps the students develop the necessary TOEFL scores to allow them to score a minimum of 450 points, which is the bare minimum needed to be allowed into a two-year junior college program or a minimum of 550 to 575 for a state four-year university. To accomplish this, a PSA program should have connections with as few schools as possible. Some programs stress the fact that they have connections with many different colleges in several different countries. The problem with such programs is they do not provide a sound and specific curriculum that helps the student develop the study skills they need. If a program attempts to state that it prepares a student for many colleges, it really is not preparing a student properly for any college. In Japan, just as the entrance exam to each university is slightly different so too are the requirements for colleges in each state or prefecture in various countries. The goal of a PSA program should be to prepare the student in a year's time to be able to enter the foreign college as a regular student and not to have to attend further English classes at a foreign college's English language center in order to meet the college's requirements.

To check on the success of the program, a teacher should ask to see the success rate of former graduates from past PSA programs: How many students are able to enter directly into a college and how many need to enter EFL classes before they can proceed? Also, teachers should check on the number of Japanese students who have graduated from the foreign universities, and how long getting a degree has taken them. Each student is different, but a junior college student normally takes two to three years to graduate. If it is taking longer, then perhaps the students are not being prepared properly before they arrive at the college.

Finally, a good PSA program should follow up on the students after they graduate to see what type of jobs the students are getting or if they are pursuing further education. This is the real mark of a good PSA program—do they follow the students from the time they enter the PSA program until they graduate and continue their careers? Only by getting feedback from the students can a PSA program improve the courses it offers. Also, any PSA program that is unable to provide the above information may indicate that it is only in business to make money and not developing the academic skills the students need to excel at an overseas university or college.

Having connections with as few schools as possible allows a PSA program to develop courses that will transfer to the foreign college. Programs that know the foreign college requirements can set up courses in Japan that will then transfer to the foreign college and help the Japanese student graduate

perhaps six months to one year ahead of time. It is important that the teacher checks to make sure that the transfer credits apply directly to college graduation and are not being transferred to the EFL program since this will not help the student to graduate early. In order that the students receive the proper instruction to get the credits they need, the majority of teachers involved in the PSA program should have a Master's or other advanced degrees. For class credits to transfer, colleges require that courses must be taught by teachers who have, at least, a Master's Degree in the subject area.

A Proper PSA Curriculum

When a teacher is looking for a course for the student to join, the most important aspect is the curriculum. However, this can be difficult to evaluate because most teachers in Japan have not studied overseas so they may be prone to choose a program which is more EFL oriented instead of more ESP academically oriented. Teachers should remember that the student going overseas not only needs to learn English but also to develop different study skills so they can compete with the other students in the class. Ballard (see Table 1) points out the differences between a good EFL program and the kind of academic program a PSA student needs in order to develop the skills necessary to excel at a foreign university or junior college.

Listening

Since university teachers convey most of their information through lectures, a student's listening comprehension is extremely important. Even taping and

*"the student going overseas
... needs to ... develop
different study skills so they
can compete with the other
students in the class"*

Table 1. *Contrasting Aims of Language and Academic Classes*

Mode:	Language class aims:	Academic class aims:
Listening:	total comprehension capacity to "store" whole text attention to discrete language features, e.g. pronunciation and sentence construction	selective of content selective "storage"/ note-taking critical responsive- ness to content
Speaking:	production of accurate sentences accurate pronunciation and intonation	expression of com- plex ideas raising relevant ques- tions/criticisms
Reading:	generation of correct linguistic structures manipulation of appropriate registers	development of ideas command of appro- priate style of argument
Writing:	generation of correct linguistic structures manipulation of appropriate registers	development of ideas command of appro- priate style of argument

Note: Ballard (1996, p.156)

listening to lectures again becomes difficult if a student is taking three or four courses a week. A PSA course needs to teach students how to recognize important issues and avoid becoming concerned with understanding every single detail of a lecture. The course should also incorporate a note-taking class in conjunction with a listening program, using tapes that are academically oriented to give the students plenty of practice in learning their note-taking skills. Unlike Japanese schools, foreign university professors only write a small part of their lectures on the board, so it is imperative that the student be able to listen and identify the important concepts being talked about and not wait for them to be put on the board.

Speaking

A PSA student will be expected to express their opinions about what has been covered in the lectures and to relate this to the reading assignments. A student is expected to move beyond phrases like "It is interesting" or "I think so too" and to state their opinion as well as to explain their reasoning. A good PSA program should help students to debate and disagree with others. While this may be a chal-

lenge for many Japanese students, offering effective criticism in a class discussion reinforces the tenet that students can learn from each other. Also, student participation can be an integral part of a student's grade.

Because a professor might ask a foreign student to explain the situation in their country, a good PSA speaking program should also help the student to develop good oral presentation skills. Having students give two- or three-minute speeches in class, particularly developing effective cause and effect arguments, will help build their confidence in public speaking.

Reading

Bamford (1993, p. 63) has observed, "that Japanese students have been trained to use a single strategy for dealing with unfamiliar written language: transpose it word-for-word into Japanese." This method slows a student's reading speed down so much that it could take 30 or 40 minutes to read a single page. Since a foreign university will often have students reading 30 or 40 pages a

day in addition to writing several essays summarizing what they have read, it is clear that a PSA course needs to move students away from this word-to-word technique to a skim and scan method that focuses on the main ideas of the story. For example, a program can begin with shorter newspaper type stories so the students can develop their vocabulary along with developing their scanning and speed-reading techniques. At the same time, students should be encouraged to present summaries of their readings and compare them with others. Teachers can then help students to develop and support their own opinions.

Locating resource material in a library is another important aspect a PSA program should cover; students should learn how to access data in electronic formats and to find information in relevant journals and books. This is another reason why a good PSA program should be connected to as few colleges as possible: Information about the library, for example, can be given along with maps and brochures.

Writing

For many subjects, students will need to write well. This skill is often overlooked in secondary educa-

tion because of the Japanese university exam, which is comprised of multiple choice and short answer questions. Thus, students may never write long essays in Japanese, let alone in English. In fact, the only time a Japanese student writes any kind of research paper will be for a university seminar class, usually in their senior year. Therefore, a final goal of PSA program should include an eight to ten-page typed research paper with corresponding footnotes and bibliography. The writing program should be centered around a process writing style that takes the student from choosing a proper idea, to outlining their papers, writing a first draft, editing the first draft, and then rewriting the first draft into an improved second draft to be submitted for a grade. Emphasis should be placed on having students write in their own words, properly citing any information. At a foreign university, plagiarism is considered a serious offense, so students need to be reminded of this and taught the importance of doing their own work. Kenner (2000, p.26), the course leader of the European Commercial Law Department at the University of Leicester, writes a student caught plagiarizing will in the worse cases, be expelled from the university. This is a policy at all universities and junior colleges, wherever a student may attend.

A writing course should also help prepare students for essay tests that are sometimes given at foreign universities. Most social science courses have essay tests in which the student may have one or two hours to choose three or four topics and then write a two or three-page essay about each topic. Therefore, students need to be taught how to quickly analyze the topic, generate an outline, and then write their essay, drawing information from their notes and the outside readings. A PSA program should gradually develop such skills so that they are able to write two good essays in a 60-minute period.

Cultural Awareness

Besides the importance of academic preparation, a PSA program should review the social customs and morals of the target country; this will solve many cross-cultural problems that can arise in living abroad. Teachers need to discuss serious issues like emergencies (dealing with the police, fire department or going to the hospital) along with problems such as unfriendly roommates, and unhelpful professors. It is important that the student knows where to turn, so they are not left to suffer in silence, but can get the most out of their education at a foreign university.

Conclusion

With more students wishing to go overseas to study, it is important that teachers know more about PSA programs to provide an in-depth orientation so that

students can make an informed choice. The transition from a Japanese high school to a foreign university or junior college can be difficult if the student is not well prepared. Thus, any school that is unable to describe its courses or provide information on the students is one to avoid. Since the students will be investing a lot of time and money in this program, it is important that they get their money's worth out of it. In short, these general guidelines will help high school teachers to find an appropriate PSA course for their students to pursue. After all, there is nothing more disappointing than for someone to spend their time, money, and energy in a program that does not properly prepare them to fulfill their dreams. The better a teacher is prepared to help their students, the better choices the students will make for their future.

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Dirk Yuricich was the designer and director of a PSA program for eight years in Tokyo. He taught university study skills, cross-cultural relations, English conversation and listening comprehension for twelve years in Japan and Austria. Presently, he works as a freelance photographer-writer in the United States. <dirklisa@earthlink.net>

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PAC3 at JALT2001

Don't forget!!

The deadline for presentation
submissions is
January 15, 2001

<www.jalt.org/jalt2001/submissions>

Special Report on Korea TESOL2000

Korea TESOL2000 was held this year from September 30 to October 1st at Kyoungbuk National University in Taegu City, located approximately half way between Seoul and Pusan in South Korea. The conference theme was *Casting the Net: Diversity in Language and Learning*.

It was a friendly, exciting conference with about 750 teachers in attendance. It was presided over by Korea's Outgoing President Han SangHo, Conference Chair and Incoming President Andrew Finch and Programme Chair Kirsten Reitan. Our very own Jane Hoelker, Korea TESOL International Liaison Chair, was present, and another very pleasant surprise was seeing Jill Robbins, JALT99 Conference Programme Chair, who wishes you all well and looks forward to seeing you at JALT2000. Internationally renowned plenary speakers included Dr. Richard Allwright (of the University of Lancaster, who spoke at JALT98), Dr. Leo Van Lier (of Monterey Institute of International Studies in California) and a special workshop was lead by Dr. Andy Curtis (who spoke at JALT99 and is now studying and writing in Ontario, Canada). Other dignitaries included Utebayeva Zaira from the Kazakhstan Institute of Management and her colleague Larissa Akihanova, an expert in Business English from Soros Language School in Kazakhstan. Galina Nickolaevna Lovtsevitch, the President of East Russian TESOL was there as well, and we hope that this will be the beginning of a deepening relationship between our three countries (as you may know, a group of *JALTers*, including Bill Balsamo and others, attended the East Russian conference last June).

The KoreaTESOL president referred to PAC3 and JALT and gave a glowing report before a packed plenary. During the conference, David McMurray, JALT National Treasurer and JALT2001 Conference Programme Chair, and I (as JALT representative) were hard at work contacting all our PAC (Pan Asian Consortium) supporters to invite them to the PAC3 and JALT2001 planning meetings in Shizuoka, as well as updating them about our conferences and encouraging them to attend the next combined event in Kitakyushu. PAC includes such national organizations as ThaiTESOL, ETA ROC (Taiwan), KoreaTESOL, and JALT, and receives support from TESOL International, IATEFL and TESL Canada. Outgoing KoreaTESOL President Han SangHo and KoreaTESOL Publications Chair Robert Dickey are giving a joint presentation at JALT2001, and we worked with them on such programming details as brainstorming an appropriate title for their presentation. David McMurray and I did lots of networking: making contacts, and discussing issues with professionals from around the world (some of whom are mentioned above), and JALT was on the lips of the main speakers and was referred to at the opening ceremony and

other meetings. At least 20 JALT members were present and highly visible at KoreaTESOL, for many were presenting. I took over JALT material, (thanks Junko Fujio, JALT Central Office Supervisor for preparing this) and there was a JALT table, along with a CUE SIG and an AYF table to represent JALT well.

The PAC3/JALT2001 meeting got positive reactions from attendees: David announced that Chris Candlin and Anne Burns are doing a joint plenary. He pointed out that 25-minute slots are being planned for JALT2001 in the hope that more presenters will be able to give a paper (and thus, more paying attendees). It was also appreciated when it was pointed out that JALT2001 Programming is busy searching for low cost accommodation for our attendees outside of Japan. Kip Cates, with his talent for reaching out to people and getting them enthusiastic about his ideas on globalization, was there to chair the Asian Youth Forum meeting.

