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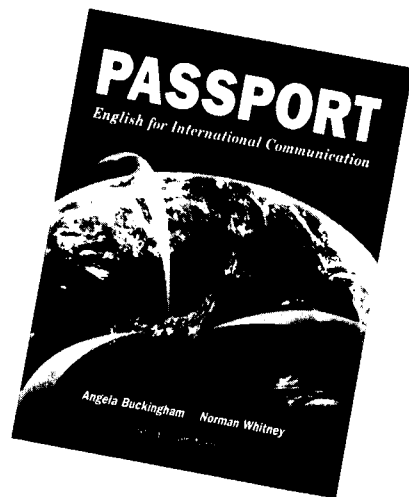
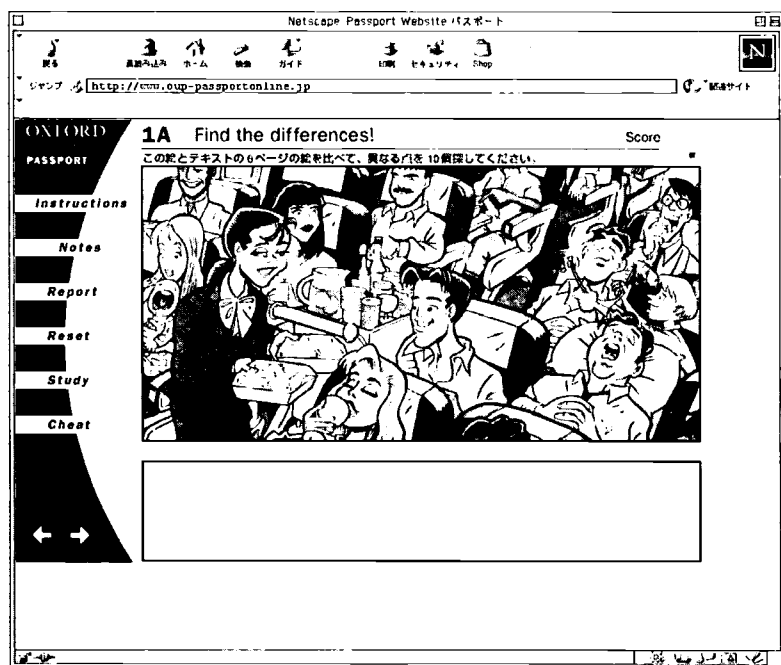
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Dear TLT Readers:

It's spring in 2002. The symmetry of the number 2002 somehow gives me a feeling of abundance. And a little bit of hope.

One of my hopes for this year is that JALT will see an increase in activity among its rank-and-file members. Whichever chapter of JALT you're living in, there's a good chance it needs you to do more.

Another hope I have is that *The Language Teacher* will continue to bring you the useful articles and timely JALT information you need. Most of you expect us to be there in your mailbox every month, and being the world's only volunteer-staffed, refereed, monthly journal is one of our main claims to fame.

Unfortunately, JALT is weak this year—very weak. The continuing economic malaise in Japan affects JALT dearly, both in membership and in advertising. We at TLT are rolling up our sleeves, testing every method at our disposal to save JALT money in publications, so that our members don't have to take the brunt of the blow in the form of diminished services. I hope—we all hope—that you will bear with us, and with the organization as a whole, as we press on through these difficult times.

Our feature article this month is by Peter Burden, who analyzes the motivations of college students to study English. In our Readers' Forum, P. Charles Brown proposes a new theoretical model of adult second language learning. Finally, Mike Guest presents his opinion on whether textbooks' attempts to study culture are productive, or just reductive. All three of these articles should provide plenty of food for thought to teachers as they prepare to face a new year of learning.

Scott Gardner
TLT Co-Editor

TLT読者の皆様

2002年春です。左右対称の2002という数字は私に豊かな感じとすこしの希望を与えてくれます。

私の今年の希望は、JALTの一般会員の活動がさらに活発になることです。皆さんがJALTのどの支部に属していても、支部には皆さんにやってもらいたいことがあるでしょう。皆さんの力を必要としているのです。

もう1つは、*The Language Teacher*が皆さんに有益な論文やタイムリーなJALT情報を提供し続けることです。皆さんのほとんどはTLTが毎月届くことを期待しているでしょう。TLTはボランティアスタッフによって作られている査読つきの世界で唯一の月刊誌であり、そのことがTLTに名声をもたらしています。

残念ながら、今年JALTは大変な危機に直面しています。JALTは会員数と広告数の両方で日本の経済不況の影響を非常に受けています。TLTは出版費を抑えるためにあらゆる手段を尽くしています。私たちがこのような困難な時期を押し進んでいるとき、皆さんが私たちや全体としての組織に我慢してくれることを期待しています。

今月の主要論文は大学生の英語学習者の動機づけを分析したPeter Burdenによるものです。読者フォーラムでは、P. Charles Brownが大人の第二言語学習の新しい理論的モデルを提案しています。最後に、Mike Guestは文化を学習するためのテキストの試みが生産的なのかどうかに関する意見を述べています。これら3つの記事は、教師が新しい年度の準備をするときに多くの思考の糧を与えてくれるでしょう。

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UNIT 1

New faces

UNIT GOALS

- Introducing yourself
- talking about yourself
- Introducing other people

TALKING POINT

- Answer these questions yourself. Ask them of your classmates.
- How do you introduce yourself?
- How do you introduce others?
- How do you introduce a group of people?
- How do you introduce a company?
- How do you introduce a product?

Part A Introducing yourself

1 Listening

Look at the photograph. Lucy Chang is introducing herself to Andrew Walsh. With a partner, answer these questions.

1. Which one do you think is a new employee?
2. Which person is from Tucson, Arizona?
3. Which of these topics will they talk about?

names interests colleges work hours sports ages departments

Now listen to Lucy Chang and Andrew Walsh introducing themselves. What topics do they talk about? Were you right?

2 Language focus

- a. Andrew Walsh introduced himself. Complete the phrases he said.
1. My name is Andrew Walsh.
 2. I'm from Phoenix, Arizona.
 3. I'm looking forward to...

- b. Lucy Chang introduced herself. Complete the phrases she said.
1. My name is Lucy Chang.
 2. I'm from the Human Resources Department.
 3. I've been working at the Sales Department for six years.

Listen again to check your answers.

3 Communication activity

Fill in the file card about yourself. Next, work with a partner to make sentences about each other. Then join another pair and tell them about your partners. Use the help folder if you need to.

Name _____ From _____
School/College/University/Company/Department _____
Major/Job Title _____

FILE CARD

4 Culture focus

Lucy Chang told Andrew Walsh to call her 'Lucy' - her first name - not 'Ms. Chang' - her last name. What do you call the people you work with? Do you use the first name or the last name? With a risk?



The situation is different around the world. Listen to three business people talking about the situation in their countries and answer the questions below.



1. How are names used in their countries?
2. Do they use first names, last names or other names when they speak to people?

Unit 1 New faces 7

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Peter Burden
Okayama Shoka University

The Paradox of Language Education

This paper was inspired by concerns over students' attitudes to foreign language learning in the university where I teach. Often students display what McVeigh (2001, p.29) has referred to as an apathetic attitude which manifests itself by a loss of academic interest once students pass through the academic gate and into the English language classroom. Yet paradoxically, there seems an eagerness to promote English education. My university uses native speakers of English to adorn promotional materials and

frequently videos their classes.

There seems to be a mismatch of ideals. English education seems to be valuable and fashionable, perhaps in response to the pronouncements of former Prime Minister Obuchi Keizo who called for English to be the second common language. Yet, there appears to be a foreign language *malaise* among students reflected in dramatically falling attendance in elective classes and a decline in interest in homestay programs which can only be partly explained by the economic situation. Overall, it seems there is an attitudinal problem that manifests itself in classroom apathy which perhaps has been somehow ignored in the rush towards internationalization.

This does not seem confined to universities. This became apparent when participating in an "Open

Campus" week in which local high school students attended lectures at my university to determine its suitability for their educational goals. As a native English teacher, I sat in an "English Café" while potential applicants from neighboring high schools were cajoled or even coerced to have a talk in English with the *gaijin* in return for free coffee. The students either brazenly ignored any attempt to speak English or, more likely, stammered that they "were poor at English" and proceeded to look uncomfortable until they could safely flee. This was not a particular happy memory to take away from an institution that is, after all, attempting to woo customers.

Beliefs in the culture-at-large: The "I'm poor at English" syndrome

The feelings of being poor at English illustrated above are reflected in a survey carried by the *Daily Yomiuri* ("Survey," May 22, 2000), which claimed to bring to light "ambivalence for English" with 66% of 1,918 respondents acknowledging that while there is a growing need for English, many indicated

A Cross Sectional Study of Attitudes and Manifestations of Apathy of University Students Towards Studying English

本稿は、1,057名の大学生にアンケート調査を行いその結果をもとに、言語学習における障害・性質、見込みさらには方略の使用に関する考え方を検証するものである。長年にわたり英語指導を受けているにもかかわらず、学習者はよく自分を初心者とみなしていることがわかった。これは、自信のなさが「英語学習の落ちこぼれ感」を導いていることを示唆するものである。学習者は、「落ちこぼれる」のは生まれつきの能力のせいとしている。学習者を「成功」に導く具体的な学習タスク、つまり、達成可能な目標を設定し、それを実行することによって育成されるタスクが、必要である。これが、結局動機づけの向上および自己価値感の高揚につながるのではないだろうか。

they had negative feelings towards the language. "It's difficult," "It's hard to understand," "It's hard to deal with," and "I can't speak it" were ranked among the more frequent answers. The article concludes that while most respondents recognize the usefulness of learning English, they feel the language is "beyond them." Horwitz (1988, p.283) also noted that if beliefs about language learning are prevalent in the wider culture, "then foreign language teachers must consider that students bring these beliefs into the classroom" and teachers need to assess the beliefs to determine when there might be a conflict of learning ideals. Students hold definite views about language learning and it would be useful for classroom teachers to discover whether these beliefs might affect motivation and therefore learning outcome.

Beliefs and motivation

Attitudes influence the effectiveness of future learning in the new environment of the university conversation class and could make the class a success or a miserable experience for all concerned. Wenden (1991, p.52) defines attitudes as "learned motivations, valued beliefs, evaluations, or what one believes is acceptable." Therefore, favorable attitudes tend to influence language learning, as "high achievers tend to develop positive attitudes as they go along" (Svanes 1988, p.369), while low achievers thus become disenchanted and learning proportionately decreases. Dornyei (1990) suggests that in EFL contexts, where learners have not had sufficient experience of the target language community, motivational factors such as instrumental motivation should receive special attention. Motivation is complex and consists of intrinsic, integrative, and instrumental subscales, and thus it is often difficult to determine an over-riding motivational factor. The lack of any single factor, however, may be evidence of the difficulty many teachers report in motivating Japanese EFL learners. Reid's (1990) study indicated Japanese language learners' lack of predominant learning styles support the implication that Japanese learners may not be so easily motivated to learn foreign languages.

Dornyei (1990) finds that success in language attainment was dependent upon the learners' affective predisposition towards the target linguistic-cultural group. In order to facilitate communication (integrative motivation), components such as interest, the wish to learn, and attitudes towards the foreign language are desirable, together with the desire to interact with the target community. Learning a foreign language is different from learning other subjects, as it involves more than learning skills, a system of rules, or a grammar; it involves an alteration in self-image and a person's whole social being.

Looking at "good learner" research, Naiman, Frohlich, Stern, and Todesco (1995) attempted to isolate some of the critical variables among the common characteristics of good learners including personality traits, cognitive styles, strategies, and learning environments of the good language learner in a formal L2 learning environment. Naiman, et al. noted that attitude and motivation were in many instances the best overall predictors of success. Yet attitude is not the only factor for success. There are cognitive factors, personality traits, and—at later stages of L2 learning in a formal situation—cognitive style factors such as field independence and tolerance of ambiguity. Such knowledge should help the teacher see that students cannot respond alike to teaching. Students need to analyze their own characteristics and adjust their learning as far as possible to what they know about themselves.

Research Questions

Teachers are likely to find instances of student concern or dissatisfaction whenever instructional activities are inconsistent with preconceived beliefs about learning. Students can lose confidence in the teaching approach and their ultimate achievement can be limited (Horwitz 1987, 1988). Mori (1999) showed that learners' beliefs are statistically related to achievement. One pedagogical implication is that teachers should encourage the understanding that the ability to learn a foreign language is not innately fixed and can be improved with effort. Teachers, therefore, may need to provide achievable, meaningful learning tasks as well as encourage the students in the belief that they can accomplish them. Horwitz (1987, 1988) developed the "Beliefs about Language Learning Inventory" (BALLI) to assess student opinions on a variety of issues and controversies related to language learning. Are some students more likely to be successful than others? The belief that some people are unable or are less able to learn an L2 can lead to negative expectations. Student judgments about the difficulty of the language are critical to the development of expectations for and commitment to language learning. The use of strategies and the practice of spontaneous communication in the classroom are important to prepare students to participate in what may be to them nontraditional learning activities. Shyness and over-concern with accent will inhibit their communication attempts. Foss and Reitzel (1997) report that negative self-perceptions set in motion a perpetual cycle of negative evaluations that may persist in spite of evaluations from others to the contrary. Through a questionnaire survey, learners can reflect upon their experiences. Introspection can help students become accurate in evaluating their language competence. This could provide them with a means for modifying their approaches to learning, as irra-

tional beliefs are the source of much anxiety. If these beliefs can be recognized, students can learn to interpret such situations in more realistic ways and thus may choose to approach rather than avoid situations demanding conversation. Therefore this study will consider attitudes towards: (a) the difficulty of language learning; (b) foreign language aptitude; (c) the nature of language learning; (d) learning and communicative strategies; and (e) student motivations and expectations.

Methods

Materials

Horwitz's (1987, 1988) beliefs questionnaire was adapted to make it easier to understand for non-native speakers of English in an EFL setting. A six-point Likert scale for responses was used to encourage clear indications of agreement or disagreement. Reid (1990, p.336) noted that Japanese "tended to respond to the mean: That is they responded to the Strongly Agree and the Strongly Disagree categories only rarely." In this study, I wanted the subjects to clearly indicate positive or negative attitudes towards each questionnaire item (see also Kimura, Nakata, & Okumura, 2001; Matsuura, Chiba, & Hilderbrandt, 2001).

The 28-item questionnaire was divided into four groups of seven questions and distributed to four native Japanese college teachers to translate into Japanese. These translations, and the wording of the instructions which were adapted from Ozeki (1995), were then passed around these four teachers until there was agreement about language and style of both the English and Japanese versions. This was to ensure student understanding, particularly of the level of Japanese language, as there was a strong

possibility that nonnative readers of Japanese would also take the questionnaire.

