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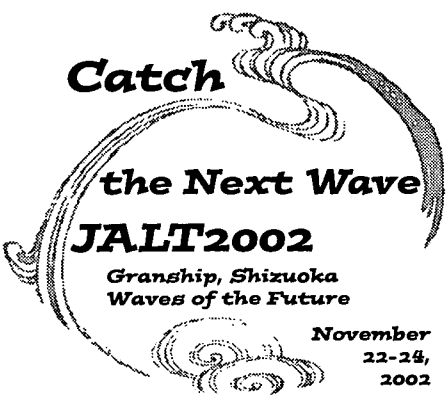

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July, 2002
Volume 26, Number 7
全国語学教育学会
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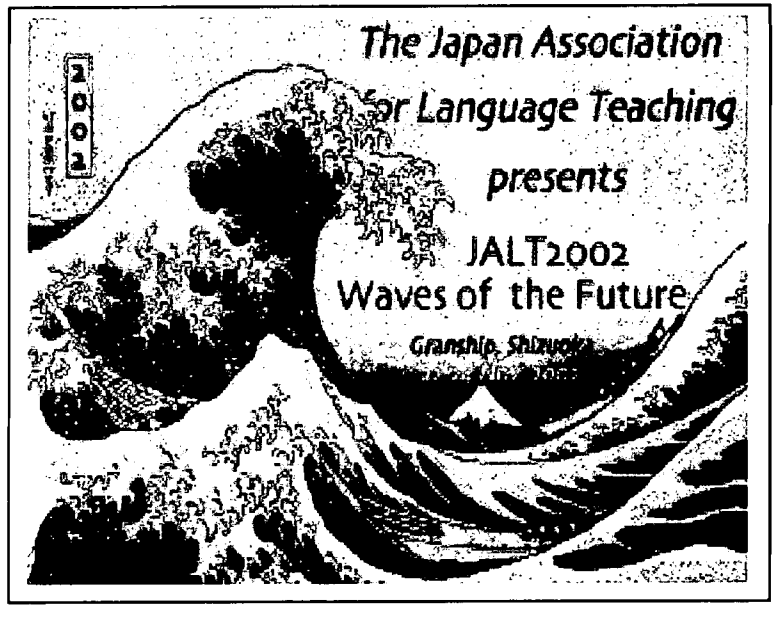
PLENARY

WILLIAM GRABE is a professor of English at Northern Arizona University, author of *The Theory and Practice of Writing* (with R. B. Kaplan, 1996) and the soon to be published book in the Longman series of Applied Linguistics in Action entitled *Reading* (with Fredricka Stoller) and a leading researcher in issues of L2 reading, writing and literacy.

JANE WILLIS is a Teaching Fellow in the Language Studies Unit in the School of Languages and European Studies at Aston University, Birmingham (UK). She's researched and published on task based learning and is the co author of the just published Oxford imprint "English for Primary Teachers," a language course for teachers of young learners who are now required to teach English.

SPEAKERS FEATURED

HENRY WIDDOWSON • KRISTOFER BAYNE • CURTIS KELLY
• LANCE KNOWLES • MICHAEL ROST • KATHLEEN GRAVES
• TERRY ROYCE • ROBERT WARING



THE 28TH ANNUAL JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING/LEARNING

Granship Conference Center, Shizuoka, Japan

November 22-24, 2002

Japan Association for Language Teaching
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***ALSO FEATURING* JALT JUNIOR, THE 2ND ANNUAL TEACHERS OF CHILDREN MINI-CONFERENCE**

Welcome to July, and to our pre-conference issue, providing a glimpse into JALT2002. As per tradition, we like to give our readership a taste of what is to unfold in November's conference. As you know, foreign language learning is a virtual ocean with so many interest areas, topics, and practices (not to mention shifting currents, storms, and reefs) so, appropriately, the theme for this conference is *Waves of the Future.*

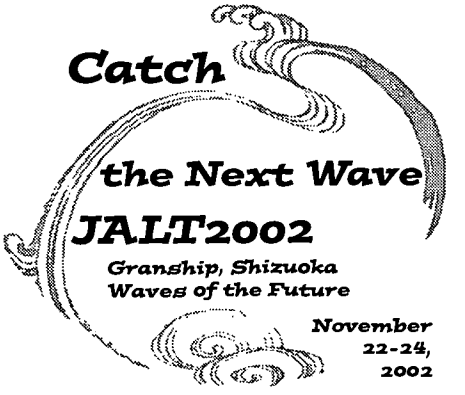
The first two papers are by our plenary speakers, **William Grabe** and **Jane Willis**. Grabe's paper, "Foundations for L2 Reading Instruction," explores reading fluency, discussing popular notions about L2 reading which may influence the reader and major goals supported by recent research. Willis attends to the issue of classroom teacher talk, probing deeper into ESP for primary school teachers and "teacher language," and into current trends in ELT likely to ripple through textbooks, practices, and policies.

Rob Waring, from Notre Dame Seishin University, reviews the *common sense* principles behind vocabulary instruction and asks whether actual teaching practices are based on these concepts. **Kristopher Bayne**'s "ELT Textbook Rubrics: the Nature of the Beast" analyzes the issue of rubrics, or written instructions that precede tasks, and reminds us that they are best understood as *lynchpins* to deeper issues such as author intent, teaching styles, and learner autonomy.

If you ever wanted to think more deeply about the subject of English, catch the wave in **Henry Widdowson**'s "The English we Teach," which argues that English as a subject does not "naturally occur," and that we should consider how EFL can be made locally appropriate to Japanese students. We then surf with **Kathleen Graves** from the School for International Training as she demonstrates how to develop a reflective practice through disciplined collaboration. She proposes that an experiential cycle developed by Lewin/Dewey can be a valuable means of exploring and understanding our teaching practices. Next, **Terry Royce** considers how to develop visual literacy for the 21st century. Royce outlines our current *visual culture* in textbooks, multimedia, and the Internet.

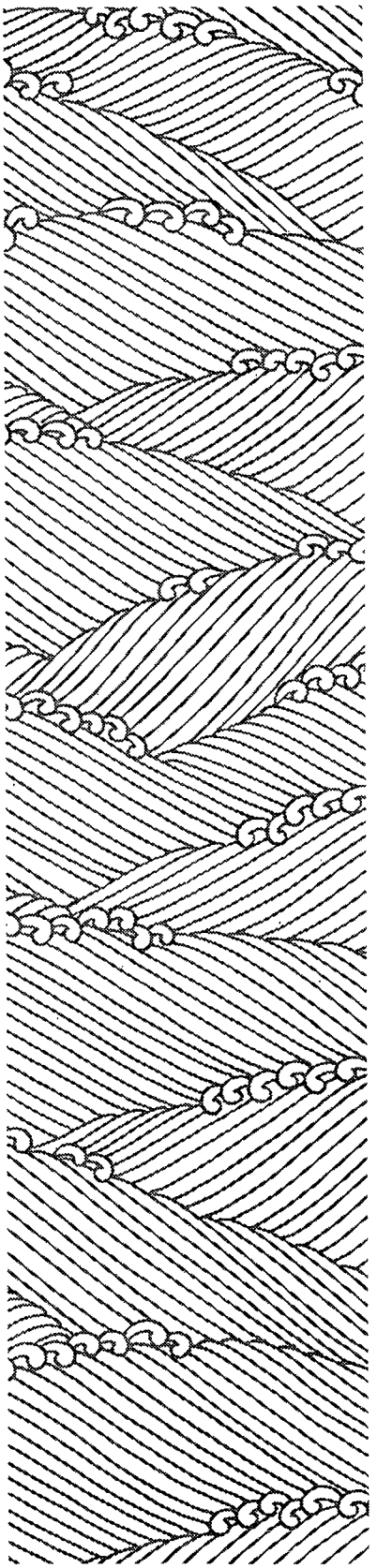
Michael Rost looks at student collaboration and shows how this underutilized activity can benefit students more, both in and out of the classroom. Teachers apprehensive about the floods of technology and multimedia currently flowing through ELT should read **Lance Knowles**' "Combining Multimedia and Classroom Activities." And finally, **Curtis Kelly** addresses TEFL training of primary school teachers in Japan by proposing that we look both forward (to new technologies providing variety and support) and back (to the wealth of literature already amassed on educating children), without forgetting what each teacher's needs are in the here-and-now.

contents



The range these ten authors represent is truly amazing, and we hope that they keep you cool throughout this summer. Remember, the authors presented here are just a splash of what's to come at JALT2002. See you in Shizuoka!

TLT Co-Editors
Robert W. Long III
Scott Gardner



The Language Teacher 7月号、そして、JALT2002を紹介する年次大会特別号へようこそ。ここで11月の年次大会の内容を皆さんにご紹介できることを喜びに感じます。今大会のテーマが「未来の波」であることからもご理解いただけるように、外国語学習は非常に興味深い領域、話題、そして実践を伴う大海のようなものです

最初の二つの記事は、プライマリスピーカーであるWilliam GrabeとJane Willisによるものです。Grabeの「L2読解指導の基礎」では、近年の研究によって明らかにされている第二言語による読解の一般的な性質について議論し、高度な読解について検討を加えています。Willisは、教室におけるティーチャートークに焦点を当て、小学校の教師と「ティーチャートーク」、そして教科書、実践、ポリシーを通じて影響を与えそうなELTにおける現在の傾向をより深く検討しています。

Rob Waringは、語彙指導の背景に存在する「常識的」原則を概観し、実際の教育実践においてそれらの概念が反映されているかについて議論しています。Kristopher BayneはELT教材におけるRubrics (指示文)を分析し、そこから、動機付け、教授スタイル、学習者自律を理解する鍵を示しています。

もし、皆さんが「英語」という科目についてより深く考えてみたいと思っていらっしゃるなら、Henry Widdowsonの「The English we Teach」でその動向を把握してください。そこでは、英語という科目が決して自然と存在するものではなく、我々がＥＦＬをいかに日本人学習者に適合させていくかを考えなければならないことを示唆しています。次に、Kathleen Gravesのインターナショナル・トレーニング校からの論文にサーフしてみましょう。ここでは、内省の実践をいかに展開していくかを提示し、Lewin/Dewey によるexperiential cycleが、私たちの教授実践を検討し理解するための価値ある道具として提案されています。次に、Terry Royceは、21世紀においていかに視覚リタラシーを向上させるかを考察しています。ここでは、現代の教科者やマルチメディア、インターネットにおける視覚文化についても概観しています。

Michael Rostは学習者の協同作業に目を向け、あまり利用されていないこの活動がいかに教室内外で学習者に効果があるかを示しています。現代のテクノロジーの氾濫とマルチメディアの流れに不安を感じる教師は、Lance Knowlesの「マルチメディアと教室活動の融合」をお読みください。そして、最後に、Curtis Kellyは、教師のニーズが「今ここに」あることを忘れることなく、過去と将来の両方を見据えた小学校の教師のEFL教授訓練に目を向けています。

今月号に掲載されている10人の論文が扱っている領域は非常に素晴らしいものです。そして、この10人は、JALT2002で発表するのです。皆さん、ぜひ、静岡のJALT2002でお会いしましょう。

TLT Co-Editors
Robert W. Long III
Scott Gardner

JALT2002 Main Speakers

Foundations for L2 Reading Instruction

William Grabe, *Northern Arizona University*

Reading is one of the most important language skills in academic settings. It is also one of the most complex skills in which to develop strong second language (L2) fluency. Unlike speaking and writing, the reader is not able to control the message or the language used. It is also a skill that, like listening, must be carried out under real time pressure if it is done fluently. However, unlike listening, there are no opportunities to ask for clarification or additional information. Moreover, the range of vocabulary encountered in reading is much greater than is typically used in speaking and listening settings (Stanovich, 2000, p. 252-258). Given this starting point, it is fairly clear that the development of L2 reading abilities represents a serious challenge for both the learner and the teacher.

If teachers and curriculum developers are to help students make significant progress in reading instruction, they need to understand how reading works. Only in this way can we make informed decisions to guide effective reading instruction. One of the key starting points in this process involves understanding the fluent L1 reading process. While recognizing that there are major differences between L1 and L2 reading, a clear picture of fluent and effective reading must be a central consideration of all instruction, and there is far more information to draw on from L1 reading comprehension research.

At the same time that theory will inform us about the fluent reading process, and about distinct issues for the L2 reader, it does not tell us how to teach reading. At best, we can draw a set of implications for instruction. So, in addition to a strong knowledge base in reading, we need to know how to con-

第二言語による読解能力を高度に発達させることは、学習者の直面するもっとも複雑な学習過程の一つです。そのような学習過程を成功させるためには、学習者と教師が、多くの情報や教授法を活用しなければなりません。本稿では、そのような教師が活用すべき情報の一つである、高度な読解の過程の性質と学習指導の結果の理解について議論します。本稿では、まず、読解の目的と読みの過程を構成するものの２つに焦点をあてて読解の定義を提示し、高度な読解の一般的な性質について簡単に述べます。次に、その定義を拡大し、高度な読解能力への簡潔な方向づけをおおまかに述べます。さらに、読み方の理論を議論する際によく問題となる、４つのよく知られた、また問題でもある概念についても論じます。また、本稿では、第一言語と第二言語の読解の違いについても考察し、最近の読解能力に関する理論に支持される、読解指導のもついくつかの意義ついて述べます。

nect implications from theory to real instructional practices in a reading curriculum. Of course, spelling out all of these possibilities is beyond the scope of a single short article. The primary goal of this paper will be to address key research foundations and their implications for instruction and curriculum development, recognizing that the application of effective instructional practices within a coherent curriculum represents the other half of the picture.

The Nature of Reading and a Definition

Any description of reading abilities can begin with a simple purpose statement, such as the following: Reading is "the process of receiving and interpreting information encoded in language form via the medium of print" (Urquhart & Weir, 1998, p. 22). However, it should be evident that such a simple definition of reading will not take us very far. Complex skills and processes require more complex definitions, though such definitions must still be informative. Useful extended definitions of reading can be developed at two levels: 1) purposes for reading (why we read), and 2) components of reading ability (what skills are involved). A yet more complete picture is created by considering key processes involved in reading comprehension (how we read).

Purposes for reading

We read for a variety of purposes: Scanning, skimming, reading for general understanding, reading to learn, reading to integrate information, and reading to evaluate critically. There are several other types of reading purposes that could be considered: Reading as search process, expeditious reading, reading to write, reading while writing, and perhaps one or two other possibilities (see Alderson, 2000; Grabe, 2000; Urquhart & Weir, 1998). The key point is that there are multiple purposes for reading. As we read for different purposes, we often vary the ways that we use the cognitive processes and knowledge resources central to reading. At the same time, the actual processes and resources for reading themselves do not generally vary, just how they are used in combination. So we can still talk about reading as a single ability, while also recognizing levels of variability in response to differing purposes and tasks. To understand this consistency across purposes, a definition of reading must include a description of the component skills comprising reading abilities.

Components of reading ability

A definition of reading must recognize that a reader engages in processing at phonological, morphological, syntactic, semantic, and discourse levels, using the full range of linguistic knowledge bases. For example, fluent readers are rapid and efficient word recognizers: They do not guess upcoming words because their recognition skills are actually faster than those used to engage context information. To be fluent word recognizers, readers must also have a very large receptive vocabulary knowledge-base (Hulstijn, 2001). At another level, the reader engages continuously in goal setting, interpretive elaborating from knowledge resources, and goal monitoring. Fluent readers predict, on a general level, upcoming information and have strong expectations about the discourse organization of the text as they read. In addition, fluent readers make adjustments to enhance comprehension and carry out repairs to comprehension as needed. These, and other, components of reading are integrated as a set of activated processes and resources (in working memory) operating under intense processing-time constraints.

Fluent Reading Abilities

Fluent reading comprehension includes both lower-level and higher-level processing skills. This division is not meant to suggest that one set of skills is easier or harder than the other, only that the former set tends to be more automatized and the latter more accessible to conscious attention (Segalowitz, 2000). Lower-level skills include rapid and automatic word recognition, syntactic parsing, and semantic proposition formation (clause–level meaning units). Fluent readers must automatically recognize the vast majority of words they encounter in the text, at least 95% of the words in most cases (Hulstijn, 2001). Readers must also be able to draw key syntactic information from a text to establish accurate relations among the words and sentence parts; again, the initial parsing is usually done automatically and is not open to conscious reflection unless a problem arises with comprehension. Finally, readers must integrate lexical and syntactic information into clause-level meaning units (propositions), which can then be combined to generate textual meaning. These processes and information units are activated as part of working memory. (In fact, working memory is not some mental box that information moves to; rather, it is the sum of any given moment's pattern of activation across memory units in the brain. Information units and processes not sufficiently excited, electrically or chemically, are no longer "active" in working memory.)

Higher-level processing skills first involve the construction of a text-model of reading comprehension, representing a summary of the textual information that the reader believes is intended by the writer. As the reader progresses, the clause-level meaning units are integrated to form a general understanding of the text, with each new unit incorporated as it is created. When information is reinforced, it receives greater activation and is more central to the text model as a whole. Information that is not repeated or directly inferred loses activation and disappears through regular processes of pruning and restructuring.
Inferencing is not used extensively for building the

text model. The second major component of higher-level processing is the creation of the situation model of reading interpretation. A situation model expands upon the text model and incorporates the readers emotions, attitudes, background knowledge, motivations, and goals into a critical interpretation of the text—one that recognizes the author's views but also critically situates the text author from the reader's perspective (Grabe, 2000; Kintsch, 1998). Inferencing and reader knowledge play a strong role in building the situation model of text interpretation. Finally, higher-level processing requires some type of executive control processing, a monitoring of information activation, text construction, and reader goals, attitudes, and evaluations. (It should also be noted that higher-level processes and output are also networks within working memory.)

The simple sketch of reading comprehension provided above has many implications for reading development and reading instruction. Fuller details of the comprehension process and its implications are beyond the scope of this paper (cf. Alderson, 2000; Grabe, 2000; Grabe & Stoller, 2002; Stanovich, 2000; Thompson & Nicholson, 1999; for more detailed discussions). Nevertheless, several implications for instruction and curricular development will be outlined below. Before moving to instructional implications, there are two sets of issues that need to be addressed: 1) problematic issues in L2 reading research, and 2) differences between L1 and L2 reading.

Popular Notions in Reading Research that are Problematic

Four notions that are popular but problematic in reading theory deserve comment because they have been influential ideas. *The Psycholinguistic Guessing Game* view of reading is still popular, but it does not fit with the above description of reading comprehension for multiple reasons, and there are strong reasons for discarding the psycholinguistic guessing game. Evidence from eye movement research, context influences on readers, the time-course of word recognition, and longitudinal learning and training studies all argue that the view described in section III is a more appropriate synthesis of research findings (cf. Grabe, 2000; Grabe & Stoller, 2002). It is also clear that reading abilities are not all universally the same (Koda, 1996), as commonly claimed by the psycholinguistic guessing game. A second problematic notion, the assertion that reading develops naturally, much like speaking and listening, is often stated but seldom analyzed critically. There is obvious and overwhelming counter-evidence: One fifth of the world's population is illiterate, but nothing appears to stop this 1/5th of the world's population from speaking. Assuming that 1/5 of the world's population is not un-natural, then reading is not a naturally developing skill. Moreover, adult illiterates consistently have difficulties with basic skills required for reading (segmenting sounds to phonemes, recognizing words, making grammaticality judgments) despite having fluent speaking skills.

The role of context in reading is also a problematic issue, and one that needs to be understood better by teachers. A major distinction concerns claims about using context information to guess upcoming words (a misleading view) versus using context to build textual comprehension (a central notion) (Alderson, 2000; Grabe, 2000). At the level of word recognition, for example, poorer readers actually make greater use of context information than do more-skilled readers (Stanovich, 2000). A final problematic notion for reading comprehension is the role of authentic text resources in instruction. While many teaching experts state that only authentic texts should be used for reading instruction, there are many reasons to reconsider this advice. First, authenticity is not an easily definable concept, and what makes a text authentic is not usually spelled out in detail. Second, a classroom setting is an authentic setting in itself, and reading instruction must use those texts that more efficiently further the instructional goals of a curriculum. If pedagogically adapted texts work best for students, then they become, themselves, authentic in that context (see Widdowson, 2000). Third, students need to experience success while reading and engage with reading for extended periods of time. The criterion of authenticity becomes less important than the criteria of motivation and interest (Day & Bamford, 1998; Dornyei, 2001). Finally, a large amount of frustration-level reading, a common feature of authenticity in the reading classroom, can destroy motivation for reading, lead to negative self-esteem, and create poor environments for reading instruction.

Specific L2 Factors which May Influence the L2 Reader

A major issue for L2 reading research involves the different set of factors that influence L2 readers. L2 readers, first and foremost, do not have the same language resources as L1 readers at the outset of learning (see also Alderson, 2000; Grabe & Stoller, 2002, Urquhart & Weir, 1998). L2 readers have much lower levels of lexical, grammatical, and discourse knowledge at beginning stages of L2 reading than L1 readers do when they begin to read. In addition, L2 readers have much less overall exposure to L2 print (Day & Bamford, 1998); in contrast, L1 readers are consistently exposed to native language print from a very early age. L2 readers also vary considerably in their own L1 reading abilities, creating an added complexity.

Aside from linguistic differences, L2 readers often do not share all the social and cultural assumptions and knowledge bases that L1 readers use when reading in their own language. These contrasts include 1) differing socio-cultural backgrounds of L2 readers in

comparison with the assumed audience of an L2 text, 2) differing kinds of text types and rhetorical patterns used in L2 tasks, and 3) differing assumptions about "how the world works" by authors of L2 texts.

Other cognitive factors can influence L2 readers in unique ways. Students often learn second languages for reasons that may be distinct from L1 literacy goals—to understand a new culture, to build more knowledge on an educational base that is already in place from L1 schooling, to go overseas, to have additional professional options, or to fulfill a seemingly irrelevant requirement. As a consequence, L2 students may have differing motivations for reading in the L2 than in the L1 (Dornyei, 2001). Moreover, L2 students work with cognitive and processing resources that involve two different languages, leading to various transfer phenomena. Working with two languages also implicates the use and control of two sets of word forms, text formats, and semantic concepts. Finally, working with two languages is likely to lead to greater metacognitive and metalinguistic awareness, particularly in contexts in which the L2 is learned well after L1 literacy skills have emerged.

These differences have at least four consequences. First, research in L2 reading cannot simply assume that results of research on L1 reading will apply in L2 contexts. Second, these differences suggest that L2 readers may employ cognitive resources in somewhat different ways from L1 readers, especially where there are clear differences between the L1 and the L2 (e.g., differing uses of phonological and morphological information from orthography while reading). Third, some of the observable differences between L1 and L2 reading may be due to proficiency limitations in the L2 (vocabulary, grammar, fluency, amount of exposure, etc.). Fourth, actual cognitive processes themselves may be somewhat different simply as a result of working with two languages (e.g., how words in the lexicon are stored and accessed; how transfer from the L1 impacts L2 reading).

Major Goals for Reading Instruction Supported by Recent Research: Implications and Applications

One of the major outcomes of changing views on reading research is the shifting array of instructional implications that arise for L2 reading instruction. While some of these implications have been well documented in earlier discussions of reading (e.g., focusing on general comprehension skills), the set of implications below reflect the more complex views of current reading research. Based on the research indicated in this article, there are at least 11 important implications for reading instruction and curricular development:

- Ensure word recognition fluency and automaticity
- Emphasize vocabulary learning and create a vocabulary-rich environment
- Ensure effectiveness of general comprehension skills
- Teach text structures and discourse organization
- Promote the strategic reader rather than teach individual strategies
- Build reading fluency and rate
- Promote extensive reading
- Develop intrinsic motivation for reading
- Integrate language-skills development
- Plan a coherent curriculum for student learning (integrating reading development with content learning)
- Create a supportive (classroom/institutional) environment for reading

Unfortunately, proposing a set of implications for instruction does not ensure that actual instruction will lead to desired goals. So the task for teachers, curriculum planners, and materials developers is to move from implications to applications. Recognizing that teaching contexts vary by students, institutions, goals, proficiency levels, etc., it is the task of pedagogical researchers and teachers to determine *how* best to translate these eleven implications into effective classroom applications.

Conclusion

L2 reading instruction is a very complex undertaking, one that requires a considerable amount of experimentation and innovation. The research base discussed in this article is one informational source for curriculum planning (see also Kamil, et al., 2000; Pressley, 1998; Stanovich, 2000). A further source of information to complement the research base is teacher reflection and action research exploration in the classroom (Grabe & Stoller, 2002). A third base is institutional and student needs analyses. The latter two foundations for curriculum building require their own articles. For the present, I have outlined a way to understand reading and reading research that should offer useful options and alternatives for L2 reading instruction.

If there is one simple set of advice that can be drawn from this exploration of research and its implications, it is the following: Determine which aspects of reading instruction your students need the most help with, provide that help, provide students with many opportunities to read, and make sure that they read.

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William Grabe is a professor of English at Northern Arizona University, author of *The Theory and Practice of Writing* (with R. B. Kaplan, 1996) and the soon-to-be-published volume in the Longman series of Applied Linguistics in Action entitled *Reading* (with Fredricka Stoller), and a leading researcher in issues of L2 reading, writing and literacy. He is currently the president of the American Association of Applied Linguistics and was, until recently, the chief editor of the *Annual Review of Applied Linguistics*.

Teacher Talk in the Primary English Classroom

Jane Willis

In my plenary talk at JALT 2002 in Shizuoka, I shall be exploring some current trends in ELT that are likely to become larger waves in the future. These include the use of more specifically designed corpora for syllabus and course design, the emphasis on features of spoken language, the identification of lexical chunks that fill the gap between vocabulary and grammar, and the implications of SLA research findings for second language teaching. Related to all of these is another major wave—teaching English to younger learners. It is this that I shall focus on in this paper.

Children Learning English

Listening to English is vital! Children can only learn English if they have sufficient exposure to it. They are natural language learners provided they experience the language in situations that engage their attention and encourage them to process language for meaning. But they can only acquire what they hear and attend to. If they don't hear much English, or if they do not listen and try to understand, they will learn very little.

They may not begin to speak English freely for some time, and in the early stages, it is difficult to observe their progress. But the more input they receive, the faster their comprehension will grow. And so will their ability to imitate intonation patterns and short familiar chunks, and, as a result, their

本論では、教室での教師の言語使用に焦点をあてる。外国語としての英語教育（EFL）において、年少者に対して可能な限り英語に与えることの大切さを考える。教室活動やストーリーテリングなどを含む、様々な目的での言語使用を描写する。教師は、英語（単純化された英語でさえ）が教室で多くの役割を果たしていることを意識するべきである。さらに、教師は教える教科としてだけではなく、教えていることを伝える手段として英語をより多く使用すべきである。

ability to speak.