David and I were invited to several receptions and lunches, and each was a great opportunity to do a lot of building bridges between countries, and boost the image of JALT. The Call for Papers for JALT2001 was included in the conference handbag and the handbook contained a one-page announcement on PAC3 in Kitakyushu with encouragement to apply to present before January 15, 2001, plus another full page in the *PAC Journal* and encouragement to submit academic papers before November 30, 2000.

Social activities at the conference included a cocktail party on the first night for international guests and the conference organizing committees hosted by Hakmun Publishing and their President Kim Young-Chul greeted visitors with Banner Japan and their Director, Trevor Reynolds and Manager Chris Lovering. On the second night of the conference, there were Korean traditional music concerts organized by the Kyungpook University Department of Music and tasty Korean food to enjoy around town.

Both David and I wish to congratulate KoreaTESOL for a job well done. We especially want to thank our partner organization for the unfailing courtesy and kindness they extended to us during the conference. We hope that you will consider attending the next KoreaTESOL conference (to be held the first weekend in October in Seoul next year) to discover for yourselves Korean conference hospitality, good academic presentations, and interesting travel in another land.

This report has been about KoreaTESOL, but it is also about PAC3 at JALT2001, now being prepared for you. We encourage you to mark the dates November 22-25, 2001 in Kitakyushu on your calendar right now. Please join us there.

*Reported by Joyce Cunningham
JALT National Programme Chair*

In this month's issue, a very special, useful service **The Writer's Peer Support Group** is described, and a warm invitation to all is extended to take advantage of this service. As always, the coeditors encourage Chapters and SIGs to submit 800-word reports to this column in English, Japanese, or a combination of both.

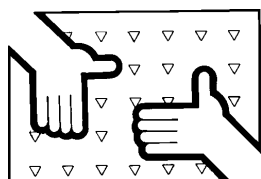
Celebrating Collaboration: The Writer's Peer Support Group

Wilma Luth & Andrew Obermeier*

**Authors' note: This text is the collaborative reading and writing of Andy Barfield, Wayne Johnson, Wilma Luth, Andrew Obermeier, Jill Robbins, and Craig Sower.*

Now nearing its first birthday, The Writers' Peer Support Group (PSG) has become a vibrant dimension of *The Language Teacher* (TLT)'s editorial process. Whereas TLT's Column Editors and Editorial Advisory Board are charged with deciding what articles will be included in each issue, the PSG serves only to help writers revise and improve their drafts prior to submission. We are a pre-publication writers' workshop and can be contacted directly by email at <tlt_psg@jalt.org>.

Inquiries are welcome at any stage of the writing process. The PSG has been contacted by some writers with just a germ of an idea. Knowing how the PSG could assist them gave them the impetus to start writing. First contact with other writers has included receiving their complete drafts with the request for help in improving them.



Working Together!

Some Frequently Asked Questions

Question: What kind of support can I expect from the PSG?

Answer: We aim to help writers further their drafts by providing each writer with two empathetic reading responders who are committed to working through several drafts if the writer feels it necessary.

Question: How do I contact the PSG?

Answer: Email us at <tlt_psg@jalt.org>.

Question: How should I send attachments to the PSG?

Answer: Send your paper as an attachment in "rtf" format.

Question: My paper is on a topic that is relatively obscure. Will the PSG be able to help me?

Answer: The research interests of PSG members cover a wide range, and we try as much as possible to match writers with readers familiar with their topic.

The Practice of Peer Support

When Andy Barfield, the PSG coordinator, receives a paper, he sends a query to the group list to see

which two readers will volunteer to work with the author. The prime goal is for each author-reader-reader triad to create a dynamic discussion around the draft in progress. The readers read the draft separately, exchange comments on the content, and then prepare and send a response to the writer. The writer revises and sends the draft back to the readers. The process continues until the writer is satisfied and ready to submit the article for publication.

To a writer contributing to PSG, we act not as editors or teachers, but as peers. We do our best to develop a sense of trust between the writer and reader. Our aim is to help writers improve their drafts through a careful process of reading, responding, and revising. The following are key questions on our side: How could this be clearer? Has the writer remembered to address the intended audience? Do we need more background information?

In practice, a reader's response might look like this:

[Reader's name: I can see how this drama activity fosters risk-taking in the moment. How does it encourage taking risks at other times in class? In what way do you notice that students' pronunciation improves because of it? How often would you suggest using this activity in class? How does it help *katakana* pronunciation? I think that, by including answers to some of these questions in your description, you could broaden the appeal of the activity. Good luck and please let us know if you have any questions or comments!]

We believe that this kind of comment demonstrates great respect for the voice of the author. The author has been asked questions around his/her text and revisions are entirely up to the writer.

There is a fine line between being supportive and being critical. If we are too supportive, we can offer the writer very little input for a revision. If we are too critical, we will discourage. The members of the PSG are all familiar with the joys and frustrations of attempting to express ourselves clearly and succinctly in writing. We also know firsthand the benefits of having our writing responded to by a thoughtful and sensitive reader. It is these dual experiences that we will keep foremost in our minds when we respond to your draft. So, when can we expect your paper?

Building Schema in a Reading ClassYuka Homan, *Musashi Institute of Technology*

Schema theory asserts that background knowledge facilitates reading comprehension for language learners. This article introduces an activity in a reading course which is designed to take advantage of students' background knowledge, and eventually lead to reading fluency.

In a Current Affairs English reading course that I teach at a university, one of the major purposes is to draw the students' attention to domestic and international affairs by reading English newspapers. Unfortunately, after experiencing less than satisfying results in past courses, I realized that it was not easy to use the students' schema in reading comprehension because most students did not have a solid background about current issues in the first place. In fact, in questionnaires about their reading habits, more than 90% of my students answered that they never read Japanese newspapers on a daily basis, let alone English newspapers. Nation (1990) indicates that if learners read about familiar topics, they will cope with unknown words in context easily. However, when they encounter unknown low frequency vocabulary in a newspaper article, lack of schema prevents them from skipping over these unknown words to grasp the meaning of the text. This article introduces a schema-building exercise in which the students acquire the background knowledge deliberately, both inside and outside the classroom.

Reading Material

Newspapers are the major material source in this activity. The most significant requirements of reading material are timeliness and authenticity. If the material is up-to-date, the students are likely to be interested, because the topic is authentic both in and out of the classroom. When the students happen to watch a Japanese TV program related to a topic that they are learning in class, they will pay more attention to it. Then, once they understand the general issues of the topic, they may become stimulated by their curiosity to learn more in English about more profound aspects such as culture, religion, and history. Thus, this development of the students' interests and motivation to learn about current topics is important in the process of overcoming their lack of background knowledge.

The English written texts I use are extracted from the *Daily Yomiuri* and the *Asahi Evening News*, which are issued from major Japanese newspaper companies, the *Asahi Shimbun* and the *Yomiuri Shimbun*. Since many of the articles in these English language

papers are basically identical to the Japanese originals, they are easier to read when the students use their background knowledge

than other international newspapers issued abroad. Editorials, especially, can become useful materials for this particular activity because the English version of an editorial is often directly translated from the original Japanese version.

Procedure*Step 1: Teacher's explanation of the exercise (15-20 min)*

The teacher should make sure the students understand that the aim is to build new schemata about current topics both in Japanese and English. Thus, the students are expected to read and watch the news in Japanese outside the classroom before they come to class in order to perform the activity well in the classroom. It is very important for the students to understand the procedure clearly at this stage.

Step 2: Pre-reading—guessing words from context in Japanese text (15 min)

The entire class receives a written Japanese text from a Japanese newspaper. The text includes about ten cloze blanks. The students individually fill in the Japanese meanings they think appropriate. After 15 minutes, the class forms pairs to compare their answers. Then, the teacher randomly calls upon some students to give the results of their guesses.

Step 3: Reading 1—guessing words from context in Japanese/English text (15 min)

After they have a solid basis of knowledge in the particular topic, the students receive a Japanese text, this time with English key words in terms of context and vocabulary frequency. The article is different from the previous reading but shares the same topic. The students individually guess these English words in context, and compare answers in pairs. Then, the teacher calls upon some students to give their answers.

Step 4: Reading 2—guessing words from context in English text (15-20 min)

The students receive an English text similar to the Japanese one that they used in the previous reading. The students individually fill in the missing target words. The first letter of the target word may be indicated for the students to guess more easily. After ten minutes, the students compare with their partners, then the teacher checks their guesses by calling upon some students to give their answers.

Benefits of the Activity

This activity is characterized as providing students with background knowledge in Japanese before studying a topic in English. Furthermore, different

texts with the same topic enable the students to have opportunities not only to understand the context but also to experience repetitions of the same vocabulary. As Nation (1990) emphasizes "repetition and attention" of words for vocabulary learning, this schema-building activity helps to encourage vocabulary development.

Other effects of this activity are a sense of achievement and confidence that most students will have by the end of the course. The students' accomplishments will encourage them to learn about other world issues, which will inspire the learners' motivation to learn English. It is undeniable that this activity definitely requires time and effort for

both students and teacher. However, the gains in students' knowledge of current affairs and of reading skills make it worthwhile.

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Quick Guide

Key Words: Schema, Motivation, Vocabulary

Learner English Level: Intermediate

Learner Maturity Level: Adult

Preparation Time: Approximately 60-90 minutes

Activity Time: Two class meetings

Intercultural Communication Aspect into Reading Materials for Japanese students of English

Mayumi Okada

It seems that for Japanese learners an "international orientation" influences their success in learning English. Therefore I picked up the essays having the aspect of intercultural communication as the reading material in the class. The reading material I picked up is "on the key board" in *Asahi Weekly*. The unique point of it is that all the writers of the essays live in Japan, but they have had the experiences of living in many other countries, and all of them seem like "multicultural men" (Adler, 1994) to me. I usually ask the students to read the material before the lessons and write their answers to the questions, which I gave them beforehand. I usually give three questions. Two of them are concerning the content of the essays, and the other is the question, which will make the students think about the differences between Japanese and foreign cultures and the reasons why there occurred differences between them. In the class they will have discussions based on the answers they had written down. Discussion is the good way to improve their speaking and listening ability, and also because of the contents of the reading material it will enhance their motivation as well. This lesson plan will not only give Japanese students the chance to practice speaking in English but also widen their view to become international citizens and enhance their motivation of learning English.

日本人の英語学習者には、"International Orientation"が、英語学習の動機として大きな影響を与えると考えられる。それゆえ、学校の通常のReadingの授業にIntercultural Communication (異文化間コミュニケーション) についての内容を折り込んではどうだろうか。私が、今回とりあげる方法は、異文化間コミュニケーション

に最も重点をおいている。生徒が異文化に対する柔軟性を高め多様な視点を持てるよう、異文化についての知識を得たり、自国の文化と比較したり分析する事を重視している。

使用する教材は、Asahi Weeklyの "on the keyboard" である。なぜこの教材が望ましいのかというと、書いている人の国籍が多様であり（オーストラリア、イギリス、インド、アメリカ、ニュージーランド等）、日本人とは違った視点を持つてはいるが、自民族中心主義的な考えをもっている人がいない事が挙げられる。また、全員日本にその時点で住んでいる人であるが、それまでに多くの国で生活しいろいろな経験をした人が多く、日本を見る見方もユニークで、彼等の意見を聞いて日本という国についても、より深く考える機会を与えてくれる。Reading教材としての難易度は、高校生以上の中級者以上にはちょうどよく、難解な単語も少ない。また、日本のお花見や、ロンドンの地下鉄といった身近な内容が多く分かりやすい。注に、日本語の意味も添えてくれているので、英語が得意でない人にも、とりかかりやすいのではないだろうか。長さも、約250wordsで、読みやすい。

それでは、実際にどのようにして、授業を行っているか次に説明しよう。私は、毎週readingの宿題として、この"on the keyboard"を授業の前に生徒に読ませ、その内容の理解をはかる質問を2つと、もう一つ自分の意見を考えたり述べたりする質問に対する答えをノートに書いてくるように指示している。例えば、1999年5月10日号の"on the Keyboard"では、インド人Smitha Mallyaさんのエッセイをよんだ後、次のような質問に答える事を、宿題として与えた。（意見を述べさせる質問だけ抜粋）

What do you think makes a difference between the career opportunities of Japanese women and those of Indian women?

