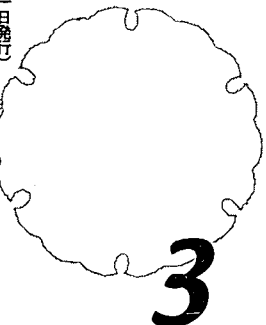


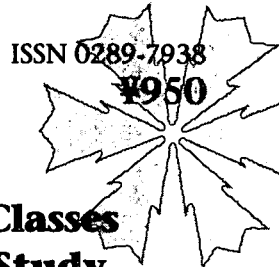
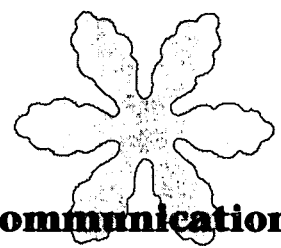
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# the language teacher



3

**Implementing Oral Communication Classes  
in Upper Secondary Schools: A Case Study**  
*Taguchi Naoko*

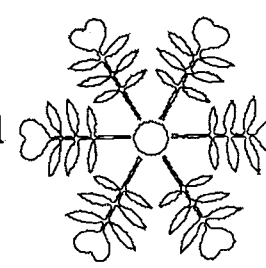


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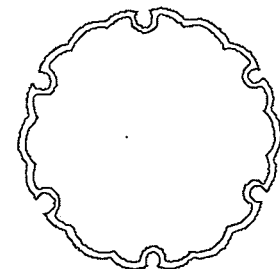
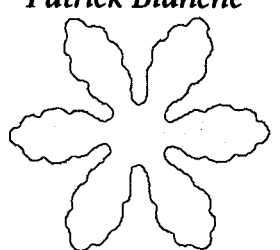
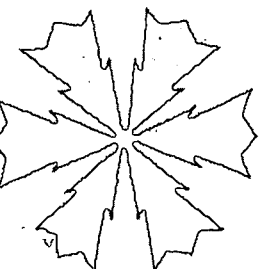
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**"How Do I Respond?":  
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**What Should be Known in Japan about  
Short-Term English Study Abroad**  
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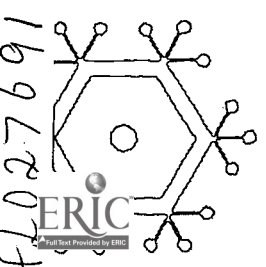
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全国語学教育学会

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# Keeping Current in Language Education

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**JALT**  
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Dear Readers:

Here we are at the end of 2002. As symmetrical as the numbers 2002 appear, it was anything but an orderly year for JALT. However, we survived an upheaval in leadership over the summer, and came back with a JALT2002 conference that surely surpassed everyone's expectations. We hope you were fortunate enough to have attended the conference in Shizuoka. Everyone who worked to make it successful in spite of the odds deserves our deepest appreciation.

*The Language Teacher* had an eventful year as well. In addition to our regular offerings and a pre-conference issue in July, we had two special issues—on using narratives in language teaching, and on the significance of the learner's social identity. Both of these special issues took us in to the level of the individual learner and his or her unique perspectives and needs. We have several more special issues planned for 2003, so stay tuned.

We have also worked to expand our editorial board at *TLT*, and by doing so we hope to have better and more contact with authors in the coming year, making *The Language Teacher* a more direct and open forum for language teachers in Japan.

We would like to wish a warm welcome and congratulations to JALT's new elected officers. We hope our readers will join us in support of the leadership they have chosen, at the chapter and SIG levels as well as at the national level.

Now it's time to bundle up with a nice year-end issue. Our feature this month is by **Taguchi Naoko**, who presents a case study on just how oral communication classes are conducted in high schools in Japan. Following in a similar vein, our first Readers' Forum article by **Yasumi Gee Murata** looks at how well high school English textbooks teach backchanneling, or empathic response. Our second Readers' Forum piece is an eye-opening investigation of study abroad programs for Japanese students, by **Patrick Blanche**.

Happy reading!

—Scott Gardner  
Co-Editor

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読者の皆様

2002年も、もう終わりです。JALTにとっては左右対称の2002という数字のような整然とした年ではありませんでした。夏にリーダーが変わったことを乗り越え、皆様の期待を越えたJALT2002も終わりました。皆様が静岡で会議に出席なさって幸せに思っただけならば幸いです。そして、JALT2002を成功に導くために働かれたすべての方々に深く感謝します。

*TLT*も多事な年を過ごしました。定期的なものに加え、語学教育でのナラティブ使用について、学習者の社会的アイデンティティの重要性についての2つの特別号を提供しましたが、2003年にもいくつか計画しています。

さらに、*TLT*では、来年も著者とよりよく、より多くの接

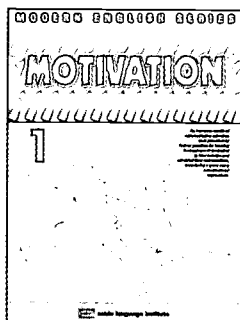
触を持てるよう、そして、*TLT*をさらに日本の語学教師のための直接・公開フォーラムにするよう編集部を拡張しました。私たちはJALTの新しく選ばれた役員を暖かく迎えたいと思います。そして、全国レベルだけでなく、支部やSIGにも、読者が加わって下さることを望んでいます。

年末を飾る今月号では、Taguchi Naoko氏が、オールコミュニケーションクラスが日本の高校でどのようになされているかの事例研究を示しています。そして、Yasumi Gee 村田氏によるフォーラム記事は、高校の英語の教科書がどれくらい、バックチャンネルや強調した返答を教えているかを見ます。そして、Patrick Blanche氏が日本人学生のための留学プログラムに注目した調査を行っています。では、お楽しみ下さい。



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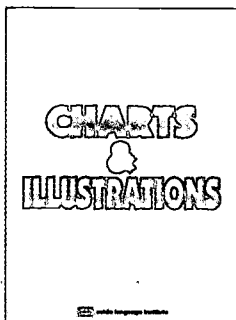
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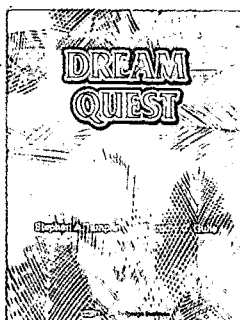
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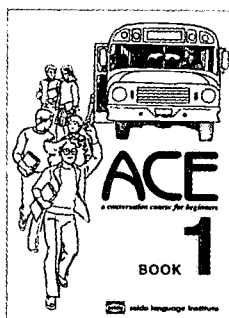
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Taguchi Naoko  
Minnesota State University  
—Akita, Japan

# Implementing Oral Communication Classes in Upper Secondary Schools: A Case Study

The late 20th century has witnessed the widespread adoption of communicative language teaching in many countries using English as a second or foreign language. English education in Japan is no exception. In 1989, the Japanese Ministry of Education announced a new curriculum that incorporated oral communication as a distinct subject area for upper secondary schools. The national curriculum guidelines (hereafter, *Course of Study*) were an attempt to promote the communicative approach, emphasizing the development of speaking and listening skills in the classroom. Although

the purpose of the 1989 *Course of Study* was well disseminated by the central government, questions about its impact on local schools remain. Since educational reform requires active participation of all stakeholders for successful implementation, it is important to investigate how the practitioners at the local level have accepted the curriculum. Based on the data obtained in one local prefecture, this case study provides some information on how the curriculum changes are perceived and practiced by local English teachers and curriculum supervisors.

## Oral Communication Classes and Implementation Difficulties

The proposal to incorporate an oral communication course into the *Course of Study* of upper secondary schools first appeared in 1987 in the Third Proposal submitted by the Central Council of Education at the request of the

Ministry of Education. The proposal informed guidelines for the nation-wide task of educational reform, due to the necessity in responding to social changes such as internationalization and the growth of an information-oriented society. The Third Report claimed that English education should focus on the development of communicative skills and intercultural understanding in order to produce Japanese citizens who can "earn the trust of the international community" (Mombusho, 1994, p. 101). The Council's deliberation was officially approved, and the English subjects Oral Communication A, B, and C were introduced in the *Course of Study* in 1989. These became mandatory in 1994, in order to "cultivate students' positive attitude to attempt communication" (Mombusho, 1989). The 1989 *Course of Study* was further revised in 1999 and will

来年度からの新学習指導要領の実施を控え、実践的なコミュニケーション能力の育成に向けての具体的なクラスのある方が社会的関心となってきた。本研究では、1989年の高等学校学習指導要領によって導入されたオーラルコミュニケーションという必修科目が、実際の高等学校の現場で、英語教師(全25名)と教科指導主事(全3名)にどのように受け止められているかを、アンケートとインタビューの結果をもとに検証する。

オーラルコミュニケーションという科目が導入されてもなかなか現場の実情が変わっていないということが指摘されているが、変わらない原因として入試の足かせ、クラスサイズ、生徒の受動的な学習態度、教師自身のコミュニケーション力などが挙げられ、それが現在のクラス活動の実態に影響を与えていることが分かった。



take effect in April of 2003. In the more recent curriculum, oral communication receives greater emphasis by promoting the teaching of spoken English in an integrated manner.

The literature indicates an overall difficulty in implementing oral communication (OC) classes in Japanese secondary education because of entrance exams, large class size, or limited class time (Brown & Wada, 1998; Oka & Yoshida, 1997). Gorsuch's (2000, 2001) survey study examined how national, school, and classroom variables are related to teachers' approval of communicative activities. The results showed that the centrality of grammar-oriented college entrance exams presents a well-defined instructional focus and shapes teachers' classroom practices. Teachers' grammar-based instruction is hard to change even after they go through training programs on communicative methods. Pacek (1996) showed that teachers who had one year of in-service training could not implement the methods due to institutional concerns and tradition.

Top-down innovation may not bring the expected results because of culture-specific beliefs about language teaching which are deeply rooted in local tradition. As Hatton (1985) states, implementation of innovations involves the interaction of two cultures: the culture of the innovators and the culture of actual practice. When there is a gap between the two, a conflict arises and innovation faces difficulty. Ricento (1998) also stresses that policies that violate people's deep values and beliefs will be difficult, if not impossible, to implement. Continuous evaluation of the implementation process is necessary in order to identify specific areas of implementation difficulty of communicative teaching in Japanese educational settings.

Findings for the Present Study

This case study examined the implementation of OC classes in upper secondary schools in a prefecture located in northern Japan. The study compiled information from two perspectives, local English teachers and curriculum supervisors.

Perceptions of English teachers

Teachers' opinions of OC classes and their classroom practice were analyzed through a survey. The informants were 25 English teachers in upper secondary schools (10 male and 15 female) in the prefecture. The majority of the teachers were in their 20s and 30s, with the mean number of years of teaching being 12.8. A two-page survey was developed in Japanese based on both the researcher's experience of teaching English in an upper secondary school and previous research on teacher perceptions of communicative innovation (Brown & Wada, 1998; Li, 1998; Pacek, 1996).

Current teaching practice

Table 1 presents the results of typical language activities in OC classes. Speaking/listening activities in groups or pairs were reported by the majority, although information as to how such pair/group work is done was not available. The frequent use of more mechanical activities, such as dialogue practice and listening to tapes, may be partially due to the constraint of large class size.

All teachers reported using written tests and quizzes for evaluation. Only three teachers said that they give interview, conversation, recitation, speech, or listening tests in addition to the written tests. The time spoken in English was reported as 40% on average, ranging from 0 to 100%. A high percentage (80 to 100%) was reported only when team-teaching with an ALT, suggesting that the instructions and directions are given in English. All teachers reported that a tape player is their major classroom equipment, and one teacher reported using a VCR.

Perceptions of communicative competence and curriculum

Nineteen teachers defined communicative competence as the ability to understand others' messages and to convey one's message, presenting the view of communication as information exchange. Three teachers expressed that communicative competence entails sociocultural knowledge: the ability to interact politely and to maintain favourable personal relationships. These responses reflect teachers' understanding

Table 1. Summary of Teacher Responses about Their Current Teaching Practices

Survey Questions	Frequency
Typical activities in OC classes	
1. Group/pair work, dialogue practices	10
2. Listening to dialogues and comprehension check	7
3. Reviewing useful expressions	3
4. Games	2
5. Reading aloud	3
6. Reviewing grammar points	2
7. English Greetings	1
8. Writing sentences	1
Assessment methods	
1. Written tests/quizzes	25
2. Homework assignments	16
3. Classroom attitudes	4
4. Speaking tests	4
5. Listening tests	3

Note. The frequency in the table refers to the number of teachers who reported individual activities and assessment methods.

that communication refers to the properties of both language and behavior, consistent with the national curriculum.

The teachers seem to have concrete ideas on what it would take to fulfill the curriculum objectives. When asked about classroom activities that could achieve the objectives, they listed a range of ideas: oral presentations, games and role plays, Internet communication, use of audio-visual equipment, discussion, and content/task-based instruction. However, they also mentioned that external conditions such as small class size, ALT support, and an English-only class atmosphere, need to be arranged in order to achieve the objectives. The results present a gap between the ideal activities and the activities in current practice; there seems to be an apparent conflict between what the curriculum demands and what the teaching situation allows.

Fifteen teachers indicated that OC classes have a positive influence on students' communicative ability in terms of increasing opportunities to speak and listen in English and positive attitudes toward oral/aural activities. OC classes seem to help raise students' consciousness toward English as a communicative tool and reduce their resistance towards expressing themselves in English. However, ten teachers noted that there has been little influence of OC on students' ability. Two teachers in particular expressed that there is little necessity and reason for students to practice communicative skills in the EFL context.

#### *Perceived implementation difficulties*

Teachers' perceived difficulties in implementing communicative teaching were investigated through 9 Likert-scaled questions (Table 2). The Likert-scaled items used an ordinal scale ranging from "Not a Difficulty at All (1)" to "A Great Difficulty (5)" for each potential area of difficulty. The greater mean in the table indicates a greater level of difficulty.

