全国語学教育学会

The Japan Association for Language Teaching

ISSN 0289-7938
¥950

tlt
The Language Teacher

Volume 24, Number 2
February, 2000

2

JALT

Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

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

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

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

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

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

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

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 We do not publish unsolicited reviews.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

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

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

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

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

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

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the 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１　５　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　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. E-mail 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１　５　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。

JALT Publications Board Chair — *William Acton*
Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp

Immediate Past Editor — *Laura MacGregor*Irimacho, 3-13-3-307, Chofu-shi 182-0004; laura@tokyo.email.ne.jp

Co-Editor — *Bill Lee*
Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193; f: 058-293-3118; wmlee@cc.gifu-u.ac.jp

Co-Editor — *Malcolm Swanson*
5-6-8 Maigaoka, Kokura Minami-ku, Kitakyushu 802-0823; t/f: 093-962-8430 (h); malcolm@seafolk.ne.jp

Japanese-Language Editor — 衣川隆生 (*Kinugawa Takao*)
〒305-8577 つくば市天王台1-1-1 筑波大学留学生センター;
t/f: 0298-53-7477 (w); kinugawa@intersc.tsukuba.ac.jp

Japanese-Language Associate Editor — 小野正樹 (*Ono Masaki*)
〒305-8577 つくば市天王台1-1-1 筑波大学日本語・日本文化学類;
t/f: 0298-53-7372 (w); ono@sakura.cc.tsukuba.ac.jp

Assistant Editor — *Paul Lewis*
602 New Urban Issha, 2-34 Issha, Meito-ku, Nagoya 463-0093; t/f: 052-709-1307 (h); pndl@gol.com

TLT Online Editor — *Bob Gettings*
Hokusei Gakuen Women's Junior College, Minami-4 Nishi-17, Chuo-ku, Sapporo 064-0804; t: 011-613-2488 (h); t: 011-561-7156 (w); f: 011-513-7505 (w); gettings@sco.bekkoame.ne.jp

Column Editors

A Chapter in Your Life — *Joyce Cunningham & Miyao Mariko*Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056; t: 029-228-8455; f: 029-228-8499; English: doycie@mito.ipc.ibaraki.ac.jp; 日本語: mariko@cs.kasei.ac.jp

My Share — *Sandra J. Smith & Oishi Harumi*
Sandra J. Smith: Suzugamine Women's College, 4-6-18 Inokuchi, Nishi-ku, Hiroshima 733-8623; t: 082-278-1103 (w); f: 082-277-0301 (w); English: smith@suzugamine.ac.jp; 日本語: oishi@nagoya-wu.ac.jp

Book Reviews — *Katharine Isbell & Oda Masaki*
Send all column submissions to Katharine Isbell: Miyazaki International College, 1405 Kano, Kiyotake-cho, Miyazaki-gun 889-1605; t: 0985-85-5931 (w); f: 0985-84-3396 (w); kisbell@miyazaki-mic.ac.jp; 日本語: oda@lit.tamagawa.ac.jp

Publishers' Review Copies Liaison — *Angela Ota*
West Park Communication Services, Funakoshi 957-6, Gosen-shi, Niigata 959-1805; t: 0250-41-1104; f: 0250-41-1226; angela@cocoa.ocn.ne.jp

Letters — *Bill Lee* (See Editor) & *Koarai Mikiya*
小荒井幹也: t/f: 011-614-5753 (h); ja8m-kari@asahi-net.or.jp

SIG Reports — *Robert Long*
t: 093-833-5022; f: 093-884-3400 (w); long@dhs.kyutech.ac.jp

Chapter Reports — *Diane Pelyk & Nagano Yoshiko*
Diane Pelyk: Fukumaru Bldg. 10B, 4-2-30 Masaki Naka-ku, Nagoya 460-0024; t/f: 052-671-8232
日本語: nagano97@pop.wa2.so-net.or.jp; English: dmp@gol.com

Chapter Meetings — *Tom Merner*
1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015; t/f: 045-822-6623 (w); tmt@nn.iij4u.or.jp

JALT News — *Thom Simmons & Sugino Toshiko*
Thom Simmons: #303 Tanaka Bldg., 2-28-10 Morigaoka, Isogo-ku, Yokohama 235-0024; t/f: 045-845-8242; malang@gol.com; Sugino Toshiko: RXE21345@nifty.ne.jp

Bulletin Board — *David Dycus & Saito Makiko*
David Dycus: 3-57 Toriimatsu-cho, Kasugai 486-0844; English: dcdycus@japan-net.ne.jp; 日本語: chip621@aol.com

Conference Calendar — *Lynne Roecklein*
Lynne Roecklein: Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193; t: 058-293-3096 (w); f: 058-293-3118 (w); lynne@cc.gifu-u.ac.jp

Job Information Center/Positions — *Bettina Begole*
436 Kuwabara, Aoya-cho, Ketaka-gun, Tottori 689-0529; begole@po.harenet.ne.jp

Occasional Column Editors

Educational Innovations/Creative Course Design — *Daniel J. McIntyre*, Shuwa Residence #702, 4-11-7 Nishi-Azabu, Minato-ku, Tokyo 106-0031

The Region — *David McMurray*, Fukui Prefectural University, Kenjojima 38-7, 4-1-1 Matsuoka-cho, Yoshida-gun, Fukui-ken 910-1142; t/f: 0776-61-4203 (h); mcmurray@fpu.ac.jp

Net Nuggets — *Larry Davies*, Nanzan University; davies@ic.nanzan-u.ac.jp

Working Papers — *Joseph Tomei*, Kumamoto Gakuen University, Faculty of Foreign Languages, Oe 2-chome 5-1, Kumamoto 862-8680; t: 096-364-5161 (ext. 1410) (w) ; f: 096-372-0702 (w); jtomei@kumagaku.ac.jp

Production:

Proofreaders — *Brian Cullen, Scott Gardner, Aleda Krause, Beverley Elsom Lafaye, Robert Long, Amy Peyton, Steven Snyder, Kinugawa Takao, Ono Masaki, Tsukahara Maki*

Design & Layout — *The Word Works*
t: 045-314-9324; f: 045-316-4409; tww@gol.com

Printing — *Koshinsha Co., Ltd., Osaka*

JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; jalt@gol.com

Introduction

To determine the focus of this materials special issue, we editors concurred that theory-based papers should take precedence over ones exemplifying materials. We were fortunate to receive contributions spanning a wide range of theoretical issues in materials development. Jane Willis opens this special issue with a task-based holistic approach to materials development which stresses the use of a pedagogic corpus. Marc Helgeson, collaborating with nine other Japan-based ELT authors, offers the straight-up lowdown on publishing materials internationally for use in this country. Shifting the medium to literature, Brian Tomlinson follows with an experiential method to stimulate cultural awareness. Using a neuro-scientific basis, our first Japanese contributor, Masuhara Hitomi, reevaluates reading in L2 and suggests that it need not be such a slow and laborious activity. The next feature is an interview with materials developer and applied linguist, Rod Ellis, who fills us in on his latest materials development projects and answers some theoretical questions from Kent Hill. Whether to use professionally developed materials or create them in-house is a consideration for many university English programs. Steve Gershon extends a metaphor to illustrate why and how his university chooses to develop materials in-house and to illustrate the process. Our final paper comes from Japanese authors, Kitamura Tatsuya, Tera Akemi, Okumura Manabu, and Kawamura Yoshiko, who describe a method for making Japanese reading materials using the Internet.

We thank everyone who helped to contribute to this issue. It has been a labor of love and we sincerely hope it bears fruit by motivating readers to get more involved in materials development, an area of language teaching still striving to reach its full potential.

Guest Editors: Kent Hill, James Swan, and Hagino Hiroko

Contributors' Biodata and Contact Info

After teaching English and teacher training in West Africa, Cyprus, Scotland, Iran, Singapore, and the Far East for nearly twenty years, **Jane Willis** now works at Aston University on their new modular Masters in TESOL/TESP by Distance Learning. She specialises in syllabus design, task-based learning, and lexical chunks. Her recent books include *Challenge and Change in Language Teaching* (with Dave Willis), and *A Framework for Task-based Learning*. She enjoys not only watching films, sailing, skiing and mountain walking, but also observing her grandchildren learning to talk and socialise. t: 0044 121 359 3611; f:0044 121 359 2725; j.r.willis@aston.ac.uk

Marc Helgesen is a Professor at Miyagi Gakuin Women's College, Sendai and has been active in JALT and in publishing for 18 years. He is an author of *English Firsthand*, *Active Listening*, *Workplace English*, and the *Impact* series and has been a featured speaker at JALT, Korea TESOL, and Thai TESOL. Despite extensive writing experience, he is still lousy at spelling and proofreading.

Brian Tomlinson is a Senior Fellow at the National University of Singapore, and the Founder and President of MATSDA. He has worked as a teacher trainer, curriculum developer and university lecturer in Indonesia, Japan (at Kobe University), Nigeria, UK, Vanuatu, and Zambia, and has published numerous articles and books, including *Discover English* (with Rod Bolitho), *Openings*, *Use Your English* (with Masuhara Hitomi), and *Materials Development in Language Teaching*.

Department of English Language and Literature
Faculty of Arts and Social Sciences
National University of Singapore
Block AS5
7 Arts Link
Singapore 117570.
f: (65)-773-2981; ellbjt@leonis.nus.edu.sg

Steven Gershon received his MA in Applied Linguistics from Reading University (UK) and has taught in the US, Britain, France, and China. He has been teaching in Japan for 13 years and is currently an Associate Professor at Obirin University and Director of Obirin's English Language Program. He is the co-author of the listening course *Sound Bytes* and the course book series *OnLine*. t/f: 045-439-5686; sgershon@obirin.ac.jp

A Holistic Approach to Task-Based Course Design

Jane Willis
Aston University, UK

After outlining three basic principles relating to language learning, I then describe and illustrate a holistic process of course and materials design which takes these principles into account.

1 Three principles for materials designers

Principle 1: Language is a meaning system.

Halliday (1973) emphasises that learning a second language involves the acquisition of a new system for realising familiar meanings. In natural SLA circumstances, we begin by wanting to mean, (and understand what others mean) and then go on to seek or notice wordings that express those meanings. Language does not exist in a vacuum, and it does not develop in a vacuum. This is why in classroom circumstances lists of words and sample patterns taught as single items very rarely become part of the learners' deployable system. Language develops in response to the need to mean and to understand what others mean (Halliday, 1973; Willis & Willis, forthcoming). It follows that materials we offer learners should allow them to focus first on meanings in contexts and then go on to look at the wordings that realise the meanings.

From this, we can argue that any pedagogical process which supports natural acquisitional processes should therefore lead *from meanings to wordings*.

This is a major principle behind a task-based approach to course design. In setting learners a task to achieve (e.g., a problem to solve), the emphasis is first on learners' exchanging meanings to complete the task, using whatever language they can recall. Then they examine the language that fluent speakers or writers used to do the same task and focus on typical words, phrases and patterns (i.e., wordings) that occurred (Willis, 1996b, 1998a, 1999).

Principle 2. Exposure to the target language in use is vital.

To acquire a new language system, learners need exposure to the kinds of language that they will need (Krashen, 1987). It follows, then, that whatever learners hear and read as part of their course needs to reflect, as far as is possible, the typical features of the language of the learners' target discourse communities.

For example, if learners need to understand spontaneous informal interaction in English, they must be exposed to typical samples of spontaneous talk. If learners of business English need to be able to respond to letters of complaint, they need to have read and studied the language of typical responses to letters of complaint.

If learners don't know why they are learning English, they need exposure to a broad and varied selection of materials that will encourage them to go on using their English and learning outside class on their own and to gain a solid foundation they can build on, once they discover what their language needs will be.

In all cases, the choice of language data, both recordings of spoken language and written texts, is of vital pedagogical importance. Course designers should aim to choose a representative set of target text types from accessible real life sources—samples that reflect the typical language features of genres from the learners' present or future discourse communities. This is a major principle behind corpus-based approaches to language syllabus design and data-driven learning.

Principle 3. Some focus on language form is desirable.

Although many people acquire a new language with no formal tuition (through exposure to the target language and opportunities to use it to express their own meanings), there is now some evidence that learners do better if, at some point, their attention is drawn to typical features of language form (Skehan, 1994). This can be done in two ways:

- Through consciousness-raising exercises highlighting frequently used language items, to help learners perceive patterns (Long, 1988; Schmidt, 1990), and systematise what they know.
- By challenging learners to communicate in circumstances where accuracy matters (e.g. making a public presentation of their ideas or findings), so they feel the need, at a prior planning stage, to organise their ideas clearly and to check that their lexical choices, their grammar and pronunciation are accurate. (A similar need for a prestige variety was identified in research by Labov, 1970.) The cycle of Task -> Planning -> Report, which forms the central part of a TBL framework, caters to this (Willis, 1996a, 1998a).

教材開発者にとって大切なこととして、(1)言語は意味のあるシステムとして見られなければならない。言語を効果的に習得するためには学習者は、文脈の中の意味に注目し、そして次に語彙や文法のパターンなどの言葉遣いに注意する、(2)学習者は目標言語社会で実際に使われている典型的な言語にたくさん接する必要がある、(3)これに加えて、学習者が言語表現形式に注目をすれば、より上達する、という3点を挙げる。コースデザインの全体的なアプローチはまず適切な話題を見つけ、次にたくさんのテキストと録音したものを集めることである。そして、言語使用を促進させるタスクがデザインされ、流暢な話し手によって演じられ、録音される。十分なテキストや録音したものは教育コーパスの一部として選択されるのである。このデータを言語的に分析することによって教材開発者は学習者の意識を高めるタスクで強調するための適切な言語特徴を見つけることができる。このデザインのプロセスがサンプルタスクとアクティビティとともに例示されている。

2 From principles to practice

We have said that to acquire the target language effectively, learners need to engage actively in processing the meanings of whatever they hear and read. A variety of communication tasks can be designed which will motivate and give learners a purpose for doing this. These tasks should also give learners practice in the skills they will need, for example, reading a text quickly to extract specific information, taking part in spontaneous spoken interaction, or giving planned oral or written presentations. Subsequent exercises can then be devised which draw attention to the language of the texts and recordings, to the words, phrases, and patterns typical of that genre or topic.

Thus, materials designers have three distinct responsibilities: (a) providing appropriate language data for the course, (b) designing meaning-focused communication tasks arising out of those data that engage learners in meaning and that encourage genuine use of language, (c) designing form-focused language study exercises that raise learners' awareness of typical and useful formal features of language.

3 A holistic approach

3.1 Initial stages: gathering a pedagogical corpus

A holistic approach to course and materials design means that you begin by assembling a set of language data on topics of interest to your learners: e.g., written texts and recorded spoken extracts, roughly sufficient to form the basis for your course. This forms the raw material for your *pedagogic corpus* (Willis & Willis, 1996:67), which may later be refined. You then organise and sequence this material into pedagogical units, keeping notes of any gaps or imbalance of material.

The next step is to analyse this provisional corpus to identify language features that your learners would benefit from studying, and to check coverage of other useful features.

This process so far can be summarised thus:

Figure 1

Assemble language data	-> sequence -> analyse ->	Identify useful (texts + language features, recordings), check coverage

Examples for three different courses follow.

For a general course, the pedagogic corpus might consist of authentic written texts on suitable topics from a variety of sources and recordings of natural speech—both planned talk and spontaneous interaction—with transcriptions. Sources of written data could include text books, resource books, magazines or newspapers and for spoken data, extracts from the BBC World Service (with permission), recordings of interviews, or communication tasks on specified topics carried out by fluent speakers of the target language.

For an ESP course for medical students, you might use extracts from introductory medical texts books, from popular WWW sites, for example medical notice boards, from popular magazines which have a doctor's advice column, or extracts from radio programmes with medical themes. In Japan, you might interview doctors who commonly treat the expatriate community, with a view to obtaining a series of two-minute interviews, each covering a different medical topic. For more advanced students, you might use academic research articles, specialist medical journals, and recordings of mini-lectures.

In addition to appropriate story books and other texts written for children, your data for a Young Learners course could include transcripts of typical primary school activities, such as children at play in English and stories told to audiences of children.

Whether your course is ESP, EAP, or of a more general nature, you would obviously need to take into account length, complexity, and conceptual and cultural accessibility of the text or recording.

At the end of this initial design process, it is important to check that you have a good variety of text types and interactions and to identify any gaps. For example, you might find you have sufficient written texts but too few spontaneous spoken interactions with transcripts. The next step is to refine this corpus.

3.2 Task design and making recordings

For each topic or text, you can design tasks that your learners would find engaging to do themselves and that would generate the type of interaction they may need to take part in. Vary the types of task to offer different degrees of cognitive challenge. Tasks can engage learners in listing, classifying, matching, comparing, problem-solving, sharing experiences, and anecdote telling. Some can have more creative goals, such as writing a story or designing a brochure (see Willis, 1996a: 149-154; Willis, 1999).

Task instructions can then be adapted to provide opportunities for practice of the different skills your learners need: e.g., beginning with spontaneous exploratory interaction or writing individual notes or reading a text prior to doing the task, and then planning an oral (or written) public presentation of the task outcome. Different interaction patterns can be stimulated by having learners work as a team (with or without individual roles), in pairs, or as individuals.

Make recordings of fluent speakers doing these tasks (set a time limit of 1, 2 or 3 minutes) and transcribe the tasks that worked well (see Willis, 1996a: 87-98 for advice). You could also record short interviews with fluent speakers on one aspect of the topic of the unit.

The transcriptions of the tasks and interviews can then be added to the pedagogic corpus, to increase the amount of spoken data available for the course and to facilitate the study of typical features of spontaneous interaction. You should by now have a well-

balanced collection of texts and transcripts: Your pedagogic corpus is now ready for the next stage of course design.

3.3 Organising the material

You will now need to sequence these raw materials into suitable pedagogical units, taking into account local constraints such as length of course and learners' willingness to read, prepare, or write up outside class hours. For example, each unit might contain one or two texts and recordings on a common theme.

Each unit will also need language-focused activities to follow the task cycles. But before these can be produced, it is better to gain an overall picture of the linguistic content of your pedagogic corpus, so that you can share out linguistic features in a balanced way among units, with free space in some units for recycling.

3.4 Two tips

- At this stage, keep back a few parallel texts and task or interview transcripts to use for class tests.
- Learners can often help in the design process by suggesting topics, supplying texts, recording interviews, and identifying skills they may need.

4 Preparation of language-focused activities

4.1 Identifying useful language features

The next step is to carry out a linguistic analysis of the pedagogic corpus, to identify the most frequent and typical language features which will be of most use to your learners.

There are two ways of doing this—either by computer or by hand.

If all your texts and transcripts can be typed or scanned into a computer, and if you have some concordance software (listed in references), you will be able to get a list of words in frequency order and a list of the top X number of words in alphabetical order; you can also call up concordances of key words sorted alphabetically to the right and to the left, which will enable you to identify frequently-occurring word combinations—i.e., lexical chunks. For more ideas on this, see Tribble & Jones (1990) or Barnbrook (1996).

A programme like *Wordsmith Tools*, created by Mike Scott (University of Liverpool, OUP) will give you (and your learners) the chance to build lists of the most common 2-, 3-, or 4-word (or more) chunks. Notice in which texts and in which units these occur. It may be that your data will yield enough examples to allow you to focus on common time phrases or phrases of location or quantity in early units, as these are naturally so plentiful. Some phrases are topic-specific and can be highlighted together. Interactional phrases, e.g., *Know what I mean?* and vague language chunks, e.g., *and that kind of thing* are ubiquitous; they could be collected from early units and focused on in a later unit where several of them occur together in the spoken data.

With no computer, you can do a simple text-by-text analysis by hand, using published frequency lists to help you identify common words and notice useful collocations, chunks, and patterns that occur with them. Willis (1996a: 171-172) gives lists of the top 200 words (spoken and written separately).

You can also look out for patterns in discourse and how these are signalled and different ways of expressing particular meanings, notions and functions. These are only identifiable by hand.

The linguistic features thus identified can become the focus of language study exercises and shared out among the units.

4.2 Designing language study materials

This is the final stage in TBL course design. Language study exercises will be based largely on examples occurring in the data, occasionally supplemented with dictionary examples. Materials can range from traditional practice exercises to learner-centred, consciousness-raising activities, which involve different kinds of operations, including identifying patterns or usages, classifying, hypothesis building and checking, cross-language exploration, deconstruction and reconstruction of text, recall, and reference activities (Willis & Willis, 1996: 63-76).

5 Summary and example

We can now add to our first figure to show the process in more detail.

As an example of this process, let us take the topic of *Conversation And Cultural Norms* for learners who want conversational English.

Text selection: for an advanced class, a short extract from a book giving advice to business people socialising with their Japanese counterparts for the first time.

For a lower level class, a recorded anecdote about how a British couple in England felt very embarrassed when an eminent Japanese professor, on arrival at their house for dinner, asked them how much they had paid for their house.