Participants

The participants in this study were 1,057 students from one prefectural, one national, and one private university within the same prefecture in western Japan. Six hundred and eight-six respondents were male and three hundred and seventy-one female. They were studying a number of majors, including Education, Law, Nursing, and Japanese History. None of the students were majoring in English. Similar to the newspaper survey mentioned earlier, the questionnaire did not target one age group or academic year and was designed to be representative of the student body. Eight hundred and twenty-two of the respondents were aged 18-19, 122 were 20-21 years old, 78 were 22-24, 16 were 25-29, and 10 were over 30 years old. This age range may be because many students have yet to receive required English credits and were repeatedly forced to retake compulsory classes. Of the 1,057 completed questionnaires, 37 were from Chinese students, five were from South Koreans, and one questionnaire each came from a Russian and a Malaysian student. The students were asked to assess their own English level and to state how many years they had spent studying English. Looking at the data in Table 1, it is interesting to note how little many students claimed to have studied English prior to tertiary education. This may be an indication of "aversive experience avoidance" (Bandura, 1977, p.59) whereby the students have underestimated the effectiveness and value placed on prior learning experiences or even ignored or dismissed English education in high school as having little meaning.

Table 1: Background Information of the Respondents

Number of years studying English					
1 year or less	3 years	5 years	7 years	10 years	More than 10 years
16	43	215	722	60	1
Student self-assessment of English level					
Elementary	Lower intermediate	Intermediate	Upper Intermediate	Advanced	Like a native speaker
395	383	241	33	4	1
Length of time spent in an English speaking country					
None	A month or more	2 months or more	3 months or more	6 months	A year or less
1,019	33	0	0	1	4

notes: $n = 1057$

Procedure and data analyses

The questionnaire was administered in both English conversation and reading classes by 11 teachers, six of whom were native speakers of English. No student responded more than once. The student participants comprised a convenient sample since they had been asked to voluntarily fill out the questionnaires by their teachers who were known to me and who kindly cooperated in the research. The students were given the questionnaire on a single B4 sized sheet with English on one side and a replication in Japanese on the other. Only four students voluntarily filled the English version. On completion of the data collection, the mean and the standard deviation were calculated.

The Results of the Survey

Table 1 shows that while the majority of students have studied English for 7 years, 778 respondents out of 1,057 assess their own English ability level as elementary or lower intermediate. This is despite colleges habitually referring to compulsory classes for first year students as “intermediate” and elective classes as “advanced,” terms which the students are familiar with, but which do not seem to match their candid views of their own level. Interestingly, only 38 students have had any experience in an English speaking country.

The students responded on a scale from “strongly agree” to “strongly disagree” or the equivalent Japanese (see Appendix) with the exception of the final two questions. The students chose from a set of categories specifically related to the questions. In Table 2, while acknowledging that some languages are easier to learn than others (Q1), English with a mean score of 4.5 was seen as at least a language of medium difficulty (Q26). This is reflected in Ques-

tion 2, where the mean score of 3.38 indicates that the majority believe they will not ultimately speak English well, possibly because they are not prepared to invest the one hour a day for five to ten years perceived to be required.

The questions in Table 3 examined whether the students feel they have foreign language aptitude, and the results showed that there is a belief that it is easier for children than for adults to learn English (Q4). While Question 10 had a mean score of 5.2 indicating that there is a widespread belief that anyone can learn a foreign language, 692 of the respondents seemed to feel that they themselves do not have an aptitude for English (Q6) reflected in the low mean score of 2.9. The students disagreed with the statement that women are better than men at learning English and slightly disagreed that foreigners, not people of their own nationality, were good at languages, an excuse often given to justify language aptitude and to explain one’s own perceived inability. With a mean score of 4.4, there was slight agreement that speakers of more than one foreign language are very intelligent.

Table 4 examined the nature of language learning; the students overwhelmingly believed that it is better to learn English in an English-speaking country (Q11). Questions 12, 13, and 14 elicited ranges of responses primarily from “slightly agree” to “disagree” that learning largely consists of learning vocabulary, grammar rules, or translating. With a mean of nearly 4, students recognized learning English is different from efforts required in other subjects.

The questions in Table 5 examined the learning and communicative strategies of students, and they have particular relevance for classroom teaching. With mean scores of 4.5, learners felt it is important to speak with an excellent accent (Q16) and

Table 2: The difficulty of language learning

	6	5	4	3	2	1	mean	sd
1. Some languages are easier to learn than others.	284	462	167	35	80	29	4.71	1.26
2. I believe that ultimately I will speak English well.	59	152	319	226	202	99	3.38	1.34
3. It is easier to read and write English than to speak and understand it.	91	269	254	157	189	97	3.65	1.47
25. If someone were to spend one hour a day learning English, how long would it take to become fluent?	58	260	373	200	100	66	3.79	1.25
26. English is:	158	411	360	92	9	27	4.51	1.04

notes: n = 1057

- 1-3: 6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree
- 25: 6) less than a year; 5) 1-2 years; 4) 3-5 years; 3) 5-10 years; 2) over 10 years; 1) you can't learn a language in 1 hour a day.
- 26: 6) a very difficult foreign language; 5) a difficult language; 4) a language of medium difficulty; 3) an easy language; 2) a very easy language; 1) the easiest foreign language

Table 3: Foreign language aptitude

	6	5	4	3	2	1	mean	sd
4. It is easier for children than adults to learn English.	486	332	141	40	43	15	5.07	1.15
5. Some people are born with a special ability which helps them learn English.	90	164	259	177	247	120	3.35	2.2
6. I have English aptitude.	34	81	250	297	237	158	2.96	1.65
7. Women are better than men at learning English.	25	70	176	204	358	224	2.61	1.29
8. People who speak more than one language well are very intelligent.	258	322	240	92	102	43	4.39	1.4
9. Foreigners are good at learning languages.	54	157	277	250	230	89	3.33	1.33
10. Everyone can learn to speak a foreign language.	182	356	308	99	78	34	5.2	1.04

notes: $n = 1057$

6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree

felt that the traditional learning strategy of repetition and practice (Q24) is important for mastery. Encouragingly for teachers of a communicative approach, the students disagreed with the proposition that, until learners can say what they want to correctly, they should not say anything at all in English (Q17), which is linked with the idea of the importance of guesswork as a strategy to overcome misunderstanding. With a mean of 3.1, students slightly disagreed that they would approach someone who was speaking English in order to practice (Q18) and slightly agreed that they feel self-conscious speaking in front of others (Q20).

The final three questions in Table 6 examined student motivations towards English, and with mean scores of over 5, students perhaps surprisingly agreed in large numbers that if they could speak English well, they could have many chances to use it in the future (Q21), and that it would help them to find a good job. In Question 23, students showed a high integrative motivation for learning English, with students agreeing that they would like to learn English to know native speakers better.

Discussion and Pedagogical Implications

Erroneous beliefs about language learning lead to less effective language learning strategies as student convictions of their own effectiveness determine whether they will even try to accomplish the task (Bandura, 1977). From this point of view, knowledge of student beliefs may be useful as a number of cognitive styles and affective variables (such as motivation and attitude) lead to successful second language achievement. As Horwitz (1988) noted, teachers and learners need to identify and describe positive beliefs and should encourage exchange of opinions on these beliefs as to how they can better learn a language and how the teacher can help them.

Learners' beliefs are related to achievement and, as can be seen in Table 1, students have very low self-estimation of their English ability despite, in the vast majority of cases, being in their seventh year of English. Thus the students place little value on instruction in Japan, leading to the overwhelming belief that it is better to learn in the country where English is spoken (Table 4). Learning for a

Table 4: The nature of language learning

	6	5	4	3	2	1	mean	sd
11. It is better to learn English in an English-speaking country.	524	334	128	39	25	7	5.2	1.02
12. Learning English is mostly a matter of learning a lot of new vocabulary words.	60	133	281	255	242	86	3.3	1.32
13. Learning English is mostly a matter of learning a lot of grammar rules.	38	138	266	286	239	90	3.22	1.27
14. Learning English is mostly a matter of translating from my mother tongue into English.	29	96	279	305	259	89	3.11	1.2
15. Learning English is different from learning other school subjects.	128	257	316	198	122	36	3.96	1.3

notes: $n = 1057$

6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree

Table 5: Learning and communicative strategies

	6	5	4	3	2	1	mean	sd
16. It is important to speak a foreign language with an excellent accent.	237	342	292	118	49	19	4.51	1.19
17. You should not say anything in English until you can say it correctly.	12	36	55	142	342	470	1.94	1.13
18. If I heard someone speaking English, I would go up to them so that I could practice speaking English.	46	94	245	310	242	120	3.08	1.29
19. It is OK to guess if you do not know the word in English.	206	327	297	116	80	31	4.35	1.28
20. I feel self-conscious speaking English in front of other people.	152	303	337	117	93	54	4.13	1.33
24. In order to become a good speaker, it is important to repeat and practice a lot.	309	411	360	92	9	27	4.51	1.04

notes: n = 1057

6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree

grade or a requirement openly limits language learning to what is perceived as the bare minimum, and the learners do not equate classroom learning with successful acquisition. As Gillette (1998, p.199) has noted there is little “use-value” in foreign language classroom learning. Good and Brophy (1990, p.167) note that students need to attend to the “right things”; therefore modeling and verbal explanations can be used to enhance the salience and distinctiveness of classroom learning materials. Bandura (1977) argues that teachers should ensure that the belief that ability to learn a foreign language is not innately fixed and can be improved with effort. An “efficacy expectation” is the conviction that one can successfully carry out the behavior, and the strength of conviction in ability will determine if one even attempts to cope with difficult situations (Bandura, 1977, p.79). The stronger the sense of mastery that can be engendered, the more active students will become. This will encourage a sense of accomplishment, a sense of value in the instruction itself, and a resultant confidence boost that successful task completion brings. This may raise beliefs in a student’s ability

to speak English well (Table 2), and that they possess aptitude (Table 3). Teachers must provide an achievable, meaningful learning task, encourage students that they can do it, and work together until learners have completed the task. In Table 3, the students agreed that *everyone* can learn a language, but the students have lacked the necessary motivational encouragement. There is no clear-cut answer and teachers must carefully design or select instructional activities to encourage learners that they should learn to be flexible in modifying their conceptions about learning.

Oxford, Hollaway, and Horton-Murillo (1992, p. 451) suggest altering the teaching style to create teacher-student matching through a range of activities. In Table 4, there was a wide range of learner beliefs about the nature of learning, and so instruction should be matched when possible to the students’ learning styles. An effective instructional style for dealing with many Japanese students might include paying attention to the individual, creating a structured but somewhat informal classroom atmosphere to ease students out of their formality, introducing topics slowly, avoid-

Table 6: Motivation

	6	5	4	3	2	1	mean	sd
21. If I get to speak English well, I can have many chances to use it in the future.	421	405	157	42	18	14	5.07	1.03
22. If I learn English very well, it will help me get a good job.	443	386	170	28	21	9	5.11	0.994
23. I would like to learn English so I can get to know its speakers better.	269	275	322	109	53	29	4.48	1.26

notes: n = 1057

6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree

ing embarrassment, and being consistent. Williams and Burden (1997, p.125) note it is important to present tasks which tap into the learners' intrinsic motivation, including a consideration of interest, curiosity, challenges, and the development of independent mastery and judgment. While there is no wrong way to learn language, students often have learned helplessness—they see failure as essentially due to a lack of ability. They feel they have no control over their actions and thus do not become motivated. The classroom teacher can deal with perceived causes of success and failure in achievement situations such as ability, effort, and task difficulty. Students need concrete ideas about how to reach their goals, which has obvious implications with strategy training that can ultimately help students overcome language deficiencies, as success is a potent motivating factor in learning. Types of holistic activities associated with successful language learning such as actively involving themselves in the language learning through inferring and monitoring language use could be adopted. Crookes and Schmidt (1991, p.472) note that cooperative strategies may "alleviate the otherwise negative self-perceptions that evolve from poor individual performances." This would lead to a greater degree of self-belief as group reinforcement creates support from others. Teachers must also provide sufficient challenges to students through a variety of approaches in order to interest and excite them and must ensure that all students participate. Students need to realize that accent is not of primary importance in these days of global English, and the need for repetition and practice is something that perhaps should be discouraged. Such beliefs produce anxiety since students are expected to communicate in the L2 before they feel fluency is attained. Similarly, shyness and over-concern with accent (Table 5) will probably inhibit their communication attempts. The greatest source of anxiety was having to speak the target language in front of their peers when overly concerned about making errors.

Conclusion

Students have become worn down by a lack of perceived progress manifesting itself in a majority of students regarding themselves as beginners despite seven years of instruction. Rather than displaying just apathy towards English learning, the fear of making mistakes makes them appear apathetic to teachers when in fact they are discouraged and hopeless with a fossilized learned helplessness. While teachers need to recognize different learning styles, a varied approach through manageable tasks leads to a sense of accomplishment that the learners have achieved a positive result. Success raises mastery expectations while repeated failure lowers

them (Bandura, 1977). Success would lead to greater confidence and raise motivation that arguably is a requisite for language acquisition and self-belief, displacing the "I'm poor at English" syndrome, sadly all too apparent in many classrooms and in the wider society.