Entrance exams and large class size received the greatest response, indicating that these factors are perceived as seriously limiting the implementation

of OC classes. Five teachers commented that part of the OC class is used for grammar instruction due to the pressure of preparing students to pass the grammar-based college entrance exams. The following comment illustrates the dilemma between teachers' desire to teach communicative skills and their tacit purpose and goal of teaching English:

Because of the exam constraints, we don't have much freedom in organizing creative or practical classes. Teachers want to develop students' communicative skills, but in reality, our biggest interest now is the standardized scores of various mock exams so that we can prepare students for the entrance exams.

In the surveys, some teachers noted a relationship between large class sizes and student passivity in class: "Students are used to [a] lecture-style class and not used to speaking up in class. They always worry if their answers are correct or not. Smaller classes could help solve such a problem." The teacher-related difficulties also received a relatively strong response. More than 70% of the teachers commented that they do not have enough time. Although 11 teachers responded that OC textbooks are not a problem in teaching OC classes, some teachers commented that the textbooks are a constraint on preparing more creative lessons:

I haven't seen a great OC textbook, so I hardly ever use textbooks. Usually our ALT prepares something related to the topic, and we just do some activities according to the lesson plan. When it comes to enhancing students' practical communicative skills, we are really not sure if this is an effective way.

#### *Perception of the Curriculum Supervisor*

Three 40-minute interviews were conducted with English curriculum supervisors who belong to the prefectural authority that provides in-service training programs for local teachers. The supervisors had been in the position between one and three years

Table 2. Reported Difficulty Factors in Implementing OC Classes

Difficulty Areas (Likert-Scaled Items)	Very Easy	Easy	Neutral	Difficult	Very Difficult
1. Teachers' speaking ability	0	1	9	9	6
2. Time for material development	0	1	5	12	7
3. In-service training	3	4	6	9	3
4. Students' low English ability	2	3	8	7	5
5. Students' passive learning style	2	1	5	10	7
6. Large class size	1	0	4	9	11
7. College entrance exams	0	0	3	3	19
8. ALT support	7	5	5	7	1
9. Textbooks	2	3	6	10	4

Note. The numbers in the table represent the number of responses received from the English teachers.

and had taught for more than two decades in local upper secondary schools. The interview proceeded with six questions that were mailed to the supervisors prior to the interview. The questions asked about teacher-training programs, roles of ALTs, observed changes in English classes, and perceived difficulty in adapting OC classes. What follows is a collective summary of the interviews.

#### *Teacher training*

The supervisors reported three annual teacher-training programs for volunteer participants in lower and upper secondary schools: a Communication Seminar (2 days), Listening Training (1 day), and a Team-Teaching Seminar (2 days). The purpose of these programs is twofold: to improve teachers' English skills and to introduce useful "teaching methods," although the former receives greater emphasis. Listening/reading exercises using TV news, commercials, movies, TOEIC materials and newspapers were sample activities. ALTs are invited to the teacher-training sessions, so interactions with ALTs also contribute to the skill training of the Japanese participants. No special sessions were provided to prepare teachers specifically for OC classes within the prefecture.

#### *Changes in English classes*

The supervisors indicated some observed changes in classroom activities and equipment after the curriculum innovation. Although tape/CD players still occupy the main place, the use of overhead projectors, language laboratory, and computers has increased. Along with textbook changes, teachers are shifting from exclusive use of grammar-translation methodology to the inclusion of some communicative activities. However, they also remarked that OC classes have been unable to produce their intended outcome because the subject, Oral Communication, has not been fully adopted in classrooms due to the continuing emphasis on reading/grammar instruction.

Some reasons for this include teachers' limited repertoire of communicative activities, as well as their limited practice in expanding the use of activities. For instance, as reported by one supervisor, listening and reading activities should not be mere meaning comprehension exercises; extending practices such as outlining, paraphrasing and transferring the information to others, or responding to the information in writing should accompany the exercises.

According to another supervisor, there is a need for creating authentic situations and purposes for using English in a classroom. For example, by using English as the instructional medium, students can experience how English works in actual settings. As another example, rather than having teachers read students' essays or letters, students could exchange

their writings and provide feedback to each other (e.g. peer writing journals) in order to provide some authenticity into their language practice.

#### *Influence of ALTs*

All three supervisors expressed positive impressions about the roles of ALTs in local English education. ALTs are considered beneficial in providing students and Japanese teachers with opportunities for listening to native-speaker English, creating occasions for authentic communication and promoting intercultural understanding. Two supervisors said that since ALTs are supportive about team-teaching, it is Japanese teachers' responsibility to make full use of their contributions (e.g., planning lessons in a more cooperative manner).

#### *Perceived implementation difficulties*

All supervisors reported that college entrance exams are the greatest obstacle. Since the exams are largely based on reading comprehension, teachers seem to have a common understanding that doing communicative activities exclusively in class does not help students to pass the exams. However, according to one supervisor, the style and content of entrance exams have indicated some change. More and more exam questions in individual universities, particularly essay questions, aim to measure students' ability to express their ideas. One supervisor indicated that in the near future the national Center Exams will include a listening section. Another major obstacle reported by the supervisors is teachers' ability and confidence in communicating in English, along with their knowledge of communicative teaching methods and assessment techniques. Since many teachers have little experience in learning and teaching in using the communicative approach, they do not yet have established patterns as to how to organize and develop communicative lessons. A lack of precedent and examples in their immediate environment also impedes the actual practice of communicative teaching.

The supervisors further agreed that large class size is another factor causing difficulty, but students' ability and passive learning styles, textbooks, and ALT support are not. They indicated that it is the teachers' job to motivate students and provide appropriate materials according to their levels. The problem of large class size could also be overcome because some schools now split the class into two sections when teaching OC (20-25 students per class). The supervisors considered that teachers' low participation rate in in-service training or workshops is another problematic issue.

#### *Summary and Conclusion*

The results of this case study revealed some internal and external constraints that may discourage the



practice of the communicative approach in English classrooms. One major internal constraint reported by the teachers is students' passivity. Students' lack of motivation and their reluctance to participate in class seem to be a primary limitation in implementing communicative teaching practices. Some teachers stated that the problem is common in all classes, not only in English classes, and arises from the Japanese education system as a whole. The expected roles of a student in a traditional Japanese classroom are to listen to the teacher attentively and to take notes; however, such roles are obstacles to the success of a communicative class where it is crucial for students to engage in speaking. In contrast to the teachers' opinions, the curriculum supervisors did not indicate students' passivity as a problem. They seemed to have high expectations of the teachers, assuming teacher responsibility in promoting positive classroom atmosphere and attitudes to communicate.

The principal external constraints identified in this study are large class size and university entrance exams. The teachers and curriculum supervisors reported that it is extremely difficult to promote communicative activities with 40 students in one class. Large class size is probably the factor that limits classroom activities to mechanical and structured exercises, such as dialogue practice or listening to a tape. Although teachers seem to share a similar understanding of what communicative ability entails, enhancing students' performance in OC classes appears to be difficult. The teachers seem to limit their expectations to doing some kind of oral/aural activities in class, without questioning the degree of *communicativeness* of the activities. Although a majority of teachers and the curriculum supervisors acknowledged the positive influence of OC classes, their comments were concentrated around "students' positive attitudes" and "increasing opportunities in speaking and listening" as the primary benefits of OC, rather than on actual improvement of communicative proficiency.

Lack of systematic assessment of OC classes also provides support for this interpretation. The data seem to indicate that teachers do not appear to have clear ideas of how to assess communicative skills. These results are consistent with Li's (1998) findings that teachers in Korea found it disconcerting that there are no efficient ready-made tools to assess communicative abilities of a large group of students. At present, the teachers' goal in OC classes seems to be focused on creating opportunities to use oral/aural skills, rather than on enhancement of communicative proficiency for authentic purposes.

Similarly, the teachers and the supervisors seem to be aware of students' pressing need to study English as an academic subject rather than a communicative tool, acknowledging the reality that

grammar and reading are still the instructional focus in class.

The fact that current teacher training programs do not cover foundation theories and methods of communicative teaching and assessment seems to imply that incorporating a few oral activities into the OC classes is considered to be sufficient. This oversight permits individual teachers to draw their own conclusions as to what is important in the class, resulting in the formulation of an unstated philosophy that "OC instruction should not interfere with entrance exam preparation."

According to the teachers and supervisors, entrance exams are themselves another external constraint that restricts the practice of communicative teaching. The teachers' opinions are a reflection of washback effects, or the influence of testing on teaching and learning. As Shohamy (2001) states, high-stakes public exams are often used as instruments of control in a school system and provide focus and guidelines for classroom instruction. In the present analysis, the washback effect is evident in teachers' pressure to prepare students for the exams, as expressed in the survey.

In conclusion, local English teachers surveyed in this study seem to be in an awkward position, caught between the objectives of OC and the constraints that discourage their active practice. This EFL context presents challenges for attaching value to OC because acquiring knowledge to pass entrance exams seems to be the majority of students' authentic goal for studying English. The curricular innovation planned by the Ministry of Education seems to have symbolic rather than functional meaning. The end users of the innovation have established a tacit practice in order to circumvent the formal curriculum and to fulfil their practical, genuine objective of English instruction. Other internal and external factors (e.g. class size, student passivity, etc.) seem to jointly contribute to this local practice.

Based on the present case study, it seems that future research on the participants' perceived difficulties and their actual practice is needed. Furthermore, longitudinal data on the perceptions of teachers and students could add to our understanding, as many concerns expressed by the teachers (e.g., students' low ability and motivation, time for material development) are not static factors. They are dynamic in nature and thus have a potential to change with increasing experience in new pedagogical attitudes and beliefs (Markee, 1997; van den Berg & Ros, 1999). Thus, future research that investigates teachers' and students' changing practices in the communicative classroom could prove interesting.

#### Acknowledgements

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## "How Do I Respond?": A Survey of Interpersonal Aspects of English in Japanese High School Oral English Textbooks

Yasumi Gee Murata, Nagoya University of Foreign Studies

### Transactional and Interpersonal Use of Language

Language is interpersonal as well as transactional (Berendt, 1981, 1991, 1998; Hori, 1998). That means we may speak with a specific goal in mind to achieve, such as finding out bus departure or arrival times, or inviting friends to dinner, or reserving a flight to Sydney, but we may also speak just to have a chat with someone with no particular goal in mind. Chatting on cellular phones is a favorite pastime for young people in Japan. Chatting with a friend on the phone or over lunch is fun. We call acquaintances just to find out how they are. We enjoy chatting because it reassures us that we are liked and feel some kind of bond existing between us and the people we are talking with.

For a business person with international dealings, it is vital to be able to conduct various business tasks in English, thus a business English textbook usually follows a functional syllabus with chapter topics such as arranging a meeting, complaining, making a phone call, understanding directions, etc. A Japanese businessperson, however, once confided to me that although his study of business English had prepared him to conduct business negotiations in English without much difficulty, he really dreaded the time when he had to socialize with his business partners in English. He apparently did not know how to converse socially in English!

Students learning English in an English speaking country may encounter a similar problem. They may understand the teacher's directions quite well in class, can buy stamps in a post office and order a meal in a restaurant, but in a cafeteria they may not be able to enjoy conversing with newly acquainted native English speakers. This is because in such conversations we are not trying to achieve a specific goal such as buying postage stamps, but are instead trying to build up friendships by showing a positive attitude towards other people. The next section considers why interpersonal language is so important.

### Empathic Responses

One effective device frequently employed in English to indicate to the speaker a positive attitude from

the hearer appears in the form of empathic response. Boxer (1993) gives the following example which clearly demonstrates failure by the Japanese person (NNS) to show a positive, supportive attitude to her English native partner (NS).

NS: My plane trip [to Japan] was pretty difficult, I mean it wasn't direct from New York to Tokyo or anything. I had to go to Toronto...

NNS: Mm hmn.

NS: I had to go to Toronto and then I had to spend a night in a hotel in Toronto, and then I had to get to the airport again the next day, and go to Vancouver and switch planes, and I mean, that's a lot of traveling, and I was really tired.

NNS: Yeah?

NS: and then when I got to Tokyo after I had been traveling for 20 hours I had to catch a cab into Tokyo station...

NNS: Uh huh ...

NS: Then get another cab and find my way, you know, and I had to explain to the taxi driver where my hotel was because he didn't know where it was.

NNS: Right, uh huh ... Where did you stay?

[after a few exchanges about the hotel]

NS: It's so funny, I sit here going on and on and you just say, "uh, huh," it's like I'm in an interview or something. (p.292)

The last comment made by the NS obviously indicates some dissatisfaction or frustration felt as a result of not receiving the kind of responses she wanted or expected to hear. Both parties would have felt better and consequently closer, if the NNS had used more empathic responses clearly showing sympathy for her conversation partner.

To know that using empathic responses—back channeling—is helpful for building a good relationship in English conversations is especially important and significant for beginning learners whose linguistic abilities often put them in the role of listener rather than speaker. This significance motivated the

良好な対人関係を構築し、維持していくためにわれわれは相手の気を悪くさせないように注意しながら会話をする。英語では相手の言ったことに対して、少し大袈裟に賛成したり驚きを表明することが相手との距離を縮めるのに有効である。強調的な応答は使用が簡単で、初級者が知っていると、友人関係を作るためには便利な表現であるが、日本の高校の検定オーラル教科書ではどのように扱われているかを調べた。調査をしたほとんどの教科書において強調的な応答は少ないことがわかった。

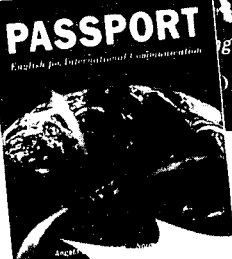
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following survey of what kinds of responses are introduced in a random selection of Ministry-approved Japanese high school oral English textbooks.

