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November, 2002

Volume 26, Number 11

November 22-24, 2002

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Autumn. Edwin Way Teale called it a time of harvest and gathering together. For members of JALT it is also a time of gathering as we approach the eve of the JALT2002 conference at the Granship Conference Center in Shizuoka. With Plenary Speakers **William Grabe** and **Jane Willis**, eight featured speaker workshops, Special Interest Group Forums, Poster Sessions, and more.

This month's feature article by **Takakubo Fumie** examines the attitudes and motivation of nursing students learning English for use in their workplace. This is followed by a Readers' Forum piece by **Steve Connolly** on using personal ads as a teaching tool. This month's last feature is an opinion piece by **Anthony Bruton** examining extensive reading. This issue of JALT also features our regular columns on successful teaching techniques, chapter reports, important information on upcoming conferences and more.

Come on and catch the wave of JALT2002 at Granship Conference Center in Shizuoka, November 22-24. This year's conference will also feature JALT Junior's second annual conference, an Educational Materials exposition and a plethora of presentations. Come for a day or stay for the weekend. It will be a time for learning, exchanging ideas, networking, and making new and meeting old acquaintances. This conference promises to have something for everyone.

*TLT Associate Editor
Nigel Henry*

秋 Edwin Way Tealeは秋を収穫と人の集まる時と呼びました。JALTのメンバーにとっても静岡Granship ConferenceセンターでのJALT2002会議が近づいています。William GrabeとJane Willis議長により、8つのスピーカー・ワークショップ、SIG フォーラム、そして、ポスター・セッションなどが行われます。

今月の論文では、Takakubo Fumieが看護を専攻する学生の職場で英語を学習する態度と動機を検討します。教育ツールとして個人広告使用についてのSteve Connollyによる読者フォーラムがこれに続きます。そして、最後に多読を検証するAnthony Brutonによる論文です。今月号もさらに成功した教育テクニック、支部報告、近々行われる会議についての重要な情報、その他毎月のコラムがあります。

11月22から24日の静岡Granship ConferenceセンターでのJALT2002に是非いらっちゃって、波をキャッチしてください。今年の会議はJALTジュニアの2回目の年次会議や、教材説明および多くのプレゼンテーションを特色としています。一日でも、あるいは週末をお過ごしください。学び、アイデアの交換、ネットワーク化、新たな出会い、旧知との再会の場となるでしょう。この会議は、皆様のための何かがあるはずです。

*TLT Associate Editor
Nigel Henry*

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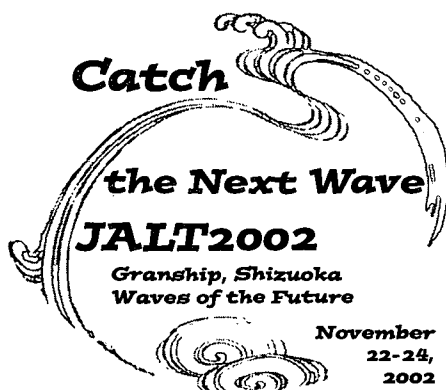
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Plenary Speakers at JALT2002: William Grabe & Jane Willis

We are happy to have William Grabe and Jane Willis as our plenary speakers at JALT2002 in Shizuoka. It is very exciting to have the opportunity to hear from these two well-known and respected language teaching professionals. We hope that you will make the effort not only to listen to them speak, but to step up and get to know them.

William Grabe

comes to us from Northern Arizona University, a center for research in applied linguistics. He is interested in research on issues in L2 reading, writing, and literacy. He also researches written discourse analysis, content-based language instruction, teacher development, and the disciplinary nature of applied linguistics.



Grabe's plenary speech will take place in Chu Hall, Sunday, 24 November, at 4:35 pm. Entitled "Riding the Wave of Change: From Theory to Practice in L2 Reading," his talk will outline effective approaches, well supported by research, for L2 reading instruction in academic settings. He will begin with a brief summary of key research findings in reading, drawing on both En-

glish L1 research and L2 research. The implications will then be explored in some detail. Discussion will be organized around the following nine issues as an overall framework for reading instruction:

1. Develop sound curriculum planning
2. Teach Comprehension Instruction Skills
3. Emphasize vocabulary learning and create a vocabulary-rich environment
4. Teach text structures and discourse organization
5. Promote the strategic reader rather than teach individual strategies
6. Build reading fluency and rate
7. Promote extensive reading
8. Develop intrinsic motivation for reading
9. Plan a coherent curriculum for student learning.

Grabe will present suggestions for implementing instructional practices associated with these issues.

Jane Willis

is at Aston University's Language Studies Unit and has done research on lexical phrases, or the meaningful "chunks" of language that fill the gap between vocabulary and grammar. Much of her published research and instruction has dealt with task-based learning, and more recently she has returned her focus to teaching English to children.



She will give her plenary speech on Saturday, 23 November, at 11:30 am in Chu Hall. It is called "Making Waves for the Future: A Less Complacent Look at Language." In her plenary talk she will argue for taking a closer look at the language we teach. She will ex-

plore some current "waves" in English Language Teaching which she hopes will become more influential in the future. These include:

1. a more sharply focused needs analysis
2. the use of specifically tailored corpora for syllabus and course design
3. the identification and analysis of lexical phrases (as mentioned above).

Willis suggests there should be more emphasis on teaching aspects of spoken language, pointing to recent SLA research findings that support that. She will show how these current ELT "waves" have many implications both for materials writers and teachers, and how some of them can be put into practice, by describing the process of designing a language course for teachers of English to young learners.

While these two plenary addresses serve as "bookends" to JALT2002, don't forget that both speakers will be making additional presentations throughout the conference, alone and with others. So please check your conference schedule to find out when and where you can find them.

We are honored to host Professors Grabe and Willis at JALT2002 in Shizuoka. It is our hope that all of us at the conference will take the opportunity to listen to them and take their words with us to our own language teaching situations.

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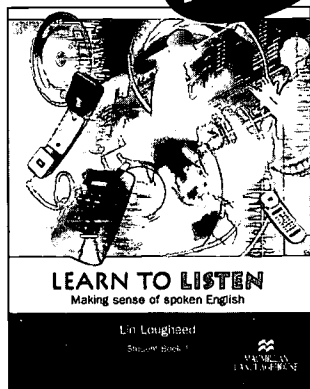
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Need for English by Nurses

The need for English by Japanese nurses has been rising mainly due to the increase in the foreign population, an influx of medical information from abroad, and demands for international cooperation on Japanese nurses. These factors indicate three kinds of needs: communicating orally on medical and other matters with non-Japanese speaking patients; understanding written nursing and medical English; and using academic English for studying,

training or working abroad (Ueki and Dorelle, 2000; Watanabe, 1998). English education for student nurses should meet these needs, but this has been much less emphasized than professional education.

Tight curriculum and general lack of motivation

At present, student nurses are occupied with a tight curriculum and are not particularly keen on learning English due to lack of interest in English in general, despite the fact that English is compulsory in nursing schools. In addition, the current English education situation in Japan raises concerns regarding at least two issues in terms of practice. One of them is the ability to communicate in English, and the other is the acquisition of lexical knowledge of technical terms.

English communication ability

Most student nurses are senior-high school graduates. Historically, the acquisition of communicative English at junior and senior-high schools has not been focused on in Japan (Law, 1995). Furthermore, students' concern with "how the other would feel", (for instance the fear of being ridiculed by others because of mistakes or the embarrassment at being different from others by speaking fluent English), originates in Japanese culture and could make students resist communicative language approaches and a communicative language classroom culturally inappropriate (Greer, 2000).

Lexical knowledge

According to the guidelines established by Japanese Education Ministry for junior high school (Monbusho, 1989a) and senior high school (Monbusho, 1989b), basic English has been taught in these schools. Technical terms in nursing and medicine are not taught as part of English education to junior and senior-high school students in gen-

A Study on Attitudes and Motivations Towards Learning English of Newly Enrolled Student Nurses

看護学校の学生は、過密なカリキュラムで忙しく、あまり英語学習には熱心ではない。このような場合、看護学校の初期の段階で英語学習に対する動機づけをすることが重要であると考えられる。本研究は、新入生に対する英語学習の態度と動機づけのアンケート調査であり、看護士にとっての英語の必要性を重点的に取り扱っている。

学生の動機づけは、英語の医療用語や看護用語を学びたいという将来の仕事に関係のあるものであった。しかし、学生は患者と看護士とのコミュニケーションやそのコミュニケーションの道具としての英語の重要性に気づいていない。これは、外国人患者と英語で話す必要があるということが、学生にとって強い動機づけになるということを示唆している。英語に対する恐怖や自信のなさが学生のやる気を失わせている。これらは、教授過程で、取り除かれる必要がある。

eral, and newly-enrolled student nurses study English including nursing and medical English which they have never encountered before.

Attitude and motivation

To attack these problems and find effective teaching ways, it is important to first grasp students' attitudes and motivations towards English and understand their needs, especially at an early stage.

One of the important factors constituting attitudes is language learning motivation (Wenden, 1991), which has not been a focus in language teaching in Japan. Kimura, Nakata and Okumura (2001) state possible explanations for this phenomenon are that the most popular teaching methods in Japan have been teacher-centered and that class sizes are usually large, and therefore individual factors of learners tend to be ignored. Kimura, Nakata and Okumura investigated motivations of Japanese EFL learners, though not student nurses, and their data support Reid's (1987) findings that Japanese learners who lack a predominant learning style may not be easily motivated to learn a foreign language.

Nevertheless, it is widely believed that learners' attitudes are the key element for successful teaching, and Svanes (1988) notes that high achievers are likely to develop positive attitudes as they proceed with learning. Dornyei (1998) describes language motivations as complex, and suggests that motivational factors such as instrumental motivation should receive special attention in EFL contexts where learners have not had sufficient experience with the target language community. Considering the need for English by nurses stated above, instrumental motivations related to nurse's work could have the possibility to become strong factors in successful learning in English education among student nurses. Therefore, this study was performed focusing particularly on the need for English by nurses.

Purposes of the Study

Very little data on attitudes and motivations of student nurses towards English acquisition have been reported. This questionnaire study was designed to examine how newly enrolled student nurses' attitudes and instrumental motivations towards studying English related to their

future work. Motivational factors that could help to overcome problems regarding student nurses' acquisition of English communication ability and of lexical knowledge of technical terms are also indicated and discussed.

Methods

Participants

The subjects were 187 newly-enrolled students (52 males and 135 females) attending a nursing school in Ehime, Japan. The questionnaire was distributed to 93 students in April 2000, and to 94 students in April 2001. Most participants were senior high-school graduates (95.7%) and had studied English for 6 years, that is 3 years at a junior high school and a further 3 years at a senior-high school. The remaining participants (4.3%) were junior high school graduates, junior college graduates and university graduates.

Among them, 32.6% had experience working in part-time or full-time jobs, or had part-time jobs at the time of the study. All of these jobs were occupations in the medical field, such as nurse's aide (67.2%) or caretaker (26.2%), which was a characteristic of the subjects of this study.

Table 1. Students' estimation regarding necessity of English for nurses
Responses to Q3) Is English necessary for nurses? (N=182)

	Absolutely necessary	Necessary	Unnecessary	Total
Job-inexperienced	12 (9.8)	107 (87.0)	4 (3.2)	123 (100)
Job-experienced	5 (8.5)	51 (86.4)	3 (5.1)	59 (100)
Total	17 (9.3)	158 (86.8)	7 (3.8)	182 (100)

Note: Percentages are given in parentheses.

Responses to Q4) To the respondents who answered 'English is unnecessary' to Q3: Please write your reasons why you think so (N=7)

Reason	Number of students who put down the statement
Speaking Japanese and communicating by gesture are good enough.	1
Because we are Japanese, we need to speak only Japanese.	1
I have never seen foreigners at hospitals in Japan.	1
English is not used by nurses.	1
There will be no particular problems if nurses don't use English at work.	1
Nurses are not medical doctors, therefore they don't need English.	1
(No answer)	(1)

Procedures

The questionnaire items were designed to focus on students' attitudes, motivations and requests, and were written in Japanese. All items were checked for validity by three teachers of the nursing school who had each worked as nurses for over 15 years. The questionnaire consisted of 30 simple closed questions with 3 or 4 choices each for most of them, which could encourage students to respond and to show clear indications of their opinions. It also had 11 open questions which were expected to reveal more accurate responses (Nunan, 1992). The questionnaire was distributed and collected in class.

Results

Students estimate English is necessary for nurses

Table 1 shows that most students (96.1%) are aware that English is necessary for nurses regardless of their job experiences (see 'Participants' under 'Methods'). Only 3.8% of the respondents answered that English was unnecessary at work, and the reasons they mentioned seemed to have originated from their limited understanding of the present situation in Japan (Table 1).

English needs by nurses

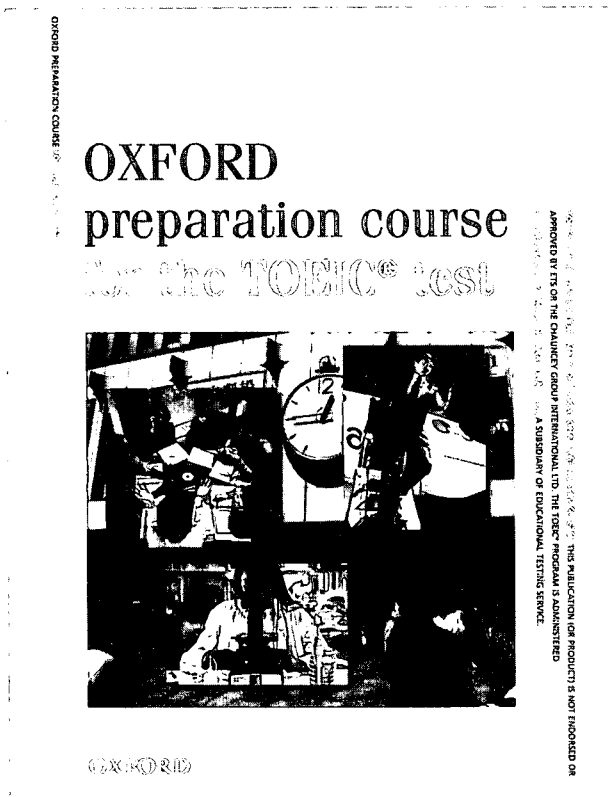
The students' awareness of the need for English by nurses appeared to be related mostly to the require-

Table 2. Responses to Q5) Do you expect to experience the following in your future work? (N=187)

Item	1)	2)	3)	4)	Total
a) To understand English used in medical charts and/or prescriptions	136 (73.5) [72:77]	34 (18.4) [20:16]	15 (8.1) [9:7]	0 (0) [0:0]	185 (100)
b) To understand results of laboratory tests written in English	88 (48.4) [48:48]	67 (36.8) [35:40]	23 (12.6) [14:10]	4 (2.2) [3:2]	182 (100)
c) To communicate with non-Japanese patients in English	33 (17.8) [21:11]	111 (60.0) [59:61]	34 (18.4) [17:21]	7 (3.8) [2:7]	185 (100)
d) To understand medical terms (names and abbreviations of diseases, medicines and tests etc.)	139 (74.7) [72:81]	37 (19.9) [20:19]	10 (5.4) [8:0]	3 (1.6) [0:0]	186 (100)
e) To read English manuals and/or instructions on medical instruments, and attached documents of medicines or test reagents	39 (21.0) [24:16]	96 (51.6) [52:52]	35 (18.8) [17:22]	16 (8.6) [7:11]	186 (100)
f) To read articles in English medical or nursing magazines	4 (2.1) [3:0]	40 (21.4) [18:27]	70 (37.4) [40:32]	73 (39.0) [38:40]	187 (100)
g) To read English academic papers	1 (0.5) [1:0]	24 (12.9) [12:15]	77 (41.4) [44:36]	84 (45.2) [43:50]	186 (100)
h) To understand English presentations and/or to present work at international conferences etc.	4 (2.2) [2:3]	29 (15.7) [15:16]	76 (41.1) [43:37]	76 (41.1) [40:44]	185 (100)
i) To train or study abroad	7 (3.8) [4:3]	58 (31.2) [29:35]	65 (34.9) [37:31]	56 (30.1) [30:31]	186 (100)
j) To supervise or work with non-Japanese trainees from abroad	14 (7.5) [9:5]	60 (32.3) [33:31]	74 (39.8) [38:44]	38 (20.4) [20:21]	186 (100)

Note: 1) I expect to experience it frequently. 2) I expect to experience it but not frequently.
3) I don't know. 4) I expect not to experience it.
Total = total number of respondents, () = percentages of the total number of respondents,
[:] = percentages of job-inexperienced respondents : percentages of job-experienced respondents

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Table 3. Responses to

Q6) Which English ability is necessary for nurses?