What is now clear from research findings (Lightbown & Spada, 1999) is that children are most unlikely to learn to speak English if input is restricted to pattern practice and vocabulary teaching. Younger children simply do not have the cognitive ability to make sense of grammar-based teaching or abstract descriptions of language. They need to experience meaning-focused interaction, and lots of it.

Teachers Teaching English

Speaking English in class is vital! The teacher's main role is to provide learners with rich exposure to English by speaking it a lot, and simplifying or elaborating, if necessary, in the same way that mothers and care takers do with young children learning their first language. This is often known as modified input (Lightbown & Spada, 1999, p. 34). This entails setting up situations in English lessons that actively engage children in trying to understand what is said, in order to do or achieve something and to have fun.

Teachers of English to adults who are new to teaching young learners may need to do less direct teaching, and learn how to set up activities appropriate to the age of the young learners such as activities which offer opportunities for natural acquisition.

Teachers at the primary level who are asked to start teaching English should be sufficiently competent in spoken English to enable them to interact naturally in English with their children, and give their learners the exposure they require to help them acquire it.

Making English Comprehensible

It is generally believed that comprehensible input can lead to natural acquisition. So in addition to simplifying or elaborating the English used with learners, how else can teachers help them understand? There are several options: (a) by using gesture, demonstration, and miming; (b) by giving visual or contextual clues; (c) by building on routines learners are familiar with and giving instructions for them in simple English; (d) by translating into the mother tongue.

Translation is useful if the children are really baffled and are beginning to lose confidence and give up. However, beware! If translation is regularly used, learners may stop trying to understand English. They will switch off, stop listening, and switch back on when they hear their own language, thereby missing opportunities to learn.

ESP for Primary Teachers

Teachers need to feel confident and positive about speaking English in class, but they don't need to be competent in *all* areas of English. The language needed for classroom management and setting up and handling activities is fairly specific. Topics suitable for children are quite predictable (family, monsters, the seasons, etc.), and teachers should be able to chat about various topics and involve children in exploring them. A basic repertoire of stories they can read and tell with dramatic expression can be built up gradually. Teachers can also bring in additional sources, such as recordings of stories and songs. All this should provide sufficient exposure to stimulate acquisition.

In order to identify exactly what language is typically used in English lessons, and to discover what activities are commonly used, I teamed up with an experienced primary teacher trainer, Mary Slattery,[1] and we set about collecting data.

Collecting Data

We asked a number of teachers in different non-English speaking countries to audio-record their next English lesson and send it to us. We soon had a bank of recordings of around 30 primary lessons, the majority from non-native teachers, and with pupils from ages 4 to 12. This bank acted both as our research corpus (to enable us to draw up a syllabus of commonly used language), and as a pedagogic corpus (Willis & Willis, 1996), in other words as a source of material for a language course for teachers who needed to improve their English and to broaden their repertoire of primary level activities.

Analyzing Teacher Language

We looked in detail at around 20 lessons which together constituted what we felt was a representative sample of ages and levels, and we used the other lesson recordings as backup data—listening to them all to make sure we had not missed any important features of language or any major activity types.

We listed and classified activities into major categories, such as *Listen and Do, Listen and Make, Speaking with Support,* etc. We then looked for sub-categories like Total Physical Response activities and action rhymes. We identified commonly used topics, such as animals and food, and then we looked at popular textbooks and added to this list. Working with transcriptions of the recordings, we identified major functions of language use, and then we listed the different realizations for each one, looking for typical patterns.

Findings

We identified three broad categories of language use: (a) general classroom management, (b) activity-specific language, and (c) story-based language. These are listed below with an example or two for each.

General lesson functions

1. Organizing the class
   Let's start with the first row; you go over there and leave a space.
2. Establishing a routine
   Now what do we do when we are learning a new song?
3. Saying what is going to happen

I'm going to talk to you about a new person....
What you are going to do now is....

4. Commenting on what is happening now
   Oh the bell! The bell. Always the bell!
   OK, so you've got your colors out....
5. Control and discipline
   OK, OK, calm down! Quiet everybody. Sssh. Now pay attention. Kevin is going to say the numbers. So, let me see everybody sitting down. Everybody sitting down.
6. Turn-giving and eliciting
   Hands up!
   Now who wants to tell the whole story? OK, Vanessa, you start.
   Who can remember the words we wrote yesterday? Ali?
7. Responding to learner talk: accepting, evaluating, rephrasing, extending (building on learners' responses)
   T: *How many sisters have you got?*
   Child: *One.*
   T: *Very good. So you've got one sister.*
8. Recasting into English what a learner has said in mother tongue
   (Child says in L1 how the grey elephants in the picture look like an army)
   T: *Yes, it looks like an army of elephants, doesn't it—all grey elephants. Yes.*
9. Encouraging individuals
   OK, Lea, let me see. Yes that's good. Do you want me to help?
10. Ending activities and lessons
    OK, now! Put everything away.
    So that's all for today. On Monday there will be more.

This list is not exhaustive. There are many lesser-used categories, like socializing, checking understanding, and locating things in the course book, which occur in our data.

Activity-specific language

1. Giving instructions for activities and games
   OK, in the envelope you have some pictures. Now take them out, OK? And put them in a line....
   OK, Laura, you throw the dice for your team...Team A, take the dice, and throw it...not at me! Come on! What have you got?
2. Giving a commentary on activities
   Ok John, you're starting at his head, very good. Cutting round his head, his ears....
3. Giving feedback during activities
   Right, so now we've got a foot and a leg. Is there a mistake? No—only one foot and one leg, fantastic. OK, let's check now. Show me...point to black nose, blue eyes, orange mouth, brown hair, yellow hands. Very good.
   Now we'll put these pictures up on the wall.... Very nice!

Guessing games like miming, matching activities, board games with or without dice, making things—all these activities have their own specific lexical sets and instructions. These can only really be learnt in context, by hearing and observing the actual game in action, and then leading the game for real and seeing what language is needed.

The language of organization and instructions for activities provided exposure to extremely rich and purpose-driven uses of English. Ironically, as many trainers observing primary lessons have noted, this is often carried out in the mother tongue, and teachers justify this by saying, "It is quicker." The question is, however, *what* is quicker? Getting down to the activity might initially be quicker until children get used to the routine, but is that the point? Will the child's actual learning be quicker? Ultimately, denying learners the learning opportunities that occur while they are processing instructions in English will reduce exposure and slow down their rate of learning.

Language generated through stories

The actual story can be either spoken or written narrative, and is often a combination of both. Teachers also used many different techniques for retelling the story and for follow-up activities. These generated a wide range of language use, both in terms of richness of vocabulary and variety of interaction patterns. We noted particularly: (a) a whole range of different question forms and elicitation techniques, a variety of tenses, and a wealth of noun phrases, for example a house made out of wood, a boy eating a sandwich; (b) children initiated more, often quite spontaneously, some repeating to themselves chunks from the story in English, some commenting in L1; (c) many teachers were adept at recasting learners' L1 comments into English; (d) they also took up learners' ideas, rephrasing and/or expanding them into natural samples of English.

Some functions typical of story-telling activities include:

1. Reading, rephrasing, and extending story text
   T: *He caught hold of the bush and shook it and shook it and all the berries fell on the ground. See him—he's shaking, shaking the bush. See them?...see them?...see all the berries?*
   Child: *See them...see them.*
2. Eliciting learner contributions
   What did Elmer say?
   And the others said?
   What's he going to do next? What do you think he'll do?
   What colour will he be? Will he be yellow?
3. Supporting vocabulary development
   T: *They were all standing quietly. See them, standing quietly? You know* be quiet.

Are they smiling? Are they happy? Not happy. What are they? They are very, very quiet.
Child: *Very, very quiet.*

4. Getting learners to retell the story
It was a beautiful party. Yes. Now, who wants to tell the whole story? The story of Croc's party.
Now this story is called The Real Story of the Three Little Pigs. *And the wolf is telling the story. What do you think the wolf is going to say?*
So let's write the story together. How shall we start?

Children love stories, and love hearing them again and again. Even young children seem able to cope with quite complex story language in English, maybe because they are familiar with story structure in their own language. They are also used to not understanding everything the first time round, and they do not panic like older learners tend to.

Stories create shared experience and provide contextual support for learning new words and phrases, as well as for subconscious acquisition of grammar. So primary teachers need to be good storytellers, too.

Teachers Learning Classroom Language

Simply studying lists of functions and examples, (as illustrated above), is unlikely to help teachers make great gains in linguistic competence or confidence.

But such lists are useful as an initial stage in syllabus design; we can use them as checklists to ensure overall coverage in a classroom language course. All learners need rich exposure to English, and any course for teachers must provide exposure to English in use in a real classroom context, where these functions occur naturally again and again.

Observing good teachers in action is useful, but video or audio-recorded extracts of English lessons are often more practical because the same lesson extract can be replayed and studied as often as is needed.

Teachers also need opportunities to try out activities in groups, and they will benefit from recording themselves carrying out typical interactions and telling or reading stories. Playing back the recordings, thinking of ways to improve and enrich their language, and then re-recording, provide many learning opportunities.

Trainers Planning Courses

In any training course, time and cost are the usual constraints, so for any group of teachers it is sensible to identify core classroom activities and a small bank of stories they could tell in their lessons. They can then practice handling and exploiting these in English. If trainers use English in the course and encourage teachers to speak English too, even during practical activities like making visual aids or planning and reporting on their activities, this will help their fluency and build their confidence.

The overall goal should be to give teachers the confidence to speak English without being worried about making mistakes. The important thing is to use English fluently and naturally. If teachers can show children that English is a normal means of communication, like their own language, then after a spell children will naturally begin to use it where they can.

If the teacher's underlying attitude to using English is positive, and if it is obvious that the teacher enjoys speaking it, reading it and playing with it, and the teacher encourages and praises pupil's efforts to do the same, then children will develop confidence and be motivated to use English.

Similarly, a positive trainer attitude can work wonders for teachers' motivation and confidence in extending their own English. This means:

1. Encouraging teachers to activate and build on whatever English they know already, reinforcing what they do well, rather than focusing on what they don't know.
2. Taking activities and stories as starting points, discussing them in English, exploring alternative ways to set them up and implement them in class, and then finally looking at the language that can be used to do this.
3. Speaking English and giving teachers experience not only of traditional classroom interaction but also of narrative, expository talk and spontaneous small group interaction.

Exposure to fluent trainer talk, combined with extracts from real English lessons, can help promote fluent teacher talk in the primary English classroom. And this in turn can give young learners the exposure they need to acquire English naturally.

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Notes

1 The language analysis in this paper is based on the data collected from primary English classes for the preparation of the syllabus for *English for Primary Teachers: A Handbook of Activities and Classroom Language* by Mary Slattery and Jane Willis (2001).

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Basic Principles and Practice in Vocabulary Instruction

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Over my many years of teaching in Japan, I have become more and more aware that some of the most basic principles of vocabulary teaching and learning have been forgotten or ignored. This article will try to refocus attention on the basic and most fundamental "common sense" aspects of vocabulary teaching and learning. Let us start with some of the common sense notions about vocabulary teaching and learning.

—Teaching a word does not mean the students learned it. Teaching and learning do not go lockstep, hand in hand. It is too easy to forget that teaching does not *cause* learning, and to forget that just because students have finished a unit, this does not mean they have mastered all the words in it.

—We do not learn a word from one encounter. Research tells us that it takes between 5-16 encounters (or more) to "learn" an average word (e.g. Nation, 1990, p. 41).

—There are 2 major stages in word learning. The first stage is matching the word's spelling and pronunciation (its form) with its meaning. When this relationship is acquired, the second stage involves the deeper aspects of word knowledge. These may include the words it goes with and does not go with, the restrictions on its use, whether it is formal or informal, whether it is spoken or written, its similarity to other words, its shades of meaning, whether it is frequent or not, and so on.

—It is easier to forget a word than remember it. Initial word knowledge is very fragile and memories of new words that are not met again soon, are lost. This is because our brains are designed to forget, not remember. If a student has just learned 10 new words, it is normal for most of them to be forgotten within a few days, and maybe only one or two will be retained in the medium or long term. This is called the "Forgetting Curve" (See Pimsleur, 1967, for details).

—Students cannot guess the meaning of an unknown word from context if the surrounding text is too difficult. Hu and Nation (2000) suggest that students need to know about 98% or more of the other words in the text (1 new word in 50) before successful guessing can take place. At a rate of 1 new word in 10 the probability of guessing the meaning of an unknown word is close to zero.

—Students do not need to learn every word they meet. This is because not all words are equally useful. The words students need to master are the general service vocabulary, i.e. those which are found in almost all texts, including technical works. Students who are specializing in one area of study should start by learning their general service vocabulary first, and later go on to learn the specialist vocabulary—usually after 1500 to 2000 general service words have been learned.

—Some words are more difficult to learn than others. Research suggests that words which are more concrete and closer to a known concept, or have a similar form in the first language, tend to be learned before those which are more abstract and/or are relatively dissimilar from the first language.

—Words live with other words, not in isolation. Languages are made up of sets of words that go together to make individual meanings such as *by the way, the day after tomorrow, bus ticket, half past three, sunny day,* and so on. These are often called collocations, or lexical units.

—Written vocabulary is different from spoken vocabulary. Fewer (and often different) words are needed for fluent speaking and listening than are needed for reading and writing.

—Students learn best by making sense of their own vocabulary and internalizing it. The more they work with the words, and the more deeply they are processed (i.e. by working with the new words in many different ways) it is more likely the words will be retained in memory.

—We do not have enough time to teach everything about a word so students have to become independent word learners.

And now for the $10,000 question. In general, does English language teaching reflect these principles? The simple answer is no, not very well at all. In a review of how vocabulary is commonly taught, Oxford

and Scarcella (1994) among others, have found that:

—There is very low recycling of vocabulary in coursebooks. Most words taught in the text (i.e. featured in a vocabulary exercise) are not recycled in later exercises, or even repeated in the same book (Schmitt, 2000).

—Teachers assume the textbook represents the syllabus and assume that the textbook has dealt with the recycling of the vocabulary adequately.

—Teachers leave vocabulary learning to students and rarely teach vocabulary learning strategies and techniques. Dictionary skills especially are rarely taught and students are not encouraged to keep vocabulary notebooks.

—Most vocabulary teaching is from the text with an emphasis on identifying and teaching single words, rather than collocations or lexical phrases.

—Many teachers do not seem to take a systematic approach to vocabulary selection. Lessons are often prepared just before class, and there is no long-term planning.

—Teachers all too often teach too many words at one time. This can not only confuse students who get them all mixed up, but also overload the students' memory leading to "vocabulary graveyards."

—Rarer words are often favoured over common words with the assumption that the "easy" words are already known.

—Students are exposed to the same materials and thus have limited exposure to words that the teacher does not focus on.

—For many teachers, word teaching only means giving a definition and spelling or pronunciation, not the deeper aspects of word learning.

—Vocabulary learning goals are rarely set.

—Most vocabulary exercises test rather than teach.

So what does all this imply for language teaching and learning?

First, teachers should carefully select words to teach, with special focus on the most frequent and useful words as these words carry the most meaning senses. Special attention should also be given to words that are difficult to learn. Similarly, those words which are relatively easy to learn (i.e. those for which there are close relatives in the first language) should be introduced early to build a start-up vocabulary base. Thus an early emphasis on vocabulary growth within language teaching will help kick start their learning (Meara, 1995).

Second, as we can all but guarantee that most words we teach will be lost to the Forgetting Curve, it is therefore essential that the new words are repeated soon after the initial learning, and repeated at spaced intervals many times and in many contexts thereafter to cement them in memory. As our textbook s do not seem to consciously recycle important vocabulary the required 5-16 times, teachers have to find ways to ensure there are enough encounters. One easy way to achieve both these goals, and one that takes little classroom time, is to require students to read graded readers out of class or ask them to listen to long simplified recordings. (Waring, 2000). Another advantage of graded readers is that as students will be exposed to massive amounts of vocabulary, they can discover new collocations, all while improving their reading fluency in an enjoyable way.

Third, students should not be faced with material that is too difficult because they will not be able to guess successfully and easily add new knowledge to what they already know. Material that is a little easy is beneficial for language learning because the students can improve their reading speed and fluency. This is because they already know all the words and will be able to build their word recognition speed.

Fourth, by teaching students how to learn vocabulary effectively, and how to use their dictionaries well (see Waring, 2001, for some ideas), they will save a lot of time and will ultimately make them independent of teachers, dictionaries and textbooks.

Lastly, vocabulary exercises should focus on deepening and internalizing knowledge of words, not only the surface "form-meaning" level, and should deal with collocations and multiple-word units, not only single words. The type of practice in these activities allows the students to notice new words, or new features of words they already know, as well as giving them chances to internalize them. For example, simple gap-fill and matching exercises manipulate only meaning and/or form, and thus call for relatively shallow mental processing. The focus should also be on deepening and internalizing the knowledge by doing activities at a deeper level. Thus, the *quality* of the mental processing when doing the exercise is more important than simple *quantity*. Examples of such exercises appear in Lewis (1996).

Suggested Reading

Recommended titles for further reading on the basic principles underlying vocabulary teaching and learning include Lewis, (1993, 1996), Nation (1990, 2001), and Schmitt (2000).

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ELT Textbook Rubrics: The Nature of the Beast

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Learners and teachers bring a wide range of attitudes, experiences, strategies and styles to the EFL classroom. A more concrete and widely used item they carry with them is a textbook. Such texts and the pedagogic materials and tasks within rightly receive broad and on-going attention from researchers and teacher trainers (such as Allwright, 1981; Cunningsworth, 1984; Dubin & Olshtain, 1986; Grant, 1987; Hutchinson & Torres, 1994; Johnson, 1989; Nunan, 1989; O'Neill, 1982; Tomlinson, 1998). The same, however, cannot be said for the written instructions, or rubrics, preceding and introducing tasks.

Breen (1989), Littlejohn (1998), and Ellis (1998) acknowledge the rubric in the context of analysing and evaluating "task." Outside of this context, those who comment on rubrics do so briefly. Among them, Chaudron (1988) points out the paradox of rubrics in that they are given in the target language and may be beyond the learners cultural and linguistic ability. This may account for the recognised "interpreter" role of the classroom teacher (Gower & Walters, 1983; Wright, 1987). There is general agreement that the clarity, precision and economy is essential, with Jolly and Bolitho (1989) suggesting that "efficient and effective" rubrics will determine the success, the "pedagogical realisation," of the materials. Finally, Littlejohn and Windeatt (1989) note that an examination of the rubrics in a given textbook will reveal much about its author's view of language learning.

This small selection of comments alone raises issues that have not been pursued in any significant studies. Just for starters we can ask a number of very fundamental questions about the various participants and their relationship to rubrics:

-How do material writers construct them?
-How do publishers present them?

英語学習テキストの特色のひとつに、言語学習タスクのためのRubrics（指示文）がある。Rubricsはその学習タスクをやり遂げるために、学習者や教師により読まれ、理解されるものであるというほど単純なものではないと思われる。しかし、教室やテキストでよく使われているRubricsを実際、どのように学習者が使用し、理解しているかの研究はほとんどなされていない。本論文では、この点における研究結果を提示する。また、日本人学習者が使用するストラテジーに影響を及ぼす内的要因（学習スタイルや文化特性）や外的要因（テキスト、教師、クラスメート）にとくに焦点をあてる。教師や言語習得、動機づけに関連する問題にも言及する。

-How do teachers use them?
-How do learners understand and follow them?

Rubrics are a physical presence in learner textbooks, they are the focus of at least one aspect of *teacher talk* in the classroom, and they can play an important role in the pedagogical outcomes. These and other related issues will be the focus of my workshop for JALT 2002. For now, however, I would like to outline some important definitions and general features of rubrics in the following sections.

Definitions

Previously I have defined *textbooks* generically as "all forms of printed ELT instructional materials, commercial or non-commercial, bound or loose-leaf, and whole or part of a textbook" (Bayne 1998). *Textbooks* will include coursebooks, self-access materials, supplementary materials and workbooks as Tomlinson (1998) defines them and also *in-house* materials such as those described in Gershon (2000).

Tomlinson describes *materials* as "anything which is used by teachers and learners to facilitate the learning of a language" and "anything which is deliberately used to increase the learners' knowledge and or experience of the language" (1998, p. 2). He includes teachers' instructions. I would like to add the rubric to the mix.

The term *rubric* (alternatively, written instructions) will be used for those directions that in most cases precede the learning task. These are predominantly written in the target language and directly address the learners. Rubrics aim to physically organise the classroom and learners for learning purposes via specific pedagogic tasks. It is almost a given that the author of the materials will include a rubric, particularly if it is for consumption beyond the author's own classroom. This is also true for examples and sample tasks used in teacher references (e.g. Grellet, 1981; Hughes, 1989; Hutchinson & Waters, 1987; Savignon, 1997) and for demonstration-type tasks for teachers such as My Share contributions to *The Language Teacher.*

I have chosen not to attempt to define *task*, as my issue here is not with the task itself (for details on *tasks* see Nunan, 1989, p. 5-11; Crookes and Chaudron, 1991, p. 50-57). Obviously, separating a rubric from its task is not a reflection of reality. There is always a rubric/task context. I will suggest, however, that the rubric itself is a key in the move from "task-as-workplan" to "task-in-process" (Breen, 1989), and as such can have a great bearing on the outcome.

Features of Rubrics

Rubrics can range from a single-step direction (usually in a sequence of related tasks) requiring the application of one skill, as in the example:

> *Listen* [followed by a short dialogue on tape]. (Richards, et al., 1991, p. 82)

or it can be very explicit, multi-step and multi-skill, as in:

> *Match the following words on the left-hand side with their meanings on the right-hand side. Write the correct letter on the line. For clues to the words' meanings, review the exercises in Part Three [followed by "1-10"/"a-j" lists]. (Kim & Hartmann, 1990, p. 39)*

In some cases the rubric may also include "appendages" such as contextual information and conditions:

> *If you were talking to an American and wanted to avoid misunderstanding, what would you say in the following situations? a) Write it in English, b) Close your book and role-play the situation with your classmates [followed by a short written description of a situation and a cloze dialogue]. (Yoshida, et al., 2000, p. 36)*

Embedded in the rubric may be questions essential to the successful completion of the actual task.

> *What do you need to do in order to set up your own business? What problems can you anticipate? Work in small groups. Make two lists. One example is given for each [followed by two titled columns with one example each]. (Jamall & Wade, 2000, p. 6)*

Examples or models can also be used with or without reference:

> *Listen to six sentences. How many words are there? Draw a circle around your choice. Contractions (for example, she's) count as two words [followed by six multiple choice questions]. (Jamall & Wade, 2000, p. 7)*

We can see from the above examples that the rubric is written in the imperative addressing the learner, usually with a simple sentence structure. Rubrics may be visually distinguished from other text by various design and layout manipulations such as the size, style or type of font, shading or *white space*, numbering or lettering, or the use of directional graphics and icons. For listening textbooks and audio portions of other skill texts the written rubric is usually repeated verbatim on the tape or CD.

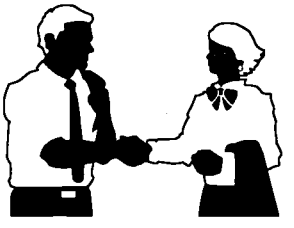
In this brief and by no means complete description of rubrics we can see that they appear in almost any form of printed ELT textbook and can include a variety of "directional" information. We could surmise from the use of language, appearance and appendages that they are intended for the learner (but I would like to hint that the jury is still out on this point).

Considerations

In preparation for this piece I looked back over the past two years of Main and Feature Speaker articles in *The Language Teacher* for guidance and inspiration. I found both, but also as I read through I was struck time and again by the fact that the humble rubric, the *simple* written instruction, can have a bearing, with varying degrees of relevancy, on such a diversity of ELT issues and perspectives.

Just as rubrics pervade all ELT textbooks so their relevance extends beyond their role as simple *transactional* functions in the classroom (Widdowson, 1990) or guidance whenever or wherever learners use their textbook. Rubrics can be seen as a lynchpin between what the materials writer and publisher—backed by sound pedagogic theory, experience and creativity—intends for their task, and what the teacher and learners—through their interpretation and application of that intent—actually do with the task. I would like to suggest that on this link also rest relationships with deeper issues. I will also ask you to consider the role of rubrics as I do—their creation, presentation, treatment by teachers, use by learners.

Given the existence of rubrics and their intended audience in learning materials there is a connection to *course design* (Gershon, 2001; Han & Dickey, 2001; Nunan, 2001; Richards, 2000; Woodward, 2001), *task design* (Tomlinson, 2000; Willis, 2000), *lesson planning* (Woodward, 2001) and *teaching young learners* (Krause, 2001). With teachers being teachers the written instruction has a relationship to *teaching styles* (Thewlis, 2001) and *teacher effectiveness* (Burns & Candlin, 2001; Jones, 2001). Given that teachers deal with learners and rubrics in a classroom setting we also have to consider *teacher motivation* (Woodward, 2001) and *teacher development* (Barfield, et al., 2001; Craven, 2000; Smith, 2001). Finally, in their role as introductions and links to pedagogic tasks rubrics can effect *learner autonomy* (Nguyen & Aoki, 2001; Robbins, 2000; Smith, 2001), *learner motivation* (Dornyei & Csizar, cited in Burns & Candlin, 2001, p. 6) and *learner involvement* (Swan, 2001). These issues would, in turn, be related to *language acquisition* (Burns & Candlin, 2001).



I hope I have been able to give you a new or different perspective on rubrics, or written instructions. I think there is something for everybody. (Comments on rubrics are invited at <eltrubrics@hotmail.com>)

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The year 2002 marks **Kris Bayne**'s twenty-year anniversary of teaching English in Japan. In that time he had worked predominantly in the vocational school system. For more than ten years he was a curriculum developer/coordinator and materials writer for a number of content-based social studies and global awareness subjects, among them world geography, religion and the environment. Kris' early career experiences as both teacher and materials writer places his research interests firmly in the classroom. He has presented and written on the development of content subjects for lower language proficiency learners and he is concerned with how learners go about the act of learning. He is currently an instructor in the English Language Program at International Christian University. He holds a MSc in TESP from Aston University in Birmingham.

The English We Teach

Henry Widdowson

It seems obvious on the face of it that the English we teach should be the real language that occurs naturally in contexts of use. We might otherwise be accused of practising a deception, fobbing our learners off with a kind of fake. There is, however, the (equally obvious) difficulty that we cannot just reproduce the natural occurrence of user English in the classroom. It has to be modified in some way to make it appropriate for learning. In other words, we have to make it into a subject: something that has to be constructed into courses of lessons on a timetable. English as a subject does not naturally occur: it has to be deliberately designed for learning.