### Empathic Responses in Textbooks

I examined eight high school oral English textbooks, which were available in a bookshop at the time of survey (see Appendix for a list of textbooks). Included in the survey were three A level, four B level and one C level oral English textbooks. Oral Communication A classes in high school aim to teach students how to carry out everyday or survival English. Such textbooks usually begin with self introductions and go on to topics like inviting, suggesting, declining, finding information at the airport, and so forth. Oral Communication B is geared towards developing listening ability, whereas C deals with higher level production skills in English such as debating, public speech, and discussion.

Table 1 lists all the empathic responses that appeared in each textbook. With the exception of *Progressive A*, the range and number of empathic responses is quite limited. I should point out that the main author of *Progressive A* is a sociolinguist and that throughout the textbook cultural tips, including different linguistic habits such as including the speaker's name in conversation to make it sound nicer, are specifically highlighted for students. It is apparent that in *Progressive A* a deliberate effort was made to teach the interpersonal aspect of English.

In comparison, Table 2 shows the empathic responses found in *New Interchange Intro* and *1*, both of which were authored by native English speakers. The authors may not be consciously aware of the function of empathic responses, but one can see from the table that *New Interchange Intro*

Table 1. List of Empathic Responses in Japan-Produced Textbooks

#### Oral Communication A

##### *Evergreen A*

That's interesting.  
You're lucky.  
Oh, no.  
Great idea.  
Really!  
I'd love to.

##### *Hello There! A*

Oh, thank you very much, Keiko.  
Sure.  
Oh, I'd love to.  
Hmm, that sounds good.  
Oh, that's good exercise.

#### Oral Communication B

##### *Birdland B*

Really!  
Oh, no.  
Really?

##### *Progressive B*

Oh, it's wonderful.  
I'd love to.  
It's delicious.  
That sounds interesting.

#### Oral Communication C

##### *Hello There! C*

Sure.

##### *Progressive A*

Oh, no!  
That sounds great.  
Good idea.  
It's disgusting!  
It was great!  
Oh, are you? That's great!  
Oh, that's too bad.  
Sure, I'd like to. That sounds like fun.  
Good! I love to eat Japanese food!  
Oh, that sounds good.  
Great.  
Yeah, I'd love to.  
Oh, it's gorgeous.

##### *Evergreen B*

(No empathic responses.)

##### *Sailing B*

I'd love to.  
You look nice in that.

Table 2. List of Empathic Responses in *New Interchange*

#### *New Interchange Intro*

Wow!  
Oh, cool!  
It's great!  
Oh, no!  
You're lucky!  
Sure!  
That's super.  
Thanks. I love it.  
Really?  
Now, that's exciting!  
Fabulous!  
That's a great idea.  
I'd love to.  
Terrific!

#### *New Interchange 1*

Gee...  
Thanks. I'd love to.  
Wow!  
What an interesting family!  
You're kidding!  
Great.  
Great idea!  
Oh, I bet it's really...  
Sure. I'd love to!  
It all sounds really exciting!  
Really? That's too bad!  
I love it.  
Terrific!  
That would be great!  
That's terrific!

and 1 introduce much more diversified empathic responses. Learners, therefore, would have more opportunity to learn how to respond in a conversation when they study using *New Interchange Intro* and 1, than they would using most of the Japanese Ministry-approved oral textbooks.

### Empathic Response as a Positive Politeness Strategy

Empathic responses are part of positive politeness in English. Positive politeness is understood as keeping or attending to the positive face of the hearer (Brown & Levinson, 1987) and it has the effect of bringing out a sense of solidarity or camaraderie between the speaker (S) and the hearer (H). Brown & Levinson (p.102) advocate three broad positive politeness strategies. These are to

- i) claim common ground with H;
- ii) convey that S and H are cooperators; and
- iii) fulfill H's want (for some X).

Each strategy is further broken down into more concrete linguistic behaviors, and giving empathic responses belongs to the first strategy to claim common ground with H. Other positive politeness linguistic forms in this strategy include the use of In-Group Identity Markers and Jokes. Murata (1998) found that not only were few empathic responses included, but the use of In-Group Markers and Jokes was generally low in Japanese-authored textbooks as well.

### Summary and Conclusion

Although the Japanese Education Ministry's new guidelines for teaching communicative English in public senior high schools came into effect from April 1994 (Goold, et al., 1993), the current survey found that the importance of the interpersonal aspect of English does not seem to be fully recognized yet. In all but one of the textbooks examined here, giving empathic responses to the speaker, a simple and most useful device for fostering rapport, was limited in variety and frequency.

Perhaps this is a reflection of the Japanese style of communication where such back channeling expressions as *usso!* and *maji* are normally used only in the context of talking with peers and not with strangers or others not of similar social stature. Precisely because these back channeling expressions do exist in Japanese, once taught the English equivalents and their significance for English interaction, Japanese learners will find them easy to use. They then will be able to avoid the discomfort felt by the Japanese student and the American friend quoted earlier.

As an English learner myself who once did not know how to respond to an English speaking person's stories, I would like to see a shift toward a

more explicit teaching of interpersonal strategies in Japanese high school and other textbooks.

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### Appendix Surveyed Textbooks

- Birdland B.* (1998). Tokyo: Buneido.
- Evergreen A.* (1998). Hiroshima: Daiichi Gakushusha.
- Evergreen B.* (1998). Hiroshima: Daiichi Gakushusha.
- Hello there! A.* (1998). Tokyo: Tokyo Shoseki.
- Hello there! C.* (1998). Tokyo: Tokyo Shoseki.
- New interchange 1.* (1997). Cambridge: Cambridge University Press.
- New interchange intro.* (2000). Cambridge: Cambridge University Press.
- Progressive A.* (1998). Tokyo: Shogaku Tosho.
- Progressive B.* (1998). Tokyo: Shogaku Tosho.
- Sailing B.* (1997). Osaka: Keirinkan.

Yasumi G. Murata received a Ph.D. in Linguistics from the Australian National University, Canberra. In March, 2002, she left full time work and now teaches part time at different universities in and around Nagoya. Her current research interests include pragmatic transfer from L1 to L2 and the miscommunication caused by such transfer, particularly from the perspective of politeness.



## What Should be Known in Japan about Short-Term English Study Abroad

Patrick Blanche, Kumamoto Gakuen University,  
Japan; University of Central Lancashire, UK

### Introduction

In 1993, Kathleen Kitao spotlighted a gap which Yashima and Viswatt (1991) had already noticed, when she wrote, "Although many Japanese students go overseas for study, either short-term or long-term, there has been relatively little study of these students, their preparation, or the results of the students' experience overseas." Today it appears that much of the needed research still hasn't been done, since "[t]he practice of sending higher education students overseas on short-term language immersion programs [remains] a relatively unexplored area" (Bodycott and Crew, 2000).

What can be found in Japan's mainstream EFL literature concerning Japanese people who studied English overseas for a few weeks or months is actually negligible. Two well-known ELT periodicals are published mostly or entirely in English in this country: *The Language Teacher (TLT)* and *Jalt Journal*. As far as I know, short-term overseas study has never been featured in *Jalt Journal*. Between January 1985 and December 2001, four articles on short-term study abroad (Johnston, 1993; Drake, 1997; Geis and Fukushima, 1997; Bodycott and Crew, 2000) and seven very brief (250 words or less) "Chapter Reports" germane to this topic appeared in *TLT* (Modesitt, 1985; Christensen, 1988; Iwakiri et al., 1993; Cogan 1994; Liebelt, 1996; Dinkins et al., 1998; Kadota, 2001). Total: less than 20 pages in more than 13,000 pages of text. This doesn't do justice to the fact that, from Hokkaido to Okinawa, studying abroad has long been an important component of English education.

At least 350 out of 600 or so Japanese institutions of higher learning send young people to Australia, Britain, Canada, Ireland, New Zealand, or the United States on a regular basis in February-March or July-August. A significant number of high schools, language schools, and travel agencies do likewise. All of this involves an estimated student population of well over 10,000 each year. Yet few Japanese seem to know what to look for when trying to assess the quality of a short study-abroad pro-

gram, and even fewer seem to have any idea how much it should cost.

The aim of the present article is twofold: first, to give Japanese learners and ELT professionals useful tips for identifying good short-term EFL programs overseas; and second, to start laying the foundations for the coherent, serious and sustained research that is urgently needed.

### Quality and Costs

Following are a few pointers I have compiled to help students, parents, and teachers make more informed decisions.

#### Quality

Perhaps the most important indication of quality in an overseas study program is the maximum number of participants if enrolment is limited, as it should be. In my experience, the ideal number is anywhere between seven and seventeen; twenty is manageable; anything above twenty-five is unacceptable. Only programs involving small or relatively small groups can yield a superior mix of flexibility and individual attention.<sup>1</sup>

The next most important quality indicator is the kind of language instruction being emphasized abroad. Participants should never be lumped together in the same classroom. They should be assigned to different classes, according to their respective ability levels, and work with non-Japanese foreign students. A good program ought to feature at least seventeen hours of classroom instruction a week, dispensed mostly in the morning by qualified native instructors; supervised project work in the local community, mainly in the afternoon, following morning preparations; and some optional social activities, excursions, or both, mostly in the evenings or at weekends. Low-level learners should not be expected to do much project work, but get more classroom instruction and do more homework.

Housing is the third item one should carefully look at. It might be on-campus housing, homestay, or a

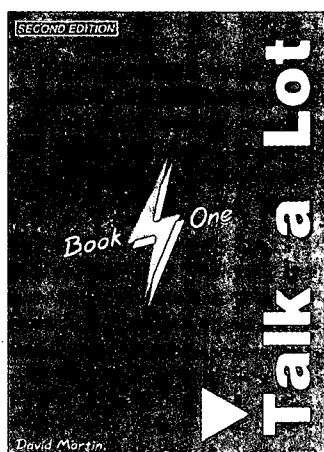
海外での短期語学研修は、長い間日本の英語教育に事実上存在してはいたが、文学が主流となっている日本では、驚くほど言及されていない。二部からなるこの記事の前半では、非常に実質的なお金の質と価値について述べていく。一般的な、又は過剰に価格設定された海外語学研修を表すサインは何なのか？良い海外語学研修の顕著な特徴は何なのか？優れた海外語学研修はいくら費用が必要なのかという点をとりあげた。記事の後半では首尾一貫し、長い間続けられた調査の基礎づけを試みる。この調査が、積極的に教師と生徒の両方を巻き込み、数多くの海外語学研修の基準を上げることができると主張する。

結論としては、海外における短期英語研修への参加が、将来の言語の発展と多くの日本人学習者の自信に決定的なものとなることを気づかせてくれるだろう。

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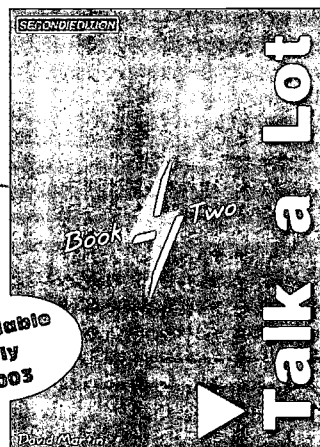
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combination of both (e.g., three weeks on campus followed by a few days in a private home, or a short orientation period on campus before a three-week homestay). Here again, program participants should not be segregated. In a university dormitory, their neighbors must not be Japanese. Host families should never take in more than one Japanese and never more than two foreign students. Cramped living conditions are inexcusable: each participant must have his or her own room, either in a private home or on campus. Host families should ideally be whole families, giving students the chance to interact with all ages. Keep in mind that a bad homestay could be worse than no homestay. Good host families are sometimes difficult to find in Europe between late June and early September, when a lot of people are vacationing. In addition, low-level learners are often not ready to live in private homes. These learners generally benefit more by living with non-Japanese foreign students in well-equipped dormitories.

Lastly, the received idea that Japanese group leaders can make programs run more smoothly or make them safer and less stressful is expensively overstated when participants are 18 or older. Reputable academic institutions in Australia, Britain, Ireland, New Zealand, and North America have become used to dealing with Japanese students. Yet many of these students are still paying for the living and travel expenses of group leaders who are largely redundant, speak to them in Japanese, and indirectly encourage them to converse among themselves in Japanese instead of English.

#### Costs

The financial aspect of studying abroad is what has been the least discussed in this country's EFL litera-

ture. The *TLT* articles or reports mentioned earlier hardly touch on this topic. In Europe and North America, foreign language education researchers seem to be only just a little more practically minded. For example, "costs" or "money" were actually discussed by Drysdale and Killelea (1982) and by Dragonas (1983). Dekker and Oostindie (1988) wrote that high costs are first among the obstacles that can keep learners from going abroad—and I don't see why this wouldn't be true here as well.

In Japan, as it turns out, the use of group leaders is not the only practice that can inflate the cost of overseas study. Travel arrangements are often too expensive. English department chairpersons and people in charge of international relations in schools are not always experienced enough to put together proper itineraries, and able or willing to use good, low-cost carriers.

What can cause the most waste, however, is something else. Many short-term study programs are by-products of exclusive relationships between Japanese universities or colleges and their respective overseas partner institutions. These special academic links have a way of stifling competition. The foreign schools have real or de facto enrolling privileges which most of them are quick to draw on. Some schools even try to turn their Japanese partners into "cash cows." As a result, Japanese universities, junior colleges and high schools commonly offer overpriced programs to their own trusting students. Some parents think high prices are justified, at least to the extent that these programs "must" be good and "safe"; but that is a fallacy.