この質問を出したのは、エッセイの中で、以下のような文があったからである。

... Coming from such a background, it is very disappointing to see that women in Japan have hardly any opportunities to rise to the top in most areas. Even graduates of top universities often end up serving tea and making photo copies while their

male counterparts chalk out challenging careers for themselves.

Although many companies offer the so-called "career-track" for women, the fact remains that these women rarely quite make it to positions of real power in the company. While it is extremely unfair to women, it is also a serious loss for society at large if the true potential of these women is not utilized to its fullest capacity.

このようなエッセイを読んだ後、質問に対する答えを生徒はノートに書いてくることになっている。このとき、生徒が書いてきた答えは、次のようなものであった。

Really I don't know. Maybe the top of the most companies in Japan are men. They don't like the women become the top of the men. Now the situation is changing, because many people know that all men on the top in Japan are not able.

また、次のように分析する生徒もいた。

In India the number of the students with high academic background may not be so many. In such a situation society needs women's ability, I think.

この授業の後、日本の男尊女卑の体質についての意見や、日本がどう変わっていかばいいかという考え方、インド社会のどんな点が良いかなどについていろいろな話し合い (discussion) を行った。私の行っている授業は、少人数の授業であるが、discussionの時大切にしている事は、正しい答えは何かということを探したり、自分が正しいのだと相手を説得することを目的としないことである。一つの出来事に対して、いろいろな見方があるという事を知り、自由に意見を出し合い、相手の言おうとしている事を理解できるまで話し合うということが一番の目標に置いている。初級者、中級者にとっては、自分の意見が攻撃されるというような不安感をいなくすることが少なく、その方が話しやすいのではないだろうか。また、指導上気をつけていることは、このエッセイストが、この国の代表者ではなく、あくまで、ある外国出身のひとりの人という扱いをする事である。ある国の人に対するステレオタイプを生徒に与えてはいけないと考えているからである。この時の授業で、生徒からは、「記事を読んで、初めてインドの女性の社会進出についてよくわかった。インドに対するイメージが変わった」という意見が聞かれた。

さて、もし、この方法を20~30人のクラスで行うのであれば、クラスを4人から5人のグループに分け、質問に対する答えをグ

ループ内で話し合うという方法がよい。そして、授業の最後10分くらいを使って、グループでどのような答えが出たか、グループのひとりの人にまとめて発表してもらう。その発表者は未然に決めておくのではなく、その場で決定した方が、discussionで、みんなが真剣に取り組むであろう。最後に発表するために、他の生徒の話もよく聞かなくてはならないので、このdiscussionは、listeningの力を向上させるのにも、コミュニケーションスキルを身につけるためにも、役立つ。また、もし、時間があまれば、そのグループごとの発表を聞いて感じたことなどを、クラス全員で話し合うのもよい。

私は、何人かの生徒に対してこの授業をもう4年位続けている。担当した生徒は、このエッセイの内容が非常におもしろいので、readingは得意ではないが、毎週どんな事が書いてあるのか楽しみで止められないと言っている。また、柔軟性のある考え方を知ることが出来たことや、日本に暮らす外国の人々のいきいきとした生き方が自分の人生観を変えたかもしれないという生徒もいる。彼女は、始めたころは、中学校3年生位の語彙レベルであったが、今では、このエッセイを一度読むぐらいで、大体理解できる程の力がついていた。そのうえ、いろいろな国の人が書いているので、出身国ごとに文体が多少違うということにも気付いたと述べている。また、討論の際にも、いろいろなスキルを使って参加できるようになった。

英語はコミュニケーションの道具であると言われている。英文で書かれた内容を読み取るために英語を勉強し、また、それについて自分の意見を述べるために勉強するというのは、まさしく英語をコミュニケーションの道具だと考えた授業である。また、異文化コミュニケーションというと、つい各国の服そうや食事、時間や空間についての感覚の違いなどを想像しがちであるが、この教材には、それだけではカバーできないような、intercultural communication (異文化間コミュニケーション) について考える内容がふんだんに折り込まれている。このような教材をただ読むだけではなく、それを自分たちの生活と比較したり分析したりする事で、異文化に対する多様な視点を持つ事ができるようになる。今後の英語教育には、そのような事を目標に置くことも必要ではないだろうか。

参考文献

Asahi Weekly (May 10th, 1999 edition).

Quick Guide

Key Words: Reading material, intercultural communication, discussion

Learner English: Intermediate and up

Learner Maturity Level: High school to Adult

Preparation Time: One hour

Activity Time: 40-60 minutes

PAC3 at JALT2001

Don't forget!!
The deadline for presentation
submissions is
January 15, 2001

<www.jalt.org/jalt2001/submissions>

edited by malcolm swanson

Thomson Learning

Off the Presses offers readers a glimpse into what is happening in the world of our publishing colleagues. This month we feature an article by John Lowe of Thomson Learning. For further inquiries about this column, please contact <tl_op@jalt.org>.



I am delighted that Thomson Learning is the featured publisher in this month's *Off the Presses* column, and would like to thank *The Language Teacher* for providing us with this opportunity to tell you something about our company. In this short feature I would also like to mention some of our new materials, their underpinning pedagogy, and explain how we hope to build partnerships with educators across Japan.

Thomson Learning, part of the Thomson Corporation, is one of the world's leading providers of lifelong learning information, with educational content delivered both through published texts and also online through the Internet. Boston-based Heinle & Heinle (which incorporates Newbury House) serves as our principal ELT materials development center, and maintains a strong editorial presence in Asia.

Thomson Learning is currently the second biggest educational college publisher in the United States, and has considerable authorial and editorial expertise. In the last year Thomson Learning has decided to focus this expertise more on ELT publishing and launched a major initiative, which will provide teachers and learners with exciting new materials, and will lead to new developments in our field.

The first of these new materials is the three level series *Expressions* written by David Nunan, the world-renowned theorist and course book writer, and one of Thomson's outstanding lineup of eminent figures in the language teaching field. The central unifying concept behind the series is that of meaningful English communication and the series itself is built around meaningful communication tasks. *Expressions* is specifically designed to provide learners with Professor Nunan's vision of the three essential elements to success in learning a foreign language. The first of these is access to language data, that is samples of spoken and written language. The second is information about the language and the culture, as well as information about learning processes. The third is providing opportunities for learners to practice the target language.

Other new titles include the *Tapestry* series (Rebecca Oxford), a 12-book integrated curriculum, ranging from low intermediate to advanced and covering all four skills. An exciting feature of this series is the accompanying CNN videos, which contain authentic broadcast extracts related to topics in the units. Diane Larsen-Freeman is the series

editor for the new platinum edition of the best selling four-level grammar series, *Grammar Dimensions*, which takes a more communicative approach to grammar than usually found in "traditional" grammar texts. Bruce Rogers has written a new *Complete Guide to the TOEFL* CBT edition with CD-ROM, which provides electronic practice through tutorials, TOEFL exercise types and a test bank of TOEFL questions. These are just a few of the titles we are able to offer in a range of skills across the ELT spectrum.

In Japan we now have six ELT staff, with more than 30 years of Japan teaching experience, and we are always delighted to arrange visits, workshops, or book displays at your institutions. We also invite and sponsor key authors to give presentations in Japan, and are sometimes able to arrange special visits for such authors to give workshops at your school or college.

Publishing quality ELT materials such as the titles above involves a continual dialogue between educators and publishers, and your comments and ideas help us prepare materials that are suitable for your classrooms. For this reason, and because of the many publishing projects we are working on, we are setting up reviewer groups and are currently seeking members. Again, please contact us for more details.

As a result of our ELT expansion, we are also actively seeking potential authors for workbooks, teacher's guides and textbooks. Please contact us or visit our websites for more information:

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<www.thomsonlearningasia.com>

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**For details,
contact the JALT Central Office.**

Book Reviews

edited by katharine isbell and oda masaki

Words and Rules. Steven Pinker. New York: Basic Books, 1999. pp. xi + 348. ¥4446. ISBN: 0-465-07269-0.

Following up on the success of *The Language Instinct* (1994), Steven Pinker narrows his focus in *Words and Rules* to dwell upon the seemingly dull inventory of English irregular verbs. The focus on irregular verbs is an intriguing choice, and Pinker deftly illustrates how this narrow focus reveals insights into the formal properties of the mind.

There is clearly no TESOL influence in this work, but this is precisely why it is of interest to EFL teachers. We are likely to find a new appreciation of the role that irregularity has in language learning. Examine any short sample of spoken or written English and count how frequently irregular verb forms appear. It becomes apparent that if a learner does not have these forms readily available, basic comprehension and production will be seriously handicapped. Prevailing wisdom tells us that these can be acquired through communicative tasks, but Pinker suggests that something more is needed.

He argues that desire to communicate is not the driving force of language acquisition. Communication is certainly a motivating factor in language learning, but the act of communicating does not in itself drive acquisition. Pinker cites children's errors such as *cutted* and *setted* (p. 194) that are less ambiguous, and thus more communicative, than the correct forms.

Pinker proposes an innate mechanism that allows memorized irregularities to block the application of previously acquired rules. Children stop saying *putted* because they rapidly notice the use of *put* in past tense contexts. Pinker would not likely agree that this is unconscious learning since it is impossible to qualify such mental processes. He would say that this learning is an effect of the rapid neural development that occurs before puberty, and teachers should be wary not to hinder it in children or expect to find as much of it in adults. The implication is that for adult learners drill and memorization tricks play a significant role in the path toward communicative competence.

Pinker explains that it is precisely because the irregular forms are the most frequent that they are irregular. Witness the many irregular forms, fading in frequency, that give pause to native speakers. Should it be *strived* or *stroved*? Again, there are implications here for teaching: the exceptions to rules, because of their high frequency, are perhaps more

important than the rules, which are actually just default systems for unfamiliar entities.

The irregular/regular dichotomy becomes a powerful tool for understanding how the mind works. The focus on irregular verbs and the English past tense rule turns out to be the perfect case study to test the debate between rationalism and empiricism. Is the mind a blank slate, or is it packed with innate structure? Irregular forms held in memory are family resemblance categories, learned by experience and association (support for rationalism), and they can block the application of a rule so that we don't say *goed*. Grammatical rules, such as adding *-ed* to regular verbs, are classical categories (support for empiricism).

Pinker's early work in L1 acquisition earned him a top spot in the field at MIT, but he has shined (shone?) brightest in his books written for wider audiences. He is a Renaissance man of pop culture, psychology, linguistics, and philosophy who excels in illustrating the polarized debates that rage in academia with real-world examples. The present work will appeal to anyone with an interest in language.

Reviewed by Dennis Riches
Tokyo University of Technology, Hachioji

East Meets West: Problems and Solutions: Understanding Misunderstandings between JTEs and ALTs. Todd Jay Leonard and Sutoh Utako. Tokyo: Taishukan, 1999. pp. 235. ¥2000. ISBN: 4-469-24446-5.

With *East Meets West: Problems and Solutions*, Todd Jay Leonard offers another contribution to English-Japanese bilingual discourse. This new tome, an extension and a continuation of his previous *Team-Teaching Together*, provides an amusing and entertaining look at the cultural and interpersonal fender-benders and even heavier collisions that occur with regularity between native English-speaking Assistant Language Teachers (ALTs) and their Japanese counterparts. Like its predecessor, *East Meets West* is presented bilingually with Leonard's English on the left-hand pages and an annotated translation by Sutoh Utako on the right, making the material highly accessible.