It is English the *subject* we teach. The question is what do we need to take into account when designing it. Grammatically speaking, *teach* is a transitive verb and takes an object. The objects can be of two different kinds. Consider the following examples:

1. She teaches English. (TE)
1. She teaches students. (TS)

When combined, the second of these becomes an indirect object, as in

1. She teaches students English.
2. She teaches English to students. (TES)

英語教師は、「英語」という教科を教えているが、正確には、それはどう定義されるべきなのであろうか。本論では、この問題を考え、その答えは、思っているよりも簡単ではないことを論じる。

We might define our subject TES by reference to the direct object, *E*: English. The direct object, we may say, is our objective: what the students are eventually to attain, and this, we might argue has to be something resembling as closely as possible, the naturally occurring English of user experience. But there are difficulties here. In the first place, whose user experience are we talking about? If you learn the language of its users, you bid to become a member of their community. The user communities of English are many and varied, and what makes the language a reality for them is the way it keys in contextually with culturally specific assumptions and values. If learners are to achieve the goal of communicative competence in real English as appropriately used in the contexts of particular native-speaking communities, they would need to be made familiar with the complex cultural conditions that define these contexts. This would be a difficult enough task even if we knew what the target communities were that learners are bidding to join. Generally speaking, we do not. So there seems to be no point in trying to specify the goals of the subject in reference to the use of a particular community of native speaking users. This is particularly the case when one considers that English is increasingly being used as an international lingua franca by people who are not native speakers of the language at all, and who do not identify with, and owe no allegiance to, the cultural norms of its native speaking communities.

It does not seem to make much sense to rehearse students in particular user roles, much of the subtlety of which is unteachable anyway. It would surely be a more reasonable objective to invest in a more general capability in English for students to exploit as and the occasion subsequently arises. It is this general capability that needs to be defined as the goal of the subject to be taught, and this then serves as the basis for further learning whereby learners themselves adjust to particular cultural conditions of use, and fine-tune the language so that it is appropriate to particular contexts of use.

To specify native speaker use as the content to be taught in effect defines objectives in reference only to the direct object, English, and in disregard of the indirect object, the students. If we consider the students, we need to ask what it is reasonable to specify as an attainable objective—how the E is to be defined as goal, given the particular students we are teaching and what they need to be provided with at the end of the course as a basic resource they can draw on in subsequent learning. For most students, I would argue, real English is unrealistic English. In defining the relationship between the direct object E and the indirect object S, we need to consider not only the goal (what we want to get students to have learnt at the end of the course) but also the process of learning that gets them there. In other words, we need to think about the E as language that can engage the learner so that they can effectively learn from it.

I have talked about our subject as TES, and have argued that in defining the E we have to consider what we want the S to achieve. But our subject is generally referred to as the teaching of English for speakers of other languages, TESOL or teaching English as a foreign language, EFL. Here we come to another crucial factor we need to consider in defining the English we teach. As a subject, it is not English *to* speakers of other languages (E_SOL) but English *for* speakers of other languages (ESOL). This formulation implies that what is to be taught is not English as it actually occurs in native speaker use, but English as expressly designed for those who do not speak it. Or, to take the other abbreviation, EFL, the subject is not just the E in isolation. What is taught is not English as such, but English *as a foreign language*.

We have two quite different realities here. What makes English real for its native users is its familiarity, but the most obvious reality for learners is that it is unfamiliar, foreign, alien indeed. The most obvious thing that the subject has to be designed to do is to somehow make the language less foreign. This means that the way the language is presented and the way language activities are designed in class have to meet two essential conditions. Firstly, it has to motivate the students, capture their interest, make them feel that here is something which, though new and strange, they can make meaningful as having a purpose of some kind. In other words, the language has to engage them so that they can make it real for themselves. This does not mean that it should correspond with how language is used as authentic communication in the real world. On the contrary, an attempt to replicate this user reality is likely only to make the language more alien. The reality we need to be concerned with is that which keys into the students' world and can be created in the classroom. This first condition seeks to make the cultural foreignness of English less threatening, allows the students to take to, play with it, appropriate it on their own terms. The second condition reduces the linguistic foreignness by getting the students to take control of it through learning, by getting them to notice how it works, how its forms can be manipulated.

These conditions do not naturally occur in class. They have to be specially contrived. That, I think, is what language pedagogy is all about. It is about artifice, the designing of English as a subject, for speakers of other languages, as a foreign language. And we should note that English is foreign in very different ways depending on who the students are, their socio-cultural assumptions and values, the other language or languages they speak, and so on. It is worth making the point, obvious though it

may be, that you can only define the foreignness of a language by reference to a language, or languages, which are familiar. It follows that in defining ESOL or EFL at least one other language is implicated. If you separate the E from the SOL or the FL, then you can maintain the illusion that the subject is a monolingual one, only concerned with English. But if you integrate the E with the SOL or the FL, then it becomes clear that the subject is in certain respects bound to be a bilingual one, and to the extent to which foreignness is also a cultural phenomenon, a bicultural one as well. What this means in the present case is that in defining English as a subject in Japan, Japanese language and culture are also bound to be implicated and need to be incorporated into the design of instruction. What this means, indeed, is that we should not think in terms of the English *we* teach in general, but of the English *you* teach here in Japan: a foreign language subject which has to be designed so as to be locally appropriate to the contexts of Japanese classrooms.

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Developing a Reflective Practice through Disciplined Collaboration

Kathleen Graves, *School for International Training*

Amy Powell is a new ESL teacher in a public middle school in Boston, Massachusetts. In an effort to improve her teaching, she joined the professional development subcommittee in her school. Once a month they meet with the principal to discuss how to structure the monthly professional development session in which all teachers are contractually obligated to participate. The idea of the sessions is simple: A topic is chosen and teachers discuss and present their experience with the topic. On the surface, this approach sounds promising, but Amy's experience shows otherwise. Rather than giving teachers a chance to talk openly about their work and to explore their practice, "they often turn into teacher showcases of best practices" (Powell, 2002). That is, teachers present what they do well and their fellow teachers congratulate them for work well done. Some readers may be thinking, "This doesn't sound like a problem, we can all learn from the successes of others." True, but not if success is worn like an armor. If we are interested in changing practice, not in protecting it, we need, paradoxically, to be able to show the chinks in the armor. To further extend the metaphor, we want to shed the armor so that we can be more flexible in our practice and responsive to our students.

内省の実践(reflective practice)は、聡明で、意味のある行動をとるために、経験を理解し、分析する人間の能力によって決まる。質問をし、行動に対して別の見方や別のとるべき方向を示すことによって、内省のプロセスでは、同僚が決定的な役割を果たしている。本論では、効果的に応答するように、自分の実践を探求し、理解し、分析するための道具として、同僚がLewin/Dewey によるexperiential cycleを利用する内省の訓練アプローチの概略を述べる。

What do reflective practice and collaboration have to do with Amy's experience in her monthly professional development group? She explains her feelings this way: "These sessions are not safe places to get humble and elicit feedback. As a new teacher, how else am I supposed to learn how to improve my practice? When will it be acceptable to admit that no one, not even the most respected of veteran teachers, has all the answers?" (Powell, 2002). Amy has a different vision for these professional development sessions, one in which she can articulate problems and puzzles, and in which she can learn from the experience of others as it is brought to bear on her particular situation. Amy is already a reflective practitioner. What she is seeking is a community with whom to exercise and develop her reflectivity.

Reflection is one of the most powerful tools teachers can use to explore, understand, and redirect their practice. Reflection is about learning to see and to understand what is seen. It is not simply being able to identify problems and frame solutions, although both are crucial. The father of reflection, John Dewey, defined reflective action as "that which involves active, persistent, and careful consideration of any belief or practice in light of the reasons that support it and the further consequences to which it leads" (Zeichner & Liston, 1996, p. 9). For Dewey, the purpose of reflection was to transform experience through observation and interpretation into reasoned, purposeful action. This transformative process is captured in the four stages of the Experiential Learning Model, adapted by David Kolb from the work of Kurt Lewin: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). Despite good intentions, teachers can undermine the development of a reflective practice in two ways. One is to undertake reflection without action—to hold up the mirror, acknowledge what is there and how one feels about it, but go no further (Stanley, 1998). Another is to view the process as one of seeking solutions rather than as one of effecting change, that is, to seek solutions without having explored the wider issues and underlying beliefs that are at the root of the perceived problems. When teachers are able to explore the root issues and beliefs, a shift occurs in their understanding and a wider range of effective, intelligent actions becomes possible.

Colleagues can play a critical role in helping teachers gain a wider and deeper perspective on their practice by asking questions and by providing alternative interpretations and courses of action. The Teacher Knowledge Project at the School for International Training (<www.sit.edu/tkp>) has developed an approach to reflective practice that depends on disciplined collaboration. The aim of the project is for teachers to develop and use their knowledge to improve student learning. Groups of teachers, usually from different schools, participate in seminars over a period of six to twelve months. In the seminars, teachers are guided by two co-facilitators through the four stages of the reflective cycle outlined in Figure 1. This way of using the cycle,[1] which I will describe below, was developed by Carol Rodgers based on her research on John Dewey's work (Rodgers, in press). It enables teachers to examine issues in their teaching and move to what Dewey called *intelligent action*. One facilitator is from a school context, the other from a university context, in order to model a diversity of perspectives and the dialogic nature of the inquiry process.

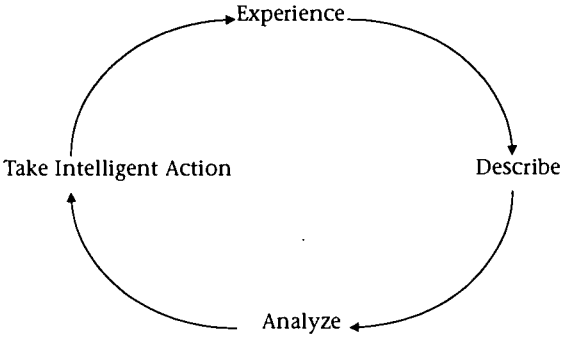

Figure 1: *The Reflective Cycle used in the collaborative inquiry process*

The process itself is simple, but the results are infinitely rich and complex, as I discovered when I co-facilitated an eight-month seminar with an experienced teacher from a local elementary school. At each monthly session, two of the participant teachers presented what we called a *case study*. Each teacher chose some puzzling or problematic aspect of her practice to focus on. This is the *experience* at the top of Figure 1. For example, one teacher was concerned with whether all her students were able to participate in group activities; another teacher was concerned about whether she *taught* enough. Another teacher was concerned about a student who didn't seem to fit in with the others in her class. The second stage, *describe* started when the teacher described to the group a *slice* of her practice that captured the issue. The teacher's spoken description was supplemented by a video-clip of her class, a written narrative describing the situation, or samples of student work. The teacher who was concerned about participation showed us video clips of students doing different activities within one class period. The teacher who was concerned about a *misfit* student showed us samples of her student's work as well as a video clip of her class. The group then helped the teacher flesh out the description to be as thorough as possible and to keep it focused on student learning. Some of the questions the group asked, the teacher

could readily answer, but some of the questions were ones she hadn't thought about before. For example, the teacher who was concerned about student participation in group activities was asked about what students did when she lectured, since the lecture material was often the basis for the small group work. The group helped the teacher to build a fresher, fuller, more complete picture than the one she was used to seeing through her own eyes.

The third stage, *analyze*, is the interpretation stage. The teacher and other participants generated as many explanations and interpretations of the situation as possible. The variety in our backgrounds and expertise played an important role here since multiple interpretations were possible. In this stage it was also not uncommon for us to use terms and concepts from seminar readings as explanatory tools. The group did not suggest *solutions* or give tips for dealing with the issue, but rather proposed multiple perspectives on the issue, based on the teacher's description. The teacher, with the help of the group, explored the various interpretations, and identified the one(s) that made the most sense at that time.

In the final stage, based on the chosen interpretation(s), the teacher and the other participants proposed *intelligent actions* to address the issue. Sometimes the intelligent action was a change in the teacher's attitude toward the situation, rather than a discernible change in procedure. The teacher chose the ones that made sense to her. Back in the classroom, she tried out these actions. These actions in turn often suggested new questions or issues, and the cycle began again, albeit individually.

Like the elegant lines of beautiful calligraphy, the simplicity of the process belies the discipline required to do it successfully. In the seminars, as soon as a teacher started to describe her situation, we all wanted to jump to the *solution*. The separation of the stages is a key component of the discipline. As co-facilitators, one of our important functions was to keep the group focused on each stage long enough first to reveal a multifaceted picture, then to provide a variety of perspectives so that when we did get to the solutions they were grounded, thoughtful, and feasible. This process stands in stark contrast to the one Amy has experienced in her monthly meetings. And yet, our experience in the Teacher Knowledge Project shows that it is a process that could easily be implemented at her school. Lasting educational renewal depends, ultimately, on changes in the classroom. Successful change in the classroom in turn depends on the understanding and skill of the most powerful figure, the teacher. The development of a reflective practice through disciplined collaboration enables the teacher to make thoughtful and lasting changes that can have a positive impact on student learning.

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Notes

1 This version of the cycle is the one that my co-facilitator, David Holzapfel, and I gave to our seminar participants.

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Developing Visual Literacy for the 21st Century

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In the traditional L1 and L2 classroom, the focus has always been on language as the primary medium of communication. We speak to the students, they listen to us, they respond to our speech and we respond to theirs, they read what we give them to read, and they write (usually) about the subject matter that we have presented to them. Both L1 and L2 teachers have always been aware that in the classroom there are other ways (or modes) of communicating meaning, whether that be a content focus for a specific subject area, or a communication focus for the L2 teacher. For the L2 teacher specifically, the emphasis has always been on developing students' language (linguistic) competency, something that has usually been framed in terms of developing their *communicative competence*. Most language teachers would currently not take issue with that representation, since developing communicative competency is exactly what they are in the language classroom for—to facilitate their students' success in communicating in a foreign or second language.

This language-focused approach is currently under increasing pressure, however. The communicative methodologies and technologies deployed in the 20th century are now undergoing rapid and far-reaching changes, and many of the new forms of multimedia and electronic information sources are beginning to represent great and significant challenges to ways that communication is carried out in the classroom. The growth of newer forms of visual means of communication in the emerging 21st century culture of information-technology, and their increasing impact in the language classroom and in wider contexts is presenting new challenges to the thinking teacher. This cannot be ignored—virtually every conference, every new release of teaching materials (page-based or multimedia), and virtually every graduate teacher-training course is dealing in some way with the expansion of new technologies in teaching and learning, technologies which increasingly use language in combination with other ways of meaning-making. Yet, these technology or computer-based communication technologies are not necessarily replacing the traditional forms and formats (as in our page-based textbooks), but should be seen as complementing the existing teaching/learning resources.

The growth of these so-called new communication technologies in the worldwide web, in computer-assisted language learning software, and in distance learning technologies, is also placing increasing pressure on teachers. Many teachers want to work with or exploit these changes, but have little idea of where to start, or know how to translate these changes into effective classroom methodologies. When referring to communicative competence, teachers usually talk in terms of the four language skills. However, if they are to include new technologies in their classrooms, the concept of communicative competence needs to be re-conceptualized. One way to talk of communicative competence is in terms of multiple competencies or even multiliteracies (Unsworth, 2001). The use of *competencies* here is deliberate, since while competency in spoken and written language is something that all teachers aim for in their classes, there are also other competencies to consider, not in isolation, but in combination with the primary linguistic competency. Communication needs to be viewed in *multimodal* terms. The view taken here is not only that each mode of communication (linguistic, visual, and even movement and musical) can produce a certain set of meanings, but that different modes of meaning may be working in combination to produce a complex set of meanings (Royce, 1999b).

There is thus an emerging view of communicative competency in terms of a "plurality of literacies" (Unsworth, 2001), which takes into account the ways that meanings are projected in these new modalities. Unsworth suggests that if language teachers are to meet the current communicative needs of

インターネットやテキストでより多くの視覚情報が提供されているので、学習者の言語学習における到達目標の一つとして、視覚リタラシーを入れる必要はないだろうか。学習者が新しいメディアの形式から多様な情報を受け取る手助けをするために、教師自身の視覚リタラシーを向上させるには何をすべきだろうか。本論では、これらの点から視覚的意味をとらえるにはどうしたらいいかを論述する。すぐに使える実際的な教授アイディアを提供する。

their students, they need to be aware of how these multiple meaning-making resources are formed, the ways they can be interpreted, and the kinds of metalanguage which can be used to develop teaching methods. These multiple meaning making resources include not only the newer computer-based modes, but also the traditional or conventional formats and the ways that they are evolving.

One especially important form of literacy is that of visual literacy, as many visual forms (images, diagrams, graphs, schematic drawings, etc.) are increasingly being utilized in conventional classroom texts as well as in the new forms of technology. Language teachers now need to become more aware of their students' visual literacy needs, and they need to develop methodologies to take advantage of the new Internet, software, and distance-learning technologies developed, as well as the more conventional communication forms such as page-based textbooks.

To do this teachers need to take a fresh look at the role of visual forms of communication in language classrooms, and this is exactly what our workshop in JALT 2002 aims to do. Language teachers have always been aware of the possibility of using visual means of communication as an adjunct to their teaching, but it is now time to focus on just how they can engage with multimodal resources. In particular, we can make a start here by looking at page-based multimodal resources. Once we have a means of talking about visuals and how they realize various meanings, we can then start to consider the verbal (written) aspect that may occur in combination with images. Obviously, the various kinds of images in combination with the writing are not placed on the pages at random, but are placed there for various semantic purposes by the authors and graphic designers (Royce, 1999a, 1999b). Language teachers need to *unpack* just what these meanings are and how both visual and written modes can work in combination.

One of the first ways to do this is to consider the various visual forms of representation and to clarify the kinds of meanings they are encoding. By adopting a questioning approach, almost any image type can be analyzed in terms of what it presents, or its subject matter. A visual can also be considered in terms of who it is being presented to (the expected target audience), how the audience is being addressed (asked questions, given information, etc.), and whether there are relations of power or inclusion/exclusion being expressed. A visual can also be considered in terms of how it is presenting its messages, or in terms of its composition or layout (Halliday & Hasan, 1976; O'Toole, 1994; Royce, 2000, in press). The important questions addressed in this workshop will focus on visuals in terms of the following questions, which focus on the subject matter of the visual:

1. *Identification*: who or what are the represented participants (actors, living or non-living), or who or what is in the visual frame?
2. *Activity*: what is happening, or what action is taking place between the actor(s) and the recipient(s) or object(s) of that action?
3. *Circumstances*: what are the elements that are concerned with the setting, are about participants not involved with the action, or are concerned with elements used by the actors?
4. *Attributes*: what are the qualities and characteristics of the participants?

The kind of approach adopted in our JALT 2002 workshop can do two things for the participants. First, it can provide a metalanguage for describing just what meanings are being visually represented. Second, this metalanguage can then be used by teachers to develop activities to help students extract just what the visuals are trying to *say* to them, to perhaps relate these visual messages to any accompanying written text, and to then use them to contribute to developing students' overall multiliteracy skills. Some of the most important areas here may involve their reading development, as in the enhancement of their reading readiness skills, an increase in and consolidation of vocabulary knowledge, and the improvement of comprehension with narrative genres (thus improving students' understanding of a plot). The students' writing development can be enhanced (especially in the area of narrative writing), as well as their speaking and listening skills (ample opportunities can be provided for students to converse with the teacher and peers). This approach can also be used for evaluating speaking skills in an assessment context. So, one of the central outcomes for this workshop will be for participants, as a result of the activities, to discover how a single image, even in isolation from any accompanying verbal text, can be a rich source of meanings which can be used for educational purposes.

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Collaborating with Learners In and Out of the Classroom

Michael Rost, *Pearson Education Japan*

As with many language teachers, it took me a long time to make sense of the concepts of learning strategies and learning styles, and to understand the direct impact of these concepts on my teaching. At first, I thought of these ideas as relevant only to researchers interested in describing language acquisition and not to teachers who have the daily concerns of planning classes, motivating and interacting with their students. In graduate school, I was required to read and analyze the "good learner studies" (e.g. Rubin, 1975). Try as I might, I didn't really appreciate how knowing "what successful learners do" would directly help me in *my* teaching since I believed that good learners would result from good teaching: *my* lesson planning, *my* activities, *my* teaching skill. I wanted to learn how to be a better teacher, not just a better observer.

A quantum leap in my thinking occurred when I encountered the idea of "collaboration" in language teaching. This seemed to encompass the concepts of learning styles and strategies in that collaboration suggested *a two-way exchange* between me and my students. For the first time, it made sense to me to begin combining the themes from the early cooperative learning research in L1 education (e.g. Kagan, 1985; Slavin, 1980) with the themes of the learning strategy research in L2 education (e.g. Dickinson, 1987; Benson & Voller, 1997).

The L1 research, based on classroom observations and reports from participants, consistently showed that increasing the involvement of learners (in interactions with each other, in controlling and evaluating learning activities) enhanced not only student academic achievement, but also developed better

言語教育における協同(collaboration)という概念には、2つの教授場面が考えられる。1つは、教室内外での学習機会や学習向上の方法について教師と学習者が話をするときであり、もう1つは、教室内外の学習タスクで学習者同士が協同作業するときである。本論では、協同を実施するためのアプローチを4つ概略し、実施する際の様々な障害にも言及する。協同を増やす事は学習者自律や学習者の動機づけを高め、教師がより効果的に、より楽しみを持って教えることを可能にすると論じている。

long-term learning *attitudes and relationships* with other students. (In these L1 contexts, the relationships were often among students of different cultural and ethnic backgrounds.) Much of the L2 research on learning strategies, which has become inexorably linked to the notion of autonomous learning, consistently reported that self-directed activities (such as use of computer labs or self-access reader centers), in addition to classroom studies, nearly always lead to faster gains in proficiency and marked increases in *self-confidence* and *motivation*. Although these were not surprising findings, these pleasant by-products alone seemed very powerful supports for employing the idea of "collaboration" in language learning. The decisive factor for me in wanting to incorporate collaboration into my own teaching was, however, that one of the consistent benefits of this approach is *teacher* satisfaction. Nothing like a formula for preventing burnout to increase a language teacher's interest in a different approach!

So this much seems obvious: If there is evidence that increasing student-teacher collaboration leads to greater learner achievement and teacher satisfaction, it makes sense to look at potent ways of incorporating collaboration into our teaching. We need to understand and to influence the ways that our students learn both in class and outside of class. Effective collaboration with students then involves both "inner" and "outer" aspects: (a) ways in which teachers and students make decisions about what to do *inside* the classroom, and (b) ways in which the teacher and students communicate about what the students can and will do *outside* of the classroom to promote their own learning.

There are three fundamental approaches to implementing—or even just experimenting with—this kind of collaboration:

1. Resource-based approaches: Learners are presented with options for utilizing pre-selected materials (such as graded readers and videotapes of television shows) and technologies (such as computers and video players), and take responsibility for completing some assignments outside of class meeting time. The most effective resource-based approaches involve pre-selection of high interest, relevant materials, and preparation of motivating tasks for each set of materials. Also the most successful approaches involve some conscious integration of out-of-class learning with in-class learning (Benson, 2001).
2. Learner-based approaches: Learners are presented with ongoing, direct instruction in learning strategies (choices for approaching learning tasks) and communication strategies (choices for interacting with people in the target language), and are asked to identify the strategies that seem to work best for them. In this approach, learners are expected to see how strategy use influences their learning inside the classroom (e.g. by monitoring how many questions they ask during an activity) and outside the classroom (e.g. by choosing between two accompanying tasks on a home-study assignment). The most successful approaches typically involve keeping of learning journals (with some ongoing teacher feedback on the content). Another predictor of success in this approach is the students having access to audio or video of themselves in classroom activities, so that they can review what they have done in particular tasks (Cotteral, 1999).
3. Curriculum-based approaches: Learners are given a great deal of control over the processes in the classroom, such as through a dominant use of group projects (e.g. student pairs research related topics, such as a favorite childhood story or game, and prepare an original 15-minute slide presentation) and surveys outside of class. This kind of approach entails the learners taking more responsibility for the class content (while the teacher guides language development), and performing most of the activities during class time with the teacher assuming a facilitator-feedback provider role (Gardner & Miller, 1999).

These are just the basic frameworks for including collaboration into our teaching. We can choose and combine as best fits our situation and comfort-level. As with any change in our teaching practice, it's important to remember that the purpose of collaboration is not simply for the sake of form or fashion—that is, not simply because collaborative learning looks better or feels more modern. The purpose is to create the optimal conditions for learning. Of course, as teachers, once we do establish the best conditions, we still have to utilize our knowledge of the target language and language acquisition processes, and our skills in selection of materials, task design and feedback in order to be truly effective teachers. But a lot of our success *does* depend on creating the right conditions for learning.

The *downside* to attempting to use collaboration is that there are several obstacles, any one of which can break our will to continue. First is the culture factor. Having worked in classrooms from Togo to Thailand, I know there are cultural obstacles to promoting collaborative learning in virtually any context. It always seems easier to go along with the dominant cultural style of education, which nearly always translates to some form of teacher-led instruction, emphasizing the *teacher's responsibilities* for impressing, entertaining, inspiring, illuminating, and supervising students. We almost always have to find some way to adjust our expectations about how much can be achieved, how fast, and how much

support we need to offer students as they try new ways of learning. Even as we address cultural obstacles, we will encounter other practical impediments: difficulties in identifying out-of-class language learning opportunities in EFL settings, difficulties in providing focused feedback to students on how well they are succeeding in out-of-class endeavors, difficulties in linking out-of-class learning with in-class learning. Though any of these impediments can frustrate us, when we are aware of the likely obstacles in advance, we have a better chance of dealing with them.

The *upside* to attempting to use collaboration is that we can find numerous success stories to motivate us to keep trying. In Japan, I have worked with both native and nonnative speaker English teachers who report amazing successes with collaborative learning ideas: project-based curriculums, self-access media centers, online chat rooms, live chat rooms, English telephone study groups, hobby clubs, learning journals, student-published newsletters, and hybrid internet/classroom courses. Indeed, it is through working with teachers like these that I begin to understand the possibilities and the promises of collaborative learning.

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Michael Rost has been actively involved in English language teaching and teacher training for over 20 years, first with the Peace Corps in West Africa. Formerly director of the intensive English program and a faculty member with the M.Ed. TESOL program at TUJ Japan, he now teaches part-time at the University of California, Berkeley and works on language learning materials. Author of several books and articles on applied linguistics and language teaching, his most current academic work is *Teaching and Researching Listening* (Longman, 2002). Mike is also active in the development of language teaching materials, both as an author and a series editor. He is principal author of the new *Longman English Online* and *English Express*, and is series editor of the *Contemporary Topics*, the *Impact* series (including *Impact Listening, Impact Issues*, and *Impact Values*), and the popular *English Firsthand* series. Dr. Rost's work focuses on instructional design, integrating language acquisition and learning principles with solutions to practical classroom problems.

Combining Multimedia and Classroom Activities

Lance Knowles, *Dyned*

The relationship between multimedia, e-learning, and traditional, classroom-based language education continues to evolve. Teachers and administrators, in many cases not familiar with technology, are faced with a rapidly changing teaching environment for which their previous training has not prepared them. Setting realistic expectations and selecting the most suitable multimedia courses to meet those expectations is certainly a major challenge.