Table 1 shows what the average cost of a four-week spring or summer program in Britain could be. The exchange rate used is 190 yen to the pound,

Table 1. Typical, Non-Inflated Cost of a Four-Week EFL Program in Britain

	Spring (Homestay only)	Summer Dormitory	Summer Homestay
Tuition	¥115,000	¥120,000	¥120,000
Housing	¥90,000	¥46,000	¥90,000
(Extra) Food	¥23,000	¥46,000	¥23,000
Round Trip Air Fare (From Tokyo, Osaka, Nagoya, Fukuoka)	¥108,000	¥140,000	¥140,000
Overseas Travel and Healthinsurance	¥15,000	¥15,000	¥15,000
Total	¥351,000	¥367,000	¥388,000

Note: Homestays normally include two meals a day, five or six days a week. Participants need to buy extra food for lunch on weekdays, and for all their meals on Saturdays or Sundays or both. Note that in February-March dormitories are not available because British students are using them. The estimates given are fairly high. Money can be saved in the summer if participants leave Japan before the last and largest airfare increase of the season, which takes place around July 27; and in the summer and spring both if they cook most of their own food (British university dormitories are equipped with completely furnished kitchens).

which doesn't make studying in England or Scotland substantially more or less expensive than doing it in North America or the Republic of Ireland.

**Higher Quality and Better Value through Applied Research**

Short-term English study abroad should not only be affordable, but also be a catalyst for the motivation and learning mechanisms that generate fluency in English. It should lead to cross-cultural awareness and perceptible improvements in the students' ability to communicate with native speakers. It should further impel some students to go back to the foreign country for a much longer stay at a later period. Programs that do not come up to these standards should be improved. Those that do should be readily identifiable. Therefore, it would be most helpful to inventory as many programs as possible.

*Create a suitable database*

We need to know where, when, and for how long programs are run; and, in each case, what is taught, how it is taught, and what the teaching emphasis is on; how many Japanese and non-Japanese students usually participate; which schools, colleges, or companies the Japanese participants come from, how much money they spend, and how they evaluate

their learning experience shortly before returning home. With this knowledge, the "best" 30-50 programs could be catalogued fairly quickly. American universities and colleges are regularly ranked, in several academic fields, by such large-circulation magazines as *U.S. News and World Report* (see Hartigan, 2001; Hartigan Shea & Marcus, 2001). The best 100 MBA programs are graded and listed once a year in the *Financial Times*. Putting together a similar list of short EFL programs in English-speaking countries would enhance transparency, competition and, above all, good practice.

*Involve students and teachers in studies*

As more scientific investigations of short-term overseas language immersion programs are needed, it is reasonable to assume that if the participants in a given program were told in advance they were about to become the subjects of an important research experiment, their extrinsic motivation would correspondingly increase. Likewise, their teachers (both in Japan and abroad) would be better focused, which would result in more thorough preparation, better coordination, and more accurate student and program evaluations. Involving students in research projects would also give them additional opportunities to work collaboratively and to think in English about themselves: this is important, because critical

Table 2. Questions which Japanese Learners Could Help Us Answer

Homestays	What is the best way to prepare students for a homestay? Can we arrive at a "standard" procedure? How should host families be selected and retained? What kind of cross-cultural training should they receive? How should they be trained, and by whom? Can we arrive at "standard" procedures?
Study Objectives	Which study objectives are most important to students? To Japanese teachers? To native instructors? If there are differences of opinion, how can we reconcile them?
Study Outcomes	Are study outcomes commensurate with study objectives? What results are actually expected by Japanese teachers? By native instructors? If there are differences, how can we reconcile them?
Curriculum	What is the best mix of classes for a short-term overseas immersion program (or is there such a thing)? What is the place of "macro-English," where the focus is on general understanding and communication per se? What is the place of "micro-English," where the emphasis is on language structure and speech accuracy? What should be the role of socio-cultural sensitization, as opposed to pure language instruction? What is the place of listening, speaking, reading, and writing clinics? How should pronunciation, grammar and vocabulary be taught?
Testing and evaluation	Can self-monitoring, self-appraisal and peer tutoring be used effectively in short term programs? If so, how? What can and should be more objectively tested? When and how should participants be tested, individually and in groups?
Language development	How can the learners' use of Japanese be minimized at all times? What minimum language proficiency level should they have reached before they are eligible for a homestay? How, and to what extent, does a brief involvement in a foreign community affect their language development?

thinking skills are not emphasized in Japan's educational system.

Some of the many practical research questions that students could help us answer are shown in Table 2.

#### *Set clearly defined, achievable goals*

Too many students do not actually know why they are performing some of the tasks they have been asked to perform abroad. Too many programs are all-inclusive: participants are supposed to get a taste of everything (conversation, sightseeing, grammar, history, listening, current affairs, composition, pop music, vocabulary, cinema, reading, sport, etc.) in three to six weeks. This unfocused, piecemeal approach to language teaching may look good on paper, but it does not always work well.

Practical research projects would call for clear, limited objectives, which in turn would strengthen the framework of the programs concerned and give both participants and teachers a greater sense of purpose. Focusing on applied research would make everyone more conscious of what can be achieved and what is merely wishful thinking. Narrowing the scope of some programs would make language instruction more, not less, efficient, and the prediction of such an outcome is not an indictment of eclecticism as a methodology—it just means that teaching content should never be confused with teaching methods.

#### *Get genuine feedback*

One of the primary purposes of research is to collect and analyze data. This would be a major asset when it came to evaluating programs and appraising each participant's performance. The back scratching that goes on between some overseas schools and their Japanese partner institutions is unpalatable at best. If they were involved in joint research projects with their Japanese partners, the foreign schools would be less eager to please, i.e. less prone to embellish reports, pile up praises, or even hide the truth. Scientific studies would put pressure on them to measure their Japanese learners' progress thoroughly and objectively. Neither these schools nor the institutions they are paired with in Japan would be satisfied with indulgent or cursory appraisals. All would want concrete results and verifiable explanations for successes and failures.

#### **Conclusion**

Too many Japanese students are not buying a high-quality "product" when they enroll in a short course of English study abroad. They and their parents should therefore learn to go beyond the glossy advertising, and the peer pressure ("Come with us, please, all our friends are going!"). Both students and parents ought to make sure they are likely to

get their money's worth before paying for, or even signing, anything. It would be to their advantage if they could rely on the advice of knowledgeable teachers; but teachers, including those who are paid to both teach and do research, often do not know enough. Thus the scientific investigations that could have been made at least two decades ago should no longer be delayed—all the more so as the kind of work such investigations entail would almost immediately raise the standards of a substantial number of short-term overseas immersion programs.

What we must bear in mind is that the success of the Japanese learners who participate in these programs is crucial to their future language development. If they do not come back to this country after a few weeks feeling that their English speaking ability has improved, a lot of them will jump to the conclusion that they are not gifted enough ever to become good English speakers. They will give up. Are we willing to let this happen?

#### **Note**

1. There is, however, an exception: up to forty students could take part in a two-country tour if they were divided into two (nearly) equal groups and each group spent the same amount of time (say, a couple of weeks) in each country, but between different dates. For example, eighteen participants could study in England first, while the other nineteen were studying in Ireland or Scotland; and the two groups would trade places at the end of the second week.


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Angela Ota reports on Niigata JALT this month and discusses the challenges faced in recruiting members and officers. The coeditors warmly invite chapters and JALT members to submit 800-word reports of chapter interest in English, Japanese, or a combination of both.

## Niigata: Where to Go From Here?

Being asked to write this article has forced me to take a good look at the state of Niigata Chapter, and putting down on paper some of the challenges we face has thankfully given me some ideas for directions to move in. It's not all good news, but our dilemma may help spark ideas from other smaller chapters facing the same difficulties.

When I first joined Niigata Chapter about eight years ago, we had a membership of close to 100; now it's about 36. After showing interest by attending several meetings, I was asked to become the treasurer. (I have my own small school and so it was assumed that I knew something about accounting—ho ho!) At that time, there was an abundance of officers, but within a few years, most retired in order to pursue masters programs, or moved away from the Niigata area to other universities in Japan. Gradually, as officers retired, I took on additional roles—first putting together and sending out the newsletter, then taking over as program chair. I certainly never planned nor wanted to become the president, but when our past president left the country for a foreign posting, it came down to taking over or seeing our chapter disappear. And here I am, two years later, newly aware that this organization functions due to its volunteers.

Although there are other challenges such as finances, the main problem I see now is how to get the help needed to keep Niigata alive. These last few months, I've been bringing all the necessary paperwork, money, and refreshments to meetings, and doing almost all the before and after meeting paperwork myself. This is unavoidable as none of the present officers live closer than a 50-minute drive from each other, so we can't just pass things back and forth if one of us can't attend the next meeting. I have tried to simplify the various officers' duties in order to keep the current officers in their positions. But I now realize that by doing so, I have virtually created a situation where no one else is in a position to take over. In the past, I have sent several pleas for help to members, listing the positions we need to fill, and the basic requirements of those positions. As you might have guessed, this was not at all effective, and no one responded. It has only dawned on me, after being requested to write this

article, that what needs to be done is what was originally done to me. I have to request specific help from individuals who have shown an interest in attending the presentations we have held. However, there is no pool of regular attendees from which to ask for help. Apart from myself and two other officers, the maximum any one person has attended is three presentations within a one-year period, and of these attendees, most are not even members. As both of the above mentioned officers are unable to continue in their present positions, that leaves me to find a minimum of three new officers—even if just on paper—in order for Niigata to continue as a chapter.

In the past we have tried to cover a range of teaching areas over the 10 presentations we host a year. However, looking back at attendance figures, the only area we consistently have a good turn out for—25 or more attendees as opposed to 10—is presentations for teachers of children. So, perhaps, if we concentrate on this group we could draw more regular attendees, and then I can start recruiting some help. I don't mean to imply that a smaller attendance means a meeting is less worthwhile, but by covering various areas of interest, we do not draw the same crowd, so regular attendees do not exist. I'm still enjoying the opportunity of arranging and attending the meetings each month, but perhaps decreasing the number and scope of presentations we put on each year will help lessen the workload. Without help, it is truly difficult keeping up with all the email lists. Also, being the only one to attend all the required meetings at national means I don't get to see all the presentations I'm paying to attend—a sacrifice, I'm sorry to say, I'm not willing to make to stay informed.

I'm very thankful for all the help I have gotten from present and former officers and other members of Niigata JALT, and sincerely hope we can find a way to pull together and once again thrive. If reading this has given you ideas on a different approach we might try, your input would be most welcome.

Reported by Angela Ota  
President, Niigata JALT

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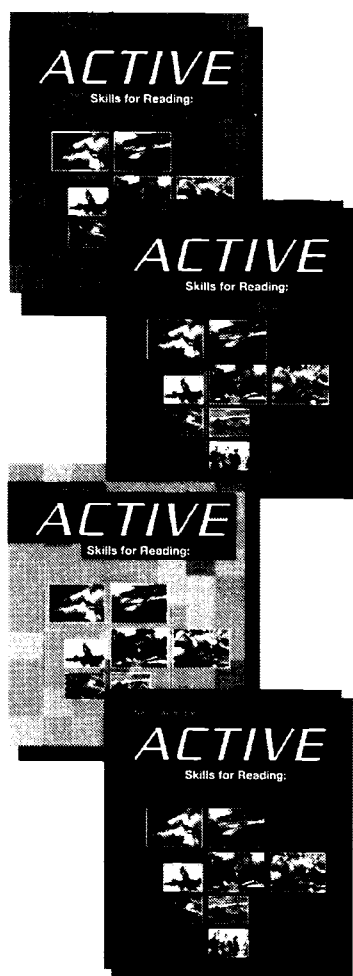


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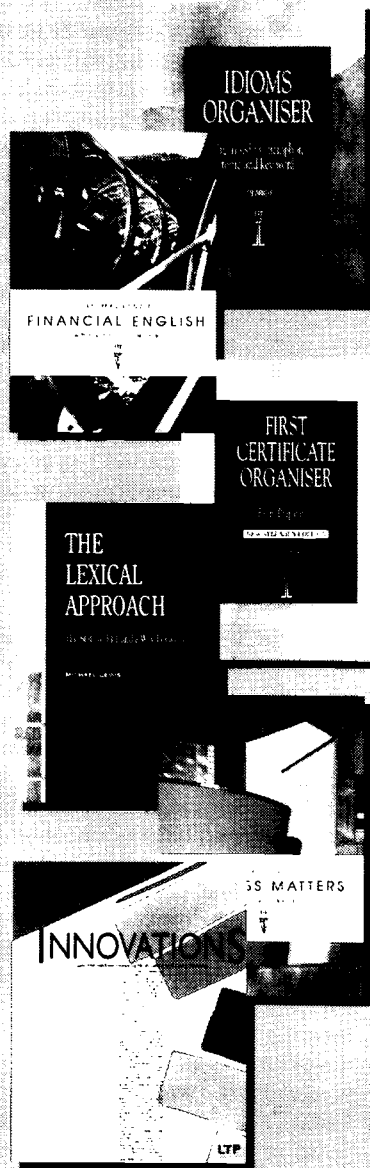
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Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University. His research interests include second language reading, teaching and learning styles, language learning strategies and language evaluation and testing. In 2001-2002,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

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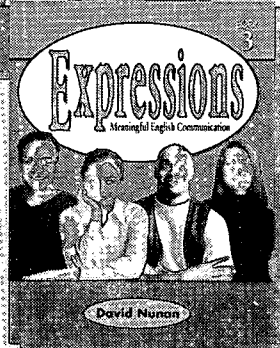
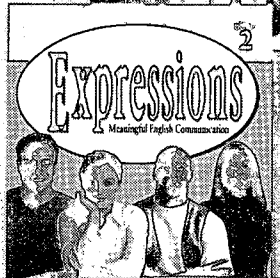
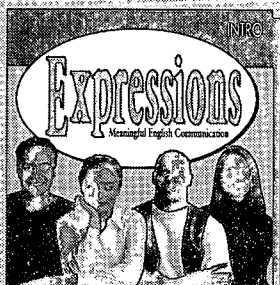
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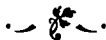
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## Poetry and Vignettes in the English Classroom



Jeffrey Mack Elliston, Nagoya University  
of Foreign Studies  
<jeffmack@nufs.ac.jp>

### Quick Guide

**Keywords:** Literary analysis, reading

**Learner Level:** Advanced levels

**Learner Maturity Level:** Late teen or adult students

**Preparation:** 30 minutes or more to select  
appropriate poems or vignettes

**Activity Time:** 20 to 40 minutes, depending on the  
number of poems or vignettes used

**Materials:** Copies of the literature to be analyzed

Although many Japanese students have been studying English for years, they still encounter comprehension problems when reading English literature at more advanced levels. However, simply giving students a full-length novel or a short story to read in class would often prove too difficult and complicated. Time limitations further prevent an in-depth analysis of a complete English novel or book. As a possible alternative, however, teachers might be able to use more compact writing samples, such as vignettes or poetry, as classroom reading materials.