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Appendix The Japanese Questionnaire

学習アンケート

このアンケートは英語（外国語）学習について、あなたの考えを聞くものです。当てはまる答えを一つ選んで○で囲んでください。答えを選ぶとき、あまり深く考えず、思い付いたら、すぐ答えてください。

年齢: a) 18-19 b) 20-21 c) 22-24 d) 25-29 e) 30以上 f) 50以上

性別: a) 男 b) 女

学年: a) 1年生 b) 2年生 c) 3年生 d) 4年生 e) 大学院

自分の英語のレベル: a) 初級 b) 中級の下 c) 中級 d) 中級の上 e) 上級 f) ネイティブ並み

英語学習の年数: a) 1年以下 b) 3年以下 c) 5年ぐらい d) 7年ぐらい e) 10年以上 f) 15年以上 (どれくらい? _____年)

英語圏に滞在したことがありますか: a) いいえ b) 1ヶ月 c) 2ヶ月 d) 3ヶ月以上 e) 6ヶ月以上 f) 1年以上 (どれくらい? _____年)

専攻: (書いてください) _____ 国籍: (書いてください) _____

a) 非常にそう思う b) そう思う c) ややそう思う d) ややそうは思わない e) そうは思わない f) 全くそうは思わない

1. 世界の言語の中には、学習しやすいものと、そうでないものがある。 a) b) c) d) e) f)
2. 自分は、きっと英語を上手に話することができるようになると思う。 a) b) c) d) e) f)
3. 英語を話したり聞いて理解するよりは、英語を読んだり
書いたりする方が簡単である。 a) b) c) d) e) f)
4. 大人よりも子供の方が、容易に英語を習得できる。 a) b) c) d) e) f)
5. 英語学習がたやすく出来る特殊な能力を生まれながらに
持っている人がいる。 a) b) c) d) e) f)
6. 私は英語学習に向いている。 a) b) c) d) e) f)
7. 女性は男性よりも、英語習得にすぐれている。 a) b) c) d) e) f)
8. 複数の言語を上手に話す人は非常に頭がよい。 a) b) c) d) e) f)
9. 外国人は言語を学習するのが得意である。 a) b) c) d) e) f)
10. 外国語は誰でも話せるようになる。 a) b) c) d) e) f)
11. 英語が使われている国で英語を習う方が効果がある。 a) b) c) d) e) f)
12. 英語学習とは、主に知らない単語をたくさん覚えることである。 a) b) c) d) e) f)
13. 英語学習とは、主に文法規則をたくさん覚えることである。 a) b) c) d) e) f)
14. 英語学習とは、主に母国語を英語に翻訳することを学ぶことである。 a) b) c) d) e) f)
15. 英語学習は、他の教科を学ぶのとはわけが違う。 a) b) c) d) e) f)
16. キレイな発音で外国語を話すことは重要である。 a) b) c) d) e) f)
17. 正しく言えるようになるまでは、英語で何も言うべきではない。 a) b) c) d) e) f)
18. 誰かが英語で話しているのを聞いたら、自分の練習のために
その人達に近づいて行くと思う。 a) b) c) d) e) f)
19. 英語の単語がわからない時は推測しても良い。 a) b) c) d) e) f)
20. 人前で英語を話すのは照れくさい。 a) b) c) d) e) f)
21. 英語が上手に話せるようになったら、英語を使うチャンスが
増えるだろう。 a) b) c) d) e) f)
22. 英語を習得したら、就職に有利である。 a) b) c) d) e) f)
23. 英語を話す人々をもっとよく知るために英語を習得したい。 a) b) c) d) e) f)
24. 英語を習得するためには、繰り返しテープを聞いたり練習したり
することが必要である。 a) b) c) d) e) f)
25. 一般的に言って、毎日1時間英語を学習したとして、英語を上手に話することができるようになるのにどれくらい時間がかかると思
いますか。 a) 1年かからない b) 1, 2年 c) 3年から5年 d) 5年から10年 e) 10年以上 f) 1日1時間の学習では無理
26. 英語は、 a)非常に難しい言語である b) 難しい言語である c) 難易度が中ぐらい d) 簡単な言語である
e)非常に簡単な言語である f) 言語の中では、最も簡単と思う

ご協力ありがとうございました

ピーター・バーデン

A Model of SLA and Its Andragogical Implications In Teaching EFL to Young Adult Japanese Learners

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Helping young adult Japanese students to learn English as a foreign language is one of the important missions of EFL instructors.

To carry out this mission effectively, we need to have a sound theory to guide us. Though there are many existing second language acquisition (SLA) theories, such as Krashen's monitor model (1981), McLaughlin's information processing model (1987), Schumann's acculturation theory (1976), and Cummins' language proficiency model (1979), they fail to offer significant insight into adult EFL learning and instruction. Although developments in adult SLA have grown out of demographic changes in North America, Britain and Australia, the suggested SLA model proposed in this article can be applied to the teaching/learning of English as a foreign language at colleges/universities in Japan. The first part of this paper will endeavor to propose an information processing model of adult SLA which consists of three components: processing orientation hypothesis, external and internal conditions, and learning task analysis. The second part of this paper will discuss the methodological implications involved in using an information processing model of SLA when teaching adult learners following an andragogical approach. By andragogical, we mean a model of education for young adults in which the content and the teaching processes are primarily, but not exclusively, determined by the needs, desires, resources, and experiences of the learners who participate actively in shaping and controlling them (Knowles, 1984).

Processing Orientation Hypothesis

The first component of the model deals with the internal linguistic processing mechanism. We hypothesize that linguistic input is processed in two major ways: target language orientated and meta-language orientated. By target language orientated, we refer to a heavy utilization of the target language in processing the input. In the case of learning English as a foreign language, this means learning English through thinking and reasoning in English. By meta-language orientated, we mean the linguistic processing is accomplished by relying on a language other than the one being learned, in this case Japanese.

For convenience, hereafter we use "ML" for "meta-language orientation," and "TL" for "target language orientation."

A TL orientation aids in encoding the incoming information in L2, which enables one to process the L2 input directly, thus facilitating the learning process and enhancing the attained proficiency. An ML orientation makes it hard to store information in L2, which delays the process of having an L2 task performed when the task requires the retrieval of stored information encoded in L1, thus slowing down the learning process and hindering one from attaining a high level of L2 proficiency.

The processing orientation is not static. A learner may shift from one orientation to another. If we represent the processing of L2 on a continuum, the so-called ML and TL orientations are actually two extremes on such a continuum. Theoretically, it is possible that each type of orientation may shift toward the other end along the continuum, but in most cases, the shift is from an ML orientation to a TL orientation. A gradual shift from ML orientation to TL orientation represents progress a learner has made in learning the foreign language. A complete shift to TL orientation means that the learner has achieved a high level of proficiency in the target language.

Though TL orientation is conducive to a high level of attained L2 proficiency, ML orientation is an inevitable stage in L2 learning for young adult Japanese. This is largely due to the disparity between L1 and L2 components in lexical structures.

A young adult Japanese EFL learner has developed an adequate linguistic system with well-developed L1 lexical structures. Those structures contain a variety of information including syntactic, semantic, phonological, graphic, and even concrete experiences or anecdotes related to the concepts designated by the lexicon. As the L2 learner continues to make progress in learning the target language, those lexical structures undergo gradual changes. When a concept designated by a lexicon or phrase being learned in the target language already exists in the learner's L1 linguistic system, the learner does not need to learn all the information related to it, but only the information which is not available in the

本論文の目的は、第2言語の習得(SLA)に関する新情報処理モデルを提案することであり、以下の3要素により構成される：処理の方向性の仮説 (processing orientation hypothesis)、外的・内的条件 (external and internal conditions)、及び学習タスクの分析 (learning task analysis)。本論文の第2部では、外国語としての英語(EFL)を学習する日本人の若年成人層にとっての方法論的意味を検討する。

existing structure. For example, the word "table" does not pose a problem since the word *teburu* exists in Japanese. However, if one talks about different types of tables such as end tables, coffee tables, or round tables, the learner might have to refer to the L1 lexical structures in order to understand the type of tables described. In most cases, the new information is either the phonological or graphic information in the target language. This means that at the beginning stages, the content of the lexical structures of the words or phrases is only partially related to the target language. In other words, though an L2 learner may have learned part of the L2 linguistic system, the representation of the learned L2 linguistic system is grounded in lexical structures with only small segments encoded in the target language. For example, if a learner hears, "It might be better to engage in a round table discussion before moving on to something new" the learner would probably understand each word but miss out completely on the meaning of the utterance. At this level of L2 proficiency, when attempting to communicate in L2, the learner has to activate relevant lexical structures. Because the content of these structures is largely encoded in L1, the learner is willingly or unwillingly engaged in an ML orientation.

As the learner makes progress in L2, he gradually expands his knowledge base of properties of the target language and acquires new information about the lexicons he has already learned. With new information constantly added, the lexical structures change, and the proportion of information in L2 in these structures expands. The expansion brings about an increase in the degree to which the learner uses L2 in making sense of the incoming data and in performing social functions. When enough information in L2 is acquired for the lexicon, its lexical structure changes from an L1 dominated structure to a structure with two more or less equal components. When a large number of lexical structures develop to such a degree, the learner, instead of activating the L1 sections of the lexical structures to perform a task demanding the use of L2, activates the L2 sections directly. And thus, a TL orientation is in operation.

Other factors also affect a learner's processing orientations. One of these factors is the linguistic complexity of the input. When the input is easy to process, a TL orientation may take place. When the input is beyond the learner's L2 capability, an ML orientation is more likely to be employed. A second factor is the intricacy of the task the learner is engaged in. If the level of L2 proficiency demanded by a task is beyond the learner's capacity, this task may give rise to an ML orientation. If the task is challenging, yet within the learner's L2 capability, a TL orientation is possible. A third factor is the learner's knowledge background. To construct meaning, the

learner needs to activate background knowledge. The linguistic codes in which the background knowledge has been encoded determine the way the background knowledge is retrieved. If the background information is encoded in L1, the retrieval of that information tends to be ML orientated. If the information is encoded in L2, the retrieval process may be TL orientated.

External and Internal Conditions

Language is human and social; its acquisition takes place in a social context and is affected by context. In this context, social and cultural variables, economic and political factors, daily occurrences, and linguistic input are important external conditions to be taken into consideration.

Related to internal conditions are affective and cognitive factors. Affective variables include personality, self-esteem, personal attitude toward both L1 and L2 cultures, perceived social distance between L1 and L2 cultures, perceived economic status of L2, career orientation, and motivation to learn L2. Cognitive variables include learning style, intelligence, memory, and cognitive strategies.

Internal and external conditions act upon each other and shape each other: internal conditions are shaped by the environment in which a learner finds herself, and her perception of external conditions is affected by the internal conditions. A positive attitude toward both L1 and L2 cultures may lead the learner to develop high self-esteem and strong motivation to learn the L2 without feeling that her self-identity is threatened. A negative attitude toward her own culture may give rise to low self-esteem, and a negative attitude toward the culture of the target language may prevent her from making real efforts in knowing that culture and in learning that language. The same can be said of the roles that L1 and L2 play in a learner's life. Great economic and political values associated with knowing a certain L2 may be transformed into a strong extrinsic motivation to learn the language. However, if knowing the L2 helps little in enhancing a learner's status, he may find no incentive to work hard at learning the language. Similarly, affective variables affect the way he interacts with his environment. Introversion and extroversion may determine the degree to which he actively engages in social interactions, thereby affecting the amount of linguistic input he is exposed to and takes in. Low self-esteem may give him a pessimistic view of his potential and discourage him from trying to achieve his goal, thereby hindering him from making efforts to learn the L2.

Learning Task Analysis

Gagne, Briggs, and Wagner (1992) classify learning into five types: intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes.

Learning a foreign language involves all these capabilities. It involves learning verbal information because it requires integration of existing knowledge and new information. It involves attitudes as they modify the learner's choice of action. It involves the intellectual skills of discriminating, identifying object properties, defining concepts, and forming higher-order rules. Learning an L2 is to learn to solve social interaction and meaning-making problems. Problem solving requires learners to monitor and control "learning and memory processes" and to "select and regulate the employment of relevant intellectual skills and bring to bear task-oriented cognitive strategies" (Gagne, Briggs, & Wager, 1992). In addition, several hundred muscles are used in the articulation of human speech. To coordinate those muscles to produce new sounds, which differ from those the learner is familiar with, requires a tremendous degree of muscular control or the psychomotor coordination of the "speech muscles" (Brown, 1994a, p. 57) which is within the domain of learned motor skills.

As L2 learning involves all five types of capabilities, the theories guiding EFL instruction should be theories dealing with the learning of all these capabilities. However, EFL instruction draws heavily on cognitive and humanistic theories, which are sound theories for intellectual, cognitive, and affective aspects of learning, but are not sound theories for guiding the learning of motor skills. Gagne, et al. (1992) point out "the learning of motor skills is best accomplished by repeated practice," which is an idea theoretically grounded in behaviorism. Therefore, EFL instruction should broaden its theoretical foundation to include some aspects of behaviorism.

Andragogical Implications

The model suggested here has a number of andragogical implications. First, the model suggests that a necessary condition for achieving a high level of proficiency in learning a second language is to shift from ML orientation to TL orientation. To facilitate the shift, EFL instructors need to help students enrich their L2 linguistic information in lexical structures and expand their knowledge base of the target language. One way to do so is to provide extensive reading practice. Reading can keep the lexical structures activated; help L2 learners glean lexical, semantic, and syntactic information; and enrich the L2 component of lexical structures.

Second, to facilitate the shift from ML orientation to TL orientation, instructors should help remove those factors which tend to trigger an ML orientation. One such factor is the complexity of the input. When the L2 input is beyond the learner's L2 capability, the learner may have to resort to an ML orientation. Therefore, instructors need to simplify the complexity of both grammati-

cal structures and lexical items and engage students in tasks which are challenging enough yet within the learner's L2 capability.

Third, instructors need to take into consideration their students' goals and needs and adjust their teaching methods accordingly. If the students are learning an L2 for social interaction and survival purposes, instructors need to pay attention to developing their students' communicative ability. If the students are bound for the job market or already working, the instructor should attend to the students' BICS (basic interpersonal communicative skills) and CALP (cognitive academic/language proficiency). As different teaching methods focus on different aspects of L2 learning, instructors need to use an informed, eclectic approach to help students learn what they need or want to learn.

Fourth, SLA also involves the physical aspects of learning, and practice is a must to achieve accurate intonation and smooth rhythm. To this end, controlled practice and some form of pattern drills should be included in EFL classes. By controlling the lexical items and sentence patterns, instructors release L2 learners from paying attention to both meaning and forms, and give more attention to the quality of pronunciation and intonation in speech production.

Fifth, controlled linguistic input reduces the authenticity of L2, especially the phonological aspect. When employing controlled practice sessions in teaching, instructors should try to use normal speech if possible so that the learners are able to enrich their lexical structures with authentic phonological information and thereby acquire an authentic phonological system.

Sixth, affective and socio-cultural variables affect SLA. To facilitate learning processes, instructors need to pay attention to these variables and to make sure that optimal learning conditions are met. When EFL learners learn to use a foreign language, they also develop new ways of thinking, feeling, and acting. This results in a sort of second identity, which can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions. (For more information on affective and socio-cultural variables see Brown, 1994b, p. 22-26.)

Seventh, as the richness of the L2 content of lexical structures plays an important role in facilitating the shift from an ML orientation to a TL orientation, instructional activities and curricula need to be designed to enrich the L2 content of lexical structures. A few ways of doing so are to make available to EFL classes high interest and low vocabulary reading materials, provide extensive reading practice, and expose students to as much comprehensible linguistic input as possible.

Eighth, language learning is a meaning-making process. Comprehension involves predicting, hy-

pothesizing, confirming, and inferring. To enhance one's comprehension ability, one needs to learn to use various cognitive and meta-cognitive strategies, which need to be taught. Difficult materials can be effectively used for teaching cognitive and meta-cognitive strategies. But due to their high level of difficulty, these materials consume more cognitive efforts and decelerate reading speed. Low reading speed means a decrease in the quantity of linguistic input and intake. If reading materials are confined to only difficult ones, such a curriculum may hinder the development of lexical structures and slow down the L2 learning process. Thus, a more balanced curriculum is needed which includes both kinds of materials: easy/simple and difficult/complex. The easy/simple materials should be for extensive reading and for expanding the learner's implicit knowledge of the L2 linguistic system. The difficult/complex materials should be for learning to use both cognitive and meta-cognitive strategies in meaning-making processes and for learning explicit linguistic knowledge, including the learning of specific grammatical rules.