As an illustration of the problems teachers frequently encounter when trying to decide which program to use, let's examine three often-asked questions:

1. How many hours does it take for a student to make measurable progress?
2. How many hours does it take for a student to complete a multimedia course?
3. Is multimedia effective?

In fact, these questions are anything but straightforward. The questions themselves often say more about the inexperience and unrealistic expectations of those asking them than anything else, unless of course there is an expectation that the answers won't be simple.

Before addressing them, it's important to know what assumptions about language learning are at the core of a program. In our case, for example, we assume that language learning involves skill acquisition. As such, it involves many variables. To one of our business partners in India, when asked by them to make predictions about language learning success in a proposed 60-hour intensive course, we made the point that the manufacturing of machine parts (which is their core business) is much simpler to predict and quantify than running a language training program and predicting individual student outcomes, especially for short courses.

For expectations and results to be realistic, it was essential to point out that the business model for a language-training program must be different from the business model they are used to because the end-products (people with increased English language skills) are fundamentally different than machine parts.

Machine parts have definite, easily measured dimensions, whereas differences among learners, their teachers, and the environment outside the classroom are vast. The predicted outcome for an individual student will therefore have wide variability. Experienced teachers know this. They see it in their students term after term. Business people, however, are often uncomfortable with this variability and seek ways to remove it, for example, by trying to minimize the classroom and teacher components. Hence their frustration with education: It continues to defy their wishes for simplicity and quick solutions.

Human beings, of course, are anything but simple. Look at the differences in how students learn to play a musical instrument. One student will take a month to learn an etude. Another student will finish it in a week. It's the same piece, but it takes a different amount of time to finish. And once the piece is finished, good students will continue to review it until they can play it with ease. Such is the nature of skill acquisition.

What we can say is that the acquisition of a skill requires practice and that an appropriate learning path will make that practice more effective. The frequency and quality of the practice is crucial, as well as individual aptitude and motivation, which can be greatly enhanced by the group dynamics of a class and the coaching of a caring, thoughtful teacher.

Another key element is the design of the training program itself, and whether there is a developmental sequence in the program that works in concert with how the brain acquires the skill. A well-designed program should consider, for example, which elements of the language are primarily rule-based, which elements involve memorization, and the nature of short-term

E-learningと教室での学習は相反するものではない。それどころか、マルチメディアと教室活動はお互いにサポートしあっている。このような混合アプローチの方が支持されつつある。E-learningとマルチメディアは頻繁で効果的な言語練習の手段であり、教室は、教室外では不可能な拡大活動や個人化活動を通して言語を学習者に移す大切な役割を果たしている。

memory and learning styles, which vary from student to student.

The answer to Question 1, therefore, is: "It depends."

The total number of hours required to make the desired gain in language proficiency varies from student to student. In addition, a group of students who study once or twice a week for an hour or two will require many more hours to attain the same degree of proficiency gain as a group of similar students who study for four or five hours a week in appropriately spaced intervals. Frequency of study and quality of study are significant variables in reducing the total study time required to move from one level to another.

In general, however, a period of at least one hundred hours of study seems to be the minimum time required to show appreciable, measurable gains in most measures of language proficiency. For students at a higher language level, the time requirements are even greater as experience in total immersion programs has shown. Even a two-hundred hour course, four to six hours per day, may show only minimal gains in proficiency for some intermediate level students often because of the nature of proficiency tests and the statistical errors inherent within. If this is true, what sense does it make to use "proficiency" tests such as the TOEIC to evaluate individual student progress in a fifty-hour course?

For a large enough sample, proficiency test results may show average gains that can be useful for course administrators since individual errors will largely cancel out, but individual results invariably suffer from the conflict between the amount of real gain and the error in the test itself. What is not in doubt is that a student who makes substantial progress (as seen by teachers and in class performance) in a short program may show little or no gain in their test score. So-called "proficiency test" results, therefore, need to be handled in a responsible manner.

In most programs, the most appropriate tests will be those that measure how well the material within the program has been learned. Success with a series of these "achievement" or "mastery" tests may or may not translate into proficiency gains over a long period of time. This will depend on how well the syllabus has been designed and implemented, and whether the goal has been to build proficiency or something else, such as to pass an entrance examination.

As for Question 2—"How many hours does it take for a student to complete a multimedia course?"—many of the same factors apply as for Question 1. In addition, we must also consider what other materials or activities (classroom or other) are used in conjunction with the course being assessed. For example, two courses used in parallel may result in considerable timesavings and efficiency because each course may contribute valuable elements to the other. For example, unless the teaching sequences are exactly the same, students may benefit because each course introduces and reviews key points in the syllabus at slightly different times, and therefore cuts down on the amount of time required for these kinds of activities if each course were used alone. In this way, 1 + 1 = 3.

To cite an example of two courses that work well together, consider the classic story-based course, *The Lost Secret*. Used in parallel with a conceptually based course like *New Dynamic English*, students benefit by both the variety and contrast in the materials themselves and the fact that the syllabus in each course complements the other. The key verb structures, for example, follow an almost identical path, though in different contexts, which adds both interest and exposure time.

So again, the answer to Question 2 is: "It depends." A well-designed course may take anywhere from 60 to 100 hours to complete—not the clear answer a salesperson would want to put in an advertisement. On this point, the language teaching profession must decide whether it prefers to have simple, on-the-box answers or honest answers that require some degree of experience and judgement to appreciate the complexities we face in language education.

The third question is an especially interesting one since if we were to rephrase it as "Are textbooks effective?" it becomes clear just how absurd the question is. Just as some textbooks are well designed and effective, others are a jumble of phrases, idioms and poorly designed dialogs that give students very little except frustration. We cannot, therefore, lump all textbooks into the same category. Differences matter.

Despite this, there are articles and studies that explore the broad category of multimedia effectiveness. Though many of them conclude in favor of multimedia courses, including some of the courses I have designed, the design of and small numbers involved in the studies mean that the results have potentially large errors which can easily mislead or even result in wrong conclusions. To require such questionable data when evaluating a set of materials, therefore, may not be any more effective than looking at the material, and having well qualified, experienced instructors judge whether or not they think it makes sense. The real test doesn't come until the teachers begin to use the program and are provided with the training and support necessary to ensure that the program can work the way it was designed. This takes time—something that nobody wants to hear.

In the training programs that I have run, we look at the variables mentioned above, such as frequency

Waves of the Future

Granship Conference Center
Shizuoka, Japan
November 22-24, 2002

With JALT Junior: The 2nd Annual
Teachers of Children Mini-conference

Contents

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A Wave from the Past to "Waves of the Future"

I'm writing this at the end of March for publication in July for a conference in November. As such, this can only be a wave of the hand, saying "come on over." Because, though the JALT2002 conference will not be as massive as previous conferences, it will be bringing some very unique perspectives and ideas.

When we chose "Waves of the Future," we didn't have any particular points in mind. However, with the people who will be coming to the conference, some important "waves" have emerged and I believe that everyone who attends the conference will find themselves dealing with ideas that will hold our attention for the foreseeable future.

Our two main speakers are William Grabe and Jane Willis. William Grabe has a deserved reputation as one of the most important researchers in second language reading and as language education is shifted to younger ages, understanding the process of reading will become more and more important for those in secondary and tertiary education. Jane Willis is one of those people who always seems to be in the right place at the right time, and this conference is no exception. Jane's earlier work in task based learning has been an inspiration for many, and Jane has turned to teacher training for primary school teachers, a field that continues to grow in leaps and bounds.

The 8 featured speaker workshops cover a wide range of topics and feature, from the big picture view (Henry Widdowson's "Creativity and Conformity in English Teaching," sponsored by Oxford University Press) to the nuts and bolts (Kristofer Bayne's "Written Instructions in ELT Materials," sponsored by Aston University and Rob Waring's "Principles and Practice in Vocabulary Instruction," sponsored by Oxford University Press), from dealing with children (Curtis Kelly's "Theories and Principles of Teaching Children," sponsored by Cambridge University Press) to dealing with adults (Terry Royce's "Developing Visual Literacy for the 21st Century," sponsored by Teachers College Columbia University), from preparing teachers (Kathleen Graves' "Developing a reflective practice through disciplined collaboration" co-sponsored by Thomson Learning and the School for International Training) and students (Michael Rost's "Collaborating: Learning Outside of Class" sponsored by Pearson Education Japan) to dealing with cutting edge technology (Lance Knowles' "Combining Multimedia and classroom activities," sponsored by Dyned Japan), and I urge you to sign up early, because I think that the places will disappear fast!

A number of other things are being planned, making this conference an exciting one to plan. I look forward to seeing you there.

Joseph Tomei
Conference Program Chair

私達が 'Waves of the Future'というテーマを選んだ時、実のところ、具体的な考えをもっていたわけではありませんでした。しかし、今大会に出席することとなっている研究者たちはとても重要な「波(waves)」をもたらすことでしょう。そして、この大会に参加する皆さんは、これから近い将来、特に重要になってくる考え方に触れていることを実感してもらえると確信しています。

今大会は2名の講師、William Grabe 氏と Jane Willis氏を迎えています。William Grabe 氏は御存じのとおり、第二言語読解に関する研究の第一人者です。外国語教育開始が、より低年齢へと変化している今、第二、第三言語教育に携る方々には、読解のプロセスを理解することはより重要になってきています。 Jane Willis 氏もまた言語教育の潮流の常に先端をいっている研究者といえるでしょう。彼女の課題に基づく学習の研究に影響をうけた人も少なくないでしょう。今回、彼女は日本でこれから飛躍的に拡大していくはずの小学校語学教員の養成という分野について講演していただきます。

ワークショップの8人の講師の皆さんは様々なトピックを網羅しています。 外国語教育の全体像実践的側面 (Kristofer Bayne's "Written Instructions in ELT Materials" Aston University 提供(Rob Waring's "Principles and practice in vocabulary instruction," Oxford University Press提供)子供を対象とする外国語教育Curtis Kelly's "Theories and principles of teaching children," Cambridge University Press 提供)大人を対象とする外国語教育(Terry Royce's "Developing Visual Literacy for the 21st Century," Teachers College Columbia University 提供) 教員の授業研究(Kathleen Graves' "Developing a reflective practice through disciplined collaboration" Thomson Learning and the School for International Training の共同提供) 学生の学習方法(Michael Rost's "Collaborating: Learning Outside of Class" Pearson Education Japan提供)
外国語教育と先端技術Lance Knowles' "Combining Multimedia and classroom activities," Dyned Japan 提供)
会場の広さを十分にとれるよう、参加申し込みは、どうぞお早めにお願いします。

他にもまだまだ色々な企画が進行中で、この大会の計画に携る者として、とても楽しく仕事をしています。大会で皆さんにあえるのを楽しみにしています。

トウメイ・ジョセフ

JALT2002 Key Point Guide

Friday, November 22, 2002
On-Site Registration: 5:00 to 7:00 p.m.

1:00-4:00 Afternoon Workshops

A) Terry Royce, Teachers College Columbia University
Developing Visual Literacy for the 21st Century

B) Rob Waring, Oxford University Press
Principles and Practice in Vocabulary Instruction

C) Kristofer Bayne, Aston University
Written Instructions in ELT Materials

D) Henry Widdowson, Oxford University Press
Creativity and Conformity in English Teaching

5:00-8:00 Evening Workshops

E) Michael Rost, Pearson Education Japan
Collaborating: Learning Outside of Class

F) Lance Knowles, DynEd Japan
Combining Multimedia and Classroom Activities

G) Curtis Kelly, Cambridge University Press
Theories and Principles of Teaching Children

H) Kathleen Graves, Thomson Learning & School for International Training
Developing a Reflective Practice Through Disciplined Collaboration

Saturday, November 23, 2002
On-Site Registration: 9:15 to 5:00 p.m.

10:00 a.m.	Programs start, Educational Materials Exposition opens
	Plenary - William Grabe, Northern Arizona University
6:00 p.m.	Educational Materials Exposition closes
6:15-7:15	Oxford Debate
	sponsored by Towry Law International and Oxford University Press
7:20-8:30	Classics Party
	sponsored by Towry Law International and Oxford University Press

Sunday, November 24, 2002
On-site Registration: 9:15-12:00

10:00 a.m.	Programs start, Educational Materials Exposition opens
	Plenary - Jane Willis, Aston University
	Executive Board Meeting
	Ordinary General Meeting JALT
2:00 a.m.	Educational Materials Exposition closes
4:30 a.m.	Conference closes

A schedule of the conference can be found at the following website
http://www.jalt.org/jalt2002

JALT2002 Main Speakers

Jane Willis

One would be hard pressed to find an area of ESL where Jane has not been involved. Beginning with teaching in Ghana as a volunteer in the VSO, she has alternated spells of teaching in Greece, Iran, and Singapore with stints at British universities. Her MA was on language classroom interaction and her work continues to be based on a keen awareness and understanding of the nature of classroom interaction and discourse. She and her husband Dave Willis have co-authored a number of books and she notes "Although we both work in very much the same field, we are still on speaking terms!" She was one of the first to use the COBUILD corpus to design classroom materials, she has been a leading light in the promulgation of task-based learning, she works half-time at Aston University on their successful distance program (another wave of the future), and she now turns to the teaching of English in primary schools with the co-authored (with Mary Slattery) publication of *English for Primary Teachers* (Oxford). It is a great privilege to welcome her to JALT2002.

William Grabe

William is another person who got his start with teaching overseas (in Morocco as a Peace Corps volunteer). He is an acknowledged expert on L2 reading, and his other research interests include writing, literacy, discourse analysis, content-based instruction, and language policy. He has just finished ten years as Editor-in-Chief of the *Annual Review of Applied Linguistics* (Cambridge University Press, 1991-2000). Not content to take a break, he is the current President of the American Association for Applied Linguistics (2001-2002). He is currently Professor of English and Chair of the English Department at Northern Arizona University. One of his latest publications, a chapter appearing in *The Oxford Handbook of Applied Linguistics* entitled "An Emerging Discipline for the 21st Century," is particularly appropriate to the theme of this conference. We are fortunate to have him with us for JALT2002.

Featured Speakers JALT2002

A) Developing Visual Literacy for the 21st Century
Terry Royce
Teachers College Columbia University

Is there a need to include visual literacy as one of the aims of learner language development? If so, what can we as teachers do to develop our visual literacy skills so that we can help our students to extract the multiple messages of the new forms of media? The participants in this workshop are shown some ideas on how to extract visual meaning through "questioning" and have opportunities to examine actual Monbukagakusho textbooks and examples of web pages in terms of these "questions." The focus is on practical teaching ideas to try the next day. Participants are requested to bring examples of class textbooks.

Terry Royce is Program Director at the Tokyo campus of the Teachers College Columbia University MA in TESOL Program. His research interests include the analysis of the semantic relationships between visual and verbal modes of communication and their application to the classroom, discourse and cohesion analysis across disciplines (specifically scientific and economics discourse), and the application of systemic-functional linguistic theory to discourse varieties and TESOL education.

14 *REASONS WHY YOU SHOULD JOIN THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Visit the JALT web site at <www.jalt.org>, where you can learn more about JALT, its publications, conferences and other services. More importantly, learn how to link up with some of the most dynamic professionals in all of Japan.

JALT
JapanTESOL
全国語学教育学会

Ride the waves to JALT 2002 in Shizuoka
静岡グランシップ国際会議場、静岡市

B) Principles and Practice in Vocabulary Instruction
Rob Waring
Oxford University Press

This workshop first looks at relevant research in vocabulary acquisition as background to the introduction of underlying principles for teachers concerned with vocabulary instruction and learning. Focus then turns to how vocabulary is most often dealt with in classes and in textbooks. Finally, the workshop focuses on suggested types of vocabulary exercises that aim to meet the principles of vocabulary instruction and learning.

Rob Waring is Associate Professor of English at Notre Dame Seishin University in Okayama. His research interests include vocabulary acquisition and extensive eeading. He has authored numerous teaching guides and online resource materials for Oxford University Press.

C) Creativity And Conformity In English Teaching
Henry Widdowson
Oxford University Press

The learning of English is thought to be a matter of the learner conforming to norms of correctness as represented by the input of teachers and textbooks. Learners, however, tend to be non-conformist in their uses of language and these "erroneous" or "deviant" uses have been taken as evidence of interlanguage development. But these abnormal uses can also be considered as expressions of natural creativity.

In this workshop, we explore this idea by proposing certain activities with literary texts for participants to engage in. What these activities are expected to show is the extent to which literature and language teaching can be inter-related, and the necessary relationship between creativity and control in the learning of language.

Henry Widdowson is Professor of English Linguistics at the Institut für Anglistik und Amerikanistik at the University of Vienna. His publications include *Practical Stylistics, Aspects of Language Teaching,* and *Teaching Language as Communications,* all published by Oxford University Press. Professor Widdowson sits on the Board of Management of the *ELT Journal* and he is the general editor of the *Oxford Introductions to Language Study.*

D) Workshop: Written Instruction in ELT Materials
Kristofer Bayne
Aston University

This workshop examines how rubrics, or written instructions, are treated by the participants in using textbooks and printed materials. As teachers or coordinators selecting texts we carefully scrutinize the tasks and accompanying materials; however the role that the written instructions plays in the classroom is perhaps undervalued or even overlooked. After a general introduction, the workshop follows the progression of written instructions from materials writer and publisher to teachers and to learners. Participants in the workshop are encouraged to bring into play their experience through a variety of group activities.

Kris Bayne has worked predominantly in the vocational school system. For more than ten years he was a curriculum developer/coordinator and materials writer for a number of content-based social studies and global awareness subjects, among them world geography, religion, and the environment. He has presented and written on the development of content subjects for lower language proficiency learners. He is currently an instructor in the English Language Program at International Christian University.

E) Collaborating: Learning Outside of Class
Michael Rost
Pearson Education Japan

ng with students to develop outside-class learning opportunities, especially in EFL settings, has become an

important part of language teaching. Most attempts at implementing outside learning fail, due to four prevalent obstacles: (1) difficulties of the teacher in identifying and maintaining viable opportunities, (2) motivating students to use opportunities for out-of-class learning, (3) inability of teachers to provide feedback to students on their successes and failures, and to redirect them, and (4) linking out-of-class learning to in-class learning.

In this workshop, we employ the concept of "collaboration" to address these various obstacles and increase our chances of implementing successful outside-class learning with our students. We examine five approaches: resource-based approaches, social approaches, technology-based approaches, learner-based approaches, and classroom approaches. Participants leave with practical resources and workable ideas for enhancing the learning of their students.

Michael Rost has been involved in English language teaching and teacher training for over 20 years, first with the Peace Corps in West Africa. He now teaches at the University of California, Berkeley and works on language learning materials. Author of several books and articles on applied linguistics and language teaching, his most recent academic work is *Teaching and Researching Listening* (Longman, 2002). He is principal author of the new *Longman English Online* and *English Express*, and is series editor of the *Contemporary Topics*, the *Impact Series* (including *Impact Listening*, *Impact Issues*, and *Impact Values*), and the *English Firsthand* series.

F) Combining Multimedia and Classroom Activities
Lance Knowles
Dyned

This workshop focuses on the kind of relationship between multimedia lessons and classroom activities that is revolutionizing language teaching around the world. Several different types of multimedia lessons are demonstrated, and workshop participants work together to design classroom activities that can take language learning to a new level. In particular, activities can be designed that are effective and motivating for multi-level groups of students who learn at different rates and follow different paths.

In the second part of the workshop, we examine the concept of learning paths and show how varying the sequence of activities can increase the effectiveness of language programs. Sample learning paths are presented for analysis and discussion.

Participants who have laptop computers are urged to bring them.

Lance Knowles is among the world's experts on the development and use of multimedia ELT courseware. He has led the design of more than ten multimedia courses, including the first interactive language learning program on CD-ROM in 1987, and the award-winning course, *New Dynamic English*. He has led teacher-training seminars on multimedia for more than ten years.

G) Theories and Principles of Teaching Children
Curtis Kelly
Cambridge University Press

The Monbukagakusho's efforts to implement English instruction in Japan's elementary schools have left elementary school teachers in a quandary. The presenter, doing needs' assessment research on the perceived and predicted training needs of Japanese elementary school English teachers, is well versed in the literature. After discussing the Monbukagakusho imperative, his research findings, and the problems that have arisen in Korea and Taiwan from similar policies, he combines theoretical knowledge with the experiential knowledge of the participants to work out a list of principles for teaching English to Japanese children.

Curtis Kelly, a 20-year resident of Japan, is the author of *Significant Scribbles*, *Basics in Writing*, *The Snoop Detective Conversation Book*, and Cambridge's new *Writing from Within*, a composition textbook. He is a professor of English at Heian Women's University. He is researching the training needs of elementary school teachers and how to use the Web to satisfy these needs.

H) Developing a Reflective Practice Through Disciplined Collaboration
Kathleen Graves
Thomson Learning and the School for International Training

In this workshop participants learn about an approach to reflective practice that requires disciplined collaboration. Participants identify an area of their practice that they wish to explore. They then have two opportunities to work with other participants to explore the area through a process of description and interpretation that can help them identify possible steps to improve their practice. Finally, they identify ways to continue to use the approach beyond the workshop.

Kathleen Graves is Associate Professor at the School for International Training in Brattleboro, Vermont. She has taught English in Taiwan, Japan, the US, and Brazil. She has worked with teachers and teacher educators in Brazil, Mexico, the US, Taiwan, South Africa, and Pakistan in the areas of developing a reflective practice, curriculum and materials development, observation and supervision, and developing teacher education courses.

The Four Corners Tour

Imagine you could bring a small part of the conference right to your own backyard for a private sneak preview. Thanks to the generous support of the British Council, you can.

Once again this year, JALT is proud to be able to present the Four Corners Tour, in which some of the special guest speakers invited from abroad for the national conference will first visit several of the local chapters on their way to the main event. This year's tour is scheduled to begin on Saturday, November 16. Our featured speakers will be Jane Willis and William Grabe.

Jane Willis is a Teaching Fellow in the Language Studies Unit in the School of Languages and European Studies at Aston University, Birmingham (UK). She has worked as a teacher and teacher trainer in Europe, Africa, the Middle East, and Southeast Asia and done ELT and teacher training consultancies in India, China, South America, and Europe. She has written numerous articles about ELT, and her two latest books–*A Framework for Task-Based Learning* (1996, Longman) and *English for Primary Teachers*, a handbook of activities and classroom language, co-authored by Mary Slattery (2001, OUP)–have both won major prizes. She lives in the English Lake District, where she enjoys walking and cycling with her husband Dave.

Jane's program includes the following:
Topic 1: "Lexical Phrases: A Link Between Grammar and Vocabulary" (Seminar OR Workshop)
Topic 2: "Cat's Feat: From Practice to Principle in Task Design and Task-Based Learning" (Interactive seminar)
Topic 3: "Story-Telling Activities in the Young Learner Classroom" (Workshop)

William Grabe is Professor of English and Chair of the English Department at Northern Arizona University. He is interested in research on issues in L2 reading, writing, and literacy. He is also interested in written discourse analysis, content-based language instruction (CBI), teacher development, and the disciplinary nature of applied linguistics.

Bill's program includes the following:
Topic 1: L2 Literacy
Topic 2: Content-Based Instruction
Topic 3: Discourse Analysis
Topic 4: Teacher Development

Don't miss this golden opportunity to interact in a small group setting with an internationally renowned scholar! For more information on either of the speakers or their presentations or on the exact places and dates of the tour, please visit the JALT conference website at <http://jalt.org.jalt2002/> and follow the appropriate links. If you would be interested in hosting a speaker, you can contact this year's coordinator, Paul Lyddon, at <palyddon@hotmail.com>. See you on the road to Shizuoka!

Job Information Center

This service enables teachers and prospective employers to meet one another in a relaxed, professional atmosphere. A wide range of job opportunities for teachers are posted on the JIC Bulletin Boards. Employers have a chance to select from a large number of highly qualified candidates and can interview them on site. Register as early as possible so that interviews can be arranged. Applicants are requested to supply one resumé for every position they are interested in.

Call for Papers
JALT2002 Conference Proceedings

Introduction
As a non-commercial presenter who has been accepted for JALT2002, you are cordially invited to submit an article based on your presentation for possible publication in the JALT2002 Proceedings. The Proceedings are the official JALT post-conference publication of conference presentations. Just as your presentation was vetted by your peers for the conference, your article(s) will also be subject to peer review. Publication in the JALT2002 Proceedings counts: it is a refereed publication, and the Proceedings act as an important reference point for foreign language teaching in Japan, and beyond. We would therefore like to encourage you to submit an article. To do so, please make sure that you follow these guidelines carefully. Articles may be in English or Japanese. If you wish to submit material in other languages, please contact the editor.

We urge all prospective JALT2002 presenters to begin working on their articles NOW, so that they will be ready to make contributions to the Proceedings immediately following the conference.

Also worth considering is this: the process of writing your presentation-based article will inevitably concentrate your thoughts on your presentation. This in turn will contribute to a more well-developed and organized presentation. Much of what you write will be directly applicable to what you do and say when in front of your colleagues. Good luck, good presenting, and good writing!

Deadlines
All articles must be received by December 15, 2002 (Colloquia, Demonstrations, Papers, Poster Sessions, and Workshops, Exchanges, Guided Discussions, Forums, Plenary Sessions, and Swapshops).

Conditions for Inclusion in the JALT2002 Proceedings
All non-commercial presenters who participate in the JALT2002 International Conference on Language Teaching/Learning are invited to submit an article derived from their presentation(s) for possible publication in the JALT2002 Conference Proceedings, which will be published after the conference. Only presenters who actually present at the Conference are eligible; the editors will not consider papers based on canceled presentations, nor will they accept articles submitted after the deadlines. Further, the JALT2002 Proceedings will not publish reports of Organizational Meetings. Generally, the editors will not publish articles derived from Commercial Presentations, but such presenters should consult with the editor if they have a question about suitability.

Limitation on number of articles per presenter
Presenters may submit one article individually, and/or one co-authored article. The purpose of this limitation is to enable as many different presenters as possible to contribute to the JALT2002 Conference Proceedings.

Guidelines
Style
JALT uses the Publication Manual of the American Psychological Association, 4th edition. Consult recent issues of JALT Journal, The Language Teacher, TESOL Quarterly, or TESOL Journal for examples of APA documentation and references. Give the page numbers of cited works in both the text and references. Do not use footnotes for references. Footnotes should address only substantive matters and must appear at the end of the article, before the Reference list. Also consult the online TLT Writers' Guide available at http://jalt.org/jalt2001.

Format
All manuscripts must be typed and double-spaced on one side of A4 or 8.5" x 11" paper. 3 cm (1.5") margins should be used, and the letter size (font) should be set so that approximately 250 words fit on a page. (Where possible, Times Roman 12 point should be used as a font.) Diagrams or figures must be camera-ready, on separate pages, and appended to the article.