Please rank reading, writing, listening and speaking abilities in the order of importance. (N = 170)

	First	Second	Third
Speaking	64 (39.8)	40 (24.8)	41 (25.5)
Reading	50 (31.0)	22 (13.7)	75 (46.6)
Listening	46 (28.6)	91 (56.5)	17 (10.6)
Writing	1 (0.6)	8 (5.0)	28 (17.4)
Total	161 (100)	161 (100)	161 (100)

Note: () = percentages of the total number of respondents

ment of understanding written English in medical charts and prescriptions and English medical terms (Table 2, items (a) and (d)). The respondents also expected cases where nurses needed to understand results of laboratory tests written in English (item (b)) and read English manuals and/or instructions

(item (e)), as well as communicate with non-Japanese patients in English (item (c)), though not as frequently as nurses would face written English in medicine or nursing. In contrast, most of them responded negatively to the items related to academic matters. The responses of the job-inexperienced subjects and those of the job-experienced subjects showed very similar tendencies, but the job-experienced subjects appeared to be more certain about the frequent need of understanding written English in medicine and nursing (items (a) and (d)), and to be less in agreement with the frequent need of English communication with non-Japanese patients (item (c)).

English ability needed by nurses

Conversely, Table 3 shows that 39.8% of the respondents put the primary importance on speaking ability, which is more than those who answered reading ability was most needed by nurses (31.0%). On the whole, the order of importance they rated

Table 4. Responses to Q7) Do you hope to do the following in the future? (N=187)

Item	1)	2)	3)	Total
a) To travel abroad	94 (50.3) [53:44]	81 (43.3) [41:48]	12 (6.4) [6:8]	187 (100)
b) To train or study abroad	24 (12.9) [11:16]	70 (37.6) [37:38]	92 (49.5) [51:46]	186 (100)
c) To read articles in English medical or nursing magazines	4 (2.2) [3:2]	58 (31.9) [30:36]	120 (65.9) [68:62]	182 (100)
d) To read English academic papers	4 (2.2) [2:3]	38 (20.7) [20:21]	142 (77.2) [78:75]	184 (100)
e) To understand English presentations and/or to present work at international conferences etc.	2 (1.1) [0.8:1.6]	27 (14.4) [15:13]	156 (83.4) [83:85]	187 (100)
f) To communicate with non-Japanese patients in English	49 (26.3) [28:23]	108 (58.1) [59:56]	29 (15.6) [13:21]	186 (100)
g) To communicate with non-Japanese patients in Japanese	55 (29.7) [33:24]	112 (61) [61:59]	18 (9.7) [6:17]	185 (100)
h) To understand English technical terms and sentences in medical charts, prescriptions and laboratory test reports etc.	151 (80.7) [79:81]	36 (19.3) [20:19]	0 (0) [0:0]	187 (100)

Note: 1) I very much hope to do it. 2) Yes, if it is possible. 3) No, I don't.

Total = total number of respondents,

() = percentages of the total number of respondents,

[:] = [percentages of job-inexperienced respondents : percentages of job-experienced]

was speaking > listening > reading > writing. There were no significant differences observed between the job-inexperienced subjects and the job-experienced ones. The discrepancy between these findings and the preceding one which implies that reading ability is most frequently needed at work, might reflect the students' concern that in general Japanese nurses' speaking ability is lower than their reading ability and it needs to be developed further so as to communicate with non-Japanese patients in English.

Motivations

The data in Table 4 (item (h)) indicate that student nurses are highly motivated to study medical and nursing terms. This finding is supported by the results that the students' awareness of necessity for English appeared to be related mostly to the need to understand English medical terms and English used in medical documents (Table 2, items (a) and (d)).

English communication with non-Japanese patients

Table 4 (item (f)) also showed that 84.4% (=26.3%+58.1%) of the respondents hoped to communicate with non-Japanese patients in English in the future. Considering the fact that nearly half of

the respondents answered they did not hope to train or study abroad (item (b)), and more than half of them did not hope to read English medical or nursing magazines and academic papers (items (c) and (d)) and were not interested in other academic involvement (item (e)), communicating in English with patients may have the possibility of becoming a strong motivation.

This study primarily focused on instrumental motivations related to the participants' future work, but the results showed that they had other strong instrumental motivations such as 'traveling abroad' (Table 4, item (a)). Kimura, Nakata and Okumura (2001) reported that 'traveling abroad' was one of the main reasons Japanese students learn English. The results of this study suggest that Japanese student nurses would not be exceptions, and further research on other motivational factors needs to be performed on student nurses.

Communication with non-Japanese patients in Japanese
Table 4 also presents the striking results that 89.7% (=29.7%+61.0%) of the respondents hope to communicate with non-Japanese patients in Japanese in the future (item (g)), despite the fact that more than 80% of the respondents also hope to communicate with non-Japanese patients in English (item

Table 5. Responses to Q8) Do you agree with the following? (N=183)

Statement	1)	2)	3)	Total
a) It is important for nurses to communicate well with patients.	173 (98.9) [98:100]	2 (1.1) [2:0]	0 (0) [0:0]	175 (100)
b) There will be no problems if nurses can't communicate well with patients.	0 (0) [0:0]	10 (5.6) [4:6]	167 (94.4) [96:94]	177 (100)
c) I will try to answer in English if non-Japanese people who don't understand Japanese ask me something in English on the street.	108 (61.0) [67:48]	57 (32.2) [24:52]	11 (6.2) [9:0]	177 (100)
d) I will try to answer in English if non-Japanese people who don't understand Japanese ask me something in English at a hospital when I am on duty as a nurse.	129 (74.6) [77:69]	38 (22.0) [20:27]	6 (3.5) [3:4]	173 (100)
e) Non-Japanese people who visit Japanese hospitals and receive treatment in Japanese hospitals should understand Japanese.	48 (29.6) [30:27]	68 (42.0) [46:32]	46 (28.4) [24:41]	162 (100)
f) Because English is the international language, it is recommended that Japanese staff and non-Japanese patients receiving treatment in Japanese hospitals communicate in English.	65 (42.2) [44:35]	68 (44.2) [46:40]	21 (13.6) [10:25]	154 (100)

Note: 1) Yes, I agree. 2) I don't know. 3) No, I don't agree.

Total = total number of respondents,

() = percentages of the total number of respondents,

[:] = [percentages of job-inexperienced respondents : percentages of job-experienced]

(f)). To grasp the causes for these equivocal attitudes of the students would be important for teachers in order to motivate them and help them in obtaining English communication ability. Therefore, these students' attitudes toward communicating in English with patients were further investigated.

Nurse-patient communication

The importance of nurse-patient communication seemed to have penetrated the attitudes of almost all respondents (Table 5), which was supported with a high negative correlation between item (a) and item (b). The students might take engaging in English communication with English-speaking patients as a part of nurses' responsibility as larger percentages of the respondents (74.6%) answered they would try to use English to communicate with non-Japanese patients (item (d)) than those (61.0%) who answered that they would communicate in English with non-Japanese people on the street (item (c)).

Questions No.13 to 15 (Tables 6 and 7) were intended to investigate students' objective opinions regarding the duty of hospital staff from the viewpoint of the patient, assuming that the students visited a hospital where hospital staff did not understand Japanese. No notable differences were observed between the answers of the job-inexperienced subjects and those of the job-experienced. The results listed in Table 6 indicate that the students can imagine patients' inconvenience or distress caused by the lack of nurse-patient communication. Teachers could mention these points to remind student nurses of the importance of English communication with patients.

Communication medium

Table 7 shows that the majority

Table 6. Responses to Q13) What would you think if medical staff of the hospital you visit don't understand either English or your native language (Japanese)? Please write what you would think. (N=172)

Statement	Number of students who put down the statement
I would feel distress, resignation or anxiety.	66 (38.4)
I would think the hospital staff should have studied English to communicate with patients.	36 (20.9)
It is shameful that the hospital staff could not communicate in English or Japanese.	20 (11.6)
I would be angry at the hospital staff for being incapable of communicating in English or Japanese.	18 (10.5)
I would communicate with the hospital staff by making gestures or drawings.	16 (9.3)
I would be in a panic.	12 (7.0)
I would think the hospital staff should have understood Japanese.	4 (2.3)

Note: () = percentages of the total number of respondents

Table 7. Communication medium: Suppose you get sick or are injured in a foreign country where you don't understand or speak their own language. Responses to Q14) How would you communicate with the hospital staff who don't understand Japanese? (N=170)

Statement	Number of students who put down the statement
I would use English.	126 (74.1)
I would make gestures or drawings.	42 (33.3)
I would still use Japanese because it is the only language I can speak.	12 (9.5)
I would make conversation by means of writing English.	8 (4.7)

Note: () = percentages of the total number of respondents

Responses to Q15) To the respondents who answered 'I would use English' to Q14: Please write your reasons. (N = 126)

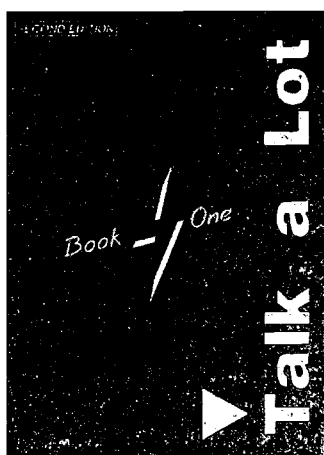
Statement	Number of students who put down the statement
English is the international language.	50 (39.7)
English is a common language.	42 (33.3)
There should be at least a few people around who understand English.	12 (9.5)
I expect most people in most countries can understand English.	7 (5.6)
English is the only language I have studied except Japanese.	4 (3.2)
(No answer)	11 (8.7))

Note: () = percentages of the total number of respondents

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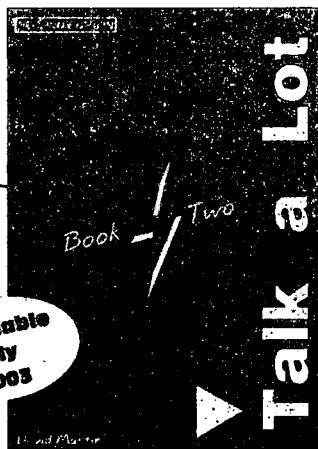
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of respondents (74.1%) think English is the most appropriate communication medium. Together with the reasons for using English (Table 7), the results again suggest that these students are aware of the importance and usefulness of English as a communication too.

Passive attitudes

The data presented in Table 5 (item (d)) showed that approximately 75% of the respondents would try to answer in English to non-Japanese patients who didn't understand Japanese if they were on duty as a nurse.

Yet, nearly 30% of them agreed that non-Japanese patients in Japanese hospitals should understand Japanese (Table 5, item (e)) and only around 40% of them supported English communication between Japanese staff and non-Japanese patients (Table 5, item (f)). This coincides with the findings that a great number of the students hope to communicate in English and also in Japanese (Table 4, items (f) and (g)). These results indicate that the students' attitudes towards carrying out English communication with non-Japanese patients are rather passive, and they rely on non-Japanese patients speaking and understanding Japanese. This tendency was more obvious for the job-experienced subjects (Table 5, items (c), (d) and (f)). In order to motivate students to acquire communicative English, it will be essential to clarify the factors that discourage them from communicating in English.

Negative feelings towards English

Almost all respondents pointed out their poor English ability, especially their low English communication ability (56.8%) as a reason for not communicating in English with non-Japanese patients (Table 8). In addition to these reasons, their reliance on Japanese language contributed to their being against English communication between Japanese staff and non-Japanese patients (Table 8). Most of the students (71.4%) who resisted communicating in English with patients answered they would call for colleagues who could speak better English, which again suggests their lack of confidence in English (Table 8).

These results indicate that although the students are aware of the importance of nurse-patient communication and the usefulness of English in com-

Table 8. Students' negative feelings towards English:
Responses to Q10) To the respondents who answered 'I don't agree' to Item (d) in Q8 (Table 5): Please write your reasons. (N = 44)

Reason	Number of students who put down the statement
My English communication ability is low.	25 (56.8)
I don't understand English.	8 (18.2)
I am poor at English.	7 (15.9)
I have no confidence in speaking English.	4 (9.1)

Note: () = percentages of the total number of respondents

Responses to Q12) To the respondents who answered 'I don't agree' to Item (f) in Q8 (Table 5): Please write your reasons. (N = 21)

Reason	Number of students who put down the statement
Either English or Japanese seems to be OK.	9 (42.9)
Because hospitals in the topic are Japanese ones and we are in Japan.	8 (38.1)
I can't speak English.	4 (19.0)

Note: () = percentages of the total number of respondents

munication, their negative feelings towards English hinder their even hoping to engage in English communication with non-Japanese patients and having the motivation to do so. Further study into students' attitudes regarding teacher's use of language in a classroom revealed their negative feelings towards English more clearly.

Table 9. Students' preference on teacher's use of language in the classroom (Q16) (N = 178)

Preference	Number of students agreeing with the statement
1) Almost 100% L1	33 (18.5)
2) 75% L1 and 25% L2	50 (28.1)
3) 50% L1 and 50% L2	77 (43.3)
4) 25% L1 and 75% L2	15 (8.4)
5) 100% L2	3 (1.7)

Note: L1 = Japanese, L2 = English, () = percentages of the total number of respondents

Preference for Japanese (L1) use in English (L2) acquisition

As shown in Table 9, approximately 98% of the respondents preferred a Japanese teacher of English to use Japanese in the classroom. Almost half of them

Table 10. Breakdown for students' needs of teacher's L1 use
in English classrooms (Q17) (N=175)
(A multiple-choice question to the respondents who chose 1), 2), 3) or 4) in Q16)

Statement	Number of students students who chose the statement	Total
1) Translation of English sentences and words	92 (100)	-
2) Explanations for English sentences and words		112
2a) in L1 only	24 (21.4)	(100)
2b) in L2 and by L1 translation	88 (78.6)	
3) Explanations for grammatical points and pronunciations		107
3a) in L1 only	26 (24.3)	(100)
3b) in L2 and by L1 translation	107 (100)	
4) Classroom instructions		114
4a) in L1 only	42 (36.8)	(100)
4b) in L2 and by L1 translation	72 (63.2)	

Note: L1= Japanese, L2= English, () = percentages of the total number of respondents who agreed with each item.

preferred L1 over L2, and the students who expected a teacher to speak L1 and L2 at an equal rate were the greatest in number. There were no significant differences found between the job-inexperienced and the job-experienced subjects.

Table 10 shows that L1 translation is reportedly needed not only for lexical acquisition, but also for semantic and syntactic knowledge, and classroom instructions. The total numbers of students who chose item 1, or items 2a+2b, or items 3a+3b, or items 4a+4b, were similar, suggesting no strong preference for particular use of L1. The percentages of respondents who required both L2 and L1 (items 2b, 3b and 4b) were much higher than those for L1 only (items 2a, 3a and 4a), which indicates most of them are willing to be challenged.

Reasons for L1 translation

The reasons for students' language preference in the classroom are listed in Table 11. The data show that there are students who fear English, hate English or lack confidence in their English ability. A few of the respondents mentioned that they did not understand the contents of the class when only English was used and they got irritated, which eventually put them off more. Although there were students who had positive attitudes toward L2 learning, many of them claimed their English proficiency was low, and because of that they required L1 translation to understand L2.

The data presented in Table 11 also suggest that use of L1 could create a relaxed atmosphere in a classroom. According to Rogers' humanistic psychology (Brown, 1987, p70), student-centered teaching contributes greatly to their learning process, which indicates that teachers need to look at mental aspects of students and reflect them in

teaching. Using L1 for these students may increase the students' ability to develop their English comprehension.

Conclusion

This study suggests that newly-enrolled student nurses are aware of the importance of nurse-patient communication in nursing and the usefulness of English in communication. Therefore, taking part in English communication with non-Japanese patients could become a strong motivation in the acquisition of communicative English. At present, it is probably too challenging to expect all Japanese nurses to communicate with non-Japanese patients in English about serious or complicated medical matters, or to expect all student nurses to study English aiming to reach this level, but the acquisition of simple nursing English such as English for carrying out daily conversations with patients, for taking personal histories and giving simple directions in laboratory tests, could be a strong instrumental motivational factor for newly-enrolled student nurses.