### Procedure

**Step 1:** Divide the classroom into five teams. After the classes have been divided, write the words *Who*, *What*, *Where*, *When*, and *Why* on the board. The teacher then has the option of assigning each team a specific category or of assigning all five categories to each of the teams.

**Step 2:** Pass out samples of poetry or vignettes, and again, since time is most likely a factor, teachers will need to use short, easily understandable literary samples. The teacher should then allow students to try to identify and answer the five *W* questions listed above. If students claim they are having trouble, ask them to underline all of the nouns and pronouns in the literary sample, and then label these nouns as a *person*, *place*, *thing*, etc.

**Step 3:** When the five *W* questions have all been answered, ask the students if they are able to retell or summarize the story in their own words.

**Option:** I often use vignettes from Ernest Hemingway's novel *In Our Time*, most of which tell a complete and detailed story within the space of less than a page. As an alternative, poetry by authors such as Siegfried Sassoon and Wilfred Owen might also be

used. As the Hemingway vignettes and Sassoon and Owen poetry usually deal with the horrors of war, the teacher can then use these samples to develop various in-class discussions. For example, the differences between war in these stories and war in American movies, or discussions of war in current events, and how it relates to these poems. In fact, if teachers wish to pursue the first topic, they may wish to show a sample of an American war movie in class as an example to contrast. These topics work especially well in Japan, where most students tend to be passive and anti-war in nature.

### Example

Chindit, by K. N. Batley (undated)

Have you ever seen a column march away,  
And left you lying, too damned sick to care?  
Have you ever watched the night crawl into day  
With red-rimmed eyes that are too tired to stare?  
Have you ever bled beside a jungle trace  
In thick brown mud like coagulating stew?  
Have you ever counted leeches loping back  
Along the trail of sweat that leads to you?  
Have you ever heard your pals shout "cheerio",  
Knowing that this is no "Auf wiedersehen"?  
Have you ever prayed, alone, for help although  
The stench of mules has vanished in the rain?  
Have you ever thought, "what a bloody way to die!",  
Left in the tree-roots, rotting, there to stay?  
God, I remember last poignant "Goodbye";  
I was one of the men that marched away.

After reading the preceding poem, students might find the following responses to the *W* questions listed above:

**Who:** *Column* and *marched* imply soldiers. One soldier is *sick*, bleeding, and *alone*. Also, the English used is a non-North American variety.

**What:** A soldier, perhaps British, is dying alone.

**Where:** A hot (*trail of sweat*) and rainy *jungle*.

**When:** At some past time, when soldiers, possibly British, were fighting in a jungle.

**Class summary:** A wounded soldier has been abandoned by his team to die alone in a jungle. The teacher could then add that *Chindit* were a group of British soldiers in Burma during WWII.

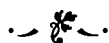
### A final caveat

The wartime literature suggested above is rather dark in nature, and should probably be used only with mature students. However, this lesson could obviously be adapted to vignettes, stories, and poetry on any topic.

## References

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## A Simple, Guided-Discovery Learning Activity



Ichiyama Yoko, *Tsuoka Junior High School*

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### Quick Guide

**Keywords:** Guided-discovery learning activity, grammar

**Learner English Level:** Adaptable

**Learner Maturity Level:** Adaptable

**Preparation Time:** 30 minutes or less

**Activity Time:** 20 minutes

**Materials:** A reading passage and some example sentences

As a junior high school teacher, I have often found students to be passive and unmotivated in grammar lessons where teachers rely heavily on a deductive approach. However, on one occasion I found that students not only acquired the grammar rules more easily, but also actively participated in the process of acquiring target grammar rules when they were asked to work out the rules for themselves.

In order to encourage students to be involved in the process of discovering the rules of the target grammar items, I decided to introduce a simple guided-discovery learning activity to my class. As a result of the incorporation of guided-discovery learning into the classroom, students' attitudes towards grammar learning have greatly improved.

### The task

As my students like to read in English, I often prepare short passages for them. Although the process of preparing materials can be time consuming, the benefits of using teacher-made materials are worth it, as the language and length can be modified to make them more accessible to students. Furthermore, a teacher usually knows what students like to read about, and the materials do not cost anything.

### Procedure

Give students a passage to read, such as the one below:

#### The Day I Like Best

I like Sunday the best. On Sunday, I wake up at

9 o'clock because there is no *Sakura*. (A famous TV series at 8 o'clock in the morning, especially favoured by elders.) In the morning, I read some books and have breakfast. I go to a swimming club at 12 o'clock. In the afternoon, I go to a bookshop and buy a new detective story. On Sunday, time goes slowly, so I like Sunday best. But on Monday . . . life is but a dream.

**Step 1:** Draw two lines to separate the blackboard into three columns. Head each of the three columns with the following words: *at*, *on*, and *in*. Ask students to call out the sentences that use each expression. Write the sentences in the appropriate column. Add more examples that use the target expression, such as, *The film starts at 8 o'clock. They arrive on Tuesday. and I woke in the night*. I often find dictionaries such as *The Oxford Paperback Dictionary* and *The Kenkyusha Dictionary of English Collocations* very useful, and each carries a sufficient number of examples of the target expressions. Modify and simplify the language to suit your students' English.

**Step 2:** Ask students to search for the similarities and differences in each expression. If they succeed in finding that *at* is used to show an exact time, *on* is used to point at a particular day or time, and *in* is used to suggest a period of time, ask them if there are any regularities underlying each expression. Be aware that although the teacher will deliberately guide students towards the rules to be discovered, students should be left to a certain extent to discover the rules for themselves.

**Step 3:** After students have realized that *at* is placed before the time, *on* before the day, and *in* before the period of time, the students can have fun creating their own sentences before moving on to the next activity.

### Conclusion

The incorporation of this simple, guided-discovery learning activity into the junior high school classroom was quite beneficial from the beginning, and students were far more positive and enthusiastic about being involved in the process of finding regularities for themselves. Moreover, once students experienced the self-discovery of rules, they became avid participants in other guided-discovery learning activities. Some of the students reported that they felt they had become much more confident in English grammar and reading. I now use guided-discovery learning activities in the classroom whenever the chance arises.

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## Book Reviews

edited by amanda obrien

***English for Primary Teachers: A handbook of activities and classroom language.*** Mary Slattery & Jane Willis. Oxford: Oxford University Press, 2001. pp. ix + 148. ¥3,500. ISBN number: 0-19-437563-3.

In an effort to give children an earlier start with English, many public primary schools throughout Japan are now implementing English activities as part of their integrated studies curriculum. *English for Primary Teachers*, a new offering from Oxford University Press, offers timely help for teachers of primary grade children.

The book is aimed at English teachers who are not native speakers. For this target reader, the book represents an opportunity: as EFL student, improve your knowledge of and ability with English; and, through the medium of English, broaden and deepen your knowledge of EFL teaching theory and methods. *English for Primary Teachers* thus offers a potentially rich resource for local teachers. However, the level of language used in the book is such that one must ask if the book is pitched appropriately for its main target market. I suspect that for a sizeable percentage of local elementary school teachers, the answer is, unfortunately, no.

A secondary target for *English for Primary Teachers* is the EFL teacher trainer. It is reasonable to assume that revisions in the public elementary school curriculum are going to bleed into the curriculum pursued in the *juku(s)* and neighborhood language schools that flourish all over the country, thereby increasing the demands placed on teacher trainers. *English for Primary Teachers* provides both theory and practical activity descriptions for trainers to introduce to teachers in training sessions. To assist that effort, the authors have provided a special introduction on how the book can be used as the basis for a teacher training program.

The accompanying audio CD is noteworthy. Though it is designed partly to aid development of listening skills, it is not the usual listening supplement that often accompanies EFL textbooks. In addition to clearly recorded pronunciation models, the CD features classroom recordings. These have been rerecorded in a studio, but are based on the authors' "bank" of English lessons—lessons which were collected from thirteen different primary level teachers in very diverse settings. The authors tell us that these lessons are representative of "good practice from dedicated and committed teachers—not perfect samples specially prepared, but real classes in action" (p. 1). In a sense, the classroom recordings enable the listener to eavesdrop on primary level

EFL classrooms in a variety of locations and hear what successful non-native primary teachers are doing. Transcripts of the recordings (including the age of students with whom the material was used) are also presented with the text.

I tested several of the activities described in the book with third year students at a public elementary school. During a coloring activity, I found that students did indeed begin to use English spontaneously with the stimulus of hearing it spoken and without any overt instruction. An activity involving mime and one involving choral repetition were less successful, but were nonetheless well received.

The layout and features of *English for Primary Teachers* make it user friendly in the fullest sense. There are clearly indicated recurring categories and symbols that guide the reader through the text. The illustrations also add to the flavor of the text and convey a sense of the possibilities for foreign language activities with young students.

*English for Primary Teachers* is an interesting package. For teachers of children who are looking for new activities to try out, the book is certainly full. The fact that the material is based on work being done by real, working, primary level teachers lends a lot of credibility.

William Matheny, Nagoya Chapter

***Business Vocabulary in Use.*** Bill Mascull. Cambridge: Cambridge University Press, 2002. pp. 169. ¥2,950. ISBN: 0-521-77529-9.

"English is the language of international business" has become a cliché, and yet it is true that English is being used more and more widely for various business purposes. *Business Vocabulary in Use* is a textbook designed for intermediate and upper intermediate students who wish to improve their business English.

The best quality of this textbook is its flexibility. It consists of 66 two-page units. Forty-four of these units are thematic, covering such business aspects as production, marketing, and even ethics (VERY appropriate in the light of recent corporate events in the United States). The other units cover vocabulary needed for important business skills such as presentations, meetings, and negotiations.

The first page of each unit introduces the vocabulary for each theme or skill area in context. Typical word combinations and associated grammar are also presented. Notes on mistakes to avoid and British/American English differences are included on this page. The second page gives students practise in using the new vocabulary and expressions in context, diagrams, or crossword puzzles. Each unit finishes with an Over To You section, which asks students or workers to share ideas, orally or in writ-

ing, from their own experience.

As mentioned earlier, flexibility is a definite plus with this textbook. In my first year economics vocabulary class, students work in groups to choose the units from each section they wish to study, thus making the textbook their own.

Another good point is that this textbook lends itself well to the SQ3R (Study-Question-Read-Review-Recite) method that I teach my students as an alternative to the MEQ (Memorize Everything Quickly!) method. The unit exercises are easily done by pairs or groups, or they can be done as self-study/homework exercises, whereby students use the answer key at the back of the textbook to check their own work.

Overall, I heartily recommend this textbook for use by those preparing for, or actually involved in, the world of economics, finance, and business.

Thomas Anderson, Aoyama Gakuin 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 31st of December. Please contact the Publishers' Review 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' Review Copies Liaison.

#### Books for Students

contact Jennifer Danker

<danker@cc.matsuyama-u.ac.jp>

#### Coursebooks

*Time to Communicate*. Bray, E. Tokyo: Nan' Un-Do, 2002.

\**Practical Readings 1*. Bruton, A., & Broca, A. Tokyo: Abax, 2002.

!*Oxford English for Information Technology*. Glendinning, E., & McEwan J. Oxford University Press, 2002.

\**Obvious Letters: The Associative Alphabet Every Child Will Remember*. Hausmann, G. Key Largo, FL: Educ-Easy Books, 1997.

\**Taking Sides: Critical Thinking for Speech, Discussion and Debate*. Hesse, S. Tokyo: Kinseido, 2000.

\**Issues & Answers: Reading, Listening and Discussing Current Issues in English*. Johnson, V. Tokyo: Kinseido, 1999.

\**You, Me and the World: A Course in Communicative English for Global Citizenship*. Peaty, D. Tokyo: Kinseido, 1997.

!*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>

\**The Japanese Mind: Understanding Contemporary Japanese Culture*. Davies, R., & Ikeno, O. (Eds.). Boston: Tuttle Publishing, 2002.

!*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.

\**An Introduction to Applied Linguistics*. Schmitt, N. (Ed.). London: Arnold Publishers, 2002.

\**Discourse Politeness in Japanese Conversation*. Usami, M. Tokyo: Hituzi Syobo Publishing, 2002.

*Stylistics*. Verdonk, P. Oxford University Press, 2002.

## JALT News

edited by mary christianson

Welcome to December's JALT News. If you attended the annual conference last month, I hope that it was enjoyable as well as educational for you. I also hope that you will make plans to join us again in Shizuoka next year for JALT2003. If you're interested in submitting a proposal, keep an eye out for that Call for Papers—the deadline comes up pretty quickly! Or, if you would like to help out with next year's conference, the conference planning committee is always looking for volunteers to join the team and offer fresh ideas to make our annual conference the best it can be. Contact Director of Program Alan Mackenzie at <asm@typhoon.co.jp> to get involved. It will be a great experience for you, and will benefit JALT as well.

In this month's column we have a call for presenters from Okayama JALT. If you are interested in presenting, this is a great chance to get out there, be heard, and meet other JALT members. Have a wonderful holiday season. Stay warm, stay safe, and we'll see you in 2003!

