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I t is almost impossible to find someone who doesn't like
Spring. Ushering in warm weather, cherry blossoms,
along with new students and classes, Spring is a time for
change. Being informed and aware is the best way to make
the most of any change, and so we have three featured ar-
ticles for this issue. **Jeremy Cross** describes how similarities
and differences in Japanese and English suprasegmental fea-
tures of pronunciation should be used to raise Japanese learn-
ers' awareness. Our second article, a vocabulary analysis of
English textbooks, comes from **Takeda Chiyoki** at Ehime
University who argues for the teaching phonics in junior
high school English classes. We also have an article in Japa-
nese from **Umeda Hajime** who writes about EFL speakers
with different language backgrounds, judging ungrammatical
English sentences. We hope these articles will help to seed
new ideas or fertilize the ones you already have, for our pro-
fessional garden is only as colorful and interesting as you
make it. If you have some ideas about a potential article,
write us, and we will try to give you the guidance that you
need. For those who are returning after a well-earned vaca-
tion, or are new to Japan, *The Language Teacher* team would
like to welcome you. JALT is not just about publications, so
don't forget to read the rest of the *Language Teacher* to learn
about local chapter meetings, JALT SIGs (Special Interest
Groups), and important conferences. In the meantime, enjoy
the sunshine and the cherry blossoms.

Robert Long
TLT Co-Editor

contents

春 が好きではない、という人を見つけることは難しいことでしょう。暖か
くなると桜が咲き、新しい学生と出会い、そして新しいクラスが始まり
ます。そう、春は変化の時なのです。どのような変化でも最大限に活用
することが最良の方法だということはよく知られています。そこで、今月号では
次の三つの論文を紹介したいと思います。

Jeremy Crossは、日本語と英語の発音における超分節的特徴の違いが、どの
ように日本人学習者のアウエアネスを向上させるかについて記述しています。英
語教科書の語彙分析を扱った二つ目の論文では、愛媛大学の武田千代城が中学校
の英語クラスにおけるフォニックスの指導について議論しています。梅田肇の日
本語論文では、異なった母語背景を持つEFL話者の非文法英語文についての判断
について記述しています。

私たちは、これらの記事が、読者の皆さんの新しいイデアの誕生のきっかけ
に、又は既にお持ちのものをさらに素晴しいものにする手助けになれば、と期待
しております。なぜなら、私たちがお送りするものも、きっと皆さんのものと同
じように色とりどりで、興味深いものであると考えるからです。もし、あなたに
記事になりそうなアイデアがあるなら、ぜひ、記事をお書きください。私たちは、
あなたが必要とするものを提供いたします。休暇からお戻りになった方、そし
て、日本が初めてという方も、The Language Teacherのチームは歓迎いたしま
す。JALTは出版物だけではありません。

The Language Teacherのそれぞれの地方支部や分野別研究会や年次大会につ
いての記事も読むことをお忘れまく。そして、春の陽光とお花見もお忘れなく。

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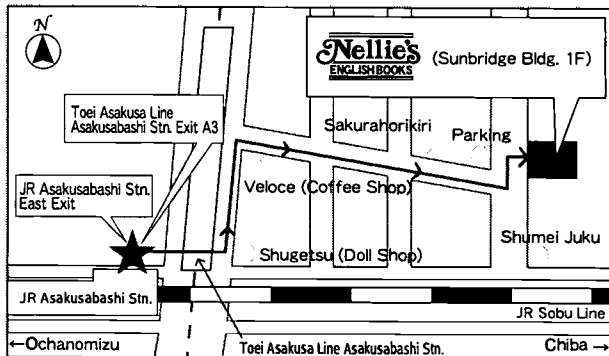
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Takeda Chiyoki
Ehime University

A Feasibility Study for the Application of Phonics Teaching in Junior High School English Classes in Japan

One of the main reasons why many Japanese students lose interest in studying English from the introductory stage is that they simply cannot read; i.e., they cannot connect the letters of the alphabet with their sounds. This is the first important hurdle to be overcome, and it is actually the source of most of the failure which students experience during their first three years of English learning (Inagaki, 1988, pp. 18-19; Nakajima, 1995, p. 69; Teshima, 1995, pp. 12-13). Phonics can be effective in solving this problem because it clarifies letter-sound relationships, as it is a teaching method for reading based upon the correspondences between spellings and sounds. Significant benefits can be obtained from the proper introduction of phonics instruction into English classes in junior high schools in Japan.

However, in order to verify the benefits of teaching phonics, it is first necessary to analyze the vocabulary found in textbooks and determine how many words can be read completely with phonics rules. This is particularly important because irregularly spelled items are among everyday words or the most frequently used vocabulary in English (Crystal, 1990, p. 69), and Japanese junior high school students are thus required to learn them. In 1988, Monbusho, the Ministry of Education (now known as Monbukagakusho), stipulated 507 minimum essential words needed for basic conversation as "compulsory" words for Japanese students (Monbusho, 1988, pp. 116-122). The more regularly words are spelled, the more significant phonics teaching becomes. It is also important to determine which phonics rules are applied most frequently in textbooks in order to assess which rules should be taught in class.

Two extensive vocabulary analyses support the importance of phonics instruction in Japan in this regard. The first, by Nazumi Kimiko in 1995, is a study of all words (about 1000 in total) that junior high school students learn in *New Horizon English Course 1-3* (Asano, 1992), a commonly used English textbook in Japan. She analyzed vocabulary items in terms of three separate sets of phonics rules devised by Morinaga (1983), Magono (1983), and Takebayashi (1988). Nazumi concluded that adopting a phonics method was justified because the per-

日本の教育現場におけるフォニックス指導の有効性を実証し、その指導に必要なフォニックスルールを選定するために、中学校の英語教科書の単語分析が本研究において実施された。その結果、教科書の全単語の75.0％、また文部科学省が定めた必修語の71.8％がフォニックスのルール通りに読めることが分かった。さらに、つづりと音の関係はその87.9％が規則的であることも分かり、指導に必要な最重要ルールを絞り出すことができた。

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centage of letter-sound regularity of single consonants and vowels was more than 90%.

The second study, by Nago Tomoko in 1998, analyzed vowel usage in the 540 words that 1st year students in junior high learn in *New Crown English 1* (Morizumi, 1997), another major textbook used in Japan. She evaluated vocabulary items in terms of combined sets of phonics rules devised by Matsuka (1981) and Heilman (1998). The frequencies with which each rule was applied correctly were totaled, and the percentage of the regularity of all the rules was then calculated. Her results concluded that the percentage of spelling-sound regularity was 82.5%. She estimated that the percentage would be more than 90% if the frequencies of consonants were added to this total and concluded that the belief that there are many cases in which phonics rules do not apply is unfounded.

However, neither researcher attempted to determine how many words could be read completely with phonics rules—they simply tried to determine how regularly each rule was used. In other words, for each separate phonics rule, they examined the number of times the rule was used regularly, compared with the number of times it was used irregularly. For example, with the rule that *ch* has the sound used in the word *church*, the alternative sound of *ch* used in the word *school* is the exception to the rule. According to Nazumi's analysis of the use of *ch*, its ratio was 34 to 3; therefore, the percentage of spelling-sound consistency was 91.9%. Both researchers theorized that the more regularly rules are applied, and the fewer the exceptions, the more valid and effective the phonics instruction will be.

The studies by Nazumi and Nago are rules-oriented and focus on individual letter-sound relationships. Although their data help justify the teaching of phonics, it is more important to emphasize the whole word and consider how often a word in its entirety can be read with phonics rules. This is because even if only one part of a word cannot be read with a rule, the word cannot be read as a whole. Thus, it is necessary to know how many words can be read completely with the help of phonics rules. In addition, it is important to note that although the results of these two analyses serve as a valuable source of reference, they are not directly applicable to this investigation because the textbooks used were different; therefore, the percentage of spelling-sound regularity and the frequency of phonics rules applicability will differ. The purpose of this paper is to demonstrate the validity of phonics instruction for Japanese EFL students and establish which rules should be taught by analyzing the vocabulary in specified textbooks used in Japan in accordance with the following main goals: (1) to determine the percentage of words which can be read completely by phonics rules, (2) to calculate the percentage of spelling-sound regularity in a similar manner to Nazumi's and Nago's studies, and (3) to determine which rules are applied most consistently.

Method
Materials
The following investigation examines all of the vocabulary items contained in *One World English Course 1-3* (Sasaki, 1993), one of five major English textbooks in Japan. All 1007 words that 1st, 2nd, and 3rd year students study—except for proper nouns and abbreviations—are analyzed in terms of 78 phonics rules under seven headings. Matsuka's phonics rules (1981, 1993) are applied to this vocabulary analysis because she is the leading expert on phonics research and its practice in Japan.

Procedures
Firstly, each vocabulary item in student textbooks was examined in terms of the above phonics rules in order to determine if they are applied regularly, and if they are applied to the whole word. After all the items had been analyzed, the percentage of words which can be read completely with phonics rules was calculated. In the next stage, the number of cases in which the rule is applied regularly, compared with those in which it is applied irregularly, was determined. Then the percentage of the regularity of all the rules was calculated. Lastly, based on the frequency of each rule's application, the key rules for phonics teaching were arrived at.

Analyses
Each word was analyzed according to the answers obtained from the following four questions:

° Does it belong to the list of compulsory words or not?
° Which phonics rules are applied regularly?
° Which phonics rules are applied irregularly?
° Can the word be read entirely with phonics rules?

Tables 1 and 2 show how the word analysis was conducted in this study. Table 1 is a sample of the 1007-word list. Each word was looked at in relation to phonics rules, which are displayed in Table 2. For example, the word *about* in Table 1 belongs to Monbusho's list of compulsory words, so it is marked with a ○ in the "compulsory words" column. Next, *about* is broken down in terms of each of the phonics rules applied regularly. In the third column, "rules applied regularly," we find that *about* receives a "[1]," following the rule "phonics alphabet" (a<u>b</u>ou<u>t</u>: b =/b/, t = /t/); a "[7] - ④" (the [7] indicates the "other rules" section and the ④ indicates the initial schwa sound—<u>a</u>bout: a = /ə/); and a "[5] - ③," indicating the "vowel digraphs" section (ab<u>ou</u>t). Because *about* follows all of the phonics rule

Table 1

Vocabulary items	Compulsory words	Rules applied regularly	Rules applied irregularly	Read entirely with rules
a	○	[7] - ④		○
able		[1], [2] - ①		○
about	○	[1], [7] - ④, [5] - ③		○
acid		[1], [7] - ②		○
across	○	[1], [7] - ④, [7] - ⑤		○
afraid		[1], [3] - ①, [7] - ④		○
after	○	[1], [6] - ④		○
afternoon	○	[1], [6] - ④, [5] - ⑥		○
again	○	[1], [7] - ④, [3] - ①		○
ago	○	[1], [7] - ④	[1]	
ah		[7] - ⑤	[1]	
ahead		[1], [7] - ④	[3] - ④	
air		[6] - ⑨		○
air conditioner		[6] - ⑨, [1], [6] - ④, [7] - ④	[1]	
album		[1], [7] - ④		○
all	○	[5] - ⑧		○
almost		[5] - ⑧, [1]	[1]	
along		[1], [7] - ④		○
alphabet		[1], [4] - ⑥, [7] - ④		○
already	○	[1], [5] - ⑧	[3] - ④	
also	○	[1], [5] - ⑧	[1]	
always	○	[1], [5] - ⑧, [3] - ②, [7] - ①		○
am	○	[1]		○
American		[1], [7] - ④		○
among	○	[1], [7] - ④	[1]	
an	○	[1]		○
ancient		[1], [7] - ④	[1]	
and	○	[1]		○
angry		[1]		○
animal	○	[1], [7] - ④		○
another	○	[1], [7] - ④, [4] - ⑤, [6] - ④	[1]	
answer	○	[1], [6] - ④, [7] - ⑤		○
any	○	[1]	[1]	
anyone	○	[1]	[1], [2] - ④	
anything	○	[1], [4] - ④	[1]	
anywhere		[1], [4] - ③, [7] - ⑥	[1], [6] - ④	
apartment		[1], [6] - ①, [7] - ④		○
April	○	[1]	[1]	
are	○		[6] - ⑩	
arm		[6] - ①, [1]		○
army		[6] - ①, [1]		○
around		[1], [5] - ③, [7] - ④		○
arrive	○	[1], [2] - ④, [7] - ⑤, [7] - ④		○
as	○	[1], [7] - ①		○
ask	○	[1]		○
astronaut		[1], [5] - ①, [7] - ④		○
at	○	[1]		○
ate		[1], [2] - ①		○
atomic		[1], [7] - ④		○
audience		[1], [5] - ①, [7] - ②, [7] - ⑥, [7] - ④		○
August	○	[1], [5] - ①, [7] - ④		○
aunt	○	[1]	[5] - ①	
away	○	[1], [7] - ④, [3] - ②		○

<div align="center">*Table 2*</div>

List of Rules

[1] Phonics Alphabet: The most representative sound of each letter of the alphabet.

a = /æ/ (<u>a</u>pple),   b = /b/ (<u>b</u>ear),   c = /k/ (<u>c</u>ow),   d = /d/ (<u>d</u>og),   e = /e/ (<u>e</u>gg),
f = /f/ (<u>f</u>ish),   g = /g/ (goat),   h = /h/ (<u>h</u>at),   i = /i/ (<u>i</u>nk),   j = /dʒ/ (jet),
k = /k/ (<u>k</u>ing),   l = /l/ (<u>l</u>ion),   m = /m/ (<u>m</u>an),   n = /n/ (<u>n</u>est),   o = /ɔ/ (<u>o</u>il),
p = /p/ (<u>p</u>ig),   q = /k/ (<u>q</u>ueen), r = /r/ (<u>r</u>abbit),   s = /s/ (<u>s</u>un),   t = /t/ (<u>t</u>iger),
u = /ʌ/ (<u>u</u>ncle),   v = /v/ (<u>v</u>iolin),   w = /w/ (<u>w</u>itch),   x = /ks/ (fo<u>x</u>),   y = /j/ (<u>y</u>ard),
z = /z/ (<u>z</u>ebra)

[2] Magic E: When a word ends with the letter "e", the vowel just before it is read with its alphabet name, and the letter "e" at the end is soundless.