The main obstacles appear to be the students' negative feelings towards English, such as fear of English, dislike of English and a lack of confidence. Therefore teachers need to neutralise these feelings, for example, by creating a non-threatening classroom environment. In this study, the students expressed a strong preference for L1 use in L2 acquisition, and it seems reasonable from the viewpoint of student's psychology that teachers accept their preference at the beginning of the first term, a starting point which may have crucial effects on the teaching process for the newly-enrolled student nurses. Then increase comprehensible input by exposing the students to English more and more as

time passes and as the students' level progresses, since the results of this study also suggest that most of the students are willing to be challenged.

Burden (2002) points out the "I'm poor at English" syndrome which has been prevalent among many Japanese English learners. He suggests a teaching approach which leads learners to have a sense of accomplishment through manageable tasks in order to displace the "I'm poor at English" syndrome. A teaching approach of this kind may also be applied to student nurses.

Acknowledgment

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Table 11. Reasons for students' preference in languages used by a teacher in English classrooms (Q18) (N = 65)

Reason	Number of students who put down the statement
I cannot fully understand what is taught in classes when a teacher uses only English.	18 (27.7)
I do not understand English at all.	16 (24.6)
I am poor at English.	11 (16.9)
I may get used to English if I keep listening to a teacher speaking English, but I do not understand all English used in a class.	4 (6.2)
I absolutely hate English.	4 (6.2)
I want to hear English at least in English classes, because I do not have other opportunities.	3 (4.6)
My English listening ability is poor.	3 (4.6)
I want to increase my English listening ability.	2 (3.1)
I do not think it is an English class if only Japanese is used in a class.	2 (3.1)
I feel relieved when I hear Japanese translation after English.	2 (3.1)
Japanese is easier to understand because I am Japanese.	2 (3.1)
Note: () = percentages of the total number of respondents who agreed with each item.	

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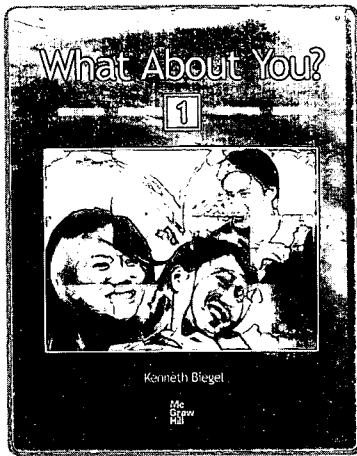
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Takakubo Fumie is an English teacher at Matsuyama School of Nursing. Her research interests are language learning motivation, classroom second language acquisition and material development in medical/nursing English education. She has her MA in TEFL/TESL from the University of Birmingham, UK.

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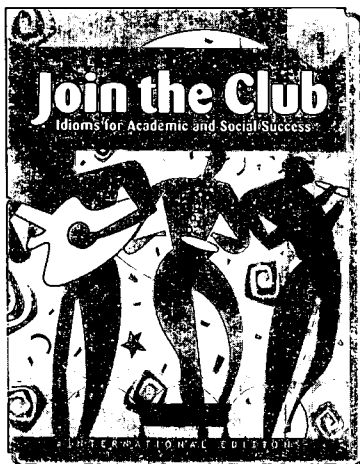
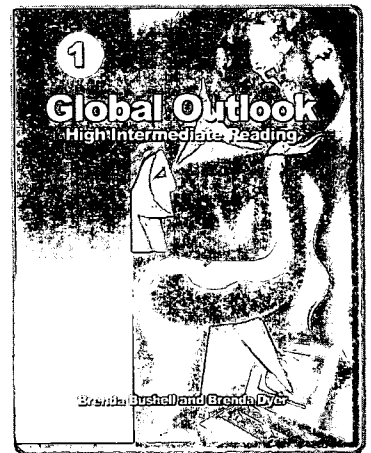
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Using "The Personals"

Steve Connolly

In thirteen years of teaching English in Japan, I have found that one gap in the communicative competence of intermediate and advanced Japanese learners of English is in their abilities to describe the physical and personality characteristics of themselves and other people. Two potential reasons are the natural cultural reticence of the Japanese to talk about themselves and others, and the relative physical homogeneity of the Japanese.

To help remedy this shortcoming, I have used the "Personals" (used generically here), or similarly titled sections of various weekly newspapers from the United States, with various groups of learners. Here is an example from the "Men Seeking Women" section of the *Seattle Weekly*:

TECHIE SEEKS TECHETTE

Grad-degreed prof, 40. NDNS. Excellent cook, adequate dancer, great potential parent seeking educated, intelligent woman who enjoys romance, adventure, science, technology, theater, art. Extra points if you've read Heinlein.

I have used this realia with groups ranging in ability from lower-intermediate to mid-advanced. The lessons have ranged from choosing a few personal advertisements (hereafter *ads*), and merely reading and discussing them, to carrying out various tasks using the ads as the language focus. The lessons have been an unqualified, roaring success. Indeed, L2 learners seem fascinated with these kinds of ads. They are not alone; it is a standing joke in the US that "The Personals" sections in these types of publications are read before any of the other sections.

It is no secret that motivation is a critical factor in learning, in general and including L2 learning. Skehan (1989) points out that positive influences upon students' motivation "could be the use of materials and activities with greater inherent interest" Nation (1999) says, "Motivation and interest are important enabling conditions for noticing. The choice of content can be a major factor stimulating interest."

Dornyei (1994) characterizes "four motivational factors The first category, *interest*, is related to intrinsic motivation and is centred around the

individual's inherent curiosity and desire to know more about him or herself and his or her environment [my italics]." Given the interest that "The Personals" engender, this realia and the attending tasks fit the conditions for a high level of motivation and therefore learning.

The remainder of this paper is devoted to:

- an examination of the ads and an assessment of their value as a language learning tool,
- a series of interrelated tasks, and
- suggestions as to potential additional follow-up tasks.

The Ads

Teaching advantages using this realia

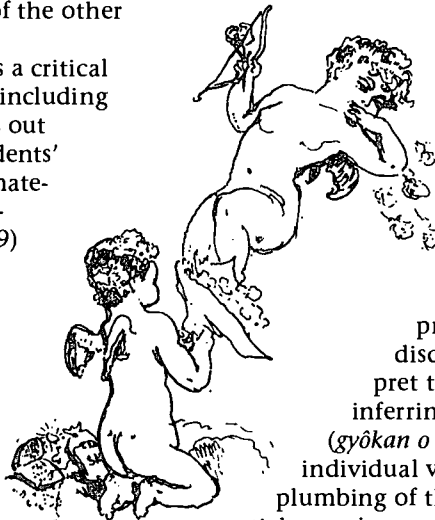
The ad section used in this discussion was "Person-To-Person" from the *Seattle Weekly* (1999, July 22). The *Seattle Weekly* is a tabloid-style weekly arts and entertainment newspaper. It includes some local business, sports and news reporting. It is enormously popular, free, and can be picked up at myriad locations on the streets of Seattle.

One attractive characteristic of the ads is their brevity. These "reading-bytes" are of a size that encourages the learners. The number of ads can easily be adjusted to fit any class time allotment, even as time-fillers. Nation (1999) points out that "[n]oticing involves decontextualisation.

Decontextualization occurs when the learners give attention to a language item as a part of the language rather than a part of a message." I would characterize the ads as being *semi-decontextualized*,

i.e., they are contextualized in the sense that they describe the physical and personality characteristics of people, but are decontextualized in the sense that they are like short lists, rarely contain complete sentences, and are devoid of superfluous verbiage, e.g. function words.

However, even though the vocabulary items in the ads are present in a seemingly depleted discourse context, in order to interpret them, they require a great deal of inferring or "reading between the lines" (*gyōkan o yomu* in Japanese). Indeed, the individual vocabulary items often require a plumbing of the greatest depths of their potential meanings.



Additional teaching opportunities

The focuses of the tasks that follow are adjectives describing the physical and personality characteristics of people. In terms of this type of vocabulary item, the ads are a gold mine. But, the ads provide additional teaching/learning opportunities: a wealth of non-adjectival vocabulary, a potpourri of cross-cultural information, and much more. For example:

- The ads can be used to dispense with those potentially insulting vocabulary items that Japanese may unwittingly use inappropriately (e.g. *fat*), as well as misdirected uses of certain polysemic vocabulary items (e.g. *smart*).
- The ads contain a very healthy dose of regional cultural information, hobbies, interests, and activities which can be of value in training L2 learners interested in specific areas overseas.
- Besides the standard abbreviations listed on the first page of the section, the ads contain some less common abbreviations of interest that may require inferring from context, e.g. *attr* to mean *attractive*—a kind of built-in cloze activity.
- The ads often contain Western measures.
- The ads underscore the existence of racial preferences with regard to dating.
- The ads reflect a concern for the health of the responders, especially with regard to sexually transmitted diseases. This helps raise the social consciousness of the learners.
- The ads often include references to concerns for the environment, an ancillary benefit in fostering some environmental awareness.
- The pages can be used as an opportunity to teach positions on a page, e.g. third ad from the bottom, second column from the right.
- Finally, and most importantly, the ads include a blizzard of humor and, therefore, the undeniable motivational value of humor, and they can act as a window to the nature of the target culture's humor and humor values. Discussions of the ads invariably give rise to very spirited exchanges, occasionally bordering on hilarity.

Vocabulary analysis

Just how much of a language gold mine are the ads? Two columns of ads were selected at random. They contained 24 separate ads. All of the adjectives (e.g. *cute*), adjectival phrases (e.g. *down-to-earth*) and adjective-like items (e.g. *w/kind-heart* to mean *kind-hearted*) describing the physical appearance and personality characteristics were extracted. These



three different adjectival constructions will hereafter be referred to as adjectives. After discarding descriptive and other abbreviations (e.g. DWF, ISO), the intensifier, *very*, and repetitions of the same adjective (e.g. *attractive* appears five times), the 24 ads were found to contain 118 different and distinct adjectives. A quick analysis of the ads reveals a whopping 16% of the total words in the ads (742) are different and distinct adjectives.

Then the question arises as to how many of the vocabulary items show up on West's (1953) first 1000- and second 1000-word most-frequent vocabulary lists: about 50%. For the higher level learner, learning reinforcement of some vocabulary would occur as a result of the repeated appearances. The other 50% would be known or unknown low-frequency vocabulary, which provides a potential for learning reinforcement, or perhaps, with vocabulary never met before, an opportunity rife with learning potential.

It should be realized that implied meanings can be far different from decontextualized meanings. For example, *drive* is on the first 1000-word list. However, *driven* might be known to the higher-level learner, but perhaps not as it is applied to people. For another example, while both *full* and *figure* are on the first 1000-word list, and most learners know the meanings of both, *full-figured* (in one of the ads) has an entirely different meaning. The learner would have to try to infer the meaning of the combination from the parts and their context.

General Task Goals

The following tasks are designed to facilitate the achievement of two major learning goals:

- the learning of vocabulary related to the physical and personality characteristics of people, and
- the improvement of general conversation skills, including both listening and speaking.

The tasks include a wealth of opportunities to satisfy Nation's conditions for a successful task: negotiation, repetition, generative use, involvement, and successful completion of the task. The tasks also follow the conditions outlined by Willis (1996): "[T]asks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome." They may include elements from all six of those task types delineated by Willis: listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks. This combination of tasks seems to fit especially well into Nation's (1999) "three important processes that may lead to a word being remembered," i.e., noticing (including negotiation and defi-

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nition), retrieval, and to some extent perhaps, creative or generative use.

Teacher Instructions

General instructions

- Many cities have weekly publications that include "Personals" sections. Choose any of these, but be sure to review the content so as to avoid those with potentially offensive content.
- Make a photocopy for each learner, but do not hand out the copies until after the initial brainstorming tasks are complete. Make the size as large as possible: the ads will be easier to read and the learners can make notes, etc.
- Advise the learners to ignore the ages given by the ad placers, especially if you intend to have learners choose mates which appear to suit them best.

Specific task procedures

Following are the specific procedures that may be followed in carrying out the various tasks. I have developed forms to facilitate carrying out these tasks; copies are available upon request.

1. Have the learners brainstorm potentially applicable vocabulary describing physical and personality characteristics.
2. Have the learners brainstorm the possible meanings of the standard abbreviations (e.g. *DWM*) which are often found on the first page of the section. Discuss the answers.
3. Choose one learner from the class—preferably single, a comparatively high-level speaker, outgoing, and unlikely to be embarrassed—as the person who will place a personal ad in the newspaper (hereafter referred to as the "designated learner").
4. Assign each learner a different page; the learner chooses one or more ads. From their ads, the learners then choose adjectives describing physical or personality characteristics, the meanings of which are either unknown to them or about which they are unsure.
5. The learners, in turn, read their ads out loud so as to provide a platform for facilitating group interaction and interpretation. As a group, the learners discuss the meanings of the words and then classify them according to the categories on their worksheets. The teacher must try not to intervene unless the final meaning of the word determined by the learners is far from the intended meaning. As a group, the learners then categorize each characteristic according to a) whether it is a physical or a personality characteristic, b) whether it is a desirable or undesirable characteristic, and c)

whether it applies to men, women or both. They may also want to discuss synonyms and antonyms, although discussing alternate meanings may result in confusion later on.

6. After a corpus of vocabulary has been built up, all of the learners, including the designated learner, review the vocabulary individually. The designated learner may be allowed to add characteristics that fill any serious gaps in his or her concept of an ideal mate. The other learners choose characteristics that they personally believe suit the designated learner best, and rank them in order from one (most important) to ten. They each turn over their sheet, provide an oral synopsis of the ideal mate for the designated learner and justify their choices. The designated learner must agree or disagree with each speaker, in turn, and must justify his or her reasons for doing so. The other learners assist the speakers with vocabulary they may not recall. The speakers are encouraged to use the chosen vocabulary, or to generate heretofore new and potentially applicable vocabulary.
7. As a group, the learners continue to discuss their choices and the reasons for making those choices toward the (nearly impossible) goal of arriving at a consensus "ideal mate" for the designated learner.

Potential follow-up activities

- If the writing macro-skill is to be addressed, the learners may want to write ideal-mate ads for the designated learner or for themselves. The learners may actually want to place ads.
- The learners may wish to, or be required by the teacher to, select the characteristics that they see as comprising their *own* ideal mates. One must tread lightly here in the event that there are relationship problems. Also, some learners are loathe to discuss their mates.
- After discussing the "noticed" vocabulary, discussions of alternate meanings and alternate uses of the vocabulary items, synonyms, antonyms, etc. invariably arise.
- Without fail, discussions give rise to questions about negation, affixes and word parts. Using Nation's list (1990) of common prefixes and "The Fourteen Words," a major examination of this subject could be timely, given enough time and learners of the level who might benefit from such an examination. Indeed, this discussion could very well occupy several hours of class time.

The number of potential follow-up activities is practically limitless, constrained only by the imagina-

tion of the teacher. The original task may even be repeated with a different designated learner, and/or different vocabulary items.

Conclusion

I would characterize these related tasks as the most consistently successful activity that I have ever used with higher level learners. The reason, as has been stated, is the extremely high level of motivation that this subject creates. If there is an Achilles' heel to the whole activity, it would probably be a result of a needs analysis. That is, in many cases, particularly with Japanese company employees at higher levels of English proficiency, a need for this specific type of vocabulary may be minimal, except, perhaps, in the personnel section of a multi-national company. That said, the response of the learners has been that the enjoyment of the activity is high enough and motivating enough that a lot of related

and ancillary vocabulary is generated, not all of it related to the physical and personality characteristics of humans.

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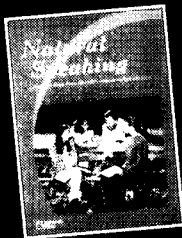


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Extensive Reading is Reading Extensively, Surely?

Anthony Bruton, University of Seville, Spain

To their credit, Day and Bamford (1998, the most extensive of their publications on the topic) resuscitated the issue of extensive reading. In current FL methodology, very often practices that preceded the so-called communicative approach are revived, but with claims for novelty and innovation rather than revival. This means that the ideas can be marketed as being new, and with an even wider scope of application than before. I think that is partly the case here. In the discussion that follows, reference will be made to the traditional use of terms in FL/SL reading which did actually need to be clarified in their time, before considering Day and Bamford's so-called "extensive (adapted) reading approach" (ERA) and concluding that extensive reading is really just that.