The value of this book lies not so much in its insights relative to language instruction, but in its attempt to broaden and deepen communication between Japanese English teachers and ALTs. The intense level of activity and fast pace of life in secondary schools can prohibit substantive dialog between Japanese staff and the native English speakers employed as ALTs. Discomfort with communication in a foreign language among Japanese and the respect for privacy can also limit the range and depth

of discourse between ALTs and their hosts in the schools. *East Meets West* can possibly fill this gap. One of its short, Q&A-styled chapters can easily be perused and discussed during the morning tea break, post-lunch recess, or perhaps in the often-frenzied moments between lessons. Leonard's book may help give people more to say than *hello* and *goodbye*. The topical areas broached in the book are indeed ones that likely would not come up otherwise—privacy, gossip, homosexuality, noisy foreigners, pervert supervisors, and others. Manga-like illustrations serve to support a generally comic, light-handed treatment of some delicate issues.

A more obvious use for the book is as a supplementary orientation manual for recently arrived JET Program participants and the school personnel who will work with them. Problems encountered on a daily basis both in and outside schools receive authoritative answers from former JET and longtime Japan resident Leonard. Newly arrived JET participants and others new to Japan might avoid a number of almost predictable *faux pas* through a quick read of the short chapters.

For the curious JTE and other Japanese readers, the book contains glosses of idioms and not-so-common lexis used by Leonard—for example, *razzle-dazzle* or an ALT who is *full of himself*—which in effect make the book a language learning resource for students of English as well as a cross-cultural guide. What this book doesn't offer, however, is a consideration of the subtleties and complexities of team-teaching by Japanese English teachers and ALTs. Only a fourth or so of the chapters treat classroom phenomena or nuts and bolts issues related to language instruction. That, however, is clearly beyond the scope of the book and, one suspects, is of less interest to a commercial publisher like Taishukan. For those who doubt the efficacy of JTE-ALT team-teaching, the author offers a strong testimonial about the impact of native English-speakers on secondary students in an epilogue. Without doubt, Leonard's new book sheds light on numerous mysteries for Japanese and English speaking co-workers and is a valuable primer for those seeking to avoid cultural and interpersonal fender-benders.

Reviewed by William Matheny
Tokai City ALT

Oxford Picture Dictionary Japanese-English version. Norma Shapiro & Jayme Adelson-Goldstein. Oxford: Oxford University Press, 1998. pp. 227. ¥2290. ISBN: 0-19-435190-4.

Finally, after 20 years of teaching English in Japan, I have found a useful topic- and vocabulary-based dictionary that should be mandatory material for all Japanese students studying the English language.

The bilingual *English-Japanese Oxford Picture Dictionary* is organized in an easy-to-understand format designed to facilitate learning English vocabulary at a rapid, yet interesting and structured pace. The words and corresponding pictures are useful, direct, and right on target.

The *Oxford Picture Dictionary* illustrates and defines over 3700 words—not just nouns, but also verbs, adjectives, and prepositions—with extremely well drawn, high-quality, color illustrations designed to engage students in a fun and challenging way. The A-4 sized dictionary is approximately 1/2 inch (1 cm) thick, so carrying it around presents no problem.

The age level of students using this dictionary can range anywhere from 15-years-old on up. I use this dictionary in my university classes and continuing education classes with equal amounts of success. Not only is the format very clear and easy to understand, but also the vocabulary is topically organized into 140 key topics, which are in turn grouped by 12 themes. For example, under the theme *food*, the dictionary lists such topics as *fruit, vegetables, meat and poultry, deli and seafood, the market, containers and packaged foods, weights and measures, food preparation, kitchen utensils, fast food, a coffee shop menu, and a restaurant*.

The dictionary comes with two sets of audiocassettes. One set, the dictionary cassette (3 cassettes), is a recording of the over 3700 words in clear, easy-to-repeat American English. Female and male voices alternate reading of the words by topic. This set is perfect for the language lab, enhancing both listening and pronunciation practice, and thus enabling the learner to study at his or her own pace. The other audiocassette focuses on aural discrimination.

In addition to all this, there are also two workbooks: Beginner and Intermediate. Each page is in high quality color, which helps to develop student interest, and corresponds directly to the 140 topics presented in the student version of the *Oxford Picture Dictionary*. The beginning workbook is at the word level while the intermediate is aimed more toward sentence building. The workbooks lend themselves to individual, pair, or group work and both can be used for speaking practice in class as well.

A teacher's book includes the complete *Oxford Picture Dictionary* with wraparound notes, added teaching strategies that actually work, and step-by-step lesson plans that the teacher can implement into the classroom in a solid, professional manner.

The *Oxford Picture Dictionary* gives new meaning to the old adage, "If you don't know the words, you can't speak the language." I highly recommend the dictionary with its accompanying audiocassettes and workbooks as a supplementary textbook to help students learn English vocabulary in a systematic, goal-oriented fashion. Another added advantage is

that the dictionary can be taught by a teacher, used as a complete self-study program, or a combination of the two.

*Reviewed by Lawrence Klepinger
Nagoya, Japan*

Recently Received compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of December. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

What's It Like? Life and Culture in Britain Today (student's, teacher's, cassette). Collie, J., & Martin, A. Cambridge: Cambridge University Press, 2000.

Japanese

Japanese Beyond Words: How to Walk and Talk Like a Native Speaker. Horvat, A. Berkeley: Stone Bridge Press, 2000.

Supplementary Materials

Classroom Games and Activities. Kailani, T., & Al-Ansari, H. Reading: Garnet Publishing Ltd., 2000.

Reading & Writing Skills

Better Writing. Harrison, R. Reading: Garnet Publishing Ltd., 2000.

***Focusing on IELTS Reading and Writing Skills.**

O'Sullivan, K., & Lindeck, J. Sydney: NCELTR, 2000.

For Teachers

Grammar for English Language Teachers: With exercises and a key. Parrott, M. Cambridge: Cambridge University Press, 2000.

PAC3 at JALT2001

Don't forget!!

The deadline for presentation submissions is
January 15, 2001

<www.jalt.org/jalt2001/submissions>

JALT News

edited by amy e. hawley

This month, this column appears to be short, but do not let the length deceive you. It is jam-packed full of important news. First, we have an announcement from Gene van Troyer regarding the March 2001 issue of *The Language Teacher*. *TLT* is becoming more and more user friendly and I think that everyone will like what Mr. van Troyer has to report. Second, Peter Gray has the results of the JALT National election. A special thanks to Mr. Gray for all of his hard work on this past election. Also, a big congratulations to all of the newly elected and re-elected JALT National Directors.

Next month, I plan to feature some reports from the JALT 2000 Conference at Granship in Shizuoka which took place last month. Be sure to check it out. Also, throughout 2001, feel free to send me any short articles, announcements, stories, etc. that you may feel the rest of the JALT world could benefit from knowing. Thank you all for a great first year as the JALT News column editor and I look forward to a wonderful 2001.

Happy Holidays!

今月号のこのコラムは短そうに見えますが、そんなことはありません。重要なニュースが凝縮されています。まず、Gene van Troyer から2001年3月号TLTに関わる発表があります。TLTはよりユーザフレンドリーになっていきます。皆さんはGene van Troyer氏からの報告を喜んでいただけることでしょう。第二に、Peter GrayがJALT全国選出役員選挙の結果を報告しています。Gray氏の今選挙に関わる多大な貢献に深く感謝を捧げます。そして、新しくJALT全国選出委員に選ばれた方々におめでとうを述べたいと思います。来月は、静岡で先月行われたJALT 2000の報告を行う予定です。ご期待ください。また、2001年も、短い記事、お知らせ、ストーリーなどをお気軽に私のところまでお送りください。JALT NEWSコラム・エディターとしての最初の年を無事終え、来年2001年が素晴らしい年であることを期待して。よいお年を。

Amy E. Hawley

March TLT To Appear As CD-ROM

Always a useful addition to the working language teacher's resources, *The Language Teacher* is about to become even more useful! The JALT Publications Board has a special treat for JALT members and subscribers to its publications: the March 2001 issue starts the new year and the new millennium off by giving them not just the news they're used to getting in *TLT*, but also a CD-ROM of the whole of years 1999-2000. That's 24 issues, 1600 pages, close to 350 articles, in interlinked and indexed files, compatible with both Macintosh and Windows operating systems—all of this at no additional cost to JALT members and subscribers. Just one more teacher-minded gift from the friendly folks at *TLT*.

But that's not all! Also included will be the 1999-2000 *JALT Journals*, a first for *JJ* that we hope represents the springboard for future *JJ* archival CDs.

The happy spin-off is that extra CD's will also serve as new membership and subscriber incentives, and be offered for sale to non-members for a modest 1500 yen. If last year's enthusiastic reception of the *TLT Episode One: Volumes 1-10 CD* is any indication, the JALT Publications Board is confident that this special March offering will be equally well received.

常に語学教師のリソースとして有益な役割を果たしていた *The Language Teacher* がより役に立つ物となります。

JALT出版委員会はJALT会員と購読者に対して特別の出版物を企画しています。2001年3月号は、新しい年、そして新しい千年紀をこれまでのTLTではなく、2000年から2001年の全てを含んだCD-ROMとして出版いたします。24号、350の記事がインデックスファイルと相互にリンクが張られ、マッキントッシュでもウィンドウズでも操作可能な方式で提供されます。そして、これに対して、追加の費用も必要ありません。それだけではありません。さらに、1999から2000年のJALT Journalもそれに含まれる予定です。このようなサービスは、新しい会員や購読者を呼ぶ結果を生むでしょう。そして、これらのCDは非会員には、1500円で提供される予定です。JALT出版委員会はこの号が皆さんのお手元に確実に届くことを確信しております。

Gene van Troyer

JALT 2000 National Officers Election Final Results

Position	Name	Votes Received
Auditor:	Daniel Gossman	154
	Abstain	10
	Write-in	1
Director of Public Relations:	Gene van Troyer	150
	Abstain	10
	Write-in	5
Director of Program:	Keith Lane	105
	David Neill	59
	Abstain	1
	Write-in	0

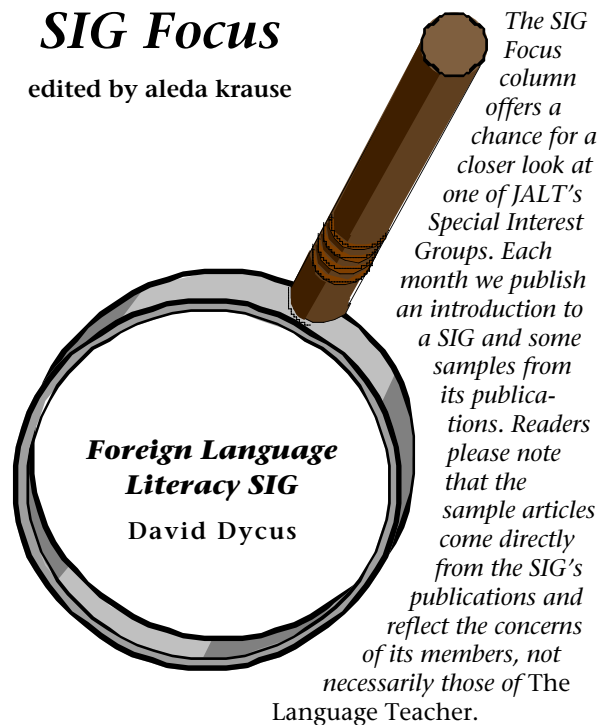
JALT2000年全国選出委員選挙結果

職名	氏名	投票数
会計監査:	Daniel Gossman	154
	棄権	10
	書込み投票	1
広報担当理事	Gene van Troyer	150
	棄権	10
	書込み投票	5
企画担当理事	Keith Lane	105
	David Neill	59
	棄権	1
	書込み投票	0

Peter Gray

SIG Focus

edited by aleda krause



Foreign Language Literacy SIG

"I never know what I think about something until I read what I've written on it."