① a - e = (m<u>a</u>k<u>e</u>)   ② e - e = (<u>e</u>v<u>e</u>)   ③ i - e = (k<u>i</u>t<u>e</u>)   ④ o - e = (n<u>o</u>t<u>e</u>)
⑤ u - e = (c<u>u</u>t<u>e</u>)

[3] Polite Vowels: When two vowels sit together, the first one is read with its alphabet name and the second one is soundless.

① ai = (p<u>ai</u>n)   ② ay = (d<u>ay</u>)   ③ ee = (m<u>ee</u>t)   ④ ea = (<u>ea</u>t)
⑤ ey = (k<u>ey</u>)   ⑥ ie = (t<u>ie</u>)   ⑦ oe = (t<u>oe</u>)   ⑧ oa = (b<u>oa</u>t)
⑨ ow = (wind<u>ow</u>)   ⑩ ui = (fr<u>ui</u>t)   ⑪ ue = (bl<u>ue</u>)

[4] Consonant Digraphs: Combinations of two consecutive consonants which represent a single sound.

① ch = (lun<u>ch</u>)   ② sh = (<u>sh</u>ip)   ③ wh = (<u>wh</u>at)   ④ th = (<u>th</u>ink)
⑤ th = (<u>th</u>ese)   ⑥ ph = (<u>ph</u>one)   ⑦ ck = (ro<u>ck</u>)

[5] Vowel Digraphs: Combinations of two consecutive vowels which represent a single sound.

① au = (<u>au</u>tumn)   ② aw = (dr<u>aw</u>)   ③ ou = (ab<u>ou</u>t)   ④ ow = (n<u>ow</u>)
⑤ oo = (b<u>oo</u>k)   ⑥ oo = (p<u>oo</u>l)   ⑦ ew = (n<u>ew</u>s)   ⑧ all, al = (b<u>all</u>, s<u>al</u>t)

[6] Vowels with "R": Combinations of vowels with the letter "r" which represent a blended sound as if someone were growling.

① ar = (f<u>ar</u>)   ② or = (h<u>or</u>se)   ③ war = (<u>war</u>m)   ④ er = (h<u>er</u>)
⑤ ir = (g<u>ir</u>l)   ⑥ ur = (n<u>ur</u>se)   ⑦ or = (w<u>or</u>ld)   ⑧ ar = (doll<u>ar</u>)
⑨ air = (p<u>air</u>)   ⑩ are = (c<u>are</u>)   ⑪ ear = (n<u>ear</u>)   ⑫ eer = (d<u>eer</u>)
⑬ ire = (f<u>ire</u>)   ⑭ our = (s<u>our</u>)   ⑮ ore = (m<u>ore</u>)

[7] Other Rules
① s = /z/ (bu<u>s</u>y)
② c = /s/ (<u>c</u>ity)
③ g = /dʒ/ (gym)
④ a, e, i, o, u = /ə/ (<u>a</u>bout, oft<u>e</u>n, l<u>i</u>on, beaut<u>i</u>ful) [the schwa sound]
⑤ Consonants not sounded (<u>k</u>now, ni<u>gh</u>t, clas<u>s</u>, etc.)
⑥ Silent E (mous<u>e</u>)

requirements, it receives a ○ under the "read entirely with rules" column of the table.

Alternately, the word *ahead* is not one of Monbusho's compulsory words, so it does not receive a ○. Again, since the rules "[1]" and "[7] - ④" are applied regularly in this case, it is labeled as such in the "rules applied regularly" section. Since the rule "[3] - ④" (ea = <u>ea</u>t) is applied irregularly in this case, it is recorded in the "rules applied irregularly" section. Consequently, because *ahead* cannot be read entirely with phonics rules, it does not receive a ○ in the "read entirely with rules" column.

Each of the 1007 words used in this analysis was graphed in this manner, to determine the percentages discussed in the results section below. For the complete analysis of all 1007 words, please contact the author at <chiyoki@3ai.ne.jp>.

Results
The results of the analysis have been calculated from the data obtained from the previously discussed word list:

1) In terms of the percentage of words which can be read completely by phonics rules:

<div align="center">168</div>

75.0% of the total number of vocabulary items used in the *One World English Course 1-3* were found to fall into this category. This percentage was calculated by calculating the number of words indicated by a ○ under the "read entirely with rules" column (755 out of 1007). It was also found that 71.8% of Monbusho's compulsory words in these same textbooks (364 out of 507 words) can be read completely with phonics rules.

2) In terms of the percentage of spelling-sound regularity:

Based upon the columns "rules applied regularly" and "rules applied irregularly," the frequency chart in Table 3 was tabulated. For example, this chart indicates that under the rule "a-e: m<u>a</u>ke" in the "Magic E" section, there were 46 cases that followed the necessary criteria, while there was 1 irregularity found. All cases that fall within these phonics rules were then calculated, and out of 763 cases in which the phonics rules were applied, 671 applications were found to be regular, or 87.9 % of the total.[1]

3) In terms of the rules which should be taught in class:

Based upon the data in Table 3, the minimum essential phonics rules that should be taught were determined according to the criteria; i.e., a rule is considered necessary if it is applied regularly to vocabulary items at least five times, as long as the applications outnumber the exceptions. For example, if we look at the rule "ear = n<u>ear</u>" in the "Vowels with 'R'" section of Table 3, there are nine exceptions to six regular applications. For this reason, the letter combination "ear" is not included in the rules list below. The following rules were selected as the most important:

Phonics Alphabet (a - z)

Magic E (a-e, e-e, i-e, o-e, u-e)

Polite Vowels (ai, ay, ee, ea, ow = /ou/)

Consonant Digraphs (ch, sh, wh, th = /θ/, th = /ð/, ph, ck)

Vowel Digraphs (au, ou, ow = /au/, oo = /u/, oo = /u:/, ew, all/al)

Vowels with "R" (ar, or = /ɔ:r/, er, ir, ur, or = /ə:r/, air)

Conclusion

In English L2 education in Japan, instruction on proper pronunciation and the direct reading of English words and passages has long been neglected. As a result, students are forced to memorize large vocabulary lists by rote which discourages them from learning English, and they have to rely on *katakana* pronunciation which creates counter-productive speaking habits which are extremely difficult to break. Phonics instruction is effective in

Table 3

List of the Frequency of Each Rule's Regular and Irregular Application

Note: The numbers represent the frequencies of the rules' applications: those without parentheses indicate cases in which the rules are applied regularly, while those within parentheses indicate cases in which the rules are applied irregularly.

Magic E
46 (1) a - e   5 (0) e - e   35 (3) i - e   22 (17) o - e
6 (0) u - e

Polite Vowels
14 (1) ai   30 (0) ay   31 (0) ee   30 (13) ea   2 (2) ey
3 (4) ie   0 (1) oe   1 (2) oa   14 (0) ow = /ou/
1 (3) ui   2 (0) ue

Consonant Digraphs
32 (2) ch   22 (0) sh   13 (0) wh   38 (0) th = /θ/
26 (0) th = /ð/   7 (0) ph   14 (0) ck

Vowel Digraphs
6 (2) au   4 (0) aw   16 (13) ou   9 (0) ow = /au/
17 (2) oo = /u/   14 (0) oo = /u:/   6 (1) ew   15 (2) all, al

Vowels with "R"
22 (0) ar = /a:r/   22 (0) or = /ɔ:r/   3 (0) war
85 (6) er   12 (0) ir   11 (1) ur   10 (0) or = /ə:r/
4 (0) ar = /ə:r/   5 (0) air   1 (1) are   6 (9) ear
0 (0) eer   2 (0) ire   4 (6) our   3 (0) ore

solving these problems because through this kind of teaching, students develop the ability to read and pronounce English properly by connecting the letters of the alphabet with their sounds. Phonics instruction should be applied as soon as possible to English classes in Japan in order to stop the mass production of so-called "dropout" students of English, as those who receive phonics instruction will develop a strong foundation to build on as they face the many challenges of their ongoing English studies. This analysis shows that 75.0% of the complete textbook vocabulary items and 71.8% of Monbusho's compulsory words can be read entirely by applying phonics rules. In addition, the percentage of spelling-sound regularity is 87.9%. Based upon the results of this word analysis, it is obvious that phonics instruction is justified and valuable at the junior high school level in Japan. It is hoped that this feasibility study will have made a significant contribution to the realization of this goal.

Note

1. The phonics alphabet and other rules are not involved in this percentage. The number of applications of the phonics alphabet are too numerous to count. Of all the textbook words, only 35 can be read without applying any of

the phonics alphabet rules (3.5%). In addition, there are 137 words which can be read entirely by applying only phonics alphabet rules (13.6%). As for "other rules," they are applied 485 times in total, with no exceptions (100%). Therefore, it is obvious that the precise percentage of spelling-sound regularity is more than 90%.

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The emphasis of pronunciation teaching has generally been on the accurate articulation of an inventory of vowels and consonants, that is, the segmental aspects of language (Dalton & Seidlhofer, 1994). Unfortunately, this approach may underestimate the true nature of pronunciation and, as Celce-Murcia, Brinton, and Goodwin maintain, "a learner's command of segmental features is less critical to communicative competence than a command of suprasegmental features" (1996, p. 131). While recognizing that segmental and suprasegmental features operate in unison with each other, this paper focuses on suprasegmentals of pronunciation and encompasses (a) a comparison of these features in English and Japanese, and (b) a description of how the similarities and differences thus identified might be used to raise Japanese learners' awareness of this aspect of English pronunciation. The accents used as models for discussion in this paper are "BBC" pronunciation (Roach, 2000) for English and standard Japanese (Martin 1992), Tokyo dialect.

A Comparison of Japanese and English Suprasegmental Pronunciation as an Aid to Raising Learner Awareness

Suprasegmental Features

There appears to be a general consensus among scholars (Clark & Yallop, 1995; Cruttenden, 2001) that suprasegmentals are those features that operate above and beyond the level of individual sounds, consonants, and vowels. Suprasegmental features are also referred to as *prosodic features* (Clark & Yallop, 1995) and *prosody* (Cruttenden, 2001).

The major suprasegmental features are stress, rhythm, and intonation (Jenkins, 1998; Roach, 2000) and these features are shaped by the dynamic patterns of pitch, duration, and loudness (Clark & Yallop, 1995). Furthermore, these patterns are superimposed on and influenced by less dynamic voice quality settings (Pennington & Richards, 1986).

Voice Quality Settings

Voice quality settings refer to the long-term articulatory postures of a speaker which determine the overall pattern of suprasegmental features that characterize the voice of the speaker and the accent of the speaker's particular language (Esling & Wong, 1983). Voice quality settings will differ in pitch range (Dalton & Seidlhofer, 1994) and "in tension, in tongue shape, in pressure of the articulators, in

本論文では、コミュニケーション能力の習得において不可欠な要素である、発音の超分節特徴（suprasegmental features）を取り上げる。教師と学習者は、英語のみならず学習者のL１（日本語）においても、これらの特徴に対する認識を培う必要がある。本論文の目標は（a）日本語および英語における超分節特徴を比較すること、（b）確認された類似点および相違点が、英語の発音の超分節特徴に対する日本人学習者の認識を喚起するためにはどのように活用され得るかを説明すること、の２点である。

lip and cheek and jaw posture and movement" (O'Connor, 1973, p. 289).

English settings

A broad model of English voice quality settings might include features such as loosely closed jaws, lips and jaws which move little, relaxed cheeks (Thornbury, 1993), a nasal voice, and a palatalised tongue body position (Esling & Wong, 1983). Kenworthy (1987) states there is little overall difference in voice quality settings between males and females and notes that both genders utilize high overall pitch when expressing politeness.

Japanese settings

Japanese speakers also generally utilize minimal lip and jaw movement (Thompson, 1987). Japanese male voice quality settings include a lowered larynx and uvularization with lip spreading (Esling & Wong, 1983) resulting in a deep rumble or a hoarse or husky sound (Pennington & Richards, 1986). In contrast, Japanese females are apt to be breathy (Celce-Murcia et al., 1996) and distinctly more nasalized and high-pitched than Japanese males (Kristof, quoted in Chan 1997). Recent research indicates that the pitch of female voices has begun to lower. It has been suggested that this change is connected with the increased economic and political influence of Japanese women (O'Neil, 2000).

Raising awareness of voice quality settings

Thornbury (1993) presents tasks designed to promote awareness that could be employed with Japanese learners, such as using recordings of a task performed by a Japanese speaker of English and a native speaker to note similar and different characteristics, followed by a discussion of these characteristics. Jones and Evans (1995) suggest tasks that focus learners on English voice quality settings in various contexts in order to increase confidence and improve learner self-image when speaking English.