Traditional Practices and Terms

To understand the current meaning of extensive reading, it is useful to refer to the traditional contrast between extensive and intensive reading. Originally, the two terms were applied to pedagogical categories, as in "intensive reading lessons" and "extensive reading lessons/activities," and the two were perfectly compatible for many practitioners. However, with the advent of the communicative approach along with the selective adoption of authentic texts and the development of reading strategies, the two terms necessarily came to be sharply distinguished.

Pedagogically, intensive reading lessons were normally characterized as having comprehension and language-focussed tasks completed communally by the whole class. Both reading strategies and language input were central concerns. In the same respect, extensive reading was either communal, with exploitation activities from a reader, or individualized, with the students each selecting their own texts.

In fact, short texts with comprehension and language tasks can be photocopied and laminated for self-access, so that they are completed individually. And more extended texts can be accompanied by comprehension and language tasks, though it might be contradictory if the purpose is developing reading fluency.

Clarifications

Intensive reading is really a way of reading. Williams (1984) contrasts it with other "styles" of reading, including "rapid" reading and "extensive" reading (p. 12). For Grellet (1981) the purpose of intensive reading is "to extract specific information"

(p. 4), while Brumfit (1984) suggests that the pedagogic purpose of intensive reading is "accuracy" (p. 53).

Although extensive reading is a style for Williams (1984), aimed at "fluency" for Brumfit (1984), and for "pleasure" according to Grellet (1981), the term should really apply to "the amount of L2 material which learners are required to read" (Hafiz & Tudor, 1989, p. 5) and not be confused with the "so-called 'cognitive reading skills' of skimming and scanning" (Robb & Susser, 1989, p. 241). In fact, extensive can apply to a number of "amounts":

1. The amount of new text that is read.
2. The breadth of reading as in "wide reading" (Stoller & Grabe, 1993, p. 31) as opposed to "narrow reading" around a particular topic or particular genres of text (Schmitt & Carter, 2000, p. 5).
3. The amount of text consumed, but not necessarily new text, as in "repeated reading" (Samuels, 1997, p. 377).
4. The amount of time spent reading.

These distinctions are significant because extensive reading, for example, is often associated with the reading of narrative texts, either in simplified or unabridged form. However, extensive reading can be applied to breadth of reading, that is, to the reading of different types of text: newspapers, magazines, comics, novels and so on. On the other hand, any text can be read intensively, or non-intensively, depending on the purpose the reader has in reading the text, or part of it.

Two Current Proposals

The reading of (supposedly more difficult) genuine/authentic texts for different purposes, sometimes requiring the development of compensatory reading strategies due to their difficulty, was justified in terms of learning to communicate by communicating in realistic contexts/co-texts (Little, Devitt, & Singleton, 1989). In fact, both compensatory and non-compensatory strategies were fairly central to this option, and students read a variety of texts, from adverts to the words of songs, from personal letters to recipes. This communicative reading option is currently contrasted with the (extensive) reading of large amounts of "easier" texts independently, championed by Day and Bamford (1998). It might be called the reading for pleasure option, since this is the goal.

Day and Bamford's "approach" is actually based on reading (easier) narrative texts, which are either abridged or specially written. By giving it the label of an approach, it means that extensive reading is all-embracing and central, rather than additional or peripheral. As for the narrative texts, there is no novelty at lower levels of reading since attempts have always been made to offer texts at an appropriate level for the students—nobody was suggesting that FL readers should tackle authentic novels prematurely. However, and this is the confusion, other genres of text are more difficult to adapt/write convincingly, so the issue really becomes a matter of careful selection of appropriate texts and tasks, in order that there is engagement and authentication by the readers (H. Widdowson, personal conversation at IATEFL 2001). For this reason, Nuttall (1996, p. 38), admittedly talking about intensive reading in the pedagogical sense, argues that the teaching of FL reading can be skills-based or text-based, or presumably a balance of the two.

Limitations of an Extensive Reading "Approach"

The fundamental flaw with extensive reading as an "approach" is that the evidence is not very encouraging that low to middle level FL readers actually can improve even their sight vocabulary through reading simplified texts without support (see Hafiz & Tudor, 1989, 1990; Tudor & Hafiz, 1989; and less relevantly Elley & Mangubhai, 1983). In fact, reading a large number of texts at a level that is accessible and enjoyable seems to encourage reading fluency at the level the student is at, but does not necessarily lead to "booting up" of language in Day and Bamford's (1998) terms. In a very illuminating article, Nation and (1999) suggest that the vocabulary development benefits come at the higher levels of graded reading, and that, in the meantime, lower level readers might need to be given direct vocabulary instruction and to use the dictionary, when entering a new level especially, apart from needing to read approximately one book a week.

Apart from choosing and reading accessible texts, the supposed novelties of ERA are that—in the FL—reading for pleasure should be an end, not just a means; the focus should be on reading only; it should not be directed; the diet should be stories written for FL readers; the texts should be at $i - 1$; and, the emphasis is on quantity and fluency rather than quality and accuracy. Not novelties at all really, but certainly questions for debate.

Apart from offering few novelties, a closer reading of ERA unfortunately reveals the following contradictions: including EFL and ESL reading under the same umbrella; emphasizing free/pleasurable reading, but recognizing the possibility of all types of assessment; emphasizing personal responses, but accommodating the use of prescribed questions;

emphasizing choice, but recognizing the possibility of communal class readers, reading aloud, etc.; de-emphasizing language focus, but including vocabulary diaries and dictionaries; emphasizing reading at an $i - 1$ linguistic level, but including $i + 1$ as well, and not explaining how reading actually develops; emphasizing more reading, without explaining when the genuine texts and varied genres are introduced. In fact, one has to conclude that ERA is neither a coherent reading approach, nor does it clarify teacher intervention, nor does it either explain or gauge language development.

Alternative Dimensions

For these reasons, whether or not the reading is communal so that everyone is reading the same text, and whether or not the reading is supported with tasks, there might be rather more significant variables than the term "extensive" being applied to a conglomeration of rather arbitrary characteristics. The communality feature is particularly significant in terms of potential teacher support and intervention. If there is teacher support and intervention, students can be helped to develop different reading strategies while coping with more difficult texts (at $i + 1$) than if they were on their own. The question of tasks reflects the fact that students can read texts which have written instructions and tasks to be completed independently, or texts



which do not. That is not to say that other variables such as text type, length, or level and type of reading are unimportant, but the former two factors are considered more significant in differentiating potential pedagogical practice. In Figure 1, the four possible boxes are all compatible, although they imply different practices.

Figure 1. Dimensions for supervised FL reading

	+focussed tasks	-focussed tasks
+ communal texts		
- communal texts		

Conclusion

My feeling is that in the EFL/ESL field there should be fewer claims of innovation, with a greater recognition of previous practice and its benefits, however limited. Likewise, the scope of application of revived or novel practice should be constrained to where it has been shown to be effective. This applies to ERA as well. Apart from that, clarity in the definition and use of terms is paramount, and, in this case, extensive reading should be recognized as just that, reading extensively.

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Our Corporate Sponsors

This year's conference, JALT2002, taking place at Granship Shizuoka on November 22-24, is going to be a great success, thanks in no small part to our Corporate Sponsors (formerly Associate Members). These companies, universities, and individuals once again have given us extraordinary assistance, which will enable us to enjoy two full days of 350 presentations, meetings, displays, and lots of fun.

The cornerstone of this support once again is the British Council, which is sponsoring our plenary speaker, Jane Willis, from Aston University in Birmingham, UK. For more than a decade, the British Council has supported JALT conferences by sponsoring plenary speakers and participating in all of our programs.

One of the most visible signs of support will be the Oxford Debate and Classics Party, being brought to us by Towry Law and Oxford University Press. The event starts with a debate among several featured speakers including Henry Widdowson. Immediately following the debate, an Irish band will provide music while conference participants get the chance to socialize with free drinks. In addition, there will be a drawing at the party with some great prizes.

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The greatest support has come from individuals who have given us so much assistance, guidance, and encouragement. Paul Riley from Oxford University Press took on the role of AM liaison and helped us set up meetings to prepare for the conference.



ence. He also gave a great deal of advice on how to deal with many of our problems. James Hursthouse of TCI Japan helped arrange the coffee service. Uwabo Mayumi of Thomson Learning and Niwano Keiko of Scholastic persuaded their companies to provide us with materials for JALT2002. Bill Gatton of DynEd, Japan, along with Abax, Longman Pearson, and Cambridge University Press, helped us with setting up services at the conference and promoting participation among the Corporate Sponsors.

While individual sponsorship may be limited, mainly due to economics, the support, understanding, encouragement, guidance, and generosity have been unprecedented. Of course, there will be plenty of small gifts for all conference participants from those companies at JALT2002. The greatest support of all? The friendship and assistance of all those who continue to make JALT and our annual conference the best in Asia.

Reported by Mark Zeid, JALT Business Manager

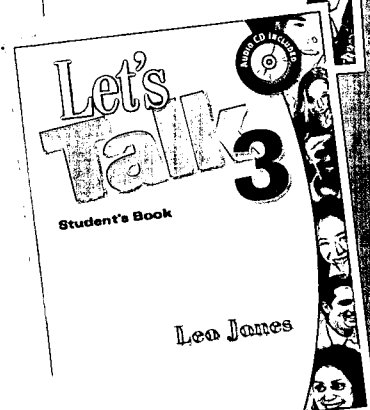
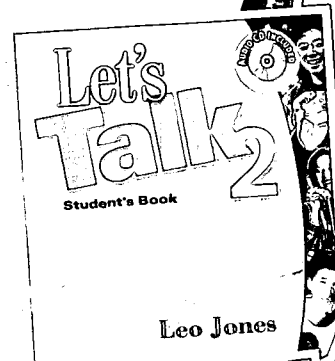
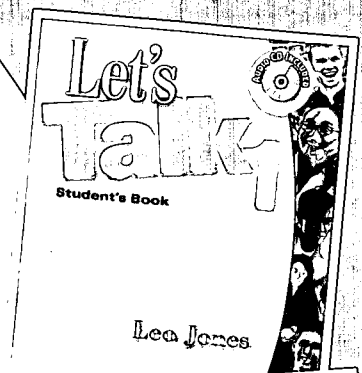
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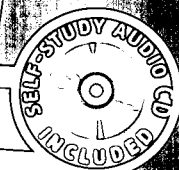
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- Where do you usually shop?
- What are they buying?

What are they buying?

1. a book	perfume	a calculator
2. a shopping trolley	a CD	a cell phone
3. a hat	a coat	glasses
4. a wallet	books	a jacket

Group work: Discuss these questions.

- What was the last thing you bought? Why did you buy it?
- What thing do you want to buy next?
- What do you enjoy about shopping? What don't you enjoy?

The last thing I bought was a hat. It was really cold out.

Activity 2

A Pair work. Which fashion style do you prefer? Why?

Form 1: Casual

Name: _____ Age: _____

Style: _____

Personal style: _____

Form 2: Trendy

Name: _____ Age: _____

Style: _____

Personal style: _____

Form 3: Classic

Name: _____ Age: _____

Style: _____

Personal style: _____

Group work: Discuss these questions.

- What was the last thing you bought? Why did you buy it?
- What thing do you want to buy next?
- What do you enjoy about shopping? What don't you enjoy?

Self-study

Unit 1 A Listen to the four conversations. Check (✓) the sentences you hear.

- How do you like this class?
- How do you find this class?
- Do you work hard?
- Do you work around here?
- Really, it's no trouble at all.
- It's really no trouble at all.
- I don't think I've seen you around here before.
- I don't think I've seen you around here before.

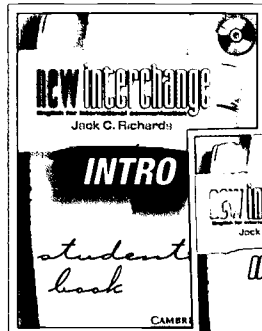
Unit 2 Listen to the four conversations again. Fill in the missing words.

- Woman 1: What I had the same teacher last year. She is a teacher. I don't know.
- Woman 2: Oh, you did? Um... Are her name hard?
- Woman 3: Her name isn't that... if you keep up with the reading...
- Man 2: Do you think I should pass the emergency...?
- Man 1: No, let's just wait a minute or two. It may save by...
- Woman 1: Hi. Excuse me... do you need any help?
- Woman 2: Oh, yes, I do. I've been... around in circles. I can't...
- Woman 3: Oh, well. I'm going to show... You can walk with me.
- Woman 4: Excuse me, do you need a hand?
- Man: Oh, yes, please. I have...
- Woman: Oh, it's really quite easy. All you have to do is...
- Man: Thank you.

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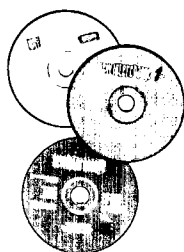
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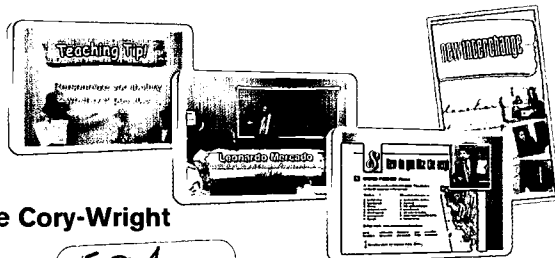
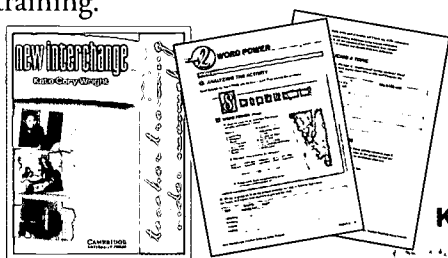
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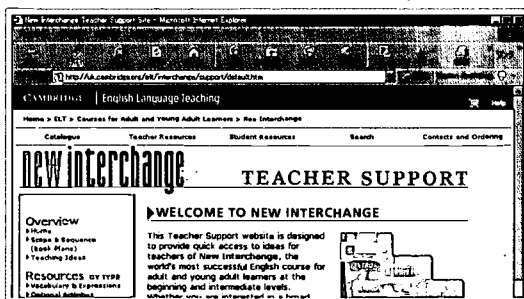
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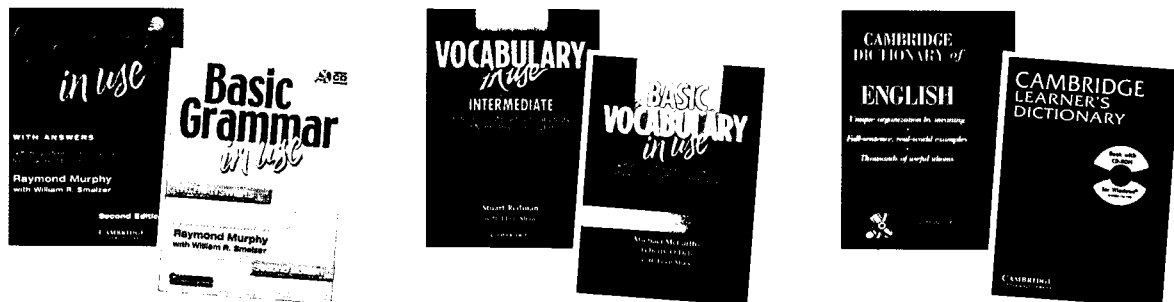
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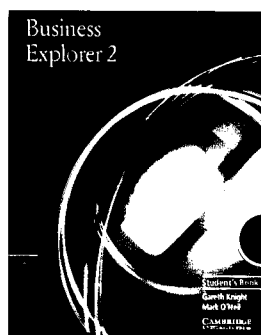


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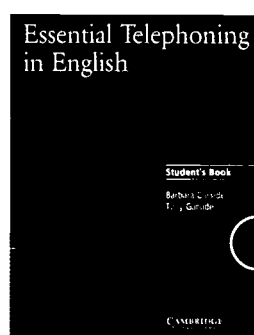
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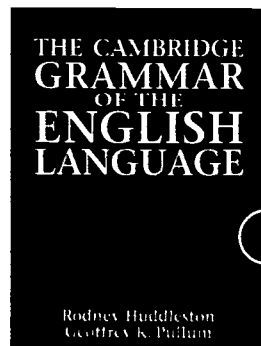


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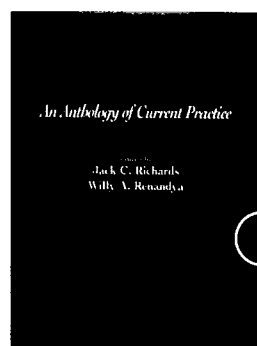
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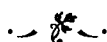
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edited by erin burke

"My Share—Live!" Materials Swap Meet will be happening at JALT2002 in Shizuoka on Sunday afternoon, November 24, between 2:10 and 3:30 in room B-2. Bring 50 copies of an original lesson or activity to the Materials Writers SIG table any time before 2:10, and you will get a ticket to the swap meet, allowing you to take home a bundle of good ideas from your fellow swappers. For more information, contact MW SIG Programs Chair John Daly at <johnd@sano-c.ac.jp>.