Figure 2

Selection of topics. Assemble texts & recorded data, check coverage, identify gaps. Design tasks. Supplement with recordings of tasks & interviews. Final selection of data.	-> sequence into units -> analyse->	Identify useful language features, allot to units, design language focus activities.

We needed some spontaneous interaction, so we planned a two-minute task: "What *don't* you talk about in your culture? Make a list of things you would avoid asking about and say why." We recorded two British people doing this and transcribed the first half of their discussion.

To provide a written text parallel to the spoken interaction, we asked a fluent English-speaking Japanese woman to write some advice for visitors to Japan—in response to the same task instructions.

We sequenced these within the unit, using the spoken anecdote at pre-task stage to introduce the topic. The learners would then do the task themselves in pairs and report their list and reasons to the whole class.

As a second task, they would read the written advice and compare this with the content of their own lists. For homework, they could be encouraged to revise their lists and reasons, and record themselves giving advice as if to an English person.

So far, the emphasis has been primarily on exchanging meanings. There is also a focus on accuracy, which arises naturally when learners are asked to report their list to the whole class and later, when recording their advice, as both these lead up to public "performances."

A more specific focus on form is introduced in the subsequent Language Focus activities. The instructions for one activity were:

- Identify, from the transcript and the written text, two or three ways of introducing advice on cultural matters.

The examples in the spoken transcript were:

"You don't normally go and ask people personal questions, do you?"

"Like, I wouldn't ask you how much you paid for your sweater or what have you."

"The other day somebody said that English people don't like talking about religion, money, sex, . . . er . . . politics—what was the other one?"

The teacher here could point out that when giving advice, reporting what other people have said or done in the past is very typical in social interaction in Britain. Written examples included

"*Avoid talking* about politics and religion."

"*Avoid starting* discussions or arguments."

"*It's rude to* cut into someone's talk. If you have to interrupt someone, *it's better to* start by saying something like 'I'm sorry to interrupt but . . .'"

The teacher here could point out these patterns and ask learners to find more examples of each.Other consciousness-raising activities could include the following:

- Find, in the spoken transcript, eight phrases containing the word*I* and try to classify them according to their function in the interaction.
- Find seven phrases containing words ending in *-ly*. Write down any five phrases but miss out the *-ly* words. See if your partner can read your phrases out loud putting back the right *-ly* word. E.g., *That's funny because the other day...* (the word *actually* is missing).
- Find, in the written text, phrases with one verb followed by another verb in *+ing,* e.g., *..it's better to stop talking*. Can you find in the text five different verbs which come before a verb ending in *-ing*? Can you think of two more?

These activities illustrate three of the consciousness-raising activity types listed in 4.2 above. Can you identify which? (This is a classifying task!)

7 Conclusion

Some approaches to materials design begin with lists of specific language forms and skills, and then try to find (or concoct) texts and tasks which illustrate their use. These I would call *additive* in approach, as they lead from wordings to meanings.

This paper has described a *holistic* course design process which begins with whole texts and activities that involve processing meanings in contexts, and which then leads on to a focus on wordings and form.

Basing materials on a well-selected pedagogic corpus means that recycling of common and typical language features will happen naturally inside the classroom, and that learners will be far better prepared for whatever English they meet and need to use outside the classroom.

References

Barnbrook, G. (1996). *Language and computers: A practical introduction to a computational analysis of language*. Edinburgh: University of Edinburgh.

Halliday, M. (1975). *Learning how to mean*. London: Edward Arnold.

Krashen, S. D. (1985). *Principles and practice in second language acquisition*. Oxford: Pergamon.

Labov, W. (1970). The study of language in its social context. In P. Giglioli (Ed.), *Language and social context*. Harmondsworth: Penguin.

Long, M. (1988). Instructed interlanguage development. In L. Beebe (Ed.), *Issues in second language acquisition: Multiple perspectives*. Rowley, Mass: Newbury House.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics 11*, 2(129-158).

Scott, M. (1998). Wordsmith tools (concordance software) available only through OUP's Internet site: http://www.oup.co.uk/elt

Skehan, P. (1994). Interlanguage development and task-based learning. In M. Bygate, A. Tonkyn, & E. Williams (Eds.), *Grammar and the language teacher (*pp.175-199). Hemel Hempstead: Prentice Hall.

Tribble, C. & Jones, G. (1990). *Concordancing in the Classroom*. Harlow: Longman.

Willis, D. & Willis, J. (forthcoming). Six propositions in search of a methodology: Applying linguistics to task-based learning. In I. de la Cruz, C. Santamaria, C. Tejedor, & C. Valero (Eds.), *Estudios de lingüística aplicada a finales de siglo*. Alcala: Universidad de Alcalá.

Willis, cont'd on p. 27.

Book Talk: Japan-Based Authors Discuss Their Craft

Marc Helgesen
(with nine other Japan-based ELT authors)
Miyagi Gakuin Women's College

Each fall, dozens of new texts are launched in Japan to the bells and whistles of extensive promotion campaigns. Some become long term hits. Others have a respectable life of a few years with decent sales. Others soar first season, only to die the second year once teachers discover that, despite the pretty pictures, they hate the book. And, of course, some newly launched books never fly at all.

The question is "Why?" What makes a book work in Japan? Clearly there is a complex mix of authoring, design, editorial input and promotion—not to mention timing and luck. When approached by the editors of this special issue about an article on writing for Japan, I thought it would be a great opportunity to reflect and share ideas. The problem, however, is that there are few "rules" and no "formulae" for writing ELT textbooks. (Not entirely true: many textbooks are written to a formula; if you're teaching one, you have my sympathy.) As Prowse (1998) points out, most ELT writers employ their own intuitions, writing textbooks much as they might write fiction, albeit in the service of a syllabus. So, were I to write my version of how writing for Japan works, it would simply be "The Gospel according to Marc" rather than truths generalizable for your own teaching and writing. Instead, this article follows a format used by Prowse in Tomlinson's (1998) *Materials Development in Language Teaching*, a book I highly recommend.

What advice would other Japan-based authors give? What opinions do we share? How do we incorporate our views and experiences into our books? To see if there was consensus, I sent questions to several authors. A sampling of their responses follows.

Just how different is Japan?

A travel writer supposedly suggested that "Japan is the most foreign country in the world." Teachers living and working here often hear about Japanese uniqueness. Interestingly, while everyone recognized the importance of making books appropriate for the target audience (culture, age, interest, classroom realities, etc.), most questioned the idea that Japan is totally different:

"I think there's a certain amount of myth-making involved in this statement. We do a disservice to learners here by perpetuating the myth of difference."

"Judging from reactions from audiences at workshops in other countries, EFL needs seem to be similar in at least Taiwan, Korea, and Thailand. I think their needs for interactive texts are the same as Japan's. Sales show good results in Latin American countries, too, I understand."

"I don't think writing for Japan is so different. Of course every regional/national/cultural/institutional context is unique. However, one way the markets are similar has to do with general educational and/or language learning traditions (teacher centered, grammar translation background, rigid exam-based curriculum, bias toward memorization, certain accepted language learning strategies, text focused learning, etc.)."

Most other countries mentioned are Asian, where we share both traditions of hierarchical educational structures (it's no accident that 先生, *sensei,* could literally be rendered as "born before") and practical considerations such as large classes and exam-focused learning. Of course, the culture of each country differs and authors need to balance references to countries—in the same way that one counts male and female characters to ensure they are equally represented. Awareness of cultural norms is also essential. In Thailand, for example, the Thai royal family is so respected that any negative reference to any royal family is considered very bad taste. (Would-be authors, don't worry that you don't know these bits of information yet. Your publisher will have your manuscript reviewed in potential markets and "cultural mistakes" will come out then.)

The usefulness of material in other markets doesn't imply that the teaching situations are the same. A coursebook that is used over a year in Japan maybe be covered in one term in Taiwan, where classes often meet more frequently. The same book may last only a month or two in Korean language institutes (similar to conversation schools) where classes meet daily. The students' focus can also be different:

"Students here spend only the time actually in class on English and do very little outside of class. The majority just squeak by with minimal English ability even after years of so-called study of English. The learning curve here is a very gradual incline. To write for Japan is to write for the gentle incline. Most of the rest of the world seems to follow a much steeper curve, increasing rate as the student's language ability progresses."

日本でテキストを執筆するのに関連した問題について１０人の筆者からの意見を要約する。日本市場と他市場の類似点と相違点、テキストを執筆する方法、出版業界の変化、これから執筆する人への助言などを述べる。

Thanks and Acknowledgments to Contributors

Everyone invited to contribute to this article lives in Japan and has had at least two successful books or series published. Some of the authors involved write primarily for the adult market, some mainly for children and two write for both. I tried to invite authors for all major international publishers active in Japan.

To keep the article focused, however, I didn't contact people who write exclusively for Japanese publishers. While an important market segment, it is a very different kind of publishing. As one of the participating authors (who writes for both types of publishers) pointed out: "Editors' work is very different between ELT publishers and those Japanese publishers. You're much more of a team member in ELT publishing but tend to be treated as BIG sensei at Japanese publishers. I'm not saying which is better. It's just different."

These are the authors who were able to contribute to this article, listed in the order of response (publishing rewards speed). For reasons of space, I did not list co-authors or full bibliographies. The participating authors wrote far more than could be included here. If you'd like to read the entire text (and know who authored each quotation), visit the JALT Material Writers SIG website: http://www2.gol.com/users/bobkeim/mw/mwcontents.html

The document is entitled "ELT author—raw material" and can be found at http://www2.gol.com/users/bobkeim/mwcontents/tltsp/helg.html

—Marc Helgeson

Steven Gershon, *OnLine* series (Macmillan Heinemann), *Sound Bytes* series (Prentice Hall [Pearson]).

Dale Fuller, *Face to Face, Airwaves* (Macmillian LanguageHouse).

Toyama Setsuko, *Journeys Listening/Speaking 1, SuperKids* series, Development Editor (Prentice Hall [Pearson Education]).

David Harrington, *Speaking of Speech* (Macmillian LanguageHouse), *Street Talk* (Calson Books).

Aleda Krause, *SuperKids* and *Supertots* series (Prentice Hall Asia [Pearson]).

Roger Barnard, *Fifty-Fifty* series (Prentice Hall [Pearson]), *Good News, Bad News* (Oxford University Press).

Chuck Sandy, *Passages* series, *Interchange* video (Cambridge University Press).

David Paul, *Finding Out, Communicate* (Macmillan/Heinemann).

Nakata Ritsuko, *Let's Go* series (Oxford University Press), *Koushite Oshieru Kodomono Eigo* (Apricot).

Marc Helgesen, *English Firsthand* series (Longman [Pearson]), *Active Listening* (Cambridge University Press).

Authors of children's books were very specific about differences in the teaching situations.

"One big difference is that English is taught from a younger age in these countries (first grade of elementary school in Thailand and third grade of elementary school in Korea). Another difference is that students at language schools in Korea often study 3,4 or 5 times a week, and, in Thailand, students at language schools often have much longer lessons, especially in Bangkok; otherwise it wouldn't be worth their while spending hours in the traffic jams getting to the school.

"Kids get more contact hours outside of Japan. Teachers, too, seem to be getting more training. What does that mean? I think it means a book has to be different than it appears on the surface. For the Japanese market, it needs to be fun and slow, but for other markets, it has to have more depth."

The authors' secrets

The people who contributed to this article are all successful authors. The obvious question, of course, is how they got to be that way? Not surprisingly, experience is a key point:

"The key for me is always to write from the perspective of an experienced classroom teacher. I am a teacher first and writer second. And if I ever doubted that, my bank manager would quickly remind me!"

"I teach a lot (30 hours a week), and I only write for the kinds of students I teach. I also try to make the job of teaching easier for the hectic lifestyle most teachers have in Japan."

"I guess that all boils down to one word: experience." Yes, that one word, plus a few related ones:

"I have used over 60 textbooks during my teaching career in Japan and have gained some experience in what works and what doesn't."

"I worked with editors and advisors who have also worked here for a long time."

"I try to write books that I would like to use myself. Writing a textbook is a very similar process to designing one's own course materials, and many of the 'classic' EFL textbooks were directly based on materials authors developed for their own classes. But there is one major difference: a textbook (if it is to be successful) will be used by teachers with different teaching styles, different amounts and types of experience, and of different nationalities. It should also be adaptable to different teaching/learning contexts and student needs."

Oh, yes. One other thing—the wild card:

"Another secret is being lucky—an author is not always in a position to choose the type of book, publisher, editor, co-author, or designer. But they are all crucial; it's a team effort. It's a little bit like those Oscar acceptance speeches: 'First of all, I'd like to thank God . . . .'"

In publishing, to some degree you make your own luck. There's the image of a teacher having a great idea, sitting down, drafting a manuscript, submitting it to a

publisher . . . and the rest is history. It rarely happens that way. In many cases, the publisher knows the kind of book or series it needs to complement its list. The publisher then goes searching for authors.

"One editor told me that most ELT texts are commissioned, not submitted and accepted. That told me I needed to build my reputation so someone would ask me to write for him or her, rather than try to write a text and then get someone to publish it."

"I spent several years doing reviews for various publishers, and in that process not only had the chance to make my voice heard, but much more importantly, got a sense of how to look carefully and critically at texts with an eye to how they could be made better. While this may seem a long backdoor approach to becoming an author, I'm quite glad I took my time and had this experience, for I probably learned more from doing this review work with the authors and editors I worked with than I did in, say, graduate school."

"I was doing JALT presentations. My to-be editor came up to me and asked me if I was interested in reviewing a book she was working on. I said, sure. A month later, she contacted me and said uh, the book wasn't ready to be reviewed yet—in fact, it wasn't even written yet, as the writers didn't work out, would I be interested in authoring? And we went from there."

Changes in publishing

Publishing, like most industries, is experiencing major changes. One cause is technology:

"Technology has made tremendous changes to the way textbooks are produced. As far as writing is concerned, it is now possible to communicate easily with co-authors and editors wherever you or they may be by fax, email, and phone. It is possible to exchange files and make changes to a manuscript extremely quickly. Word processing and page layout programs enable an author to produce near-professional drafts, which facilitate piloting in class, although most publishers prefer a final manuscript that is not 'over-designed'."

Many of us feel that, for all the talk about technology, the real changes that affect the students and the industry have hardly started.

"There are wonderful opportunities, but the expectations from new technology are often way ahead of the reality. In the past, we saw this with underused language labs. We've seen it with educational CD-ROMs, which are a wonderful learning tool, but which just haven't taken off in Japan."

"CD-ROMs and the Internet have great potential but few have really tapped into that potential yet. The early CD-ROMs were mostly words on paper turned into words on screen. They are getting better but there's still a long way to go. The same can be said for the Internet—lots of potential but most of it untapped."

"My gut feeling however is that jazzy technology still does not replace good pedagogy and well-structured book-based activities and tasks."

"It will be quite interesting to see how web-based publishing, for example, will change the way we think both about writing and about purchasing books."

Another major change in publishing has been merger mania. In 1990, JALT had 102 associate members, mostly publishers. Now there are 66. Macmillan swallowed Heinemann. Pearson grew out of Addison-Wesley, Prentice Hall, and Longman, which had previously taken over Lingual House, Nelson, Harrap's, and a list of others.

Authors have mixed feelings:

"Generally, when a company becomes larger, it becomes less flexible and more bureaucratic. It has more problems making decisions on a local level. They waste a lot of time in the decision-making process, which hurts authors, teachers, and students. Material becomes old before it ever reaches the students. Give me a speedboat any day over a luxury liner like the *Titanic*."

"On balance, I think (the mergers are) bad. There is a bigger gap between those who are already established and those who are not, and fewer opportunities for newcomers. There seems to be less happening at a grassroots level. Perhaps, in time, there will be a reaction to all this, and many smaller companies will start up.

"It all smacks of monopolization of the market, decreased competition, potential sameness of the products, overly conservative and cautious publishing agendas."

Some authors do see positive aspects:

"Perhaps (there will be) more rational consolidation of resources between the relatively fewer publishers, perhaps bigger marketing budgets for promotion of the books, perhaps more budget resources for teacher development seminars/workshops, perhaps less reliance on the mythical 'blockbuster' so that the publisher can concentrate more on smaller, regional/country-specific projects."

One person, ever the optimist, went so far as to say the following:

"In theory, fewer companies means fewer chances for new authors, and fewer new ideas. In practice, I'm not sure. On the other hand, if an author has a successful title with a large publisher, he or she stands to sell more books, make more money, and descend into a life of debauchery a tad quicker."

Right, this despite the fact that royalties usually work out to something well under ¥100/hour.

Horror stories

All of the authors involved in this article are positive about the publishing process. However, like any endeavor, there are negatives. A couple that are telling:

"The publishing world can be incredibly arrogant. An editor may have spent one year teaching on the JET program and then become the Japan expert for a major international publisher. Other publishers who have never worked in Japan are often so confident in their armchair theories about the Japanese market. Most of

the courses which didn't come out of the Japanese classroom but became best-sellers here did so by accident, not because some publisher in the UK or US deeply understood the Japanese market."

"(I've had) impossible deadlines—writing a text, workbook, and Teacher's Manual in six months, which included writing the TM before the book was even edited. THEN to have the publishing date pushed back, first 6 months and then 18 months. And then to have the main character in the text changed a year after final submission! It's almost enough to drive you over the edge! I felt kind of like (*Gone with the Wind* author) Margaret Mitchell would have felt if her editor had said, 'Wonderful book you have there. I know it's finished, but after talking with some focus groups, we've decided we'll have much more chance of selling the book if Scarlet O'Hara were a man instead of a woman. And if you had her living in Vermont...'."

Our best advice

The authors involved in this article are assuming those who read it do so for one of two reasons. Some readers may be teachers with a general interest in how books are written and how, in the authors' views, Japan-appropriate books get to be that way. Others, perhaps the larger group, are teachers who have thought about writing a book themselves. To that end, the participating authors each offered bits of advice. We hope they help.

"Work with a co-author. It is so much more fun to write with others and to bounce ideas off of each other and to keep each other honest when an idea really doesn't work. I have had more painfully hard belly-laughs when writing and working with my co-authors than any other time I can think of. It makes the difficult writing experience fun. Someone once said that writing is easy. Just stare at a blank sheet of paper until blood forms on your forehead. This is true only if you write alone; when you work with others it's great!"

"Work backwards. Have an idea of where you want an activity, page, unit or book to go before you sit down to try to get there. You start with the final 'product' and work backwards from there. Though in fact, you may never wind up getting to that point (because something more interesting happened along that way) it's a form of poetics which works quite well for me."

"Always be honest in your dealings with publishers. Apart from the question of basic morality, one reason for this is the high incidence of takeovers and publishing employees changing companies!"

"Offer to review textbooks for publishers—they are always looking for reliable, informative reviewers. Offer to write workbooks or teacher's books for courses; they can lead to other work."

"Teach as many classes as possible for some years. Record what you did in class. You might stick to one book, strictly stick to it to the point you do exactly what the teacher's book tells you to. Teacher's Books teach you a lot more than the student book itself. That's where the author talks to the teachers who use the book. By the time you finish one year following one author, you find yourself with your own ideas because your teaching situation is different from the author's."

"Question the assumptions behind methodology and ideas imported from teaching situations in other countries. Just because somebody famous said something, it doesn't mean it applies in the same way in Japan. There may be fundamental differences between the situations in which experts formed their ideas and the Japanese classroom."

"Don't be afraid to throw away what you've written. It is, in fact, sometimes helpful when one reaches a major block to simply crumple the paper or delete the file and then start over again, after, of course, a good break away from it. The fresh perspective and the clean file is often just what's needed."

"Get out there and *do* things—present workshops, volunteer in JALT. Get a good reputation regarding your specialty. Get your name out there as someone who has ideas and is willing to work."

"If you are dissatisfied with a textbook you are using, don't just bitch about it; rewrite exercises so that you think they work better. If you develop your own handouts, think of them as pages from a textbook. Think about layout, illustrations, white space, clear and concise instructions (rubrics)."

"They say every teacher has a book in them. I think reality is that teachers have first drafts in them. If you can make it through the changes that come after that, then you've got a shot."

"Advice? Persistence, tenacity, flexibility, belief in your ideas, willingness to adapt, more persistence, tons of coffee (and beer), willingness to give up lots of weekends, ability to take massive quantities of criticism without getting too bent out of shape, more persistence, thorough research of the published material that's already out there, and a well-placed connection or two in the ELT publishing world. Oh yeah, and more persistence."

"Be yourself. Don't pattern yourself after the success of others. Be original. Don't pattern yourself after other textbooks. Do something different."

"Having a good time with what you're doing. Writing books is hard work. The chances that it will be a major hit are minimal. Make sure you're having fun while you do it."

Reference

Prowse, P. (1998). How writers write: Testimony from authors. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 130-145). Cambridge: Cambridge University Press.