Voice quality settings often differentiate individuals according to social status in both Japanese and English. Although Japanese women are generally able to access the higher pitch range expressing deference or politeness in English, Japanese males often find this setting to be feminine (Loveday, 1981). Another problem for Japanese males is that their voice quality settings often make them sound monotonic in English. Encouraging Japanese males to use suitable phrases, gestures and facial expressions may compensate for both these problems related to low pitch level (Kenworthy, 1987).

Stress, Rhythm, and Connected Speech

English stress

English is a stress accent language, where stress refers to the way in which pitch, duration, and loudness combine to give certain syllables greater prominence than others (Roach, 2000). Of the three dimensions, pitch and duration are the most salient determinants of stress, with loudness playing a less significant role (Clark & Yallop, 1995).

Stress functions at both the word level as *word stress* and at the sentence level as *sentence stress*. There are three levels of word stress: primary stress, secondary stress, and unstressed. Most unstressed syllables contain /ɪ/ or the neutral schwa vowel /ə/ (Swan, 1995). Furthermore, schwa is the most frequent sound in English and occurs in almost every word that is longer than two syllables (Kenworthy, 1987). Another feature of word stress in English is that it nearly always falls on a specific syllable of any particular word (Cruttenden, 2001). Kenworthy (1987) provides a useful summary of English word stress rules.

Not all words receive the same amount of stress at the sentence level in English. As Celce-Murcia et al. (1996) propose, *content words*—words that carry information, such as verbs, nouns, and adjectives—are usually stressed, whereas *function words*—words that indicate grammatical relationships, including articles, auxiliary verbs, and prepositions—are typically unstressed.

Japanese accent

Japanese is a pitch accent language in which all syllables maintain the same perceived duration whether or not they are accented (Takeuchi, 1999). Furthermore, there is no discrimination between word or sentence level stress in Japanese.

According to Kindaichi (1978), Takeuchi (1999), and Tsujimura (2000), the main characteristics of Japanese pitch accent are as follows:

○ It is composed of two levels—the high and the low. However, Japanese pitch accent is only a vital factor in identifying approximately 9% of Japanese homophones (such as *hashi*), and the majority of Japanese words in modern dictionaries are shown as unaccented (Takeuchi, 1999). In the examples below, the accent mark (') represents the last syllable before a fall in pitch (Kindaichi, 1978):

háshi ga	chopsticks	High Low Low (first syllable accented)
hashí ga	bridge	Low High Low (second syllable accented)
hashi ga	edge	Low High High (unaccented)

○ Pitch patterns are very limited in number. For example, there are only four possible pitch patterns for four syllable words: *kámakiri* (a mantis), *aságao* (a morning glory), *karakása* (an umbrella), and *monosashi* (a foot rule) (Kindaichi 1978, p. 120).

- The location of the accent is not always predict-
  able.
- General rules for accent placement apply to sev-
  eral lexical categories. For example, in English
  loan words the accent is placed on the third
  from last syllable as in *dórama* (drama) and
  mayonéezu (mayonnaise) (Takeuchi, 1999).

Raising awareness of stress
The very limited parallels between Japanese accent
and English stress mean that English stress patterns
have to be deliberately learnt and practiced (Thomp-
son, 1987). However, Japanese learners respond well
to clear explanations, such as with the presentation
of word stress rules, which may be followed by cat-
egorization activities aimed at highlighting lexical
tendencies (e.g. classifying words as a verb or a
noun—for example, record—according to stress pat-
tern), and stress pattern games (see Hancock, 1996).

Raising learners' awareness of the high occurrence
of schwa is a priority and this may be achieved
through consistently eliciting word stress and
schwa, appropriate modeling, choral and individual
drilling. According to Thompson (1987), another
area that Japanese learners have problems with is
English loan words, due to the accent usually being
placed on the third-to-last syllable of such words.
This accent pattern often leads to mispronunciation
that may be overcome with time and effort by em-
ploying those measures mentioned with regard to
word stress and schwa.

Rhythm
English Rhythm
English is generally considered to have a stress-
timed rhythm that is essentially created by the com-
bination of word and sentence stress (Celce-Murcia
et al., 1996). However, there is no firm evidence for
the existence of stress-timed regular rhythm in En-
glish (Marks, 1999; McCarthy, 1991; Roach, 2000)
and it may be "no more than a convenient fiction
for the classroom" (Jenkins, 1998, p.123).

Connected speech
In connected speech, content words maintain some
level of prominence throughout (Cruttenden, 2001).
However, as Roach (2000) mentions, function words
have two forms—a strong form (in particular
situations or when uttered in isolation) and a weak
form (which is the more usual, unstressed form):

She can play better than I can.
/kən/ /kæn/
weak form strong form

I'm from Italy. Where are you from?
/frəm/ /from/
weak form strong form

In order to facilitate the relative regularity of En-
glish rhythm in connected speech, other adjust-
ments need to be made (Celce-Murcia et al., 1996).

assimilation
green marble /griːmmaːbl/ /n/ assimilates to /m/
elision
next week /nekswiːk/ /t/ elided between /ks/ and /w/

linking
/r/
I saw it.
/aɪsɔːrɪt/

(For further details see Dalton & Seidlhofer, 1994;
Kelly, 2000; Kenworthy, 1987)

Japanese rhythm
Japanese is considered to be a syllable-timed lan-
guage because all syllables are pronounced with
equal duration. There is no strong pattern of stress,
and rhythm "is a function of the number of syl-
lables in a given phrase, not the number of stressed
elements" (Celce-Murcia et al., 1996, p.153).

In Japanese, modifications in connected speech
are apparent in both function and content words
(Tsujimura, 2000):

Kuru no nara	*Kuru n nara*	if it is that you come
Shiranai	*Shi n nai*	don't know
Atarimae	*Atarimee*	of course

However, these alterations have little to do with
maintaining rhythm as they do in English, as the
syllable count and syllable duration in Japanese al-
ways remain consistent regardless of the adjust-
ments described. Rather, they occur as a result of an
increase in articulation rate or the use of casual
speech (Tsujimura, 2000).

Raising awareness of stress-timed rhythm
In general, most Japanese learners have an aware-
ness of English stress and are relatively good at rec-
ognizing and repeating the rhythmical patterns of
English at a slower tempo. However, incorporating
features of connected speech when repeating utter-
ances at a more natural rate causes considerable dif-
ficulties. Therefore, remedial awareness-raising
activities need to be provided, including the use of
phonemic transcripts to highlight features of con-
nected speech, clear modeling of voice quality set-
tings, emphasizing rhythm by clapping on stressed
syllables in contrast to unstressed syllables, and
teaching ideas built around strongly rhythmical
material such as nursery rhymes, limericks, songs,
and jazz chants (see Laroy, 1995; Means, 1998). In
addition, Kelly (2000, pp.116-121) provides sample
lessons focusing on weak forms, assimilation, eli-
sion, and linking.

Intonation

Intonation describes the way different kinds of meaning are conveyed in discourse through the use of pitch patterns (Dalton & Seidlhofer, 1994; Roach, 2000).

English intonation

There are four central elements of English intonation: (a) tone units—one or more in each utterance; (b) tones—the main movement of pitch in a tone unit; (c) tonic syllables—prominent syllables where the main pitch movement occurs; and (d) onset syllables—syllables which establish a constant pitch (or key)[1] up to the tonic syllable (Brazil, 1997). These elements are indicated using conventional notation in Figure 1.

Figure 1. Elements of English intonation (Kelly, 2000)
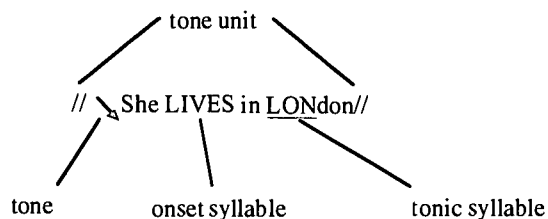
There is generally one tonic syllable in one tone unit (Roach, 2000) and this usually signals new information (Celce-Murcia et al., 1996) and typically occurs in the last lexical item of a tone unit (Kelly, 2000). Celce-Murcia et al. (1996) suggest the use of emphasis or contrast in discourse, and situational context plays a significant role in determining the tonic syllable in a given tone unit.

Brazil (1997) identifies five possible tones in discourse—a level tone, two proclaiming tones, and two referring tones. Proclaiming tones are used by the speaker to (a) express information believed to be new, (b) add something to the discussion, or (c) ask for new information. In contrast, referring tones are used when the speaker refers to shared information

(Kelly, 2000). The two alternatives speakers may choose for each type are shown in Figure 2 with the tones *r* and *p* being more frequent than *r+* and *p+*.

Japanese intonation

Japanese intonation has much shorter and less exaggerated peaks than English (Celce-Murcia et al., 1996); its pitch level transitions appear to be more abrupt (Kenworthy, 1987). It does not highlight new or shared information, and many of the attitudinal patterns expressed through intonation in English are done so in Japanese using adverbials and particles (Thompson, 1987). Basically there are only two tones—rising for questions or falling for statements (Tsujimura, 2000), and these tones are usually restricted to the last syllable of an utterance (Martin, 1992).

Raising awareness of intonation

Whereas the link between certain grammatical structures and intonation patterns is helpful to a degree, intonation is probably "best dealt with in clear contexts...with ample opportunity for both receptive and productive work" (Kelly, 2000, p.106). For Japanese learners, transcripts and audio or visual recordings of authentic spoken discourse could be used to provide opportunities for comparison, prediction, and perception—in context—of tone patterns and tonic syllables (particularly in the use of emphasis and contrast, as these are often inhibited due to Japanese social custom norms). Bradford (2000), Levis (2001) and Roberts (1983) suggest employing techniques such as memorizing and acting out dialogues, performing drills applied in different contexts with a range of emotions and attitudes, and opportunities for freer practice through role-plays or simulations. Furthermore, a useful method to utilize is hyper-pronunciation, where learners are encouraged to deliberately exaggerate intonation patterns (Todaka, quoted in Celce-Murcia et al., 1996).

Conclusion

Suprasegmental pronunciation is of significant communicative importance in discourse. For teachers of English in Japan, one way to raise learner awareness of suprasegmental features of pronunciation may be through the recognition and comparison of these aspects in English and Japanese in order to highlight similarities or to emphasize differences that will require greater attention. It is apparent that Japanese has few suprasegmental similarities with English. Nonetheless, one key similarity is in the area of intonation, and this provides a useful point of reference. With regard

*Figure 2.* Intonation tones (Dalton & Seidlhofer, 1994, p. 62)
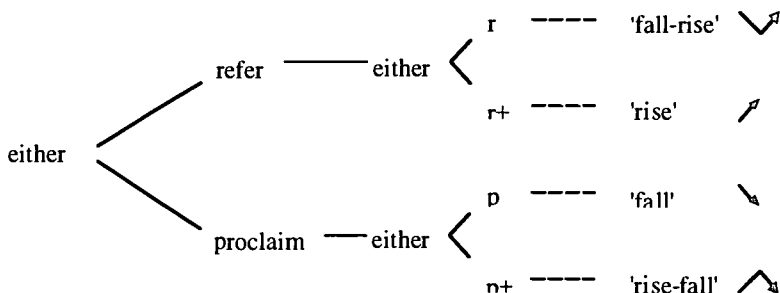
to the numerous differences, it is worthwhile prioritising them according to teachability, learnability and their influence on intelligibility (Jenkins, 1998). In short, this paper has attempted to illustrate that an analysis of the similarities and differences between English and Japanese pronunciation is a useful, and perhaps necessary, starting point for gaining a better understanding of those suprasegmentals of English which require particular attention.

Note

1. A high key may be used for contrast, a mid key for addition, and a low key for natural follow-on (Coulthard, 1985).

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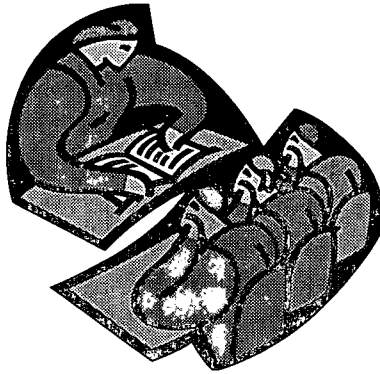
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Further Reading

http://user.gru.net/richardx/pronounce2.html
http://www.public.iastate.edu/%7Ejlevis/SPRIS/
http://www.ntu.edu.au/education/langs/jpn/intro/intro4.htm
http://polyglot.cal.msu.edu/llt/vol2num1/article4/

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母語の異なる２つの グループによる 英語誤文の評価

—日本人学生と スペイン人学生の比較—

The purpose of this research is twofold: (a) to examine if there is some difference in judging ungrammatical English sentences between Japanese EFL students and their Spanish counterparts; and (b) to clarify what is important when non-native speakers of English, whose mother tongues are different from each other, attempt to communicate in EFL. In order to conduct this research, a questionnaire that has five English sentences, each of which includes three ungrammatical variations, was given to 95 Japanese university students and 136 Spanish university students. The data were then collected and analyzed. The results show that each student group evaluated ungrammatical English sentences differently overall, although some minor similarities were observed. It implies that EFL speakers from different language backgrounds should be able to understand English language structure well enough to avoid communication breakdown amongst themselves.