12月のJALTニュースへようこそ。先月の年次会議に出席された方は、教育的であっただけ楽しかったことでしょう。また来年、JALT2003でお会いできることを楽しみにしています。提案をされたい方は、Call for Papersに注意してください。締め切りはとも早くやって来ます。また、来年の会議を手伝って下さるボランティア、フレッシュなアイデアを持っている方を、委員会はいつでも探しています。Director of ProgramのAlan Mackenzie asm@typhoon.co.jp までご一報ください。あなたにとってもJALTにとっても、素晴らしい経験となることでしょう。

今月のコラムは、岡山JALTからです。ご興味のある方には、他のJALTメンバーとの交流をはかるのに、格好の場となるでしょう。それでは、良い休暇をお過ごしください。2003年にまたお会いしましょう。

### A request from Okayama Chapter

Okayama chapter is seeking potential speakers for monthly meetings starting in January 2003. We particularly welcome reports on the results of practical classroom-based action research, and from speakers from outside the university sector such as teachers in elementary and high school positions. As we have a limited budget, we would particularly welcome potential speakers from Chugoku or Kinki regions, but we would welcome anyone who can obtain private funding. We offer an honorarium, drinking partners post event and maybe help with homestay accommodation. Speakers should be prepared to speak for 40 or 80 minutes. Applications or enquiries should be addressed to Peter Burden at <burden-p@po.osu.ac.jp>.

*Submitted by Peter Burden, Okayama Chapter President*

### 岡山チャプター

岡山チャプターでは、2003年1月から始まる月例会議の発表者を探しています。実際のクラスルームにおけるアクションリサーチ、小中高校からのリサーチを特に歓迎します。予算の関係で、中国・近畿地方の発表者を特に歓迎いたしますが、その他の方も大歓迎です。謝礼や飲み会のご用意、またホームステイの宿泊施設もご用意出来るかと思ひます。スピーカーの方には、それぞれ40分か80分、お話ししていただきます。ご応募、ご質問は、Peter Burden, burden-p@po.osu.ac.jpまで。

## Special Interest Groups News

edited by coleman south

**Learner Development SIG** is working on an anthology of new perspectives on learner and teacher development in Japan. The collection will include teacher research, interviews, and stories on all aspects of autonomy. The anthology is a collaborative process in which contributors will work in dialogue with each other, giving mutual support and critical feedback as we research, develop, and write up our ideas. Some of these dialogues will form part of the final anthology. Tim Murphey and Phil Benson will also be advising on and responding to the development of the contributions.

If you are exploring new approaches to autonomy with your learners either in or out of the classroom, with colleagues in the institution where you work, or in other forums and want to develop your ideas

for publication in collaboration with others, then please get involved. Send us an outline (about 100 words) of the ideas or questions you'd like to work on for your contribution by December 31st. Send to the anthology coordinators: Andy Barfield, <andyb@tamacc.chuo-u.ac.jp>; or Mike Nix, <mikenix1@tamacc.chuo-u.ac.jp>. Between January and May 2003, we'll be working together to further develop and write up our ideas, as well as discussing them at a retreat in mid-June. The anthology will be completed by November, in time for JALT 2003. For more information see the anthology page on the SIG website: <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/anthology.html>.

**Pragmatics**—Three messages from this SIG:

1) Last month at JALT2002 in Shizuoka the Pragmatics SIG marked its 3rd anniversary of success in JALT, making us a fully-fledged SIG. Our presence was strongly felt at Granship, where we chaired two sessions of papers about research and practice in pragmatics and discourse. (More news about the conference will appear in future issues.)

2) Please don't forget the December 10 deadline for presentation proposals for the **Temple University Applied Linguistics Colloquium** on February 16, 2003 (co-sponsored by the Pragmatics SIG). See the Conference Calendar for details.

3) In other news, several of our officers are busy planning the **2nd Annual JALT Pan-SIG Conference**, to be held May 12-13 at Kyoto Institute of Technology. This conference is co-sponsored by the Testing and Evaluation SIG and the Kyoto Chapter. We proudly welcome Dr. Gabriele Kasper from the University of Hawaii as guest speaker. Proposals will be accepted until February 14, 2003 for presentations in the field of pragmatics which deal with our theme: *Connecting Theory, Research, and Practice*. For more information, contact our Program Chair, Megumi Kawate-Mierzejewska.

### 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>;

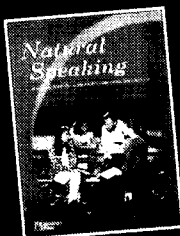
<members.tripod.co.jp/gender\_lang\_ed>

**Global Issues in Language Education**—Kip A.

Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-

# Teachers Wanted

Discerning teachers appreciate that all Intercom Press publications are created in Japan for Japanese students by teachers of Japanese students.



*The new, full-color Natural Speaking* is designed for students of low-intermediate level and up. This 12 unit edition features dialogue ideas, group work, listening and information gap activities and topics interesting to students in the mid-teens to young adult range.

The highly flexible material allows teachers to adjust the degree of complexity to match the level of their students. Basic structures and expressions are provided to give assistance, but students are encouraged to go beyond the printed page, developing language at a natural pace, and in a more natural speaking environment. Class CD and Teacher's Edition available.



*Humanity & Technology* is an integrated skills book for Japanese university students featuring intensive listening, speaking, reading and writing activities about various contemporary issues students are facing in the world today. Brainstorming and problem solving, individually, in pairs and in groups, encourages students to learn and think about the ways technology is affecting their lives while building their English communication skills.

Practical exercises in problem solving, writing, discussion and listening challenge students throughout the text. Student text includes listening CD. Class CD also available.



*Marathon Mouth* is a student-centered, grammar / function-based English conversation text book designed for high school to college level conversation classes of more than eight students. The cooperative-learning, student-centered methodologies featured create a holistic approach to language learning that will benefit students who have studied English for a number of years, yet lack the confidence and / or ability to speak. The text maximizes student on-task time in the classroom with non-threatening, confidence-building activities. Class CD, Activity Cards and Teacher's Edition available.



*Marathon Mouth Plus* is a student-centered, topic-based English conversation text book designed for large conversation classes from high school to college level. The text is a confidence building course which gives students maximum conversation time in a controlled language situation, and can be easily expanded by teachers to match their students' needs and abilities. Marathon Mouth Plus can be used as an initial text or as a follow-on text for students that have used Marathon Mouth. Class CD and Teacher's Edition available.

Please send me an evaluation copy of:

- ☐ Natural Speaking ☐ Humanity & Technology  
☐ Marathon Mouth ☐ Marathon Mouth Plus

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## Chapter Reports

edited by richard blight

### Gunma: September—Teaching College English

**Through TV Commercials** by Fujita Tomoko and Karen McGee. Content-based courses differ from those which focus on language learning in that students have opportunities to engage in activities that require creativity and the use of language in authentic situations. In completing tasks, students often exercise cooperative collaboration with other students. Such is the case in the course using TV commercials developed by McGee and Fujita. In this presentation, they described the outline and rational for this one-year course that they have used at two universities. The course consists of four main parts: Vocabulary, Analysis, Group Projects, and Writing: analyze and critique TV commercials in writing. Besides the entertainment and enjoyment factors in watching commercials, the presenters' goals are to help students develop the critical thinking, discussion, and writing skills necessary to analyze TV commercials. In order to do this, students first need to learn vocabulary specific to this area such as *images*, *target audience* and *implied message*. During the first semester, students practice using such vocabulary and develop observational and analytical skills using four-six commercials. After the summer break, students start work on their projects. The first step is to plan in a group the product, slogan, target audience, implied message, images, and sounds from a list provided by the teacher. Then groups plan their own commercial and present it to the class in the form of video, storyboard, puppet show, or drama. Groups and the teacher do critical analysis of the student-created commercials, and students evaluate commercials created by other groups. As a final step, students write paragraphs based on their critiques.

Reported by Renee Sawazaki

### Advertiser Index

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OBC = outside back cover

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14 reasons to join JALT .....	IBC

### Hiroshima: June—Teaching English in Other East

**Asian Countries** by Lauren Merginio, Peter Wang, and Ian Nakamura. Merginio described his teaching experiences on Sakhalin Island. He spent two years, from 1997 to 1999, teaching English to mostly high school and adult students. The motivation to learn English on Sakhalin is very high because English speakers are guaranteed much better paying jobs, primarily with foreign oil companies which have invested in the island. Merginio told us that although life is quite hard and people are poor on Sakhalin, they are kind and generous with everything that they have. He very much enjoyed the time he spent there and still keeps in contact with the friends that he made.

Wang also felt that the motivation for English learning was greater in China than in Japan. There are many English training classes all over China, including training for staff within companies and government at various levels, commercial English training classes, English programs on TV, lectures given by English native speakers, and English corners. While many teaching methods are the same in the two countries (such as focusing on grammar and a tendency to study English for exams), Wang discussed some important differences: Chinese teachers are stricter; the students are a little more active; and there is more evaluation and supervision of English teachers in China.

Nakamura talked about the teaching situation in Thailand. He found that there is a wide gap between opportunities for English learning in Bangkok and in the countryside. In the country, equipment and textbooks are often rather old. Classrooms can be very noisy as there is no glass in the windows and often no doors. He said that English is taught in primary schools, but to varying degrees by geographical location. It is a required subject in secondary schools, and the entrance exam is crucial. He said that efficiency over quality is the general rule. Despite the problems, Nakamura believes that both teachers and students have the best intentions and also try hard. He feels that there is potential for collaboration between teachers in Japan and Thailand.

*Reported by Roidina Salisbury*

**Hiroshima: July—*Toastmasters*** by John Kinley. Kinley shared with us the key points for making presentations in public. Through the use of visual aids, jokes, and amusing and interesting anecdotes, he illustrated how to organize a presentation, use your voice well, and have a good stage presence. He also showed us how to get the audience's attention in the introduction of the presentation. He said the presenter should keep to three main points, use transitions to move from point to point, and have a strong closing. To use your voice well, think about the appropriate volume, speed, pitch, and quality. As for a good stage presence, dress for success, use eye contact, gestures, and movement, and speak with confidence. At the end of Kinley's presentation, three members of the audience gave a short talk which Kinley then critiqued for everyone's benefit. By using all of the methods he outlined in his presentation, Kinley was his own best illustration. His presentation should make it easier for us to feel more comfortable with public speaking in the future.

*Reported by Roidina Salisbury*

**Hokkaido: September—*Innervoice, Time, Planning & Practice*** by Marc Helgesen. Helgesen began the presentation with a brief explanation of what he means by *innervoice*. Whenever we speak to someone, we have two conversations going on at the same time. One occurs between the speakers, and the other occurs inside our head. *Innervoice*, he explained, is largely about imagination and about how people talk to themselves all the time. It can help language learners because it allows them to go deeper with the language. In other words, they can go beyond basic textbook dialogs or language forms. Helgesen asked the participants to explore their own *innervoice* by reading dialogs he had prepared and come up with *innervoice* conversations as supplements to the written dialogs. We worked in pairs and small groups, exchanging *innervoice* conversations with each other. It was easy to see how the *innervoice* conversations added to otherwise routine dialog-building exercises.

As the presentation progressed, it became apparent how students use different modalities to learn or focus on different aspects of a lesson. Like students, some of us learn better by visual stimulation. Others prefer auditory stimulation, and still others are stimulated more through the kinesthetic sense. As an example of how students could employ their *innervoice* in conjunction with their own styles of learning, the presenter had participants close their eyes and think of a time when they were trying to remember something. What did they see? What did they hear? What did they feel emotionally? By asking questions which draw attention to the different senses (rather than just one), we make the experience more real and meaningful.

Throughout the presentation, Helgesen demonstrated various ways students could use their *innervoice* to plan and practice different learning activities (e.g., with dialogs, exercises that focus on language forms, pairwork activities, pronunciation and intonation exercises, vocabulary building, and listening activities, etc.). By the end of the presentation, we had a very clear picture of how students could improve their English using their *innervoice*.

*Reported by Alan Bossaer*

**Kitakyushu: September—*Shuffling Strategies*** by Joy Jarman-Walsh. The presenter started by demonstrating a method for facilitating communication in EFL classes. Students are put into groups and then discuss groupwork as a topic. What are the possible advantages and disadvantages of groupwork? How should groups be organized, and with what goals? Following some initial observations, we changed groups several times and con-

tinued the discussion. People were assigned to groups twice randomly, and then once by the presenter. Our group discussions thus modeled the group dynamics under discussion. Jarman-Walsh discussed her methodology for achieving good groupwork. She has identified four basic personality types, which she characterizes as Leader, Helper, Shy/Inactive, and Saboteur. She groups her students in combinations of these personality types, since she has found that good groups often have a balance of at least one (and preferably two) Helper types, and only one Leader, of course. Shy/Inactive types are best all grouped together. Saboteurs need a little talk with the teacher.

Jarman-Walsh also discussed her rationale for arranging groups. When group activities never seemed to work in her classes, she initially drew upon previous psychology experience to formulate personality tests, but found them to be inconclusive. She then tried different methods of grouping—random, student selected, and teacher selected, and judged the effectiveness of the various combinations by the grades that participating students received. She found that the teacher-selected arrangements were most effective. She recommends a three-student triangle, but it is necessary to divide tasks equally so that each student speaks (English only) in the presentation. We finished the presentation with a hotly contested quiz review—rewarded by chocolates instead of grades.