Closing Remarks

Teaching young adult Japanese EFL learners means understanding and facilitating language learning by (1) gradually shifting one's teaching focus from a meta-language orientated approach to a more target language orientated approach; (2) taking into account while teaching that the learner's experiences shape her views of the target language, culture, and its people; (3) integrating the five types of learning when designing learning tasks; and (4) incorporating the major principles instilled in Communicative

Language Teaching (second language literature) and Collaborative Teaching/Learning (adult education literature) which are: plan learner-centered activities, set the learning climate, involve learners in mutual planning, involve them in diagnosing needs, involve them in formulating objectives, involve them in designing and carrying out plans, and involve them in evaluating learning outcomes (McKay & Tom, 1999; Shoemaker, 1991).

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Time for a Revolution in Culture Teaching and Learning?

Mike Guest, Miyazaki Medical College

Like many teachers, I regularly receive copies of language textbook publishers' new offerings. Every year the number seems to increase as does the variety and scope of titles, a large number of which seem to center on the topic of "culture," certainly something of a buzzword in the EFL/ESL community these days.

After having scanned many of these new textbooks, though, I have begun to notice some questionable trends. A great number of these textbooks seem to rely heavily upon a taxonomy of alleged cultural differences to fill their pages. Many seem founded upon rather set, static cultural dichotomies outlining gaps between the West (especially the United States) and Japan, and proceed to dissect from there. Although many of these books try to be non-judgmental or evaluative in their presentations of culture, and indeed some do try to focus upon similarities or points of common behaviour, almost all profess the need to learn about culture through a discrete-point, rule-based form.

Thus, I retain a nagging sense that something is amiss with this whole business of teaching culture through emphasizing differences. I can't help but wonder if in Japan, where there already exists a rather pronounced sense of cultural distinction, that by highlighting differences we don't inadvertently exacerbate a type of "us vs. them" mentality, a mentality that can easily come to manifest itself in exclusionary or overtly racist forms.

Others have questioned the methodology behind much of the recent "cultural differences" research, asking whether this in fact constitutes a type of exoticizing or othering of cultures (i.e., Kubota, 1999; Susser, 1998), arguing that such approaches often serve to perpetuate crude and outdated stereotypes. Some have politicized this tendency, seeing the pernicious tentacles of neo-colonialism at work (i.e., Pennycook, 1998; Kubota, 1999). More concisely, these authors plus other current researchers (i.e., Littlewood, 2000; Rose, 1996; Spack, 1997) appear to contradict much of the received cultural wisdom as found in such canonical papers as those of Hall (1976), Bruneau and Ishii (1994), Hofstede (1986), and Kaplan (1966).

Personally, what I have noted in the current interest in disseminating cultural awareness is a methodological flaw, one that perhaps can be best

explained by comparing culture teaching methodology with grammar teaching methodology. I would like to do this by making five points that are generally agreed upon regarding grammar and grammar teaching these days, and then apply these to our discussion of culture and culture teaching.

1. We know that languages are living, dynamic, nebulous entities. They are not static and set. They cannot be easily categorized. Thus to reduce language to a set of discrete rules (such as grammar) and to teach these under the pretext that you are teaching the language is to completely miss the heart of the matter. Likewise, the idea of teaching a culture via a few cultural "pegs" stated as behavioural rules of a people is bound to come up lacking as an accurate description of a culture. In short, it may be argued that the emphasis upon examples of cultural differences as the base material for understanding culture is to culture learning what *yakudoku*, or grammar translation, is to language learning.

2. We know that grammar rules have so many exceptions that it often becomes difficult and unwieldy to apply them to immediate communicative problems. We have to be very wary about the presumed scope of their applications as they often fail to adhere in this or that case. Likewise, the mass characteristics of a culture that may be identifiable in an abstract or generalized schema are unlikely to be immediately applicable to the individuals, small groups, or classrooms that most of us actually face when dealing with other cultures. The dynamics of monolithic cultures and the dynamics of smaller groupings from that culture are liable to be very different. As a philosophical maxim it can be stated as follows: That which may be true of the whole is not necessarily true of the parts. And it is the parts that we face on a daily, practical basis.

3. We now know that there is not one singular, pedagogical grammar, but rather a variety of grammars. We know that the grammar of speech varies considerably from the grammar of writing. Likewise, we should be very aware that there exists no singular monolithic Japanese or American culture, but rather a variety of specialized and diverse cultures, each related in some way to the whole perhaps, but nonetheless distinct.

4. We now know that the forms and structures of com-



Time for a revolution?

munication are determined and controlled by such features as register, mode, and genre. For example, we take it for granted that the style and content of a formal academic presentation would be completely out of place during a beery chat session in your local *nomiya*. Likewise, we must understand that deviances and varying norms exist within every culture, that there are numerous sub-cultures which may be quite different from the more standard forms. Monolithic or representative constructs cannot and must not be applied to every avenue of a society. For example, the classic depiction of the "salaryman as samurai" as a metaphor for modern Japan does little to explain why 13-year-old Saori-chan and her friends want to wear *ganguro*-girl fashion. Understanding the role of the Zen koan is unlikely to be a useful way of deciphering the values of your neighbourhood skateboard dudes. So many culture guides and textbooks focus almost entirely on national/ethnic/racial culture, ignoring the subcultural ethos that invariably crosses national, racial, and ethnic lines. Why are the subcultures of gender, academic background, hobby, occupation, or age so ignored in favour of the national? Don't these subcultural qualities have as much influence on the nature of our interaction with others as does nationality?

5. We generally agree these days that one does not learn a language well by listening to and memorizing discrete rules about a language. Rather, most agree that general language competence is best achieved by participating in meaningful communicative tasks, tasks that are superordinate goals within which language skills can be practiced and absorbed. Likewise, learning a bunch of differences is hardly likely to enhance an understanding of culture. Doesn't it seem more likely that simply engaging in activities with members of other cul-

tures, activities geared towards superordinate goals, and not discrete knowledge ends, would be a better way to absorb and understand cultures? After all, Suzuki Ichiro is one of Japan's best exponents in terms of presenting a positive image of his country

to the U.S., and he does it simply by playing baseball and doing it as well as he can. For that he is widely recognized and appreciated. I believe that Ichiro has done more to better the image of Japan in many Americans' eyes than any number of

Monbukagakusho-endorsed

apologists following the tired and divisive *ibunka* (cultural differences) or *hikaku bunka* (comparative culture) routes.

**Most agree that general
language competence
is best achieved by
participating in meaningful
communicative tasks.**

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Learner Corpus Workshop

Onodera Masako, *Heisei International University*

Most of us in second language teaching who have dealt with corpus linguistics should now be aware that this area of study has great potential for the field of SLA research. But how many of us know exactly what corpus linguistics is, and what it does for us? For those interested, the *Learner Corpus Workshop*, which was held at Showa Women's University on October 6 and 7, 2001, was a perfect place to become enlightened in this area. The workshop, organized by a group of Japanese researchers specializing in learner corpus research, was intended to meet the increasing demand from those who want to learn about corpus linguistics and its practical applications to SLA research. This was the second workshop since the first one was held in 1999, and this year some 50 people from all over Japan attended both days of the workshop.

The program for October 6 started with plenary speeches made by Professor Rod Ellis (Auckland University and a visiting professor at Showa Women's University) and by a Longman representative who spoke on behalf of Mr. Andrew Tope (Longman). Following this were presentations given by six researchers in Japan who actually used learner corpora data for their research projects. On October 7, three workshops were offered to teach basic skills and knowledge on how to use computer software for dealing with corpora data, and each participant chose one among the three courses: *Excel/Word, Perl, or WordSmith*.

One of the highlights occurred at the very beginning of the event. In his plenary speech titled *Real Data and Real Pedagogy*, Ellis, with his ample experience and knowledge in the field of SLA, gave us insightful suggestions on the use of learner corpus for SLA. His lecture centered around two questions: (a) What kind of corpora should serve as the basis for designing a second/foreign language course?; and (b) How should the results of corpus analysis be applied to the design of second/foreign language courses? In answering the first question, he argued that comparative analyses of native speaker and learner corpora are ideally required. He also suggested that the corpora of native speaker language use with learners might be highly useful as it provides information about the kinds of language use that L2 learners experience at different stages of their de-

velopment. In response to the second question, Ellis proposed that corpus-based analyses be best exploited through consciousness-raising (CR) tasks. He pointed out that a benefit of corpora data is that it demonstrates *problematicity* of some target linguistic feature not only through learners' errors (which can be observed rather easily without corpora data), but also through learners' avoidance (which is gained only by comparing native speaker and learner corpora).

With all the expectation for possibilities and benefits of corpora data in his speech, however, it was interesting to notice that Ellis repeatedly mentioned the limits of corpus linguistics in language pedagogy. One of the points he made was that corpora can only assist in the design of courses by stipulating "what" is to be taught, but they can say nothing about the methodology of language teaching (i.e. "how" to teach). He also warned that even in selecting "what" to teach, we should not rely too much on frequency analyses provided by corpora data, because there is a good chance that learners will learn high frequency items anyway. Quoting from Cook (1996), Ellis mentioned "the leap from linguistics to pedagogy is far from straightforward," and repeatedly emphasized the importance of combining corpus linguistic research with SLA research. He also articulated the importance of teachers' intuition for filling the gap between linguistics and pedagogy.

What followed this insightful speech was also worth listening to. The Longman representative's introduction to the explosion of new words in the English language was astounding. He showed examples of new words in English vocabulary such as "kidult" (an adult who likes to play games or buy things that most people consider more suitable for children), or "screenager" (a young person who spends a lot of time using computers and the Internet), and explained the new ways in

which new words are formed. Following this, six presentations about newly conducted research using corpora data took place in two rooms. Their topics ranged from analyses of Japanese learners' data in terms of written style to an introduction to error annotation tools.

The next day was spent on the acquisition of new skills which we hoped would make ourselves a brand new "corpus linguist." Among the three

*Corpus linguistics has too great
a potential for anybody in
language teaching to ignore.*

workshops that were offered, I attended the workshop for *WordSmith*. It is a commercial concordancer that allows you to conduct a variety of analyses. If you have your students' data in this software, for example, you can instantly make a word list of order of frequency, analyze the data according to some keyword to find collocation patterns, or focus on key linguistic items to find frequent error patterns. If you have other data such as an English textbook on your computer, you can easily compare it with your students' data. It took us a whole day to acquire basic skills, but it gave all of us satisfaction to think that this investment would broaden the possibility of our research options and save us a lot of time carrying them out in the future. The only concern for me now is whether I will remember all the knowledge I crammed into my head so that I can actually use it.

In closing, I would like to reiterate what I understood during the workshop: Corpus linguistics has too great a potential for anybody in language teaching to ignore. It can give you access to millions of words of corpus data from your home computer so that you can personalize it for your own use. But like most modern technologies, its benefits may not be truly appreciated until you have used it. Those who are interested in exploring this new field should attend the next *Learner Corpus Workshop* which is scheduled to take place in June, 2002.

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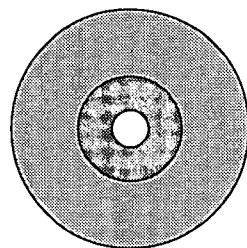
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This month, please welcome our new, official Director of Programs, Larry Cisar. The editors encourage you to submit an 800-word report about your chapter or SIG in Japanese, English, or a combination of both.

On Being a JALT National Officer

Some might comment, "Yep, Cisar is big enough to be a chapter all by himself." It's not quite true, but close. Now, as Director of Programs, I am mainly involved at the National level so I will focus on that. I really believe that all members have the potential for being good Directors for JALT. All of us have developed and are developing skills that give us the potential to be Directors. As educators, we have acquired skills in planning, organizing, and executing. We have gained competence in human relations. These are all needed skills—nothing more. Being a Director is not some magical position. Tom Clancy put it nicely in a novel that expertise is developed by learning and practice; it is not from some special inborn ability. Natural ability is helpful but even without it, you can be the person you want to be.

We all have ideas about JALT's future. What is nice is that all these different ideas bless the organization with freshness. It is just a matter of putting them all together.

Time is an important factor as in anything we do. Organizing a conference, setting up an accounting system, and organizing a database all take time. Finding time to do these things means finding the job that is fun and then going and having fun doing it. The time miraculously appears. I have found over the years that all of us have the same 24 hours. Our priorities are very different, as they should be, and that is what makes the difference in how time is used.

So how do I find time as Director of Programs? In the early days of JALT, I found that 10 minutes here and there got a lot done. I knew I could not do things in a large batch. So, I scheduled my time. It is surprising how much can be done that way. Now I have time, but people I communicate with are not on the same schedule. Again, it is planning the small amounts of time that is important. It is also valuable to have a patient partner in life who lets you work that way.

"Fun" is a key word. In general, a Director needs to enjoy doing the job; otherwise, (s)he burns out faster than a match. I find fun in seeing a plan come together in all its various facets. I find fun in learning new things about an area or a new way of

doing a task, fun in seeing people and my team enjoying the results of my work. Being a Director is serious work, but being serious does not preclude having fun.

"Order" is another key word. Every job within an organization such as JALT needs order. It is much more than organization as it involves looking both at the large and the small pictures, the national and the local pictures, the chapter and the SIG.

You learn order by experiencing it, by being involved in some project and looking beyond its immediate confines. Another important meaning of order is "giving directions." You learn how to give orders by taking them—you find the style that fits you. Until you follow, you cannot lead. Then, you move up the ladder of responsibility.

A hard skill to learn is the skill of saying "No." Many books state that you should not say this word, or say it indirectly. I have found that, for me, that does not work. There are times when it is necessary, and they usually do not feel like good times. However, it is essential to set limits and that often entails this two-letter word.

Rare is the person who is ready to become a national officer when first joining JALT; but the experience

needed can be gained quickly. Find the area of your chapter and/or SIG that interests you and get involved. All groups within JALT are looking for volunteers. As you do the job, set goals for yourself. Decide what you want to learn and learn it. After gaining a little experience, volunteer to help the National Directors. All of us can use help. You will be surprised at how quickly you become ready to take on more responsibility.

Skills I have learned while doing JALT work have also helped me in my paying job: i.e., seeing from many angles and being ready to try different solutions. They have taught me to avoid looking only one way at an issue and they have taught me to work with people with very different ideas.