Author(s)
Authors' names and references that identify the author(s) must appear only on the cover sheet.

Materials to be submitted
(i) Cover sheet with contact name(s)/address, title, running head title (2-5 words, in English for all articles), author name(s) with institutional affiliation, abstract (150 word maximum). (The running head title appears in the top right-hand corner of each page. It is used by the reviewers and editorial team to identify your article.)

(ii) Three copies of the manuscript with the running head title/page number in the upper right-hand corner of every page.

(iii) Disk copy of manuscript (Macintosh/IBM MS-DOS formatted, Rich Text Format only). A disk copy in either of these formats is mandatory. If the editors can't read your file, your manuscript will not be considered for publication. Make sure also you label your disk clearly with your family name, given name, and the full title of your article.

(iv) At the time of submission, authors must include a translation of the abstract: English articles must have a Japanese translation, Japanese articles must have an English translation. For articles which are written in a language other than English or Japanese, authors must submit an abstract in that other language, together with a translation in English. In all cases, the author is responsible for providing an accurate translation, also on disk.

Deadlines
All articles must be received by December 15, 2002 (Colloquia, Demonstrations, Papers, Poster Sessions, Workshops, Exchanges, Guided Discussions, Forums, Plenary Sessions, and Swapshops).

Completion of Submission
A submission is complete when all materials are received: cover sheet with contact name, three copies of the manuscript, a computer disk (Macintosh/IBM MS-DOS formatted) in Rich Text Format, translated abstract included on the same or on a separate disk. If you submit the translated abstract on a separate disk, please make sure you label it "Abstract Translation" with your family name, given name, and the running title head of your article in English. Incomplete or late submissions will not be considered.

Spacing
All manuscript pages should be doubled-spaced.

Article Types and Word Lengths
Word lengths are set according to the type of presentation that you have been accepted for.

Group 1: Demonstrations and Swapshops
Presentation articles derived from these formats should not exceed 1,200 words. They should be written in a style similar to that used in *The Language Teacher*'s "My Share" or *TESOL Journal*'s "Tips from the Classroom" sections. Such articles are expected to focus primarily on classroom activities, tasks, and exercises.

Group 2: Papers, Exchanges, Guided Discussions, Poster Sessions, and Workshops
Articles derived from these formats should not exceed 2,500 words. Such articles are expected to include a lively combination of classroom practice and theory/research.

Group 3: Colloquia, Forums, and Plenary Sessions
Articles derived from these formats are limited to 3,000 words. Such articles should reflect the presentation proposals accepted by the Conference Programming Committee. In-text citations and references must be made when applicable, according to normal APA style. Writers should consult the summaries of each participating presenter for help in organizing the article. All colloquia and forum presenters should be involved in the writing process, at the very least to comment on the content. In all cases, colloquia and forum articles must be written by one or more of the participating presenters. All presenters must also have their names listed either as co-authors or as participants, for example: by Mary Green & John Smith (Presenters: Mary Green, moderator; John Smith, Bill Black, Patricia Brown, Watanabe Taroh).

Review Procedure
All manuscripts are first reviewed by the editors to ensure that they comply with the Proceedings guidelines. Those subsequently considered for publication are next subject to blind review by two peer reviewers. These reviewers will receive a copy of your manuscript with any identifying names removed. Articles are accepted on the basis of both peer review and the final judgment of the Proceedings Editors. Evaluation will be completed by March 1, 2003.

Notification will follow shortly thereafter.

Layout Requirements
Assuming your manuscript has reached the acceptance stage, and has been through the various edits the editorial team has suggested, you will have to revise the your manuscript in a form suitable for its final submission. Here is how the layout editor needs to receive your article:

1. Start the manuscript with:
Title
Author
Affiliation (use separate lines for each writer)
Abstract (English)
Abstract (Japanese or other languages)

2. Use 12 point Times New Roman throughout, except within tables where smaller font sizes are necessary. Do NOT use [illegible]onts (e.g. DingBats) anywhere without consulting the editors first! Remove headers and footers. Footnotes should not [illegible] without prior consultation. Remove all hyperlinks, such as those in email addresses.

3. The whole manuscript should be left justified, including titles, with a ragged right edge—not block paragraphs. Single line-spacing throughout please.

4. Paragraphs following a title should not be indented. Other paragraphs should be indented using ONE tab space. Do NOT use the space key please!

5. Allow one blank line (double return) between new section titles and the preceding paragraph. Main titles should be in bold, subtitles should be in italics. Do not use any of the style settings various word processing software packages offer. Use all plain text.

6. There must be only one space between sentences, NOT a double space!

7. Indicate all ems (long hyphens) with a double hyphen (--).

8. Tables may be left in the document for reference and placing, however we require a text version as a separate file. These should be sent as text with each line of the table on separate lines, and table entries separated by tabs. If table cells are blank, use the correct number of tabs to denote this. If you are unsure about how to do this, please contact the editors.

CAUTION: Do NOT embed Excel or any other data files.

We strongly recommend that you send clearly labeled hard copy of all tables. Our layout editor will use these to compare them with the electronic versions.

9. Graphics may be left in the document for reference, but must also be included as separate files in GIF or JPEG format on disk.

10. Reference lists should be laid out in exactly the form used in *The Language Teacher*. Do not use underlining for titles, use italics and plain text only.

Please consult *The Language Teacher*'s Writers' Guide for your reference. The Proceedings will basically follow this format. The Writers' Guide is available online at <http://jalt.org/jalt2001>.

Advice Regarding Submissions

The Proceedings editors encourage broad participation and a wide range of viewpoints in the articles. However, space limitations make it impossible to accept all articles submitted. Major factors in the selection process include following the guidelines, clarity, and appropriateness for the intended audience. Authors are strongly encouraged to:

•have their articles read by at least two supportive readers. Experience shows that this is a useful way for authors to acquire and maintain a good sense of audience and focus,

•avoid lengthy introductions and extensive bibliographical reviews; references should thus be used to support the smooth development of the text,

•consolidate the main points they wish to make with examples and/or details. They should therefore ask their peer readers to check whether everything is sufficiently clear and elaborated in the text,

•give their articles a clear sense of voice—that is, to write in a direct and personalized style, where their imagined reader is an interested but critically-minded teacher.

Selection

The editors will select a variety of content areas/articles to create a balance in the Proceedings. Because of the time involved in getting the Proceedings out prior to JALT2003, the editors will not be able to suggest revisions; articles submitted must be in a finalized form.

Send submissions to

Joseph Tomei
JALT2002 Proceedings Editorial Team
Kengun 1-chome 24-12-502
Kumamoto 862-0911, JAPAN.
Email: jtomei@kumagaku.ac.jp

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bmissions should be received by December 15, 2002.
·mation of Receipt of Manuscripts

Authors resident in Japan: For confirmation that your article has been received by the deadline, include an email address or a self-addressed, stamped postcard.

Authors resident outside Japan: For confirmation that your article has been received, include either your email address or a self-addressed postcard and an International Postal Reply coupon to cover return postage.

Submission Checklist
Re-read the above guidelines carefully before writing your article, and upon completion of your article. Make sure you check your submission point by point against all of the guidelines and conditions mentioned above.

We look forward to receiving your article(s), and we thank you in advance for your cooperation. Once again, good luck, good presenting, and good writing!

JALT2002 Proceedings Editorial Team

Oxford Debate and Classics Party

Towry Law International and Oxford University Press are proud to present the main social event of the Conference on the evening of Saturday, 23rd November.

The evening commences at 6:10 p.m. with the Oxford Debate to be held in the Chuo Hall finishing at 7.10 p.m.. The Debate will be presided over by JALT Featured Speaker Prof. Henry Widdowson and feature a panel of well-known linguists focusing on issues of relevance to language teaching.

Towry Law International and Oxford University Press' Classics Party will immediately follow from 7:10 p.m. to 8:30 p.m. in the lobby of the Chuo Hall. The party presents the chance to win grand prizes offered by Towry Law and Oxford while enjoying wine, beer, light refreshments, and entertainment by the "Rising Pints," a lively Irish Band.

Your Conference Badge is your entry ticket to these events. Although on the conference site, this event is being run by Towry Law and Oxford University Press for the enjoyment of conference participants.

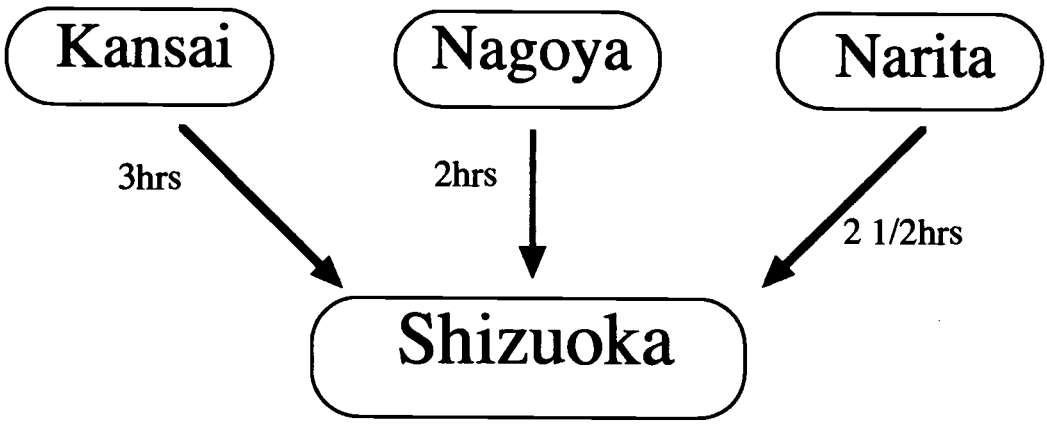
JALT Junior 2002

Following the great success we had at the PAC3/JALT2001 Conference in Kitakyushu, the JALT Teaching Children SIG will host JALT Junior once again on November 23rd and 24th at the JALT2002 Conference held in Shizuoka. JALT Junior is a mini-conference focused on teaching children issues and topics held within the national conference. The two-day event will be filled with almost 30 presentations, which include academic and practical presentations, demonstrations, and workshops, including publisher-sponsored sessions featuring well-known authors of children's material. Added to this will be the Teaching Children Swap Meet, lunch discussions, and teatime chats. Everyone is welcome to join for socializing and exchanging ideas. We are seeking people who are interested in introducing their teaching ideas at the Swap Meet. (Contact Setsuko Toyama at <setsuko@seagreen.ocn.ne.jp>.) Those who wish to only attend JALT Junior are welcome at a reduced fee. This option will allow you to attend JALT Junior and also visit the Educational Materials Exposition. Those attending the main conference may attend JALT Junior at no extra fee. Japanese teachers of children are very welcome to JALT Junior since the event will include sessions in Japanese, and it will be possible to participate in several other sessions with only a basic understanding of English. We look forward to seeing you all in Shizuoka!!

昨年北九州で開催されたPAC3/JALT2001会合での大成功を受け、JALT児童教育部会では、11月23・24日に静岡において開催される年次総会において再びJALT Junior を開催します。JALT Junior は、年次総会の中で開かれる児童指導の分野に焦点をあてた会合です。2日間に渡り、学術的・実用的なプレゼンテーション、デモンストレーション、ワークショップ、そして児童向け教材の著明な著者を迎えての講演等約30のセッションが予定されております。これらに加え、参加者同士の交流やアイデアの交換を目的としたTeaching Children Swap Meet や昼食をとりながらのディスカッション等もあります。Swap Meet では指導アイデアを紹介してくださる方を募集しております（外山節子<setsuko@seagreen.ocn.ne.jp>までご連絡ください）。JALT Juniorのみへの参加をご希望の方は、本会合への参加費よりも割安の参加費でおこしいただけます（この参加費で教材展示会への入場も可能です）。本会合へ参加される皆様は、そのままJALT Juniorへも参加していただけます。日本語によるセッションも一部あり、基礎的な英語だけで十分参加していただけるワークショップもございますので、英語力を不安に思われる日本人の先生方にも安心して参加していただけますように会いできることを楽しみにしております。

Getting to Shizuoka

Situated between eastern and western Japan, Shizuoka is only an hour away from Tokyo and Nagoya, and two hours away from Osaka by Shinkansen (bullet train).



From Narita Airport
Take the Narita Express from Narita Airport to Tokyo Station (1 hour), then take the Shinkansen to Shizuoka station. Not all Hikari Shinkansens stop at Shizuoka, so please check before boarding. It is approximately one hour by Hikari, and 1.5 hours by Kodama. Tickets can be purchased at Narita Airport to Shizuoka (¥8,890). 成田空港から、成田エクスプレスで東京駅へ（所要１時間）、新幹線に乗り換え。静岡に停車する「ひかり」は限られているので時刻表で確認を。「ひかり」で１時間、「こだま」では１時間半。成田空港から8,890円。

From Haneda Airport
Take the Monorail from Haneda Airport to Hamamatsucho station (22 min., ¥470), and then take the JR Yamanote line or Keihin-Tohoku line from Hamamatsucho to Tokyo station (6 min., ¥150). From here, take either a Hikari or Kodama Shinkansen to Shizuoka station (¥6,180).
羽田空港から、浜松町駅まで所要２２分、470円。ＪＲ山手線、または京浜東北線で東京駅へ（所要６分、150円）。東京から新幹線「ひかり」「こだま」、6,180円。

From Tokyo Station
Take Hikari or Kodama Shinkansen to Shizuoka Station. Check before boarding if the Hikari Shinkansen you are taking stops in Shizuoka.
東京駅より「ひかり」または「こだま」。静岡停車の「ひかり」に乗車のこと。

From the west
Go via Shin-Osaka Station by Shinkansen or via Nagoya Airport. From Nagoya Airport, take the airport bus to JR Nagoya station (32 min./¥870), then take the Shinkansen (by Hikari about 1 hour, by Kodama approx. 1.5 hours/¥6,180).
九州、四国方面から、新大阪駅から新幹線、または名古屋空港経由。名古屋空港から、ＪＲ名古屋駅までエアポートバスで所要３２分、870円。名古屋駅から新幹線で「ひかり」で１時間、「こだま」で１時間半、料金、6,180円。

From the north
Go via Tokyo Station or Haneda Airport.
北海道、東北方面から東京駅あるいは、羽田空港由。

From Kansai Airport
Take JR Haruka to Shin-Osaka station (48 min.), then take the Shinkansen Hikari or Kodama to Shizuoka (almost 2 hours by Hikari, about 2 hours 20 minutes by Kodama). A ticket can be purchased at Kansai Airport to Shizuoka (¥12,360). 関西空港よりＪＲ「はるか」で新大阪駅へ（所要４８分）、新大阪駅から「ひかり」（所要２時間）あるいは「こだま」（所要２時間２０分）。関西空港から静岡まで12,360円

How to get to Grandship Shizuoka
Take the Tokaido-Honsen from JR Shizuoka to Higashi-Shizuoka station (3 min./¥140, 1 station away). 静岡からグランシップはＪＲ東海道本線静岡駅から東静岡駅へ１駅（所要３分、140円）。

Registration Information

Conference Registration Fees (per person) 大会参加登録料金

Pre-Registration 事前登録 (Only for the entire conference-2 days of Nov. 23 & 24)

Deadline: Postmarked by Oct.22 締切 10月22日 消印有効

JALT Member 会員 (Current as of Nov.)	¥12,000
Conference Member 一般	¥16,000
Student Discount (pre-registration only)	¥ 8,800
JALT Junior Program	¥ 7,000

On-site Registration 当日登録 (Register on site)

	1 day	2 days
JALT Member 会員	¥10,000	¥14,000
Conference Member 一般	¥13,000	¥18,000
JALT Junior Program	¥ 4,000/day	

Featured Speaker Workshops/each 11月22日 (金) のワークショップ (1講座)

JALT Member 会員 (current as of Nov.)	¥4,000
Conference Member 一般	¥5,000

Equipment: OHP ¥2,000 Audio Cassette ¥2,000 Video ¥3,000

*Member rates are available only for JALT members who are current members as of November 2002

If you pay for your membership at the time of registration you can register as a member. You can pay JALT membership and registration fees by VISA or Master Card, however you cannot pay JALT membership only by credit card. Group members should pay their membership fees by postal furikae, not by credit card.

Pre-Registration Deadline Presenter: October 5 (Saturday)
Others: October 22 (Tuesday)

How to Register for JALT2002

Pre-registration is the cheapest and smoothest way to guarantee a good start to JALT2002. Please take advantage of the discounted pre-registration rates and register before October 22, 2002 (October 5 for presenters) deadline. After your pre-registration application is processed, an acknowledgement card will be issued in and after September, which you can exchange for your name tag and conference bag at the conference site. If you have not received an acknowledgement card by November 15, please contact JALT Central Office. On-site registration will take place at the conference site on Friday November 22, 5:00 - 7:00 p.m. and throughout the remaining days of the conference. VISA and Master Card will be accepted at the conference site, too. Members must show their membership card to register on site at the member rate.

Within Japan (Cash or checks are not accepted)

A. By postal *Furikae*

Fill out the attached postal *furikae* form in English or Roman letter and make payment at a post office. Make sure to include your name, mailing address, date(s) of attendance and code(s) of Featured Speaker Workshop(s). Use one form for each person. Contact the JALT Central Office if you require additional forms.

B. By VISA or Master Card

(1) Find the form in this supplement titled Pre-Registration Form for Credit Card Users only (page 23). Use one form for each person.
(2) Fill out the form. Print clearly. Be sure to include your name, mailing address, date(s) of attendance, and code(s) of Featured Speaker Workshop(s).
(3) Make sure that all the information about your credit card is included. We cannot process your application if any of the information is missing.
(4) All payments are in yen.
(5) Payment for JALT membership only cannot be made by credit card.
(6) Mail the form to the JALT Central Office. Fax is not acceptable.

From Overseas

A. By Bank Draft

Fill out the attached postal Furikae form and make payment with a bank draft drawn in Japanese yen made payable to JALT. Be sure to add an additional ¥1,500 per bank draft to the total for the Japanese bank draft handling fee. Send your registration application and payment to the JALT Central Office.

B. By Postal Money Order

Send your registration application and International Postal Money Order in yen to the JALT Central Office. No other ency will be honored. No bank service charge is necessary.

C. By VISA or Master Card
See the instructions above: Within Japan B

Make your life simple --- Please pre-resister. If you can't, please bring your membership card (even if it is expired) with you to the conference to help make check-in faster.

Notes

1. Pre-registration fees
   Pre-registration fees are only for the entire conference of 2 days - November 23 and 24.
2. Ordinary Participant's Registration
   Only applications postmarked by Tuesday, October 22 will be accepted as pre-registration. You cannot pre-register after this deadline, so must register on site. Registration postmarked October 23 and after, if received, will be required to pay an extra handling charge of ¥2,000 in addition to the on-site rates.
3. Presenter's Registration
   Presenters must register for the conference and pay for their equipment charges by Saturday, October 5 (postmarked). Those failing to do so will have their presentations canceled. JALT can provide only the equipment which was ordered at the time of submission of your presentation proposal and paid for at the time of pre-registration. Other order will not be accepted because of the facility's limited situation. In the case of a group of presenters the group leader or contact person must pay the equipment charges.
4. Overseas Attendees who need the entry visa to Japan
   If you need a letter stating that you may attend this conference, send the following information and fee. All information sent will be verified. You may only apply for yourself. Please understand that JALT refuses to accept any legal or financial responsibility for you and your passport. (1)your full name (2)your home address and telephone number (3)your work address and telephone number (4) the date of issue and the number of your passport (5) a copy of the inside of your passport showing the number, date of issue, and your picture (6) a typed letter on letterhead stationary from your supervisor (7) 2,000 yen either via International Postal Money Order or Credit Card as the application fee.
5. Cancellation
   The final deadline for receipt by the JALT Central Office of cancellation for conference and Featured Speaker Workshop registration is Friday, November 8, 5:00 p.m. Cancellation requests will not be honored after this deadline. All requests for refunds must be made in writing. A cancellation charge of ¥3,000 will be deducted from your payment. There will be no refunds of any kind given at the conference site. All refunds will be made to the registrant by postal money order about 3 months after the conference.
6. Balance Due
   A note for balance due will be on the acknowledgement card. Make payment by postal *furikae* only before the preregistration deadline. You will also receive this note if your membership expires before November 2002. Please pay your membership at the time of registration for smoother processing because acknowledgement cards will not be reissued.
7. Fee Reimbursement to JALT Officers
   Up to four officers per Chapter and four officers per SIG shall be reimbursed 3,000 yen as a one day conference waiver after the conference. Refer to the prerequisite for this benefit stated in JALT Constitution Bylaws V-8.
   8. The JALT Central Office will not accept payment for hotel and travel reservations nor will it be responsible for payment for these made by mistake.
9. It is important for you to retain a copy of your payment receipt or pre-registration form for credit card users. Your proof of payment is needed for all inquiries to the JALT Central Office regarding payments and refunds.

JALT Central Office: Urban Edge Bldg 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan
Tel: 03-3837-1630 Fax: 03-3837-1631 Email: <jalt@gol.com>

JALT2002大会参加登録

参加登録の会員料金は、2002年11月現在JALT会員である人にのみ適用されます。会員でない方及び11月の時点で会員期限が切れている方も、参加登録と共にJALT会費を支払えば会員料金で申し込めます。 VISAやMaster Cardで参加登録費と共にJALT会費を支払う事が出来ますが、JALT会費のみをカードで支払う事はできません。グループメンバーのJALT会費についてはカードでなく郵便振替にて支払ってください。

事前登録の締切り：2002年10月22日（火）

大会参加登録の申し込み方法

2002年10月22日（火）までに事前登録されると参加費が割引されますので是非ご利用下さい。事務局は事前参加登録の申し込みを処理した後、9月以降Acknowledgement Card(受領書)を発行します。この受領書を大会会場の受付に持参し名札と大会バッグを[illegible]ってください。受領書が11月15日までに届かなかった場合は、JALT事務局に連絡してください。尚大会会場での当日登録は

11月22日（金）午後5時から7時迄、及び大会開催中に行い、VISA及びMaster Cardも受け付けます。当日登録する会員は必ず会員証を持参してください。

国内での事前登録

（現金での支払は受け付けません。次の方法のいずれかにて申し込んでください。）

1. 郵便振替を使用 ： 添付の郵便振替用紙に、名前・住所(ローマ字)・参加日・希望するワークショップのコード等を記入し、郵便局で支払ってください。 振替用紙は1人1枚を使用し、足りない場合はJALT事務局に請求してください。
2. VISA又はMaster Cardを使用：添付のPre-Registration Form - for Credit Card Users Only (p. 23)の申込み用紙に必要事項を記入してJALT事務局に郵送してください。
   *注意 ： (1) 申込し込み用紙は1人1枚を使用。(2) クレジットカードの所有者番号、所有者名、有効期限等の詳細を明確に記入。記載不十分なものは受け付けません。(3) 登録者の名前、住所、参加日その他必要事項を漏れなく記入。(4) 支払は日本円以外受け付けません。(5) クレジットカードでJALT会費のみを支払う事はできません。(6) 申し込み用紙をJALT事務局へ郵送。Faxは受け付けません。

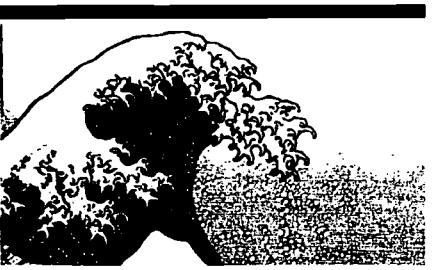
海外からの事前登録

英文のHow to Register for JALT2002 - From Overseasの手順を参照して下さい。

注意事項

1. 事前登録の大会参加料金
   事前登録料金は11月23日・24日の2日間のセット料金となります。
2. 一般の参加登録
   JALT事務局では大会事前登録を10月22日（火）(消印有効) 迄受付けます。10月23日（水）以降は送金されても受付けませんので、当日、大会会場で登録して下さい。万一事前登録期限を過ぎて送金された場合は、当日料金の他に、特別処理料金として2000円を大会会場にて追加請求させていただきます。
3. 発表者の参加登録
   発表者は、10月5日（土）（消印有効）迄に参加登録を済ませてください。期限までに参加登録されないとプレゼンテーションは取消されます。機材使用料は参加費と共に支払っていただきます。機材は、発表応募時に申込まれ、事前登録で支払われたもののみ用意されます。会場の都合上、申込み済みでない機材は用意できません。グループ発表の場合は必ずグループリーダーが機材使用料を支払ってください。
4. 日本への入国ビザが必要な参加者
   英文の注意事項 4. Overseas Attendees who need to apply for the entry visa to Japanを参照してください。
5. 参加登録の取り消し
   大会やワークショップの参加登録を取消す場合は、11月8日（金）午後5時（必着）までに書面にて申し出てください。期限内に申し出のあった取消しについてのみ、大会終了の約3ヶ月後に、キャンセル料3,000円を差し引いた残額を郵便小為替にて登録者本人に払戻し致します。期限後の取消しについては理由の如何に拘わらず払戻し致しません。
6. 支払に不足金がある場合
   支払に不足金があった場合は、Acknowledgement Card (受領書)でお知らせいたしますので、郵便振替にて事前登録期限内に送金して下さい。11月現在会員権が切れている場合も不足金が生じますので、大会登録と共に会員の更新をされる様お勧めします。尚不足金が支払われても受領書の再発行は致しませんのでご了承下さい。
7. JALT役員への大会参加費払戻し
   JALTの支部及び分野別研究部会の役員は、既定の条件を満たせば、1支部又は1分野 別研究部会につき4人まで、1人に付き大 会参加費の内3,000円の払い戻しを受ける事 ができます。 詳しくは2002年3月発行のInformation & DirectoryのJALT定款細則V-8 (p.17) を参照してください。
8. 宿泊・旅行手配
   JALT事務局では宿泊や旅行については扱いません。(株) 日本旅行JALT2002デスクへ直接申込んで下さい。誤って事務局に送られた宿泊、旅行代金については責任を負いかねますのでご注意下さい。
9. レシートの保管
   登録後のお問合わせには、レシートの提示が必要なので大会後も保管しておいてください。クレジットカードで支払う場合は申込書の写しを保管しておいてください。

JALT事務局：110-0016 東京都台東区台東1－37－9 アーバンエッジビル5階
TEL：03-3837-1630 FAX：03-3837-1631 Email：jalt@gol.com



JALT2002 Hotel & Travel Information

The Nippon Travel Agency International Travel Department has secured a large number of single and twin rooms in a variety of hotel types for the duration of JALT2002 to satisfy all conference participants' needs and budgets.

Please read all pages carefully before you apply for hotel reservations.

Hotel Information

Various types of hotels are available to suit your needs. All give good quality service and are reputable. However, since the conference is once again being held over a popular three-day weekend, please send your reservation in early to receive your choice of hotels. The rates listed are per room and inclusive of 10% service charge and 5% consumption tax. Breakfast is NOT included. The size of each room is in square meters.