*Reported by Dave Pite*

## Chapter Meetings

edited by tom merner

**Chiba**—*My Share*. Bring your best class activity, game, or warm-up and share it with us. We will also hold our Winter Holiday Party right there, so bring your signature party dish as well! *Sunday December 15, 14:00-16:30; Chiba Chuo Community Center (near Chiba Shiyakushomae on the JR mono-rail); one-day members ¥500.*

**Fukuoka**—*Introducing American Headway, the New American Classic* by Julian Warden, Oxford University Press. Warden will introduce the new textbook series: *American Headway*. He will also display other Oxford University Press books, give away samples, and answer questions. Free pizza will be provided. *Saturday December 7, 19:00-21:00; venue TBA (perhaps Aso); free for all.*

**Hokkaido**—*Bonenkai Party*. Our annual End-of-Year Turkey Potluck Party! You bring the food and JALT will provide the drinks. *Sunday December 8,*

*12:00-16:00; Hokkaido International School (near Sumikawa Subway Station); one-day members ¥1000.*

**Ibaraki**—*EFL in Japan in the Past 25 Years* by Charles Adamson, Miyagi University. Over the last 25 years, EFL has been altered almost beyond recognition. Methods have come and gone. This presentation will give an overview of what has happened, including the LL boom, Suggestopedia, Community Language Learning, Silent Way, eclecticism, CALL, and more. The speaker will also discuss changes in the profession and in JALT. Our *bonenkai* will be held immediately after the meeting; location a two-minute walk from the meeting site. *Sunday December 8, 13:30-17:00; Tsuchiura Ularu Building—Kennan Shougai-Gakushuu Center (across from Tsuchiura Station); one-day members ¥500.*

**Kitakyushu**—*American Headway* by Julian Warden. Oxford University Press celebrates the launch of *American Headway*, a new multi-level four skills series for adults and young adults who want to use American English both accurately and fluently. Grammar and vocabulary are taught and explained thoroughly and all four skills are developed systematically. *American Headway* combines the best of traditional methods with more recent approaches to make the learning of English stimulating, motivating, and effective. *Saturday December 14, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥1000.*

**Kobe**—We will have a potpourri meeting in December. We have two presentations. One by Matsumoto Toyoko of Kobe City University of Foreign Studies titled *Double Object Construction and the Verb*. The other will be by Hirouchi Hiroko of Sonoda Gakuen Women's University. Her title is to be announced. *Sunday December 8, 13:30-16:00; Kobe YMCA LETS; one-day members ¥500.*

**Kyoto**—*The Influence of Early Education on Japanese University Students' Performance* by Michael Furmanovsky, Ryukoku University. Following the one-hour presentation, an end-of-year party will be held at a nearby restaurant. *Friday December 6, 19:00-20:00; Kyoto Kyoiku Bunka Center; one-day members ¥1000.*

**Matsuyama**—*Fluency vs. Accuracy: The Headway Approach* by Stephen Crabbe, Oxford University Press. This workshop will address the issue of fluency verses accuracy and will offer practical techniques for adult and young adult students that can be put to immediate use in the classroom. Participants will also receive free samples of Oxford's new *American Headway*. Free sample copies available of other Oxford University Press materials as well. *Sunday December 8, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members free.*

**Nagasaki**—*The Learner Centered Revolution* by

# Communication Strategies

by David Paul

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友達、未来、旅行等15のトピックスについて、積極的に話す為に必要な語彙、パターン、コロケーションを網羅。コースを通し、新しく学習した内容を繰り返し復習する事で、確実な語学力を身につけていきます。

David Paul

Teacher's Book, Audio CD and Audio Tapes are also available!

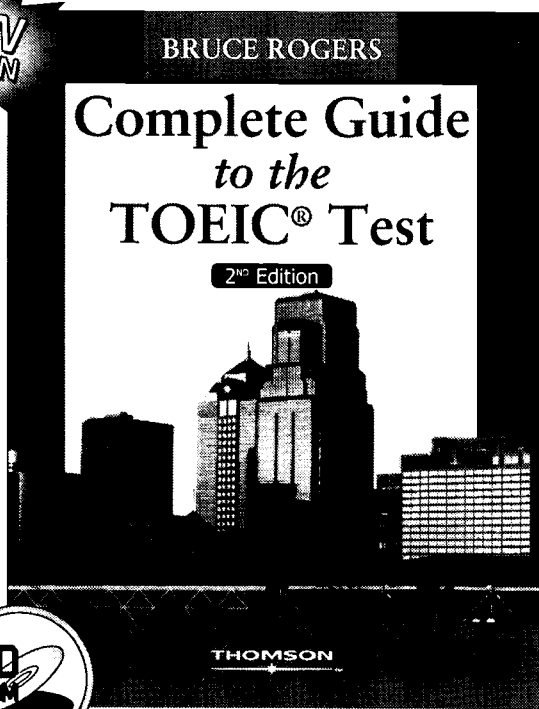
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## David Nunan

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Christopher Chase, Seinan Gakuin University. In this workshop, the coauthor of *Natural Speaking* (Intercom Press) looks at ways to encourage learners both inside and outside the classroom. Examples will be provided of learner-centered activities and exercises. The last part of the presentation will involve brainstorming with participants about ways we can motivate our learners to take control of their own learning and understand that success depends upon their own efforts. *Saturday December 7, 13:30-16:30; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Centre Free Space; one-day members ¥1000.*

**Nagoya—Annual My Share/Year End Party.** Come and enjoy Nagoya JALT's annual *My Share* event in which members share teaching ideas with each other. All participants are welcome to share classroom ideas. A *bonenkai* party will be held afterwards. *Sunday December 8 13:30-16:30; Nagoya International Center, 3F; one-day members ¥1000.*

**Niigata—My Share and Bonenkai.** Hope you can join us for our end of year party. We'll share ideas in a relaxed atmosphere while enjoying lunch. Bring your favorite five- or ten-minute activity and your favorite food or drink for the potluck. *Sunday December 15, 12:30-14:30; Niigata International Friendship Center, Niigata city; one-day members ¥1000. Contact Angela at 0250-41-1104 for details.*

**Okayama—Addressing Relevance and Motivation** by Paul Rosengrave and Katherine MacKay, Pearson Education. Rosengrave will first introduce high-interest, relevant activities, designed for a false or high beginner class with materials drawn from new Longman materials. MacKay will then give a workshop exploring the current teaching approaches of teaching children through discovery of language, multi-sensory involvement, and multi-learning styles.

This will be followed by a *bonenkai* at a venue to be chosen. *Saturday December 7, 15:00-17:00; venue TBA (please contact <burden@osu.ac.jp>); members and one-day members free for presentation but a reasonable charge for bonenkai required.*

**Toyohashi—Reports From JALT National Conference** by Toyohashi Chapter members. Members who attended the JALT National Conference in Shizuoka will report back on presentations which impressed or entertained them. Expla-

nations of selected presentations will include handouts. The annual *bonenkai* will be held following the meeting, and all members and friends are invited to attend. *Sunday December 15, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus; free for all.*

**Yamagata—Salt Lake City in Terms of its History, Industry, Religion, Culture, Education, Language, etc.** by Jason West. The presenter will talk about the above-mentioned topic in every possible term, focusing on English as a means of global communication. *Saturday December 7, 10:00-12:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members ¥500.*

**Yokohama—Drama-tic Improvements to English Teaching Using Drama** by Kristie Collins, the Drama Works Team. The presenter, who is coauthor of *Star Taxi* (2000) and *Pop Stars* (2002) will present, in a workshop style, a new drama-based TESOL method successfully used in secondary and higher education. Stories are enjoyable and require no drama experience or props. Useful as a complete course or supplement, texts include warm-ups, language activities, and teacher's notes. *Sunday December 8, 14:00-16:30; Ginou Bunka Kaikan (near JR Kannai station); one-day members ¥1000.*

### 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>.

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Miyazaki\_pgrm/officers.html>

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## Conference Calendar

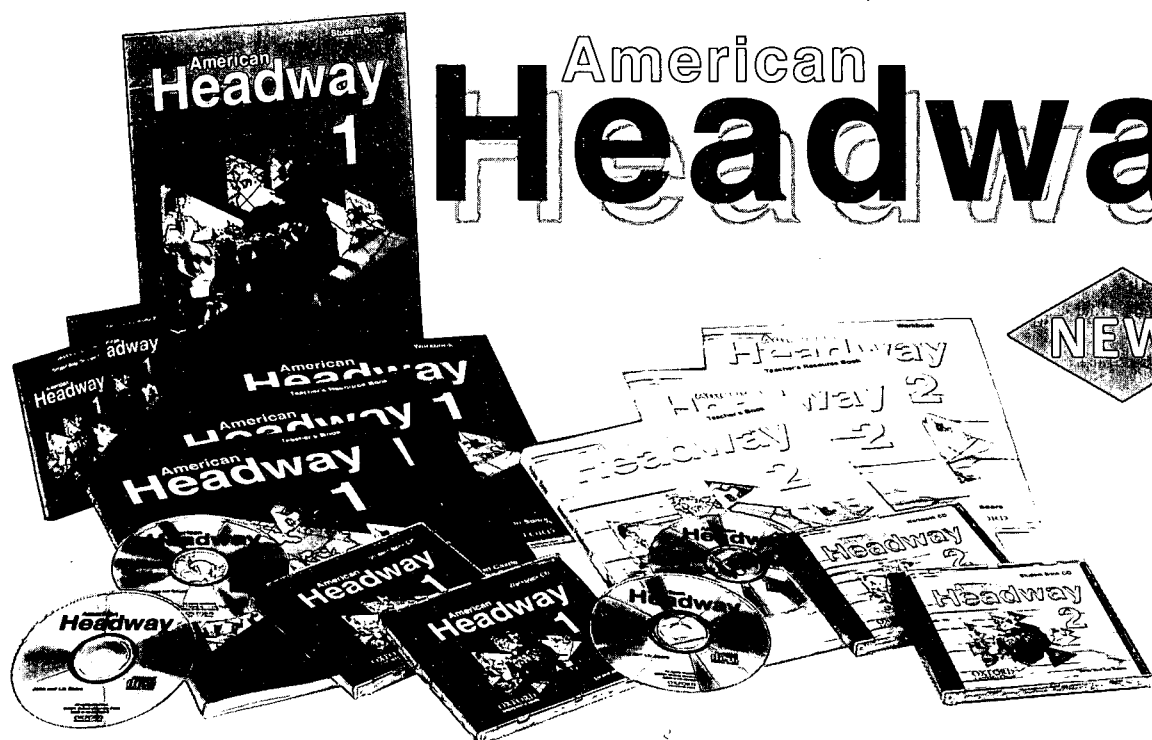
edited by linh t. pallos

*New listings are welcome. Please submit information to Linh T. Pallos by the 15th of the month at <ltt\_cc@jalt.org>, at least three months ahead (four months for overseas conferences). Thus December 15th is the deadline for a March conference in Japan or an April conference overseas, especially for a conference early in the month.*

### Upcoming Conferences

**December 12-15, 2002—24th Annual Language Testing Research Colloquium (LTRC 2002): Language Assessment in Global Contexts**, at the Hong Kong Polytechnic University, Hong Kong SAR. Contact LTRC 2002 Organizing Committee, Asian Centre for Language Assessment Research, Department of English, Hong Kong Polytechnic University, Hunghom, Hong Kong; <egACLAR@polyu.edu.hk>; website <engl.polyu.edu.hk/ACLAR/ltrc.htm>.

**December 16-21, 2002—AILA2002 SINGAPORE/13th World Congress of Applied Linguistics—Applied Linguistics in the 21st Century: Opportuni-**



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*ties for Innovation and Creativity*, at the Suntec City International Convention and Exhibition Centre in Singapore. Inquiries to Anne Pakir, <ellanep@nus.edu.sg>; website <aila2002.org>.

**January 6-10, 2003—The 2003 Hawaii International Conference on Education** in Honolulu, Hawaii. Contact Hawaii International Conference on Education, P.O. Box 75036, Honolulu, Hawaii 96836, USA; t: +808-947-7187; f: +808-947-2420; <education@hiceducation.org>; website <hiceducation.org/cfp\_edu.htm>.

**January 23-25, 2003—Thailand TESOL. 23rd Annual International Conference: ELT 2003: Culture, Content and Competency** in Bangkok, Thailand. The phenomenal demographic and technological changes in the 21st century require unprecedented levels of interpersonal communication and intercultural contact in the world. As EFL teachers and practitioners, we understand that communicating in a foreign language effectively depends upon more than knowing the vocabulary and structure; it entails thinking as much as the practice of language and communication. The aim of this conference is to provide ELT professionals a forum to promote approaches and methods that enhance learners' communication skills as well as to devise strategies and schemes which relate to EFL culture. Contact Suchada Nimmannit, t: +66-02-218-6100, f: +66-02-218-6027; <nsuchada@chula.ac.th>; website <thaitesol.org>.

**January 30-February 1, 2003—6th International Conference on Languages for Specific Purposes: The Role of Information Technology in LSP Research and Pedagogy**, at Escola Universitaria Politecnica de Catalunya. The aim of this conference is to gather lecturers and researchers interested in the role of information technology in LSP teaching and research. Website <solki.jyu.fi/yhteinen/kongress/start.htm>.

**February 7-9, 2003—English for Specific Purposes (ESP) and Testing, Evaluation & Assessment**, in Bielefeld, Germany. Joint workshops by VHS Bielefeld/Germany and the IATEFL ESP & TEA Special Interest Groups. Contact Event Organiser, c/o VHS Bielefeld, Ravensberger Park 1, D-33607 Bielefeld, Germany; t: 49-(0)521-512331; f: 49-(0)521-513431; <wolfgang.richter@bielefeld.de>.

**March 12-14, 2003—TESOL Arabia International Conference: English Language Teaching in the IT Age**, at the Al Bustan, Rotana, Dubai, United Arab Emirates. Deadline for proposals is December 2002. Speakers include David Nunan, Rebecca Oxford, Michael Lewis, Carolyn Graham, Olha Madylos, Elizabeth Hamp Lyons, and Ken Hyland. Contact Kathy Bird, f: +971-4-264-8681; <Kathy.Bird@zu.ac.ae>; website <tesolarabia.org/conference/conference1.php>.