I. はじめに

この研究の目的は、日本人学生とスペイン人学生の、誤りを含む英文に対する評価に差異が見られるか否かを調査し、英語による—とりわけ英語非母語話者間での— コミュニケーション活動を円滑に行なうための方策を探ることにある。

ここ数年、インターネットの普及に代表されるＩＴ（情報技術）の長足の進歩に伴って、より多くの人々が英語に触れる環境が形成されてきている。このような状況下では、お互いに異なる言語を母語とする人達の間でコミュニケーションを図ろうとする場合、共通の言語として英語を使用する機会もより多くなるであろう。そして、この際の意思疎通に支障を来すことのないよう、英語の構造（文法）を正しく認識していることが求められるであろう。

このような社会的背景を踏まえ、ひとつの英文について非文法的文を３つ用意して、共に英語を外国語として学習する、日本人学生とスペイン人学生に評価してもらった。なお、アンケート上の英文は全部で１０個用意したが、今回は、疑問詞を伴う疑問文、ｔｏ不定詞を含む文、それに命令文の、計５つの文に限って考察する。

II. 先行研究

金谷・高梨（1978）は、wh-疑問文の誤文について、米国人大学生にとって、最も理解しやすい誤文はThey study English when?のように、疑問詞が文末に置かれる文（このような文は、echo question=問い返し疑問文、と呼ばれる）であり、日本人英語教師には、When they study English?が最も理解しやすい文である、と結んでいる。

Fayer and Krasinski（1987）は、ESL学生の録音した英語文を、英語母語話者と非母語話者に評価させた。その結果、前者の方が後者よりも、非文法的文に対する評価が寛大になる、との結果を得た。

同様のリサーチとして、Matsunaga and Caprio（1989）がある。英語の誤りを含む文の評価は、母語話者の方が、非母語話者よりも高い。さらに、教師の方が、教師でない者よりも高い、と報告している。

また、Ludwig（1982）は、ESL学習者の書いた英文を評価する際の傾向について言及し、母語話者の評価は、ESL学習者が伝えたい内容に重点を置くのに対して、非母語話者は、文法の正確さに重点を置く傾向がある、と述べている。

Suenobu, Kanzaki, and Yamane（1987）は、日本人大学生の英語による発話を録音し、その中に含まれる誤りを５つに分類（omission, addition, tense, word order, vocabulary）して、母語話者（米国人）に、その正確な意味を判定させた。その結果、７９．８パーセントのintelligibility（理解度）を得たとして、英語非母語話者の教員に、文法の正確さに固執するのではなく、コミュニケーション重視の授業運営を心がけるべきである、と主張している。

III. 調査

1. 仮説

それぞれの母語が異なることも考慮すると、日本人学生（Japanese Students=JSs）と、スペイン人学生(Spanish Students=SSs)との２グループ間の英文評価には差がある。

2. 方法

アンケートを作製し、被験者に配付して回答してもらった（アンケートの指示文は付録1を参照）。

3. 実施時期

JSs=2000年4月

SSs=2000年2月

4. 被験者

JSs 95名（鈴鹿国際大学・国際学部に在籍する1年生60名、2年生35名）

SSs 136名（スペイン・バレンシア工芸大学[1]＝Universidad Politecnica de Valencia で情報科学を専攻する1年生132名、2年生2名、3年生2名）

5. 調査に使用した英文の出典（中学校検定教科書）

疑問詞を伴う疑問文、to不定詞を含む文、および命令文は、以下の中学校英語教科書より引用した。これらの英文が日常生活で頻繁に使われ得るものと判断したためである[2]。

(1) *Total English 1*（秀文出版）

(2) *Sunshine 2*（開隆堂）

(3) *Columbus English Course 2*（光村図書）

(4) *New Horizon 2*（東京書籍）

(5) *Sunshine 1*（開隆堂）

IV. 結果と考察

統計的にはカイ2乗（Chi-square=χ^2）検定を用いた。有意水準は5パーセントで、自由度（df）が2であるから、値が5.991476よりも大きければ、仮説の正しいことが証明されたことになる（アンケートの項目と回答結果は付録2を参照）。

分析の結果、全体としては仮説は正しいと言えるであろう。文（1）と文（3）については、両グループ間に相関性（有意な関係）は全く認められない。文（4）と文（5）には1つずつ、文（2）については2つ相関性が認められる。以下、もう少し詳細に考察を進めてみることにする。

1. 疑問詞を伴う疑問文――文（1）と文（2）

1bと2cに注目すると、共に疑問詞（句）が文の最後に置かれている。IIの先行研究で述べたように、このような文はecho question（問い返し疑問文）と呼ばれる。そして、JSsグループとSSsグループ共に、echo questionに対する評価が低いことがわかる。2cを最も重大な誤りとして選んだJSsは66名（69%）、SSsは111名（82%）で、両グループ間には相関性が認められる。また、1bを同様に選んだ者は、JSs 68名（72%）、SSs 110名（81%）で、このχ^2値（6.04）は、相関性を認める数値にはわずかに及ばないものの、両グループには、疑問詞（句）を文末に置く非文法的文を重大な誤りとして評価するという、共通の傾向が見受けられるようである。

日本人が、米国人に比べて、echo questionに対してより厳しい評価を行なうことは、梅田（1994）とUmeda（1995）のリサーチでも報告されている。

ところで、スペイン語で人の年齢を問う場合、即ち文（1）をスペイン語訳した場合、

(1s) ¿Cuántos años tiene tu hermano?

と、なり、下線で示した動詞tiene（原形はtener）の最も一般的な英語訳はhaveである。1b、1cそれぞれの誤文の中に、isの代わりにhave（has）を用いていたら、異なる結果が得られたのであろうか。今後の研究課題としたい。

2. to 不定詞を含む文――文（2）と文（3）

文（2）と文（3）は、それぞれto不定詞を含む。誤文2bと3aは、いずれも動詞（文（2）はplay、文（3）はsee）の前に置かれるべき前置詞toが欠落している。この2bと3aには、両グループ間の相関性は見られない。しかしながら、2bに関してはSSs 116名（85%）が、3aに関しては、98名（72%）が最も軽い誤りとして選んでいる。この2つの誤文を高く評価する傾向は、JSsにも見られる（2b=76名、80%; 3a=61名、64%）が、割合で言うと、両誤文共にSSsの方が多い。これは、スペイン語で文（2）および文（3）と同様の表現をする場合、前置詞を伴わない原形不定詞構文が使われるからであろう。即ち、文（2）と文（3）をスペイン語訳すると

(2s) ¿Qué deporte te gusta practicar?

(3s) ¿Quieres ver el video?

と、なり、下線で示した動詞（この文脈ではpracticarは英語のplay、verはseeに相当する）は、原形不定詞となる。

なお、2aには両グループ間に相関性が認められる。SSsで2aを最も軽い誤りとして評価している者は13名（10%）しかおらず、同じ選択をしたJSsも14名（15%）であった。両グループ共に、主語が欠落した誤文を高くは評価していないことがわかる。χ^2の数値は相関性を認めるにはいたらないものの、3cにも同様の傾向が見受けられるようである。

3. 命令文――文（4）と文（5）

4bと5cに、それぞれ両グループ間の相関性が認められる。4bは、間接目的語のmeが文頭に置かれていて、JSsは87名（92%）が、SSsは113名（83%）が、それぞれ最も重大な誤りである、と評価している。英語の言語構造を考えれば、もっともな結果であろう。

日本語と同様、スペイン語にも目的語が動詞の前に置かれるケースがある。目的語が人称代名詞の場合である。例えば、

(J) それを私に見せてください。

このスペイン語訳は、

(S) Me lo presentas, por favor.

である[3]。下線で示した目的語（me＝「私に」、lo＝「それを」）が、動詞（日本語文の「見せる」、スペイン語文のpresentas、原形はpresentar）に先んじて置かれている。しかし、スペイン語では、目的語が人称代名詞の時は、動詞の前にも後ろにも置かれる可能性があるのに対して、普通名詞の場合は動詞の後に置かれる。したがって、普通名詞の目的語を含む文（4）のスペイン語訳は、

(4s) Preséntame tu pasaporte, por favor.

となる。動詞presentaの後に間接目的語meが付き、さらにその後に直接目的語のtu pasaporte（your passport）が続くのである。この文法の規則は、目的語は常に動詞の前に置かれる日本語のそれとは異なる。また、

(4s') Me presentas tu pasaporte, por favor.

とも言い換えることができる。この場合meは前掲の文（S）と同様に動詞の前に置かれる。対照的に、tu pasaporteは（4s）と同じく動詞の後に続く。このように、SSsによる4bの評価が低かったのは、目的語が普通名詞であるにもかかわらず、動詞の前に置かれているため、と推測できるのである。

また、相関性は認められなかったものの、4cについては、SSsの123名（90%）が最も軽い誤りである、と評価したのに対し、JSsは

32名（34%）しか同等に評価していない。IV-2でも述べたように、ここでも前置詞 to の誤用に関して、SSs の方が JSs よりも寛容な傾向が見受けられる。JSs の62名（65%）が4a を高く評価しているのは、この非文が日本語訳の語順と類似しているからであろう。

5c（Doesn't から始まる否定命令文の非文法的文）を最も重大な誤りと評価した JSs と SSs は、それぞれ46名（48%）と75名（55%）で、この割合は、5b（Don't の後ろの動詞 sit に -s が付く否定命令文の非文法的文）を同様に選んだ割合（JSs=20名、21%; SSs=37名、27%）よりも高い。両グループの学生共に、英語の否定命令文は Don't から始まるということを、最重要視した上での回答結果であろう。また、5a を87名（64%）の SSs が高く評価しているのは、スペイン語の否定命令文も、英語と同じスペルの No から始まるからであろう。

V. おわりに

日本人学生とスペイン人学生の、誤りを含む英文に対する評価について述べてきた。リサーチに使用した英文の数が限られており、両グループの学生の専攻や英語能力も異なる。これらの条件を考慮に入れる必要は言うまでもないが、誤文の総数15個のうち、11個に両グループ間の差異が見られることから、全体的には、両グループ間の英文評価には差がある、と言えるであろう。

21世紀の社会では、インターネットをはじめとする情報メディアの発達によって、より多くの人々が否応なしに英語に触れる機会が今後ますます増加するであろう。同時にこれは、母語がそれぞれ異なる人と人との間で、外国語としての英語を用いてコミュニケーション活動を行なうケースが増えるということでもある。英語を情報伝達のツールとして見た場合、最も大切なことは、情報が相手に「どこまで正しく通じるか」ということである。そして、お互いに十分な意思の疎通をはかるためには、TPO に合わせて、でき得る限り適切な英語表現で相手とやりとりのできる能力を身に付けていることが必要不可欠になるであろう。そして、これを根底から支える「英語力」の柱のひとつが、英語の構造（文法）の正しい認識と理解、ということになるのではないか。英語母語話者と非母語話者が英語でコミュニケーションをする場合、非母語話者の誤用を母語話者が認識することにより、大きなミス・コミュニケーションには至らないケースも考えられよう。しかし、英語非母語話者同士で、とりわけそれぞれの母語が異なれば、英語の誤用が思いもよらぬ重大さで、コミュニケーションに支障をもたらす場合も考えられるのである。この点に関連して、II で挙げた Suenobu et al. の研究結果を、英語非母語話者の立場からすれば、肯定的に受け止めることができない可能性もある。即ち、英語の構造を理解していなければ、コミュニケーション活動自体に支障が生ずる危険性がある、ということである。英語を駆使して、様々な分野の活動に従事している人達は、このことを常に念頭に置いておく必要があるだろう。

今後は、どの程度まで英語の構造を理解していれば、コミュニケーションを円滑に図ることができるのか、いくつかのコミュニケーション活動を難易度別に設定した上で、調査研究してみたいと思う。

註

1) バレンシア工芸大学と鈴鹿国際大学は姉妹提携校である。
2) （2）と（5）から引用した文には、アンケートで使用するために、若干の修正を施した。
3) Preséntamelo, por favor. とも言うことができる。なお、本文中に提示したスペイン語の命令文は、全て2人称単数形を用いている。

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付録1
アンケートの指示文

（日本人学生用）このアンケートにある、各組の最初の文は正しい英文ですが、それに続く a, b, c の文は、意味的には最初の正しい文と同じになることを意図しているものの、誤りを含んでいます。それぞれの組の a, b, c の中で、正しい文と比較して、最も軽い誤りと思われるものに「1」、その次に軽い誤りと思われるものに「2」、最も著しい誤りと思われるものに「3」を、a, b, c 各文の左側にある下線部に記入してください（スペイン人学生用の指示文は、同じ内容をスペイン語で表記した）。

付録2
アンケートの項目と回答結果

（カッコ内はパーセンテージ、χ^2 値は、小数点以下第3位を四捨五入、χ^2 値の後の＊は、両グループ間に有意な関係＝相関性のあることを示す）

(1) How old is your brother?

	1	2	3	χ^2-T Value
1a. How old your brother?				
(JSs)	44 (46)	40 (42)	11 (12)	33.01
(SSs)	17 (13)	96 (71)	23 (17)	
1b. Your brother is how old?				
(JSs)	10 (11)	17 (18)	68 (72)	6.04
(SSs)	4 (3)	22 (16)	110 (81)	
1c. How old your brother is?				
(JSs)	41 (43)	38 (40)	16 (17)	45.29
(SSs)	115 (85)	18 (13)	3 (2)	

(2) What sports do you like to play?

	1	2	3	χ²-T Value
2a. What sports do like to play?				
(JSs)	14 (15)	60 (63)	21 (22)	2.94*
(SSs)	13 (10)	100 (74)	23 (17)	

	1	2	3	
2b. What sports do you like play?				
(JSs)	76 (80)	11 (12)	8 (8)	6.55
(SSs)	116 (85)	18 (13)	2 (1)	

	1	2	3	
2c. You like to play what sports?				
(JSs)	5 (5)	24 (25)	66 (69)	5.53*
(SSs)	7 (5)	18 (13)	111 (82)	

(3) Do you want to see the videotape?