And for those of you who teach young learners, the Teaching Children "My Share" at JALT2002 is on Saturday, November 23, from 4:35 to 5:55 in room B-1. Bring a lesson plan that has been successful in your teaching. It has to be on one A4 size paper, with a title, the target age group, materials to prepare, step-by-step instructions, and the length of the lesson included. Drop off 50 copies at the JALT Junior Desk by 4 o'clock Saturday. For information, contact Setsuko Toyama at <setsuko@seagreen.ocn.ne.jp>.

Stocking-Fillers for Teachers: Some December Lessons



James W. Porcaro, *Toiyama University of
International Studies*
<porcaro@tuins.ac.jp>

Quick Guide

Keywords: Recitation, presentation, discussion,
things Japanese

Learner Level: From high (false) beginner

Learner Maturity Level: High school and above

Preparation: Time needed to make handouts

Activity Time: One or more class lessons

Materials: Copies of handouts

The days just before winter vacation are ideal for presenting lessons fit for the season. The gift-giving custom of the Yuletide and the variety of things Japanese that mark the yearend and New Year can provide material for some enjoyable and productive lessons.

Recitation

Recitation of stories is an activity suitable and adaptable for almost any language level class with at least basic reading proficiency. Story texts provide students with words in context and setting so that they can actively use the language with meaning and purpose. Recitation can be a stimulating and effective oral exercise for developing better pronunciation, articulation, intonation, phrasing, rhythm, pace, fluency, and voice projection and control (see Porcaro, 1999).

"The Gift of the Magi" by O.

Henry is a wonderful classic story for the Christmas holiday season. I use it in a manageable, abbreviated

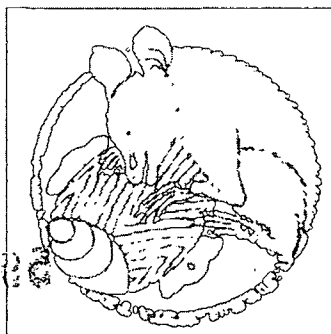
form of 400 words from the textbook *Spectrum* (1994). The story line and characters are clear and simple, and it also contains some dialogue. It can elicit in recitation a range and force of dramatic expression, individual interpretation, and a variety of oral and other presentation skills.

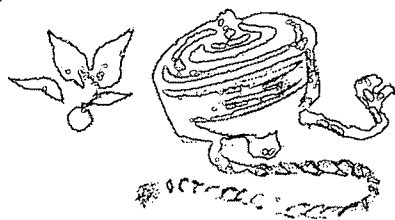
After students have read the story and answered worksheet items for homework, I model a recitation of the story. I then divide the text into three or four approximately equal sections—or split up the dialogue of the characters and the narration within the story. Students practice their recitation in small groups, reading the text aloud several times, rotating among them the designated parts again and again. In this manner of cooperative learning, with successive readings, they can share, discuss, and critique their efforts, making the recitation a collaborative exercise, while developing individual interpretations for later presentation before the entire class.

Discussion and presentation

A natural follow-up activity for "The Gift of the Magi" is for students to talk about a special gift that they gave to someone (at any time for any reason) and one that was given to them. This may be done simply as pairwork or small discussion groups and/or prepared for public speaking presentation before the entire class. In the latter case, students speak without any notes for about one minute on each of their two gift stories.

A further follow-up activity is for pairs or small groups to discuss an appropriate Christmas gift for each of their classmates. Especially when members of the class know each other fairly well, this can be a lively and interesting discussion. The teacher should give out a class list with space for students to record their gift ideas. Afterwards, a composite list may be made and given to the full class so that each student can read and respond to the gifts their classmates have chosen for them.





Things Japanese

The yearend and New Year is a period rich in cultural traditions and activities in Japan. Here is a list of 20 prominent items. For ways in which to devise many lesson activities and tasks from them, see *Summertime Things Japanese* (Porcaro, 2002) in July's My Share column.

joya no kane (temple bells ringing on New Year's eve)

kouhaku uta gassen (New Year's Eve TV song program)

mochitsuki (pounding rice cakes)

Christmas cake

oseibo (yearend gifts)

bounenkai (yearend party)

osouji (yearend housecleaning)

toshikoshi soba (New Year's Eve noodles)

osechi ryouri (special New Year's foods)

hatsu-hi-node (first sunrise)

hatsumoude (first visit to a shrine or temple)

kakizome (first calligraphy)

takoage (kite flying)

hanetsuki (game with a paddle and shuttlecock)

karuta (New Year's card games)

nengajou (New Year's greeting cards)

juu-ni-shi (twelve zodiac signs)

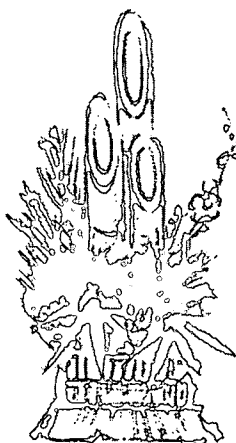
otoshidama (New Year's gift of money to children)

nenshi-mawari (visiting relatives and friends)

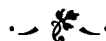
kagami-mochi (New Year's decoration)

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Template-Based Conversation Cycle



John Hopkinson, Aichi Gakuin
University<jph@gol.com>

Quick Guide

Key Words: Groupwork, conversation technique, grammar

Learner English Level: All

Learner Maturity Level: All

Preparation Time: Five minutes

Activity Time: 15-45 minutes

Materials: None

This activity allows students to create short conversations in which they fit personal information into phrasal or grammatical templates. It requires no preparation beyond a little thought, maximizes speaking practice time, can run for some time, and appears to be highly enjoyable. In fact, the first time I tried this I was astonished that the students—in a relatively reticent class—didn't seem to want to stop even after 45 minutes or so.

For the purpose of this exercise, a template is nothing more than a sentence with gaps the student must fill in, such as:

When I _____, I used to _____, but now I _____.

As you can see from the examples further on, I try to make the templates as rhetorically natural as possible. Explaining how certain conversational markers such as *you know* to presage a new topic are used or how rhetorical questions may be used to provide emphasis.

Step 1: Firstly, write a number of diverse templates on the board, arranged in a circle with arrows between them, so as to create a clockwise cycle. Label the template in the twelve o'clock position as the starting point, perhaps by underlining it, or by writing *start* in a different color chalk.

Step 2: Students can then form themselves (or be formed) into small groups. It is important that the number of students in each group differs from the number of templates in the cycle, so that each time the cycle is completed the students are not creating the same kind of sentences.

Step 3: Label the students in each group A, B, C, etc., and indicate that they are to take turns completing sentences in the forms of the templates on the board. Indicate that having reached the start point again they are to continue, as they will be making different sentences each time around. Simply creating sentences is not particularly interactive,

so in the center of the cycle where it will always be under the students eyes, I write a kind of role script. At its simplest this could be something like:

Your turn: Make a sentence.

Others: Ask a question about that.

Or more challengingly:

Your turn: Make a sentence. Give another piece of information.

Others: React. Ask two questions. Give an opinion.

This opens a chance for the instruction and practice of conversational techniques, as well as language structure.

Step 4: After 10 minutes or so, stop the exercise and ask all the As to raise their hands. They should then bid their group farewell and move on to another group. Repeat this step every 5 or 10 minutes, nominating a different letter each time, and off they go, mingling, getting to know each other, and practicing English, while the templates provide an element of control. As the classrooms at the university where I work feature that bane of language teachers everywhere—rows of desks and seating bolted to the floor—I usually ask my students to do this exercise standing up in the aisles between the

desks, which facilitates the subsequent changing of group members.

Step 5: The templates themselves are interchangeable too; once the structures in the cycle have been thoroughly practiced they can gradually be erased and replaced by others. Tmy sharemy sharemy sharehus a cycle with the aim of providing controlled practice of functions of a specific grammatical topic, the present perfect tense perhaps, might contain templates such as:

START

You know, I've never ____ but ____.

The ____ est ____ I've ever ____ is ____.

I haven't ____ yet today / this month / recently.

Did you know that I've been ____ for ____ now?

It can quite naturally be made to segue into an entirely different cycle such as reviewing structures studied in previous lessons. In the template gaps, one could also write grammatical indicators (such as a small *n* to indicate a noun), to remind students what kind of grammatical element is required.

This exercise has turned out to be extremely flexible, useful, and has the added charm of simplicity with minimal preparation.

Unsung Heroes

Checking reference formats, sorting out subject-verb agreement, correcting capitalization run rampant: all these and more are tasks performed by our eagle-eyed proofreaders to give *TLT* its final, professional polish. What do they receive in return? Apart from the satisfaction of a job well done, only an easily overlooked listing on the Staff page of each issue—and sometimes not even that. The October, 2002, *TLT* carried an out-of-date list of proofreaders, failing to acknowledge the proofers who had actually contributed to that issue. Here, belatedly, is the October roll of honor:

Kim Bradford-Watts

Tim Gutierrez

Aleda Krause

Nigel Henry

Inamori Mihoko

Richard Lavin

Nigel Henry

Tamara Milbourn

Ono Masaki

Joseph Sheehan

Jerry Talandis

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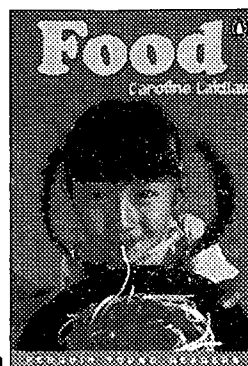
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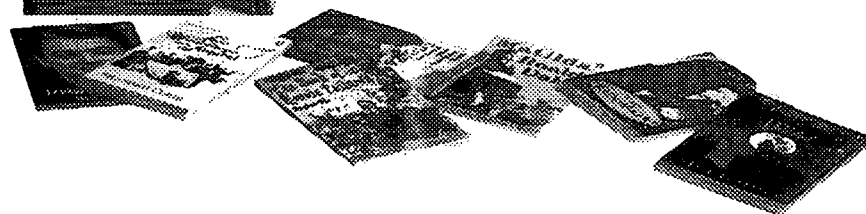
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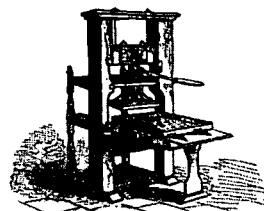
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Jogging to Language Competence

This article is dedicated to the memory of Louis Alexander [1932-2002] who, amongst his many contributions to English language teaching, wrote many successful graded readers and laid down some of the fundamental principles of extensive graded reading.



Understanding extensive reading: Most teachers accept that extensive reading brings enormous benefits to language learners but few have analyzed the process in order to understand why this should be true.

Intensive and extensive exercise: Some of us have built exercise into our lives. We go to the gym for weight training. We also jog, swim, cycle, or do aerobics.

Intensive and extensive reading: Intensive reading is like guided weight training. It requires great effort from the reader along with the advice and supervision of a personal trainer who teaches the correct procedures for different tasks and exercises.

Extensive reading is gentler and requires less guidance and supervision. Extensive reading, like jogging, is largely controlled by the reader. Joggers decide where, when, how far, and how fast they jog. Joggers vary their routes, avoiding steep hills on some days, or reduce their distance in bad weather. Most joggers follow a program, gradually increasing the difficulty or distance of their routes as their capacity develops.

Similarly, extensive readers choose what they read, when, and how long they read. If they currently read at Level 3, they still might occasionally choose a book at Level 2 or attempt a book at Level 4. Many readers value this freedom and independence. Other readers prefer the companionship of others, reading in pairs or small groups, stopping to discuss their reactions and feelings. At the end, they may exchange ideas and make plans for their next reading excursion. Their motivation to continue reading is sustained by the partner or group.

Graded reading: Graded reading was largely invented by Michael West in Bengal in the 1920s. He was particularly concerned with the density of unknown vocabulary in reading texts. He developed a principle of readability based on lexical distribution. The texts used in schools at that time contained too many difficult words packed too closely together. Almost every sentence contained an unknown word. West adapted the texts, sometimes substituting familiar words and extending the overall length of the texts to provide a greater context of comprehensible language, which pupils could use to understand the unknown words. This reduced the density of unknown vocabulary from 1:7.4 in the old texts to 1:44.7 in his New Method texts.

West's *New Method Readers*, published by Longman in Calcutta starting in 1927, began the principle of vocabulary control in extensive reading materials. Structural grading was introduced

with the *Longman Structural Readers* series devised in 1968 by W. Stannard Allen, D. K. Swan, and G. Walsh. The same principles have been refined by Andy Hopkins and Joc Potter for the *Penguin Readers* series.

Krashen and comprehensible input: Stephen Krashen has argued that humans acquire language by receiving "comprehensible input." He defined comprehensible input as being language which is a bit beyond our current level of competence. We are able to understand language containing unacquired grammar and vocabulary with the help of context, which includes extra-linguistic information (such as illustrations), our knowledge of the world, and previously acquired linguistic competence.

The authenticity debate: Some argue that because of the "processed" nature of the language in graded readers, they do not represent authentic language. This is a very limited view. We all "grade" our language according to the person we are speaking with. Failure to grade is seen as arrogant and rude. Richard Day and Julian Bamford have described graded readers as "language learner literature." The language is "processed" and simplified.

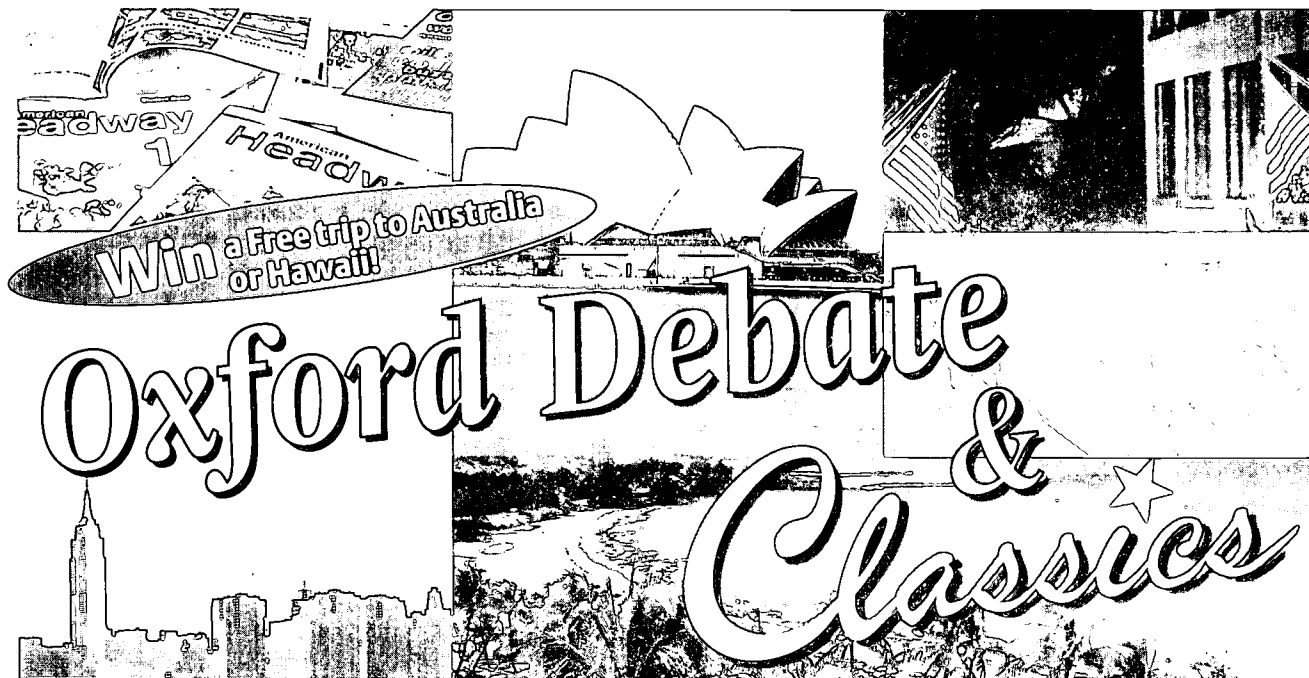
The teacher's role in extensive reading: Returning to our jogging metaphor, the teacher's role in extensive reading is not the role of a personal trainer in the gymnasium. The teacher's role is to inspire, suggest, sustain, guide, and enthuse.