Materials For Cultural Awareness:
Combining Language, Literature, and Culture in the Mind

Brian Tomlinson
National University of Singapore

I'd like you to read two short poems by Roger McGough, one of the Liverpool Poets. Both could be considered culture bound, and therefore very difficult for L2 learners to understand. Or they could be considered culture rich, and therefore very useful for L2 learners to experience. Here's the first one.

Vinegar

sometimes
i feel like a priest
in a fish & chip queue
quietly thinking
as the vinegar runs through
how nice it would be
to buy supper for two

(McGough, 1983)

Reflections on Reading "Vinegar"
What mental processes did you use in experiencing the poem? What did you do in your mind? Think about it for a moment.

Did you see vinegar in your mind before you started to read? Was it in a bottle? Was it in your kitchen or in a restaurant? Was it in a chip shop? Mine was in a chip shop; but that's because I share a cultural background with Roger McGough.

Did you see the priest in the fish and chip queue? Did you feel the vinegar running through?

What can you remember about the poem now? Try seeing images of the poem in your mind and talking to yourself about what it means.

My memory is a very vivid combination of mental images. I can see a priest and the poet in a fish and chip shop on Scotland Road in Liverpool. It is cold outside but warm inside. I can smell the fat and feel the vinegar running through the newspaper which the priest's fish and chips are wrapped in. I feel lonely in the way I sometimes did when I lived alone in Liverpool. This is a very personal response to the poem, what Rosenblatt (1994) called an aesthetic response in which the reader lives in the text. Obviously, no L2 learner would have the same aesthetic response as mine, but what I'm going to argue is that it's possible to help learners to achieve aesthetic responses to texts set in cultures which are very different from their own.

My point is that when I read "Vinegar" I didn't just understand the words, I experienced the poem. I did so both cognitively and affectively, linguistically and non-linguistically. I visualised, I talked to myself, I made connections, I felt feelings and sensations. I used the "language of the brain" (Bolstad, 1997:13). Of course, I was able to have a total experience of the poem because I've had an almost total experience of what it refers to. If you haven't had directly relevant life experiences to connect the poem to, then you won't have as total an experience of the poem as I did (especially if some of the words are unfamiliar, too). But what I'm going to argue is that helping learners to experience literature is far more profitable than getting them to study it. Experiencing literature multi-dimensionally can not only facilitate language acquisition (e.g., Mitchell & Myles, 1998) but it can help to develop cultural awareness too. The best way to develop understanding of another culture is not to observe it or study it, but to experience it. If that can't be done directly, it can be done through experiencing it in literature and then reflecting on the norms of that culture and the equivalent norms in your own. It is, after all, when we travel that we most think about our own culture. We do so because we become aware of its differences from the culture we are travelling in. And of course we can travel through literature, too.

Here's the second poem. It's very short, but it's culturally rich.

Missed

out of work
divorced
usually pissed
he aimed
low in life
and
missed.

(McGough, 1991)

How did you respond to the poem? Did you see someone in your mind? Was he someone you know? Did you feel anything for the man in the poem?

When I first read the poem I experienced what Masuhara Hitomi (this issue) calls *multi-dimensional*

本論では、文学の使用を主張し、テキストを勉強する前に学習者が個人的にそれを体験することの大切さを強調するcultural awarenessアクティビティのアプローチを例示する。文学を通して他文化を体験することによって自文化をより深く理解することができ、このようなawarenessは学習者の考え方を広げるのに価値のあるものである。この体験アプローチは学習したことが心の中で関連を深めるために感覚と内なる声を活用することが大切であるという研究に基づいている。心の中でこのような関連を深めることによって言語習得とｃｕｌｔｕｒａｌ awarenessの両方を学習者がどのように達成したかを述べる。

representation. That is, I did not just decode the poem linguistically, I represented it in my mind through a combination of sensory images, affective responses, and inner speech. I *saw* a man, who was similar to a friend of mine, queueing for his social security money, I *felt* both pity and anger, and I *said to myself,* "Poor sod."

Again, I was able to really engage with the poem because I have direct experience of the culture in which it's based. A similar experience could be provided, though, through British literary works which highlight the effects of poor education and continued unemployment on confidence and morale. What I'm arguing is that, instead of explaining the cultural background to a text, we should provide more experience of similar issues and themes. When I taught a British Culture class at Kobe University, the students were initially confused and horrified to discover British economic and spiritual poverty; but, as they experienced more films and poems, they were moved to think more deeply about life in Britain and in Japan.

Definitions

By *awareness* I mean an open-minded, gradually developing, internal understanding, as distinct from knowledge, which is external and static (Tomlinson, 1994). By *cultural awareness* I mean awareness of how other groups of people think, feel, and behave.

By *literature* I mean spoken or written texts which achieve their effect implicitly, which leave gaps for the reader to fill in from their own experience, which get the reader to think and feel by interacting with the text, which both make use of and add to the receiver's experience of life, which seek to achieve an aesthetic response in which the reader lives in the text. Such literature could be experienced in the form of novels, poems, short stories, articles, plays, films, advertisements, or even birthday cards. The important point is that in our first language we do not normally study literature, we experience it (Tomlinson, 1998b).

By *culture* I mean the behaviour and beliefs of a community of people. There is a universal culture which unites all human beings in shared emotions, feelings and instincts. This is an affective culture which is manifested in different ways in different parts of the world but to which we all belong. There are ethnic, racial, regional, and national cultures which share characteristics with other cultures but which are defined by their distinct behaviours (e.g., Japanese bowing vs. American handshakes). There are also cultures which reflect communities of shared interests and goals (e.g., there is a real-ale culture; a soccer culture; a steam railway culture — all cultures to which I belong). And there is even the culture of oneself. Each of us is similar to other people because of our shared membership of community cultures. But each of us also differs from everybody else in what we think, feel, believe, and do. Of course, some of us diverge from the norm more than others do.

The more we understand and empathise with cultures to which we do not belong, the more positive and constructive we can be. In my view, this is the main objective of education, and one of the most effective ways of achieving it is through helping our learners to experience literature. In that way, they can come to understand other cultures and deepen their understanding of their own culture, too.

By *combining in the mind*, I mean that in responding to an experience we fire neural paths in the brain which connect what we are experiencing now to what we have experienced before and what we expect to experience in the future (Masuhara, this issue; Tomlinson, 1998a, 2000a, 2000b). These neural paths are both cognitive and affective, linguistic and non-linguistic, sensory and reflective. The more *connections* we achieve, the more we are likely to understand the experience and the more likely we are to retain and gain from the experience, too.

You might like to go back and see what connections you make when reading "Vinegar" and "Missed" again.

An Example of Combining Language, Literature, and Culture in the Mind

In order to illustrate the principles and procedures of my approach to combining language, literature, and culture in the mind (see also Tomlinson, 1999). I would like to give in lesson plan form an example of a lesson I've taught with foreign language students.

Level

Elementary and above

Time

40-45 minutes

Aims

To stimulate emotive responses to a poem in the L2 and to help learners to express and develop their responses.

To promote the use of visualisation and inner speech when using the L2.

To develop awareness of the issues of old age and loneliness in Britain and in Japan.

Procedure

1. Tell the learners to think of an old woman that they know. Tell them to try to see pictures in their minds of their old lady, to see where she is, to see what she is doing, to see what she is wearing. Tell them to talk to themselves about their feelings towards the old woman.
2. Tell the learners to form pairs and to tell each other about their old woman. Tell them to describe the pictures of their old woman in their mind and to express their feelings towards her.
3. Tell the learners you are going to read them a poem about an old woman and that, as they listen, they should try to see pictures of her in their minds and

to talk to themselves about their feelings towards her.

4. Read the poem below to the learners:

   I'm an old, old lady
   And I don't have long to live.
   I am only strong enough to take
   Not to give. No time left to give.
   I want to drink, I want to eat,
   I want my shoes taken off my feet.
   I want to talk but not to walk
   Because if I walk, I have to know
   Where it is I want to go.
   I want to sleep but not to dream.
   I want to play and win every game
   To live with love but not to love
   The world to move but me not move
   I want I want for ever and ever
   The world to work, the world to be clever.
   Leave me be, but don't leave me alone.
   That's what I want. I'm a big round stone
   Sitting in the middle of a thunderstorm.
   There you are: that's true.
   That's me. Now: you.

   (Arden & D'Arcy, 1962)

5. Tell the learners to think back over the poem, to see pictures in their minds of the old lady, to decide what they think about her.
6. Tell the learners to get into groups and to discuss their responses to the following statement about the old lady in the poem:

   "I don't like this lady. She's very selfish."

7. Give the learners the poem and three pictures of old ladies and tell them in their groups to decide which of the old ladies wrote the poem. (NB: Ideally, one of the old ladies is smiling, one is holding her head in her hands, and the other is looking sadly out of a window.)
8. Get each group to join with another group and then to discuss their answers to 6 and 7 above.
9. Whilst the groups are discussing their answers, put up the following instructions on cards on the classroom walls. Each instruction should be on a different card and the cards should be spaced out around the room.

   "Learn to recite the poem using a voice which you think sounds like the old lady."

   "Paint a picture of the how you see the poem."

   "You are the old lady. Write a letter to your son in Australia."

   "You are the old lady. Write your diary for today."

   "The old lady goes to the park and meets an old man on a park bench. Write the dialogue between them."

   "You are the old lady's family. Hold a meeting to decide how you can help her."

   "At the end of the poem the old lady says, 'Now: you.' Write a poem about yourself in which you express your feelings about life."

10. Get the learners to walk around the room reading the cards. Then tell them to choose one of the activities and to sit down and start it in the area around the card. They can do the activities individually, in pairs, or in groups. It's up to them.
11. Invite volunteers to present the products of their activity (e.g. recite the poem, display their painting, report their discussion etc.).
12. Get the students in groups to discuss the following questions:

    "What does the poem tell you about British culture?"

    "How do you think Japanese old ladies you know are similar or different to the lady in the poem?"

Comment

A similar procedure can obviously be followed for a lesson based on any emotive poem or extract from literature. You might try, for example, to use this procedure with the two Roger McGough poems quoted above. It can also be followed for lessons based on factual texts, which can be used to stimulate emotive reactions to events, places, processes, or issues and to get students to compare another culture with their own.

Such activities could be used to replace or supplement language decoding activities which are based on a potentially engaging text in the coursebook.

Conclusion

I'd like to urge all educators to include cultural awareness in their curricula and all teachers and materials developers to use an experiential approach in their development of cultural awareness activities. In that way, we can help learners to broaden and develop their minds and to achieve language proficiency too.

References

Arden, J. & D'Arcy, M. (1962). The happy haven. *New English dramatists 4*. London: Penguin.

Bolstad, R. (1997). Using the language of the brain. *The Language Teacher, 21(2)*, 12-15.

Masuhara, H. (this issue). *Language problem? No, connection problem!*

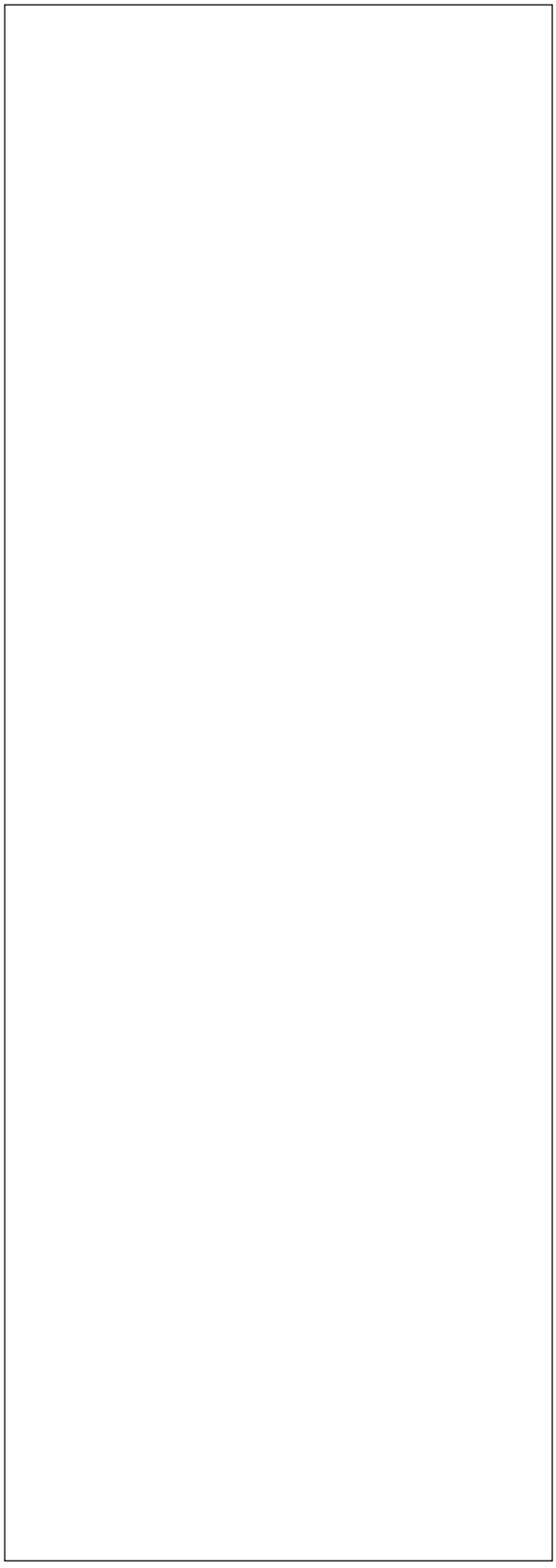
McGough, R. (1983). Vinegar. In A. Henri, R. McGough, & B. Patten, *The Mersey sound*, 96. London: Penguin.

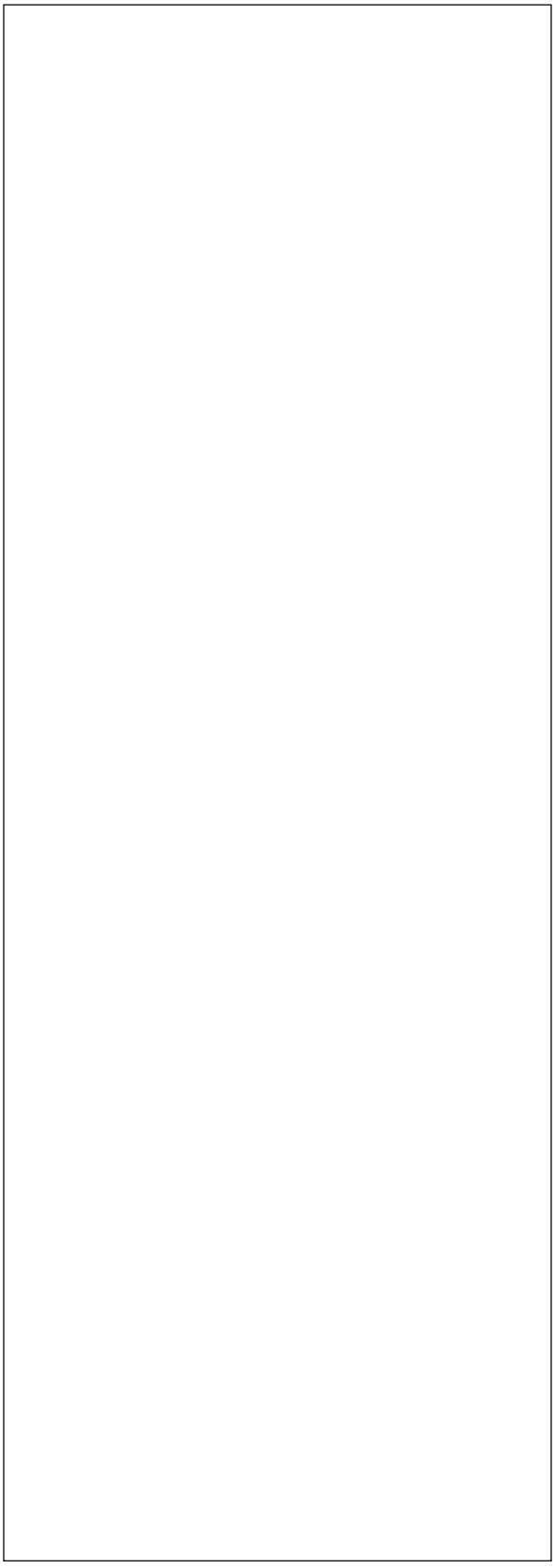
McGough, R. (1991). Missed. In R. McGough, *You at the back*. London: Puffin.

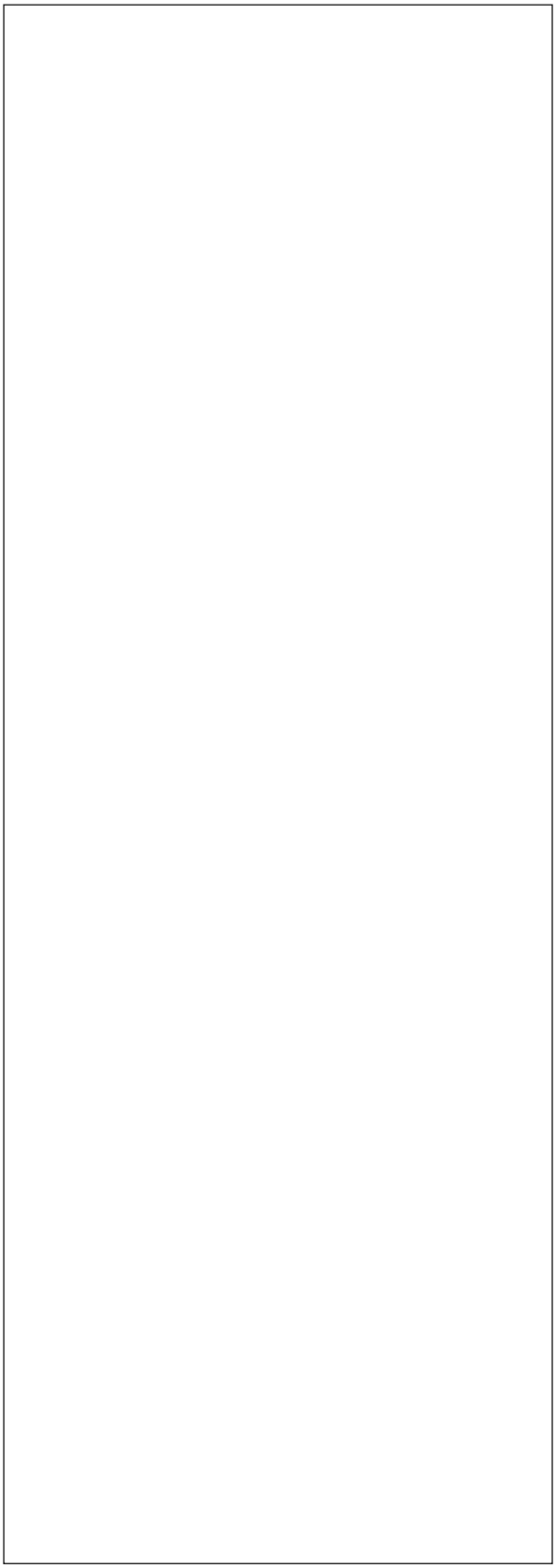
Mitchell, R. & Myles, F. (1998). *Second language learning theories*. Oxford: Oxford University Press.

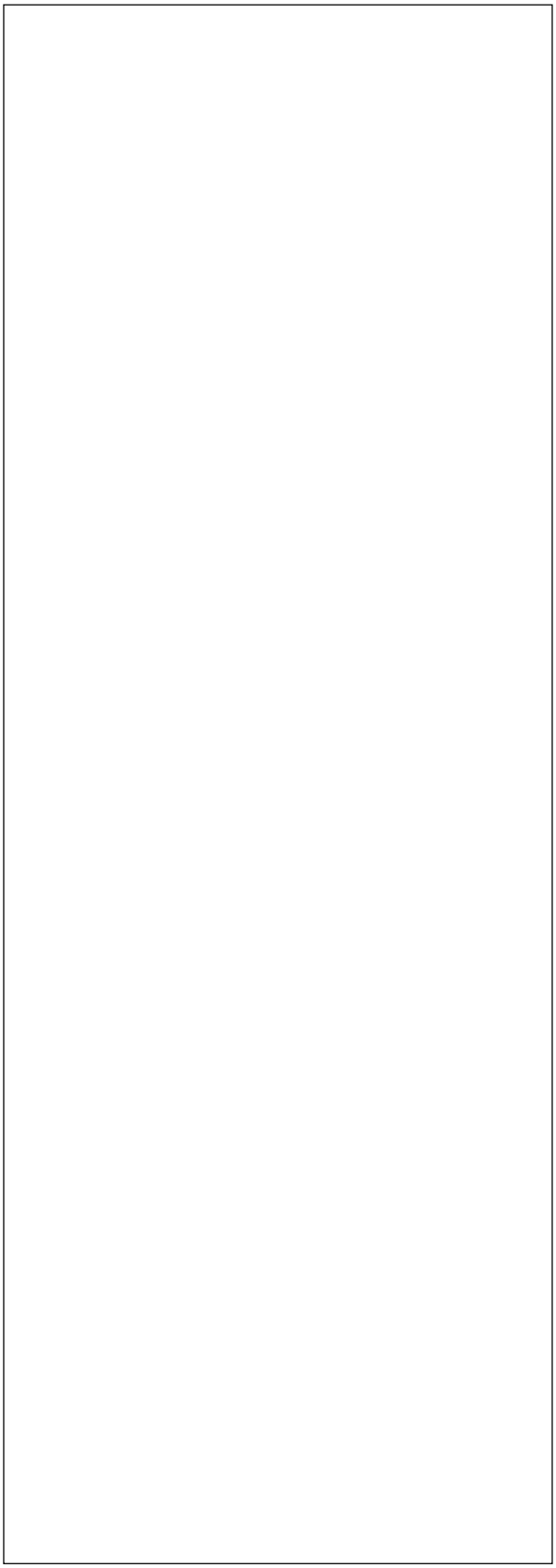
Rosenblatt, L. M. (1994). The transactional theory of reading and writing. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading,* 1057-1092. Newark, NJ: International Reading Association.