	1	2	3	χ²-T Value
3a. Do you want see the videotape?				
(JSs)	61 (64)	15 (16)	19 (20)	12.84
(SSs)	98 (72)	31 (23)	7 (5)	

	1	2	3	
3b. The videotape you want to see?				
(JSs)	11 (12)	38 (40)	46 (48)	22.03
(SSs)	5 (4)	25 (18)	106 (78)	

	1	2	3	
3c. Want to see the videotape?				
(JSs)	23 (24)	42 (44)	30 (32)	7.51
(SSs)	33 (24)	80 (59)	23 (17)	

(4) Show me your passport, please.

	1	2	3	χ²-T Value
4a. Your passport show me, please.				
(JSs)	62 (65)	32 (34)	1 (1)	86.76
(SSs)	11 (8)	107 (79)	18 (13)	

	1	2	3	
4b. Me your passport show, please.				
(JSs)	1 (1)	7 (7)	87 (92)	3.55*
(SSs)	2 (1)	21 (15)	113 (83)	

	1	2	3	
4c. Show to me your passport, please.				
(JSs)	32 (34)	56 (59)	7 (7)	85.16
(SSs)	123 (90)	8 (6)	5 (4)	

(5) Don't sit here.

	1	2	3	χ²-T Value
5a. No sit here.				
(JSs)	35 (37)	31 (33)	29 (31)	16.52
(SSs)	87 (64)	25 (18)	24 (18)	

	1	2	3	
5b. Don't sits here.				
(JSs)	45 (47)	30 (32)	20 (21)	11.71
(SSs)	35 (26)	64 (47)	37 (27)	

	1	2	3	
5c. Doesn't sit here.				
(JSs)	15 (16)	34 (36)	46 (48)	1.85*
(SSs)	14 (10)	47 (35)	75 (55)	

A Chapter in Your Life

Mark your calendar and plan on two fascinating conferences this semester. FEELTA and JALTCALL2002 are both waiting for you! The coeditors warmly invite contributions in English, Japanese, or a combination of both.

Two Upcoming Conferences: Interested in attending?

Come to FEELTA4 in Blagoveschensk, Russia, June 24-26.

FEELTA, the Russian Far Eastern English Language Teachers' Association, will hold its 4th international conference from June 24th to 26th, at Amur National University in Blagoveshchensk. It promises to be an exciting opportunity for language teachers from throughout the Far East to learn from each other.

FEELTA has held conferences every two years since 1996. Before that time, a conference organized by a professional association of language teachers was unheard of in the region. With a lot of dedication, limited resources, and boundless energy, Conference Chair Maria Lebedko and her team put together a world-class conference in Vladivostok on their first attempt. Since then, the organization has grown and each subsequent conference has introduced innovations and improvements.

For Russian teachers, the biennial conference offers a rare opportunity to meet with colleagues from around this far-flung region of Russia and discuss matters of professional interest, as well as networking with professionals from abroad. For teachers attending from outside Russia, it offers a fascinating window on language teaching in an area of the world that has been closed to us for many years.

The location of the conference alternates between Vladivostok and Blagoveshchensk, the host city of this year's conference, west of Khabarovsk on the Amur River, close to the border with China. Access is by plane to Khabarovsk (from Niigata, or via Vladivostok, from Toyama) and then an overnight ride on the Trans-Siberian Railway.

The theme is Quality in Language Teaching. Papers, workshops, and poster sessions will be held on a range of areas including English in the Pacific Rim, Business English, Teaching Literature, CALL, Interpreting and Translation, and Teacher Development.

Over 300 language teachers are expected to attend. As FEELTA is now a member of PAC, the Asian regional grouping of language teaching associations, it is expected that a number of teachers from Korea, Thailand, Taiwan, and Japan will also come.

What awaits them (and you) is a warm welcome, a feast of scholarship, opportunities to interact with fellow professionals, a full social programme, and a chance to explore a new part of the world.

So welcome to FEELTA4 in Blagoveshchensk.

For more details, contact Stephen Ryan (FEELTA representative to Asia) at <RX1S-RYAN@asahi-net.or.jp> or t/f: 0726-24-2793.

Reported by Stephen M. Ryan

Come to Hiroshima for JALTCALL 2002: Local Decisions, Global Effects

The JALT CALL SIG invites you to participate in its 7th Annual International Conference, JALTCALL 2002: Local Decisions, Global Effects, to be held at Hiroshima Jogakuin University on Sat 18—Sun 19 May, 2002 (with special events on May 17 and 20). Themes explored in conference presentations—online, poster, and traditional—will be the global effects of teacher, student, and administrative decisions concerning CALL and their influence on intercultural understanding, environmental and social change, and personal transformation and growth.

At Pre-Conference Workshops, participants will learn how to put video lessons on websites (Brian Teaman) or use the English-learning software available at Hiroshima University's new multimedia facility (Joseph Lauer). The workshops are FREE to registrants of the weekend conference, but only for a limited number of participants. Apply in advance using the delegate registration form at: <jaltcall.org/conferences/call2002/reg/delegate-e.html>. An opportunity for casual interaction will be provided by a pre-conference lunch (only 780 yen/vegetarian option available) on May 17 at the Cotton Club Restaurant. Conference fees are 5,500 yen for one day or 9,000 yen for two days, with discounts available to JALT/ JACET members and students.

As more and more schools are introducing technology into the classroom, this conference will provide participants an opportunity to network with individuals who might be farther along in dealing with these issues and offer suggestions and innovative ways to teach and learn. For assistance on any matters related to the conference, please email the conference chair at <confchair@jaltcall.org>.

If you are not a member of the JALTCALL SIG, please consider joining and enjoy the many benefits: a subscription to the quarterly newsletter C@LLING JAPAN, discounts at JALTCALL sponsored events, and preferential prices/complimentary copies of JALTCALL publications. Contact our membership chair at <jtomei@kumagaku.ac.jp>.

To find out more about the conference and for information on traveling to Hiroshima and cultural or entertainment events you can enjoy while there, go to <jaltcall.org/conferences/call2002/>.

On behalf of the conference team
Conference Co-Chairs, Timothy Gutierrez,
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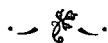
Brad Deacon,
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Quick Guide
Key Words: Speaking
Learner English Level: All levels
Learner Maturity Level: Youth to adult
Preparation Time: None
Activity Time: 5 to 20 minutes or more
Materials Needed: None

Imagine the following dialogue taking place with a small group:

Teacher: So, Kenji you said you went to the movies last weekend.
Kenji: Yes.
Teacher: Great. Tell me about it.
Kenji: Very enjoy time.
Teacher: What did Kenji say? (Gesturing to another student who restates Kenji's sentence. The teacher then writes it on the board). Let's look at this sentence.
Student 1: He means "Had enjoyable time." (The others consider this answer).
Kenji: Ah hah, I had a very enjoyable time.
Teacher: Does that sound right everyone? (The group nods in agreement). OK, now what are some other ways to say, *I had an enjoyable time*?
Student 2: Great time!
Student 1: Super time!
Kenji: Very, very enjoyable time! (Everyone laughs, the conversation resumes, and is paused again later to focus on another point).

You may have noticed that the teacher accepted most of the responsibility for guiding the above dialogue. The students assumed various roles including listening, speaking, and correcting the language. The topic, or starting point, was personally relevant and is probably not unlike many conversations in your own classes. However, where this conversation may be different is when the teacher pauses the dialogue, and turns the language back to the group who accept responsibility for noticing their language and taking steps towards correction.

What is the Chat?

The Chat is a freer conversation activity that is paused periodically by the teacher for the group to recall and focus on various aspects of their language output. For instance, the group might rephrase language to make it more grammatically correct (e.g., Yesterday I *go* shopping. → *went*), or build vocabulary in a substitution drill (e.g., I'm *fine thank you.* → *great, OK, terrible*), or concentrate on pronunciation. Essentially, shifting from fluency to aspects of form is left to whatever the teacher feels is necessary in order to focus the learners' attention on developing their language ability. The activity presupposes that student-generated language is a good starting point, access to correct language is necessary, and the group is able to self-correct in most cases. The teacher actively listens to student responses ("So you. . .") to show interest and understanding, acts as a language model, and assists the learners to maintain the flow of communication. In addition, the teacher draws attention to areas of output that need refinement, but corrects the language only if students prove unable to do so on their own.

Why use the Chat?

Many students desire freer practice using topics that connect to their lives and the world. At the same time, many express frustration at not being able to adequately share what is on their mind at the time of need (e.g., when a willing audience is immediately in front of them). They recognize their desire for fluency and their need for accuracy. I imagine teachers also enjoy discovering more about their students' worlds. An element of linguistic focus is also desirable in order to help our learners continually develop more native-like ability. Thus, the Chat serves the dual purpose of allowing students to share topics that are personal, relevant, and motivating while increasing their ability to direct focused attention and accept greater responsibility for noticing and reshaping their language.

When do I use the Chat?

I have used this activity most successfully with small company classes and privately arranged groups. Usually I conduct the Chat for about 10 minutes at the beginning of class, but it is useful in the middle and end of class as well. In larger university groups, I have used it at the beginning of class with the most enthusiastic learners who arrive early. I have also used it with success in smaller groups within large classes while the other students engage in different tasks.

Suggestions for getting started

In general, the feedback for this activity has been very positive. If you'd like to try it in your classes, the following points will help you get started.

1. Begin with a simple opening question such as, "What did you do on the weekend?" (You can choose questions for future Chats to fit various grammar and topical functions and/or use student suggestions).
2. Accept most of the responsibility for guiding the conversation and make the students aware of what you'll be doing in the activity.
3. As a general rule I suggest pausing infrequently at first and then more regularly as you tune to the engagement and interest level of your learners.
4. Active listen to (repeat in a way that shows understanding) their responses and reformulate their language correctly to give access to correct language for the group.
5. Write a sentence or two that students recall for the group to refine.

Although the Chat is ideal for small groups, you can also use the first five minutes of larger classes for a chat with your super *genki* learners.

Note: Thanks to Jack Millet at the School for International Training in Brattleboro, Vermont for first introducing me to the idea of the Chat.

Peer Grading
as a Form of Motivation

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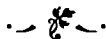
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Himeji City Board of Education
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Quick Guide

Key Words: Motivation, peer grading, journals, oral quizzes, presentations
Learner English Level: Low and intermediate
Learner Maturity Level: Junior high school and above
Preparation Time: 10 minutes
Activity Time: Varies according to the size of groups
Materials Needed: Grading sheets (optional)

Background
As an exchange teacher coming into an ongoing program at the mid-year point in August, I inherited two classroom activities that were growing stale for the students in terms of both motivation and enthusiasm. The two activities were oral quizzes given on dialogues for each unit in the regular first grade

English curriculum and journal entries required of the first through third grade English Majors course. My solution in both cases was to move the task of reviewing and grading these activities from the teacher to the students by way of two peer grading activities.

Procedure for dialogue quizzes
1. Create a simple five question grading sheet with the following questions: 1) Was it loud? 2) Was it clear? 3) Did they say all the words? 4) Did they NOT need help? 5) Were they confident?
2. Explain that each *yes* is worth one point and each *no* is worth zero making a possible total of five points. These specific questions were generated by examining the problems that my students had with reciting dialogues under classroom conditions.
3. Explain to the students that they will be divided into dialogue teams and each team will be required to both conduct a dialogue and listen to and grade another dialogue team's dialogue presentation.
4. Give several examples of "good" and "bad" dialogues and model the grading procedure to insure the success of this peer grading technique.

Procedure for journal entries
Create a simple grading sheet with the following questions: 1) Is the journal entry the correct length? 2) Is the journal entry grammatically correct? 3) Is every word in the journal entry spelled correctly? 4) Is the journal entry organized and neat? 5) Does the journal entry have pictures or art?

In this case, a *yes* scores four points and a *no* scores zero. The total score for journal entries is twenty points. As with the dialogue quiz score sheets, the questions were generated from firsthand experience in the classroom. The lack of gradation between four and zero may seem a little harsh; however, this is a powerful stimulus for students to include all the required components into their journal entries.

Benefits
The immediate benefit for the first graders and their dialogue quizzes was a simple increase in the energy level exhibited in the room. Something novel was being introduced and students responded positively to the novelty of peer grading. Second, students listened more intently to the taped dialogues and the teacher rendition of the dialogues, even asking that the tape be replayed for clarification of the pronunciation of individual words or phrases. This had not taken place before outside of a few cases with highly self-motivated students. Students were even reading ahead in the units in order to practice the dialogues.

Regarding the journal entries, the number of journals that were prepared and ready for submission on the due date rose dramatically. In the eight journal assignments given since implementing the peer grading program, the number of journals being submitted on time has risen from an average of seven to nine per 20 student class to an average of 17 to18 per class per assignment. The quality of the work has improved markedly as well. I still routinely collect the assignments after peer grading sessions and peruse the journal entries.

Conclusion
Peer grading is one methodology that can increase student enthusiasm or motivation to engage in learning activities. I have found it valuable in reviving student interest and diligence in preparing both oral quizzes and journal entries.