William Faulkner

Reading and writing. These essential, if complex, skills in many first languages are of growing importance and even greater complexity in the learning of a foreign language. The Foreign Language Literacy SIG is a group of language educators in JALT interested in the learning and teaching of reading and writing in a foreign or second language and the social product that is literacy.

As of 2000, members receive our newsletter, the *FL Literacy SIG Bulletin*, three times a year. In addition, the FLL SIG supports the publication of the biannual international journal *Literacy Across Cultures (LAC)*, which members receive for free. To date, *LAC* has carried articles from educators worldwide, including Finland, Malaysia, Argentina, the United States, and of course, Japan. Its articles are abstracted and archived by ERIC/CALT/NCLE in the United States and by CILT in the United Kingdom. One major goal of the FLL SIG is to connect language teachers, especially nonnative English instructors, inside and outside of Japan, regardless of economic/technological disparities. To this end, *LAC* is offered in both print and various electronic formats. For non-FLL SIG members, an annual subscription (two issues) to the print version is available in Japan and internationally for the same low fee in yen or the equivalent in inter-

national postage coupons. In addition to the print version, LAC is made available to subscribers in an email version. Contact Charles Jannuzi <jannuzi@edu00.f-edu.fukui-u.ac.jp> for information on both how to subscribe to the print version and/or email version. Online issues can be found at <www.aasa.ac.jp/~dcdycus/LAC.HTM>.

Of course, the best way to receive all of the above is to become a member of the FLL SIG. For more information on joining the FLL SIG, participating as an officer (we can always use a hand!), or for information on contributing to *Literacy Across Cultures* or the *FL Literacy SIG Bulletin*, please contact David Dycus by email <dcdycus@japan-net.net.jp> or by mail at Aichi Shukutoku University, 9 Katahira, Nagakute-cho, Nagakute, Aichi-gun, 480-1197.

We hope you enjoy the article by Fatimah Hashim, which was featured in the March 1999 issue *Literacy Across Cultures* (Volume 3, Number 1).

Enabling a Reader Through Picture Books: A Case Study

Fatimah Hashim, University of Malaya, Kuala Lumpur, Malaysia

Many teachers are often at a loss of what to do with their low-proficiency EFL learners. These learners are seen to be lowly motivated as they normally have an assumption of inferiority: "I find English difficult," "I don't like the subject," "I am not good." There is value in training them to read in order to improve their proficiency and hence their motivation towards learning the language.

This paper discusses the merits of using picture books together with the explicit teaching of reading strategies in an interactive environment to train beginning readers. Results of a small study on the use of picture books to train a thirteen year old to read in English suggest that the learner made progress in her reading because interaction was the vehicle for instruction—the text series and the teacher brought together a critical set of events to support and provide scaffolding for the interactions the learner had with the texts.

Using Picture Books With Adolescent Readers

Picture books have long been considered to be of use only for young, beginning readers, both in first- and second-language reading. There is a dearth of research on their potential for facilitating reading for older learners learning English as a second or foreign language. However, one persistent proponent of the use of picture books for second-language learners, Smallwood (1987, 1992), has shown that literature exists that is appropriate for low-proficiency English learners who are older than the average age the picture books are written for. In

fact, she found this literature to be appropriate for adult EFL learners as well. She outlines the characteristics of picture books:

- The themes, topics or storylines of the books are appropriate to the age of the learners. The main characters are similar in age or older than the learners.
- The sentence patterns are simple and mostly controlled. These are often repeated.
- There is limited use of unfamiliar language and experiences.
- Rhyming is included as it aids memorisation and is generally useful in language learning.
- The plot is simple and straightforward, in chronological order. Descriptions of characters are simple and clear. The stories are often action packed.
- The use of dialogue is realistic.
- The books are suitable for reading aloud.
- The stories are short and can be completed in 5-10 minute sittings.
- The books are single volumes, ensuring the student's sense of completion.
- The books are well illustrated. Ideally, the reader is able to understand the story just by looking at the pictures. (Smallwood posits that this is important as both the teacher and the students depend on the pictures to explain new vocabulary or experiences.)
- The amount of text on a page is limited, as the page should contain more illustrations than text. As the students increase in language proficiency, there should be more text than pictures.

Smallwood's list describes simple texts for a specific group of learners with specific needs, in particular, low-proficiency EFL learners. Her view reflects the thinking of proponents of teaching low-proficiency learners to learn a second or foreign language through reading. The advocacy of picture books also involves issues raised in EFL's ongoing debate about the merits and demerits of using simplified versus authentic texts. Elley (1984) argues that texts are simple only with respect to the needs of a specific audience, and this view is echoed by Alderson and Urquhart (1984), who assert that texts should be selected in terms of their appropriateness for the audience. Appropriateness involves many factors, including the amount of redundancy in a text (Haynes, 1984) and textual "density" (Berman, 1984), which need to be taken into account when choosing reading materials. These views are further affirmed by Carrell, Devine, and Eskey (1988, p. 272) who conclude: "Reading of real, if simplified, texts should be at the heart of any second language reading program."

In Search of a Model for Teaching Reading

Questions of what materials to use are closely connected to reading models and teaching methods. Models of reading instruction abound, each emphasising particular processes and the instruction that stimulates those processes. One promising model for remedial reading instruction comes from Clay (1979). Clay's theory advocates the use of explicit, systematic teaching of reading skills, especially the elements of decoding, which is in opposition to the position of the whole language approach that places emphasis on the creation of authentic learning environments where any skills instruction that occurs should be in the context of natural reading and done only as needed. Clay's methodology and instructional principles, called Reading Recovery (Clay, 1993), combine elements of learning and teaching of potential value for a strategy-training model in reading for disadvantaged learners.

A close examination of the philosophy behind the Reading Recovery approach reveals that much could be adopted from Clay's theories of how learning can be accelerated. Through her work with at-risk readers, Clay posits that the low-achieving child needs security, self-confidence and acceptance. She argues that in order to facilitate learning for low-achieving children, the reading program must begin with the individual child to provide appropriate experiences for building on her prior knowledge. Drawing on Vygotsky's notion of the "zone of proximal development" (z.p.d.), Clay reasons that the essence of successful teaching is for the teacher to know what each child's potential is for a particular task and to work with the child to reach her highest potential.

The notion of the teacher's role implicit in her view is that, in working alongside the child, the teacher can become a keen observer and develop skills in nurturing appropriate responses which can advance the child's learning. The teacher is also supposed to be fostering strategic control to enable the learner to learn to read by reading, promoting the development of the "Matthew Effect" (Stanovich, 1986), wherein the more a strategic reader reads, the more she improves her reading achievement. The interaction between child and instructor is crucial to its success. Although it may appear that Clay is particularly focused on a theory of early reading and child development in L1, there is a great deal in her methodology that seems useful for the acceleration of learning among low-achieving learners more generally. Whether she intended it or not, Clay has opened an avenue for generating practice-based knowledge about teaching reading.

Based on Clay's theory and pedagogy of accelerating learning for the low-achieving learner, a reading program very similar to Reading Recovery (Clay, 1979) was developed for a thirteen-year-old EFL

learner, Azira. Basically, Azira read picture books from the lowest level (a few words on a page) and moved up the levels (8-10 sentences on a page) as she progressed. Here's a brief description of the impact of the program on her.

Azira's Progress in Reading

Azira came from a very poor family and spoke no English at home. She said English was an important but difficult subject. She could remember reading about five English books with little understanding. She admitted that she had made no effort to improve her English on her own because she thought that she was not good in the subject. When asked what she did when she had difficulty understanding an English storybook, she said she just put the book aside.

Although she appeared enthusiastic, Azira was a timid student when she read her first book for the program. She paused often and struggled to read a level one book (four short sentences a page). She reacted very positively to words of praise for good learning practices such as attempts at self-correction. As a result, she seldom made the same mistake twice. She was apprehensive about giving the wrong answers, speaking softly when she was not sure. Even when she gave the correct answer, she would hesitate when asked to repeat. On many occasions she responded to questions by staring at the book and frowning. To the question "Do you think you can be good in English?" she replied, "I don't know. It's hard."

After a few readings which were closely facilitated by the teacher, she began to show signs that she was consciously thinking about her learning, as illustrated by some of her earlier journal entries:

When I come across a difficult word, I try to sound the words several times to hear it so I can understand what I am reading.

I am not careful when reading. I go too fast and make mistakes. I hope to be more careful by pronouncing the words more clearly.

She had also begun to hypothesise about her reading ability. I observed that Azira would copy down the title and mark it every time she completed reading a book. She gave two reasons for doing that. One was to count the number of books she had read successfully and the other was to note the titles so she could recall the stories. Evidently, being able to read and understand what she read was important to her.

She was also trying very hard to use the prompted strategies to facilitate her reading and reported the use of self questions often. When asked how she practised self questions, she said, "When I come to a difficult word, I stop for a while and if I understand, I move on." Asked which strategy facilitated her comprehension, she said, "I look at the pictures. I

try to follow the story.”

Asked if she could tell me what she thought brought about the significant improvement in her reading fluency and comprehension, she said, “I understand the story.” Her journal entry, however, provided some clues:

I am trying to improve my English. With short words or words I have come across, I try to always remember the correct pronunciation before sounding out the words. With words that are difficult, I pronounce over and over again until I remember them.

Data from my observation record corroborate the data from her journal. Her journal entries indicate a realisation of her gains through involvement in the project. Towards the end she wrote:

It [the program] has helped me a lot. I learn how to understand difficult words. Before this I dare not read in English. Now I know a lot of English words.

As acknowledged by her and as indicated by her reading performance, more and more encounters with known words gave her direct access to wider vocabulary of words that required little or no special processing. Her journal entries show a real concern for managing her reading and correcting errors. Constantly repeated in the entries is the sentence, “When I read, I try to be conscious of my errors and correct them.”

The Roles of the Text, the Teacher and the Learner

As this case study shows, respite for struggling EFL readers can be found in a reading program using picture books and where the teacher primes interaction with the learner so the learner can interact with the text successfully. The books used in these lessons played an important role. The student could read these short books quickly, gaining confidence that comes with accomplishment. In addition, the language of the text builds on and repeats phrases, thus facilitating the learner’s interaction with it. This repetitiveness helps the learner to grasp important points and to provide an adequate synopsis of what is being read. This is important, as it has been shown that not being able to produce a summary is a clear sign that comprehension is not proceeding smoothly (Brown, Palincsar, and Armbruster, 1984). Because there is not much to remember, with guidance the learner can recall significant events in the stories for retelling. There is also less need for the learner to interpret the story since the storylines are simple. This reduces the fear of not being able to understand the content, which might affect learner confidence. The books also present material that is appropriate for the kind of interaction fostered in the program.

In general, the feelings of success and achievement that come with being able to read these texts and understand stories written in English can motivate learners to read more, improving their reading and understanding. When learners can easily grasp and quickly become familiar with the story, they are more likely to find reading a manageable and rewarding challenge (Clay, 1993). The picture books become a form of “Comprehensible input” (Krashen, 1985) for these learners.

The role of the teacher is to guide the student to think about her reaction to the story and, in so doing, assess her comprehension. For example, Azira’s attempts at sounding words were mainly guesses, as she had limited oral language to draw on. That is why the presence of the teacher is crucial—the feedback component of the interaction between the teacher and the learner is the essence of the approach adopted in this reading program. Because the aim is to make the student less dependent on the teacher as she gains confidence in her ability, providing immediate feedback on successful attempts is important. But responsibility also lies with the learner. The learner in this study attempted to take responsibility for her own learning by trying to problem-solve her reading, illustrating that learning or reading a book successfully in English with accuracy and understanding was partly up to her. As her diary entries show, she was also capable of reflecting on her learning.