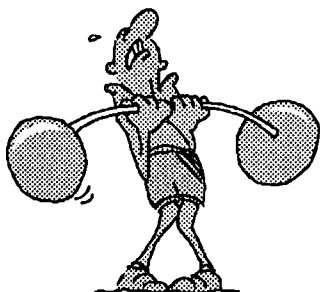
To conclude, JALT is an organization for each and every one of its members. It only works if all get involved.

Larry (The Bear) Cisar, Director of Programs, JALT, Kanto Gakuen University, <lcisar@kanto-gakuen.ac.jp>



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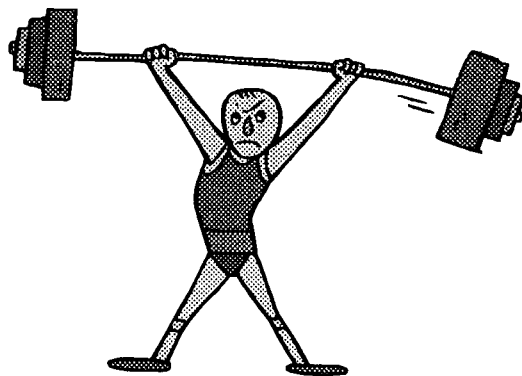


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A:
[said nothing]



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A: Uh-huh. Let me see.
Like. I like baseball.
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* Course emphasizes fluency over accuracy.

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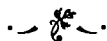
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Prepositional Pennies



Michael P. Johnson,
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Quick Guide

Key Words: Prepositions of location
(on, in, under, by)

Learner English Level: Beginner

Learner Maturity: Junior high school, first year

Activity Time: 20 minutes

Materials: Coins from foreign countries
(I usually use pennies)

Teaching communicatively oriented EFL classes in the Japanese junior high school environment can be a formidable challenge. Added to the usual challenges that exist in any language teaching endeavor are the additional hurdles of dealing with the motivational and social issues endemic to 12- to 15-year-olds the world over. While it may be difficult to sell all 40 of your students on the intrinsic value of learning English on any given day, the following fun activity encourages student motivation by offering extrinsic rewards for performance.

Procedure

This activity is best used as a closing activity after the target prepositions have been introduced and practiced through conversations, drills, or other presentation means.

Step 1: During the regular class activities (i.e. while students are engaged in pairwork) the teacher circulates around the classroom surreptitiously hiding coins while helping students. Coins should be hidden in a variety of locations: on top of blackboards, in students' pen cases, inside dictionaries, etc.

Step 2: When introducing the activity to students, tell them that you have some coins that you will hide around the classroom. Instruct them to put their heads down on their desks and cover their eyes so that you can hide the coins. As the coins have already been hidden, move around the class rattling desks and making noises that might confuse the students. This also throws off the students who might be inclined to peek when they should be covering their eyes.

Step 3: Proceed to write the target language on the board.

Student: Is it (on, in, under, by) the _____?

Teacher: Yes, it is. / No, it isn't.

Step 4: Tell students that if they can guess where any of the coins are, using the model language, they can have the coin. Instruct students to remain seated and to raise their hands if they want to guess where the coins are hidden.

Encourage the students to use the model sentence with Japanese vocabulary if they do not know the English equivalent for any particular word. For example, students may ask *Is it on the kokuban?* The teacher can then provide a correct model for repetition: *Is it on the blackboard?* When students correctly guess the location of a coin, allow them to leave their seat to retrieve it.

Conclusion

First-year junior high school students thoroughly enjoy this activity. It really promotes active use of the target language, as well as providing peer-generated listening practice as students keenly listen to locations guessed by their classmates.

Utilizing eGroup for Japanese Students



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Quick Guide

Key Words: CALL, class supplement

Learner English Level: All, with computer access

Learner Maturity Level: High school and up

Preparation Time: 10 minutes to set up a group

Activity Time: A few minutes to add features. The rest depends on the activities chosen.

eGroup is a free mailing-list service provided by Yahoo! Anyone can create their own group or join an existing group. Once you create or join a group, you can send a message to the group address, and everyone in the group receives your message. eGroup has other useful free features that can be utilized not only for CALL classes but also for other language classes as helpful supplements.

Computer-based language teaching has become popular worldwide in recent years, but it may not be easy for language teachers in Japan to implement for several reasons: teachers' own limited computer skills, students' diversity in computer and typing skills, school facility limitations, and so forth. For those teachers who are a little hesitant to use a CALL room for their course but would like to try

some CALL elements in their class, eGroup will be very useful. In this short paper, I would like to introduce how I created a class eGroup and used it to supplement my courses without using a CALL room.

Creating a Class eGroup

Creating a class eGroup is easy if you have access to the Internet. Visit <www.egroups.co.jp> for Japanese or <www.groups.yahoo.com> for English and click "Create New Group." You can collect your students' email addresses in class and type them into the directory by yourself to create a class eGroup. An easier way is to assign students to send an email directly to you and copy and paste the addresses into the directory. This will save time, and you don't have to worry about misspelling your students' email addresses. If you have a computer wizard in your class, you may ask that student to create the group for you and the other students. Once you set up a group, a welcome message will be sent to each member in the group, and by replying to it or accessing the group homepage, students can activate their eGroup accounts. As an owner of the group, you may prevent other people from logging in and reading messages.

eGroup Features and Lesson Ideas

Exchanging Messages: This is the main feature of the eGroup. All members of the group can receive and read the email messages sent to the eGroup address. Questions and answers about class can be exchanged between students and teacher through eGroup and the whole class can benefit from it. In this way, you can also avoid answering the same questions to each student. These question and answer exchanges can also be done successfully between students.

Online discussions: This activity is based on the exchange of messages. My students had a lesson about prejudice and non-violence and discussed these issues in class. Small group discussion often works, but uneven patterns of participation cannot be avoided in many lessons due to the difference in students' speaking ability and the level of willingness to communicate. Moreover, students seemed to have a lot to say but there was not enough time for discussion. Therefore, as homework, I asked them to email their own opinion about the topic to the eGroup, read their classmates' opinions, and reply to at least one message. The students expressed their opinions and were involved in the discussion much more than I had expected. Shy students who usually do not participate in class discussion expressed opinions elaborately in online discussions, and greater participation was witnessed, as in Warschauer's (1997) study on electronic discussions. Later I

received feedback from my students; most reported that they enjoyed the assignment.

The Calendar: eGroup offers a calendar feature. I posted the class schedule and list of homework assignments on the calendar, so absent students and attending-but-absentminded students could check out anytime online what they were going to/had to do and homework due dates. By doing this, I could avoid having "I was absent, so I didn't know the homework for today" type of excuses. You can also set a reminder to be sent to members at a certain time and date with this feature.

Polls: eGroup has a poll feature where you can set up a poll in which members cast votes. I once used this feature to get students' feedback on which of the units in the textbook they were interested in for class discussions. By doing this, students could be more involved in class decisions, and they felt more responsible for class activities. You can also set the deadline of a poll and have the results sent to group members. Students can also utilize this feature themselves to conduct surveys.

Shared Folders: Group members can share folders online. Images, documents, and files can be uploaded and downloaded with this feature. My students were given a group project leading to a group presentation toward the end of the semester. I told students that pictures of each group would be taken and shared in the eGroup folder. This motivated the students to be well prepared for the project and gave them something to look forward to.

Links: Links and their descriptions can be shared online with this feature; you can post links for students to check out, and students can also post their favorite sites. Instead of posting a site description, another way to utilize this feature is to post questions and create a Scavenger Hunt. Students visit the site posted and find answers to the questions.

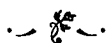
Conclusions

I created a class eGroup at the beginning of the school year and have been maintaining it throughout the year. In the second semester, I conducted a survey of my students that revealed that they "like it," or feel it is "convenient," "good," and "should be used more." I have never used a CALL room for class meetings, but the eGroup features have been very useful for both students and me, and activities using these features have worked well in my class.

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You Can Communicate It



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Quick Guide

Key Words: Quick activities, Activating language resources

Learner English Level: All

Learner Maturity Level: High school and up

Preparation Time: Very little

Activity Time: Variable

Students can often do more with their language resources than they realize themselves. As teachers, encouraging students to use their existing knowledge is just as important as teaching them new material. We have found the following activities to be useful in encouraging students to use their existing knowledge and resources.

Activity 1: Simple Words for Difficult Things

First, emphasize to students that they can do a lot with the little that they know. Demonstrate this by carrying out a short paraphrasing exercise.

Step 1: Divide your students into small groups.

Step 2: Give each student a turn to explain English words using simple English words that they already know. Simple words such as *hail*, *sea*, or *lion* are good to begin with. Some sample student paraphrases are given below:

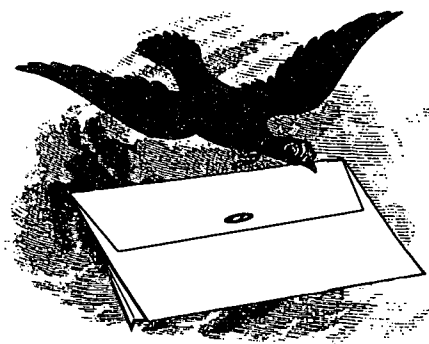
hail: It's like rain, but hard and cold.

sea: It's very big. It's blue. People can swim there.

lion: It's a big cat. If I see him, I will run away.

Before starting, give several examples like these to your students. As students become familiar with the idea, move on to more difficult words such as *guilt*. You can incorporate vocabulary from recent lessons.

Step 3: Once students are sufficiently proficient at paraphrasing words, add some fun by making it into a game. Give a list of words to one student in each group. This student should not show the list to the others.



Step 4: Set a time limit of three minutes and ask the student to paraphrase as many words as possible. The other students in the group must try to guess the words. The group that guesses the most words within the time limit is the winner. Students enjoy this game, and it provides powerful motivation to use existing language resources.

Activity 2: Using Body Language

Step 1: Emphasize to students that body language plays a crucial role in communication. Demonstrate a few examples to the students by using body language to show that you are hungry, thirsty, tired, or impatient.

Step 2: Divide students into pairs, and give one of the students a scenario that they can communicate without speaking.

Example:

You missed your plane because . . .

Think of a good reason and, using only body language, explain this reason to your partner.

The reason may be written on the card or you can ask students to use their imagination. The person listening should also be taught to be active in trying to interpret the event.

Step 3: Students then change roles. Some people may find the use of body language a little embarrassing at first, but if you ask everyone to do it at the same time, tension can be relieved.

Activity 3: Combining Body Language and Words

The next stage is to combine body language with words that students already know, to convey a difficult message. For this, we use two games.

Something Strange Happened Tonight

Step 1: Divide students into several large groups.

Step 2: Give scenarios to the students that they must report to a police officer. It is best if these scenarios involve bizarre or amusing incidents.

Example 1: You were walking through the park and dropped your wallet. A bird came down and took it. You chased the bird through the park but it dropped the wallet in its nest high up a tree. You want to borrow a ladder to get it down.

Example 2: You were assaulted by an old man as you were waiting to cross the road. You gave him

a slap across the face, but he turned out to be a martial arts expert and you got badly beaten up.

Students can use body language and any words from the target language that they know to get their message across. Different students take the role of policeman or reporter each time, and the other students act as spectators.

Dark and Windy Night

Step 1: Divide students into groups of about five or six students.

Step 2: Explain to your students that it is a dark and windy night. One student takes the role of a person in a house in an isolated place. One by one, the other students have to persuade this student to let them in by explaining what has happened to them. One of them is a murderer who is told to make up any plausible reason to be let in. The others are given bizarre stories. Give scenario cards to students explaining their situation. Include instructions to use only body language, only verbal language, or a combination of both. Here are two





examples of possible scenario cards.

Example 1: You were driving along the road with your wife and kids when you saw a guy whose car had broken down standing by his car. You stopped to help. Suddenly, he produced a knife and took your car with your family. You need to borrow the telephone and tell the police. (Use only body language.)

Example 2: You were driving through a forest when there was a flash of purple light and your engine went dead. You got out of the car and saw strange lights. When you got to them you saw they were aliens unloading weapons. You want to get in so you can inform the authorities. (Use only verbal language.)

Students try hard to talk their way into the house, and the bizarre events of their stories keep the mood fun. By allowing students to use different combinations of body language and verbal language, all students will begin to realize the rich resources that they already have.

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Contact Wilma Luth at the address above for more details.

Book Reviews

edited by amanda obrien

Talking to Yourself in English: An Alternative Approach to E.F.L. Book 1—Intermediate. Chris Sion. Heerlen, The Netherlands: Training Etcetera, 1995. pp. 76. ISBN: 90-74645-01-1.

Talking to Yourself in English: An Alternative Approach to E.F.L. Book 2—Advanced. Chris Sion. Heerlen, The Netherlands: Training Etcetera, 1995. pp. 76. ISBN: 90-74645-02-X. £5.50 each or £10 together.

Folk wisdom has it that talking to yourself is the first sign of madness. In these two fascinating little books, Chris Sion proposes that learners of English who talk to themselves in English are very wise indeed.

Sion argues that talking to yourself is a natural activity which, if it is done in English, provides students with practice opportunities and increases their fluency. Second language acquisition research suggests that this may be true. Catalysts for language learning include the interpretation of meaningful input and efforts to express meaning. These are the results that have led to communicative EFL methodologies, to pairwork and group work, and class discussions in English. By talking to themselves, students lose the advantages of negotiating meaningful input in interaction with others, but they retain the benefits of attempting to express meaning.

The first book is aimed at intermediate students of English who are looking for new ways of studying by themselves. It contains 102 activities designed to encourage students to practise their English in monologues, which may be spoken out loud, whispered, or said silently. The activities are divided into seven sections, entitled Here and Now, Trips and Travel, Diaries, Remembering, Lists and Records, Counting Numbers and Time, and Alphabet Games. Some of the activities will be very familiar, for example, giving directions to places in your hometown (Directions, p. 17) or talking about the members of your family (Family Tree, p. 40). Other exercises include making commentaries on your own activities, and on what you can see and hear around you; imagining future events and recalling the past; recording a diary on cassette; making mental lists; and number and alphabet games. Many of the activities work equally well as dialogues, and in fact Sion suggests practising the activities with a partner before undertaking them alone. Yet the most interesting activities are clearly based on genuine spontaneous monologues. In *Over and Over* (p. 35) students are asked to relive all or part of a conversation they have had earlier in the day, and in *Rehearsal* (Book 2, p. 4) students are asked to prac-

tise a conversation that they will have in the future, for example booking theatre tickets by phone, or making a complaint.

Book 2 is written for advanced students, but uses many of the same techniques as Book 1: visualization, imagination, observation, and commentaries. It begins with a similar introduction emphasizing the importance of fluency and the book's aim of activating passive linguistic knowledge. The introductions also suggest ways of using the books and address possible student doubts: what to do if you don't know a certain word, how to ensure accuracy, what to do if you don't understand an activity.