The teacher needs to stand back and appreciate what is happening inside the students' brains when they are reading. They are turning black marks on a white page into ideas, pictures, and events. Reading is sometimes dismissed as a "passive" skill, but students are "making" sense of the language in a very active way. They are constructing a comprehension by combining what they can decode from the language with their imagination and knowledge of the world.

In conclusion, my jogging metaphor weakens somewhat when we consider motivation. People jog partly because they enjoy jogging but mostly for health benefits. Students' motivation to read comes from their interest in the content of what they read. Graded readers allow students to understand and to enjoy what they read.

To learn more about Longman's Penguin Readers, <www.penguinreaders.com> is an excellent website. You can also contact Longman ELT directly at 03-3365-9002 or email us with questions or requests at <elt@pearsoned.co.jp>.

Nick Dawson



Oxford Debate & Classics Party

at the National JALT Conference 2002

Towry Law and Oxford University Press are proud to present the main social event of the National JALT Conference 2002, **The 'Oxford Debate' and 'Classics Party' on Saturday, November 23rd**. The evening kicks off at **6:10pm** in the Chuo Hall with the Oxford Debate. The Debate will be presided over by JALT Featured Speaker Prof. Henry Widdowson and include a panel of well-known linguists focusing on issues of relevance to language teaching. The Oxford Classics Party will immediately follow from **7:15 to 8:45** in the event space behind the EME in the Dai Hall. The party presents a **chance to win one of two trips, to Australia or Hawaii**, while enjoying wine, beer, light refreshments and entertainment by the "Rising Pints," a lively Irish Band.

タオリ・ローとオックスフォード大学出版局は11月23日(土)、National JALT Conference 2002においてオックスフォード・ディベートと、オックスフォード・クラシックスパーティーを開催いたします。ディベートではヘンリー・ウィドウソン教授と、語学教育に携わる有名な語学研究者をパネラーとしてお迎えし、午後6時10分より中央ホールにて行います。その後、オックスフォード・クラシックスパーティーを、午後7時15分から8時45分まで大ホールステージ場にて開催します。パーティーではワイン、ビール、軽食にアイリッシュバンドRising Pintsの演奏をお楽しみください。また、オーストラリア旅行、ハワイ旅行が当たる抽選会も行われます。参加下さい。

Party

The 'Oxford Debate' and 'Classics Party' Information

Date: 23rd Nov. 2002 Saturday
Venue: National JALT Conference 2002: Granship, Shizuoka
Debate: 18:10-19:00 - Middle Hall - Earth
Party: 19:15-20:45 - Main Hall - Ocean

► Party Entry and Prize Draw Form:
Available at the National JALT Conference 2002

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Towry Law and Oxford University Press are proud to present the main social event of the 2002 JALT National Conference, **The Oxford Debate and Classics Party** on Saturday, November 23rd. The evening kicks off at 6:10 p.m. in the Chuo Hall with the Oxford Debate, presided over by JALT Featured Speaker Prof. Henry Widdowson, and features a panel of well-known linguists focusing on issues relevant to language teaching. The Towry Law/Oxford Classic's Party immediately follows from 7:15 to 8:45 in the space behind the EME in the Dai Hall. The party presents a chance to win one of two trips, to Australia or Hawaii, while enjoying wine, beer, light refreshments, and entertainment by the **Rising Pints**, a lively Irish Band.

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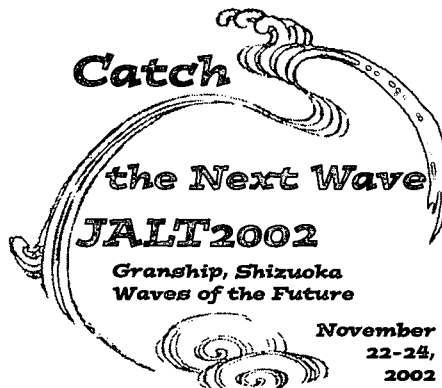
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Oxford University Press
 OUP was the first associate member of JALT and we have been supporting the organization and its membership for the nearly 30 years that JALT has been in existence. This year is no different as we bring back the popular Oxford Classics Party to JALT2002, sponsor giveaways of trips-for-two to the USA, and provide service

to teachers that is second to none, through our fully bilingual ELT website, our OCSS, Kids' Club teacher support groups, and our 10-member team of trained ELT Consultants. There has never been a better time to see what we can do for you!

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For the second consecutive year, our online services saw a major upgrade in October. We launched an updated ELT Japan website at <www.oupjapan.co.jp> with enhanced search func-

tions and a redesigned look to make it even easier to find what you need. In particular, please try our Ask Oli (OnLine Interactive Virtual ELT Representative) search engine. Oli recommends an OUP title based on a series of questions he poses to you. There is also an online catalogue and a browse-by-category search function. Our website is your first stop for information on our titles, requesting samples, joining one of our teacher service programs; looking for a bookseller near you, or finding details on one of the many events we participate in over the course of the year.

American Headway: Head to America Contest

To celebrate the launch of our comprehensive new four-skills course *American Headway*, we're giving away three free trips-for-two to the United States with Northwest Airlines and Apple World Hotels. One of the trips will be given away to a lucky teacher attending the Oxford Classics Party at JALT2002. For more information and to register to win the other two trips, visit our contest website at <www.oupjapan.co.jp/ah/contest/>.

Oxford Teachers' Clubs

We are proud to sponsor The Oxford Campus Support Service and the Oxford Kids' Club. These two teachers' organizations endeavour to make a positive contribution to English education in Japan

and provide outstanding service for teachers using our materials. Membership is free and qualifies you for a number of great benefits. For more information, or to join either group, please go directly to the club pages on our website:

OCSS - <www.oupjapan.co.jp/csuptest/>

Kids' Club - <www.oupjapan.co.jp/kidsclub/>

Oxford University Press/British Council Seasonal Forums

We are extremely happy to bring Professor Henry Widdowson to Japan this year. In addition to being a Featured Speaker at the conference and moderator at the Oxford Debate, Professor Widdowson will speak at five OUP-British Council Forums in Japan the week after the National Conference. After the presentations, teachers can stay on for a reception and enjoy a glass or two of wine as well as scintillating conversation with colleagues and the esteemed linguist. OCSS members will receive direct notification of these great events.

We look forward to seeing you at JALT2002 and wish you an enjoyable conference. Please remember to visit the Towry Law and Oxford University Press stands to enter the grand prize draw and see what these two great companies can do for you. Good Luck!

Departments

Book Reviews

edited by amanda obrien

Expressions 2: Meaningful English Communication

2. David Nunan. Boston: Heinle & Heinle/Thomson Learning, 2001. pp. vii + 134. Student Book: ¥2,100. ISBN: 0-8384-2245-4. Workbook: ¥2,500. ISBN: 0-8384-2246. Teacher's Book: ¥2,500. ISBN: 0-8384-2249-7. Audio CD: ¥4,500. ISBN: 0-8384-2389-2.

Expressions 2 is a well-planned controlled textbook targeting low-intermediate learners in a three-level series. The textbook, which integrates the four skills, is written by well-known researcher and successful material writer, David Nunan. The framework of this text is supported by his belief in language learning principles and current theoretical trends in the field of Applied Linguistics, such as consciousness raising, formulaic chunks, learners' strategies, and focus on form.

The textbook comprises 16 units that gradually increase in difficulty and follow a similar structure

throughout the text. First, target grammatical features and schema building exercises are introduced, followed by listening and reading of a model dialog. This exposes learners to the target grammar and the linguistic functions likely to occur within a context. An illustration is included to help learners visualize the situation. A warm-up activity that introduces vocabulary prepares students for the listening task. Phonological aspects are also practiced. Detailed grammar explanations are provided in a chart and are followed by two grammar-focused activities: one a consciousness-raising activity, and the other more focused on language production. The next listening activity, Talk Some More, focuses on grammar points and involves filling in missing words or putting them in the right order. The productive but well-controlled information gap task, Work In Pairs, is an effective and meaningful way to further practice the target grammar because the learners are required to produce the targeted, fixed chunks to achieve the task goal. In contrast, Express Yourself is a productive but less-controlled speaking task usually done in pairs or groups using surveys and

roleplay. Think About It provides a paragraph-long reading and questions in an attempt to raise learners' cultural awareness on certain issues that deal with cultural differences, including topics such as exchanging business cards and interview questions. Write About It provides a short reading and topics to encourage writing. In addition, a page-long reading excerpt allows practice of reading strategies such as skimming and scanning. Finally, each unit finishes with a review section that recycles the grammatical features and vocabulary items. The audio cassette/CD is recorded from a variety of contexts, and the language used is General American English.

The workbook exercises are similar to the ones in the textbook, giving the students the opportunity to further practice targeted lexical phrases and vocabulary. In addition, students complete reading sections with comprehension questions and write their own compositions. Overall, the workbook certainly fulfills the purpose of providing additional activities for self-study.

The website can be a useful self-access tool for homework, to help improve the learners' computer literacy, and to monitor their learning. For each unit, tasks related to the topic are provided to encourage the learners to search for the information on the Internet. These are rather challenging for the learners in terms of task complexity. They could also be used as a class activity; students would work in groups and report their findings on the website. An online quiz consisting of 14 multiple-choice questions on vocabulary items, grammatical features, and readings for each unit can be used for reviewing and/or assessment purposes. The advantage of online quizzes is that they are easily administered: The learners input their answers and they are automatically scored.

In addition, the *Expressions* series includes an assessment package containing four types of assessment batteries: placement test, unit quizzes, mid-term/final examinations, and performance test guidelines with level descriptors. All are multiple-choice questions and therefore relatively easy to correct. Teachers can definitely adapt the test forms into assessment tools for various purposes.

In conclusion, I highly recommend the textbook, especially for those who teach first-year students who are not yet accustomed to learning communicatively, since it consists of well integrated, linked, and controlled structures and activities. Overall, *Expressions 2* is a user-friendly text for both teachers and students.

Kumazawa Takaaki
Ibaraki University

Recently Received

compiled by jennifer danker

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 30th of November. Please contact the 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 the Publishers' Reviews Copies Liaison.

Books for Students

Coursebooks

- *Time to Communicate. Bray, E. Nan'Un-Do, 2002. Oxford English for Information Technology.
- Glendinning, E., & McEwan, J. Oxford University Press, 2002.
- New Headway English Course (Beginner). Soars, J., & Soars, L. Oxford University Press, 2002.

Supplementary Materials

- *Classroom English. Gardner, B., & Gardner, F. Oxford University Press, 2000.
- *Intercultural Activities. Gill, S., & Cankova, M. Oxford University Press, 2002.
- *Presenting New Language. Hadfield, J., & Hadfield, C. Oxford University Press, 1999.

Books for Teachers

contact Kate Allen <kateob@kanda.kuis.ac.jp>

- Intercultural Business Communication. Gibson, R. Oxford University Press, 2002.
- Methodology in Language Teaching: An Anthology of Current Practice. Richards, J. & Renandya, W. (Eds.). Cambridge University Press, 2002.
- Stylistics. Verdonk, P. Oxford University Press, 2002.



If you would like to order or ask about *Talking to Yourself in English*, please contact The International English Book Centre at: <info@ebcoxford.co.uk> (specialist advice) or <sales@ebcoxford.co.uk> (general enquiries).

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

Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; tlt_adv@jalt.org

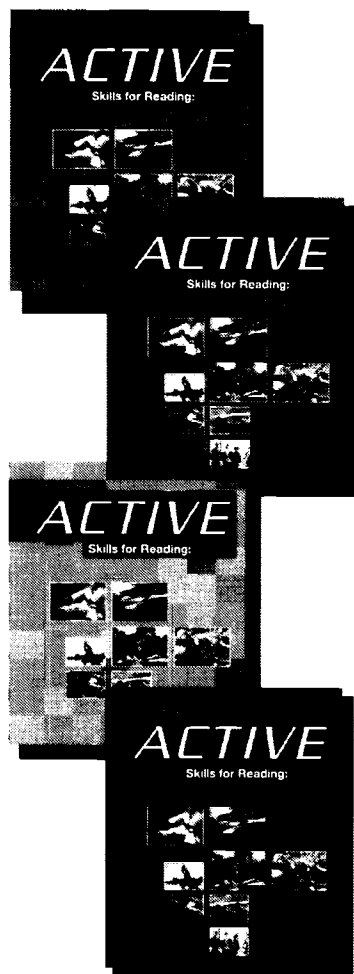


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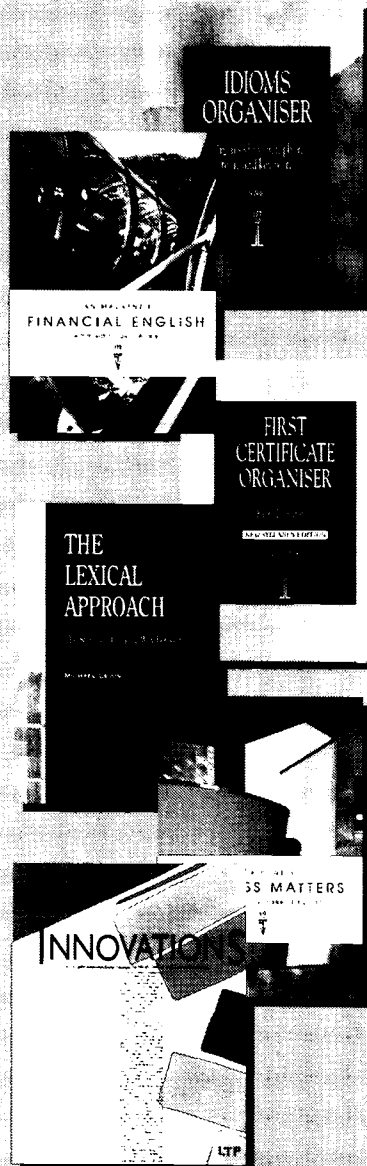
ACTIVE Reading is an approach to reading, advocated by Neil J. Anderson, that focuses on the following elements.

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- Evaluate Progress**



Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University. His research interests include second language reading, teaching and learning styles, language learning strategies and language evaluation and testing. In 2001-2002, he served as President of TESOL International.

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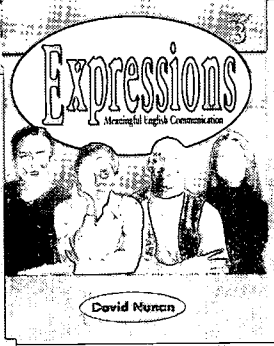
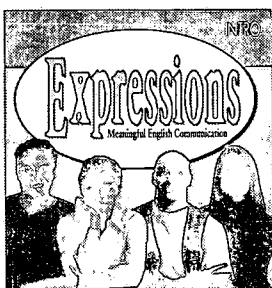
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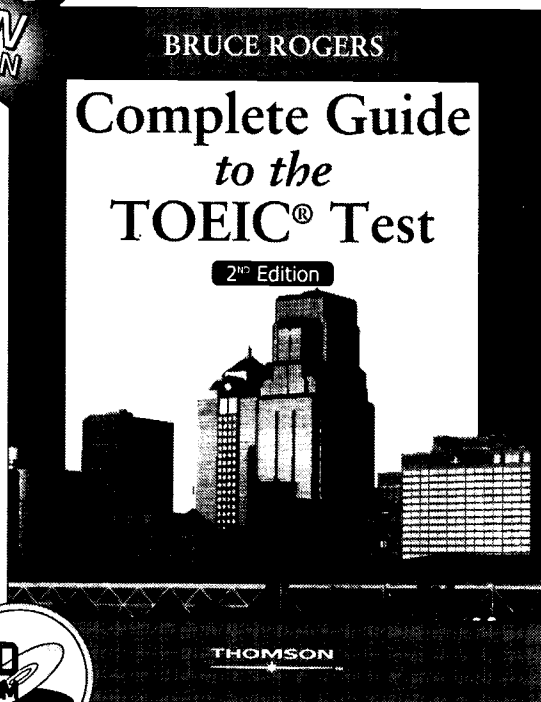
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JALT News

edited by mary christianson

November is here and JALT2002 is just a few weeks away. We look forward to seeing you all back at the Granship in Shizuoka November 22-24, which many of you may remember from JALT2000. It's a great conference site, and you can expect the same excellent variety of presentations and energized professional atmosphere that you can only find at a JALT conference. Don't miss it! This will also be your chance to meet the newly elected national officers and find out about the issues affecting our organization—come to the conference Ordinary General Meeting on Sunday.