Shadow Talking Warm-Ups

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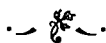
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Quick Guide
Key Words: Shadowing, repetition
Learner English Level: All
Learner Maturity Level: Middle school through adult
Preparation Time: 10-15 minutes per shadow talk
Activity Time: 20-25 minutes
Materials Needed: None

I often open classes with an anecdote from my life. This seems to provide a relaxed, personal activity that isn't particularly bothered by latecomers. But how many are listening, let alone understanding? Shadow talking exercises answer these questions and make the anecdote not only the perfect warm-up, but also a great all-around exercise.

Tim Murphey (2000) explains three kinds of shadow talking:

1) Complete shadowing: Teacher (or another speaker) pauses after language chunks that are manageable for students to comprehend and repeat. Students repeat everything they hear, out loud, exactly as they hear it.

2) Partial shadowing: Students repeat key words. They might make grammatical changes, for example, partner A says, "I play guitar. . ." can be shadowed by partner B as, "You play guitar. . .," perhaps in a softer voice. Alternatively, the speaker doesn't pause and the other student repeats what they can, such as the end of each sentence. Murphey (1998) also refers to this as *echoing*.

3) Silent shadowing: Students silently repeat in their heads, as much as they are able.

For my warm-up activity, I first ask students to do complete shadowing. Hearing students repeat serves several purposes:

1. It shows me how much they understand.
2. It's a reminder to shadow talk (subsequently silently) throughout the class.
3. Repeating forces students to listen carefully.
4. Students learn from the repetition.
5. It's good practice for natural pronunciation and intonation.
6. Students become aware of grammatical structures when they later summarize my talk.

Procedure
Step 1: Shadow Talk the Story
First, write a topic with several key vocabulary words on the board. Alternatively, only write the vocabulary and have students guess the topic. One exercise that I use early in the semester is My Hometown. Pre-teach the related vocabulary: population, location, climate, famous people, famous products, and famous sites. Then talk about your hometown adjusting the length, speed, and difficulty to the level of the class. Students repeat exactly what they hear. If they don't understand or aren't listening—and this is fairly easy to see—repeat or simplify.

Step 2: Summarizing
Before students summarize the talk, do a brief sample summary (which they don't vocally shadow), restating the narrative as you expect them to summarize: "John was born in a small town in NY state. . ." Each partner then summarizes the narrative. The summaries can be shadowed or partially shadowed as well.

Step 3: Student Talks
Students by this time have heard and spoken the story a couple of times. Using the six related vocabulary items as starters, they then tell their partner about their own hometowns. Because of the structure and repetition, students who would normally struggle when asked to talk about their hometown can successfully participate and do a lot of talking.

Step 4: Topics and Variations
If your anecdote is amusing or funny, this is even better. Topics such as my most embarrassing mo-

ment, my greatest success, and my scariest moment, all work well. These can also be told as split stories: Tell it up to the key point (What was that big black creature moving along the wall of my bedroom?) then stop, perhaps clowning as if you can't recall. Students predict and then tell their own scary story in the same manner. When I think students have heard enough about my life, I do shadow quizzes, generally about simple geography facts. This incorporates worthwhile learning into the exercise. (Try to find one single student who knows the capital of Canada, let alone its province!) For higher level classes I do news quizzes which they summarize then try to answer with a partner; I also invite students to try to stump the class with their own recent news story question. For lower level classes, I use a repetitive sentence pattern: "In high school, sometimes I took the bus. Sometimes I took my bike. Sometimes I took my mom's car. The bus ride took 20 minutes. . ." Once, confounded by the lack of success of a university class, I simply changed the emphasis of one positive-thinking sentence: "I can speak English. I can speak English. I can speak. . ." For a summer review, I made a cassette tape of all the semester's shadow talks and had the media center make copies for students.
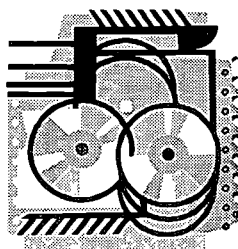
Step 5: Conclusion
Remind students that although they are repeating, they should not be parrots. They should think about what they're repeating. They can attend to meaning, grammatical structures, particular vocabulary, or pronunciation. Shadow talking warm-ups force students to listen carefully, learn from repetition, and gives them structure and ideas for speaking.

References

Murphey, T. (1998). _Language hungry_. Tokyo: Macmillan Language House.
Murphey, T. (2000). Shadowing & summarizing. National Foreign Language Resource Center. <www.LLL.hawaii.edu/nflrc/>.

Departments

Book Reviews

edited by amanda obrien

Projects from the University Classroom. Keith Ford and Eamon McCafferty (Eds.). JALT College and University Educators Special Interest Group, 2001. pp. 158. ¥2,500. ISBN: 4-9900370-8-X.

At the JALT conference in Kitakyushu, we stopped by the stand of the JALT College and University Educators Special Interest Group (CUE SIG) and picked up a copy of their new publication, *Projects from the University Classroom*. This book appears at a timely moment, just as many universities begin to address society's and student language needs more closely by integrating project work into the curriculum. For example, in our university, we are using projects such as poster presentation sessions to link the specific language needs of technical students to their sphere of specialization. As the introduction of this book notes, a focus on student needs "is something that is rarely achieved by the 'one-size-fits-all' textbooks." Projects also fit in with contemporary trends in EFL since they promote "cooperative rather than individual learning, and experiential rather than purely intellectual activity" and offer an opportunity to "explore interesting content as the carrier of L2 learning."

This book contains five projects: "Interactive Peer Presentations," "Using Film: A Thematic Exploration of Dead Poets Society," "Debating English," "Exploring Controversial Topics," "Analyzing and Creating TV Commercials," and "Raising Awareness of Gender Issues." The range of topics is wide: At least one will appeal to most teachers. Each project is designed to cover ten lessons and consists of comprehensive photocopiable materials for the students and clear explanatory notes for the instructor.

There are some terrific ideas, and obviously a huge amount of work has gone into the creation of this book. Classroom and homework assignments are well thought out, and the practical classroom experience of the editors is clear in the use of standard activities throughout all the projects such as "Discussion Preparation." The level of difficulty of all the projects is also similar, probably suitable for intermediate-level learners in Japan. The progress of learning tasks leading up to the final product in each project is well organized and is sure to provide a rich learning process. This makes the book particularly suitable for teachers who do not have much time for lesson preparation, but are interested in moving away from coursebooks and gaining the benefits of project work. The work for every lesson is clearly described and very little extra preparation would be required.

One problem with long projects of this nature is that many teachers may be unable or reluctant to spend an entire semester on a single project. Although each project contains a variety of activities, using these projects requires strong commitment to one primary idea over a period of as long as one semester. The highly structured lesson plans would need to be extensively customized to fit a shorter period. However, even if the projects are not used in their current form, this book still provides good examples of how projects can be realized in the university classroom and by providing many excellent activities and ideas they may inspire you to develop your own successful projects.

Reviewed by Brian Cullen and John Morris
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Clockwise, Elementary. Heather Potten and Jonathan Potten. Oxford: Oxford University Press, 2001. Student text: pp. 111. ¥1,990. ISBN: 0-19-434096-1. Teacher's Book: ¥1,800. ISBN: 0-19-434097-X. Teacher's Resource Book: pp. 79. ¥3,500. Cassettes: ¥3,000. ISBN: 0-19-434098-8.

Clockwise, Pre-intermediate. Bruce McGowen and Vic Richardson. Oxford: Oxford University Press, 2000. Student text: pp. 111. ¥1,990. ISBN: 0-19-434074-0. Teacher's Book: ¥1,800. ISBN: 0-19-434075-9. Teacher's Resource Book: pp. 80. ¥3,500. Cassettes: ¥3,000. ISBN: 0-19-434087-2.

As the back cover of *Clockwise* states, the goals of this series are to "develop fluency, refresh key grammar areas, and extend active vocabulary." In general, this series manages to be effective and enjoyable in meeting its stated goals, and I could comfortably recommend *Clockwise* to those looking for a multi-skills textbook for a general English course.

The Elementary and Pre-intermediate levels of *Clockwise* are generally organized in a similar way. Each unit begins with a statement of the unit's aims and an introductory activity, followed by practice of target language, and concluding with a speaking activity called "Speak Out." Within this framework there is some variation. For example, some units include pronunciation work, and the pre-intermediate book alternately focuses units on grammar, situational/survival functions, vocabulary, and listening/speaking. Since the units in *Clockwise* are designed to stand alone, teachers are not locked into doing the units in order and can omit units as they deem necessary.

While many of the topics and activities in *Clockwise* are not that different from those found in other textbooks, there are some features that set *Clockwise* apart. These include "Against the clock" activities, the treatment of vocabulary, a "Practice" section, and the Teacher's Resource Pack.

In "Against the clock" activities, students are asked to complete some task within a given time frame. For example, in a unit on traveling in the pre-intermediate book, students make a list of everything they

packed the last time they took a trip. Then, working in pairs for three minutes, student A asks student B "Why did you take ___?" and student B answers (p. 21). Although I liked the idea of timed tasks because I thought they might vary the pace of lessons and keep students on task, the success of these activities varied. In classes where the students were motivated English majors, "Against the clock" was popular—students seemed to enjoy the challenge of racing against time. However, in required, non-English major classes, "Against the clock" was less successful. These students seemed to regard "Against the clock" activities as "Time to chat with my friends" activities.

Another feature of _Clockwise_ that I appreciated was its treatment of vocabulary. As Lewis (1997) points out in _Implementing the Lexical Approach_, it is important to not teach vocabulary as singular, independent words, but to introduce collocations, chunks, and contexts with new vocabulary. _Clockwise_ does this rather well. For example, in a unit in the pre-intermediate book about using the telephone, learners are not simply introduced to words like "message," they learn chunks like "Could I leave a message?" (p. 27-29). This is in keeping with current knowledge about vocabulary teaching and with _Clockwise's_ stated goal of "extending active vocabulary." Furthermore, the series does occasionally make standard topics fresh by giving students new ways to talk about them. For instance, in talking about likes and dislikes, students are introduced to the chunk "___ person," as in "Are you a dog person or a cat person?" (Pre-intermediate book, p. 7) My students had never encountered this common, but not commonly taught, expression and it made the topic come alive for them.

Finally, like most teachers, I spend a lot of time creating supplementary worksheets and activities. Therefore, I appreciated the "Practice" section of the student book and the Teacher's Resource Pack. The "Practice" section contains additional exercises for each unit, and I found these exercises useful both as homework and as review activities. The Teacher's Resource Pack contains the type of fun activities that teachers usually have to seek out in a variety of supplemental books. Including these activities within the _Clockwise_ series saves the teacher considerable preparation time.

In conclusion, if you are looking for a multi-skills textbook to use in a general English course with fairly motivated students, you could do a lot worse than _Clockwise_. The listening cassettes are realistic and challenging, the speaking activities are fun, the three-page units fit well in a standard 90-minute class, and the variety of activities will keep most students interested. By including the "Practice" section, the Teacher's Book, and the Teacher's Resource Pack, _Clockwise_ makes life easy for teachers.

Reviewed by Thomas Delaney
Senzoku Gakuen

References
Lewis, M. (1997). _Implementing the lexical approach: Putting theory into practice._ Hove, England: Language Teaching Publications.

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 30th of April. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.

For Students
Course Books
*The Structure of English: Studies in Form and Function for Language Teaching. DeCarrico, J. S. U.S.A: The University of Michigan Press, 2000, (with Workbook).
!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.

Supplementary Materials
*TOEIC Mastery: Study Guide and CD-ROM for TOEIC Test Preparation. Rogers, B. American Language Academy Inc., 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.
!Arts and Crafts with Children. Wright, A. Oxford: Oxford University Press, 2001.

SIG News

edited by coleman south

CALL—JALTCALL 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 (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 or could be applied in the classroom are acceptable. Educators at all levels of instruction are invited to submit proposals. For details, please visit our website (see SIG contact list).

GALE, GILE, & PALE—These 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 or contact the coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee c/o: J. Nakagawa (see SIG contact list).

Junior/Senior High SIG—Two speakers with special insights were invited by the Junior/Senior High SIG to address the question *English in Elementary Schools: What Will It Mean for Secondary School Teachers?* on January 19 at Sakuragaoka Girls' Junior/Senior High School in Kita-ku, Tokyo. Yoshida Kensaku of Sophia University and Tom Merner of the Japan College of Foreign Languages described the current situation and speculated on what may lie ahead for secondary teachers as a result of English entering the elementary school curriculum.

There was good news and bad news according to Yoshida. The good news is that a shift seems to have taken place in the motivation for the Japanese government's language policy. That motivation has generally been towards creating a positive image of the country, a Japan that is recognized by the rest of the world through its study of foreign languages, particularly English. However, there is now also a perception that image creation isn't enough, that there is an essential need for more practical skill—what Yoshida termed "global literacy" in all four language skills. The latter has been the impetus behind the idea of starting foreign language instruction during the elementary school years.

The bad news according to Yoshida is that secondary teachers—junior high school teachers especially—may have to deal with students who come to school with "a very poor English education that they got in elementary school." Secondary teachers will have to expend more effort and more problems will have to be solved. That, the professor told the audience, is "not a very happy thing to look forward to."

Tom Merner, a teacher trainer and member of the authoring committee that created a Monbukagakusho handbook for English instruction in the elementary schools, outlined how English is to be implemented in elementary schools, described visits to pilot schools, and explained the training opportunities available to elementary school personnel. In contrast to the predetermined junior/senior high curriculum, the elementary school effort is based on the interest and curiosity of children. There are no linguistic goals included in the handbook and, as Merner explained, teachers are expected to "understand what children are interested in and to grasp what children would like to say in a foreign language." Teachers are directed to design and devise lessons to let that happen, to create an environment where students can say what they want to in English.