The books are aimed at motivated students who are keen to study by themselves. Sion encourages this autonomy with activities like *Course Diaries* (Book 1, p. 21) in which learners are asked to keep a diary of their learning experiences. Initial guidance in this activity is provided by a series of questions. *Teach Yourself* (Book 1, p. 36) asks students to imagine teaching something that they have learned recently, which is a great test of their mastery of the subject. In addition to the self-access aspect of these books, I feel that this type of monologue could be used as a valid classroom activity in which students can take a moment to gather their thoughts before embarking on the next pairwork.

For motivated students, the less outgoing, and for those with few chances to practise their English, I would recommend these books. For teachers who are looking for a different approach in the classroom, they provide an interesting solution.

Reviewed by William Green

Sapporo University Women's Junior College

Business Basics. David Grant and Robert McLarty. Oxford: Oxford University Press, 2001. pp. 175. ¥2,700. ISBN: 0-19-457340-0.

Business Basics is a solid introductory business English text for adult false beginner learners. The book's use of British English should be of interest to many teachers in Japan, where the terms "English" and "American English" are usually interpreted to be one and the same.

In addition to the student text and two cassettes or CDs there is a student workbook and a teacher's book available. The workbook, which could be used for additional homework, contains exercises similar to the ones contained in the textbook and is designed to help reinforce the text's grammar points and vocabulary items. The teacher's book contains lesson plans, photocopiable pages for twelve additional pairwork communicative activities, and progress tests. A videotape, *Big City Video*, based on the textbook syllabus, is also offered for sale but was not available to this reviewer.

The main textbook consists of 12 thematically linked units covering topics such as going on a business trip, describing and comparing, and dealing with problems. These units are divided into three sections, each with its own teaching point, which more often than not is grammatical.

The textbook covers the four language skills although in unequal proportions. There is a lot of listening practice throughout each unit. The listening tapes include mainly British speakers as well as some American and nonnative speakers. The use of British English did not present any major problems for my students who are more familiar with the President's rather than the Queen's English. Unfortunately, the tests included with the teacher's manual contain no listening questions and instead focus on testing only grammatical and vocabulary knowledge. The textbook also contains pronunciation practice in nearly every section: Students must listen, identify, and then produce various items such as minimal pairs, word stress, and contractions. Sensibly, the textbook focuses on features common to British and American English rather than the differences. The textbook also provides a suitable amount of business-related reading and vocabulary building activities.

While the textbook handles the listening and reading skills reasonably well, it covers the language skills requiring production less thoroughly. In the book's few writing exercises students are rarely required to produce work beyond the phrase or sentence level. It is also unfortunate that the speaking activities designed by the book's authors are exclusively pairwork and neglect small group work and types of speaking beyond back and forth dialogues. After a few lessons my students found such pairwork limiting and I found it slightly unnatural.

Business Basics is a well-structured text with a strong focus on teaching basic grammar and listening skills. The material covered in the book is elementary and should not pose many difficulties for teachers who lack a business background or knowledge of British English. The text is perhaps best used by students who are working because it requires discussion of their own workplaces and jobs. A class of college students who studied with the book had difficulty relating to some of its tasks. Ultimately, whether or not a teacher chooses to employ this book in their classroom will depend largely on their attitudes towards grammar-based syllabi. Some teachers will be comfortable with the text's focus on grammar, others will find it limiting.

*Reviewed by James McCrostie
Omiya Chapter*

Recently Received

compiled by linh t. pallos

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 29th of March. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

- *Projects from the University Classroom. Ford, K., & McCafferty, E. (Eds.). The College and University Educators Special Interest Group of the Japan Association for Language Teaching (JALT CUE SIG), 2001.
- Landmark (Intermediate & Upper-Intermediate). Haines, S., & Stewart, B. Oxford: Oxford University Press, 2000.
- Quick Work: A Short Course in Business English (Pre-Intermediate & Intermediate). Hollett, V. Oxford: Oxford University Press, 2000.
- Big City. Hutchinson, T., & O'Driscoll, N. Oxford: Oxford University Press, 2001.
- Head for Business (Intermediate). Naunton, J. Oxford: Oxford University Press, 2000.
- Longman English Express 1 & 2. Rost, M., Thewlis, S., & Schmidt, J. Hong Kong: Longman Asia ELT, 2002.
- The Good Grammar Book: A Grammar Practice Book for Elementary to Lower-Intermediate Students of English. Swan, M., & Walter, C. Oxford: Oxford University Press, 2001.

Supplementary Materials

- *Creating Conversation in Class: Student-Centred Interaction. Sion, C. London: First Person Publishing & DELTA Publishing, 2001.
- Oxford Idioms: Dictionary for Learners of English. Oxford: Oxford University Press, 2001.
- Oxford Phrasal Verbs: Dictionary for Learners of English. Oxford: Oxford University Press, 2001.
- Oxford Student's Dictionary of English. Oxford: Oxford University Press, 2001.
- English for Primary Teachers. Slattery, M., & Willis, J. Oxford: Oxford University Press, 2001.
- Film. Stempleski, S., & Tomalin, B. Oxford: Oxford University Press, 2001.
- Arts and Crafts with Children. Wright, A. Oxford: Oxford University Press, 2001.

For information on advertising in *TLT*, please contact the JALT Central Office:
Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; tlt_adv@jalt.org

JALT News

2001 Sheltered English Workshops (SEW) Presentations Report

This year's workshops were very successful in terms of the numbers of participants for all of the presentations. We made very good use of our ten time slots and had a good turn out at all presentations with the exception of the 12 o'clock time slot with just five participants, perhaps because it was the lunch hour. The average number of participants that attended the presentations was 20 (about 50% were nonnative speakers of English), with one as high as 35 participants. Despite our considerable efforts to be clear that the workshops were for non-native speakers of English, there was a lot of interest from native speakers. In order to compensate and not have to turn interested people away, at the beginning of each presentation we announced that the workshops were designed for nonnative English speakers and asked that that group be given the first opportunity to speak when called upon. Presenters said that most people were very respectful of that request. There still seems to be confusion about the SEW acronym on the schedule, however the layout of the schedule was much better for these workshops than it has been in the past. The numbers of people indicate a great interest in the presentation topics that were offered. The topics included practical issues like error correction, audio assessment, discussion/debate, adapting texts, and collaborative teaching practices, as well as more theoretical topics like the experiential learning cycle.

Eric Gustavsen

今月のコラムは、絶対に見応えのある二つのニュースについてです。一つ目のニュースは、JALT2001年会議 PAC3での Sheltered English Workshop (SEW)について。SEWは、英語ノン・ネイティブ・スピーカーの為のものと、もう一度、強調しておきます。SEWを組織する会員は英語ネイティブ・スピーカーからも大変興味を持たれており、その件に関しては喜んでいますが、ノン・ネイティブの参加を心待ちにしております。二つ目のニュースは、沖縄JALTからです。二つの特別企画に関してー一つは、彼らのウェブ・ページのデザインについて、もう一つは、リソース・センター (Resource Center) の設立についてです。記事を読んで、アドバイス願います。二つのニュースを読んで、素晴らしい一ヶ月をお過ごし下さい。

2001年 Sheltered English Workshop (SEW) プレゼンテーション報告

今年のワークショップは、全てのプレゼンテーションに参加者多数で、素晴らしい成功をおさめました。10のプレゼンテーション全ての時間配分、参加者数ともに申し分がありませんでした。12時の回には、5名の参加者でしたが、お昼時であった為と考えられます。それぞれのプレゼンテーションに、平均して20名の参加があり(約50%は、英語ノン・ネイティブ・スピーカーでした)、最多で35名の参加を認めました。英語ノン・ネイティブ・スピーカー向けのワーク

ショップであると強調しておりましたが、ネイティブにも大変、興味深いものであったようです。その為、それぞれのプレゼンテーションの始めに、このワークショップがノン・ネイティブ向けであり、ノン・ネイティブのみなさんに最初の発言権(プライオリティ)があると伝えました。プレゼンターによれば、この提言にほとんどの方が忠実であったとのこと。スケジュールに書かれたSEWの頭文字に、いくらか誤解もあった様ですが、例年に比べて、そのレイアウトは非常によく出来たものでした。かなりの数の方が、プレゼンテーションでの議題に少なからぬ関心を寄せていました。例えば、実践的な、間違い修正やオーディオ評価、ディスカッション/ ディベート、テキスト選定、ティーチング実践共同研究など、また実験的学習サイクルなど理論的な議題も提示されました。

Eric Gustavsen

Okinawa Chapter's Special 2002 Projects
Okinawa JALT has two new projects for the new year. The first is the development of an Okinawa JALT homepage by our website coordinator, Douglas Dreistadt of Okinawa International University. In addition Dreistadt is setting up an Okinawa Chapter e-group that will allow us to have ongoing dialogues with our membership on various topics related to improving language teaching in Okinawa.

Our second project is the establishment of an Okinawa Teacher's Resource Center. It will be located at Okinawa Christian Junior College and the temporary chair will be Murata Norie, who was the Okinawa JALT chapter treasurer for many years. She is now professor of the teacher training program at Okinawa Christian Junior College.

The purpose of the Resource Center will be to make teaching materials available to the JALT Okinawa membership. Once established, members will be able to check out materials for a one-month period. A few of the areas of interest include teaching theory, practical classroom application and lesson plans, videos on culture and professional development, and publishers' materials. Since we are in the developmental stages of the Okinawa Teacher's Resource Center, we are looking for practical ways to classify and categorize what we will provide. We believe that this resource center will allow us to develop a more positive relationship with the publishing firms in Japan and in turn we hope that we can better offer our members valuable resources to improve their teaching.

Okinawa JALT has an active group of officers who believe that the Okinawa Chapter can make a difference in the way we teach and the way students learn. We hope to do this by providing continuing education that enhances language education and language learning.

Any JALT member that would like to contribute some useful information to assist us in our website project or our teacher's resource center, please contact the president Lyle Allison at <leaphd@aol.com> or <lallison@ocjc.ac.jp>.

Lyle Allison, Okinawa Chapter President

沖縄支部 2002年特別企画

沖縄JALTは、新年に向け、二つの新しい企画を始動させました。

一つ目は、私共のウェブ・サイト・コーディネーターを沖縄国際大学のDreistadt先生にお願いするということです。Dreistadt先生は、インターネットに関して、たくさんの経験をお持ちで、JALTホームページ開発に力を入れて下さっています。それに加え、沖縄支部Eグループも設立されたおかげで、沖縄の語学教育改善に関するさまざまな話題に関して、会員同士が話し合うことが可能になるでしょう。

二つ目は、沖縄ティーチャーズ・リソース・センターの設立に関してです。沖縄キリスト教短期大学内に設立し、長年、沖縄JALT支部の会計を務められたMurata Norie教授に、暫く、議長をお願いしようと考えています。彼女は現在、沖縄キリスト教短期大学で、ティーチャー・トレーニング・プログラムに携わっています。

リソース・センター設立目的は、JALT沖縄会員が教材などを利用することです。

設立されれば、一ヶ月のスパンで、会員が教材を調べることも可能です。皆さんが興味を持たれている分野は、教授法論、実践クラスルーム応用、LESSONプラン、文化及び専門教育の為のビデオ、そして出版社教材です。沖縄ティーチャーズ・リソース・センターはまだ発展段階にありますので、実践的な分類、カテゴリー化の方法を模索しています。このリソース・センターは、日本の出版社さんとも、より前向きな関係を築き、また、私達もティーチングの改善の為、貴重な資料を会員に提供出来ると確信します。沖縄JALTは、教え共に育まれる点において、他と一線を画し、また、その活動的な職員によって成り立っています。私達は、語学教育及び学習をより活発化する、継続教育をサポートすることを望んでいます。ウェブ・サイトやリソース・センターに関して有用な情報をお持ちのJALT会員の皆様、会長 Lyle Allison (leaphd@aol.com 若しくは、lallison@ocjc.ac.jp) まで、ご連絡下さい。

Lyle Allison 沖縄支部会長

Call for Nominations

Nominations are now open for the following JALT National Officer positions:

Director of Programs—Supervises the arrangements for the Annual Conference; plans special programs and workshops that will be made available to Chapters and SIGs.

Director of Treasury—Maintains all financial records; collects and disburses all funds of the organization; presents an account of the financial status of the organization at a General Meeting.

Director of Public Relations—Coordinates JALT publicity; promotes relations with educational organizations, media and industry; acts as liaison with institutional and commercial members.

Auditor—Inspects the status of JALT's business and assets; presents opinions to the Directors concerning JALT's business and assets; reports to the General Meeting or to the concerned governmental authority concerning any problems with JALT's business and assets.

Director of Records—Responsible for recording and keeping the minutes of Executive Board Meetings

and the General Meeting, and for keeping the chapters and SIGs informed of the activities of the organization.

All terms are for two years (except for Director of Records which is for one year only this time because no one was elected last year) beginning immediately after the Ordinary General Meeting at the JALT2002 Conference in Shizuoka. Further descriptions of these positions can be found in the Constitution and Bylaws of JALT as published in *The Language Teacher* February Supplement: *Information & Directory, Officers & Associate Members*.

All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Edward Haig in writing by letter, fax, or email at Faculty of Language and Culture, Nagoya University, Furo-cho, Chikusa-ku, Nagoya-shi, 464-8601; f: 052-789-4789; email: <haig@lang.nagoya-u.ac.jp>. When making nominations, identify yourself by name, chapter affiliation, and membership number, and include your contact information. Identify your nominee by name, chapter affiliation, and membership number, and include his/her contact information. The deadline for nominations is May 31, 2002.

Candidates who accept their nomination will be asked to submit their biodata, statement of purpose, and a photo by June 10, 2002.

Anyone with further questions about the elections should contact Edward Haig at the numbers above.