Announcement of Second JALT Ordinary General Meeting The November 2002 Ordinary General Meeting

Date: November 24, 2002
Time: 12:15-1:15 p.m.
Place: Shizuoka Convention and Arts Center
Granship, Shizuoka City
Room: Chu Hall
Agenda: Item 1. Approval of elected Directors
Item 2. NEC Election
Item 3. Other important issues concerning
the administration of JALT
Submitted by Ishida Tadashi, Acting President of JALT

通常総会のお知らせ 2002年11月通常総会

開催日: 2002年11月24日
時間: 午後12時15分より1時15分まで
場所: 静岡市・静岡コンベンションアーツセンター
グランシップ
部屋: 中ホール
議題: 1. 選出された理事および監事の承認
2. 選挙管理委員長および選挙管理副委員長の選出
3. 全国語学教育学会運営に関するその他の重要事項
石田正全国語学教育学会理事長代理



Special Interest Groups News

edited by coleman south

Bilingualism SIG—At JALT2002, look for the Bilingualism SIG's two newest publications: Vol. 8 of the *Japan Journal of Multilingualism and Multiculturalism*, and a monograph entitled *The ABC's of Bilingualism*. We will also have back issues of our journals and monographs for sale.

Pragmatics—On February 16, 2003, the Pragmatics SIG is planning to cosponsor the *Temple University Applied Linguistics Colloquium*. Anyone who would like to report on their completed research or on a work in progress on pragmatics or any other area of applied linguistics should submit the following: 1) a cover page with the title of the paper and name/s of authors with their affiliation, telephone/fax number(s), postal and email addresses; 2) a 50-word summary (indicate whether it is completed research or a work in progress); and 3) an anonymous 150-word abstract. Please send the above as an attachment using Word or RTF to <tuj-linguistics-conf@tuj.ac.jp>. The deadline is December 10, 2002. For further information, contact Megumi Kawate-Mierzejewska at <mierze@tuj.ac.jp>. You do not have to be a member of the Pragmatics SIG or affiliated with Temple University to participate. For information on joining the Pragmatics SIG, contact Membership Co-Chairs (see Contact List below). Also see <groups.yahoo.com/group/jaltpragsig>.

Teacher Education—The Teacher Education SIG is proud to be able to help bring (along with her official sponsors Thomson Learning and SIT), Kathleen Graves of The School for International Training (SIT) to this year's JALT conference in Shizuoka as a Featured Speaker Workshop presenter. We are looking forward to hearing what insights she has to offer stemming from her extensive experience as a teacher trainer and from her work in curriculum design. Don't forget to sign up for her Featured Speaker Workshop, *Developing a Reflective Practice through Disciplined Collaboration* (Friday, November 22, 17:00-20:00, Granship Conference Center, code "H"), when you register for the conference. Remember that workshop space for participants is limited on a first-come, first-served basis, so register early!

In addition to the above, Graves will be conducting a workshop entitled *Mindmapping as a Tool for Curriculum Design* (Saturday, November 23, 13:15-14:35, AV Hall).

Hope to see you there.

SIG Contacts

edited by coleman south

- Bilingualism**—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig>
- College and University Educators**—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>
- Computer-Assisted Language Learning**—Timothy Gutierrez; t: 090-7541-9423; <timothygutierrez@yahoo.com>; <jaltcall.org>
- Gender Awareness in Language Education**—Jane Nakagawa; t: 0293 43 1755; <janenakagawa@yahoo.com>; <members.tripod.co.jp/gender_lang_ed>
- Global Issues in Language Education**—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; <www.jalt.org/global>
- Japanese as a Second Language**—Nitoguri Shin; <nitoguri@sec.u-gakugei.ac.jp>
- Junior and Senior High School**—William Matheny; t: 052-262-0585; <pxq00730@nifty.ne.jp>
- Learner Development**—Steve Brown t: 0727-23-5854(w), f: 0727-21-1323(w); <brown@Assumption.ac.jp>; <www.miyazaki-mu.ac.jp/~hnicoll>
- Material Writers**—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; <www.jalt.org/mwsig>
- Other Language Educators**—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>
- PALE**—Edward Haig; f: 052-789-4789(w); <haig@lang.nagoya-u.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; <www.voicenet.co.jp/~daval/PALJournals.html>
- Pragmatics**—Yamashita Sayoko; t/f: 03-5283-5861; <yama@tmd.ac.jp>; Kite Yuri; <ykite@gol.com>; Bill Hogue; <whogue@almuni.indiana.edu>; <groups.yahoo.com/group/jaltpragsig>
- Teacher Education**—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>
- Teaching Children**—Aleda Krause; t/f: 048-787-3342; <aleda@tba.t-com.ne.jp>
- Testing and Evaluation**—Jeff Hubbell <jkh@twics.com>; <www.jalt.org/test>
- Forming SIGs**
- Eikaiwa**—Duane Flowers; t/f: 0736-36-2993; <duane@purple-dolphin.com>
- Pronunciation**—Veronika Makarova; t: 0298-567862(h); f: (except university vacations/holidays) 047-350-5504(w); <makarova@etl.go.jp>; Elin Melchior; t: 568-76-0905; f: 568-71-8396 <elin@gol.com>

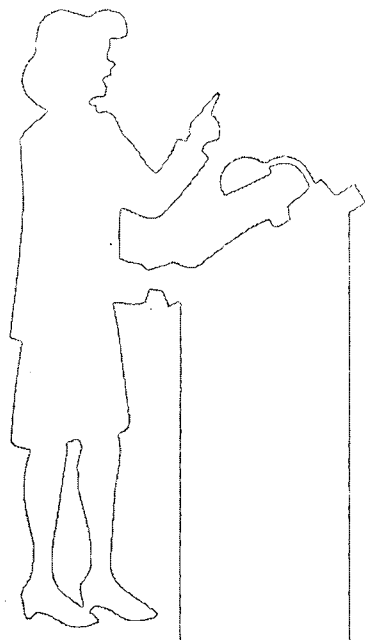
Chapter Reports

edited by richard blight

Nagasaki: July—Exploring Varieties of English in the FL Classroom by Kathleen Yamane. The purpose of this workshop was to explore the nature of regional speech varieties and applications for the classroom, building on the work of Braj Kachru and others as they have explored the intricacies and status of various kinds of English throughout the world. The presenter began with an examination of the various ways different speakers recited the "Mary Had a Little Lamb" nursery rhyme—a fascinating vignette from the video *American Tongues*. After acquainting us with relevant linguistic metalanguage, we read some examples of Middle English, modern British English, and modern American English. With reference to the Middle English texts, Yamane explained the ramifications of the Great Vowel Shift during the late medieval period. In the case of Americanisms, she illustrated how the audible /t/ sound of *pretty* or *bottle* was naturally expressed as a /d/ in American usage, among other examples.

Language variations over time and space in terms of phonological, grammatical, and lexical transformations were then demonstrated through a series of audio and video clips. These included scenes from the TV drama *October Sky* (with Laura Dern as a Southern high school teacher), from the Mike Nichols movie *Working Girl* (with Joan Cusack and Melanie Griffiths) as exemplars of Brooklyn or Bronx "working class speech," and finally with a spoken excerpt from Alice Walker's novel, *The Color Purple*, which served to show some features of African-American vernacular speech. We also contributed our own examples of Japanese regional dialects and changing usages across generations from Nagasaki and the Kyushu area in general.

Reported by Tim Allan



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Four Corners Tour 2002

The Four Corners Tour gives local chapters throughout the country an opportunity to host presentations given by featured speakers from the upcoming national conference.

William Grabe (Northern Arizona University, USA)

Teaching Vocabulary for Academic Purposes

After giving an overview of vocabulary research and its implications for instruction, Bill will focus on one set of these implications and demonstrate practical ways of teaching vocabulary in accordance with them. Participants will then explore ways of applying ideas from the session to a set of sample texts.

Chiba—Saturday November 16, 14:00-16:30; Josai International University, Togane-shi; one-day members ¥500; contact Kristie Collins; <kristiecollins@yahoo.com>.

Nagoya—Sunday November 17, 13:30-16:30; Nagoya International Center, 3F; one-day members ¥1000.

Content-Based Instruction as a Framework for Teaching Reading

First, Bill will define an overall framework for content-based instruction (CBI) within an English for Academic Purposes (EAP) context and then connect its resultant goals for with those specific to reading skills development. Later he will highlight some instructional implications and demonstrate their

practical application. Participants will work with a specific text and consider its appropriate use for CBI.

Yokohama—Tuesday November 19, 19:00 to 21:00 (venue open until 22:00 for extended discussion); Ginou Bunka Kaikan, 6F, rm. #603, in Kannai (3 min. from JR Kannai Stn. or 1 min. from Isezaki-Chojamachi Stop on Yokohama Municipal Subway); one-day members ¥1000.

Vocabulary and Grammar as Foundations for Reading Instruction

In discussions of reading research and its implications for instruction, the roles of vocabulary and grammar are often minimized. This workshop will highlight the importance of these two neglected areas and explore ways that they can be taught usefully in support of reading skills development. Participants will then examine sample texts and give practical consideration to various options and opportunities.

Omiya—Thursday November 21, 18:30-20:30 (doors open at 18:00); Omiya JACK, 5F, conf. rm. #1; one-day members ¥1000; contact Paul Lyddon; <palyddon@hotmail.com>; t/f: 048-662-4643.

Jane Willis (Aston University, UK)

Cat's Feat: From Practice to Principle in Task Design and Task-Based Learning

Jane will show how a series of communication tasks can be generated from one theme and demonstrate their use in class. She will illustrate activities which provide a focus on vocabulary, lexical phrases, and grammar within the context of the task, and then summarize the principles and learning theories that support task-based learning (TBL).

Kobe—Saturday November 16, 18:00-20:00; Kobe YMCA Chapel, 1F; one-day members ¥500.

Hiroshima—Sunday November 17, 15:00-17:00; Hiroshima City Plaza, in Fukuromachi; one-day members ¥500.

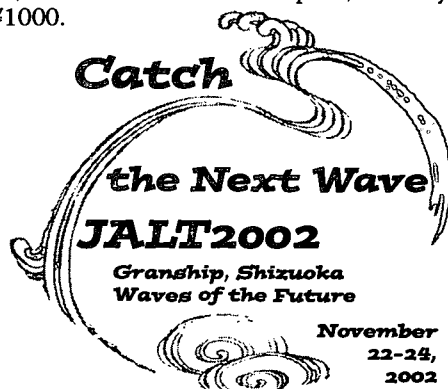
Story-telling Activities in the Young Learner Classroom

Jane will illustrate ways that teachers can use English in their classes to help children have fun learning English naturally. You will hear recordings of teachers doing story-telling activities in their classes, examine the language they use, and look at how teachers can make story reading both interactive

and engaging. Participants are encouraged to bring stories and storybooks they might use with their classes.

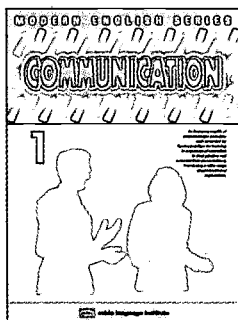
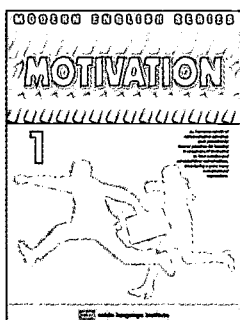
Kitakyushu—Monday November 18, 19:00-21:00; Kitakyushu International Conference Center, rm. #31; one-day members ¥1000; contact Peg Orleans; <tomnpeg@interlink.or.jp>; t: 093-871-7706.

Nagasaki—Tuesday November 19, 18:00-20:00; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Centre Free Space; one-day members ¥1000.



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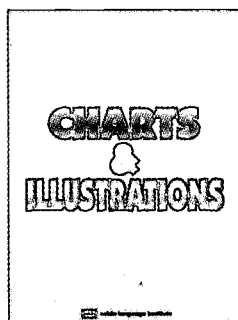
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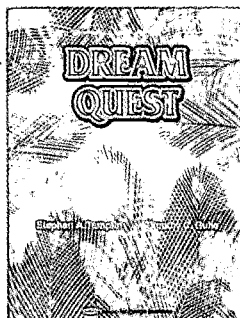
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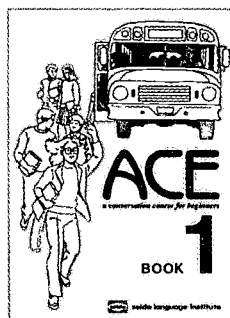
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Chapter Meetings

edited by tom merner

The JALT Four Corners Tour, which takes the Featured Speakers of the JALT National Conference around local chapters each year, will be held again this year. Eight chapters are participating this year and will each hold meetings. For details about each of the meetings, please refer to the Four Corners Tour special page in this TLT.

Chiba—*Teaching Vocabulary for Academic Purposes* by William Grabe. See Four Corners Tour page for details.

Fukuoka—Two Presentations by Katherine MacKay and Paul Rosengrave, Pearson Education Japan, Longman ELT. MacKay explores materials and songs for teaching children. Rosengrave shows how relevant high-interest content given at the appropriate level with achievable task-based activities helps to motivate students and enhance learning. *Saturday November 9, 19:00-21:00; TB—perhaps Aso—(our usual venue); one-day members, free (Sponsored by Longman ELT).*

Gifu—*Power-up! Neat Ideas and Wild Materials* by Robert Habbick, Oxford University Press. This workshop and materials display will cover neat materials and present interesting activities from kids to university to adult. There will be a materials display of Oxford's newest materials including: *English Time*, the latest adult videos, which are appropriate for the classroom, and *American Headway*. Free demo video clips will be available at the event to take home. *Sunday November 10, 14:00-16:00; Heartful Square (southeast section of Gifu JR Station), Gifu City, Gifu-ken; one-day members ¥1000.*

Hiroshima—*Cat's Feat: From Practice to Principle in Task Design and Task-Based Learning* by Jane Willis. See Four Corners Tour page for details.

Kitakyushu—*Creating Learning States With NLP* by Francesco Bolstad. This presentation will consist of an introduction to NLP and a hands-on experience of Anchoring, a technique to access states (emotions). *Saturday November 9, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥1000.*

Kitakyushu—*Story-telling Activities in the Young Learner Classroom* by Jane Willis. See Four Corners Tour page for details.

Kobe—*Cat's Feat: From Practice to Principle in Task Design and Task-Based Learning* by Jane

Willis. See Four Corners Tour page for details.
Nagasaki—*Story-telling Activities in the Young Learner Classroom* by Jane Willis. See Four Corners Tour page for details.

Nagoya—*Teaching Vocabulary for Academic Purposes* by William Grabe. See Four Corners Tour page for details.

Omiya—*Vocabulary and Grammar as Foundations for Reading Instruction* by William Grabe. See Four Corners Tour page for details.

Yokohama—*Content-Based Instruction as a Framework for Teaching Reading* by William Grabe. See Four Corners Tour page for details.