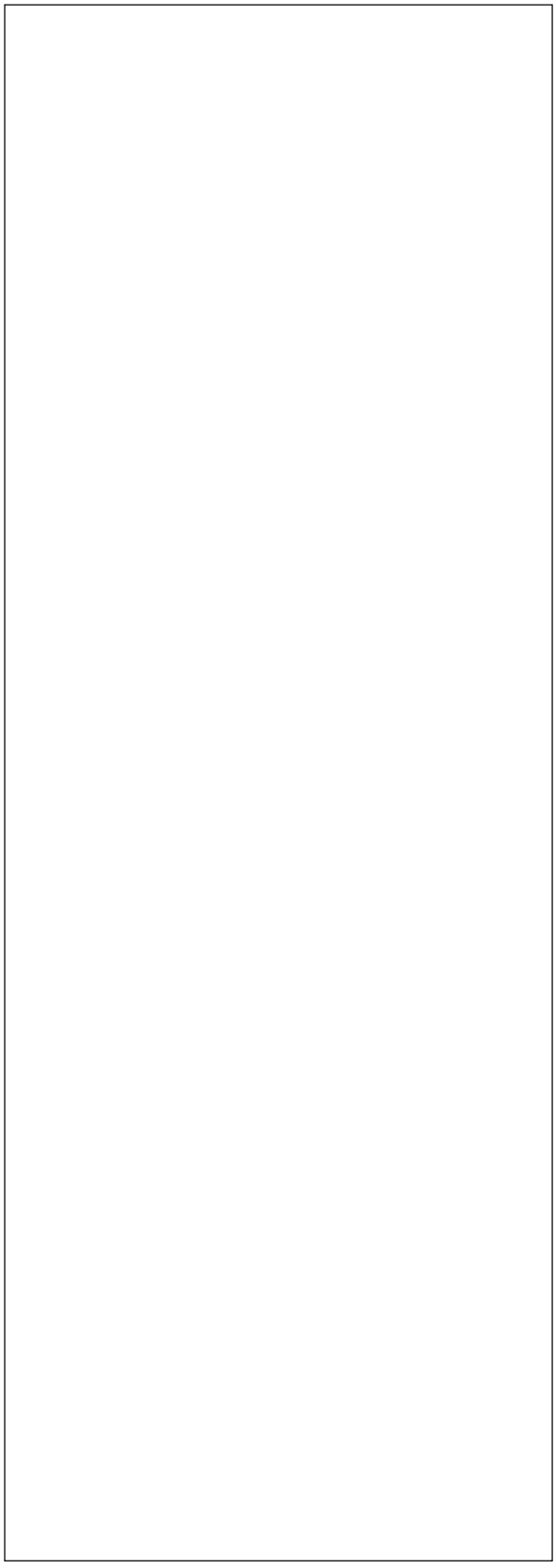
Tomlinson, cont'd on p. 27.

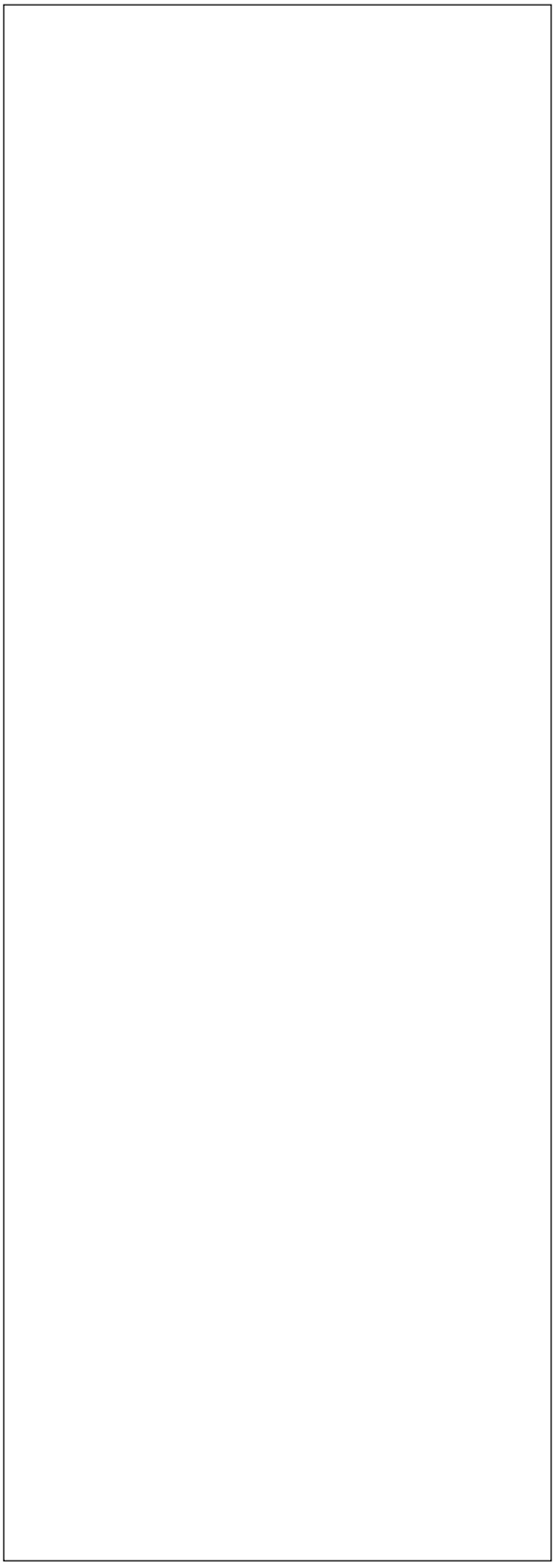












Willis, cont'd from p. 11.

Willis, J. (1996a). *A framework for task-based learning*. Harlow: Longman.
Willis, J. (1996b). Consciousness-raising activities in the language classroom. In J. Willis & D. Willis (Eds.), *Challenge and change in language teaching*. Oxford: Heinemann ELT.
Willis, J. (1997). Exploring spoken language: Analysis activities for trainers and trainees. In I. McGrath (Ed.), *Learning to train*. Englewood Cliffs, NJ: Prentice Hall International.
Willis, J. (1998a). Task-based learning—What kind of adventure?" *The Language Teacher 22*, 7(17-18).
Willis, J. (1998b). Concordancing in the classroom without a computer. In B. Tomlinson (Ed.), *Materials development in second language teaching*. Cambridge: Cambridge University Press.
Willis, J. (1999). Designing and using tasks to promote optimum language development. In A. Barfield, R. Betts, J. Cunningham, N. Dunn, H. Katsura, K. Kobayashi, N. Padden, N. Parry, & M. Watanabe (Eds.), *Focus on the classroom: Interpretations. Proceedings of the 24th JALT international conference* (pp. 119-126). Tokyo: The Japan Association for Language Teaching.
Willis, J. & Willis, D. (Eds.). (1996). *Challenge and change in language teaching*. Oxford: Heinemann ELT.

Tomlinson, cont'd from p. 21.

Tomlinson, B. (1994). Pragmatic awareness activities. *Language Awareness, 3* (3/4), 119-129.
Tomlinson, B. (1998a). Seeing what they mean. In B. Tomlinson (Ed.), *Materials development in language teaching*, 265-278. Cambridge: Cambridge University Press.
Tomlinson, B. (1998b). And now for something not completely different: an approach to language through literature. *Reading in a Foreign Language, 11(2)*, 177-189.
Tomlinson, B. (1999). Materials development for language teachers. *Modern English Teacher, 8(1)*, 62-64.
Tomlinson, B. (2000a). (in process). The inner voice; a critical factor in L2 learning. *The Journal of the Imagination in Language Learning, 4*.
Tomlinson, B. (2000b). (in process). Talking to learn: the role of the inner voice in L2 learning. *Applied Language Learning*.

Run It Past Rod
An Interview With Rod Ellis

Kent Hill
Obirin/Nihon University

On one of his frequent trips to Japan, Rod Ellis, author of *SLA Research and Language Teaching* and coauthor of *Impact Grammar*, agreed to an interview with Kent Hill. Rod is presently director of the Institute of Language Teaching and Learning at The University of Auckland.

KH: The gap between SLA research and teaching pedagogy is recurrently mentioned in *SLA Research and Language Teaching*. What can materials development do to narrow the gap?

RE: A possible way is through materials development. In fact there is, particularly in British applied linguistics, a long tradition of researchers or applied linguists involving themselves in materials development. Perhaps the most obvious example is Widdowson's involvement in the *Focus* series, which was an English for Specific Purposes (ESP) set of books. The approach to teaching ESP that those books embodied derives directly from Widdowson's own theory of language teaching as reflected in *Teaching Language as Communication* and other publications that he produced at the end of the 1970s and beginning of the 1980s. So Widdowson is a classic example of someone prepared to suggest ways in which his theoretical ideas can be fed into language teaching, and the approach he followed is materials development.

I've tried something similar. Much of my recent work has been on form-focused instruction, in particular how one can do form-focused instruction in a way that might be compatible with how learners learn. This led recently to the development of grammar teaching materials in conjunction with Stephen Gaies.

KH: Should materials be required to have some form of validity or credibility the same as all research has?

RE: People can do materials evaluation for two rather different purposes. They can carry out an evaluation to decide whether the materials achieve what they are supposed to achieve; that's a kind of aims evaluation. Or, alternatively, they can carry out an evaluation because they want to obtain some understanding of what students do when they use the materials and to improve the materials. With the first aim, the issues of reliability and validity do apply, because if your evaluation is not valid or reliable, then you can't say whether the materials are or are not achieving their aim. But with the second aim, the issues of reliability and validity are not really so crucial. What is more crucial is informativeness, the extent to which the evaluation that you've undertaken has given you helpful insights as to what's going on when you use these materials with students.

KH: Would a teacher's conducting action research—in the sense of a materials microevaluation of a task—be useful to SLA research and teaching pedagogy?

RE: Materials evaluation can also be of two kinds: it can take the form of a macroevaluation, where we might try to evaluate a whole book or a whole set of materials designed for a particular course, or it can involve what I call microevaluation, where we take a particular class or perhaps the materials needed for a single lesson and proceed to submit those to a fairly detailed evaluation. What I've suggested is that doing microevaluations of materials is potentially an effective way of doing action research. Teachers very often think of their teaching in terms of *what materials am I going to use tomorrow?* and therefore asking teachers to do action research following the traditional idea—identifying problems and possible solutions to problems—is not something that perhaps comes easily to them.

So, instead of taking the problem-based approach, teachers could take a materials-based approach to action research. That is, to find out a bit more about what happens when students actually do a task. They can base their action research on some particular task, to try to find out what's going on, or to find out whether the aims of the task are actually being met when the task is used in the classroom. In general, my postgraduate students found microevaluations very revealing. They enabled them to get inside their teaching and to discover things that they had not been aware of before. They also led them to propose ways in which they could modify the task, in order to try it again—so in that respect, the microevaluations worked very well as action research.

KH: You're a researcher, a teacher educator, and a materials developer. How do you see these three roles to be interrelated?

RE: In my work in general, these things have been interrelated. First, as a researcher, I've tended to research issues that are of theoretical interest in SLA research but are also of potential pedagogical importance.

The same is true for my work as a materials developer, although I have to be pretty honest here: When one develops materials, there is always a tension between the sorts of materials that one might want to develop on the basis of one's theoretical understanding of SLA and the kinds of materials that publishers think that they can sell. There are necessary compromises that have to be made.

I can give one very concrete example of that kind of compromise. Recently, together with Stephen Gaies, I developed a set of materials for teaching grammar through awareness raising rather than through production practice, and one of the types of activities that we have in these materials we call *noticing* activities—interpretation tasks where students are given a text which is gapped. They have to listen to a recording of the text and fill in the gaps through processing the aural input.

Now, one of the things that we discussed when we were developing these materials was whether we should give some guidance as to what students needed to do when they filled the gaps—for example, by providing the verb in the unmarked form—or whether one should leave the gap without any clue as to how it should be filled in. My preference was for not giving any clues, but forcing learners to listen very closely to the text in order to work out what the exact word was. But the editor of these materials felt that the learners for whom these materials were primarily intended, Asian learners of English, needed some assistance in processing the forms that they were supposed to listen for. Therefore, he insisted strongly that it would be better to give a clue in the form of the unmarked verb, and eventually Stephen and I agreed to do this.

Retrospectively, though, many teachers who are using these materials have asked, "Why do you give them the verb? If you give them the verb they don't really need to listen as they can just use the context to put the verb into the correct form. And we're back into the usual type of blank filling exercise, whereas if you didn't give them the verb then it's necessary for them to process the text, to listen carefully to the text."

So in this case, my own inclination as a theorist and teachers' own understanding of how the materials might work best actually concurred. But the editor was concerned more with the marketability of the materials. Publishers sometimes insist on compromises that really aren't necessary, and if they were prepared to be a little bit more adventuresome, in fact there would be no negative impact on sales.

KH: Are publishers slow to take risks and make innovations? Does this hinder putting the results of SLA research to use?

RE: Are publishers slow to accept innovations in materials? The answer is definitely *yes*. Nevertheless, publishers are aware of what constitute the best sellers in the particular area. If we take grammar practice books, they are aware that the grammar practice books that have made the most money are grammar practice books like, say, Murphy, and therefore there is a tendency for them to produce some kind of clone of Murphy, so that they can get their share of the market in this particular area. This tends to preclude producing grammar practice books that are radically different.

Recently, I undertook an analysis of the methodological options that were used in six grammar practice books, one of which was Murphy, another of which was Eastwood—both best-selling grammar practice books. One of the things that struck me about the results of my analysis was that the principal methodological options being used in these state-of-the-art 1990s grammar practice books were exactly the same as the principle methodological options being used in grammar practice books produced in the 1950s or the 1960s, and what constitutes a grammar practice book—certainly from the methodological perspective—hasn't really moved on very much. The two main methodological options were to give the learners an explicit description of a grammar point and then give them some practice exercises, typically of a very controlled nature, such as filling in the blanks.

Why haven't grammar practice books moved on? There are many possible reasons, but one reason is that grammar practice books that utilize those two methodological options have proved very successful commercially. Therefore, publishers are perhaps reluctant to change them, so the changes were more cosmetic changes than methodological changes. Asking publishers to publish a grammar practice book that is radically different to the Murphy or the Eastwood format is a challenge to them, and they are somewhat wary of doing so.

Then the question that you wanted me to address was how easy had I found it to incorporate the theoretical ideas that come from my work in SLA research into my materials writing and materials publishing . . .

KH: How receptive publishers are to it . . .

RE: Perhaps understandably, publishers are very often reluctant to make radical changes to formulas that have led to publishing successes in the past. I've been lucky, because with Stephen Gaies I have managed to publish *Impact Grammar*, which I think is very different from traditional grammar practice books. It's interesting to consider why this was possible.

There are two major reasons why *Impact Grammar* got to be published. One was that it rode on the coattails of the other books in the *Impact* series. So the publisher, Addison Wesley Longman, felt more confident in publishing it, because they felt that teachers would buy it simply because it had the *Impact* name.

The other reason why it got to be published was that it was developed under rather unique circumstances. It wasn't developed directly by Longman, but by a private company run by Michael Rost that was contracted by Longman to develop the *Impact* series. Mike Rost, as well as being the owner of a publishing company, is also an applied linguist. He is a researcher and has written books on applied linguistics. Mike Rost, perhaps more than anyone, has one foot in each camp. He has a foot in the researcher/theoretician camp and also a foot in the practical world of teachers. This meant that we were developing a book with someone who had a very solid understanding of the theoretical principles that underlay it.

This did help to produce a book that was innovative. It's probably rare that textbook writers have the opportunity to work with editors who are themselves applied linguists, and the situation that we enjoyed in developing *Impact Grammar* in that respect is unique. One only wishes that this sort of situation existed more generally.

KH: It's almost action publishing. Why does *Impact Grammar* use listening as the form of input?

RE: One of the ways in which *Impact Grammar* is innovative is that the data learners work with is aural input, rather than written. If you look at grammar

practice books, you'll find that very few of them actually provide learners with the opportunity to *listen* to texts, as opposed to that of *reading* texts. We chose listening texts because we felt that one of the things that learners need to do when they are learning grammar is to notice particular grammatical features as they occur in input. In particular, we felt that they need to be able to notice these features when they occur in *aural* input. In general, learners—perhaps Asian learners in particular—have very considerable difficulty in processing aural input. They have difficulty in processing it for meaning, and because of this, they have very little processing space left to actually notice the grammatical features that are present in the input. Current theories of SLA argue that noticing is essential in order for acquisition to take place. Therefore, one of the things that the *Impact Grammar* materials try to do is train the skill of noticing in aural input.

We also want learners to be able to process grammatical features in real time—not in a very controlled fashion, but as they hear them. Obviously, aural input is essential, because with written input learners have the opportunity to read the text five times, to translate it, to engage in what I call *control processing*, but when learners are listening to aural input, they have to process a feature as they hear it. Of course, they can replay the tape, but even then, they're still processing it again in real time, so you are forcing automatic processing. One of the conditions for successful acquisition is that learners engage in automatic processing. Hence our use of listening rather than written texts.

KH: You label your tasks *consciousness raising* (CR). There has been a substantial amount written about conscious experiences being too subjective and therefore making external observation of CR impossible. Could you explain why you stick with the term *CR*?

RE: The term *CR* has probably been the preferred term in the literature. It goes back to the 1980s, when Sharwood-Smith used it. Also, Rutherford used it, I've used it, and it has been fairly widely accepted now in teaching circles. Sharwood-Smith has argued that researchers or teachers can not necessarily raise consciousness in learners minds, because that's something that learners can only do for themselves. All that the researchers or teachers can do is to fiddle around with the input that the learners are exposed to, hoping that the input will raise consciousness in some way. For this reason, Sharwood-Smith has proposed that we use the term *input enhancement* rather than *CR*. I stuck with *CR*, because the term has become generally accepted by teachers. I don't find too many teachers using *input enhancement*. I do find them using the term *CR*.

I've also stuck with it because I wanted a term that contrasted with the notion of *practice*. When I first introduced the term *CR*, I wanted it to refer to a different approach to grammar teaching. Practice materials are directed at getting learners to produce the target language structure; consciousness-raising materials are directed at developing awareness of how the grammatical structure works.

One of the general problems of applied linguistics is that it's full of terms and at various points people come along and say, "Well, perhaps this isn't the best term for *x*, and maybe this will be a better term for *x*." People have to decide whether they want to go with the new term or stick with the older term.

KH: Earlier, you touched on the relationship between meaning- and form-focused tasks. Do you feel that they have different goals, or can materials focus on both simultaneously?

RE: This is perhaps one of the essential questions about language teaching facing us at the start of this century. That is, the relationship between meaning-focused and form-focused instruction. There are problems with trying to integrate the two. When you try it, you run the risk of compromising the communicative part of your program. Students perceive the entire program as requiring accuracy and a display of knowledge, rather than efforts to communicate meaning.

Recently, Michael Long has been arguing that the best way to integrate a focus on meaning and a focus on form is methodologically, rather than through design. From a materials point of view, this suggests that all we need are meaning-focused materials and then methodological guidance to the teacher as to how a focus-on-form (FonF) can be incorporated in the context of doing the meaning-focused activities. What Long has in mind is that the FonF should occur through the feedback that the teacher gives to learners as they attempt to do communicative activities. For example, if learners make errors, the teacher can step in and model the correct form by means of recasts. If one does it this way, then in essence one would rely entirely on a communicative task-based syllabus.

KH: Perhaps some methodological outline could be provided in the teacher's book.

RE: Yes the teacher's book could include possible grammatical structures that the teacher might look out for, to see if students perform them correctly, but by and large the teacher would have to act responsively, in the sense of responding to grammatical problems that arose when students were trying to perform a particular communicative activity.