"Hope" was a word that recurred several times in Merner's presentation. With slightly over 10,000 out of 24,000 public elementary schools expected to pursue English "activities," Monbukagakusho is "hoping for the number of schools to increase and the frequency of lessons to increase." The Ministry "hopes" homeroom teachers will take on the task of conducting English activities, though it will be up to school principals to convince teachers and get their approval. Merner further expressed the hope that more will be done in the area of teacher training.

Both speakers offered valuable perspectives on a curriculum change that can be viewed in a variety of ways and that will surely be a topic of ongoing discussion and debate. The fact that some students are going to get an earlier start with English suggests the possibility that more people will ultimately acquire greater communicative ability. There are clearly, however, numerous questions as to how effectively the new curriculum will be implemented.

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 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 SIG contact list).

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edited by coleman south

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Teaching Children—Aleda Krause; t/f: 048-787-3342; <aleda@tba.t-com.ne.jp>

Testing and Evaluation—Tim Newfields; t/f: 052-861-2465(h); <testsig@jalt.org>; <www.jalt.org/test>

Video (Currently requesting to be disbanded or merged with another SIG)—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); <walsh@hagoromo.ac.jp>; <www.jalt.org/video>

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Chapter Reports

edited by richard blight

Kagoshima: January—*Asian Englishes Haiku Workshop* by David McMurray. Why should students be encouraged to read and write poetry? Firstly, poetry (and particularly *haiku*) pares away peripheral language to focus fully on meaning. While forming grammatically accurate sentences usually facilitates ease of understanding, the rules can be stretched somewhat when creating poetic images. McMurray argued that it is beneficial to give students the freedom to experiment with language. *Haiku* can also be used to give students a sense of pride and achievement. Rather than creating sentences in isolation, students create a complete piece of work, full of meaning and imagery, which is accessible to both native and nonnative speakers alike. McMurray argues that having a sense of pride in the language that one produces is essential in developing confidence, and that it is important to recognise "Japanese English" as a contemporary form of Asian English.

McMurray also raised a technical issue related to the writing of *haiku*. This is the question of whether writers should adhere strictly to syllable counts and stress patterns. In the traditional approach, no distinction is made between strong and weak stressed syllables. Consequently, whether a syllable is stressed or not does not matter, since all syllables are counted. However, when thinking in terms of syllable stress the writer creates a more poetic rhythm. McMurray argued that this approach is relevant to language teaching as it requires students to think about how they will say what they are writing. Whether or not this conscious attention to rhythm is translated into speech would have to be researched; nevertheless, the act of raising consciousness of this issue could help many students to improve their spoken En-

glish. In the second half of the presentation, attendees were asked to consider a list of *haiku*, written largely by people in Kyushu, and to choose the one they liked the best. Having done so they were asked to work at improving the poem. It was generally agreed that both the originals and the "improvements" were fine examples of *haiku*.

Reported by Nick Walters

Nagasaki: January—*Distance Learning: A Workshop* by John and Paula McAndrew. The presenters provided a comprehensive look at the distance education programmes offered by Macquarie University of Sydney, Australia, which is an affiliate member of JALT. Macquarie has offered Masters and Doctoral programmes for many years (some of which have been taken by students in the Nagasaki area), and is notable for such well known (past and present) faculty as Chris Candlin, Anne Burns, and David Nunan. The McAndrews outlined entry requirements, features of various programmes, unit descriptions, and answered questions about their own experiences as distance students. In addition to the 13-page handout, we also looked at a printout from the website for a current course offered as part of the Masters programme, and discussed the pros and cons of distance learning in general. Finally, we examined literature from other schools, including Aston, Birmingham, Lancaster, Leicester, Reading, and Temple University Japan.

Reported by Tim Allan

Nagoya: January—*Developing English Skills in Young Learners* by Michelle Nagashima and Marc Helgesen. The meeting started with a presentation on warm-up activities by Helgesen. Nagashima then discussed details of her work aimed at increasing opportunities for speaking, reading, writing, and developing learner independence at the elementary school level. Videos were shown of classroom activities, and we tried a few songs and activities ourselves. Helgesen then conducted an activity-based workshop exploring techniques for using the *inner voice* in the classroom, encouraging sensory awareness and mental rehearsal. We were interested to learn techniques that allow students to get more out of regular textbook exercises, and that concentrate on developing material before an activity is practiced.

Reported by John Ahern

Okayama: January—*1) A Report on Action Research into Teaching Spoken English Norms* by C. J. Creighton. An action research (AR) project into teaching spoken English norms in the EFL classroom was discussed. Creighton provided a working definition of AR, and subsequently discussed why AR is valuable and the steps required in order

to develop an AR project. A specific case study was described in detail, including the procedures used for calculating statistical results. The attendees were particularly interested in progress made by the students. The presentation served to underline the possible benefits of addressing a classroom question through AR. We also agreed that AR is a good way to validate classroom observations, and that it provides immediate, concrete benefits for both teachers and students.

2) How to Get Published in The Language Teacher by Scott Gardner. Gardner, who is a co-editor of *The Language Teacher*, began by providing a practice editing task. This proved beyond the capabilities of the attendees and helped us to appreciate the difficult decisions facing editors when attempting to consistently publish a high quality journal. Gardner then introduced the latest edition of the American Psychological Association (APA) style guide, and briefed us on the process that a submission undergoes on its way into print. Next he discussed what the editors are looking for when selecting articles for publication. Submissions are encouraged from first-timers, and also from areas outside universities and colleges. There is also a "Peer Support Group," which provides professional support in order to facilitate the process of developing an interesting idea into a published article. Gardner's interesting discussion, thoughtful answers, and encouraging remarks were particularly motivating.

Reported by C. J. Creighton

Omiya: October—*Cultures Alive! Multicultural Education for Children* by Michele Milner. Milner's thoroughly enjoyable presentation introduced the theory and practice behind a movement-centred curriculum with a multicultural component that she has developed. In the introduction she told participants that she believed children were experiential learners and that physical movement was one of the most important ways that they learn. Movement-based activities allow them to experience the concepts and emotions associated with language study. By adding multicultural studies the purpose of studying English is broadened into international education. Multicultural studies and kinesthetic experiences are integrated into Milner's curriculum through the use of folk tales and folk dance.

Following the introduction, participants joined Milner in some activities centred on a Chinese folk tale, "The Stonecutter's Tale," and a folk tale from Mali. The activities included chorus telling, dramatic action, retelling with cards, Yanko (a Chinese folk dance), cooperative activities, African chant and drumming activities, isolation movements, and circle dance. All of the activities were

enjoyable and Milner found a way to involve even the shy participants. While the activities were designed for children's lessons, many participants felt they could be integrated into lessons intended for other age groups as well.

Reported by Michael Stout

Osaka: January—*The TALK Learning System* by Johann Junge. We brought portable cassette players to the meeting and experienced an alternative method for learner-centered language learning. The *Talk Learning System* is comprised of two sets of materials, the Talk Sets and the World Talk Cards, which can be used separately or in combination. The Talk Sets are B5-sized materials with pictures and English language. They are used in activities designed to encourage pairwork and creative use of target language forms. The World Talk Cards are smaller than the Talk Sets and have colored pictures and no English language, so they can be used to learn any language at various levels. Using the World Talk Cards along with accompanying cassette tapes, we formed small groups and used the system to learn some German language expressions. Junge acted as facilitator, walking around the room assisting groups and answering questions.

There was also discussion about how students can become good language learners by taking responsibility for their own learning. Some self-evaluation forms that are being used in university English classes were considered. Students use the forms to track their own activities (including both class work and homework), and the time they spend on each activity. The classroom atmosphere is particularly important with these types of learning systems: Teachers should refrain from acting with "anxious helpfulness," and should instead share power and interact with students as though they were on the same level. The *Talk Learning System* was shown to be a useful resource for conducting student-centered language classes.

Reported by Peter Sakura

Shizuoka: January—*A Psychodynamic Approach to Enhancing Perceived Value: Shifting Beliefs and Perceptions in Language Learning* by Paul Doyon and Brad Deacon. Doyon and Deacon created an environment for in-depth consideration of the various needs, beliefs, and perceptions of students. The presenters began by defining the term *psychodynamic* and discussing the question of whether beliefs lead to perceptions or perceptions lead to beliefs. The audience was then asked to discuss (in groups) this question in light of their own teaching experiences. The next part of the presentation discussed the Lewinian/Kolb Experiential Learning Model. This learning model con-

tains four components—experience, reflection/observation, conceptualization, and experimentation. It is represented as a circle because it is a continuous process. The presenters discussed important key terms such as: *reciprocity*, *compliance* vs. *defiance*, and *intrinsic motivation*. This lead into consideration of the *psychoacademic* needs of students and how the presence or absence of such needs affect students' beliefs and perceptions about their own learning. The psychoacademic needs include autonomy, competence, belonging and relatedness, self-esteem, involvement, and enjoyment. We considered these needs and the role they have played in teachers' experiences. Doyon and Deacon finally gave some examples of their own classroom experiences. An important conclusion was that students expand their learning choices through the enhancement of value perception, and thus develop autonomy. To conclude, we wrote down our impressions of the presentation, and these were subsequently circulated by email so that we could further reflect upon what we had learned.

Reported by Amy E. Hawley

Yokohama: December—*Aspects of Teaching at Vocational Schools and Universities in Japan* by Lorraine Koch Yao. Koch Yao's more than twenty years teaching in Japan and the insights developed as a result of such lengthy experience were reflected in her engaging presentation which focused primarily on the textbook writing process and issues related to faculty associations and unionisation. Attendees were given a copy of a chapter from a textbook developed by Koch Yao and her colleagues for the purpose of examining some of the many issues involved in the writing and development of classroom materials. The pros and cons of this often lengthy process were analyzed, especially issues which arise from a teamwork writing perspective. After a short break, Koch Yao switched gears to talk about faculty associations, unionization at post-secondary institutions, and general impressions from her extensive experience working in such environments. The issue of conflict resolution between and among teaching staff and administration was addressed, including a handout from a vocational school employees' handbook (which Koch Yao helped formulate), which set guidelines for dealing with such conflicts. Two additional handouts and resulting discussions focused on the issues of disciplinary action and also guidelines for reimbursement for expenses incurred when involved with JALT functions. Koch Yao was able to tie the two general strands of her presentation together by showing that different institutions have varying approaches to curriculum development and teacher issues,

and indeed that an institution's approach to such issues is also changeable (for better and for worse) with the changing times. A spirited Q and A session followed her presentation to close out an informative afternoon.

Reported by Eddy White

Chapter Meetings

edited by tom merner

Chiba—*The Role of Japanese in Communicative ELT* by Mike Critchley, Josai International University. Research into the issue of English only vs. L1 presence in the classroom is revealing a clear role for L1 in communicative ELT. The presenter will offer a framework to help define this role as it relates to Japanese learners. Participants will be asked to share examples from their own teaching contexts in Japan, and will leave with concrete suggestions and sample materials. *Sunday April 21, 14:00-16:00; Chiba Community Center (near Chiba Shiyakushomae on the JR monorail); one-day members 500 yen.*

Gunma—*Back to School Bonanza!* Teaching ideas, materials exchange, and BBQ dinner. Get a fresh start for the new school year with teaching ideas from fellow JALT members. Each speaker will talk for 15 minutes. Bring teaching materials that are sitting unused on your shelves to trade with other teachers. Then, continue the fun with a BBQ dinner. *Sunday April 21, 14:00-17:00; Maebashi Institute of Technology (Maebashi Koka Daigaku; 460-1 Kamisadori, Maebashi); Dinner: 18:00-20:00 at Chosen Hanten, (350-5 Kamesato-machi, Maebashi); 3500 yen. RSVP Renee Sawazaki <renee@alum.calberkeley.org> by April 14.*

Ibaraki—Tim Kiggell of Macmillan LanguageHouse, a consulting author on the *Get Real!* series, will introduce and demonstrate the very popular *Nexus* and the *Cubic Listening* series. *Sunday April 21, 13:30-17:00; Ibaraki Christian University (Hitachi Omika); admission free.*

Kagoshima—*Phonics* by Lynda Yoshida. Lynda will demonstrate how to teach children to strengthen their reading skills using the phonics method. She will also discuss how the method enables children to read and write further and eventually become independent learners. Practical activities will be introduced. *Saturday April 20, 14:00-16:00; To Be Announced; one-day members 800 yen.*

Kanazawa—*From Apathy to Autonomy: Student Beliefs and Perceptions of Language Learning* by Paul Doyon, Asahi University. Students' beliefs about themselves as learners, about language learning, and about learning in general, will affect how they perceive our classrooms. By using anecdotes from our own lives and classrooms, we will introduce the concept of value perception enhancement and how to turn apathy into reciprocity through the use of mediating cognitive and affective strategies. *Sunday April 21, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); one-day members 1000 yen.*

Kitakyushu—*On the Edge: Integrating Technologies in the Curriculum* by Paul Collett and Malcolm Swanson. Technology is always embraced in the classroom, but the current wave of Internet and multimedia-based tools make it easy for teachers to fall behind. The presenters will introduce ideas for utilizing these appealing technologies. Collett discusses creating wireless content-based sites students can access through portable devices, particularly cell phones. Swanson describes a course on multimedia technology used in a junior college. *Saturday April 13, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—Kobe chapter will sponsor a one-day mini-conference on Language Education in Secondary Schools. The titles of the presentations are as follows: 1) Making an Effective Presentation Skills Program, 2) Bridging the Gap between the Classroom & the Real World, 3) A Comparative Study of English Textbooks Used in Japan, Korea and Taiwan Focusing on Fifth and Sixth Grades, 4) Adapting Textbook Activities for Speaking Practice, 5) English Communicative Competence for Senior High School Students: Issues and Suggestions, 6) Classroom Management in Language Classrooms, and 7) Programs for Cross-cultural Understanding in Kobe Fukiai Senior High School. *Sunday April 28, 13:00-17:00; Kobe YMCA 4F (between Sannomiya and JR Shin-Kobe); one-day members 1000 yen.*