Chapter Contacts

edited by tom merner

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: 018-422-1562;

<takeshis@mail.edinet.ne.jp>

Chiba—Wacanda Clayworth; <wclayworth-

yahoo.com>; Kristie Collins; <collins@jiu.ac.jp>

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

<wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website

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

Gifu (Affiliate Chapter)—Margaret Yamanaka;

<myama@gijodai.ac.jp>; website <gifujaalt.org/>

Gunma—Wayne Pennington; t/f: 027-283-8984;

<jk1w-pgtn@asahi-net.or.jp>; website

<202.236.153.60/JALT/>

Hamamatsu—Brendan Lyons; t/f: 053-454-4649;

<bren@gol.com>; website <hamamatsujalt.com>

Himeji—William Balsamo; t: 0792-54-5711;

<balsamo@kenmei.ac.jp>;

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

Hiroshima—Takami Takeuchi;

t:0829-36-0252;

<takami54@hyper.ocn.ne.jp>;

Timothy Gutierrez;

<timothy@gutierrez94580.com>;

website <hiroshimajalt.com/>

Hokkaido—Alan M. Cogen; t:

011-571-5111;

<cogen@di.htokai.ac.jp>;

website <englishforum.sgu.ac.jp/~jalthokkaido/>

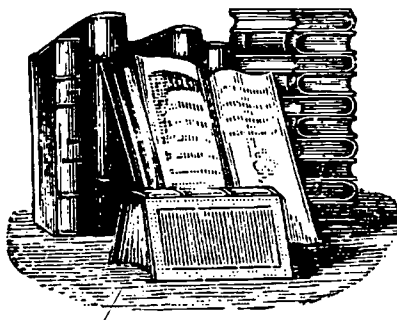
Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-

9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi

Kunihiko <kunihiko@cc.ibaraki-ct.ac.jp>; website

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

Iwate—Mary Burkitt; t/f: 019-662-8816;



- <iwatejalt@hotmail.com>
Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>
Kagoshima—Nick Walters; <kagojalt@hotmail.com>; website <www.kyushu.com/jalt/kagoshima.html>
Kanazawa—Bill Holden; t: 076-229-6153(w); <holden@nsknet.or.jp>; website <www.hokuriku-u.ac.jp/p-ruthven/jalt/>
Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>
Kobe—Hirayanagi Yukio; t/f: 078-794-0401; <hirayanagi@gol.com>; website <asia.geocities.com/wm_hogue/kobejalt>
Kumamoto—Christopher A. Bradley; t/f: 096-346-1553; <cdkchris@shokei-gakuen.ac.jp>; website <www.kyushu.com/jalt/kumamoto.html>
Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>; website <ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/>
Matsuyama—Richard Blight; t/f: 089-927-8341; <rblight@eec.ehime-u.ac.jp>; website <MatsuyamaJALT.50megs.com/>
Miyazaki—Marilyn Books; t: 0985-20-4824; <mbooks@miyazaki-mu.ac.jp>; Toyota Hiro; t: 0985-50-7485; <htoyota@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/sd Davies/Miyazaki_pgrm/officers.html>
Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <aab28032@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>
Nagoya—Tim Newfields; t: 052-861-2465; <newfield@dream.ocn.ne.jp>
Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>
Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>
Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>
Okinawa—Lyle Allison; t: 098-946-1764; f: 098-946-1241; <allison@ocjc.ac.jp>
Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Phil Julien t/f: 0492-31-9896; <phjulien@pg7.so-net.ne.jp>; website <jalt.org/chapters/omiya/index.htm>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>
Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>
Shinshu—Kaneke Tami; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>
Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>
Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>
Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460; website <uk.geocities.com/tokyo_jalt/index.html>
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>; website <koby.rikkyo.ac.jp/jaltwest/>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>; website <www.geocities.com/jaltyokohama/index.html>

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

「すばらしい授業！、これを他の人にも試してもらいたい！」

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

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

For more information, please contact the editor <tl_t_ms@jalt.org>

詳しくは、<tl_t_ms@jalt.org>へご連絡ください。

Job Information Center

edited by paul daniels

To list a position in *The Language Teacher*, please email <tlc_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.

Fukushima-ken—Phenix English School in Koriyama, Fukushima is looking for a part-time English teacher. **Qualifications:** native-speaker competency. **Duties:** teach English to children from 1 to 18 years of age, 15 hours/week. **Salary & Benefits:** ¥120,000 the first month and increases the following month, apartment provided. **Application Materials:** resume. **Contact:** Noda Maiko, 1-11-13 Motomachi, Koriyama, Fukushima, Japan 963-8871; t: 024-925-5844; f: 024-932-0204.

Niigata-ken—Keiwa College, a four-year co-educational Liberal Arts college with departments in English and International Cultural Studies, is seeking a full-time visiting instructor beginning April 2003. The one-year contract is renewable up

to three years. A two-year commitment is preferred. **Qualifications:** MA TESL or related field, or Certificate in TESL/ESL. Teaching experience in intensive programs or at high school/college level a plus. This is an ideal position for those relatively new to the field and eager to expand on their teaching experiences. **Duties:** teach university-level English language classes in a skills-based coordinated curriculum; up to 20 teaching hours per week, seven months a year; participation in teacher meetings; involvement in course design and curriculum development. **Salary & Benefits:** starting at ¥270,000 per month, 12 months a year; subsidized furnished apartment near campus, shared office space with Internet access; health insurance. Transportation and shipping expenses to Niigata will be provided. Additional part-time work is available as evening classes at the college, etc. **Application Materials:** cover letter, resume highlighting teaching experience, copy of degree/diploma, three letters of reference. No email applications, please. **Deadline:** November 15, 2002. **Contact:** Joy Williams, Coordinator, English Language Program, Keiwa College, 1270 Tomizuka, Shibata City, Niigata, Japan 957-8585.

Okinawa-ken—The Meio University English Program is accepting applications for an instructor position (pending), specializing in preparing students to become junior high and high school English teachers to begin April 1, 2003. **Qualifications:** native English speaker or nonnative fluent in English. Japanese ability is a plus.

JALT Central Office Research Services

Photocopy Service

On request, the JALT Central Office will provide photocopies of past or current articles from *The Language Teacher* and *JALT Journal*. Please include as much bibliographic information as possible: author name, article title, year, issue number, and pages.

Library Search Service

JALT Central Office will also search for *Language Teacher* and *JALT Journal* articles in the JALT library. Provide keywords, approximate date, author, title, or other information in as much detail as possible.

Back Issues

Back issues of *The Language Teacher*, *JALT Journal*, *JALT Applied Materials*, and *Conference Proceedings* are also available. Please inquire by fax whether the publication is in stock before ordering.

Payment

Photocopy Service

up to 10 pages	¥500 per article
over 10 pages	¥1,000 per article
Library Search Service	¥500 per article
Back Issues	¥500 per issue

In Japan, please pay by postal stamp (郵便切手); overseas, by bank check in yen, with an additional ¥1,500 bank charge, or by international postal money order. Please include ¥500 postage for all international orders. Please include payment with your order and allow two weeks for mailing after receipt of request.

Should have a Master's or Doctoral degree related to TESOL and publications related to English language teaching. **Duties:** teach senior thesis, *saiyou shiken* preparation, *kyouiku jissu*, STEP and TOEFL preparation, and freshman English; participate in curriculum development, research, and administration duties (including faculty committees). **Salary & Benefits:** Ministry of Education wage scale, commensurate with qualifications and experience. Contract is for three years, after which, if performance is satisfactory, applicant will receive tenure. **Application Materials:** English and Japanese CV (recent photo on Japanese CV), copy of graduate degree(s), copy of graduate transcript(s), visa status, two letters of recommendation, list of publications, copies of three major publications, and statement of purpose. **Deadline:** December 31, 2002. **Contact:** Timothy Guile, Meio University, Department of International Cultural Studies, 1220-1 Biimata, Nago, Okinawa, Japan 905-0005; <tguile@vision1mm.com>.

Okinawa-ken—The Meio University English Program is accepting applications for an instructor position (pending), able to teach a variety of English courses, including courses preparing students to become interpreters/translators to begin April 1, 2003. **Qualifications:** native English speaker or nonnative fluent in English. Japanese ability is a plus. Should have a Master's or Doctoral degree related to TESOL and publications related to English language teaching. Should display the ability (via education and/or experience) to teach interpreting/translation. **Duties:** teach senior thesis, interpreting/translation courses, and courses to raise students' English ability; participate in curriculum development, research, and administration duties (including faculty committees). **Salary & Benefits:** Ministry of Education wage scale, commensurate with qualifications and experience. Contract is for three years, after which, if performance is satisfactory, applicant will receive tenure. **Application Materials:** English and Japanese CV (recent photo on Japanese CV), copy of graduate degree(s), copy of graduate transcript(s), visa status, two letters of recommendation, list of publications, copies of three major publications, and statement of purpose. **Deadline:** December 31, 2002. **Contact:** Timothy Guile, Meio University, Department of International Cultural Studies, 1220-1 Biimata, Nago, Okinawa, Japan 905-0005; <tguile@vision1mm.com>.

Shiga-ken—The University of Shiga is seeking a part-time native English teacher to teach to first-year university students Tuesday mornings from 9:00-10:30 and 10:40-12:10. Position begins April 2003. The first term runs from April to the end of

July and the second term from October to mid-February. **Salary:** ¥8,000/class plus transportation. Salary increases to ¥10,000 if associate professor at another college and ¥12,000 if full professor. Teachers are paid only for actual classes taught. **Qualifications:** MA, college teaching experience, publications/academic presentations, and work visa required/preferred. The school is one hour by local train from Kyoto and 10 minutes by bus. **Application Materials:** CV/resume, preferably one each in English and in Japanese. **Contact:** Walter Klinger, University of Shiga Prefecture, 2500 Hassaka-cho, Hikone 522-8533, Japan; t: 0749-28-8267; f: 0749-28-8480; email: <wklinger@ice.usp.ac.jp>; <www2.ice.usp.ac.jp/wklinger/>.

Tokushima-ken—Shikoku University, Department of English Language & Culture <www2.shikoku-u.ac.jp/english-dept/> has an opening for a full-time lecturer starting April 1, 2003.

Qualifications: native speaker of English, MA in ESL or Applied Linguistics, teaching experience at the university level, some Japanese language ability preferred. **Duties:** teach seven 90-minute classes per week, mainly focusing on conversation skills, discussion, and debate; attend meetings and plan/attend annual events. **Salary:** based on Japanese national university scale; one-year contract renewable up to five years; pleasant, non-intrusive working environment. **Application Materials:** resume, statement of teaching philosophy, recent photo, copies of publications if available. **Deadline:** interviewing throughout October and November or until position filled. **Contact:** Shinohara Nobuko, Shikoku University L504, Furukawa, Ojin-cho, Tokushima-shi, Japan 771-1192. Application materials are accepted by email at <kmiller@shikoku-u.ac.jp>. Please send Word attachments.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary & Benefits:** comparable to other universities in the Tokyo area. **Application Materials:** apply in writing, with a self-addressed envelope, for an application form and information about the program.

Deadline: ongoing. **Contact:** PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org>, and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

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

Bulletin Board

edited by joseph sheehan

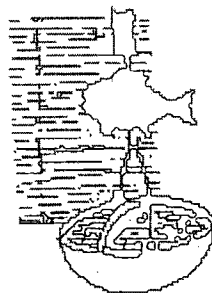
Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information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

Announcements

Universal Chapter and SIG web access—As a result of recent developments within the JALT website, chapters and SIGs now have a basic information page available which is linked to the

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

Staff Recruitment—*The Language Teacher* 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 your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.



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

日本語記事の投稿要領: 編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への書き込みに関わりなく、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 is 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い。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がありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (not tabbed), word count noted, and subheadings (boldfaced or italic) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

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、節に分けて、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、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、別文書をお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

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

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

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

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

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication.

to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

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

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

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

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム: 日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていくなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

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

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

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

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

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

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

Special Interest Group News. JALT-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) 発表が行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports 日本語編集者にお送りください。

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

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

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

JALT 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することではできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month 2 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ではできません。なお、求職広告不掲載が JALT Executive Board の方針です。

JALT Publications Board Chair — *Brad Visgatis*
pubchair@jalt.org

Co-Editor — *Robert Long*
3-26 Sensui-cho, Tobata-ku, Kitakyushu 804-8550
t: 093-884-3447, f: 093-884-3400 (w); tlt_ed1@jalt.org

Co-Editor — *Scott Gardner*
t/f: 086-270-7101; tlt_ed2@jalt.org

Japanese-Language Editor — 衣川隆生 (*Kinugawa Takao*)
t/f: 0298-53-7477 (w); tlt_edj@jalt.org

Japanese-Language Associate Editor — 小野正樹
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Assistant Editor — *Paul Lewis*
t/f: 052-709-1307 (h); tlt_a-ed@jalt.org

TLT Online Editor — *Malcolm Swanson*
tlt_web@jalt.org

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Bulletin Board — *Timothy Gutierrez & Saito Makiko*
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SIG Focus — *Aleda Krause*
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SIG News — *Coleman South*
t: 018-886-5100; f: 018-886-5019; tlt_sig@jalt.org

Chapter Reports — *Richard Blight*
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Chapter Meetings — *Tom Merner*
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PRODUCTION

Proofreaders — *Kim Bradford-Watts, Jennifer Danker, Tim Gutierrez, Nigel Henry, Inamori Mihoko, Aleda Krause, Richrd Vavin, Tamara Milbourn, Ono Masaki, Lihn Pallos, Joseph Sheehan, Jerry Talandis, Tsukahara Mai*

和文要旨作成協力者 — 阿部恵美佳
(Japanese abstracts — *Abe Emika*)

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

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

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

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

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

Central Office

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JALT (全国語学教育学会) について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

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

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

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

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナルリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、外国語リテラシー（準分野別研究部会）、ジェンダーと語学教育（準分野別研究部会）、語用論（準分野別研究部会）、応用言語学（結成段階）、比較文化（結成段階）、英会話（未承認）、発音（未承認）

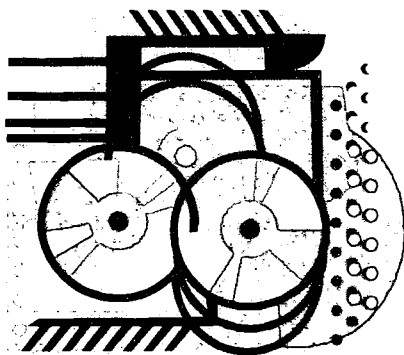
JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

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

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

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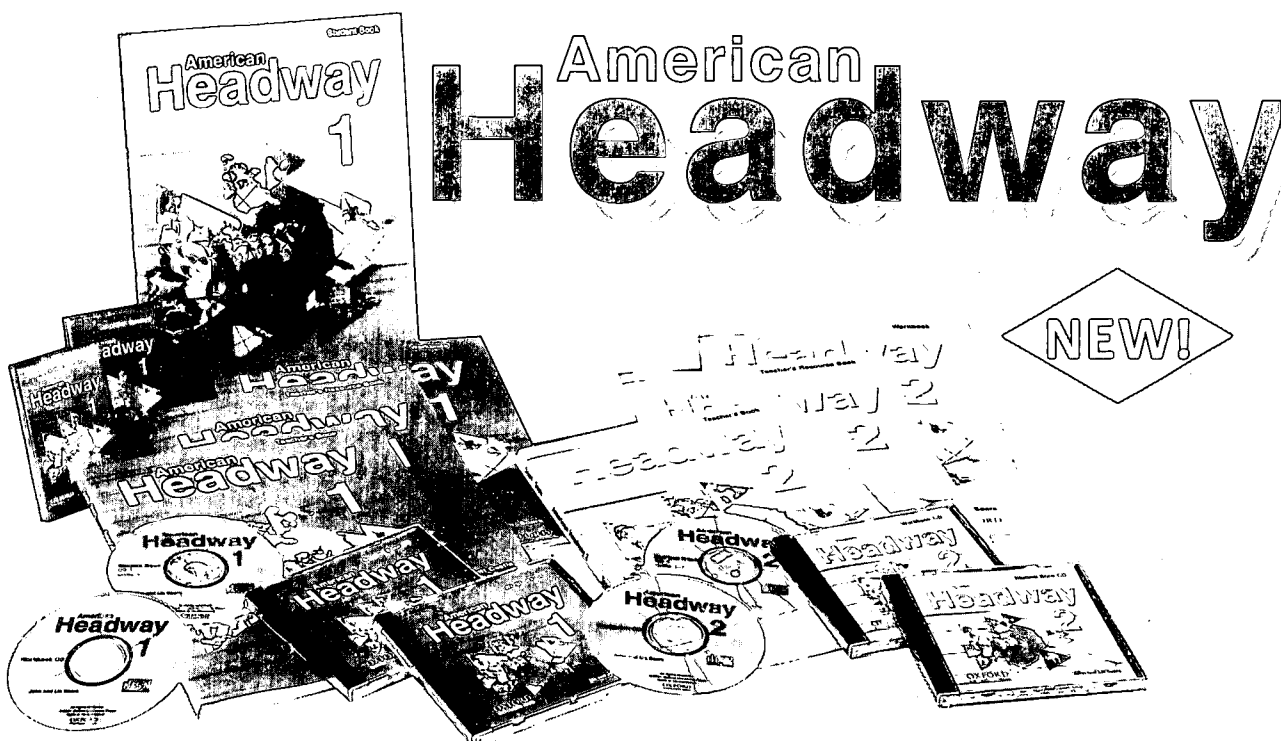
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