KH: Is that only half of an approach then? Isn't there a proactive situation as well as a reactive situation?

RE: Right. The two ways of dealing with form focused instruction are both necessary. We could have separate components for meaning- and form-focused instruction. The form-focused component of our curriculum would follow a structural syllabus, based on the kinds of problems that we know learners are likely to make. There would be grammar lessons in such a program. Then, in the meaning-focused part of the program, there would still be the opportunity for FonF to be introduced methodologically, through teachers' responses to grammatical problems.

From Blueprint to Edifice

An Architectural Approach to Curriculum and Materials Design

Steven Gershon
Obirin University

Approaching the construction process

In the construction of an edifice—a large, split-level home, say—plans are drawn, the frame is assembled, the structure is built, the interior is decorated and the rooms are furnished. Many stakeholders give input and, ideally, collaborate toward a common vision. Architects, zoning officials, builders, electricians, plumbers, interior designers and occupants are all involved in the collaborative process. During each phase of the work, their decisions reflect an interplay of their aesthetic preferences, practical needs, physical resources, and external constraints. After that, regular maintenance and occasional large-scale remodeling is undertaken. The result is a fluid, sometimes spontaneous, often circular, process of decision-making, problem solving, negotiation, and compromise.

The edifice of a university-based coordinated language program similarly undergoes a kind of interactive construction process. The organizational goals, curriculum, content, materials, and mechanisms for maintenance inevitably reflect the interaction—at times smooth, at times not—of various philosophical tensions, pedagogical dichotomies, institutional pressures, and practical constraints. (For a discussion of the many stakeholders involved in a university-based language program, see Lindsay, 1997.) The result, as for our home above, is a fluid, sometimes spontaneous, often circular, process of decision making, problem solving, negotiation, and, inevitably, compromise.

This article examines some of the competing issues that influence the builders of a language program to adopt certain perspectives over others in constructing the curriculum and materials. To illustrate the issues involved, examples are drawn from the Obirin University English Language Program (OUELP). Though it's certainly not the only "model home" on the market, the Obirin program has proven itself to be a structurally sturdy abode containing well-appointed, coordinated "rooms" of core and elective courses to accommodate the 35 teachers and 1000 students who occupy them at any one time. More importantly, it has for a number of years relied primarily on its own in-house materials-writing "interior designers" to furnish and continuously refurbish its core rooms. The "interior designing" is not only the most time-consuming element of a program's management, but also, ultimately, the most visible manifestation of its distinctiveness.

Drawing the blueprints → Needs: EGP, EAP, GEAC

A large, multi-room home is designed for the needs of its future occupants. Since the builders may not know precisely who the future occupants will be or what they will need, however, they design a structure that can accommodate a variety of occupants over time.

A language program may incline its course offerings toward either English for General Purposes or English for Specific Purposes (EGP or ESP), or any of ESP's similarly abbreviated branches, such as EOP, EAP, EGAP, or ESAP—English for Occupational Purposes, English for Academic Purposes, English for General Academic Purposes, or English for Specific Academic Purposes (Jordan, 1997). The starting point for a university language program's curriculum and materials planning is an assessment of student needs.

The problem, of course, is determining those students' needs. Far from the narrowly identifiable needs of a homogenous group of airline pilots or nurses, unfortunately, university students' needs are often either broadly varied or essentially undefined. Many, in fact, are the proverbial TENOR students—Taking English for No Obvious Reason. A large program must attempt to accommodate them all.

To reflect this "open house" approach, the OUELP targets a fairly inclusive set of program goals, which incorporate

- proficiency goals (extending language skills)
- cognitive goals (understanding relevant cultural knowledge)
- affective goals (achieving a sense of self-esteem and empowerment)
- transfer goals (mastering generic learning skills for further study).

In the context of changing student population and this eclectic mix of design goals, we have seen the need to position the program midway between EGP and EAP. Perhaps the more embracing acronym GEAC, General English in an Academic Context, most aptly

家を建てるとき、まず、設計図が引かれ、材料が集められ、建物が建築され、内部が装飾され、部屋には家具が置かれる。設計士、建築業者、インテリアデザイナー、居住者はみんなこの共同プロセスに携わっている。同様に大学の語学プログラムも双方向の建築プロセスを踏む。考え方の相違における緊張、教育上の分裂、組織のプレッシャー、実際上の制約などの相互作用を反映しながら、組織的な目標、カリキュラム、内容、教材、メインテナンスの手法などが決まっていく。たくさんの人々がインプットを与え、理想的には共通のビジョンに向かって協力するのである。意思決定、問題解決、交渉と妥協のプロセスは流動的で時には自発的で、しばしば堂々廻りをするものである。本論では、カリキュラム作成や教材選択の過程でいろいろな意見の中で特定のものを採用するときに語学プログラムに影響を及ぼす様々な問題について検討する。

describes the OUELP's set of working blueprints—plans that are realized both in the structural framework (curriculum) and the interior (materials) design.

Building the framework → Integrated skills

The foundation is prepared and the framework is put in place. The blueprints call for a split-level design. On the first floor is a large central multi-purpose living space for all. Along the hallway are smaller rooms set aside for various uses. The second floor shares the same floor plan, with a multi-purpose living room and separate smaller rooms down the hallway.

Just as student needs determine the functional focus of English (General or Academic) adopted by a program, they also affect the structural framework within which the curriculum and materials reside. EAP courses often revolve around a common core of study skills divided into receptive and productive skills (Jordan, 1997). English programs in Japanese universities often segregate the written and oral skills, offering a collection of skill-based courses—separate rooms, each opening on the hallway, but none opening directly on another.

There are good reasons, logistical and pedagogical, for structuring a program upon a discrete-skill framework, with each of the language skills timetabled to a specific lesson. Likewise, a program may, for practical or philosophical reasons, integrate the skills, allowing the various language skills to flow through a course in an order dictated by the content. As well as offering the teacher the advantages of flexibility, an integrated approach offers the students variety, interest and, arguably, a more natural, authentic framework for the study of any content area (Brinton et al., 1989).

The OUELP framework, with its GEAC blueprint, supports both integrated skills and discrete skill areas. The integrated-skills first-year and second-year "multi-purpose rooms" form the structural center of each floor, with students spending more of their time in this "core" area. The separate-skill elective course "studios" down the hallway provide students both the space and the opportunity to use other areas of the "house" to their own advantage.

The decision to erect an integrated-skills framework for its core courses has also led the OUELP naturally to a content focus. Although "content-based" methodology often implies extensive use of authentic materials (Brinton 1989), the program's GEAC bias has led it to adopt a "soft" version, with some authentic material and some adapted or simplified. Rather than attempting to produce subject-specific content for each department, the core courses offer a mix of vocabulary-rich materials appropriate for a range of student interests and general academic needs.

Designing the interior → Do-It-Yourself materials

With the framework and structure in place, electricity and plumbing are installed. It's then time to consider the interior design scheme. It's a big job and one must consider whether to tackle it oneself, as a major Do-It-Yourself (DIY) project, or to bring in interior design professionals.

Why would the planners of a program choose to design its materials "in-house" over the far easier course of adopting commercially published material? Swales (1980) suggests two varieties of reasons: (a) The existing published textbooks are lacking in some way, either in designated level, cultural appropriacy, or match-up with program goals; (b) language teaching professionals' hubris or self-imposed need for status demands rejecting off-the-shelf books in favor of material displaying their own homegrown expertise. We may also add an equally relevant third reason: the market-driven demands on the institution to promote a "designer-label" course to attract more applicants. As Nunan (1998) points out, the teaching materials are "the tangible manifestation of the curriculum in action." Just as it's the interior design that gives a room its distinctiveness and usefulness, it's generally the materials that provide a language program's most direct effect on the students' learning.

Whatever the reasons for choosing DIY materials, once that decision is made at the program level, the in-house interior design team has committed itself to a very time-consuming, labor-intensive undertaking. Decisions at each level affect those of each level below, from syllabus down to unit, lesson and activity.

Decorating the space → Theme selection

Floor plans are rendered and the rooms, fitted with carpets, wallpaper, and curtains, take on distinctive styles in keeping with their intended uses.

For an integrated-skills content-based syllabus such as that of the OUELP core course, a useful organizing unit is the theme. Within each theme, the topics themselves can then be allowed to dictate a variety of language input and tasks (Brinton et al., 1989). However, questions of scope and sequence must follow: What criteria should guide the selection of themes? What principles should guide the order of themes?

In the OUELP we opt for first-year themes such as *People, Education, Countries,* and *Global Issues*. In the second year they are *Film Culture, The Sixties, Youth Culture,* and *The Information Age*. Within this selection, the order is guided by a loose, though consciously built-in, conceptual and linguistic grading. In the first year, the earlier themes focus on personal experience and the physical world around the students, and have a relatively low conceptual load, then progress toward more abstract and issues-based materials which require more linguistically-challenging responses. In this way, the students move to "higher-levels of language processing (e.g., comparison, distinguishing fact from opinion) through the variety of text types, formats, and activities to which they are exposed" (Brinton et al., 1989, p. 15), sharpening both their linguistic and cognitive processes.

Furnishing the rooms → Theme organization
With the floor, walls, and windows appropriately covered, one begins to visualize the central living space fully furnished. In deciding what will go where, maintaining a sense of unity and practicality become crucial issues which demand attention.

With appropriate themes in place, the question arises as to what principles will guide each theme's construction and organization. One considers theme length, the balance of skills, the flow of material, the internal cohesion of the material within the unit, and the desired balance of built-in consistency and variety.

Balance of skills: Maintaining an appropriate balance of skills within a theme demands vigilance, particularly within an integrated-skills framework. How much classroom time spent on a theme will be devoted to oral skills, to writing and reading? Should the tasks in a theme be sequenced from the least to the most challenging? Should the unit template incorporate a pre-determined mix of fluency and accuracy tasks? How varied or uniform should the theme's activities be in terms of pace and mode of interaction (group, pair, individual)? These are all decisions dependent on a program's goals and the pedagogical leanings of its materials design team.

Theme cohesion: Equally significant is the question of how much internal cohesion a theme should have. In terms of language processing, vocabulary, and content load, to what extent are the activities arranged so as to build on each other?

At one extreme, the activities may relate to one another in such a way that, to complete a given task, the students must have successfully completed the preceding ones, forming a kind of *task dependency* or *task chain*. The advantages of a unit that is cohesive in this way is that the students retain a sense of direction, being able to clearly see their competencies being built up along the way. However, one obvious disadvantage is that it is generally necessary to do the activities in the fixed order that they appear. More problematic is that a student having trouble with one activity may become further and further lost as the theme proceeds through more challenging activities.

An alternative approach might be called the *activity bank model*. Here the activities are independent and autonomous; each one can stand alone and be taken on its own terms, without assuming the content, vocabulary or grammatical structures of the previous activity. Though the disadvantage of this task independence may be a lack of clear direction through a unit, the great advantage is flexibility. One can skip around the activities in a theme more easily, altering the order to better suit the needs and interests of the learners. Perhaps a more significant advantage is that the students are offered a fresh start each time they face a new activity—an important consideration with mixed-level classes. It may also be a good model for highly coordinated programs in which classes proceed through the same material at equal speed, as it is one way to give teachers a degree of latitude to follow their own instincts and interests, if not in the material's content, then at least in its order.

In fact, one rarely sees a multiple-lesson unit in which the activities are either wholly chained or wholly autonomous. This is certainly true of the OUELP core course: A three-week, multi-lesson unit on the theme of *Countries*, for example, will feature chained activities, offering a clear, logical flow, and stand-alone activities as well.

Assembling the furniture → Activity construction
Pieces of furniture are assembled and arranged to fit in with the overall interior style. In considering the design features of each piece, attractiveness is weighed against purpose, simplicity, functionality, and sturdiness.

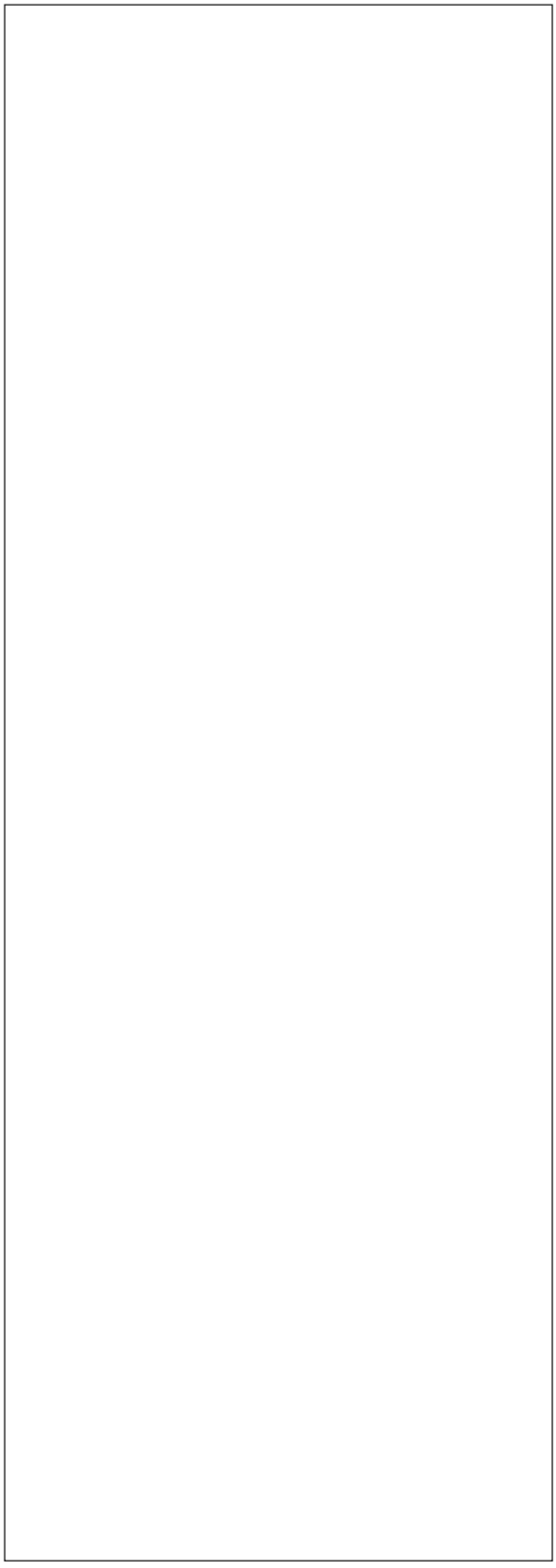
Just as each piece of furniture in a well-appointed room serves a purpose and fits in with the general interior scheme, each activity in a unit benefits from certain design features that give it both aesthetic and functional value. In keeping with these principles, the materials designers then craft their tasks. In the OUELP, the design team aims for tasks which display the features of transparency, do-ability, surrender value, and robustness.

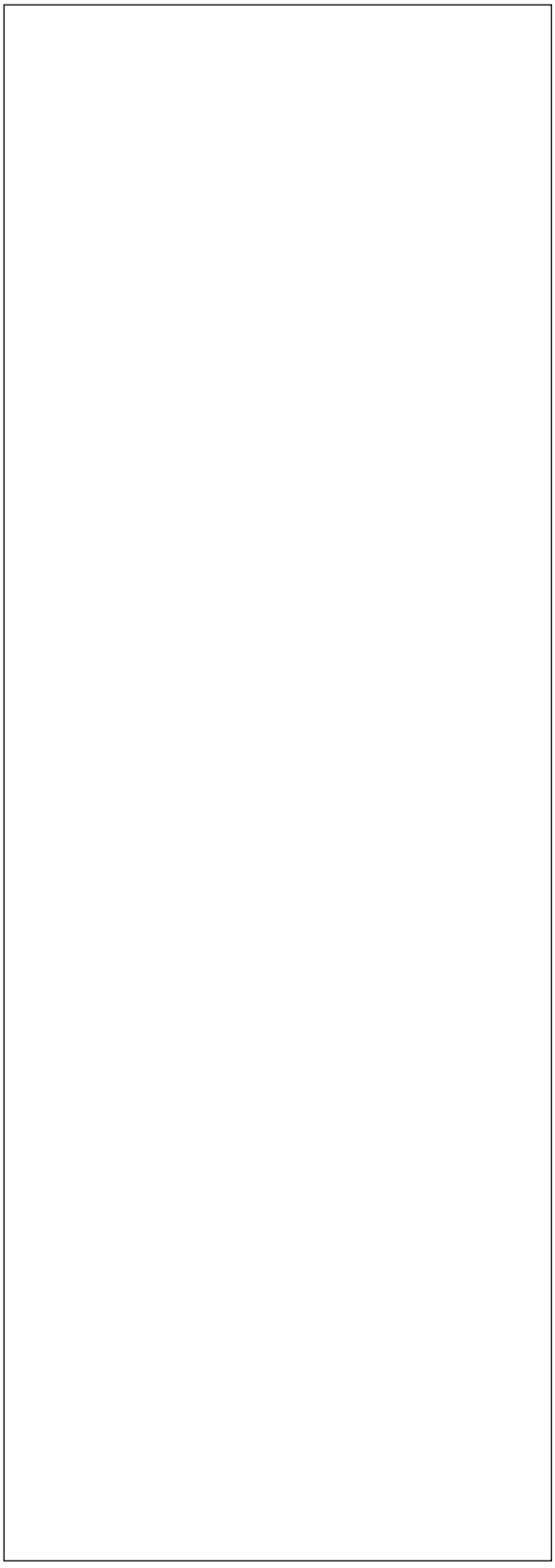
Transparency: The task type, whether dialogue, information-gap, role-play, or vocabulary exercise, should have an intended outcome that is transparent. Both the learners and the teacher need to know why they are doing the activity and where it is leading. In OUELP materials, this often means stating on the page the objectives for the activity. Transparency also guides the rubric, heading the activity toward concise, bulleted instructions, clear contexts, as in role-plays, and explicit, numbered procedural steps for longer, more complex tasks.

Do-ability: All of these concerns make an activity more doable for the students. More importantly though, is the assurance that they will have the necessary language to complete the task as required—in English. This can only happen when the designers build into the task the language support the students will need, both for the topic and for the necessary task language to negotiate meanings, spellings, requests for repetition, turn-taking, and group-formation.

Surrender value: Do-ability also involves logistical simplicity, especially in relation to the *surrender value* of an activity, i.e. the functional skills the learner will acquire from an activity in relation to the time it takes. In other words, does it produce enough solid language practice to make it worth the time and energy involved? Building into the core activities a variety of interactive groupings is essential. However, our in-house designers are also encouraged to anticipate realistically both the time investment and the possible

Gershon, cont'd on p. 39.





Gershon, cont'd from p. 35.

logistical complications that may affect the surrender value of an activity.

Robustness: Just as a shoddy or flimsy piece of furniture will before long fall apart or be left unused, an activity without a certain well-proportioned robustness will soon leave students uninterested and demotivated. This robust quality comes from various features the design team builds into the activity's structure. A well-conceived pre-task lead-in, for example, serves the dual purpose of introducing necessary vocabulary and pricking the students' interest and expectations. To this end, quizzes, interviews, and surveys feature prominently in OUELP materials. Likewise, task follow-ups prompting personalization of the topic afford the students a real sense of completion. Accountability for information gained about a topic or a partner in the form of reporting back also puts students in the authentic position of being able to relay their findings to an interested group. Whatever the task, its strength, then, comes from the clear sense of its being a well-proportioned whole that allows students to say they know or can do something meaningful that they didn't know or couldn't do before.

Maintenance and Renovation

The house (program) has been fully occupied for some time, providing the occupants (students) an attractive, productive space for their needs. Some areas, however, have begun to show signs of wear and tear. Perhaps an additional room (course) is needed. The new room needs furnishing. Blueprints, hammers, saws, paintbrushes, and wallpaper come out once again. The work continues . . .

References

Brinton, D., Snow, M., & Wesche, M. (1989). *Content-based second language instruction*. Boston: Heinle and Heinle.

Jordan, R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.

Lindsay, A. (1997). Designing and riding a camel: Some questions of balance in a co-ordinated language program, *Obirin Review of International Studies 9*, 35-102.

Nunan, D. (1988). *The learner-centred curriculum*. Cambridge: Cambridge University Press

Swales, J. (1980). ESP: The textbook problem. *The ESP Journal, 1*(1), 11-23.

Further Reading

Graves, K. (Ed.). (1996). *Teachers as course developers*. Cambridge: Cambridge University Press.

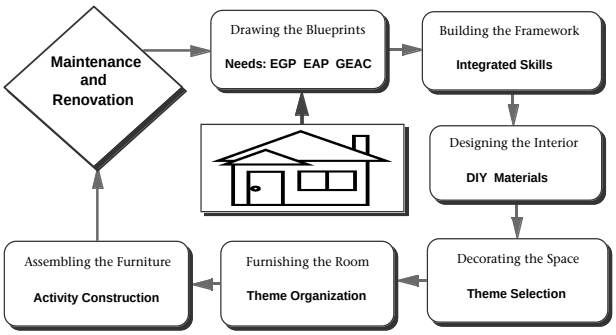
Jolly, D. & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson (Ed.), *Materials development in language teaching*. Cambridge: Cambridge University Press.