Some Propositions

Basically, how we treat individual learners is what is most important for learning to take place. A non-threatening environment can be created where they are encouraged to succeed in an atmosphere of comradeship and understanding. With this in mind, I would like to advance the following propositions about training low-proficiency or under-achieving learners in the use of strategies to facilitate EFL reading and comprehension.

- 1) It is possible to gain efficiency in reading when the learner’s attitude is positive; the practice of strategies is followed by reflection on the experience; there is comprehensible input from the teacher/trainer; immediate feedback is given on good practices; learners are allowed to use L1 in communication; [and] L1 is used when the teacher explains meanings and concepts [and] when instructions are given.
- 2) Fluency and accuracy in reading can be achieved without oral proficiency in the language but with the use of carefully selected texts of appropriate difficulty.
- 3) Clay’s instructional method and learning theory is potentially useful for guiding training in foreign language reading.

The study set out to document the effectiveness of using picture books together with the explicit teaching of reading strategies in an interactive environment, as proposed by Clay, in training a low-proficiency EFL reader. The results indicate that Clay's methodology is useful. Her model of reading acquisition defines reading as working continuously on manageable texts with the story as the focal point of attention. Azira's progress in reading and comprehension can be understood based on the principles driving this model of reading instruction.

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PAC₃ at JALT2001

Don't forget!!

The deadline for presentation submissions is
January 15, 2001
<www.jalt.org/jalt2001/submissions>

Special Interest Groups News

edited by gregory hadley

JALT2000 at Shizuoka is past, but now is the time to get involved with one of the Special Interest Groups as they gear up for the upcoming year. For more information, contact any of the SIG coordinators below.

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edited by gregory hadley

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Chapter Reports

edited by diane pelyk

Kitakyushu: September—*The Pedagogical Potential of Songs* by Roland Brown. Brown divided his presentation between a detailed motivational, linguistic, and methodological justification for the use of songs in the EFL classroom and actual practical activities. He has found songs to be a great way to personalize the content of his classes and has devised an interview and report pair activity to find out what type of music his students prefer. He then prepares a schedule of volunteers who bring in recordings and lyrics that he then utilizes to prepare customized exercises which exploit the learning potential of student favorites.

The five practical activities were the following: 1) A music and genre quiz for practicing speaking, especially the language of agreement/disagreement and eliciting reasons; 2) A lyric competition which extends beyond mere cloze activities to a sophisticated use of definitions for practicing lexis prediction and listening comprehension; 3) Songs and discussion for practicing fluency; 4) Structure songs for practicing specific grammatical structures such as narrative tenses or conditionals; 5) Singing, for practicing pronunciation, rhythm, and intonation.

Reported by Margaret Orleans

Nagoya: September—*Language and Self-Image* by Kay Hammond. Hammond presented some of the insights she had gained through her research into how women feel about themselves and their bodies. Young people are often taught that “Sticks and stones may break my bones, but words will never hurt me.” In reality, people tend to care very much about how others see them. In the case of young women, puberty often involves a loss of

confidence and greater concern about self-image.

Hammond then invited participants to divide into small groups and discuss what they had been told about adulthood when they were children. A lively discussion followed, in which many participants related personal anecdotes about themselves or their students. One participant noted, for example, that her female students often shied away from textbook activities that involved describing other class members and referred to everyone, regardless of build, as medium.

The presenter noted that we live in an age where pressure from peers and the media has made people feel that they must cultivate a certain look in order to be considered normal. Women who aspire to look like fashion models may be unaware that a fashion model's figure is far from normal and she may, in fact, be dangerously underweight. Hammond then asked participants to fill in a questionnaire asking whether they had ever been teased about their bodies, how they felt at the time, and whether it still affected them now. Because of the private nature of these questions, participants were told that they would not be asked to share those with others, but to use them purely for personal reflection.

In her research, Hammond interviewed 28 women about their experiences of being teased. She shared a transcript of one of these interviews with us and noted how the woman concerned tried to trivialize criticisms of her appearance but had also experienced a “people watching over me” syndrome as a result of them. The typical tendency is to react to criticism by thinking, “Oh my God, what's wrong with me?” Perhaps a more appropriate reaction might be to reflect, “What's wrong with these people that they have to criticize me in the first place?”

Reported by Bob Jones

Omiya: September—*What's Action Research*

About? by Neil Cowie and Ethel Ogane. The presentation began with the question, “Why are you here?” This raised some interesting questions about what action research actually entails and how busy teachers can easily find the time to carry out research.

Ogane summarized the history of action research (AR) and outlined some of the different approaches that have been used. AR has viewed teachers as learners doing research to resolve problematic issues within their environments, as researchers trying to find ways to improve the teaching and learning environments, and as social reformers working within the network of their environments to bring about change.

AR embraces many different approaches to doing research and is consequently difficult to define,

but several ideas were presented. AR seems to involve research that is done in the classroom or teaching environment and is often carried out by practicing teachers in the hope that the research will have an impact on their environment. There are challenges, but also a variety of benefits, when doing this kind of research. Some of the challenges include maintaining motivation especially if a teacher is working alone, collaboration with colleagues who are perhaps not interested in research, clarifying useful questions, finding enough time, and starting a new method in the classroom. However, AR encourages the researcher to do more reading and to look for professional collaboration. This is likely to lead to self-improvement and increased confidence. The research is carried out by those best placed to solve problems and improve practices to enhance our understanding of the teaching and learning process.

Cowie asked the audience to work in groups to create their own models of the research process. The groups then worked to relate a selection of teaching activities to the various stages within the process. The audience was then asked to circulate around the groups and discuss and share their ideas.

The second half of the presentation focused on generating ideas and questions which might lead the audience to carry out their own research. Working in small groups with people who had similar interests, the audience used several questions from the handout (e.g. What is happening in my classroom that I am concerned about?) to discuss issues which are directly connected with their present situation and which could be researched practically. At the end of the discussion, the groups reported their ideas and progress to the audience. It seems as though several ideas for research were generated and some tentative plans for carrying out AR in the future were made.

Reported by Yvonne Annable

Toyohashi: September—*Expanding and Exploring Language Using Rhythm and Rap Music* by Prisca Molotsi. Because music can get the listeners to reach into the more guarded areas of their psyches, it can be a powerful tool in the classroom if used well. The presenter explained and then had the participants experience a number of activities involving the use of music that she utilizes in oral communication and writing classes at the university level. An especially engaging “ice breaker” has all students record a piece of their favorite music at home on a cassette tape. A particular piece is then chosen for listening and the whole class shares their impressions about the music and what it says about the person who chose it. After the opinions are offered, the person who chose the

music reveals their identity and then comments on the accuracy of the personality analysis made by classmates. In another activity, students are encouraged to write about the images they perceive after hearing numerous samples of music. A vocabulary associated with emotions and a wide range of adjectives are generated from this activity and can be used in a creative writing exercise. One can focus attention on the elements of rhyme by writing lyrics for a blues song after listening to several examples and understanding the structure. Student interest in the popular music of rap/hip hop can be harnessed in such an activity.

The presenter's own artistic expertise and love of music were quite contagious and again reinforced the importance of the instructor's own enthusiasm for the materials taught.

Reported by Laura Kusaka

Chapter Meeting Special

The JALT Hokkaido 17th Annual Language Conference

The *JALT Hokkaido 17th Annual Language Conference* was held on June 10-11, 2000. The conference was quite successful. About 150 different teachers attended, and counting people who went both days, there were over 180 people. Everything went smoothly. There were a variety of topics presented, and the atmosphere was very relaxed and friendly. There were 36 presentations over the two days that ranged from teaching children to using technology in the classroom. There were 4 presentations related to teaching English to children, two presentations on making your own text books and other materials, two on using technology, and a variety of presentations that were applicable for teaching junior high through university students. Eighteen of the thirty-six presentations were from educators who live outside of Hokkaido.

Eight publishers were present with display booths and representatives to answer participants' questions. They were:

Pearson Education Japan
The English Resource
Thomson Learning
David English House
Cambridge University Press
Oxford University Press
Intercom Press
EFL Press

Not only was the conference a success in terms of attendees' satisfaction, but it was also successful fi-

nancially. JALT Hokkaido's membership-tier system includes the regular national membership and the innovative local membership. The local membership is for those who really enjoy the monthly presentations and annual language conference, but do not want to receive *The Language Teacher* and other publications (Ed. note: That's too bad!!). This system is a way to help chapters survive during these challenging times.

Over the two-day conference, 14 teachers renewed their local membership and 27 new teachers signed up in this category. This resulted in ¥108,000 of local membership revenue. This is money that the chapter can keep at the chapter level to fund endeavors such as offering quality programs, very low cost teacher training, and a chance for members to share their ideas and research at monthly meetings and at the language conference. Fifteen teachers renewed at the national level and four signed up as new national members. The chapter also collected publisher's revenue of about ¥300,000, including ads taken out for the conference program by publishers who did not come.

The CALL *Recipe for Wired Teachers* book, which was hot off the press, was a big success, selling 27 copies. The chapter still has 73 copies left and continued to sell them at the JALT Hokkaido Global Issues Workshop on September 24, which was co-sponsored with the *Global Issues in Language Education (GILE) SIG*, and at monthly meetings. JALT Hokkaido Chapter sold them for ¥1,500 to non-CALL members and ¥1,000 to CALL members. This resulted in a profit to the chapter of ¥14,000. Total net profit for the chapter was ¥306,000. This helps to buffer the pain of the chapter grant cut from ¥381,000 last fiscal year to ¥210,000 this fiscal year. The chapter plans to publish a *JALT Hokkaido Proceedings*, which would be the fourth year in a row and qualify it to get an ISBN number.

Alan M. Cogen
JALT Hokkaido President
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The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

Chapter Meetings

edited by tom merner

Fukuoka—Navigating the Waters of Real Life English by Christopher Chase. Traditional EFL education leaves most students ill prepared for real life English outside their classrooms. In the "real world," language flows as a living part of human communication and cultural forms of expression (e.g., in movies, music, literature, poetry, the internet and television). This workshop will explore how we can help our students to successfully navigate authentic language situations and culture. *Sunday December 10, 14:00-17:00; Aso Foreign Language & Travel College (map on website); one-day members 1000 yen.*

Gifu—Do I Really Need a Course Book? by Alun Davies. An interactive workshop on making and using visual materials, worksheets, and work cards for conversation/discussion classes. Participants will design and make a selection of visuals, worksheets and work cards (using Word 2000) and old-fashioned cut & paste! Please bring colored pens or pencils and glue sticks. *Sunday December 3, 14:00-17:00; Dream Theater, Gifu City; one-day members 1000 yen.*

Hiroshima—Bonenkai. Come one and all to the Hiroshima JALT *bonenkai* (year-end party) to mingle and chat and celebrate the end of another great year. Keep an eye on <<http://www.gethiroshima.com/Events>> for Hiroshima JALT meetings and events. *Saturday December 9; Place and time to be announced.*

Hokkaido—2000 Bonenkai. JALT Hokkaido will provide the turkeys, stuffing and gravy, and beverages. Each person is asked to bring a dish to share with others. Salads and vegetables are always desirable. Further details will be posted on our homepage. There will be live music with special guest stars David Hyre and Robert McGuire bringing us the blues. *Sunday December 10, 12:00-?; Hokkaido International School (5-minute walk from Sumikawa Station). JALT members free, one-day members 1000 yen.*

Ibaraki—Using Digital Cameras in the Classroom by Neil Parry. Digital cameras can do a lot more than just take pictures; they can be used in a variety of ways to enliven and enhance your classes, and also be a valuable classroom management aid. The presenter will demonstrate how useful they can be and discuss various tricks and techniques. The presentation will be followed by a chapter planning meeting and *bonenkai*. *Sunday December 17, 13:30-17:00; Tsuchiura Ulara Bldg—Kennan-Shougai-Gakushuu Center (across from Tsuchiura Station); one-day members 500 yen.*

Kagoshima—AGM followed by a bonenkai. Open to all members. *Saturday December 9, 14:00-16:00; Iris Kyuden Plaza 2nd Floor.*

Kanazawa—JALT Kanazawa Annual Christmas Party. Date and venue to be announced. For info: visit our website: <<http://www.jaist.ac.jp/~mark/jalt.html>>. Members who have not been receiving JALT program info via email please contact Bill Holden at <holden@nsknet.or.jp>.