Please be aware that hotel staff may not speak English at some hotels. The following hotel directions also indicate the distance from JR Shizuoka Station(静岡駅) to each hotel. "Granship Shizuoka," the conference site. is a few minutes walk from JR Higashi Shizuoka Station(東静岡駅) which is 3 minutes from JR Shizuoka Station by the Tokaido-sen(東海道線) .

Code	Hotel Name	Room Type	Sq.m	Rate Per Room In Yen	Location from JR Shizuoka station South Exit=南口 North Exit=北口
A	HOTEL CENTURY SHIZUOKA Tel: +81-(0)54-289-6400	Single	26	12,000	In front of JR Shizuoka station, South Exit.
		Twin	28	17,500	
		Twin(S/U)	28	14,000	
B	HOTEL ASSOCIA SHIZUOKA TERMINAL Tel: +81-(0)54-254-4141	Double(S/U)	18	10,000	In front of JR Shizuoka station, North Exit.
C	KITA WASHINGTON HOTEL PLAZA Tel: +81-(0)54-221-0111	Single	13	8,800	15 minutes walk (5 min. drive) from North Exit.
		Twin	18	16,100	
		Double(S/U)	16	16,100	
D	SHIZUOKA DAIICHI HOTEL Tel: +81-(0)54-281-2131	Single	12	7,600	5 minutes walk from South Exit.
		Twin	19	12,100	
E	SUN PALACE HOTEL Tel: +81-(0)54-282-2277	Single	12	7,350	5 minutes walk from South Exit.
F	HOTEL A 'BANT SHIZUOKA Tel: +81-(0)54-272-1717	Single	13	7,350	5 minutes walk from North Exit.
G	HOTEL OAK SHIZUOKA Tel: +81-(0)54-252-2232	Single	11	7,350	20 minutes walk (5 min. drive) from North Exit.
H	HOTEL CITIO SHIZUOKA Tel: +81-(0)54-253-1105	Single	9.5	7,140	5 minutes walk from north exit.
		Twin	16	11,550	
		Twin(S/U)	16	8,400	
		Double(S/U)	12	7,870	
I	SHIZUOKA VICTORIA HOTEL Tel: +81-(0)54-281-8585	Single	12	6,090	15 minutes walk (5 min. drive) from south exit.
		Twin	24	10,500	
		Twin(S/U)	24	6,820	

How to Apply

Apply by sending the attached Application Form either by facsimile or by post to Nippon Travel Agency, International Travel Department, JALT2002 Desk. Send in your application as early as possible, since they will be handled on a first-come, first-served basis. If a room in the hotel of your choice is not available, another hotel of similar class will be substituted. The deadline for receipt of Application Forms is Friday October 18, 2002. Please complete the Application Form, and fax it to us at 81-(03)-3572-8768.

Confirmation and Payment
Notice of confirmation and a detailed invoice will be sent, with the hotel name and room rate. Confirmation will be sent by FAX or post. Please include your fax number or current mailing address on the Application Form.

We request payment in full by credit card (American Express, VISA, Master Card, Diners Club Card) or bank transfer. For conference participants residing in Japan, a postal remittance form will be provided for convenient payment at any post office.

Payment in full must be received by Friday October 25, 2002. If payment does not arrive by this deadline, all reservations will be automatically canceled.

A ¥1,000 handling charge, per person, for both domestic and overseas participants, will be applied.

Changes and Cancellations
Notices of change and cancellation must be made in writing via facsimile or post to NTA JALT Desk (FAX: 03-3572-8768) by November 22, 2002. If later, please contact each hotel directly as the NTA office WILL BE CLOSED for the holiday.

Room reservations remain active unless written notification of cancellation has been sent to NTA. Without notification, you will be charged for the entire period of the reservation.

Please make sure that you inform NTA or each hotel when the reservations should be changed or cancelled. Refunds will be made after the conference provided the notice of cancellation has followed NTA's regulations. Changes or cancellations will not be accepted by telephone.

Cancellation charges; No charge is applied if cancellation is made 30 days prior to check-in date.
The following charges will be applied to any cancellations thereafter:

20-29 days prior to check-in date	¥1,000
5-19 days prior to check-in date	¥2,000
2-4 days prior to check-in date	¥4,000
1 day / same day	100% (one night)
Cancellation after check-in;	Apply to the above regulation

Only the International Travel Department of Nippon Travel Agency can offer these special discounts to JALT2002 participants. Please feel free to call Nippon Travel Agency for further information. The JALT Central Office will not handle inquiries concerning hotel or travel arrangements.

Nippon Travel Agency, International Travel Department, JALT2002 Desk
3Fl. Shimbashi No.1 Eki-mae Building,
2-20-15 Shimbashi, Minato-ku Tokyo 105-8606 JAPAN
Mr. Nishijima , Mr. Iizuka
Tel:+81-(0)3-3572-8743 Fax:+81-(0)3-3572-8768 <Email:conference_itd@nta.co.jp>

Deadline
October 18, 2002

APPLICATION FORM FOR HOTEL ACCOMMODATIONS
JALT2002
November 22 (Fri.) – 24 (Sun.), 2002

Please TYPE

Return this Form to: JALT2002 DESK
Nippon Travel Agency Co., Ltd., International Travel Division
3rd Fl. Shimbashi Ekimae Bldg. #1, 2-20-15
Shimbashi, Minato -ku, Tokyo 105-8606 Japan
TEL: +81-3-3572-8743
FAX: +81-3-3572-8768
E-mail: conference_itd@nta.co.jp

APPLICANT: ☐Prof. ☐Dr. ☐Mr. ☐Ms.

Last name: _____ Given name: _____

Phone<home>: + _____ Fax<home>: + _____

Phone<work>: + _____ Fax<work>: + _____

E-mail: _____

Mailing address: for correspondence ☐Office ☐Home

_____

_____

School / Company: _____

_____

HOTEL ACCOMMODATIONS: (rates include tax and service charge, breakfast not included) Indicate 1st, 2nd & 3rd choice.

Choice	Code	Hotel Name	Room Type (please check)
1st			☐Single ☐Twin ☐Twin S/U ☐Double S/U
2nd			☐Single ☐Twin ☐Twin S/U ☐Double S/U
3rd			☐Single ☐Twin ☐Twin S/U ☐Double S/U
Check in Date			If twin, sharing person's name
Check out Date			

Those who wish to share a twin room — an invoice will be sent to one of the delegates. After receiving the invoice, the delegate must remit total payment for both persons.

PAYMENT (Please check ☐):

☐Credit Card: (☐American Express / ☐Visa / ☐Master / ☐Diners Club)

Card Number: _____

Valid thru: _____ Card Holder: _____

Date: _____ Authorized Signature: _____

☐Payment by bank transfer to:
Bank Name: UFJ Bank Shimbashi Ekimae Branch Office
Account No.: 3501767 (ORDINARY DEPOSIT)
Account Name: JALT2002
*Please send a copy of the bank transfer record after payment is completed.

☐Postal Remittance:

tions are confirmed when hotel charges are paid in full. Credit card payments for hotel charges will be deducted in full by Nippon Agency prior to check-in date. Regular hotel charges may apply to on-site payment at the hotel.

Pre-Registration Form - for Credit Card Users only

VISA and Master Card only

Name: (M/F) Last	First	
Address: (in Romaji) ☐ Home ☐ Work (c/o _____)		
Postal code:		
Institution:		
Tel (H):	Tel (W):	Mem. No:
Fax (H):	Fax (W):	Email:

Conference Registration

Conference Fees (Nov. 23 & Nov. 24) ☐ Student		¥
Featured Speaker Workshop (Nov. 22 only)	(Insert Workshop Code) Aft. 1st choice ( ) 2nd choice ( ) Eve. 1st choice ( ) 2nd choice ( )	¥
Presenter ☐ Yes	Equipment ☐ OHP ☐ CASS ☐ VHS	¥
JALT Jr. Program (Nov. 23 & Nov. 24)		¥
	Conference Total	¥

Membership Fees (only payable by credit card if pre-registering for the conference)

Check in the boxes ☐ New Member ☐ Renewal	☐ Regular member (¥10,000) ☐ Student member (¥6,000)	
	☐ Joint members (¥17,000 for 2 members)	
	Joint name ( )	
	☐ Overseas member ☐ Seamail ¥9,000 (all countries) ☐ Airmail ¥10,750 (Asia) ☐ Airmail ¥12,000 (other countries)	¥
	SIG membership (¥1,500/each) Total ( ) SIG(s) SIG name(s)	¥
	Membership Total	¥
	Grand Total 合計	¥

Payment (支払) ☐ VISA ☐ Master Card

Card Holder Account No. (ｶｰﾄﾞ所有者番号) :	
Expiry Date (有効期限)	Month Year
Name of Card Holder (ｶｰﾄﾞ所有者名) (Block Letters) :	
Phone Number of Card Holder (ｶｰﾄﾞ所有者電話番号) : - -	
Signature of Card Holder (サイン) :	

Mail to:

JALT Central Office: Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016, Japan

〒110-0016 東京都台東区台東1-37-9 ｱｰﾊﾞﾝｴｯｼﾞﾋﾞﾙ5 F

Fax is NOT acceptable

of study; learning paths; practice techniques; sequencing the four skills; and defining the distinctive roles of the teacher, classroom, and multimedia. We show how a particular strength of multimedia is its ability to provide effective practice in listening and controlled speaking practice, and we demonstrate a variety of interactive tasks that can be done on a frequent basis. Sample classroom activities from around the world demonstrate how the classroom can provide students with the opportunity to transfer the language models of a course into their own particular set of needs and circumstances. Extension and personalization activities, for example, are best done in the classroom, as are oral presentations, role-plays, and the receiving of human feedback.

From our experience, it is clear that the role of the teacher and classroom remains fundamental to language learning, at least for the vast majority of language learners. It is therefore a mistake to consider e-learning and multimedia to be in opposition to the teacher and classroom. Rather, a blended approach, where multimedia and classroom activities support each other, is emerging as the preferred choice, where each enhances the other. In this regard, teacher training is both essential and a prerequisite to the successful combining of multimedia and classroom activities.

Lance Knowles is among the world's foremost experts on the development and use of multimedia ELT courseware. As the founder and President of DynEd International, he has led the design of more than ten multimedia courses, including the world's first interactive language learning program on CD-ROM in 1987, and the award-winning course, New Dynamic English. An experienced presenter, he has led teacher-training seminars on multimedia for more than ten years and in more than 12 countries.

Training Japanese Elementary School Teachers to Teach English

Curtis Kelly, *Cambridge University Press*

The Situation

After decades of complaints about the poor quality of public education in Japan, especially in relation to English (Mulvey, 2001), the Japanese Ministry of Education has begun what it claims is its greatest reform since the end of World War Two (Kelly, 1998; *Monbukagakusho*, 2001; Simmons, Yonally, et al., 1995). One of the most important changes, following similar moves in Korea and Taiwan, is the addition of English to the elementary curriculum. The Ministry is not really specifying that English be taught; it is merely creating the opportunity by adding "The Period of Integrated Studies" (*Gakushutekina Jikan*), but English teaching is certainly the most common use of this class (*Monbukagakusho*, 2001).

The new policy might eventually bear fruit, but for now, it just represents a dilemma for elementary school administrators. Due to the strict licensing and hiring system for elementary school teachers in Japan, very few of Japan's currently employed 416,000 elementary teachers have had training in how to teach English (*Monbukagakusho*, 1999, p. 150). Thus, all across Japan, tens of thousands of elementary school teachers, who were recently informed that they have to teach English in 2002, are in a quandary as to how to proceed.

Even the Ministry of Education itself seems to be caught off guard with its new policy. Although it has designated a number of schools as pilot schools, and it has recently released the informative *Practical Handbook for Elementary School English Activities* (Shogakko Eigo Katsudo Jissen No Tebiki; *Monbukagakusho*, 2001), it has not clearly designated

今年から、日本では、多くの小学校教師が英語を教えることになった。ほとんどは、言語教育の訓練を受けておらず、教室活動のアイディアを求めている。本論では、現状の分析から始まり、全国的な教師研修不足を補う方法1）先行研究の分析、2.）教師研修のニーズ分析、3）ウェブを使った教師研修サイトの開発を提案する。

at what grade English education should begin, how much teaching should be done, or what curriculum should be used. Instead, and very unlike any educational guidelines ever produced before, the Ministry has left these decisions up to the elementary schools themselves, thereby adding to their malaise. Therefore, the rather sudden decision to reform elementary education to include English teaching has created a low-level national crisis: How can Japan's existing workforce of elementary school teachers be given the competencies needed to become elementary English teachers?

Taiwan's Ministry of Education faced a similar problem a few years ago and set up an extensive training program for teachers. Unfortunately, such efforts face numerous problems. First of all, there is a fair amount of literature on how to teach children English, but most of this literature was developed in the West and is not appropriate for the Asian EFL situation. Second, Taiwan, Korea, and Japan do not have the infrastructure to conduct extensive training. There are few specialists and meager budgets. Third, and most important, whereas we have a fairly clear idea of what skills junior high EFL teachers need, the same is not true for elementary school teachers. Setting up a training program for elementary school teachers based on junior high English teaching methods might end up doing more harm than good.

Here, then, is the crux of the problem and its solution: We need to dig into the literature and find out everything we can about teaching children English. Then, we need to conduct a needs assessment on the training needs of Japanese elementary school teachers. And finally, once we figure out what we need to teach, we must find a means of delivery that can reach elementary school teachers all across Japan.

Fortunately, two of these problems are easy to solve. The literature, although biased towards situations in the West, is well-developed and easily accessible. (In fact, if you were to read just one book on teaching children English, I would recommend Lynn Cameron's *Teaching Languages to Young Learners*, 2001). As for the means of delivery, as I will explain, we are entering an age in which massive, widespread training can be conducted even if the infrastructure does not exist. It is the third problem, then, finding the training needs of elementary school teachers, that we must focus our attention on.

Determining Training Needs

Needs assessment is an old science in the field of education, dating back to at least Tyler's 1949 groundbreaking article on curriculum design, but it reached a sort of heyday in the eighties. Unfortunately, only a fraction of the needs assessments conducted are effective. Not many people are trained in the technique, and an in-depth assessment requires financial expenditures that few institutions are willing to put out. Therefore, when most people need to find something out, they use one of the least reliable tools of needs assessment – a questionnaire – usually hastily thrown together, biased towards the views of its creator, and administered on a sample that does not represent the larger population.

Even when a high degree of scientific rigor exists, two problems with using questionnaires to determine training needs are unavoidable. First, questionnaires can only be effective if the right questions are asked, and with a close-ended questionnaire, when the right answers are offered. A questionnaire approach then, can only be effective when the training needs have already been established and the researchers are just trying to identify frequencies in the population.

Second, there is a built-in fallacy in asking someone who needs training to become a specialist in determining what those training needs are. Hiemstra and Long, in 1974 (cited in Cameron, 1988), found large discrepancies between the "felt" needs physical therapists identified on a questionnaire and their "real" needs as measured by testing. Most self-assessment inventories are really just interest inventories, where interests are mistaken for needs (Cameron, 1988).

Therefore, if questionnaires cannot identify training needs, what can? I would like to suggest a two-pronged approach, using focus groups to identify "self-perceived" training needs, and diagnostic methods to identify "predicted" training needs.

Self-perceived needs can be discovered through focus group interviews. As Morgan (1997) points out, the general rule of thumb for planning a focus group is to have 6 to 10 participants who are "homogeneous strangers," and conduct 3 to 5 group meetings per project (p. 34). The facilitor asks preplanned questions to start a discussion, which is then guided by further questions (Morgan, 1997). Sample selection is a key factor in reliability, although, in our case, since the population of elementary school teachers is fairly uniform, assembling a good sample should not be a problem.

Focus groups have proven extremely useful for product development and marketing studies, and they will probably also produce a rich assortment of training needs, but again, the same problem with questionnaires comes into play: How can inexpert respondents identify their own training needs? Therefore, a focus group interview approach to identify self-perceived needs should be balanced with a second approach combining a diagnostic approach to identify predicted needs, and directed interviews. A list of predicted training needs for elementary school English teachers can be developed in three ways: by looking at the literature, by having

a panel of subject matter specialists generate a list of needs, or hopefully, by combining the two. Teachers can be interviewed on these predicted needs, thereby increasing reliability, texture, and depth (Caffarella, 1994; Nowlen, 1980).

A preliminary list of predicted training needs from my own research can be organized into seven topical areas:

1. Theories on how children learn languages
2. An understanding of what kind of English should be taught
3. An understanding of *Monbukagakusho* policies
4. An understanding of EFL methodologies
5. EFL activities for children
6. Evaluating and utilizing one's existing strengths and weaknesses
7. Designing and planning lessons

The Web as a Means of Educational Delivery

So once training needs are identified, and a training curriculum developed, how can the educational package be delivered? Actually, this is an almost ideal situation for web-based training: 1) the educational gap is new and widespread; 2) the problem is immediate and has no pre-existing infrastructure to fill it; 3) the learners are self-directed, similar, and highly motivated; and 4) Japan is going online at a phenomenal rate. In fact, in regard to the latter, according to the *Internet Whitepaper* 2001, from February, 2000, to February, 2001, the number of Japanese Internet users rose to 32.6 million, representing a 68.5 percent increase over the same period last year (International Data Group, 2001). By comparison, although the proportion of total Americans online is greater, with 102.1 million, the number of people going online from U.S. homes only rose 16 percent from July, 2000, to July, 2001 (Mariano, 2001).

The idea of using the Web to provide specialized training is hardly new. Industry has been shifting to this medium at a surprising rate. In 1999, 41% of large organizations had some sort of online training, and 92% planned to implement it by the end of the year (Horton, 2000, p. 9). Likewise, trend analysis shows that by 2007, almost half of all university students will be taking part of their courses through distance education technologies. Therefore, by setting up a well-designed website that utilizes the information from the needs assessment, we can deliver the kind of training needed all across Japan, almost immediately and at relatively little expense. Such a site should not just be a book-based course put online. It should use synchronous and asynchronous technologies to foster interaction as well.

Conclusion

The problem that faces us, finding a way to train tens of thousands of elementary school teachers on how to teach English to children, can be solved in a way not possible even five years ago: through web-based training. New technologies alone, however, will not accomplish this task. We must first extract all we can from the literature about teaching children. We should also conduct rigorous needs assessments of both self-perceived and predicted needs.

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Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, you will read about two different perspectives and ensuing cooperation between the JALT Hiroshima Chapter and JACET. The coeditors warmly invite you to submit information about your chapter or SIG's activities or other events that would interest the JALT world. Reports should be 800 words maximum in English, Japanese, or both.

Hiroshima—An Attempt at Joint Meetings between JALT and JACET

JACET Perspective

Last June, a number of members from the JALT Hiroshima Chapter attended the annual JACET Chugoku-Shikoku Chapter Conference held at Hiroshima Kokusai Gakuin. The general theme of the conference "Multimedia and English Education" attracted chapter educators wanting to network and acquire inspiration for classroom ideas, etc., from the many presentations offered. As an ever-increasing number of papers are being presented in English, visitors from JALT attended a variety of sessions as well as a workshop on CALL instruction.

Prior to our conference last year, there were several occasions in the past when JACET members also attended monthly meetings of the JALT Hiroshima Chapter. One such occasion was when Anne Burns of Macquarie University, Australia, was the guest speaker for the Four Corners Tour, prior to JALT2001. There is, therefore, hope for collaboration between our two organizations and others in local areas in the future.

Members of organizations such as JACET are likely to continue to experience decreasing membership as time goes by. The advantage of such a collaboration is that each party would benefit from the impetus of joint meetings with increased attendance. However, there is the problem of which language to use and of sometimes favouring one language over the other. For example, almost all visitors left the June 2001 conference early without staying for the final symposium when it was learned that Japanese was the medium. Of course, on the other hand, many Japanese English teachers do not feel entirely comfortable when discussing things in English.

It is my opinion that one of the essential factors for good relations between associations is the presence of a good liaison person who belongs to both organizations or has a close relationship with both. It is also important to exchange newsletters regularly. At present, communication seems to be one sided in that some of us receive and read email news from the Hiroshima JALT list server in English, but most native speakers of English have difficulty reading our JACET newsletter in Japanese. It is my hope that language teachers in Japan will learn to read more Japanese and that things will continue to change and improve, so that gradually, there will be more of such joint activities in the coming years.

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JALT Perspective

Here in the Hiroshima Chapter, we worked together with JACET to support their June Western Japan Conference in lieu of holding our own independent monthly meeting. There were initially some apprehensions to overcome, such as issues of officially "cosponsoring" the event. Although JALT was not an official cosponsor, the JALT presence was well received. Participants from both groups commented that they felt it beneficial to hold such a joint event. This will hopefully open some doors in the direction of fuller cosponsorship of future events.

While JACET meetings may not be well attended by non-Japanese speaking teachers or newcomers to Japan, a conference such as this offers a diversity of presentations in both English and Japanese. Unfortunately, the language barrier remains a central impediment to full participation of Japanese and non-Japanese. One way that this is being effectively dealt with by some groups, including those within JALT that have been predominantly English speaking, is to become more bilingual. Full access to information in both languages is perhaps one significant way this barrier can be breached, without leading to feelings of exclusion, or the need to "side" with one group or another. So, although it may take some effort to get the support required at the start, interested groups should explore cosponsoring, as many are more than willing to do things together, but are just unsure about how to proceed.

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Drawing from Description

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Quick Guide

Key Words: Drawing, Reading, Pair work
Learner English Level: Low Intermediate and up
Learner Maturity Level: Adult
Preparation time: One hour or less
Activity Time: About 30 minutes in class
Materials: Descriptive passages with accompanying illustrations, OHP (optional)

I am always looking for enjoyable reading-based activities to employ in the last half hour of my reading class. Having noticed that many Japanese students like to draw; often decorating their journals or homework assignments with cute, and sometimes impressive illustrations, I have adapted a simple activity I experienced in high school art class for my reading class.

The Task

For this activity I chose a popular subject: dinosaurs (more exactly, prehistoric creatures). I found descriptions of a few prehistoric creatures in *The Macmillan Illustrated Encyclopedia of Dinosaurs and Prehistoric Animals*, and modified the vocabulary so it would be more accessible to students. I tried to choose more obscure creatures, which students may not have encountered in books or popular films like *Jurassic Park*.

Students were paired and given the following two descriptions on A3 paper:

> *Description 1*: *Opthalmosaurus*. This creature lived in the seas during the age of the dinosaur. It had a long, narrow snout and a rounded, teardrop-shaped body, tapering toward the rear in a half-moon-shaped fin. Its front limbs were more developed than the hind limbs. Its most unique feature was its large eyes (*Opthalmosaurus* means "Eye Lizard"). They suggest that *Opthalmosaurus* was a night feeder, perhaps hunting squid close to the surface of the sea.
>
> *Description 2*: *Coelodonta*. This creature was once hunted by prehistoric humans. It was large, with a pair of fearsome horns growing on its snout. The front horn was larger, growing to lengths of three feet. Its body was covered in a coat of wooly fur. Its eyes were small and weak. It had feet like an elephant, and its front legs were muscular like a gorilla's arms. Though it ate plants, it probably had a mean temper—you wouldn't want it to be mad at you!

I stress to students that they can use their imagination in designing their creature; the only requirement being that they at least capture the creature's essential features.

After about 20 minutes, I place the textbook's illustrations of the two creatures on the overhead projector. Their faces light up when they see how close—or how far off—their sketches are. A few students are asked to place their pictures on the overhead, and we go over the important points in each reading that students should have captured in their pictures; for example, the depiction of *Opthalmosaurus* should include a tapering body, larger fore fins, a half-moon-shaped tail, and big eyes.

Discussion

Students found this activity challenging rather than difficult. Although students worked hard at it, we still felt as if we were taking a break from the more usual reading-based tasks.

I feel that having students work in pairs was essential for this activity. Not all students like to draw, after all, so by teaming them up, students with a dislike for art may find themselves with a partner who at least doesn't mind as much. Students could then help each other in interpreting the descriptions.

Optional Themes

Personal photographs: Write about your dog, cat, house, or places you've visited.

Planes, trains, and automobiles: Images as well as brief descriptions can probably be found in your nearest library or over the Internet, as well as for the following three themes.

Architecture around the world

Famous artwork

Sci-Fi vehicles: Describe Star Wars or Star Trek ships, or *mecha* from Japanese *anime*.

Popular characters: Describe the personalities or habits of popular characters like Pikachu, Snoopy, or *Tonari no Totoro*, and see if students can guess who their subject is.

This activity could be modified to incorporate writing by asking students to write descriptions of their own photographs, for instance. and these descriptions could be given to other students to read and try to draw. However this activity is applied, I feel it will add spice to a reading class, allowing students to exercise their reading skills and their imaginations.

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Thingamajigs

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Quick Guide

Key words: Definitions
Learner English Level: Low and false beginner
Learner Maturity Level: Junior high school and above
Preparation Time: About two hours to make the cards
Activity Time: 60 to 90 minutes for each class
Materials: Cards, dialogue on board, cassette recorder and tape (optional if you would like to record the students' test attempts)

In lower level university speaking classes, I initially focus on communication strategies at the beginning of the course. A significant amount of time is devoted to teaching students how to define things in English, rather than reaching for the conversation-stopping dictionaries they all have in class, but may not have access to when they really need to communicate something in English.

In the first class on definitions, we concentrate on describing Japanese cultural events by giving hints using adjectives and a noun practiced in a game format.

e.g., It's a busy summer Kyoto festival (*Gion Matsuri*).

Then in the same lesson, students (in groups) write a list of five of the foods commonly eaten over the New Year holiday season (*Osechi ryori*) and write descriptions of them.

e.g., They are small, black, sweet beans (*kuromame*).

In the second class, additional ways of defining things are introduced.

e.g., It's adverb preposition place: It's usually in the kitchen.

or It's used for verbing noun: It's used for cooking pizza.

or It's adverb made of noun: It's often made of wood.

You can practice this with Japanese artifacts. Recently, I have also adapted an idea from Sion (2001) which works very well since the students don't know what kind of items to expect. The items are also things that they may need to buy if they are traveling overseas or doing a homestay. Each pair of students gets a set of cards featuring pictures of vocabulary items that at this level, they do not usually know. They take turns at picking a card from the top of the pile and use the patterns above to explain the item to their partner. When the partner thinks they know what it is, they draw a picture of it. If correct, the students swap roles. If incorrect, the student must continue to try to explain the item until the partner understands. Some examples appear below.

The third class is framed as a test where each student is given a different vocabulary card. They write the definition on a piece of paper, and return the card to me.

The students then use the dialogue (which I have already written on the board) to talk to everyone in the class, taking turns as shopkeeper and customer. The students record their turns as shopkeepers by writing their partner's name and drawing their guesses in a grid drawn on the back of their test papers. As the students are moving around and talking to each other, I slowly erase elements of the dialogue, which forces them to remember it. The dialogue is as follows:

Shopkeeper: Yes? / Next please. / May I help you?