Orr, T. (1998). ESP for Japanese universities: A guide for intelligent reform. *The Language Teacher, 22*(11), 19-31.

Swales, J. (1995). English for academic purposes. In P. Byrd (Ed.), *Materials writer's guide*. Boston: Heinle and Heinle.

Yalden, J. (1996). *Principles of course design for language teaching*. Cambridge: Cambridge University Press.

An Architectural Approach to Curriculum and Materials Design



edited by sandra j. smith & oishi harumi

Using Songs in Learner-Designed Materials

Brian Cullen, *Aichi Prefectural University*

Most of the papers in this special issue focus on teacher-developed materials. Another lesser known but equally successful approach is to involve the learner in materials development. Involving students in materials development allows them to gain a greater understanding of their learning processes and the pedagogical premises underlying teaching materials. In my classes, an ideal starting point is songs. More CDs are sold in Japan than in any other country in the world and Japan is the largest importer of foreign music. This is a clear indication that our students find music, i.e., English songs, both accessible and enjoyable. But how do we develop learners from consumers of music to developers of song-based materials? Several resource books have shown ways for the *teacher* to produce materials (e.g., Murphey 1992, Griffee 1992), yet these may appear overcomplicated to students. The best way to encourage learner-designed materials is by example.

The Procedure

In a yearlong course for one of my university conversation classes, I produce the materials for the first semester, and the students produce them for the second (see examples below). Students are free to use their own format, but for a conversation class, using a gap-fill listening task is suggested as a minimum core. A gap-fill activity is a simple activity for students to prepare. Words are deleted at a regular word rate or for the purpose of focusing on a particular language point such as grammar, topic-specific vocabulary, or pronunciation. Because famous songs are used in this task, another interesting way of song presentation is to introduce deliberate mistakes into the lyrics. This manipulation of comprehensible input forces students to negotiate the meaning from context when doing the task and it also forces them to be creative when developing the task. (An example of one student's parody of a well-known song is given below.) As with most listening activities, students learn more if they are asked to correct the mistakes *before* listening.

If possible, other activities should also be included in the learner materials. These can include vocabulary exercises, comprehension exercises, discussion tasks, and links with other materials, such as a reading. Songs are an excellent launching pad for discussion classes as their meaning is often ambiguous. By including a few simple discussion questions on the topic of the song, learners are amazed at the different interpretations, and the personal nature of music encourages even the most reticent student to express opinions freely. An expanded electronic version of the example below, which includes some of these tasks, is available at http://celtic-otter.com/EFL/.

As a musician and songwriter, I sometimes bring to class materials based on my own songs, and, each year, at least one or two musically inclined students reciprocate by bringing in songs that their bands have written. While teachers occasionally may have to listen to some dreadful music, students are always interested in classmates' compositions. Even for those students who wouldn't usually play music, a short session of songwriting can be fun and a great chance to use language communicatively, especially if students are paired in "Lennon/McCartney-like" collaborations. Students can compose their own melodies or change the words of standards. These songs can then be incorporated into learner materials for use with the whole class or in groups.

Using the materials

In many classes, the students, having developed the materials, are willing and able to take on the role of teacher and organize and lead the class in the task. Before introducing the gap-fill activity, students might give a short presentation about why they chose the song. In some classes, however, class size or the level of the students might make it necessary to choose the best of the student materials for presentations or to split the class into small groups to ensure that everyone's materials are used. This requires one tape recorder per group (and lots of noise), or students can provide a tape to group members to listen to before class.

Conclusion

Learner-designed materials are an exciting area of language teaching, and songs in particular offer a strong motivation for students to enter willingly into material design. Moreover, most students will listen to a large number of English songs before deciding on their final song, thereby introducing them to a rich, authentic source of English which will continue to bring benefits of autonomous learning long after the course has finished. Finally, when students develop their own tasks, they are better able to understand what they should grasp from professionally developed materials, along with the pedagogical premises underpinning them.

References

Griffee, D. (1992). *Songs in Action*. Prentice Hall.
Murphey, T. (1992). *Music and Song*. Oxford: OUP.

Quick Guide
Key Words: Song, Discussion, Learner-developed
Learner English Level: Intermediate and higher
Learner Maturity Level: Sr. High to Adult
Preparation Time: Varies
Activity Time: 20 minutes or more

Teacher-developed Example (mistakes highlighted)

Listening
Find the 13 mistakes in the song. Underline them and then listen to check.

Maggie May
Rod Stewart

Wake up Maggie, I think I got something to say to you
It's late September and I really should be **vacuuming**
I know I keep you amused, but I feel like **Benny Hughes**
Oh Maggie, I couldn't have tried anymore
You led me away from home
Jasco savings you from being alone
You stole my **harp** and that's what really hurts
The morning sun when it's in your face really shows **a page**
But that don't worry me not, in my eyes you're everything
I laughed at **Oliver Hokes**, my love you didn't need to coax
Oh Maggie I couldn't have tried anymore
You led me away from home
Just to save you from being alone
You stole my soul and **dirty paint** I could do without

All I needed was a friend to lend a **gaijin**
But you turned into a lover and mother what a lover - you wore me out
All you did was wreck my bed and in the morning kicked me in the head
Oh Maggie, I couldn't have **fried any corn**
You led me away from home
'Coz you didn't want to be alone
You stole my heart—couldn't leave you if I tried

I suppose I could **Collette and Brookes** and get on back to school
Or steal Daddy's cue—make a living out of playing pool
Or find myself a **rotten old man** that needs a helping hand
Oh Maggie, I wish I'd never **seemed so late**
You made a first class fool out of me
But I was blind as a fool can be
You stole my heart but I **lob the ball away**.

Student-developed example

My Way
Paul Anka

And now the end is rear
And so I face the final cartoon
My friends I'll say it clear
Of which I'm certain
I've lived a life that's fool
I troubled each and every highway
And more, much more than this
I did it my way

Regards I've had a few
Ben then again too few to mansion
I did what I had to do
And saw it through without exemption
I planned each chat of course
Each careful step along the byway
And more, much more than this
I did it my away

Which came first, L1 or L2?

Hatayama Hiroaki, ***Obirin University***

It seems quite difficult for Japanese students to master the use of articles in English writing. Teaching whether a noun requires a definite or indefinite article is a little like the chicken and egg riddle. Which came first, the chicken or the egg? In this case, definite articles precede both nouns and we assume that the egg and the chicken are both defined by each other, making it almost impossible to solve the riddle. But if the indefinite article is replaced with a definite one—for example, "Which came first, the chicken or an egg?"—the egg then becomes any egg, an evolutionary order appears, and the riddle is lost. The same can be said about plural countable nouns: Which came first, the chicken or eggs?

Prior to having students count chickens and eggs, frequency lists may offer one means of creating interest in using definite or indefinite articles. In written English, *the* is the most frequent word and *a* is fourth (McCarthy, 1999, p. 122). If students are given these odds to work with, they are more aware of the importance of articles in L2 as well as more aware that *the* is used much more frequently than *a*. Teaching grammar, not exactly known as the pachinko of language teaching, then becomes a kind of gambling guessing game, and, as is well known, gambling is quite popular in Japan.

When teaching English articles to my Japanese students, I use Japanese texts which are supplied with English translations. The guiding assumption is that equivalence between the grammars of two languages facilitates bilingual usage, be it second language learning, lexical borrowing, or code-switching (Milroy & Muysken, 1995, p. 193). Even so, no exact match exists between categories in different languages. In Japanese, there isn't a plural inflection with nouns, indefinite articles are often not expressed, and the definite article is functionally replaced with other determiners such as *sono* or *ano*. Irrespective of this, however, by comparing L1 and L2 texts students do recognize an equivalence to their L1 and this is the first step in the process of syntactic convergence.

Preparation
Find a text both in Japanese and English. Newspaper columns are convenient since they are often published in both Japanese and English. The *Yomiuri Shinbun* publishes on the Internet in both languages, and downloading and printing their texts does not require much time. I recommend using the introductory paragraphs of a story because they usually contain the pertinent information.

After you find your text, create a gap-fill of the English text, deleting the lexical or grammatical form you want to highlight.

Example Text

Japanese
大学の発生生物工学を専攻する研究者らが、人間の細胞を牛の未受精卵に移植して細胞融合させ、異種間融合胚（はい）を作製する実験をしていたことが明るみに出た。この研究では、国立の医療機関の研究者も共同研究者になっていた。研究は、細胞融合することで受精卵と同じ状態にし、正常な細胞分裂を実現して、白血病の治療に役立てようという目的があったという。

English
It has been revealed that __a__ group of researchers at __a__ university created __a__ hybrid embryonic stem cell by fusing __a__ cell from __a__ cow with one from __a__ human. __A__ researcher from __a__ national medical institution was also found to have taken part in __the__ research. According to __the__ scientists, __the__ research was intended to shed light on __the__ genetic basis of cell division. __The__ researchers hoped that it would help in finding __the__ cure for leukemia.

Procedure
1. Briefly explain to students the frequency of *a* and *the*. Then put them into pairs and give each pair a copy of the Japanese and English gap-fill texts.
2. Have students read both texts and compare or wager how many of the blanks in the English text are either definite or indefinite articles. You may want to put each pair's wager on the board. (For the sake of conciseness, this example shows only the first paragraph of the newspaper article, and the indefinite articles outnumber the definite ones nine to five. This goes against the odds in the frequency list, but in following paragraphs of the article more definite articles appear; therefore, if a longer extract had been used, the example would reflect the odds more accurately. Choose the length of your text with this in mind.) Go over the text, filling in the blanks, as a class. The student in the pair that comes closest to the actual number of definite and indefinite articles wins the wager.
3. Students should also be encouraged to make their own lists or concordances between L1 and L2. By listing all occurrences of articles, learners quickly notice that only singular countable nouns take articles and that it is a good idea to consider using an article whenever writing a singular noun. This technique can also be adapted to almost any other grammatical or lexical form.

Japanese	English
1. 研究者ら	a group of researchers
2. 大学	a university
3. 異種間融合はい	a hybrid embryonic stem cell
4. 細胞	a cell
5. 牛	a cow
6. 人間	a human
7. 研究者	a researcher
8. 国立の医療機関	a national medical institution
9. この研究	the research
10. (科学者たち)	the scientists
11. 研究	the research
12. 正常な細胞分裂	the genetic basis of cell division
13. (研究者達)	the researchers
14. 白血病の治療	a cure for leukemia

Occurrences one through eight are all indefinite articles while occurrences nine through thirteen are all definite. This illustrates another approach to teaching articles, namely, that initial occurrences of singular nouns require indefinite articles and following occurrences of the same noun require definite articles (e.g., initial *A group of researchers*, replaced by *the researchers*) or are replaced with pronouns, determiners or synonyms (e.g., initial *a cell*, replaced by *one*).

Conclusion
Grammar translation remains a dominant methodology in many English classrooms in Japan. Comparing L1 and L2 texts increases student recognition of the L2, and many Japanese words are almost directly translatable into English. Presenting introductory corpus analysis techniques and frequency lists of words in an interesting way helps students to internalize and control new grammatical and lexical forms while also providing lesson content for native speaker English teachers who may not be comfortable enough with their Japanese ability to compare L1 and L2 texts in the classroom.

References

Daily Yomiuri. (English text) yomiuri.co.jp/main/main-e.htm (Japanese text) yomiuri.co.jp/index-j.htm
McCarthy, Michael. (1999). *Spoken Language & Applied Linguistics*. Cambridge: Cambridge University Press.
Milroy, L. and P. Muysken. (1995). *One Speaker, Two Languages*. Cambridge: Cambridge University Press.

Quick Guide
Key Words: Bilingual, Concordance, Corpus analysis
Learner English Level: Low intermediate and higher
Learner Maturity Level: High school and older
Preparation Time: One hour
Activity Time: One ninety-minute class

Book Reviews

edited by katharine isbell & oda masaki

Materials Development in Language Teaching. Brian Tomlinson, Ed., Cambridge: Cambridge University Press, 1998. £13.95 GBP. pp. xiv + 368. ISBN: 0-521-57419-6.

For teachers who are interested in writing materials or understanding issues related to materials development, it is easy to recommend this book. Some of the papers in this special issue of *The Language Teacher* cite this work and for good reason. It may be the most comprehensive book on materials development available at the moment. The introduction states that "all the chapters in this book concentrate on the two vital questions of what should be given to the learners and what can be done with it to promote language learning" (p. 2). This genuine commitment of the editor and the contributors to develop materials that promote language learning is impressive.

It is immediately apparent that *Materials Development in Language Teaching* is well organized. A glossary of basic terms for materials development and an introduction that clarifies concepts which are frequently encountered in the book precede four fairly equal sections: Data Collection and Materials Development, The Process of Materials Writing, The Process of Materials Evaluation, and Ideas for Materials Development. Each section contains a few chapters by mostly prominent contributors from a wide range of professions, including classroom teachers, researchers, textbook writers, lecturers, and publishers. Summative comments by the editor, which can serve to refresh one's memory of a particular topic, append each section.

Tomlinson provides open-ended and flexible working definitions of terms in the glossary. For example, *language learning materials* can extend beyond the coursebook to include a video, a handout, a newspaper, a cassette, and even "a paragraph written on the whiteboard." In his view, materials encompass "anything which is deliberately used to increase the learners' knowledge and/or experience of language" (p. 2). Thus, in a real sense, all teachers are materials developers. Although second language acquisition (SLA) research has not yet been able to provide absolute or definitive conclusions, Tomlinson argues that this should not deter teachers from applying what is known about SLA to the development of effective materials.

By taking a holistic approach, the book is ambitious in its attempt to unify the various domains, such as research, writing, and teaching, that make up the field of second language learning. He seeks to identify and promote a set of guiding principles for materials developers, primarily a compilation of learning principles and procedures which most teachers agree contribute to successful learning plus a compilation of principles and procedures recommended by most SLA researchers. A marriage of the two compilations could produce a list of principles and procedures which could provide a menu of potentially profitable options for materials developers (p. 6).

The list of learner-centered guiding principles that follows takes into consideration a wide range of affective, cognitive, and linguistic factors towards the goal of creating effective materials.

Borrowing from other branches of learning such as neuro-scientific research, Tomlinson suggests several innovative, if unconventional, ideas: for example, the notion that language learners benefit from materials that are experiential or kinesthetic, rather than analytic and visual (the realm of most textbooks). He also proposes that there should be a silent period at the beginning of a lesson.

The work is clearly learner-centered ("It is important to remember that the learner is always inBook Reviews charge" [p. 12]), yet any potential pitfalls of this approach are balanced in the section on materials evaluation where Tomlinson states that "it is not necessarily enough that the learners enjoy and value the materials" (p. 3). He strongly recommends that long-term studies of evaluations of materials be employed and that the focus of these evaluations be on what the learners in fact do with the materials and what they are *really* learning.

This is a comprehensive book that clearly outlines what is involved with publishing credible materials. One possible problem readers may have is its attempt to unite widely accepted teaching methodology such as applying SLA research with less widely accepted approaches such as Suggestopedia. Nonetheless, it is admirable in its intent to unify a variety of elements as well as the perspectives of the contributors, and, finally, to encourage cooperation among materials writers towards the goal of writing valuable materials.

Reviewed by Audrey Morrell, Obirin University

SLA Research and Language Teaching. Rod Ellis. Oxford: Oxford University Press, 1997. pp. viii + 280. ¥5,730. ISBN: 0-19-4372154.

Rod Ellis has written more than once that Noam Chomksy, the linguist, does not write with language teachers in mind. With *SLA Research and Language Teaching*, Ellis attempts to correct this oversight by writing specifically for language teachers. The publication goes a long way in bridging that gap between the work of second language acquisition (SLA) researchers and the work of classroom teachers. Ellis, an applied linguist himself, suggests that it is the applied linguist's responsibility to act as an intermediary between the technical knowledge generated by the researcher and the practical knowledge generated by the teacher.

The book is divided into six parts, some of which were previously published. Each part might be thought of as a stage in the process of inducting and orienting the reader to the concept of teachers as researchers and the classroom as a place of research. Part two, Making Research

Accessible, makes research on form-focused instruction accessible to teachers and investigates what kind of grammar instruction works best. Of particular interest to SLA theory are the terms *feature-focused activity* and *focused communication activity* which aptly paraphrase Long's (1988) often quoted, and just as often misunderstood, terms *focus on forms* and *focus on form*, respectively.

The third part on the application of theory has three levels: (1) a theory of instructed SLA, (2) the structural syllabus and SLA, and (3) acquisition-compatible tasks. The first level outlines a theory of SLA. The second level applies the theory at the syllabus level. It addresses the problem of how a syllabus can be selected and graded in a way that is compatible with the learner's ability to learn. The structural syllabus, which proceeds from easy to difficult grammar forms and lexical items and remains one of the dominant pedagogies in the world, serves as the device to accomplish this, despite the existence of more discovery-based, yet less structured, communicative syllabuses. The third level describes and illustrates interpretation and consciousness-raising (CR) tasks by drawing on psycholinguistic rationale.

In the next part, a method in which SLA can inform pedagogy through classroom-centred, context-specific research is introduced. The development of one illocutionary act, requests, and the relationship that thereby arises with opportunities for oral production in the classroom are presented in a context to persuade teachers to become critical readers of research reports.

The part entitled The Teacher as Researcher provides two case studies of teachers conducting context-specific empirical research. They explain ways in which teachers can conduct either their own action research or micro-evaluations of tasks. The action research study deals with internalization of new forms, control over forms already internalized, and learner improvement of their output. The micro-evaluation study proposes that more thought should be given to how teachers can evaluate the materials retrospectively that they use on a day-by-day basis.

More communication between researchers and teachers and greater cooperation between the academic and practical domains of SLA is needed. To help address these problems, Ellis concludes that teachers and researchers should work together investigating pedagogical problems, and applied linguists should not promulgate what teachers teach, but encourage understanding and experimentation. Research needs to mirror the classroom in diversity, and researchers need to be more conscious of teachers' needs.

Overall Ellis' investigation of the relationship between research and teaching is informative and refreshingly practical. While Chomsky may not be the best source for teachers wanting to know how they can access SLA research and apply it to their classrooms, this book certainly is.

Reviewed by Andrew Reimann, Nihon University

References

Long, M. (1988). Instructed interlanguage development. In *Issues in Second Language Acquisition: Multiple Perspectives*. New York: Newbury House.

Spoken Language & Applied Linguistics. Michael McCarthy. Cambridge: Cambridge University Press, 1998. pp. viii + 206. ¥4,530 ISBN: 0-521-59769-2.

In *Spoken Language & Applied Linguistics*, McCarthy draws upon ten years of study into the spoken language which is based primarily on qualitative analysis of corpus data gathered from the Cambridge and Nottingham Corpus of Discourse in English (CANCODE) project. While several of the chapters are previously published papers (1988-1996), many are new, unpublished chapters that discern how speaker orientation can be applied to language teaching. Each of the eight chapters analyses numerous authentic spoken extracts such as the following:

> [at a dinner table, <S 02> is the guest]:
> <S 01> D'you want some olive oil Dennis?
> <S 02> Mm ta. (p. 54)

In the first chapter, the difficulties of creating and maintaining the CANCODE corpus project are explained in relation to genre, discourse, and conversational analysis. Essentially, CANCODE's five million-word size is relatively small by today's standards. Nonetheless, the real value of the corpus is better understood not by its size but by considering the complexity in recording and transcribing authentic spoken language. With this perspective in mind, CANCODE was designed to be of maximum use to teachers, pedagogically-oriented researchers, and materials writers. Using computer-generated corpora to develop spoken grammars may be relatively new, but spoken grammars are not.

The second chapter focuses on theories of speech genre, and the importance of Bakhtin's (1986) "Speech Genres and Other Late Essays" merits special mention from McCarthy. Four spoken extracts are analysed, and generic similarities between them are presented as being patterned. The following chapter, appropriately entitled What Should We Teach about the Spoken Language?, analyses more discourse and conversational analysis structural units according to their teachability. It concludes with a previously published article on the Three I's (Illustration-Interaction-Induction) approach. McCarthy argues that if the Three I's methodology were used in conjunction with a syllabus which incorporates appropriate discourse-sensitive language components, then a more rapid acquisition of fluency and naturalistic conversation skills would result.

Chapters 4 and 5 deal with grammar. Spoken data is chosen to substantiate the claim that certain aspects of grammar are best understood when examined in the

context that they take place, for example, *it* and *this* and *that*. *It* usually occurs initially in speech and then repeating occurrences of the pronoun change to either *this* or *that*, a functional relationship similar to that of the indefinite and definite articles. Using a conceptual framework built on the work of the late Eugene Winter, the fifth chapter looks at how sequences of verb tense choices work in synergy with the context of spoken discourses to create further textual-grammatical patterning.