Kitakyushu—My Share: My Favorite Teacher Resource by Paul Collet, Takashi Inomori et. al. Several speakers will give short talks on how and where they find practical lesson materials. Talks will be relevant to teachers of students of all levels and in all class sizes. *Saturday, December 9, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—Annual Potpourri Meeting and Bonenkai. 1) *Conversation Elsewhere* by M. Dwyer, J. Louise, J. Brooks and J. Caragata; 2) *Improving Public Speaking Ability Using Video Cameras* by T. Torbert; 3) *Activating Writing through Timely Topics* by N. Nagaki and J. Plant; and 4) *Pragmalinguistic Differences in Responses to Indirect Complaints: Comparing Japanese and Australian Parents and Children* by H. Horiuchi. Our annual business meeting and bonenkai (year-end party) will follow these four presentations. *Sunday December 10, 13:30-16:30; Kobe YMCA 4F LETS.*

Matsuyama—Empowering Students Via Ethnographic Study Abroad by Linda Kadota. Introduces a one-week cross-cultural experience program for first-year students and describes the curriculum designed for the pre-departure orientation sessions, the week abroad, and the post-return presentations. The comprehensive pre-departure orientation prepares the students for their week overseas and supports them while they conduct ethnographic research in English for the first time. After the short presentation we will have a Year-End Pot Luck party and will hold elections of new officers. *Sunday December 10, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen; local members 4000 yen per year.*

Miyazaki—Learner Centered Academic Writing by Giles Parker, Nagasaki University. This presentation will introduce learner-centered academic writing activities. We will also look at ways of evaluating writing. In this way we will see that academic writing skills can be enhanced and transferred to reading and speaking skills. The Annual Miyazaki JALT Meeting will precede the presentation. *Saturday December 2, 14:00-17:00; Miyazaki Municipal Univ.*

Nagasaki—My Share. If you have any favorite material, method, activity, or worksheet for any learning skill or type of language, don't hesitate to bring it, share it, demonstrate it, and explain it. You have about 10 minutes to display your idea.

Any theme is welcome, but we are especially interested in anything connected to seasonal activities, or ideas for first day of classes in the spring. Please note that we will also be holding elections for 2001 local chapter officers. *Saturday December 9, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Nagoya—My Share. Come to an open-microphone end-of-the-year JALT where anyone in the audience can share their lesson idea, a TESL research topic, or a report of their favorite presentation from the yearly conference. Afterwards we will gather at a local restaurant for a bonenkai (year-end party). *Sunday December 10, 13:30-16:00; Nagoya International Center 3rd fl. room 1; one-day members 1000 yen.*

Nara—Promoting Learner Autonomy: Risks and Rewards by Terry Vanderveen. This will be the final chapter meeting this year, and following the above presentation we will have a chapter meeting and a Potluck Party. Everyone is welcome. Members and guests are asked to bring a food dish and a drink of your choice. Please come and share your thoughts and hopes about YOUR Nara Chapter as well as to enjoy some holiday happiness with us all. *Sunday December 17, 14:00-17:00; Tezukayama University (Kintetsu Gakuenmae Campus).*

Niigata—Panel Discussion on Half-Japanese Children and Bullying by Frank E. Daulton & Akinori Seki, Niigata Women's College. Throughout the world, students seen as different or weak are bullied. However certain Japanese "cultural factors" exaggerate the severity of bullying. Moreover, children of one Japanese and one non-Japanese parent, often referred to as "half" children, are among the most likely and vulnerable targets. This panel discussion will include various viewpoints, including those of academics, families, and youths. *Sunday December 10, 13:00-15:30; Niigata Women's College, Niigata-city; one-day members 1000 yen.*

Okayama—How can Okayama JALT serve your needs? There will be a revue of the past year and a discussion on what the chapter can do for its members in 2001. All suggestions are welcome. Subsequently, elections for all officer positions will be held. The merriment will continue at the JALT bonenkai (year-end party) held at a local eatery. Come eat, drink, and be merry! *Saturday December 9, 15:00-17:00 (Bonenkai to follow from around 18:00); Ai Plaza.*

Omiya—My Share Part 4 by Ian Willey, Michael Stout, Okada Chikahiko, Paul Lyddon, Do, Adrian Clarke, Larry the Bear, and others. Join us for the latest installment of practical, new ideas you can use right away in your classes. Bring an idea you can share in 15 minutes, too. Then come to our annual meeting to discuss 2001 in Omiya. Stick around for our second annual wine and cheese

party. *Sunday December 10, 14:00-17:00; Omiya Jack (near west exit of JR Omiya station).*

Osaka—Paraphrasing: What's New? What's Old?

What Works? by William J. Teweles, Kwansei Gakuin University. This talk will focus on ways to incorporate paraphrasing into a composition class. Paraphrasing is a well-structured way to help students with vocabulary development, sentence structure, and summary writing in general. Using practice activities from standard textbooks and human interest-type articles from newspapers, the speaker will feature a few preferred intermediate-level paraphrase activities. The presentation is to be followed by elections of chapter officers for 2001 and a *bonenkai* (at participants' expense) nearby. *Sunday December 3, 14:00-16:30, Abeno YMCA; one-day members 1000 yen.*

Sendai—Video for Independent Learning by Keith Adams.

The speaker will present a framework for students to use with authentic video materials in independent study. Key principles concerning selection of programs and self-study techniques will be discussed and demonstrated. Keith's presentation will be followed by our annual end-of-year meeting and dinner, which everyone is welcome to attend. *Date to be announced; Seinen Bunka Center, 1st floor (across from Asahigaoka subway station).*

West Tokyo—It's In Your Hands: Career Development Workshop.

Finding and getting the right job, networking, polishing your confidence and self-esteem, expanding your credentials, presenting, writing, and getting publishing will be the topics explored in focus groups led by experienced West Tokyo members. Our annual general meeting and elections of officers for 2001 will be held after the session. Enhance your career and credentials through professional growth as a leader in JALT. *Sunday December 10, 13:30-16:00; Machida Shimin Hall, 7 min. from the West exit of Odakyu Machida Station; one-day members 1000 yen.*

Yamagata—Liverpool, England, in terms of English and Englishmen by Anthony Cunningham,

Yamagata Prefectural Board of Education. The presenter will speak on the above-mentioned topic in terms of every possible aspect of Liverpool, England, ranging from its history, culture, music, and education to English, hopefully focusing on the possibility of a description of communicative English which is expected of Japanese learners of English. *Sunday December 10, 13:30-16:00; Yamagata Kajo-Kominkan Sogokushu Center (t: 0236-45-6163); one-day members 1000 yen.*

Yokohama—The Textbook Screening System in Japan and the Teaching Materials in English Textbooks by Masanori Ogushi, Senior Textbook Specialist, Ministry of Education.

The presenter will describe in detail the current textbook system in Japan, and then, defining the Monbusho-au-

thorized textbook as the standardized course book for instruction guided by the Course of Study, discuss how to use the textbook effectively. *Sunday December 10, 14:00-16:30; Gino Bunka Kaikan, 6F, Rm. 6030; one-day members 1000 yen.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.ij4u.or.jp>.

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<thornton@fin.ne.jp>



Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, December 15th is the deadline for a March conference in Japan or an April conference overseas, especially when the conference is early in the month.

Upcoming Conferences

January 11-13, 2001—The Fifth HIL Phonology Conference (HILP 5): Conflicts in Phonology will be held at the University of Potsdam, Germany. Since the emergence of constraint-based approaches to phonology, conflicts between different aspects of phonology and also between phonology and other domains of grammar, like syntax, morphology and semantics, have been an important research area. Of the three workshops, the one on language acquisition (emphasis on the areas of learnability, acquisition and typology, and acquisition of stored representations) looks especially relevant to *Language Teacher* readers. For more information, see the website at <www.ling.uni-potsdam.de/aktuelles/hilp5_aktuell.html>, contact Caroline Fery at <hilp5@kronos.ling.uni-potsdam.de> or write to: HILP 5 Committee, Institute for Linguistics, University of Potsdam, Postfach 501553, 14415 Potsdam, Germany; t: 049-331-977-2950; f: 049-331-977-2761.

Reminders—Calls For Papers

December 15, 2000—The JSAA (Japanese Studies Association of Australia) 2001 Biennial Conference, co-hosted by the University of New South Wales (UNSW) and the University of Sydney, aims to advance knowledge and understanding of Japan, the Japanese people and the Japanese language. The concerns of primary and secondary school personnel in particular will be addressed on the last day. The website at <www.arts.unsw.edu.au/languages> may be yielding information. Otherwise, for submission details, contact <l.walton@unsw.edu.au> and for other information: JSAA Conference; Dept. of Japanese & Korean, The University of NSW, UNSW, 2052, NSW, Australia; t: 61 2 9385 3760; f: 61 2 9385 3731; <japankorea@unsw.edu.au>.

Reminders—Conferences

December 11-15, 2000—International Conference on Stress and Rhythm at CIEFL (Central Institute of English and Foreign Languages) in Hyderabad,

India. Among many invited speakers will be Paul Kiparsky (keynote), Fijimura Osamu, Suzanne Urbanczyk, Rene Kager, Diana Archangeli, and Sharon Inkelas. For more information, see <www.cieflconf.homepage.com> or contact K.G.Vijayakrishnan (<vijay@ciefl.ernet.in>); Department of Linguistics, CIEFL, Hyderabad 500007, India.

December 12-14, 2000—WAVEip: Workshop on the Analysis of Varieties of English intonation and prosody, to be held at Victoria University of Wellington, New Zealand, aims to bring together researchers from around the world who will consider the intonation and prosody of standard and emerging varieties of English as well as related geographic and sociolinguistic variation in a workshop approach featuring a mix of discussion papers and hands-on analysis of speech materials. For details, including registration, go to <www.vuw.ac.nz/lals/WAVEip> or email Paul Warren at <Paul.Warren@vuw.ac.nz> or write him at the School of Linguistics and Applied Language Studies, Victoria University of Wellington, PO Box 600, Wellington, New Zealand; t: 64-4-463-5631; f: 64-4-463-5604.

December 14-16, 2000—International Language in Education Conference (ILEC) 2000: Innovation and Language Education, at The University of Hong Kong, Hong Kong SAR, China. The aim of ILEC is to help researchers, curriculum developers, teachers, teacher educators, etc., to bridge theory and practice at all levels of education. A featured sub-theme in ILEC 2000's papers, workshops, colloquia, and poster sessions will be Information Technology in Language Education. See the ILEC website at <www.hku.hk/ilec2000>. Other contact formats: Secretariat ILEC 2000; c/o The Faculty of Education, The University of Hong Kong, Pokfulam, Hong Kong; t: 852-2859-2781; f: 852-2547-1924; email <ilec2000@hkucc.hku.hk>.