Customer: Excuse me. I am looking for something, but I don't know the name in English.

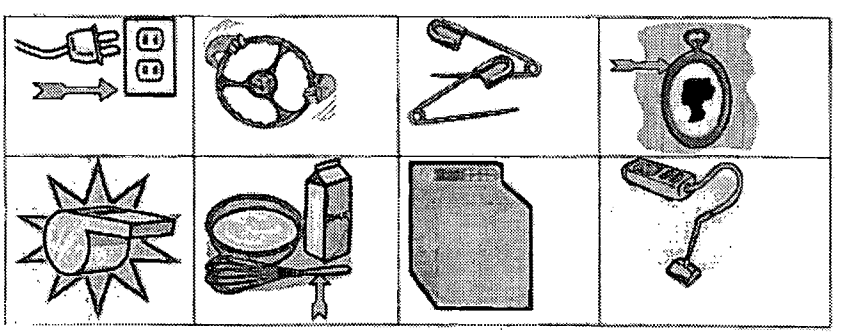
S: Uh-huh.

C: (explain)

S: (draws a picture) Is this it?

Either:

C: No. (try again)



Or:

C: Yes. How much is it?

S: It's number dollars.

C: Here's bigger number dollars.

S: Here's your change. Thank you.

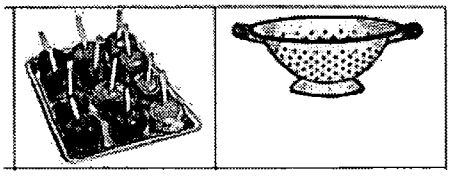
C: Thanks.

Each student needs to talk to everyone in the class. When they feel confident enough, they come to the front and play the role of the customer, with myself as the shopkeeper. At this time they are taped (with name and student number) for my records and subsequent error review.

As the students finish, they sit down and write the dialogue from memory on their test papers. When they have finished this, they hand the test papers to me and write their reflections about the class for inclusion in their learning portfolio.

Having done this series of lessons, students are more confident about communicating even when their vocabulary is sometimes inadequate. The addition of the "shopping" context seems to ground the usefulness of strategies for describing in the students' minds.

Adapted from Sion, C. (2001) *Creating Conversation in Class: Student-centered interaction* London: First Person Publishing / English Teaching professional. Graphics from <http://www.arttoday.com>.



Summertime Things Japanese

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Quick Guide

Key Words: Things Japanese, speaking, writing
Learner English Level: Beginner to advanced
Learner Maturity Level: Junior high school to adult
Preparation Time: Varies, depending on preparation of handout
Activity Time: Varies, one or more lesson periods
Materials: Copy of handout described in this text, realia (optional)

Since the appearance of Basil Hall Chamberlain's *Things Japanese* in 1890, countless books have been published explaining to foreigners things Japanese—customs, manners, artifacts, food, special events, everyday items, concepts, and words. The Japanese seldom need to speak of these elements of their life and culture among themselves, let alone do so in English. Yet, as they are increasingly engaged in various international arenas, they encounter more and more inquiries from non-Japanese about aspects of Japan. English is usually the language of communication in these instances and it often seems Japanese people find it difficult to answer some of these questions.

English teachers can profitably respond by incorporating lessons dealing with things Japanese in

MiniShare

Classification Game

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Here is a fun, 10-minute, warm-up activity that gets the students classifying things in preparation for lessons on describing.

Divide students into Student A and Student B pairs. Give Student A a piece of paper with categories written on it such as: things that are red, things that have holes in them, things that smell bad. There should be enough space below each one to write a list of five or six words that fit in the category. Student B has a page with a different set of categories such as: things with four legs (always a stumper if they don't think to add inanimate objects such as tables and chairs), things in the fridge, things that improve with age.

Each student gets five minutes to write as many words as they can under each category. Afterwards, they take turns reading out each list of words to their partner, who has to try to guess what the category is.

TOEIC® The Test of English for International Communication

A Call for Research Proposals

The Institute for International Business Communication (IIBC) is pleased to invite research proposals from organizations and individuals that would make use of the TOEIC (Test of English for International Communication), TOEIC Bridge and their related services. We are seeking research proposals for a variety of subjects, including score interpretation, natural language usage, curriculum development, innovative response formats, and the definition of language constructs. In an effort to continue providing quality research, IIBC has formed a research committee to establish and direct a program in support of TOEIC research.

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their courses. Such content-based lessons also stand by themselves as part of an important instructional approach to English as an instrumental language that draws upon students' familiar base of social and cultural knowledge and experience.

Summertime things Japanese

The seasons have always been considered very important in Japanese life. Within each season there is a plethora of particular things Japanese from which to draw for content-based English language lessons. Summertime, for example, yields the 20 items in the following list, which I include as part of an attractive handout paper for students that contains a picture for nearly every item. (The brief English description is added for this article only.)

yukata (summer kimono)
katori-senkou (mosquito-repellent incense)
hanabi (fireworks)
matsuri (festival)
bon matsuri (*bon* festival)
kisei (return to one's hometown)
ohakamairi (visit to family grave)
mukashi-banashi (old tales)
tanabata (July 7 festival)
fuurin (wind chime)
sudare (bamboo blind)
koukou-yakyuu (high school baseball)
uchiwa (flat fan)
soumen (thin noodles)
zarusoba (*soba* on a bamboo plate)
kakigouri (shaved ice)
suika-wari (watermelon game)
yuurei (ghosts)
tsuyu (rainy season)
shochuu-mimai (summer greeting cards)

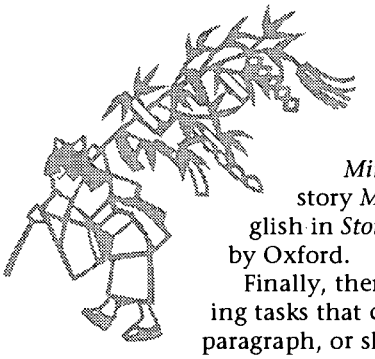
Lesson ideas

Especially for younger learners, realia are important, hands-on learning material. For summertime, *uchiwa, fuurin, shochuu-mimai* and *katori-senkou* are readily available items that can easily be brought to class for students. Simple descriptions and answers to questions on their uses can be more easily elicited from students with the objects before them. Pictures of all the items listed above can be gathered from the many books about things Japanese, and also from magazines.

In my university classes, I give students the handout described above. Working in pairs or groups of three, they are directed to explain, describe, give basic information about, and tell of personal experience with the items as if they are speaking to non-Japanese who know nothing about these items. While some reference to dictionaries certainly is allowed, I encourage students to use the simple English that they already know. Of course, before the groups begin to engage in the speaking task, I give a few model presentations, with items *not* on the given list, of the content and manner of expression I expect them to produce. During the activity I move from group to group monitoring, facilitating, modeling further, if necessary, and providing feedback and encouragement for their work.

Some of the summertime items listed above are well suited for practice with *how to do* language. For example, students can try to explain in detail how to visit the family grave *(ohakamairi)*, i.e., what to do when there; how to play *suika-wari* at the beach; or what one can do at a *bon* festival.

Summer in Japan is also the time to tell the wonderful eerie and ghostly tales of old Japan that chill our spines and relieve for the moment the tormenting heat of the day or night. Student recitation of some of these stories is enjoyable and effective speaking practice. I like to use the ending of the story, well known to almost all students, *Mimi-nashi Hoichi* and the very short story *Mujina*, available in simplified English in *Stories from Lafcadio Hearn* published by Oxford.



Finally, there are a number of follow-up writing tasks that can be assigned at the sentence, paragraph, or short essay level, for explaining, describing, and discussing things Japanese. This could also be done in the form of letters to imagined friends in other countries. In addition, especially for a class of younger students, they could write their *tanabata* wishes on *tanzaku* (colorful strips of paper) and tie the strips to hang on *sasa* (bamboo branches) as is the custom. They can also give *shochuu-mimai* to each other with short, simple messages they have written in English.

Lessons with things Japanese can be both enjoyable and productive while also providing an opportunity for genuine two-way teaching and learning, a special sharing between the non-Japanese teacher and students. Students may provide the teacher with a wider and deeper understanding of some of the items, while the teacher helps the students to improve their use of English to communicate that knowledge and familiarity. There is mutual appreciation of the joint effort and the achievement of the task.

Reference

Hearn, L. (1983). *Stories from Lafcadio Hearn.* Tokyo: Oxford University Press.

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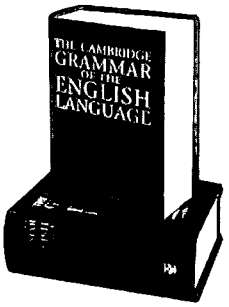
Grammar for all

Grammar for the desk

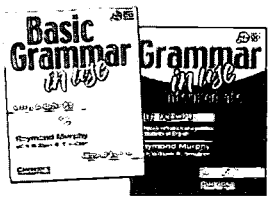


The Cambridge Grammar of the English Language

R. Huddleston & G.K. Pullum

The first comprehensive descriptive grammar to appear for over fifteen years, a period which has seen significant developments in all levels of linguistic theory. A must for the desks of all involved in the study of linguistics or in the teaching of English.

Grammar for learners

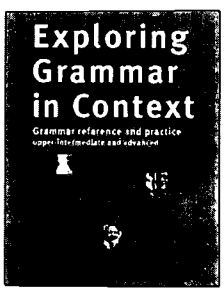


Basic Grammar in Use/Grammar in Use

R. Murphy (with W. R. Smalzer)

Clarity and simplicity are the reasons that more than 14 million learners have chosen the *'in Use'* grammar books . Both the American and British English versions feature the tried and trusted two-page unit format.available with or without answers.

Grammar for the inquisitive

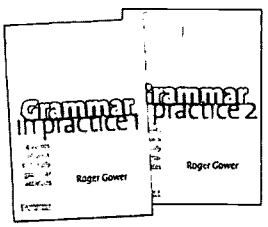


Exploring Grammar in Context

R. Carter, R. Hughes and M. McCarthy

This reference and practice grammar analyses why people choose certain structures in particular situations and the effect that has on meaning. It is based entirely on real spoken and written language taken from the Cambridge International Corpus.

Grammar for the train



Grammar in Practice 1 & 2

R. Gower

40 units of quick grammar exercises for young adults and adults at beginner/false beginner level. Illustrations help clarify meaning and build confidence. The books are small and easy to carry and include full answer keys so learners can choose where and when they want to study.

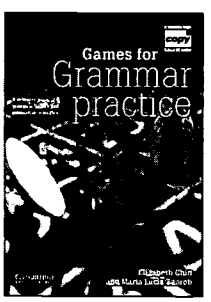
Grammar for teachers

Grammar for English Language Teachers

M. Parrot

This award-winning reference helps teachers to develop their knowledge and understanding of grammar while providing help for planning lessons and clarifying learners' problems. Contains corpus-informed exercises for testing grammar 'rules' against real language use.

Grammar for fun



Games for Grammar Practice

E. Chin & M.L. Zaorob

More than 40 photocopiable games and activities to liven up any classroom and help students to find grammar practice meaningful and rewarding. The activities are designed to promote intensive and interactive practice with learners of all ages and all levels.

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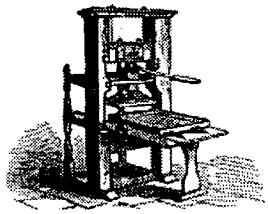
edited by mark zeid



Cambridge University Press: The Oldest Press in the World!

Founded on a royal charter granted to the university by Henry VIII in 1534, Cambridge University Press is the oldest printing and publishing house in the world. It has been operating continuously as a printer and publisher since the first Press book in 1584. As an integral part of the University of Cambridge, the Press is devoted constitutionally to printing and publishing "for the acquisition, advancement, conservation and dissemination of knowledge in all subjects." As such it is a charitable, not-for-profit organization.

The Press has an intrinsic interest in quality and in raising academic and educational standards in all areas in which it is active, and has traditionally been associated with high copy-editorial standards and high design and production values. To this end, each new Cambridge University Press publication, in whatever discipline and from whichever international centre, has to be approved formally by the Press Syndicate, the Trustee body of senior Cambridge academics who thus sanction the use of the University's imprint and the Cambridge name.

However, approval by the Press Syndicate is only one part of a major process ensuring that Cambridge University Press materials adhere to the strict levels of excellence we have come to expect (if not demand). Cambridge University Press established a pioneering high-quality ELT programme in the mid-1970s. In keeping with that programme, extensive market research precedes the development of new materials in this field, which are then piloted in schools in many parts of the world. Reviewers are actively sought for feedback at pre-approval, draft status, and post-publication stages. A number of the Press' principal course and grammar books have sold several million copies since first publication; in Japan, the most famous are the *New Interchange* and *Grammar in Use* series.

Cambridge University is world renowned for innovation and breakthrough. In ELT, the Press has been quick not only to embrace corpus research but also to implement it into many recent titles. McCarthy (1998) compares the various terms used to explain the way in which information drawn from the corpus is used. Tognini-Bonelli (1996) compared "corpus-based," an approach where research from the corpus is merely used to reinforce previously held beliefs about how the language works, to "corpus-driven," an approach where corpus-derived data is used to create theories on language use. McCarthy himself adds the term "corpus-informed" to the list, stating that it is reserved for what we do with the insights in pedagogy, since insights alone are no guarantee of good teaching, and must be mediated in some way to create models that are meaningful and useful to language learners (1998, p. 22).

Probably the best example of the "corpus-informed" approach at work is in the Cambridge dictionaries. The headwords for the dictionaries are chosen to include the most common words, with considerable thought given to which useful words fall below the frequency limit and should be included, and which lay within the frequency limit but, on balance, are thought to be less helpful for learners. The example sentences are lifted directly from the corpus to give actual usages (compare the example sentences in our dictionaries with some of the older monolingual or even current bilingual dictionaries and you will soon see the difference). Even the order of the meanings for each headword is corpus-informed, allowing the users of the dictionary to arrive quickly at the most likely definition of the word they are looking up. The definitions themselves can be checked at <http://dictionary.cambridge.org/> and, incidentally, research on the most frequently searched words online will go toward introducing new words and prioritising old words in the next generation of dictionaries.

Cambridge University Press is also very fortunate to be involved with a number of different corpora around the globe, and thus is able to specify parameters for type of English needed for each dictionary published: e.g., 25% spoken, 75% written, 50% British, 50% American. However, possibly the most ground-breaking use of our unique learner corpus can be found in our *Cambridge Learners Dictionary*, which incorporates learner corpus data in its usage notes. Using UCLES exam scripts written by learners around the world, a corpus has been built that is coded so that errors learners commonly make can easily be found. Usage notes based on what the corpus revealed have been added to the dictionary. Classic examples include the difference between "say" and "tell" or between "look," "see," and "watch."

While our dictionaries were definitely the first of our materials to have direct input from corpus research, they are not the only ones. Our *Vocabulary in Use* series is being updated and *English Vocabulary in Use: Elementary*, the recently published *English Vocabulary in Use: Upper Intermediate* and *Business Vocabulary in Use*, and the soon-to-be-published *English Vocabulary in Use: Advanced* have all been corpus-informed. Also, in the field of grammar we have Martin Parrot's *Grammar for English Language Teach-*

ers and Mike McCarthy's own *Developing Grammar in Context*.

And finally, no article on Cambridge University Press in Japan would be complete without mentioning possibly the most important volume on grammar this century, the *Cambridge Grammar of the English Language*. The main authors, Rodney Huddleston and Geoffrey K. Pullum, spent more than a decade compiling the first comprehensive grammar of the English Language to appear in fifteen years. Although the work started long before the above-mentioned corpus research had established itself, the authors were able to draw extensively and systematically on the linguistic research carried out on the English language during the last forty years.

So from all of us at Cambridge University Press in Japan, we wish you continued success in 2002 and look forward to seeing you in August at our next free teachers' seminar, Cambridge Day, with guest speaker Penny Ur. Please call our office for details.

Cambridge University Press
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Email: <office@cup-japan.org>

References

McCarthy, M. J. (1998). *Spoken language & applied linguistics*. Cambridge: Cambridge University Press.
Tognini-Bonelli, E. (1996). *Corpus theory and practice*. Birmingham: TWC.

Errata

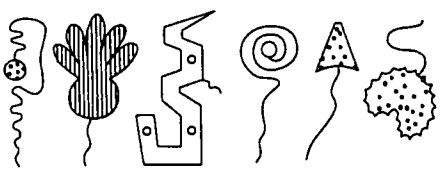
Through an oversight, two appendices were omitted from My Share in *TLT*6.

The graphic to the right is Appendix 2 from "Reading the World through Advertisements," by Elizabeth Lokon (pp. 35-36). The graphic below is Appendix 1 from "Self Identity and Awareness in Society," by Jane Lightburn (p. 37).

Our apologies to the authors and readers for this error.

Appendix 2

Sorting and Classifying Process



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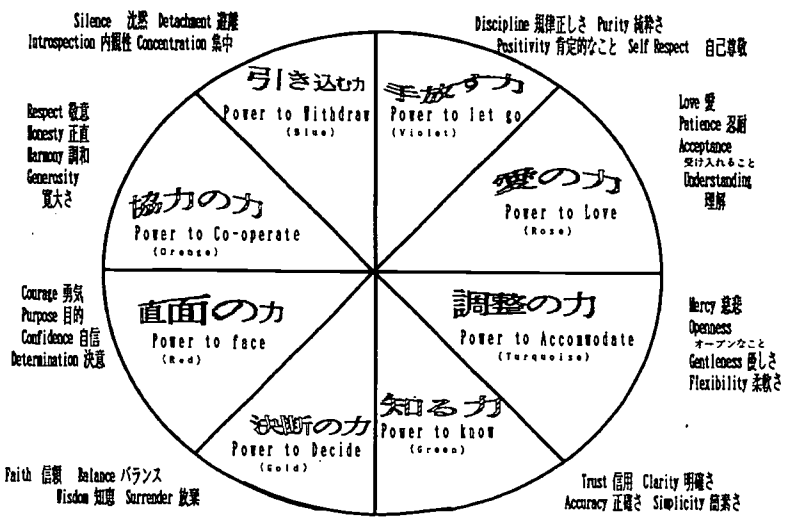
Appendix 1

八つの力に関わりのある主な徳性
KEY COMPANION VIRTUES OF THE EIGHT POWERS



Book Reviews

edited by amanda obrien

Clear Speech from the Start. Basic pronunciation and listening comprehension in North American English. Judy Gilbert. Cambridge: Cambridge University Press, 2001. pp. iv. + 133. ¥2,250. ISBN: 0521 637376.

Judy Gilbert is well known for her valuable and practical intermediate-level book, *Clear Speech.* Her latest book, *Clear Speech from the Start,* was written in response to the many requests she received from teachers for a book useable with beginners. Initially this presented her with a puzzle. Realizing that such a book needed a different approach from one for intermediate learners, over time she researched and discussed approaches she felt could work, given the limited vocabulary and time available to beginners. As a result six essential elements describe her approach:

1. Concepts are taught through visual images instead of through words.
2. Only the most crucial sounds are presented, leaving the rest for later study.
3. Every teaching point is designed not only to help intelligibility but also to improve listening comprehension.
4. Rhythm is taught through the visual and kinesthetic modes.
5. Immediate help with reading is provided by teaching simple spelling rules.
6. Tasks emphasize phrases, not just individual words (pp. vii-viii).

The teacher's resource book, student's book, and cassette that make up the resulting package are bound to become a teaching favourite. The resource book is laid out with impeccable clarity. Gilbert first provides an overview of the whole course, highlighting the crucial aspects of pronunciation selected to provide the most immediate help: for example, the alphabet, strong and weak syllables, and what she calls, the Music of English. Teachers are then provided with guidance on how to make the most of the student book, its innovative features, and what kinds of activities can be introduced to teach different aspects of pronunciation. For instance, here is an excerpt from *Using the Artwork:*

> Pitch lines (especially in the *Music of English* boxes) can help students sense what they need to do musically. Some students find it helpful to actually draw these lines themselves. Others find drawing pitch lines frustrating, so it is best not to require students to do it. Instead, you can illustrate the pitch pattern on the board yourself (p. xi).

In addition, each component of the 10 units in the course is described in detail for the teacher and audio transcripts are provided where needed. This level of support should make even teachers with little or no background in pronunciation teaching feel more confident.

There are lots of other really attractive features. Teachers from around the world were involved in trialing the materials and their "teaching tips" are interspersed throughout. Helpful appendices containing diagrams of the mouth and photographs of wax models showing the shape of the mouth and airflow assist teachers and students to learn about the formation of different sounds. Throughout, blue backgrounds are used in words and images to represent visually what occurs in pronouncing English. Clear visual cues in the student's book for different kinds of activities also help to make the material very accessible. The audio program uses a variety of speakers and clear natural-sounding speech.

The main disadvantage from the point of view of this Australian-based reviewer is that the course deals only with American English; teachers working with other English varieties may feel that the materials are therefore limited in their particular contexts.

For me, however, one of the important aspects of the course was the sound theoretical concepts underpinning it, as these inevitably provide a useful professional development process for an area of teaching that many teachers find worrisome.

Anne Burns
Macquarie University

Reason to Write—Strategies for Success in Academic Writing. Judy L. Miller and Robert F. Cohen. Oxford: Oxford University Press, 2001. pp. 178. ¥2,900. ISBN: 0-19-436771-1.

I'm looking for a textbook to teach the writing of English for Academic Purposes to university majors of law, science, and humanities. In later years, they will have the opportunity to submit seminar papers and graduate theses in English. Before adopting material for future semesters—writing classes of 100 students—I experiment with prospective texts in my current-year class or a smaller sized seminar. I tried *Reason to Write,* because its subtitle states that it offers strategies for success in academic writing. I found the Low Intermediate level in the two-book series to be of high quality, focusing on encouraging students to read, think, and check grammar skills before writing paragraphs. It has a wide curriculum, suggesting that academic writing can be any kind of well-organized and edited piece. Although it was developed from the authors' experiences with teach-

ing Spanish-speaking students in an American ESL learning environment, it was appropriately edited for international use.

Its 10 units each contain, on average, 16 pages divided into 5 sections: conversation practice, reading, pre-writing, structured writing, and a list of additional writing topics. The first three are time consuming and make the text more of a four-skills book. Chapter one, for example, starts with the question "What is your name?" The next two sections include describing people, plus the conversation starter, "Find someone who..." that requires students to interview classmates. Delayed writing practice is a tenet of the comprehension approach but the authors' underlying philosophy, I believe, is to motivate students to talk, think, and question before arriving at conclusions worth writing about. Learning how to carefully analyze, discover, and influence opinions are valuable lessons in the academic writing process. The title word "reason" is employed as a verb rather than a noun.

I had difficulty accepting some of the content as being relative to academic writing. Section 4, for example, asks students to identify an acceptable academic version of student writing by choosing between a poorly typeset paragraph (resembling an email message with a return key gone awry) and a perfectly ordered one that begins, "My partner is a gorgeous woman. She is small and delicate with a gentle smile. When I saw her for the first time, I thought she was just cute..." Chapters increase in academic purpose, however, to editing and proofing, writing letters to insurance companies, two-paragraph memorandums, and finishing with a relevant five-paragraph essay. A text with this subtitle should also concern itself with helping students to achieve accuracy and objectivity in reporting by introducing such scholarly tools as abstracts, introductions, quotations, references, and indexes.

In my students' EFL environment, justifiable reasons to write include winning writing contests, sharing opinions with international newspaper readers, and enjoying collegiality via email, in addition to gaining course credits and writing a successful graduation thesis. The units on writing a story, writing an opinion letter, supporting opinions, comparing news articles, and writing a short essay lend themselves to all but the last of these motives.

Reading topics include weather reporting, heroes, controversial legal cases, cross-cultural business strategies, and the greatest inventors of the 20th century. These themes can spark intellectual curiosity and demonstrate the role of perseverance for freshmen starting out on the road to defining problems, debating ideas, and reporting in a scientific manner. The editor's footnotes help international students, defining, for example, that hurricanes are similar to typhoons in the Pacific. Their screening of suggested writing exercises could have been better though. I would be uncomfortable assigning some of their selections to my international exchange students. For example, the unit on heroes asks students to write about dangerous heroes such as Mao in China, Hitler in Germany, or Stalin in Russia. The authors wisely portray pioneers of globally significant discoveries—Chinese printing press blacksmith Pi Sheng, Scottish discoverer of penicillin Alexander Fleming, and Italian Guglielmo Marconi—rather than succumb to only choosing roles models that might be more politically correct because they cope with racism, sexism, or physical disabilities. The text is written in standard English (non-English words are italicized or quoted) and provides balanced reading selections and writing assignments originating from ethnic groups in America, Asia, and Europe. Stories on Martin Luther King, TV host Oprah Winfrey, and an excerpt by writer Sandra Cisneros (*The House on Mango Street*)—would pass muster with textbook evaluation committees in America. Models of classical and modern literature included Brothers Grimm (Little Red Riding Hood), James Thurber (The Little Girl and the Wolf), Umberto Eco, and Bertrand Russell.

The authors of this high quality textbook, which contains many fine examples of literature that can motivate students to reason before writing academically, even invite readers to comment by providing their address as one more reason to write.

David McMurray
The International University of Kagoshima, Shimofukumoto

人文社会科学とコンピュータ. 情報化社会におけるインターネット活用法. (Computing for the Humanities and Social Studies Utilizing the Internet in an Information Society.) 杉田米行編. 横浜: 成文社, 2001. pp. 256. ¥2,200. ISBN : F4-915730-30-1.