Chapters 6 and 7 shift the focus to vocabulary. Idioms are evaluated in the context of everyday stories and anecdotes, and the data indicates that idiom selection is not random. It is put forth that storytelling is normally a collaborative enterprise, and listeners have the right to evaluate the events, especially at the end of the story. The use of idioms is one way of doing this because they also ensure a smooth passage for all participants from story world back to conversation world.

In the last chapter, analysis confirms the commonsense intuition that speech reporting is exceedingly common in everyday language, but spoken data also exhibit choices which are rarely, if ever, found in written-text reports. In contrast, literary reporting verbs such as *exclaimed* or *answered* are found to be used almost exclusively in written texts.

A common criticism of this book might be the lack of North American spoken discourse. However, the strength of the book lies in McCarthy's passionate desire to understand the essence of language. His passion is infectious, and through it the value of acquiring and using authentic spoken discourse in the classroom is realized. This book is part of a paradigm shift in language teaching and I highly recommend it.

Reviewed by Kevin Knight, Kanda Gaigo Career College

References

Bakhtin, M. (1986). Speech genres and other late essays. In C. Emerson & M. Holquist (Eds.). *Speech genres and other late essays*. Austin, TX: University of Texas Press.

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 29th of February. 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

*Broadway, D. et al. (1994). *Situational English*. Tokyo: Nichibei—Nan'un-do.

*Gitsaki, C., & Taylor, R. (2000). *Internet English: WWW-based communication activities*. (student's, teacher's). New York: Oxford University Press.

*Lee, L., Yoshida, K., & Ziolkowski. (2000). *J-Talk: Conversation across cultures* (student's, CD, teacher's). New York: Oxford University Press.

*Shapiro, N., & Adelson-Goldstein, J. (1998). *The Oxford picture dictionary* (monolingual, English-Japanese, Teacher's, Beginning Workbook, Intermediate Workbook, cassette). New York: Oxford University Press.

English for Specific Purposes

!Lee, D., Hall, C., & Hurley, M. (1991). *American legal English: Using languages in legal contexts*. Ann Arbor: University of Michigan Press.

Culture

Dougill, J. (1999). *Culture through movies*. Tokyo: Eichosha.

*Shaules, J., & Katsura, H. (1998). Culture riddles—America: *Solving dilemmas in intercultural communication*. Tokyo: Nan'un-do.

Supplementary Materials

*Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. Harlow: Pearson Education Limited.

For Teachers

!Leonard, T. (with translation by 須藤詩子 [Sudo Utako]) (1999). *East meets west: Problems and solutions: Understanding misunderstandings between JTEs and ALTs*. Tokyo: Taishukan Shoten.

*Brown, D. (1994). (3rd ed.). *Principles of language learning and teaching*. Englewood Cliffs: Prentice Hall Regents.

Bulletin Board

edited by david dycus and kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

Final Call for Papers and Call for Participation: *JALTCALL2000 Conference*—The annual national conference of the Computer-Assisted Language Learning (CALL) SIG, JALTCALL2000: "Directions and Debates at the New Millennium," will be held at Tokyo University of Technology from June 9 to June 12, 2000. The deadline for (online) papers is February 29, 2000. All members and nonmembers are welcome. All levels of computer skill are catered for. Both English and Japanese sessions are planned. The main event is from June 10 (Sat) to June 11 (Sun) with extra activities planned for June 9 (Fri) and June 12 (Mon). Hands-on sessions, practical tips, theoretical

debate, excellent networking, and CALL materials will be on show—all at a beautiful campus and Japan's most state-of-the-art facility. For more details in both English and Japanese, see website: http://jaltcall.org/conferences/call2000/.

投稿・参加者募集: JALTCALL2000 Conference—コンピュータ利用語学学習(CALL) SIGの年次大会、JALTCALL2000「新しいミレニアムにおける方向性とディベート」が2000年6月9～12日に東京工業大学にて開催されます。投稿の締め切りは2000年2月29日です。会員、非会員を問わず歓迎いたします。全てのレベルのコンピュータスキルについても提供することができます。英語と日本語両言語によるセッションを予定しています。詳細は英文をご参照ください。

Call for Participation: *CUE Mini-Conference*—The CUE SIG will hold a mini-conference at Keisen University, Tama Center, Tokyo on Saturday, May 20 and Sunday, May 21, 2000. Its theme is: "Content and Foreign Language Education: Looking at the Future." Proposals are invited for presentations, poster sessions, workshops, roundtables, and demonstrations on the theme of content-centered language learning including content- and theme-based education, sheltered learning, and content classes taught in the learner's second language, with possible connections to skill-based learning and the learning of foreign languages for specific purposes (e.g. ESP). Contact CUE Programme Chair: Eamon McCafferty; eamon@gol.com. Details available at: http://www.wilde.org/cue/conferences/content.html. Online submission is available at http://www.wild-e.org/cue/conferences/submissions.html. The deadline for submissions is February 29, 2000.

参加者募集: CUE Mini-Conference—大学外国語教育(CUE) Sigは、2000年5月20日（土）～21日（日）に、恵泉女学園大学(東京多摩センター)において、Mini-Conferenceを開催いたします。テーマは「コンテントと外国語教育：Looking at the future」です。内容・テーマ中心の教育、保護学習、学習者の第二言語で教授される内容クラス、ＥＳＰなどの技能中心の外国語学習など内容中心の言語学習のテーマについての発表、ポスターセッション、ワークショップ、ラウンドテーブルとデモンストレーションを歓迎いたします。詳細は英文をご参照ください。

Call for Papers: *JALT Hokkaido 17th Annual Language Conference*—The JALT Hokkaido 17th Annual Language Conference will be held in Sapporo on Saturday and Sunday, June 10-11, 2000. The Hokkaido Chapter invites you to submit papers, in English or Japanese, on any aspect of language teaching in Japan. Presentation blocks will be 45 minutes and all equipment needs must be specified. If you have a preference for presenting on Saturday or Sunday, please indicate. Please check with the JALT Hokkaido homepage http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/ for detailed formatting instructions of the abstract, name, contact information, title, and biographical data. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. The deadline for submitting papers is March 1, 2000. All abstracts must be submitted by email to Don Hinkelman, Conference Program Chair; hinkel@sgu.ac.jp.

投稿募集: JALT北海道第17回年次大会—JALT北海道第17回年次大会が2000年6月10日(土)～11日（日）に札幌で開催されます。北海道支部では日本における言語教授のあらゆる側面に関する英語、又は日本語の論文を募集いたします。発表は45分で使用機材は事前に指定する必要があります。発表の曜日の希望がある場合には明記して下さい。要旨に関する詳細は、ＪＡＬＴ Hokkaido homepage 〈http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/〉をご覧下さい。日本語論文は英語要旨を添付してください。もし可能なら英語論文も日本語要旨を添付してください。提出先、詳細は英文の連絡先をご参照ください。

The Language Teacher* 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 William Acton; JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

TLTスタッフ校正担当者募集—TLTでは、英語の校正担当者を募集しております。資格は言語教育経験を持つＪＡＬＴメンバーで、日本に在住し、ファックス、電子メール、および、Macintosh fileを加工することができるコンピューターを持っていることです。担当者は、毎月数時間を校正作業やオンラインやオフラインの会議のため時間を使うことになります。詳細に関しては、英文をご参照ください。

Special Interest Group News・研究部会ニュース

edited by robert long

Interested in learning more about your SIG? Please feel free contact the coordinators listed after this column.

ご自分の部会の活動等についてお知りになりたい場合にはコラム後に掲載のコーディネーターまでご連絡ください。

Please note that a new special interest group (SIG) relating to cross-cultural behavior, intercultural communication and its impact on language learning is now being discussed. This SIG could not only be an opportunity for sharing academic research and professional development with each other but also could serve to boost cooperative ties between sister associations that currently do not reach the 3000 teachers who make up JALT. If you are interested in volunteering, please contact David Brooks at Kitasato University, 1-15-1 Kitasato, Sagamihara, Kanagawa, 228-8555; t: 042-778-8052(w); f: 042-778-9233.

異文化における行動や異文化間コミュニケーション、そしてそれらが語学学習に及ぼす影響等に関連した研究部会の創設が現在検討されております。参加に興味のある方は、David Brooks（連絡先は英文参照）までご連絡ください。

Material Writers—If you have enjoyed this month's issue of *The Language Teacher*, the MW SIG invites you to vote with your wallet and join us. We are dedicated to the continual improvement of language teaching materials. For a trial copy of our outstanding newsletter, *Between the Keys*, please contact the incoming newsletter editor, Chris Weaver, at ctw@wa2.so-net.ne.jp.

今月号のＴＬＴを楽しんでいただけたのでしたら、語学指導教材の改善に取り組む、教材開発部会への参加お勧めいたします。当部会会報「Between the Keys」の見本をご希望の方は、新編集長Chris Weaver（連絡先は英文参照）まで。

GALE—2000 GALE Symposium and Retreat Call for Proposals. June 24-25 (Sat-Sun), Hiroshima City. Let's share our insights, research and inspiration in the relaxing setting of a hotspring hotel. Suggested presentation themes include the construction of gender in EFL classrooms, the inclusion (and exclusion) of alternative sexual orientations in EFL curriculum, and the contribution feminist and masculinist theories can make to content courses and EFL pedagogy. Send proposals online or by post (both disk and hard copies) to the GALE Co-Program Chair, Simon Cole, at saimon@cec.mii.kurume-u.ac.jp; Language Education Institute, Kurume University, 1635 Mii-machi, Kurume-shi, Fukuoka-ken, 839-085; f: 0942-434797; t: 0942-434411 ext 664. Please check out our homepage at http://www2.gol.com/users/ath/gale/

６月24日、25両日に、広島市においてGALEシンポジウム及び合宿を開催します。

Teacher Education—April 22-23, 2000 there is a two-day Action Research Retreat, on the theme of "Teacher Autonomy, Learner Autonomy." The weekend includes Andy Curtis, from Hong Kong Polytechnic University, leading 4 workshops, with plenty of time for networking and collaboration. The retreat will be held north of Tokyo at British Hills, near the Shin Shirakawa Shinkansen stop. For more information, contact Lois Scott-Conley, lsc@cheerful.com; t: 042-796-1145.

４月２２日、２３日の両日、「教師の自立、学習者の自立」をテーマにアクション・リサーチ会合を東北新幹線新白河駅近くのBritish Hills にて開催します。

SIG Coordinators, please send your reports by email to long@dhs.kyutech.ac.jp or by fax: 093-884-3447. Thank you.

SIG Contact Information

Bilingualism—Peter Gray; t/f: 011-897-9891(h); pag@sapporo.email.ne.jp

Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h) 0568-76-0905(w); elin@gol.com

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp

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

Japanese as a Second Language—Stacey Tarvin Isomura; stacey@gol.com

Junior and Senior High School—Barry Mateer; t: 044-933-8588(h); barrym@gol.com

Learner Development—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp

Material Writers—James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp

Professionalism, Administration, and Leadership in Education—Edward Haig; f: 052-805-3875(w); haig@nagoya-wu.ac.jp

Teaching Children—Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)

Teacher Education—Lois Scott-Conley; lois.scott-conley@sit.edu

Testing and Evaluation—Leo Yoffe; t/f: 027-233-8696(h); lyoffe@edu.gunma-u.ac.jp

Video—Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com; januzzi@edu00.f-edu.fukui-u.ac.jp

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

Gender Awareness in Language Education—Cheiron McMahill; t: 81-270-65-8511(w); f: 81-270-65-9538(w); cheiron@gpwu.ac.jp

Forming SIGs

Pragmatics—Yuri Kite; ykite@gol.com; Eaton Churchill; PXQ00514@nifty.ne.jp
Applied Linguistics—Thom Simmons; t/f: 045-845-8242; malang@gol.com

Chapter Reports

edited by diane pelyk

Gunma: November 1999—*Researching Via the Internet* by Harashima Hideto and Sean Reedy. The eyes of participants shifted quickly between their personal monitors and the projection of Harashima as he guided us swiftly through the information-packed links of his website. Even for those of us knowledgeable about the Internet, there was much to be learned on how to help our students search for information and how EFL/ESL teachers can find data for their research on the web. The path of our journey took us from search engines to virtual libraries, research organizations, online bookstores, databases, archives, and finally concordances and corpus finders. All subject areas are linked directly to the resource sites and are indispensable for any teacher. Harashima is generously willing to share his work with all JALT members. Why don't you see for yourself at http://www.maebashi-it.ac.jp/hideto/research?

In the second half, Sean Reedy gave each participant one of five different worksheets which required us to search for the information to answer questions such as "I want to study in Ireland. What are some universities I can apply to, and what are their requirements?" and "What percentage of Irish people speak Irish (Gaelic) as their native tongue?" On the grid, we were to write the search engine path, the web addresses, and our results. The search left some feeling triumphant and others frustrated after having hit stumbling blocks. This experience made us realize that the Internet can be a powerful and resourceful tool, yet finding the information we need requires a lot of skill and sometimes a bit of luck.

Reported by Renee Gauthier Sawazaki

Kitakyushu: September 1999—*Which Learning Style Are You?* by Jane Hoelker. An old adage suggests that people are interested first in themselves, next in other people, then in things, and finally in ideas. This may explain why Jane Hoelker had the rapt attention of her audience when she told them that she was going to talk about their personal learning styles. She suggested that not only teachers, but also students have different learning styles and challenged us to make teaching more efficient and accelerate learning by teaching to all four learning styles, which could result in a 90% retention rate. The presenter gave the audience a learning-style test. Participants had to answer questions and ranked themselves in one of four learning styles, CE (Concrete Experiential), RO (Reflective Observation), AC (Abstract Conceptualization), and AE (Active Experimentation).

Next, Hoelker placed the participants into groups according to their learning style and had them make a poster representing "the good teacher." Then, discussion results were shared with the entire audience. Consensus within each of the four style groups was reached. However, when those results were shared with the large class group, members were surprised at the different contents of the posters. Some groups prioritized accuracy, while others ranked flexibility as high on their list. The audience concluded that even though every teacher tries to be the best he or she can be, they are clearly influenced by their personal learning style, thereby unwittingly ignoring the learning styles of the students. As each learning style has its strengths and weaknesses, teachers want to give each one a chance in the classroom. Then all students can reach full development.

Reported by L. Dennis Woolbright

Kobe: September 1999—*Speech and Debate* by Charles LeBeau. Charles LeBeau gave a hands-on workshop wherein participants could go through a series of steps for planning, presenting, and evaluating debates and speeches.

LeBeau showed us how to break down speech making into manageable steps, such as structure, body language, eye contact, and delivery. In this way, students, including those at a low level, can gradually improve their speaking skills and understand what they are doing. He emphasized that students need a clear model of good techniques that they can learn through a series of exercises.

In both debate and speech making, students need to use critical thinking skills to be effective. The presenter provided a series of worksheets that could be used to build a convincing presentation.

Reported by Rebecca Calman

Miyazaki: September 1999—*Survival Language Training: Some Peace Corps Insights* by William Perry. The presenter began by outlining the goals and methods of the United States Peace Corps language-training program. Perry himself served as an administrator and program training officer for four years in the ex-Soviet republic of Kazakhstan, besides his over twenty years of experience in various aspects of Peace Corps work.

First Perry informed listeners of the role and function of the Peace Corps. The importance of creating sustainable development in recipient countries was emphasized, with the ultimate goal of enabling other countries to learn how to help themselves.

Perry then provided samples of the language-training materials that are used to immerse the volunteers into the local cultures. Success and failures were recounted in achieving the ultimate goal of creating a mutual understanding between the American people and the countries served.

Reported by Mike Guest

Chapter Meetings

edited by tom merner

February is a busy month with Chapters in the Kyushu region holding a Distinguished Lecture Tour and the Kansai Region Chapters hosting a book fair, along with other Chapters and their monthly events. For further details contact the Chapter officers listed in the Chapter Contacts list below.

今月は、各支部の月例会合に加えて、九州において著名講演者ツアー、関西地域支部共催の教材展が開催されます。詳細については、コラム後に掲載されている各支部担当者にお問い合わせください。

Kyushu Region—*Distinguished Lecture Circuit: The Kyushu Roadshow 2000.*

Speakers: 1) Laura MacGregor, Sophia University, teacher, author, former *TLT* editor; 2) Jill Robbins, Kwansei Gakuin University, author, JALT99 Conference Chair. (Sponsorship for Laura MacGregor generously provided by MacMillan Languagehouse)

Back by popular demand, the Kyushu Roadshow gears up for the next millennium, welcoming Laura MacGregor, author of *Pathfinder*. Accompanying Laura on two tour stops is Jill Robbins, author of *The Learning Strategies Handbook*. Further description of presenters and topics at http://kyushu.com/jalt/feb.html.

Presentation descriptions are as follows:

Topic 1: "Seven Extension Activities That Work" (MacGregor). Vocabulary building, grammar practice, listening and speaking practice are essential in foreign language learning. Teachers can help students build communicative competence with seven extension activities.

Topic 2: "The STEP Interview Test" (MacGregor). Since its inception in 1964, STEP (The Society for Testing English Proficiency) has operated in secrecy. This presentation explores 1) test preparation, 2) test contents, and 3) test evaluation. Finally, information will be shared on how teachers can help prepare their students for success on the STEP interview tests.

Topic 3: "The Preschool Experience in Japan" (MacGregor). By examining the approaches and attitudes toward teaching, learning, and socialization training at the preschool level, college teachers can better understand their students' language learning needs and cultural expectations. The presenter will report her observations, analyses, and recommendations based on a two-year research project at a preschool in Sapporo.

Topic 4: "Learning Strategies Instruction in Japan" (Robbins). Adaptation of the Cognitive Academic Language Learning Approach (CALLA) to the Japanese language-learning context. Presentation includes think-aloud protocol to investigate learning processes and creation of a lesson plan adapting a problem-solving process model to the language levels, backgrounds, and goals of Japanese learners.

Schedules for these events are as follows:

Kagoshima Chapter—MacGregor, Topics 1 & 2. *Sunday February 13, 14:00-16:00; Iris Kyuden Plaza (I'm Bldg.) 2F; one-day members 500 yen.*

Miyazaki Chapter—MacGregor, Topics 1 & 2. *Tuesday February 15, 18:00-20:00; Miyazaki Int'l College, Rm. 2-307; one-day members 750 yen.*

Kumamoto Chapter (1)—MacGregor, Topics 1 & 3. *Thursday February 17, 19:00-21:00; Kumamoto Gakuen U.; free for all.*

Kitakyushu Chapter—MacGregor, Topics 1 & 3. *Saturday February 19, 19:00-21:00; Int'l Conf. Center 3F; one-day members 500 yen.*

Kumamoto Chapter (2)—Robbins, Topic 4. *Saturday February 19, 19:00-21:00; location TBA; free for all.*

Fukuoka Chapter—Grand Slam Double Header! MacGregor & Robbins, Topics 1, 3 & 4. *Sunday February 20, 13:00-17:00; Aso Foreign Language Travel College; one-day members 1000 yen.*

Other Chapters

Hiroshima—*How to Make and Use a Good Multimedia Room* by Joe Lauer. *Saturday February 5; Hiroshima University; free for all.*

Hokkaido—There is a meeting scheduled to be held. Members will be informed of the title, date, and time. For more details contact the JALT Hokkaido Office; t/f: 011-584-7588; www.crosswinds.net/~hyrejalthokkaido/JALTPage/.

Ibaraki—Richard Walker, Pearson Education Publishing Company, will present the latest in video and graded reading materials from Pearson Education. *Sunday February 20, 13:30-17:00; Ibaraki-ken Kennan Shogai Gakushu Center, Tsuichiura; one-day members 500 yen.*

Kanazawa—*Some Tips on How to Motivate Slow-Learners at High Schools* by Eda Harumi and Kawahara Toshiaki. Due to a lack of motivation, there are many slow learners at high schools. Current textbooks discourage students from studying because there are too many abstract and unfamiliar words in them. As a remedy for this situation, two methods will be suggested: 1) applying children's English materials for slow learners, and 2) making use of picture books during classroom activities. *Sunday February 20; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); one-day members 600 yen.*

Kitakyushu—*Teaching Three Minute Speeches* Dennis Woolbright, Seinan Women's Junior College. This presentation will cover the details of helping students prepare and rehearse their speeches for speech contests and classes. *Saturday February 12, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

スピーチコンテストやクラスのために、学生が自身のスピーチを準備し、練習するのに役立つノウハウについての発表です。

Kobe—*The Third Kansai Book Fair and Mini-Conference* cosponsored by Kobe, Osaka, Kyoto, Himeji, and Nara Chapters. *Sunday February 6, 10:00-16:00; Kobe YMCA*. For more information contact Ludlow Gibbons; t: 06-6358-6938; ludlow@mbox.inet-osaka.or.jp.