January 23-26, 2001—Seventh International Symposium on Social Communication, to be held in Santiago de Cuba, Cuba, by the Center of Applied Linguistics of the Santiago de Cuba's branch of the Ministry of Science, Technology and the Environment. This interdisciplinary event will focus on social communication processes from the points of view of Applied Linguistics, Computational Linguistics, Medicine, Voice Processing, Mass Media, and Ethnology and Folklore. Seminars, papers, workshops, and posters in applied linguistics address foreign language teaching, phonetics and phonology, sociolinguistics, psycholinguistics, textual linguistics and pragmalinguistics, and translations. See <parlevink.cs.utwente.nl/Cuba/english.html> for complete information. Contact: Eloina Miyares Bermudez, Secretaria Ejecutiva, Comité Organizador, VII Simposio Internacional

de Comunicacion, Social Centro de Linguistica Aplicada, Apartado Postal 4067, Vista Alegre, Santiago de Cuba 4, Cuba 90400; t: 53-226-42760 or 53-226-41081; f: 53-22-6 41579; <leonel@lingapli.ciges.inf.cu>.

Job Information Center

edited by bettina begole

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center. Please send emails to <ltt_jic@jalt.org> and faxes to 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Ehime-ken—The Economics Faculty of Matsuyama University is looking for a full-time EFL instructor to begin April 1, 2001. **Qualifications:** native-speaker competency with an MA in TEFL/TESL/TESOL; knowledge of Japan and/or experience in teaching Japanese students would be helpful. **Duties:** teach six 90-minute classes a week, including large classes of around 60 students. **Salary & Benefits:** two-year, nonrenewable contract includes salary of roughly 4,300,000 yen/year; airfare to and from Matsuyama; partial payment of health insurance; research funds. **Application Materials:** resume, transcripts, copy of diploma, list of academic achievements, references, and an essay on English language education; application materials will not be returned. **Deadline:** January 10, 2001. **Contact:** Dean of the Economics Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578; no email or telephone inquiries.

Hiroshima-ken—The Kure YWCA is seeking a full-time English instructor for children and adults. **Qualifications:** university degree. **Duties:** planning, preparation, and teaching; 22 classroom hours/week. **Salary & Benefits:** 260,000 yen/month. **Application Materials:** resume, two letters of recommendation. **Deadline:** January 10, 2001. **Contact:** Ms. Tomoko Yamasaki; Kure YWCA, 3-1 Saiwaicho, Kure, Hiroshima 737-0028; t/f: 0823-21-2424.

Hiroshima-ken—K&F Academy in Takehara-shi is seeking a full-time English instructor interested in an immersion experience in traditional Japan to begin January, 2001. **Qualifications:** BA and ESL teaching experience, strong interest in Japanese

culture and language required; ESL training, experience working with Japanese children preferred. Applicant must be willing to make a firm commitment of at least eighteen months, although preference will be given to those candidates who are potentially available for a longer commitment.

Duties: teach small classes for a range of ages; organize frequent extracurricular activities for school and community participants. The work schedule is five days a week, with up to 25 teaching hours.

Organizing and participating in extracurricular activities is also an important aspect of this position. **Salary & Benefits:** Initial 18 months' remuneration is 4,500,000 yen paid as a monthly salary, plus a completion bonus of 80,000 yen. K&F English Academy maintains an incentive system which often increases the regular monthly salary. Other benefits include a furnished apartment at 45,000 yen/month, one-week spring vacation and about two weeks vacation during Christmas; all national holidays; visa sponsorship.

Application Materials: Send the following materials in the body of an email message (not as an attachment): (1) letter of introduction which clearly addresses the above minimum requirements and also responds thoughtfully to these two questions: "Based on what you know so far, why does this opportunity at K&F English Academy sound like the right opportunity for you at this time in your life?" and "What special skills or interests could you bring to K&F English Academy?"; (2) resume, including email and/or fax information; (3) email addresses of two professional references (references able to address teaching experience are preferred). Also send a recent, full-length photo in JPEG or Windows Bitmap format. **Contact:** all materials to be sent electronically to <esl@kf-ac.com>. **Additional information:** <www.kf-ac.com>.

Tokyo—The School of Literature, Waseda University, is seeking candidates for a full-time, tenured faculty position to begin April 2002. **Qualifications:** PhD level in EFL, applied linguistics, or similar area of study; solid and ongoing high-quality research and publication; teaching and research interests in one or more of the following areas: CALL, language testing and evaluation, curriculum development. Conversational ability in Japanese would be an advantage. **Duties:** perform departmental and university teaching and other duties in line with appointed, tenured position. **Salary & Benefits:** competitive salary and other allowances. **Application Materials:** CV/resume, cover letter, names and addresses of three referees who will provide recommendations. **Deadline:** February 15, 2001. **Contact:** EFL Position, Department of English, School of Literature, Waseda University, 1-24-1 Toyama, Shinjuku-ku, Tokyo 162-8644; <eflpost@list.waseda.ac.jp>. **Other information:**

Please note that notification will be made only to those candidates whose recommendations are taken up. It is expected that the first stage of selection will be completed by the end of April 2001.

Tokyo—Sakuragaoka Girls' Junior and Senior High School is looking for a full-time English instructor to begin April 1, 2001. **Qualifications:** native-English competency; computer literacy; Japanese speaking and reading ability; MA in TESOL or RSA diploma. Ability to effectively apply current TESOL theory in teaching greatly preferred. **Duties:** work Monday-Friday, 9:00-5:00, 14-18 classroom hours per week. Classes include oral communication lessons and themed after-school lessons. Participate in two 5-day English camps and occasional recruiting activities (paid in addition to regular salary). **Salary & Benefits:** Salary begins at 340,000 yen/month; paid and regular school holidays (approximately 10 weeks/year); visa sponsorship. **Contact:** <jobs@esl.sakuragaoka.ac.jp>; f: 03-3949-0677. **Other information:** Applicants must be able to attend interview in person. Interviews in November or early December. No phone calls, please. <<http://www.sakuragaoka.ac.jp>>. Sakuragaoka Girls' Junior and Senior High School is a private girls' school in north Tokyo. There are eight native English-speaking teachers and approximately four students for every computer in the school. Sakuragaoka has a high-speed internal LAN and a direct T1 connection to the Internet. Each full-time ESL teacher has exclusive use of an Apple Macintosh PowerBook G3 computer.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tljt_jic@jalt.org> and view them online 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/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davald/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information

- Systems' Japanese site) career information at
<nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job
Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/
7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/
classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

差別に関する

The Language Teacher Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年齢、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともに書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、下記の用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole, fax: 0857-87-0858.

TLI/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be 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.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

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IBC = inside back cover
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Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a **paragraph format** and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Papers (in order of deadlines)

JSAA 2001: Biennial Conference—The Japanese Studies Association of Australia 2001 Biennial Conference will be held from June 27-30 in Sydney—the largest city in the Oceania region and the gateway to Australia, by the University of New South Wales and the University of Sydney. The conference aims to advance the knowledge and understanding of Japan, the Japanese people, and the Japanese language, and at the same time strengthen the relationship between Australia and Japan. Authors are invited to submit original unpublished work in all areas of Japanese Studies. Papers may be presented in either English or Japanese, and an abstract of 500-700 English words or 1000-1500 Japanese characters is to be submitted by **December 15, 2000**. For more information contact: JSAA Conference Committee; The Dept. of Japanese & Korean Studies, The University of New South Wales, UNSW, Kensington, 2052, Australia; t: 61-2-9385-3760; <japankorea@unsw.edu.au>.

CUE 2001: The Second Annual CUE Conference—The CUE 2001 conference will be held on May 12-13, 2001 at Miho Kenshukan of Tokai University in Shimizu City, Shizuoka. The conference theme is "Autonomy: a two-day exploration into how learner and teacher autonomy is developing and how we can help it to develop." Examples of questions to be explored are: Is autonomy a natural development of human thinking, a human right, a culturally loaded question, an overblown ideology? What techniques, methods, materials, and ideas can we use to enable ourselves and our students to develop their own sense of autonomy? One-hour papers, demonstrations, workshops, and roundtable discussions from both theoretical and practical perspectives are sought as well as proposals for a limited number of two-hour sessions. The deadline for proposals is **January 25, 2001**. Information: <www.wilde.org/cue/conferences/autonomy.html> or <http://www.wild-e.org/cue/conferences/content.html>. Contact: Alan Mackenzie <asm@typhoon.co.jp> or Eamon

McCafferty <eamon@gol.com>. Those wishing to submit a proposal specifically aimed at Japanese teachers of English, please refer inquiries in Japanese or English to Masahiko Goshi <goshi@scc.utokai.ac.jp>.

TLT Japan's Meritocratic Education Special Issue—A special issue of *The Language Teacher* is scheduled for publication in November 2001. This special issue will analyse whether Japan's education system, being historically based on merit (i.e., that entrance into universities has traditionally been decided exclusively by students' entrance examination scores), is in need of qualitative reform. The editor encourages papers which examine this method of selection and other issues of social responsibility stemming from it (e.g., ranking schools, *juku*, *ijime*), thereby providing useful insight into the education system teachers are working in, which might in turn promote more socially aware classrooms. Submissions, in either English or Japanese (if possible, please include an abstract in English), of feature, opinion and perspective articles investigating these or related issues are especially invited. Please submit your manuscripts by **February 1, 2001**. Send submissions and enquiries to: Kent Hill; 202 Hikone-so, 3461-1 Tokiwa-cho, Machida City, Tokyo 194-0213; t/f: 042-798-1599; <kentokun@twics.com>.

Papers and New Members: JALA—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language, and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. Information: <www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

PacSLRF 2001—The Pacific Second Language Research Forum conference will be held from October 4-7, 2001 at the University of Hawai'i at Manoa, Honolulu, Hawai'i, USA. This conference will focus on research in second language acquisition, particularly in Asian and Pacific languages. Invited plenary speakers will include Kevin Gregg (St. Andrew's University in Osaka, Japan), William O'Grady (University of Hawai'i at Manoa), Jeff Siegel (University of New England in New South Wales, Australia), Noeau Warner (University of Hawai'i at Manoa), Karen Watson-Gegeo (University of California, Davis), and Lydia White (McGill University in Montreal, Canada). Proposals for papers, posters, and colloquia regarding any aspect of research in second language acquisition, particularly in Asian and Pacific languages, are invited. For submission guidelines or further

information, please visit our website at <www.LLL.hawaii.edu/pacslrf>. The submission deadline is **April 2, 2001**. Contact: PacSLRF 2001, c/o National Foreign Language Resource Center, University of Hawai'i at Manoa, 1859 East-West Road #106, Honolulu, HI 96822 USA; t:001-808-956-9424; f: 1-808-956-5983; <pacslrf@hawaii.edu>.

Other Announcements

TESOL Online Career Center—Debuting in the fall of 2000 and featuring job listings from around the globe, career resources, and much more, it will be the career site devoted to TESOL professionals. We are very excited about this project and the opportunity to better serve our members. Stay posted at <www.tesol.edu>.

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

PAC3 at JALT2001

Don't forget!!

**The deadline for presentation
submissions is
January 15, 2001**

<www.jalt.org/jalt2001/submissions>

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

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

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

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced or italic**) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

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

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

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

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

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

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the

editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

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

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

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

Departments

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

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

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

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

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

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

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

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

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's

name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

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

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

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の一介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT 以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

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

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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For information on advertising in *TLT*, please contact the JALT Central Office:

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. 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, 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, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). 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 by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500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*（モノグラフィーズ）、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、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、岐阜〔準支部〕）

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、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、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、ビデオ利用語学学習、他言語教育(準分野別研究部会)、外国語リテラシー(準分野別研究部会)、ジェンダーと語学教育(準分野別研究部会)。

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：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員（1名¥6,500）：勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て（日本の銀行を利用してください）、ドル立て（アメリカの銀行を利用してください）、あるいはポンド立て（イギリスの銀行を利用してください）で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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