**March 25-29, 2003—Teachers of English to Speakers of Other Languages, Inc. (TESOL): Hearing Every Voice**, in Baltimore, Maryland. Annual conference includes pre- and post-convention institutes and publisher and software exhibition. Contact TESOL, 700 South Washington St., Ste. 200, Alexandria, Virginia 22314; t: +703-836-0774; f: +703-836-7864; <conventions@tesol.org>; website <tesol.org/conv/index-conv.html>.

### Call for Papers/Posters (in order of deadlines)

**December 10th, 2002 (for February 16, 2003)—Temple University Applied Linguistics Colloquium 2003**, Temple University Japan, Tokyo. This colloquium is being organized as part of the 20th anniversary of Temple University Japan, and is cosponsored by the JALT Pragmatics SIG. Proposals are invited on research in any area of applied linguistics; however, two topics of special interest this year are pragmatics and vocabulary research. Proposals may be on completed research or on work in progress. For detailed submission guidelines, please contact the Organizing Committee Chair, Megumi Kawate-Mierzejewska, <mierze@tuj.ac.jp>.

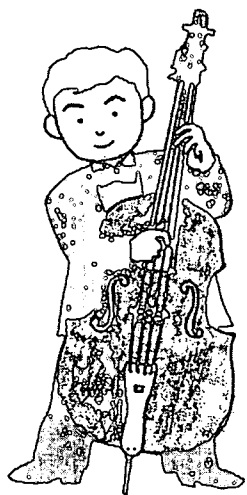
**February 14th, 2003 (for May 12-13)—The 2nd Annual Pan-SIG Conference 2003**. The Kyoto Chapter, Testing and Evaluation SIG, and Pragmatics SIG invites proposals for papers, posters, and colloquia to be presented at Kyoto Institute of Technology. Conference themes include:

*Conversational Fluency: Ideology or Reality?* Kyoto chapter, contact Program Chair Nathan Furuya, <nfuruya@gol.com>; website <ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/>.

*Communicative Language Testing*. Testing and Evaluation SIG, contact Program Chair Tim Newfields, <newfields@yahoo.com>; website <jalt.org/test/conference.htm>, and

*Connecting Theory, Research, and Practice*; Pragmatics SIG, contact Program Chair Megumi Kawate-Mierzejewska, <mierze@tuj.ac.jp>, website <groups.yahoo.com/group/jaltpragsig/>.

Please submit all queries and proposals to the appropriate Program Chair.





# Job Information Center

edited by paul daniels

To list a position in *The Language Teacher*, please email <tlj\_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, 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.

**Kanagawa-ken**—Language Institute of Japan is seeking a full-time English teacher starting March 2003. Position is for teachers who enjoy working with a variety of students in an array of programs, want to participate in a school on the institutional level, like being part of a team, are highly organized with short/long-term time management skills, keen to be active in professional development, and are flexible. **Duties:** Responsibilities include 82+ contact hours/month and other various administrative duties; write curriculum, develop materials for, and teach EFL to community course students of all levels from young children to adults; also teach concurrent residential immersion programs for high school students (large groups) and business professionals (small groups); prepare and conduct classes during a one-week summer workshop for teachers of English; and plan and participate in extracurricular activities. **Qualifications:** University degree (MA preferred) and two years teaching both adults and children required. Demonstrated interest in teaching children is important because half of the regular teaching hours are dedicated to children's classes. Excellent writing skills are also necessary. Because of the demanding nature of the position, teachers for whom either learning Japanese or engaging in cultural pursuits is a main priority are discouraged from applying. **Salary & Benefits:** ¥350,000/month. Sponsorship is available. Seven weeks paid vacation at set times, completion bonus, paid ori-

entation (at half salary). Renewable contract. **Application Materials:** Apply by mail with a resume, diploma(s), an essay (one page maximum titled "Why I Want to Live and Work in Japan"), and three letters of reference. Referees should have firsthand knowledge of applicant's teaching. In your cover letter please indicate where you saw this ad. **Contact:** Search Committee, LIOJ (Language Institute of Japan), Asia Center Odawara, Shiroyama 4-14-1, Odawara, Kanagawa, Japan 250-0045. Fax or email and incomplete application packages will not be considered. Applications will be accepted and reviewed until a suitable candidate is found. Only candidates selected for interviews will be contacted. Visit our homepage at <www.geocities.com/lioj.geo>.

**Niigata-ken**—The International University of Japan, a fully English-medium graduate institution, is looking for temporary English language instructors to teach in its Intensive English Program in 2003. The program dates have yet to be finalized, but the nine-week program will run from mid-July to mid-September. **Qualifications:** MA or equivalent in TESL/TEFL or related field. Experience with EAP, intermediate students, and intensive programs highly desirable. Experience with programs in international relations, international management, or cross-cultural communication helpful. Familiarity with Windows is required. **Duties:** teach intermediate-level graduate students up to 16 hrs/wk; assist in testing & materials preparation; attend meetings; write short student reports; participate in extra-curricular activities. **Salary & Benefits:** ¥850,000 gross. Free apartment-style accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Application Materials:** Resume and cover letter. **Deadline:** March 1, 2003. **Contact:** International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken, Japan 949-7277.

**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. 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 jissshu*, 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 perfor-



mance 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>.

**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 writ-

ing, 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.

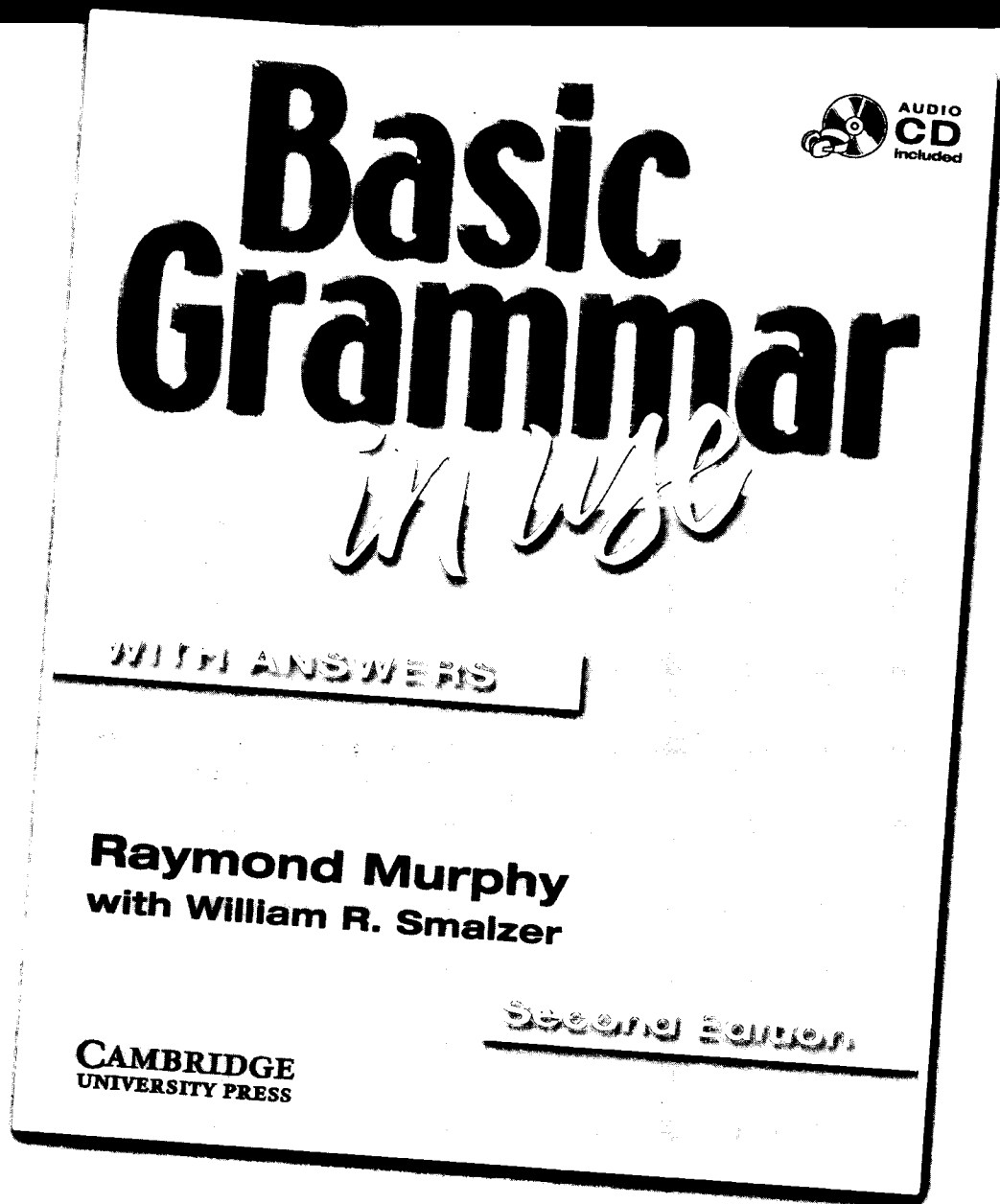
**Fukushima-ken**—Sakura no Seibo Junior College, a Christian Junior College located in Fukushima City, is seeking a full-time English instructor to teach reading, writing, listening, and conversation courses in the English Department from April 1, 2003. **Qualifications:** native English speaker with MA in ESL, applied linguistics, communication, or related fields; Japanese language ability; Japanese university or high school teaching experience. **Application Materials:** resume (with photo), references (two), copies of diplomas/certificates, list of publications, brief statement of teaching philosophy. **Salary & Benefits:** annual contract renewable up to three years; salary and working conditions as determined by Sakura no Seibo Junior College rules and regulations. **Deadline:** Materials to arrive by post by December 20, 2002. **Contact:** Head, English Department, Sakura no Seibo Junior College, Hanazono-cho 3-6, Fukushima-shi, Fukushima-ken, Japan 960-8585.

### 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>
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## Bulletin Board

edited by joseph sheehan

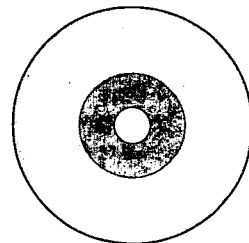
Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information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

**Universal Chapter and SIG web access**—As a result of recent developments within the JALT website, all JALT chapters and SIGs now have a basic information page available that 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>, and the CUE SIG is <jalt.org/groups/CUE>. 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, Malcolm Swanson <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>.

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Email: jalt@gol.com

Visit the JALT site at [www.jalt.org](http://www.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、原稿用紙への手書きに限りなく、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。行間はなるべく広めにとってください。

*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るか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

## Feature Articles

**English Features.** Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (not tabbed), word count noted, and subheadings (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、太字または斜体字で文中に見出しをつけてください。図表・写真は、本稿中に入れず、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、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の経歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

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

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

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

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

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

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

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

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

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

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

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

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の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 two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

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



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For information on advertising in *TLT*, please contact the JALT Central Office: tlt\_adv@jalt.org

## 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 1,000m<sup>2</sup>, 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

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016  
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### JAT (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*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

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

支部：現在、全国に39の支部と1つの準支部があります。（秋田、千葉、福井、福岡、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PMENT、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、外国語リテラシー（準分野別研究部会）、ジェンダーと語学教育（準分野別研究部会）、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。

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## REASONS WHY YOU SHOULD JOIN THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING

**1** Leading authorities in language teaching regularly visit us: H. Douglas Brown, David Nunan, Jack Richards, J.D. Brown, Mario Rinvolutri, Alan Maley, Kensaku Yoshida... (If you don't know who they are, come to JALT to find out.)

**2** Insights on the job market, introductions... JALT plugs you into a network of over 3000 language teacher professionals across Japan.

**3** Eighteen special interest groups and their newsletters: Bilingualism, Global Issues, College and University Educators, CALL, JSL, Teaching Children, Materials Writers, Teacher Education, Testing, Gender Awareness, Pragmatics, Other Language Educators, Junior and Senior High School, Learner Development, Pragmatics, Applied Linguistics, and more.

**4** JALT is a place to call your professional home. And with 40 Chapters across Japan, JALT is not far from your other home.

**5** Monthly Chapter programs and regular regional conferences provide both valuable workshops and the chance to share ideas and hone your presentation skills.

**6** Professional organizations look great on a résumé. Volunteer for a Chapter position, work on a conference, or edit for the publications. You gain organizational and management skills in the process.

**7** JALT maintains links with other important language teaching organizations, such as TESOL, IATEFL, AILA, and BAAL. We have also forged partnerships with our counterparts in Korea, Russia, Taiwan, and Thailand.

**8** Research ready for publication? Submit it to the internationally indexed *JALT Journal*, the world's fourth largest language teaching research journal.

**9** Looking for a regular source of teaching tips? Check out our celebrated magazine *The Language Teacher*—and to the many fine publications produced by our SIGs.

**10** JALT produces Asia's largest language teaching conference, with scores of publishers displaying the latest materials, hundreds of presentations by leading educators, and thousands of attendees.

**11** JALT nurtures a strong contingent of domestic speakers: Marc Helgesen, Kenji Kitao, Chris Gallagher, Ritsuko Nakamura, David Paul, Andrew Barfield, Tim Murphey, David Martin, and many others.

**12** Conducting a research project? Apply for one of JALT's research grants. JALT offers partial funding for one or two projects annually.

**13** Free admission to monthly Chapter meetings, discounted conference fees, subscriptions to *The Language Teacher* and *JALT Journal*, discounted subscriptions to *ELT Journal*, *EL Gazette*, and other journals. All this for just ¥10,000 per year for individual membership, ¥8500 for joint (two people), or ¥6500 if you hustle and get up a group of four to join with you.

**14** Easy access to more information, application procedures, and the contact number of the Chapter nearest you.

**V**isit the JALT web site at <[www.jalt.org](http://www.jalt.org)>, where you can learn more about JALT, its publications, conferences and other services. More importantly, learn how to link up with some of the most dynamic professionals in all of Japan.



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