Nagasaki—*Motivating Japanese Children to be Active Learners* by David Paul, David English House. By nurturing and strengthening elementary school children's natural curiosity and presenting structures through student-initiated activities, we can train children to be active learners who are capable of speaking, reading, and writing English at a high level. Many ideas for games and songs which work with children, and learning reading and writing through a simplified approach to phonics will be introduced. *Sunday February 13, 13:30-16.30; Nagasaki Shimin Kaikan; one-day members 1000 yen, students 500 yen.*

Nagoya—*Nice Talking With You: Conversation Strategy Focus* by Tom Kenny, Nagoya University of Foreign Studies. False beginners, who often lack the ability to bring their great knowledge of vocabulary and grammar into real conversation, need lexical phrases that help them keep conversations moving. The presenter will show how his new textbook *Nice Talking With You* moves such conversation strategies to the forefront of instruction, and provides listening and speaking activities to help learners internalize them. *Sunday February 27, 13:30-16:00; Nagoya International Centre 3F, Room 2; one-day members 1000 yen (please note the change).*

Niigata—*Making Friends in English: from "Hello" to "See you later"* by Jill Robbins, Kwansei Gakuin University. How do learners get beyond that first "Hello"? We all know the first conversation is crucial to develop a friendship. For L2 learners, first conversations with native speakers are often fraught with fear. This presentation shows how Japanese learners develop strategies needed for such conversations and making English-speaking friends. *Sunday February 13, 10:30-12:30; Niigata International Friendship Center 2F; one-day members 1000 yen, students 500 yen.*

Omiya—*In a Land Far Away...* by Bonnie Yoneda, Osaka Shoin Women's College. Despite their obvious simplicity, fairy tales are enjoyed by old and young alike, the world over. They are popular because they can tell us something about ourselves; they teach us to think carefully before acting, but reassure us that if we make the wrong choice, all is not lost. We can learn much about our culture, our language, ourselves. *Sunday February 20, 14:00-17:00; Omiya Jack (near JR Omiya station); one-day members 1000 yen.*

民話やおとぎ話は話は単純ではあるが、老いも若きも楽しめる。それぞれの話にはその独自の言語、文化及び人間への深い洞察を含み我々の人生の支えにもなっている。楽しみながら民話、おとぎ話の世界を探求する。

Tokushima—*Increasing Involvement and Motivation in the EFL Classroom* by Richard Walker, Longman ELT, Pearson Education Japan. Through a variety of activities and techniques, the aim of this workshop will be to show that it is possible to motivate and teach communicatively, even in large classes. Ideas will be taken from new materials developed for students in Japan, appropriate for high school students through to adults. *Sunday February 27, 13:30-15:30; Tokushima Chuokominkan; free for all.*

このワークショップでは、大人数クラスでも生徒ひとりひとりがやる気をもって積極的に参加出来るコミュニカティブなクラス創りを、様々なアクティビティを通してご覧にいれます。日本の高校生から成人学習者向けに開発された新しいテキストを使って効果的なアイデアとテクニックをご紹介します。

Tokyo—*The Art of Storytelling* by Steven Morgan, Keio University and others. Storytelling is a greatly valued art in many cultures, and English-speaking cultures are no exception. A significant amount of general daily conversation relies on recalling and describing events, actions and interactions, in short telling stories. This workshop explores a variety of storytelling activities that can be used to spark the imagination of students in reading, writing, or conversation classes. *Tuesday March 28, 18:30-21:00; Sophia University (Yotsuya Stn), Room 9-252.*

Yamagata—(1) *Invisible Properties of Videotaped Movies: What's Good for EFL Students* by Yamaguchi Tsuneo, Yamagata University. In this presentation, linguistic as well as nonlinguistic features of movies in English learning will be shown and then a discussion for cross cultural awareness shall be shared between the speaker and participants.

(2) *Teaching Math Through English* by Guy Dube and Shannon Dube, Yamagata Prefectural Board of Education. This workshop, specifically geared for the elementary school level, will try to give new, easy, and interesting activities for teaching math in English. *(1) Sunday February 13, 13:30-16:00. (2) Sunday February 27, 13:30-16:00; (both) Yamagata Kajo-Kominkan; one-day member 700 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.iij4u.or.jp.

Akita—Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp
Chiba—Bradley Moore; bmoore@jiu.ac.jp
Fukui—Maurice L. Splichal; t/f: 0776-66-6833; maurice@fukui-nct.ac.jp
Fukuoka—Kevin O'Leary; t: 0942-32-0101; f: 0942-22-2221; oleary@oleary.net; http://kyushu.com/jalt/events.html
Gifu—Paul Doyon; t: 058-329-1328, f: 058-326-2607; doyon@alice.asahi-u.ac.jp
Gunma—Wayne Pennington; t/f: 027-283-8984; jk1w-pgtn@asahi-net.or.jp
Hamamatsu—Brendan Lyons; t/f: 053-454-4649; bren@gol.com
Himeji—William Balsamo; t: 0792-54-5711; balsamo@kenmei.ac.jp
Hiroshima—Joy Jarman-Walsh; t:082-878-9931; jjarman@pent.yasuda-u.ac.jp
Hokkaido—Ken Hartmann; t/f: 011-584-7588; rm6k-htmn@asahi-net.or.jp; http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/
Ibaraki—Neil Dunn; t: 029-254-6230; ndunn@call09.hum.ibaraki.ac.jp
Iwate—Suzuki Izumi; t/f: 0196-35-6416; mfp@nnettown.or.jp
Kagawa—Alex MacGregor; t/f: 087 851-3902; canstay@niji.or.jp
Kagoshima—Sophia Shang; t: 0995-43-1111; f: 0995-43-1114; shang@kwc-u.ac.jp
Kanazawa—Bill Holden; t: 076-229-6140(w) 229-5608(h); holden@nsknet.or.jp; http://www.jaist.ac.jp/~mark/jalt.html
Kitakyushu—Chris Carman; t: 093-603-1611(w) 592-2883(h); carman@med.uoeh-u.ac.jp; website http://www.seafolk.ne.jp/kqjalt/
Kobe—Brent Jones; t/f: 0797-31-2068; bjones@gol.com
Kumamoto (Affiliate Chapter)—Andrew Shaffer; t: 096-339-1952; andmirs@try-net.or.jp
Kyoto—Ishikawa Katsumi; t: 075-581-3422; f: 593-6988; vivid@mbox.kyoto-inet.or.jp
Matsuyama—Robert Oettel; t: 089-941-4136; f: 089-931-4973; oettel@shinonome.ac.jp
Miyazaki—Mike Guest; t: 0985-85-5369; michael@post1.miyazaki-med.ac.jp
Nagasaki—Tim Allan; t/f: 095-824-6580; allan@kwassui.ac.jp; Sarah Apedaile; t/f: 095-844-1024; sarah@bronze.ocn.ne.jp
Nagoya—Claire Gelder; t: 052-781-0165; f: 052-781-4334
Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; lschin@gol.com
Niigata—Robin Nagano; t/f: 0258-47-9810; robin@vos.nagaokaut.ac.jp
Okayama—Peter Burden; t/f: 086-293-3545; burden-p@osu.ac.jp
Okinawa—John Dickson; t/f: 098-893-7557; dickson@southernx.ne.jp
Omiya—Okada Chikahiko; t/f: 047-377-4695; chikarie@orange.plala.or.jp; Mary Grove; t: 048-644-5400; grove@tuj.ac.jp
Osaka—Nakamura Kimiko; t/f: 06-376-3741; kimiko@sun-inet.or.jp
Sendai—John Wiltshier; t: 0225-88-3832; BXU01356@niftyserve.or.jp
Shizuoka—Dean Williams; t: 0543-66-1459; deanw@iris.dti.ne.jp
Shinshu—Mary Aruga; t: 0266-27-3894; mmaruga@aol.com
Tochigi—Jim Chambers; t/f: 028-627-1858; JiMiCham@aol.com
Tokushima—Nora McKenna; t: 0886-41-4980(h); 0886-65-1300 ext. 2375(w); f: 0886-65-8037; nora@shikoku-u.ac.jp
Tokyo—Beth Kerrison; jalt_tokyo@hotmail.com; Suzuki Takako; t/f: 0424-61-1460
Toyohashi—Laura Kusaka; t: 0532-88-2658; kusaka@vega.aichi-u.ac.jp
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp; http://home.att.ne.jp/gold/db/wtcal.hmtl
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; yuki@cu.yama.sut.ac.jp
Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein and kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, February 15th is the deadline for a May conference in Japan or a June conference overseas, especially when the conference is early in the month.

Upcoming Conferences

March 30-April 1, 2000—*The Bilingual* (i.e. *=Multilingual) Brain: The Biannual GASLA (Generative Approaches to Second Language Acquisition) Conference* sponsored by The Center for Bilingual and Bicultural Studies (CBBS) at the Massachusetts Institute of Technology and by Boston College, will be held at University Park Hotel at MIT in Cambridge, USA. This conference aims to bring together the two complementary domains of cognitive and linguistic research on language structure and behavior and neuropsychological research on language correlates in the brain. Topics of special interest to EFL include the bilingual* brain versus monolingual brain, connections between second language acquisition (SLA) or bilingual* acquisition data and brain correlates, and the role of experience in brain correlates, language data, etc. More information at http://web.mit.edu/fll/www/news/Conf.html, or contact Suzanne Flynn; Massachusetts Institute of Technology, Foreign Languages & Literatures, 77 Massachu-

setts Ave, Room 14N-303, Cambridge, MA 02139, USA; t: 1-617-253-7821; f: 1-617-258-6189.

June 15-18, 2000—***People, Languages and Cultures in the Third Millennium the third international FEELTA (Far Eastern Language Teachers Association) conference*** will be held at the Far Eastern State University in Vladivostok, Russia. ELT professionals teaching at all levels welcome. Topic areas: English in the Pacific Rim countries, Intercultural Communication, Teacher Training and Teacher Development, Technology in Education, Materials Writing, Teaching about English-Speaking Countries. Contact Stephen Ryan at RX1S-RYAN@asahi-net.or.jp or f: 0726-24-2793 for both conference and practical information. Stephen, who has attended FEELTA's interesting, friendly conferences before, is putting together a group of teachers from Japan interested in attending this year's conference. Contact him soon. It is essential to begin planning early.

Calls for Papers/Posters (in order of deadlines)

February 29, 2000 *(for September 22-24, 2000)*—***Insolico' 2000: Seventh International Sociolinguistic Conference*** organized by the International Sociolinguistic Society in Sofia (INSOLISO) and held in Sofia, Bulgaria. This year's special topic is "Bilingualism and Diglossia: Actualized," with areas of particular interest including Bilingualism as Social and Psychological Phenomenon and Diglossia in Various Language Situations. Send one-page abstracts, including full address, by email or snail mail to Emanuil Kostov (emanuil@slav.uni-sofia.bg OR emanuil@mailcity.com); St Kliment Ochridski University of Sofia, Faculty of Slavic Philologies, BG-1504 Sofia, Bulgaria; f: 359-2-9460255.

March 31, 2000 (for September 4-6, 2000)—***Language in the mind? Implications for Research and Education*** a conference organized by the Department of English Language and Literature, National University of Singapore and to be held in Singapore, on issues related to the role of the mind in the learning and use of language such as the extent to which language is an innate mental process as opposed to a social construction. Papers are especially welcome on mental processes involved in the acquisition of language, in the reception and production of language, and in the mental activities of social interaction. Keynote speakers include Jean Aitchison (University of Oxford) and Rod Ellis (University of Auckland). Proposals for parallel paper presentations, symposiums and workshops are invited from academic researchers, teacher educators, and teachers in schools. See the conference website at http://www.fas.nus.edu.sg/ell/langmind/index.htm for a full list of desired sub-themes, etc. Send proposals and abstracts to: Conference Secretary, Language in the Mind; Department of English Language and Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570, Republic of Singapore; or email to: ellconlk@nus.edu.sg.

March 31, 2000 (for September 7-9, 2000)—***Language Across Boundaries: 33rd Annual Meeting of the British Association for Applied Linguistics (BAAL)***, on the campus of Homerton College in Cambridge, UK, will be organized to investigate boundaries crossed by language in respect particularly to cultures, disciplines, language learning, and modes. The keynote speakers are John Sinclair, Jennifer Coates, David Graddol, and Bencie Woll. Proposals for papers, workshops, colloquia, discussions, and posters (later deadline of May 31) are invited on any aspect of applied linguistics, but especially those addressing the conference sub-themes. Details about abstracts and submissions available at http://www.BAAL.org.uk/baalr.htm, or write to BAAL 2000; c/o Dovetail Management Consultancy, 4 Tintagel Crescent, London SE22 8HT, UK; Andy.Cawdell @BAAL.org.uk.

Reminders—calls for papers

February 17, 2000 (extended) (for June 9-12, 2000)—***JALTCALL 2000: Directions and Debates at the New Millennium*** the annual national conference of the Computer-Assisted Language Learning (CALL) SIG, will be held at Tokyo University of Technology. See jaltcall.org/conferences/call2000/ for more details in both English and Japanese, or contact Ali Campbell; School of Media Science, Tokyo University of Technology, 1404 Katakura, Hachioji, Tokyo 192-8580; t: 0426-37-2594; f: 0456-37-2594; campbell @media.teu.ac.jp.

February 29, 2000 (for May 20-21, 2000)—***CUE Mini-conference—Content and Foreign Language Education: Looking at the Future*** at Keisen University, Tama Center, Tokyo. Extensive details and online proposal submission at wild-e.org/cue/conferences/content.html, or contact CUE Program Chair Eamon McCafferty; eamon@gol.com.

Reminders—conferences

March 11-14, 2000—***AAAL 2000 Annual Convention: Crossing Boundaries*** at the Hotel Vancouver, Vancouver, British Columbia, Canada. See aaal.org/pages/Vancouver.html for details. Otherwise, contact Patricia L. Carrell, Program Chair; Department of Applied Linguistics/ ESL, Georgia State University, PO Box 4099; Atlanta, GA 30302-4099, USA; t: 404-651-0255; pcarrell@gsu.edu.

March 14-18, 2000—***TESOL 2000: Navigating the New Millennium—The 34th Annual Convention and Exposition*** at the Vancouver Convention and

Exhibition Centre, Vancouver, Canada. See www.tesol.edu/conv/t2000.html or contact TESOL, Convention Department; 700 South Washington Street, Suite 200; Alexandria, Virginia 22314, USA; t: 1-703-836-0774; f: 1-703-836-7864; conv@tesol.edu.

March 27-30, 2000—*'Ten Years After' Cognitive Linguistics: Second Language Acquisition, Language Pedagogy, and Linguistic Theory—the 28th LAUD SYMPOSIUM* at the University of Koblenz-Landau in Germany. Contact: Martin Puetz; Institut fur Anglistik, Im Fort 7, University of Koblenz-Landau, 76829 Landau, Germany; t: 49-6341-280-1762; f: 49-6341-280-376; puetz@uni-landau.de.

March 27-31, 2000—*IATEFL Conference 2000: the 34th International Annual IATEFLConference* in Dublin, Ireland. Dublin and accommodation info available at www.iatefl.org/Dublin-2000.htm. Mail contact: IATEFL, 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; IATEFL@compuserve.com/.

Job Information Center/ Positions

edited by bettina begole

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or call 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.

We at the JIC do our best to conform to JALT's policy on discrimination. We screen ads for discriminatory wording, and confirm whether 'preference' actually means a preference for a certain sort of person, or is in fact a requirement. That said, I would like to remind all potential applicants that we can't screen for what isn't said. If, in reading between the lines in an ad, you have some questions, please contact the employer directly concerning employment policies. This month we received an ad, which is not included in this column, that specified an age range between 25 and 35, and specified the nationality required. These sorts of requirements are not at all uncommon here in Japan, and unfortunately it seems that the better and more prestigious the job, the narrower the range of acceptable applicants. If you are interested in applying for a position requiring a great deal of preparation (copies of publications, videotape, etc.) it may be to your advantage to contact the employer before submitting your application.

If you, as a JALT member, associate member, or advertiser, have any comments on JALT's policy on discrimination in the workplace, especially as it relates to job ads placed with the JIC, please feel free to send your thoughts to either the JIC, or even better, to your elected officers in JALT.

Iwate-ken—Mizusawa School of English in Mizusawa is seeking a full-time English teacher. **Qualifications:** At least two years experience teaching English in Japan and able to speak Japanese. **Duties:** Teach English conversation to all ages, testing, student report cards, general upkeep of school. **Salary & Benefits:** 270,000 yen/month. **Contact:** Lois Mine; Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; t/f: 0197-25-8860.

Kitakyushu—Kyushu Institute of Technology, a Japanese national university in Kitakyushu, is seeking qualified applicants for professor, assistant professor, or associate professor of EFL to begin October 1, 2000. **Qualifications:** PhD or its equivalent in published achievements in TEFL, applied linguistics, linguistics, or related fields (including literature, comparative culture, area studies, etc.); proof of contribution at learned conferences. Japanese language ability is preferred. **Duties:** One graduate-level class and five undergraduate classes per week; management, coordination, and participation in departmental activities. **Salary & Benefits:** Salary is based on the Japanese Ministry of Education scale. Benefits include annual bonuses, once-only transportation from point of origin, conference travel allowance, and research budget. Health insurance covers medical and dental care. A teacher's apartment may be available. **Application Materials:** Resume with a recent passport-size photo, photocopies of all degrees and diplomas, most recent academic record, medical certificate, verification of past employment, at least one letter of recommendation, a list of publications with 100-word summaries for each publication, and copies of all important publications. **Deadline:** February 28, 2000. **Contact:** Masatoshi Tabuki, Professor of Linguistics; Department of Human Sciences, Faculty of Engineering, Kyushu Institute of Technology, 1-1 Sensui-cho, Tobata-ku, Kitakyushu 804-8550; t/f: 093-883-3441 (Japanese), 093-883-3446 (English); tabuki@dhs.kyutech.ac.jp (Japanese), ruxton@dhs.kyutech.ac.jp (English).

Osaka-fu—SIO Japan is seeking part- and full-time English instructors to work in central and northern Osaka. **Qualifications:** Some Japanese ability and computer skills; a degree is valuable but not mandatory. **Salary & Benefits:** Stock options included.

Contact: Robert Pretty; SIO Japan; t: 0120-528310; siojapan@poporo.ne.jp.

Shiga-ken—The University of Shiga in Hikone-shi is seeking a part-time English teacher for first-year university students to begin April 2000. The campus is located about one hour on local train from Kyoto, and 10 minutes by bus. **Qualifications:** MA and college teaching experience. **Duties:** Teach two *koma* on Tuesday mornings (8:50-12:00) and/or two *koma* on Thursday mornings (8:50-12:00). **Salary & Benefits:** 8,000-12,000 yen per koma, depending on qualifications; transportation fee. **Application Materials:** Resume. **Contact:** Walter Klinger; University of Shiga Prefecture, 2500 Hassaka-cho, Hikone-shi 522-8533; t: 0749-28-8267; f: 0749-28-8480; wklinger@ice.usp.ac.jp; www2.ice.usp.ac.jp/wklinger/.

Tokyo—The English Department of Aoyama Gakuin University is seeking part-time teachers for conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; minimum three years of experience teaching English at a university, or a PhD and one year university teaching experience. Publications, experience in presentations, and familiarity with email are assets. **Duties:** Classroom duties include teaching small group discussion, journal writing, and book reports. The university is interested in teachers who can collaborate with others in a curriculum revision project requiring lunchtime meetings and an orientation in April. **Salary:** Comparable to other universities in the Tokyo area. **Application Materials:** Request in writing, with a self-addressed envelope, an application form and information about the program. **Deadline:** Ongoing. **Contact:** "PART-TIMERS," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Wakayama-ken—English Village International K.K. in Tanabe is looking for a full- or part-time English teacher to begin immediately. **Qualifications:** Teaching experience preferable but not necessary. **Duties:** Teach mostly children at a growing school. **Salary & Benefits:** Visa sponsorship possible. **Application Materials and Contact:** Fax cover letter and resume to English Village International at 0739-26-0710, attention Kathy Sekioka.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at begole@po.harenet.ne.jp.

Here are a variety of sites with information relevant to teaching in Japan:

EFL, ESL and Other Teaching Jobs in Japan at www.jobsinjapan.com/want-ads.htm

Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html

ELT News at www.eltnews.com/jobsinjapan.shtml

JALT Online homepage at www.jalt.org

Jobs and Career Enhancement links at www.jalt.org/jalt_e/main/careers.html

Teaching English in Japan: A Guide to Getting a Job at www.wizweb.com/~susan/mainpage.html

ESL Café's Job Center at www.pacificnet.net/~sperling/jobcenter.html

Ohayo Sensei at www.wco.com/~ohayo/

NACSIS (National Center for Science Information Systems' Japanese site) career information at nacwww.nacsis.ac.jp/

The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl

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

Jobs in Japan at www.englishresource.com

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、年令、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、その理由とともにお書きください。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。

TLT/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.