立候補者募集

次の全国選出役員の指名推薦期間が始まりました:

企画担当理事: 年次大会の準備を監督し、支部や分野別研究部会のために特別なプログラムを企画する。

財務担当理事: 全ての経理記録を管理し、本会の資金を収集し、配分する責任を負う。また年次総会において本会の財務状況の報告を行う。

広報担当理事: 本会の広報活動を統括し、他の教育団体、報道機関、産業界との交流を促進し、本会と賛助会員との連絡つとめる。

監事: 理事の業務執行の状況とこの法人の財産の状況を監査すること。理事の業務執行の状況またはこの法人の財産の状況について、理事に意見を述べる。監査の結果、この法人の業務または財産に関し不正の行為または法令若しくは定款に違反する重大な事実があることを発見した場合には、これを総会または所轄庁に報告すること。

書記担当理事: 書記担当理事は執行役委員会会議及び通常総会の議事録を作成、管理し、本会の活動について支部と分野別研究部会に周知をはかる責任を持つ。

任期は静岡県で行われる2002年度総会の直後から2年間です。ただし、書記担当理事に関しては、昨年選出された候補者がいなかったため、任期は一年である。

詳しい情報は「The Language Teacher」の2月号付録-インフォメーションと役員、準会員名簿-の学会定款と定款細則の載っておりしますので、御覧下さい。

候補者は正会員でなければなりません。自薦でも他薦でも文書で(手紙、ファックス、電子メール) エドワード・ヘイグに連絡して下さい。連絡先は〒464-8601 愛知県名古屋市中千種区不老町 名古屋大学 言語文化部: (052) 789-4789; eメール: haig@lang.nagoya-u.ac.jp. 推薦して下さる方は御自分の名前、支部と会員番号、連絡先を明記して下さい。立候補の期限は2002年5月31日までです。

立候補者は履歴書、所信表明と写真を2002年6月10日まで送付しなければなりません。

この選挙について質問のある方はエドワード・ヘイグに連絡して下さい。

Edward Haig

Chair, Nominations and Elections Committee

SIG News

Edited by coleman south

CALL—The CALL SIG invites presentation/workshop proposals for its 7th annual international conference, *JALTCALL2002: Local Decisions, Global Effects*, to be held at Hiroshima Jogakuen University on Saturday & Sunday, May 18 & 19, 2002, (plus special pre- and post-conference events on May 17 & 20). Proposals relevant to the conference theme will be given highest priority; however, all topics that address the issue of how computer technology is applied in the classroom are acceptable. Educators concerned with all levels of instruction are invited to submit proposals. Those who submit accepted proposals on or before **Monday, April 1** may register for the conference at the discount rate. For submission details, please visit our website at <jaltcall.org/conferences/call2002>.

GALE—The GALE, GILE, & PALE SIGs, along with two NGOs, are cosponsoring a conference entitled *Peace as a Global Language* to be held in Tokyo, September 28 & 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University). Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, and students are all welcome to attend as well as to give presentations or workshops. Presentations can be in English, Japanese, or bilingual. For more information please visit the conference website <kyushu.com/peace> or contact the coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee c/o J. Nakagawa (see GALE contact information).

Learner Development—Enjoy Mt. Rokko in the autumn! The LDSIG will be holding another autumn retreat in the mountains above Kobe on October 5 & 6, 2002. Current plans are that it will be a work-in-progress sharing of work towards an anthology of research into learner autonomy, planned for publication sometime in 2003. Watch this space for more details, or contact Steve Brown or Usuki Miyuki (See LD contact information).

Other Language Educators (OLE)—OLE published its Newsletter #22 on January 15, 2002. It contains the following: a revised coordinator's report; updated statements of purpose in Chinese, English, French, German, and Japanese; calls for papers for OLE-related events at JALT2002; a JALT2002 Call for Papers (in full, so that those who might want to present will know how to submit proposals) plus an idea file for those who can not readily come up with a proposal; a discussion paper to be subjected to criticism; and a list of publishers of other foreign language textbooks and publishers' information. Copies of the newsletter are available from the coordinator, Rudolf Reinelt (See OLE contact information).

Pragmatics—This SIG is now in its third year, the second year as an Affiliate. This means that as long as we maintain a membership of 50 or more and meet the other JALT requirements for a national SIG, we will reach Full SIG status at the end of 2002. Our membership has been growing steadily, with 12 members joining at the conference, which puts the total at 85 (66 of which are also JALT members). If you would like to join, please contact one of our Membership Co-chairs, Kite Yuri, <ykite@gol.com> or Bill Hogue, <whogue@alumni.indiana.edu>.

JALT2001 Report. At our SIG-sponsored forum on Acquisition of Pragmatics, attendance was standing room only. The four speakers discussed longitudinal and cross-sectional approaches to studying the acquisition of pragmatics by both young and adult learners. Dr. Gabriele Kasper, a leading expert in the field of interlanguage pragmatics, provided fascinating insight into how these studies fit into a larger framework. She then offered a list of potential theories that could be applied to help explain L2 pragmatic development. These included theories in developmental psychology, cognitive psychology and psycholinguistics, and language socialization and identity. Her presentation reminded of us of the broad range of perspectives available for insights as we inquire into the challenges of acquiring L2 pragmatics.

Next, the Pragmatics SIG also held its annual general meeting, where we discussed ways to publicize and promote our SIG and encourage new

membership and discussed the possibility of planning a joint SIG mini-conference during spring of 2003. Changes to the officer list were also approved: Ohashi Mariko became the new Treasurer, Mary Christianson slid over to Publicity Co-chair, and Bill Hogue was approved as a Membership Co-chair and Webmaster. Please check out our website at <groups.yahoo.com/group/jaltpragsig>.

SIG Contacts

edited by coleman south

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Chapter Reports

edited by richard blight

Nagasaki: December—Global Issues by various speakers. For the final meeting of the year, we invited everyone to bring ideas or plans on how to deal with content-based classes centered on the theme of Global Issues. These could be for elementary schools, junior and senior high schools, colleges and universities, language schools, or private lessons. We began by brainstorming what "Global Issues" actually means, and what kind of topics might be acceptable under the rubric of "content-based instruction." We then discussed which topics might be considered risky due to pedagogical or socio-political reasons in various schools, and with various kinds of learners. We also talked about various methods which could be employed, and the types of materials available. Some general themes or topics which emerged were peace and conflict studies, nuclear weapons, human rights, and AIDS education. A particularly lively discussion centered on whether educators and activists here in Nagasaki over-emphasized the suffering caused by the atomic bombing of the city on August 9, 1945, at the expense of a broader understanding of war and peace. The handouts used (and still available, for anyone interested) were human rights pairwork sheets, a bilingual activity chart on rights (both courtesy of the JALT Global Issues SIG), and a basic level bilingual lesson plan for World AIDS Day (prepared by the Japan AIDS Prevention Awareness Network).

Reported by Tim Allan

Nagoya: December—My Share by Tim Newfields, Nagano Yoshimi, Katsuda Ryoko, et al. Speakers presented information from the PAC3 at JALT2001 conference and shared further ideas based on individual teaching experiences. Newfields demonstrated how a quick creation of a map of the world reflects one's individual consciousness. Nagano and Kawashito showed how to play a *janken* game that evolved through several stages of development. Katsuda illustrated how to use cards with pictures of celebrities to build a card collection. Porter led a discussion on investigating an English education system that could serve as a successful role model (further information is available at <<http://lifelongenglish.homestead.com/Share.html>>). White demonstrated how children can advance their English skills by using a hopscotch phonics game. Shimo shared a useful way of teaching grammar in the university classroom. Yamazaki illustrated how students can extend their vocabulary knowledge by using colored cards, which are ultimately arranged into correct word order. The members of the audience were particularly gratified by the variety of information presented in this My Share session.

Reported by John Ahern

Omiya: July—A Task-Based Approach to Using Video in Content Courses at Japanese Universities by Evelyn Naoumi. Naoumi began by showing a video clip from the *Headway Intermediate* course, and explained that since she wasn't happy either with the *Headway* package or with traditional methods for using video, she decided to try something different—a task-based approach to using video in the classroom. The approach uses a three-stage framework, incorporating pretask, task, and posttask stages, and enables teachers to engage students' interest, to focus on specific information and language, and to produce a piece of work based on the video presentation. She designs tasks in three steps: needs analysis, course content and evaluation, and a checklist. The needs analysis includes testing reading ability, consideration of students' level, a questionnaire about language experience, and student interviews. Naoumi's suggestions for carrying out a needs analysis and the checklist for video clips she provided were particularly welcome additions to participants' toolkits.

Naoumi's courses have covered content including the economy, media, the political system, and sports. She has used several commercial video packages including *Window on Britain*, *Headway*, *Voices*, and *U.K. Today*. According to Naoumi, applying task-based methodology in her teaching context is difficult. The students' levels are mixed, and somewhere in the process the language has to be explained and developed. The challenge for the

teacher is in isolating problems and finding solutions, for example, deciding how much time to spend on each task. A task-based approach requires knowledge of the students' linguistic level and experience using the language, and consideration of whether the students have done pairwork or group work. Often the best approach is to use video to develop content for the students to talk about rather than using it for direct comprehension exercises.

Reported by Michael Stout

Chapter Meetings

edited by tom merner

Hiroshima—The Current State of Teaching English in Japanese Schools by Miyaoku Masamichi. The speaker will introduce the results of his research into high school students' English abilities and their attitudes toward English education. Also he will talk about how English teachers are working on improving the current state. At least part of this meeting will be conducted in Japanese. *Sunday March 17, 15:00-17:00; International Conference Center 3F, Seminar Room #2, Hiroshima Peace Memorial Park; one-day members 500 yen.*

Hokkaido—Chris Perry will present on helping students master English pronunciation at all levels. This is a hands-on presentation and you will leave with ready-to-work tips for the classroom. *Sunday March 24, 13:30-16:00 (doors open at 13:00); Hokkaido International School (for address and directions to the venue, please visit our website); one-day members 1000 yen.*

JALT 北海道支部三月例会はクリス・ペリー氏が「発音マスターのための指導法」と題して発表します。初級から上級まで教室でそのまま使えるアクティビティが紹介されます。

Kanazawa—Code Switching and Language Development of Bilingual Children by Takagi Mariko. The presenter will report a study investigating code-switching patterns of Japanese/English bilingual children in the North East of England from linguistic and psycholinguistic perspectives. The study contributes to the examination of how the children's L1 development is influenced by the contact with L2. It shows how code-switching patterns can be an indicator of the children's language dominance and L1 maintenance. *Sunday March 17, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa).*

子供のバイリンガリズム：バイリンガルの子供たちの言語使用に見られるcode-switchingと二言語発達について海外に住む日本人駐在員の子供たちの二言語発達状況を、子供たちが日本語と英語でそれぞれ行ったstory-tellingからデータを得て、そこに見られる

code-switchingのパターンを分析することにより考察した。

Kitakyushu—English in Elementary Schools: What Will It Mean For Secondary School Teachers? by Yoshida Kensaku, Sophia University, and Tom Merner, Japan College of Foreign Languages. Please join the Kitakyushu JALT chapter for a talk on how changes to the elementary curriculum may affect English education in secondary schools. The speakers will share their knowledge and experience from working on *Monbukagakusho* committees to revise English education. Topics covered will include the current state of English education and teacher training in elementary schools, proposed options for elementary English education, and how these changes may affect secondary English education. This presentation will be sponsored in part by STEP and should be of interest to teachers at the elementary and tertiary levels as well. Bring a friend. *Saturday March 9, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Matsuyama—Classroom Activities, by Philip O'Neill, Oxford University Press. O'Neill will introduce a number of activities for classroom use with a wide range of students. This workshop should be of help to teachers of children and adults alike. The presentation will also discuss some ideas on using extensive reading to build student independence and motivation. There will also be a display of Oxford University Press texts and books for teachers. *Sunday March 10, 14:15-16:20; Shinonome High School Kinenkan 4F; admission free.*

Nagasaki—To be confirmed. We will have another great meeting planned for March; at press time, details were not yet confirmed. We will be posting information about it in a variety of websites, newsletters, and through our own monthly, free email newsletter. If you would like to subscribe, you can do so automatically anytime through the signup website at <<http://kyushu.com/jalt/nagamail.php3>> or by contacting us as per the Chapter Contact list. Please note that most of our meetings in 2002 will be held at a new location: Kotsu Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Support Centre, directly across from Nagasaki JR and Amu Plaza. Hope to meet you there—all welcome!

Nara—Making Effective Use of Multi Media in Project Work by Simon Cole. This presentation looks at the experience of a multi-media project at a private high school. In the project, students used a reader-response approach to study the lyrics of an English pop song. They then used computer software to produce a visual for karaoke, and then synchronized subtitles with the song. Students then produced a written justification for their visual with reference to the song's lyrics. The presentation will look at some of the lessons

of the project and will attempt to make some generalizations about effective ways to use multi-media in the classroom. *Saturday March 23, 14:00-17:00; Tezukayama University, Gakuenmae Campus (Kintetsu Gakuenmae Station); free to all.*

Omiya—Meaningful Personal Discourse in the Classroom, Despite Textbooks by Rob Hughes and Simon Evans, Seigakuin University. The presenters believe that the communicative exchanges that take place in the classroom are rarely meaningful. This can change. Commercial instructional materials will be examined to determine their "communicativeness." The presenters advocate the use of icon-supported, teacher-made pairwork activities as a means to get students producing meaningful, extended, unscripted discourse. *Sunday March 17, 14:00-17:00; Omiya JACK 6F (near JR Omiya Station, west exit; one-day members, 1000 yen.*

West Tokyo—Roles, Strategies, and Skills for Activating Student Discussions by Valley Peters, Tokyo Jogakkan Junior College. The conversational skills necessary for participating in a content-based classroom discussion are elusive yet crucial. Defining roles and providing the language support necessary to exchange ideas are two elements that the presenter has found helpful for a successful classroom discussion. The presenter will share her experience in developing these skills in the junior college setting and will offer participants the opportunity to discuss how these ideas can be applied to their contexts. The presentation will be followed by a goodbye party for departing officers. *Sunday March 17, 13:00-15:00; Tokyo Jogakkan Junior College, Minami-machida station on Denentoshi line (email <kim.parent@sit.edu> for directions); one-day members 1000 yen.*

Yamagata—Cross-Cultural Misunderstanding Between Japanese and Americans by Stephen Ryan, Yamagata University. This presentation will discuss ongoing research concerning cross-cultural misunderstandings between Japanese and Americans. The focus of this discussion is that Japanese and Americans often misunderstand each other due to the disparity of their own everyday unique cultural experiences that have become highly over learned and exist as unrecognized information or cultural scripts. *Sunday March 3, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.*

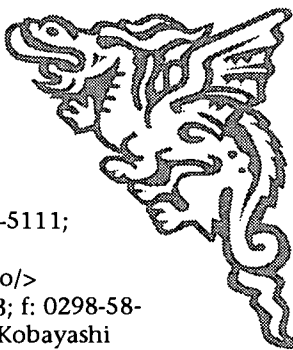
Yokohama—The regular monthly chapter meeting for March will be held, with the program to be announced. *Sunday March 10, 14:00-16:30; Ginoo Bunka Kaikan, in Kannai (three minutes from JR Kannai Station and one minute from Isezakichojamachi on Yokohama Subway line); one-day members 1000 yen.*

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edited by tom merner

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Conference Calendar

edited by lynne roecklein

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

Upcoming Conferences

March 14-17, 2002—CATESOL (California

TESOL) 2002: Learning with Purpose, at the Bill Graham Civic Auditorium, San Francisco, California, USA. Among the plenary speakers are Andrew Lam, a journalist, short story writer, and commentator for National Public Radio, Michael McCarthy, expert and textbook writer on vocabulary, H. Douglas Brown, Judy Gilbert, Kate Kinsella, and Diane Larsen-Freeman. Colloquia of special interest might be Adolescent Literacy, Pedagogical Effects of Technology, Adult Learners, and Intercultural Communication. See the website at <www.catesol.org/confer.html> for registration and accommodation information, or contact Emilie Krustapentus, Conference Chair, by email at <fritzmis@aol.com>.