Kyoto—*Testing for Reliability: Test Item Analysis on a TOEIC Listening Test* by Paul Hackshaw. This presentation describes a small-scale Item Test Response analysis conducted on the TOEIC test. The study examines how university students performed on a section of the TOEIC listening test. The correlation between the difficulty of individual items and the measured ability of the students and their ranking based on their performance on the test was investigated. Some examples of poorly written test items will be shown during the presentation. *Friday April 26, 19:00-20:30; Kyoto Kyoiku Bunka Center (Marutamachi, Sakyo-ku); one-day members 1000 yen.*

Nagasaki—To be confirmed. We have another great meeting planned for April; 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. Please note that most of our meetings this year are going to be held at a new location, directly across from Nagasaki JR and Amu Plaza. Hope to meet you there! *Saturday April 27, 13:30-16:30; Kotsu Sangyou Center, Nagasaki Bus Terminal Building, 4F, Volunteer Center; one-day members 1000 yen.*

Nagoya—*Teaching Reading Skills. What and How?* by Rob Waring. Differences between several different approaches to reading will be introduced and the benefits and limitations of each will be compared. A guideline summary will be constructed to act as a framework for building a reading syllabus. The second part of the session will deal with how to put this into practice. It will look at ways to teach reading skills and monitor the students' improvement. *Sunday April 21, 13:30-16:00; Nagoya International Center, 3F; one-day members 1000 yen.*

Niigata—*Team Teaching and Japanese Learners' Motivation* by Miyazato Kyoko, Hakuoh University. Miyazato will present her study that investigates the motivation of Japanese learners in classes taught both by native speaker teachers of English and Japanese teachers of English. Two hypotheses for the dynamics taking place in these classes will be put forth, with a discussion of what may motivate and demotivate learners in a team-teaching environment. *Sunday April 14, 13:30-15:00; Niigata International Friendship Center; one-day members 1000 yen.*

Okinawa—*Adapted Activities for EFL and Culture Classes* by Marilyn Books. Activities are widely used in EFL classes as they encourage cooperation, performance, and real communication in all levels of classes from high school to university. A handout will be ready for use in your next class. *Sunday April 21, 14:00-16:00; Okinawa Christian Junior College; one-day members 1000 yen.*

Omiya—*Hanami Party.* Come enjoy the cherry blossoms with our group! Cheese, senbei, mikan, and soft drinks will be provided. (Please feel free to bring your own alcohol.) JALT Members and their families pay 500 yen per person OR bring a dish. (FREE for Children under 12 and seniors.) One-day members pay 1000 yen. (500 yen discount with a dish.) For more information, please contact Paul Lyddon at <palyddon@hotmail.com> (or 090-5335-5130 on day of event). *Sunday April 7, 14:00-17:00 (No rain makeup); Omiya Koen: Meet at "Mamenoki" in center of JR Omiya Station at 13:30 to go over with group.*

Yamagata—*Cultural Appropriacy in Teacher Training and ELT Methodology for the Japanese Education System* by Anthony Crooks, Miyagi University of Education. The presenter wishes to examine the needs of those involved in the training of teachers and development of ELT programs within Japan to formulate approaches which are both practical and effective within the social and educational context in this country. While suggestions for how this may be achieved will be provided, feedback and suggestions from the audience are also welcome. *Saturday April 6, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.*

Yokohama—*Video Production: Why and How* by Alec McAulay. This presentation will introduce some theoretical perspectives on video production for use in EFL classrooms, before providing an explanation of how to undertake video production in the classroom. *Sunday April 14, 14:00-16:30; Ginoo Bunka Kaikan, Kannai, Room 603; 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 April 15th is the deadline for a July conference in Japan or an August conference overseas, especially for a conference early in the month.

Upcoming Conferences

April 22-24, 2002—*37th RELC International Seminar: Methodology & Materials Design in Language Teaching*, at the SEAMEO (Southeast Asian Ministers of Education Organization) Regional Language Centre in Singapore. Plenaries, parallel papers, and workshops on many subtopics, among them the Place of Literature in Methodology & Materials Design, How Methods and Materials Change in the On-Line Environment, Development of Distance Learning Materials, and Turning Curriculum Guidelines into Materials. Invited speakers hail from four continents and include Richard Day (USA), Denise Murray (Australia), and Brian Tomlinson (UK). The website at <www.relc.org.sg> is detailed. Contact: Seminar Secretariat, SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352, Republic of Singapore; t: 65-885-7830/885-7813; f: 65-734-2753 or email <admn@relc.org.sg>.

April 25-27, 2002—*Arizona TESOL 2002—Language: A Bridge to Peace,* at the Inn Suites hotel, Tucson, Arizona, USA. Papers, workshops, pre-conference visits, publishers' exhibits, etc. Plenaries by Tom Gouttierre, Head of International Studies and Programs and Director of the Center for Afghanistan Studies at the University of Nebraska, will speak on the conference theme, while Jun Liu, University of Arizona, will examine linguistic and cultural meanings of silence and its importance to the multilingual and multicultural classroom. Registra-

tion and the conference program are available via the website at <www.cesl.arizona.edu/ AZTESOL.htm>. Otherwise, email Sarah Kim at <smkim@email.arizona.edu> or write CESL-PO Box 210024, Tucson, AZ 85721-0024, USA; t: 1-520-621-2698.

April 26-28, 2002—*GASLA-6 (2002): Generative Approaches to Second Language Acquisition*, at the Conference Centre, 90 University Street, University of Ottawa, Ottawa, Ontario, Canada. Posters, papers, and plenaries, including Harald Clahsen on "Grammatical Processing in First and Second Language Learners," range from examinations of classroom-specific behavior to constructions of theory. The complete program is available at the website, <aix1.uottawa.ca/~gasla6/main.html>. For further information, contact Linguistics-Modern Languages and Literatures, PO 450 Stn A, Ottawa ON. K1N 6N5, Canada; t: 1-613-562-5800, ext. 3742; f: 1-613-562-5138; <gasla6@uottawa.ca>.

April 27, 2002—*ATEM 2002: The 8th ATEM (Association for Teaching English through Movies) Annual Conference* will be held at Senshu University in Kawasaki City, Japan. See <www.atem.org> (in Japanese). For further information write <office@atem.org> or call 81-(0)52-779-1160 (Mr. Kawai).

May 3-4, 2002—*3rd International ELT Conference: Reassessing Assessment*, at Isik University, Maslak, Istanbul, Turkey. Presentations and panel discussions in areas such as Materials Evaluation & Curriculum Development, Sociolinguistics and Intercultural Communication, and of course, Testing in ELT. Plenaries by James Dean Brown, Adrian Palmer, and Milada Broukal. The conference website lies at <www.eltc2002.isikun.edu.tr>. Otherwise, contact Burcak D. Gurkya, Vice Chair, Isik University, EFL Department, Buyukdere Cad. 80670, Maslak, Istanbul, Turkey; t: 90-212-286-2961; f: 90-212-286-2971.

May 18-19, 2002 (with subsidiary events before and after)**—*7th Annual International JALT CALL SIG Conference—JALTCALL2002: Local Decisions, Global Effects*,** to be held at Hiroshima Jogakuin University, 4 -13-1 Ushita-Higashi, Higashi-ku, Hiroshima 732-0063, Japan. This year's conference emphasizes how computer technology is applied in the classroom. Watch for website information at <jaltcall.org/conferences/call2002/> or email <confchair@jaltcall.org> or Timothy Gutierrez at <timothygutierrez@yahoo.com>.

Calls For Papers/Posters—Reminders

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. 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.

Upcoming Conferences—Reminders

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. See the conference website 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. Website at <www.tesol.org/conv/index-conv.html> has extensive information. For more, use the online email 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.

May 11-12, 2002—*JALT Pan-SIG Conference 2002*, to be held at the Kyoto Institute of Technology, Matsugasaki, Sakyo-ku, Kyoto, brings together three JALT SIGs investigating bilingual matters but organized into three individual mini-conferences:

a) Bilingual Development Forum 2002 (BILDF): Practical and Theoretical Aspects of Bilingual Development and Education. 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>.

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

c) Testing and Evaluating SIG Conference 2002: Language Testing in Asia in the 21st Century.

The website lies at <jalt.org/test/conference.htm>, or contact Yvonne Annable; Shumei Eiko High School, 1012 Oaza, Ueno, Ageo-shi, Saitama-ken 362-0062, Japan.

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. Information: website at <members.home.net/teslcanada/2002%20Conference> or from Jake Kutarna, <scenes@sk.sympatico.ca>, or the TESL Canada office at <teslcanada@home.com> or t/f: 1-604-298-0312.

Job Information Center

edited by paul daniels

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

Aichi-ken—The Department of Cross-Cultural and Social Studies, Aichi University of Education, invites applications for a full-time associate professor to commence from October 1, 2002. **Qualifications:** native-speaker English competency; MA or PhD in TEFL/TESL; appreciable number of publications; substantial teaching experience; working knowledge of Japanese. **Duties:** teach a minimum of six English Communication classes for majors and nonmajors. **Salary & Benefits:** salary and commuting allowance are based on the university's scale. **Application Materials:** Please send a self-addressed envelope for full details of application materials (address as below). Requests for further information can be enclosed at the same time. **Deadline:** Application should be postmarked not later than 19th April, 2002 (by registered post). **Contact:** The Personnel Office, Aichi University of Education, 1 Hirosawa, Igaya-cho, Kariya, Aichi 448-8542.

Aichi-ken—The Department of British and American Studies at Nanzan University in Nagoya is seeking a full-time, tenure-track professor in the field of English as a Foreign Language. Contract will begin April 1, 2003. **Qualifications:** PhD in TEFL or applied linguistics; publication of 15 or more academic papers in the field; native speaker of the English language; competence in Japanese preferred. **Duties:** teach graduate and undergraduate level courses in TEFL/TESOL methodology; teach general English courses at undergraduate level; participate in the University's entrance examination system. Duties may also include coordinating English-language instruction programs and serving on committees, including the English entrance examinations editing committee. **Salary & Benefits:** salary to be determined according to University pay scales; research allowance; library allowance; two-year contract renewable until tenure decision is confirmed. **Application Materials:** resume; two letters of recommendation; official evidence of degrees awarded; up to three samples of publications; a statement of up to 250 words concerning your career goals. **Deadline:** April 15, 2002. **Contact:** send all the documents to Sasaki Tsuyoshi, Chair, Department of British and American Studies, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466-8673. The University's website is <www.nanzan-u.ac.jp>.

Koshigaya, Saitama—NIC Eikaiwa is seeking a part-time kindergarten English teacher starting mid-April. **Qualifications:** native-speaker English competency. **Duties:** 3 hours of team teaching on Thursday mornings. **Salary & Benefits:** 3000 yen/hour plus transportation; fully paid training in March. **Other:** fun and easy program, experience is not essential. Japanese ability is not necessary. **Contact:** Shimada in Japanese t: 0489-66-3450 or Peter McEntyre in English t: 090-4425-7830 or email resume and enquiries to <pyms@ceres.dti.ne.jp>. Fax resume to 047-341-9294 if email is not available.

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.

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>.

Submissions

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

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

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

Feature Articles

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

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

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

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

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

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

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

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

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

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

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

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

Departments

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

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

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

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

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

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

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

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

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部名、(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にてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

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

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

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

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

Membership Information

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

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

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

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

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

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

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

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

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、コロキアム、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、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

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

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

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

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

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

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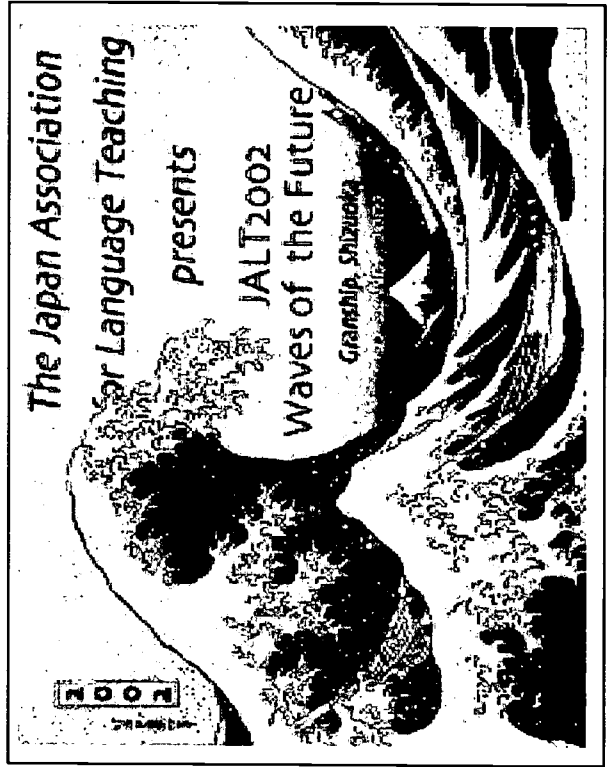
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