March 15-17, 2002—TESOL-Spain's 25th Annual National Seminar—Access Europe: Language as a Common Currency, at the Centro de Enseñanza Superior Luis Vives-CEU, Madrid, Spain. Despite its name, this is a convention, with plenary speakers, papers, workshops, demonstrations, materials exhibitions, a job center, etc. Oriented to Europe, there are nonetheless more than enough presentations of World English ilk and by educators from all over the world to offer matters of interest to anyone involved in language anywhere. The web site at <www.tesol-spain.org/convention2002/talks.html> is extraordinarily detailed, including abstracts for invited speaker talks. Otherwise, contact Holly Vass, Convention Coordinator; CL. San Felipe, 11-2 Ctro. Madrid, Spain; <holly.vass@wanadoo.es>.

April 3-5, 2002—ITUA (Information Technology and Universities in Asia) 2002 International Conference: IT Culture and Language Education, with the support of the Asian Association of CALL and others, at Chulalongkorn University, Bangkok, Thailand. The conference offers to those interested in how best to use ICTs in realizing the missions of a university education a venue for sharing ideas and research findings in keynote speeches, papers, workshops, and poster sessions, with special attention to the cultural aspects of ICT use, distance learning, the Web in CALL, computer-assisted (based) language testing,

and building national/international partnerships for networked language learning, among others. The website at <www.kyongju.ac.kr/prof/chongld/CALL/CALL.htm> contains extensive theoretical and practical information, or contact the conference chair Larry D. Chong; School of Foreign Languages, Kyongju University, Kyongju, Korea; t: 82-54-770-5134; f: 82-54-748-2812; <chongld@kyongju.ac.kr>.

May 11-12, 2002—JALT Pan-SIG Conference

2002, to be held at the Kyoto Institute of Technology (Kyoto Sangyou University), Matsugasaki, Sakyo-ku, Kyoto, brings together three JALT SIGs and JALT Kyoto in an event organized as three individual mini-conferences around a common core.

1) **Language Testing in Asia in the 21st Century**. Enjoy a range of presentations, poster sessions, and a colloquium on assessment and evaluation issues, along with keynote speeches by J. D. Brown of the University of Hawaii and Liz Hamp-Lyons of Hong Kong Polytechnic University. See website at <jalt.org/test/conference.htm> or contact Tim Newfields; Nanzan Jr. College, Hayato 19, Showa-ku, Nagoya 466-0833; t: 81-(0)52-832-6211, ext. 241; f: 81-(0)52-832-8773(w); <newfield@dream.ocn.ne.jp>.

2) **Bilingual Development Forum 2002 (BILDF): Practical and Theoretical Aspects of Bilingual Development and Education**. See the BILDF website at <res.ipc.kit.ac.jp/~pwanner/> or contact Peter Wanner; Kyoto Institute of Technology, Goshonokaido, Matsugasaki, Sakyo-ku, Kyoto 606-8585, Japan; t: 81-75-724-7266; f: 81-75-724-7580; <pwanner@ipc.kit.ac.jp>.

3) **CUE 2002: Curriculum Innovation**. See the CUE 2002 website at <wild-e.org/cue/conferences>. For other information or clarification, contact Eamon McCafferty, CUE (College and University Educators Special Interest Group) Conference Co-Chair; Green Hill Mukougaoka #301, 5-4-6 Masugata, Tama-ku, Kawasaki shi, Kanagawa 214-0032, Japan; <eamon@gol.com>.

May 16-18, 2002—TESL Canada 2002: Catch The Dream, co-hosted by TESL Canada and SCENES (Saskatchewan Council for Educators of Non-English Speakers) in Regina, Saskatchewan, Canada. The program is varied, including a special subsection on adult ESL; the plenary speakers are David Nunan and Virginia Sauvé. Further information from the conference website at <members.home.net/teslcanada/2002%20Conference> or from Jake Kutarna at <scenes@sk.sympatico.ca> or the TESL Canada office at <teslcanada@home.com> or t/f: 1-604-298-0312.



Calls For Papers/Posters

April 1, 2002 (for May 18-19, 2002, with special events on May 17 and 20)—**JALT CALL SIG** now invites proposals for participation in its 7th Annual International Conference, **JALTCALL2002: Local Decisions, Global Effects**, to be held at Hiroshima Jogakuin University, 4-13-1 Ushita-Higashi, Higashi-ku, Hiroshima, Japan, 732-0063. Submissions relevant to the conference theme will be given highest priority; however, all topics which address the issue of how computer technology is applied in the classroom are acceptable. Educators concerned with all levels of instruction are invited to submit proposals. Accepted proposal submitters who submit a proposal on or before **Monday, April 1** will be eligible to register for the conference at the discount rate. For details on how to submit, please visit our website at <jaltcall.org/conferences/call2002/> or email <confchair@jaltcall.org> or Timothy Gutierrez at <timothygutierrez@yahoo.com>.

April 21, 2002 (for 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. Proposals are sought for research/argumentative papers, symposia, poster sessions, and research network presentations of work in progress or research being planned. The website at <engl.polyu.edu.hk/ACLAR/ltrc.htm> is quite detailed. Send electronic submissions to Liz Hamp-Lyons at <egaclar@polyu.edu.hk> or physical ones to her at ACLAR, Department of English, The Hong Kong Polytechnic University, Hung Hom, Hong Kong SAR.

Reminders—Upcoming Conferences

March 20-22, 2002—TESOL Arabia 8th Annual International Conference 2002: Critical Reflection and Practice, at the Abu Dhabi Hilton Hotel, Abu Dhabi, United Arab Emirates. Registration forms and much else besides can be found online at <tesolarabiainconference.org>. For inquiries, email Les Kirkham at <leslie.kirkham@hct.ac.ae> or contact Zafar Syed, Military Language Institute, PO Box 31529, Abu Dhabi, United Arab Emirates; t: 971-(0)50-6169811; f: 971-(0)2-6421307; <z.syed@mli.ac.ae>.

March 23-27, 2002—36th International Annual IATEFL Conference, at The University of York, UK. See the IATEFL website at <www.iatefl.org>, email <generalenquiries@iatefl.org>, or contact IATEFL; 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-(0)-227-276-528; f: 44 (0)-227-274-415.

April 5-7, 2002—Bilingualism & Multilingualism: The 47th Annual Conference of the International Linguistic Association, at the downtown

campus of the Osgoode Hall Law School of York University, Toronto, Canada. Conference website at <ilaword.org/ilacall2002.html>. Further contact: Johanna J. Woltjer, Conference Coordinator; 511 West 112 Street #14, New York, NY 10025-1634, USA; t: 1-212-749-3366; <ilaconf.woltjer@gte.net>.

April 6-9, 2002—AAAL (American Association of Applied Linguistics) Annual Conference: (Re)Interpreting Applied Linguistics, Sheraton Conference Center, Salt Lake City, Utah, USA. The conference website for this manageable, quieter, more theoretically oriented conference which immediately precedes TESOL 2002 lies at <www.mrhassoc.com/aaal2002/conferencehighlights2.htm>. Otherwise, email <aaaloffice@aaal.org> or contact the AAAL Business Office, PO Box 21686, Eagan, MN 55121-0686 USA; t: 1-952-953-0805; f: 1-952-431-8404.

April 9-13, 2002—TESOL 2002: Language and the Human Spirit—The 36th Annual International Convention and Exposition, in Salt Lake City, Utah, USA. Explore the website at <www.tesol.org/conv/index-conv.html> for extensive information; online preregistration is available. For more, use the online form at <www.tesol.org/global/request.html> or contact the office directly at: TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314 USA; t: 1-703-836-0774 (business hours); f: 1-703-836-7864 or 703-836-6447; fax on demand: 1-800-329-4469.

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

「すばらしい授業！、これを他の人にも
試してもらいたい！」

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

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

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

詳しくは、<tlts_ms@jalt.org>へご連絡ください。

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, please email <ltt_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>.

Shiga-ken, Hikone City—The University of Shiga Prefecture is seeking a part-time native English teacher beginning April 2002 to teach two classes on Tuesday mornings—9:00-10:30 and 10:40-12:10. Duties: teach first-year university students with about 40 students in a class for two terms. The first term runs from April to the end of July and the second term from October to mid February. **Salary & Benefits:** 8,000 to 12,000 yen/koma plus transportation. **Qualifications:** MA; college teaching experience; publications and/or academic presentations; visa permitting work required/preferred. **Other:** Campus is located one hour by local train from Kyoto plus a 10-minute bus ride. **Application Materials:** Apply with CV/resume; preferably an English and a Japanese version. **Contact:** Walter Klinger; University of Shiga Prefecture, 2500 Hassaka-cho, Hikone 522-8533; t: 0749-28-8267; f: 0749-28-8480; email: <wklinger@ice.usp.ac.jp>.

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 and Benefits:** comparable to other universities in the Tokyo area. **Application Materials:** apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline:** ongoing. **Contact:** PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya,

Shibuya-ku, Tokyo 150-8366.
Tsukuba City, Ibaraki-ken—Meikei Junior High/High School is looking for a part-time native speaker English teacher to start work in April 2002. **Qualifications:** BA or BSc with some EFL experience; basic Japanese language ability preferable. **Duties:** teach 10 to 18, 45-minute classes/week; help with department events such as English plays; speech contests etc. **Salary and Benefits:** Salary is competitive and based on experience; a twice yearly bonus; a contract renewable on a yearly basis subject to performance. **Application Materials:** CV/resume; a photo; two references; a copy of degree/diploma. **Deadline:** ongoing until filled. **Contact:** Okubo Masahiko; Meikei High School, 1-1 Inarimae, Tsukuba-shi 305-0061; t: 0298-51-6611; f: 0298-51-5455; email: <okubo@meikei.ac.jp>. **Other information:** There is a compulsory interview; only applicants considered suitable for the position will be interviewed.

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.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

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Bulletin Board

edited by Timothy Gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences and calls for papers, including the **Pan-SIG Conference 2002** and **JALTCALL 2002**, see the *Conference Calendar* column.

Call for Participation

The GALE, GILE, and PALE SIGs—are cosponsoring a conference entitled **Peace as a Global Language** to be held September 28 and 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University), Nerima-ku, Tokyo. Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. For further information please visit <kyushuelt.com/peace>, or contact the Coordinators of GALE, GILE, or PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa, 2-285 Isohara, Isohara-cho, Kita-Ibaraki-shi, Ibaraki-ken, 319-1541, Japan, t: 0293-43-1755, email <jane@ulis.ac.jp>.

Other Announcements

Elsevier Science—are delighted to announce a NEW journal for 2002—*Journal of English for Academic Purposes*. The JEAP has been created to serve the interests and needs of teachers, learners, and researchers engaged in all aspects of the study and use of English in academic (EAP) contexts. JEAP has received enthusiastic support from EAP researchers and practitioners around the world and has been adopted as the official journal of BALEAP, the British Association of Lecturers in English for Academic Purposes. *The Journal of English for Academic Purposes* is edited by Liz Hamp-Lyons, The Hong Kong Polytechnic University, and Ken Hyland, City University of Hong Kong, ably assisted by a distinguished International Editorial Board. For further information on this exciting new journal, subscription information and details on how to submit a paper, please visit: <www.elsevier.com/locate/jeap>.

Elsevier Science—are pleased to announce that the journal *Assessing Writing* has a new editor: Liz Hamp-Lyons, of The Hong Kong Polytechnic University. Ably assisted by a distinguished and newly internationalised editorial board, Liz Hamp-Lyons has broadened the scope of the journal to reflect

the concerns of teachers, researchers, and writing assessment specialists from around the world. In recognition of the new international scope of the journal, it will now be called *Assessing Writing: An International Journal* and the first issue to incorporate these changes will come out in spring 2002. For further information on this journal, subscription information and details on how to submit a paper, please visit <www.elsevier.com/locate/asw>. Reserve your FREE sample copy of *Assessing Writing* now by sending an email to: <l.roberts@elsevier.co.uk>. Please don't forget to provide your full postal mailing address! The abstracts from each issue of *Assessing Writing* will be available free to all browsers via <www.SocSciNet.com/linguistics>.

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

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

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

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

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いいたします。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。スペースの都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (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. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

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

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

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

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

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

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to

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

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

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

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

Departments

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

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

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

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

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

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

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

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

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

was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

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

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

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の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ができます。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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JALT

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 40 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; 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; Other Language Educators (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Eikaiwa (forming); Pronunciation (forming). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

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

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

Central Office

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JALT (全国語学教育学会) について

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

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年2回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、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40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、岐阜、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜。

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、学習者ディベロップメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、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）、英会話（結成段階）、発音（結成段階）

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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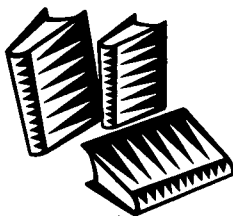
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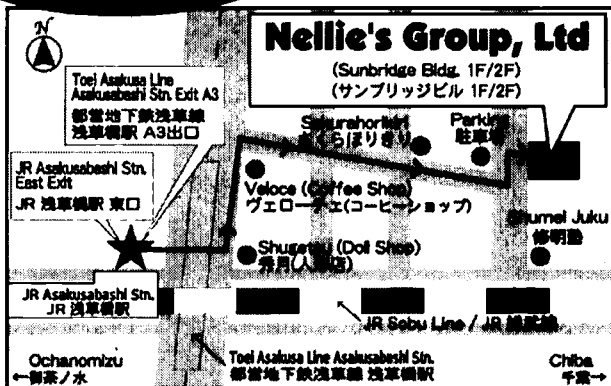
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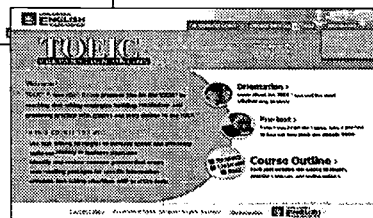
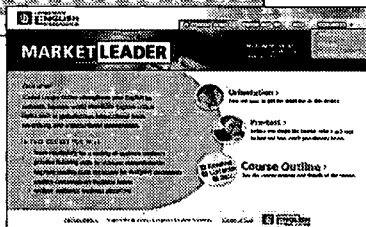
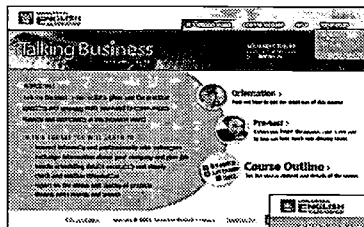
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