この本は、英語教育、日本語教育、法律など、人文社会科学関係の様々な専門を持つ著者が１４人集まり、それぞれの立場で研究、教育、あるいは市民としての生活にどのようにインターネットを役立てるかを論じた一冊である。編集は杉田米行氏であるが、他に、樋口正次氏、山西敏博氏、脇田里子氏、Steve McCarty氏、武本ティモシー氏らが著者として名を連ねている。それぞれの切り口がユニークで、しかもその分野の門外漢が読んでもわかるようにイラストや写真を用いて、丁寧な説明を加えるなどの工夫がなされている。例えば第３章の情報活用のための法知識では知的財産権や著作権の問題が今日現在の解釈も含めて平易な文体で説明されており、インターネットを利用した教育を実践、あるいは計画している教員

には有益な情報を提供している。

また、読者がインターネットについて初心者でも抵抗がないよう配慮されている。第1部ではコンピュータの基礎的な概念や歴史、知識が紹介してある。インターネット中級者にとっては情報満載のリソースブックとして、自分の興味のある章から読んでいけば、きっと、「目からうろこ」という思いの瞬間があるであろう。また、インターネット上級者にとっては自分の専門以外の分野の著者の視点に接する事により、多くを得る事が出来るのではないだろうか。

この本の特徴として、英語教育の観点から、2点を指摘したい。まず、英語上達に役立つ道具や方法が多数提案されている。オンラインの辞書、事典、コーパスなどの具体例と利用法が挙げられ、おすすめのサイトやメーリングリスト、メールマガジン、などが詳しく記載されている。海外オンライン教育やバーチャル大学への参加の方法と、それらを利用した実践例も含まれている。インターネットを学習に取り入れる事により、学習者が、より自立していく、また学習者が自分の興味とペースにあわせた学習を行う、という教育的効果を産みだすと思われる。

2点目にこの本では、インターネットを利用した中学、高校での実践報告がなされている。英語の授業ではあるが、総合的な学習で活用できる内容であり、global educationとして生徒に国際社会への参加を促す取り組みは、高く評価できる。E メールのやりとりやバーチャル大学への参加などは生徒の英語学習への動機付けとしても有効であるようだ。ページ数の制限のためか、評価方法などカリキュラムの細かい点までは踏み込んで論じられていないのが残念ではある。

さて、調査や研究でのインターネット利用についてもこの本から得るところは大きい。まず、文献リサーチのためのサイトが多く紹介され、学術情報収集のイロハが理解できる。大学図書館や研究所の利用方法、国内、国外の図書館のレファレンスサービスやオンラインデータベースの利用法などがリストアップされている。これなら、日頃、教室で疑問を持った事柄について、後でパソコンに向うだけでリサーチでき、世界中の情報が入手できる。また、研究発表マニュアルや学会発表マニュアルのサイト、学術書刊行の手引きまで網羅されていて、まさに痒いところに手が届く心配りである。

情報技術は日進月歩の世界である。それは人間と社会の関わり方を変えて行き、学ぶということの意味と方法を変えて行く。言語教育も、変遷の過渡期にあるのではないか。著者達の強いメッセージとして、読者が、インターネットの利用により情報を集めるだけでなく、それぞれの立場で情報を発信し、新たな世界と人間関係を開拓していくことを提案していると思われる。

この本は、読むだけでも有益であるが、無料のサービス、子育て情報サイトなど、生活に役立つ情報も満載なので、ぜひパソコンのそばに置いて、様々な場面で活用していただきたい。

河野 円 *Madoka Kawano*
星薬科大学 *Hoshi University*

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 31st of July. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.

Books for Students

Coursebooks

* **Exploring Hidden Culture: Deeper Values and Differences between Japan and North America.** Stapleton, P. Kinseido Publishing, Japan, 2001.
* **Issues of Global Concern.** Peaty, D. Kinseido Publishing, Japan, 2002.
* **Terrific Talk.** Lawrence, N., & Levesque, G. Kinseido Publishing, Japan, 2002.

Business Vocabulary in Use. Mascull, B. Cambridge: Cambridge University Press, 2002.

Supplementary Materials

* **Do You Know? Puzzling and Improbable Questions and Answers.** McLain, B. Kinseido Publishing, Japan (year not provided).
* **New Understandings: New Answers to the World's Oldest Questions.** Stapleton, P. Kinseido Publishing, Japan, 2002.

Books for Teachers

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

The Cambridge Guide to Teaching English to Speakers of Other Languages. Carter, R., & Nunan, D. (Eds.). Cambridge: Cambridge University Press, 2001.

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

Special Interest Groups News

edited by coleman south

CALL—*JALTCALL 2002: Local Decisions, Global Effects* was a great success. Over three days, we had a preconference workshop in excess of 20 attendees, 85 presentations at the main conference, and over 170 attendees at the presentations. One of the highlights included a wonderful presentation by Mike Levy of Griffith University.

Also at the conference, a collection of the proceedings for *JALTCALL 2001: The Changing Face of CALL* was released. It contains 13 articles compiled from the best presentations at *JALTCALL 2001*. Scott Petersen and Michael Kruse have done a fabulous job editing this collection. The collection is available free to CALL SIG members—a great incentive to join us. Please let a friend know about this opportunity. If you did not pick up your copy at *JALTCALL 2002*, it will be waiting for you at the CALL SIG desk at the national conference, *JALT 2002: Waves of the Future*, in Shizuoka. However, if you cannot wait until then, please send an A4-sized envelope with enough postage to cover mailing (¥310 inside Japan) to Monkia Szirmai; Hiroshima International University; 555-36 Gakuendai, Kurose-cho, Kamo-Gun, Hiroshima-ken 724-0695. If you are outside of Japan, please email to make special arrangements.

JALTCALL 2003 at Kinjo Gakuin in Nagoya is already being planned. Please contact David Kluge, <kluge@kinjo-u.ac.jp>, if you are interested in being a part of the team; we can always use more team members, so don't be shy.

GALE, GILE, & PALE—These SIGs along with two NGOs are cosponsoring a conference entitled ***Peace as a Global Language*** to be held September 28 & 29, 2002, in Tokyo 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 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).

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).

Pragmatics—On May 18 & 19, 2002, the Pragmatics SIG cosponsored the 7th International Conference of CALL at Hiroshima Jogakuin University. A display table was set up, and thanks to those who volunteered their time, six new members were brought on board. The Pragmatics SIG participated in the PAN-SIG panel and had their own Roundtable, the theme of which was "Pragmatics and Technology." Megumi Kawate-Mierzejewska served as the moderator, and there were three other participants. Carol Rinnert talked about "Ideas for Collecting Pragmatic Research Data Electronically," followed by Kathleen Kitao and her presentation, "Pragmatics Resources on the Internet," and Brent Poole with "Compliments in an Email Exchange." Participants of the Roundtable and those in the audience were enthusiastic about how we can apply pragmatics to computer-mediated communication.

Teacher Education—Kathleen Graves will be will be one of the featured speakers at the national JALT conference in Shizuoka this November. She is being jointly sponsored by Thomson Learning, the School for International Training (SIT—in Brattleboro, Vermont, U.S.A.) and the TE SIG. Graves has been a member of the SIT faculty since 1982, and she teaches courses in language teaching methodology, applied linguistics, and curriculum design. She has authored and coauthored numerous textbooks, as well as two books on language curriculum and course design. One of her books, *Designing Language Courses: A Guide for Teachers*, is part of the popular "Teacher Source Series" published by Heinle & Heinle, a division of Thomson Learning. A former chair of the TESOL Publications Committee, she consults internationally on language curriculum design and teacher education.

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edited by coleman south

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Chapter Reports

edited by richard blight

Kitakyushu: April—*On the Edge: Integrating Technologies in the Classroom* by Malcolm Swanson, Nigel Stott, and Paul Collett. Swanson provided a basic introduction to editing video on a Macintosh computer—from explaining what equipment is needed, through demonstrating how easy it is to manipulate content with iMovie software, to showing us the finished product—an apocalyptic school trip to a local nuclear power plant. Next, observing that software developers retail a ¥60 CD for about ¥5,000, Stott showed how to save money (while making materials ideally suited to his classes) by using a professional level multimedia authoring tool. Many programs seem to add on gadgets and bells-and-whistles to provide interactive learning with no pedagogical justification; this was made apparent by the contrast with Stott's focus on using the computer as a presentation tool, while also scrupulously retaining responsibility for personal guidance and checking of students' projects. He utilizes the technology to allow students to work at their own pace, while freeing the instructor for face time with small groups. Finally, Collett intrigued us with his innovative method to get college students' attention—by programming English lessons they can access with their mobile phones. Online absence forms and email contact forms are also available for the teacher's convenience. We were invited to download the scripts and modify them for our individual classroom purposes. This month's triple-layered presentation had something for everyone and concluded with an animated question session.

Reported by Dave Pite

Nagasaki: April—*Global Stories: Voices from the Invisible World* by John Small. Although this was not a commercial meeting, we were happy that Small brought along copies of his self-published Global Issues-themed textbook of the same title, on which he based some of his demonstration. He began by explaining the nonprofit nature of the text and the general reasons for making a text with such topics as child soldiers in Uganda, prostitution in Thailand, bullying in Japan, and street life in Brazil. After this, he asked us to work with partners and discuss our relative levels of satisfaction or dissatisfaction with current texts. In a roundtable discussion, we next considered what learners want and need, and various ways to encourage them to speak in the classroom, whatever the topic or theme. Small demonstrated different ways of dictoglossing, brainstorming, giving ex-

amples, narrating, doing vocabulary exercises, and storytelling through shadowing. We did much of this with excerpts from a text section about a rural village in Cambodia, and from another portion concerned with the effects of free trade and globalization. Finally, we talked about learners' reactions, the process of self-publishing, and some interesting websites related to the same themes.

Reported by Tim Allan

Nagoya: April 2002—***Teaching Reading Skills. What and How?*** by Rob Waring. In intensive reading, teachers give students short but challenging texts, which they use to focus on items of grammar and vocabulary. In extensive reading, students are encouraged to choose longer texts such as graded readers containing language at or below their ability level, to be read for enjoyment outside the classroom. Waring stressed that both types of reading are important, but that many students in Japan seem to concentrate solely on intensive reading. Too strong an emphasis on the challenging texts involved in intensive reading means that students only read small amounts of English, often have to stop reading to consult the dictionary, and probably do not develop into fluent readers.

With extensive reading, on the other hand, students don't need to focus as much energy on decoding the language, and so work at the idea level rather than the word level. This will free them to develop higher order reading skills such as identifying main points, scanning for specific information, and making inferences. One participant asked how students could be trained to guess unknown words effectively. Waring stressed that for students to be able to guess the meaning of unknown words, they must be able to understand 98% of the surrounding text. Therefore, teachers who wish to train their students in this skill need to take care to select simple texts. He also stressed that it is not a skill which can be taught in one lesson and then left to look after itself; short ten-minute practice exercises as part of a series of lessons would be more effective.

While much of the emphasis of Waring's presentation was on the skills to be acquired through extensive reading, he warned teachers against thinking that extensive reading was good and intensive reading was bad. Students need both types, but in the right measure. He also warned teachers to be careful in selecting books which, according to their cover, claim to be teaching reading skills. While many of these do contain valuable exercises, there are also a great many that do not *teach* reading skills, but rather *test* them. He also advocated that teachers devote time to teaching students how to use dictionaries effectively.

Reported by Bob Jones

Omiya: March—***Meaningful Purposeful Discourse in the Classroom, Despite Textbooks*** by Robert Hughes and Simon Evans. Hughes and Evans began the presentation by giving us icons and asking us to think of some questions. Their purpose was to demonstrate how a simple image can elicit a large number of questions. An important problem for low-level students, however, is that they lack the ability to form questions. Many textbooks, while claiming to be communicative, are actually repackaged audiolingual materials. Hughes and Evans argued that these texts actually discourage student language production and the development of their ability to formulate questions. We were then given two exercises from texts widely used in Japanese EFL classrooms to determine whether the exercises were actually communicative. The consensus was that the texts did not have a communicative orientation: In one text the only meaningful activity was staged at the end of the lesson, where time constraints might prevent its use. Next, we discussed eleven suggested criteria essential for a communicative activity. Hughes and Evans suggested teachers use the Harmer & Ellis criteria for evaluating communicative classroom activities. Teachers should go beyond instructional materials so as to meet these criteria and enable students to initiate meaningful extended discourse.

Hughes and Evans also demonstrated an approach to developing students' ability to produce meaningful, extended, self-initiated conversations. Over the course of an academic year students are steadily weaned of support. Initially, they are given all the questions they need to develop a theme. Then the questions are reduced. Next the students are given simple icons. Finally they are simply given a topic. If the students exhaust the topic and then change to another topic, meaningful communication is produced. Participants were shown videotape of student oral tests that illustrated the students' development. In the final video segment the students moved from a simple discussion of the previous weekend to gossiping about J-Pop celebrities.

Reported by Michael Stout

Yokohama: April—***From Endangered Languages to Content-Based Reading*** by David Hough. Drawing on both his extensive linguistic work in Micronesia since the 1970s and his language teaching in Japan, Hough dealt with two key themes in his presentation: (a) helping indigenous peoples preserve and enrich their language and culture, and (b) helping build intercultural understanding among first world EFL college students in Japan. In addition to his teaching duties in Japan, Hough has been involved (as a result of Japanese government funding) in working with the people of Kosrae in Micronesia to

preserve their language, primarily through the compilation of a revised Kosraen-English dictionary as well as a number of other smaller language-related projects. His involvement with this ongoing three-year project took up most of the first segment of the presentation, and this was supplemented by showing slides and a short video introducing the people and culture of Kosrae. The second half of the presentation focused on the impact his Micronesian work has on his college teaching in Japan, one example being how his students have been involved in putting together a trilingual (Kosraen-Japanese-English) dictionary for children on the island. A book which Hough coauthored, entitled *Understanding Culture*, which he uses for a second year reading class, draws heavily on his language preservation work in Micronesia. The book's focus on promoting intercultural understanding was also discussed in the presentation.

Reported by Eddy White

Chapter Meetings

edited by tom merner

Fukuoka—*Global Stories: Voices from the Invisible World* by John Small, Kumamoto Gakuen University. Most textbooks, far from being global, present a very limited picture of the world. The presenter will provide global issues teaching materials that include countries and situations generally ignored: street children in Brazil, factory slaves in Pakistan, etc. Methods for teaching these difficult topics to high school and low level university students include a unique adaptation of dictogloss, shadow talking, and summarizing. The exercises come from the presenter's nonprofit, self-published text. *Saturday July 13, 19:00-21:00; venue TBA (meetings are no longer at Aso); one-day members 1000 yen.*

Gunma—*Listening Strategy Techniques: Does It Help To Teach Them?* by Tsujioka Hiroko. The presenter will present an analysis of a study on listening strategy introduction in a university EFL context. The results give insights into practical ways to teach listening strategies for Japanese students. Participants will actively engage in a range of teaching techniques, which help students develop skills for intonation, tone-group boundary, stress and rhythm, predicting, and inferencing. *Sunday July 28, 14:00-16:30; Maebashi Institute of Technology (Maebashi Koka Daigaku), 460-1 Kamisadori, Maebashi; one-day members 1000 yen, 200 yen for students, free for newcomers.*

Hiroshima—*Toastmasters* by John Kinley, Advanced Toastmaster at Marine Corps Air Station Iwakuni. This presentation will be specifically geared toward the needs of active JALT members for organizing and presenting ideas logically and convincingly when giving presentations at language conferences. Kinley will show us how to become comfortable with public speaking. The participants are encouraged (but not required) to prepare a 3-4 minute academic talk. If you plan to give such a talk, please notify Takeuchi Takami or Joe Lauer about the title of the talk by July 9th. *Sunday July 14, 15:00-17:00; International Conference Center 3F, Seminar Room 3, Hiroshima Peace Memorial Park; one-day members 500 yen.*

Iwate—*Motivating Your Students to Fluency* by Stuart Bowie, Macmillan Language House. How can you tap the natural energy and enthusiasm of your students? A variety of tasks, activities, and ideas to maximize students' motivation to speak in class will be presented. These will be based around the Macmillan series *Smile* and *Get Real!* This presentation will be in two parts, the first focusing on younger learners from the elementary level, and the second for students in senior high school and university. *Sunday July 28, 10:30-12:30; Iwate International Plaza, Morioka; one-day members 1000 yen.*

Kanazawa—*Teaching Writing* by Curtis Kelley, Heian Jogakuin College. Writing instruction has been shaped by two paradigm-shaping articles: the process of writing, and how different cultures organize their writing differently. The presenter will answer common questions raised by composition teachers by providing some little-known theories and methods for teaching writing, explaining writing as a process of self-discovery. He also offers some suggestions on writing assignments leading to self-discovery. *Sunday July 14, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); free for all.*

Kitakyushu—*Deconstructing* TLT, *Part II* by various members. Led by Murata Kimiko, we will discuss an article from a recent JALT publication. Check the Kitakyushu JALT page (http://jalt.org/chapters/kq/) closer to the meeting date, for information on the discussion topic. *Saturday July 13, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—*Storytelling in Language Teaching* by Charles Kowalski. This workshop is for language teachers interested in bringing the power of storytelling into their classrooms. The first part of the workshop will discuss the benefits that storytelling can bring to a language class. The second part will present several story-based classroom activities for use with all language learners from beginning to advanced levels. The participants in previous workshops have described the experience as very inspiring and very informative. *Sunday July 14, 13:30-16:30; Kobe YMCA Chapel*

(between JR Sannomiya and JR Shin-Kobe); one-day members 500 yen.

Matsuyama—*Language as Social Cooperation and Implied Meanings* by Richard Blight, Ehime University. Language education in Japan has generally taken a decontextualized perspective, which does not incorporate the cultural situation within which social meanings are established. Grice's theory of social cooperation and conversational implicature is hence particularly useful for helping language learners to understand social meanings, which may differ substantially between cultures. Following a theoretical introduction, some practical examples will be considered. *Sunday July 14, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Nagasaki—*Exploring Varieties of English in the FL Classroom* by Kathleen Yamane, Eichi (Sapientia) University. Following a general discussion of variation in language, participants will work through group activities to identify the linguistic features of Southern American dialect, Black English vernacular. and other varieties of English from short video clips and recordings. This presentation aims to give teachers a clearer overview of the nature of language and to consider applications for the classroom. No previous knowledge of linguistics is necessary. Come and have fun! *Saturday July 6, 13:30-16:30; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Centre; one-day members 1000 yen.*

Nagoya—*How to Teach English to Children More Actively* by Nagano Yoshimi and Nakatsuka Junko. First Nagano will demonstrate fun activities and songs with a lot of additions for children, based on Book 1 of the *Sunshine Kids* text series used in public elementary schools in Nagoya. Then Nakatsuka will demonstrate *Jazz Chants* by Carolyn Graham, which is an effective and fun method of teaching English, especially for children. Nakatsuka will introduce how she teaches jazz chants through dance. Be ready to be active! *Sunday July 14, 13:30-16:30; Nagoya International Center, lecture room # 2, 3rd Fl.; one-day members 1000 yen.*

Nara—*Task-Based Learning* by Jason Moser. Moser will discuss *task-based learning* based upon a recent research project and how and why he uses student journals to support this methodology. Time permitting he will also discuss *action research*, which was the impetus for the original research project. *Saturday July 27, 14:00-16:00; Tezukayama University, Gakuenmae Campus (Kintetsu Gakuenmae Station).*

Okayama—*Storytelling in Teaching* by Charles Kowalski. This workshop begins by exploring various reasons for using storytelling in the classroom, then moves on to exercises to develop participants' natural skill as storytellers (by focusing on voice, gesture, imagination, etc.) and concludes by exploring techniques for using stories as a component of a language class at all levels, even with complete beginners. *Saturday July 13, 15:00-17:00; Sankaku A. 2F; one-day members 1000 yen, students 500 yen.*

Okinawa—*Okinawa JALT Annual Beach Party* by Executive Board, to talk about JALT Okinawa's future goals. This is a come-as-you-are beach party at the Tropical Beach in Ginowan. All members and potential members are welcome to join us for fun and discussions about the future of our organization. Bring a dish or some snacks to share with others. *Tuesday July 2, 15:00-17:00; Tropical Beach in Ginowan City, near the Convention Centre; free for all.*

Omiya—*What EFL Teachers Can Do to Stop the Spread of AIDS in Japan* by Louise Haynes, Nanzan University. The topic of HIV/AIDS is one that students are eager to learn about, but teachers often feel it is difficult to talk about such sensitive topics in class. This presentation will give participants the background knowledge and teaching skills they need to be able to raise the issue of HIV/AIDS in their EFL classrooms. Participants will be shown how to approach the topic at various levels, using worksheets, videos, songs, games, and the Internet. *Sunday July 14, 14:00-17:00; Omiya JACK 6F (near Omiya Station, west exit); one-day members 1000 yen.*

Toyohashi—*Conversational Storytelling in the Language Class* by Bob Jones. Andrew Wright says, "Go to any pub or party and you will hear a constant babble of stories. The whole world is full of storytellers." In this presentation, we will look at some of the typical features of stories told in conversation among adults. We will then consider how to make our students more aware of these features and how to use them to improve their own storytelling techniques. *Sunday July 14, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus.*

Yamagata—*Salt Lake City in Terms of History, Religion, Culture, Education, Language, etc.* by Paul Rawlins, Brigham Young University. The presenter will speak about the above-mentioned topic in terms of English as a means of global communication. *Saturday July 6, 10:00-12:00; Yamagata Kajo Kominkan (t: 0236-43-2687); free for all.*

Yokohama—*Can Teaching Culture in the EFL/ESL Classroom Be Harmful?* by Michael Guest. This talk will debunk some myths of culture teaching in the language classroom based on years of research and experience here in Japan and around Asia. In addition, Guest will explain how conversation at the individual level can be adversely affected by cultural stereotypes often taught in the "culture" part of English classes. Come join us for some animated discussion about this key issue. *Sunday July 14, 14:00-16:30; Gino Bunka Kaikan (near JR Kannai Station and Isezaki Chojamachi Yokohama Subway Station).*

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Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to Linh Pallos at <linh-pallos@excite.com> by the 15th of the month, at least three months ahead (four months for >overseas conferences). Thus July 15th is the deadline for an October >conference in Japan or a November conference overseas, especially for a conference early in the month.

Upcoming Conferences

September 13-15, 2002—***IATEFL Special Interest Groups Symposium: Special Interests—Common Interests***, at Sabanci University, Istanbul, Turkey. The three-day symposium will consist of paper presentations, workshops, and round table discussions presented by each of fourteen SIGs, plus seven plenaries, in each of which the speaker will discuss issues common to two Special Interest Groups. Go to <sabanciuniv.edu/iateflsig> for more information and directions about registration. For further questions, email <iateflsig@sabanciuniv.edu>.

September 28-29, 2002—***Peace as a Global Language***, a joint JALT SIG Conference cosponsored by GALE, GILE, and PALE, along with Women Educators and Language Learners (WELL), JEE (Japan Environmental Exchange) and JAPANetwork (an AIDs information NGO). It will be held at Daito Bunka Kaikan, Daito Bunka University, Nerima-ku, Tokyo. Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, observers, and students welcome. For information please 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> or <janenakagawa@yahoo.com>.

October 5-6, 2002—***10th KOTESOL International Conference—Crossroads: Generational Change in ELT in Asia, Sookmyung Women's University, Seoul, Korea***. In the last ten years there has been an explosion in research, especially classroom-based research, which has led to new theories, which have in turn led to new practices. This change has happened all over the world but especially in Asia. Response, naturally, has been varied. KoreaTESOL invites teachers and researchers to consider these questions through presentations, roundtable discussions, and informal get-togethers: How hasrecent research in English language teaching affected practices in the classroom? Which theories and practices can help language learners get the most from their language learning experience? Is it time for a radical rethinking of how we approach teachingand learning in the classroom? Plenary and Featured speakers will also share with us their insights on the same, among them Dr. Martin Bygate (University of Leeds, UK), Andy Curtis (School for International Training, USA), Pauline Rea-Dickins (University of Bristol, UK), and Gwyneth Fox (Cobuild project, University of Birmingham). See the conference website at <kotesol.org/conference/2002> for details, or email Craig Bartlett, Chair, KOTESOL Conference Committee at <KOTESOL2002@yahoo.com>.

October 11-12, 2002—***The Third Symposium on Second Language Writing—Constructing Knowledge: Approaches to Inquiry in Second Language Writing***, at Purdue University, West Lafayette, Indiana, USA. This year's Symposium will concentrate in exploring various ways in which knowledge is constructed, transformed, disseminated, and negotiated in the field of second language writing. Sixteen plenary speakers, including Dwight Atkinson, Christine Pearson Casanave, John Flowerdew, Miyuki Sasaki, Xiaoming Li, Paul Kei Matsuda, and Tony Silva, will also address the themes. In conjunction with this symposium, the Indiana Center for Intercultural Communication will sponsor a Contrastive Rhetoric Roundtable on October 13, 2002 (free with Symposium registration). Preregistration deadline is October 1, 2002; participants are limited to about150 persons. For more information, visit <cdweb.cc.purdue.edu/~silvat/symposium/2002/> or email Tony Silva at <tony@purdue.edu>.

Calls for Papers / Posters (in order of deadlines)

September 2, 2002 (for October 4-5, 2002)—***4th Regional IATEFL-Ukraine Conference: Quality Learning and Quality Teaching***, in Donetsk, Ukraine. South-Eastern Ukraine IATEFL, together with the British Council, invite you to sustain and extend professional development, support ELT professionals, and highlight common interests. For more information, please contact Igor Gizhko; Coordinator, IATEFL South-Eastern Ukraine; <Igor_Gizhko@ukr.net>.

October 31, 2002 (for April 4-6, 2003)—***TESOL-SPAIN's 26th Annual National Seminar—Working Together: Building a Network for Teacher Development***, at the Universidad Politécnica de Valencia, Valencia, Spain. Proposals are accepted on any aspect of language learning theory or practice, in virtually any format from talk to self-made product presentation. See the website at <tesol-spain.org> for details or contact Carmen Pinilla Padilla; Universidad Politécnica de Valencia, E.T.S.I. Agrónomos (Idiomas), Camino de Vera s/n, 46022 Valencia, Spain; <mapipa@idm.upv.es>.

November 8, 2002 (for June 6-7, 2003)—***Third International Information Technology & Multimedia in English Language Teaching Conference:***

Computer-Enhanced Language Learning, hosted by the English Language Centre of The Hong Kong Polytechnic University, Hong Kong, China. Proposals for papers, workshops and promotional sessions are sought, particularly those dealing with changes in the way educators and learners may need to perceive the processes of learning and teaching in relation to wider technological developments which impact on the learning environment. More specific sub-themes and further information is available on the conference website at <http://elc.polyu.edu.hk/conference/>. Direct contact via: The Organising Committee of ITMELT 2003, c/o Bruce Morrison; English Language Centre, TheHong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong; f: 852-2766-7576; <itmelt2003@elc.polyu.edu.hk>

Reminders—Upcoming Conferences

July 12-14, 2002—***TESOL Academies 2002: Continuing Education for ESOL Professionals***. Organized by TESOL (Teachers of English to Speakers of Other Languages) in conjunction with staff of each host institution, a TESOL Academy aims to recharge and refresh ESL/EFL personnel in a "professional, relaxed, and intensive" atmosphere. The next program is the Southwest Academy at The University of Colorado, Denver, Colorado, USA. See the website at <tesol.org/edprg/index.html#academy> for titles, abstracts, online registration, etc. Otherwise, write, phone, or email: TESOL Education Programs, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314, USA; t: 1-703-836-0774; f: 1-703-836-6447; <academy@tesol.org>.

July 1-26, 2002—***Summer Institute in Applied Linguistics***, The Pennsylvania State University, University Park Campus in State College, Pennsylvania, USA. A full program at two sessions of three weeks each. See the website at <app.outreach.psu.edu/AppliedLinguistics/> for complete information, including abstracts. Otherwise, contact: James P. Lantolf, Director; Center for Language Acquisition, The Pennsylvania State University, 304 Sparks Building, University Park, PA 16802-5202, USA; t: 1-814-863-7038; <jpl7@psu.edu>.

July 5-8, 2002—***CLESOL 2002—Our Languages: Our Future***, the eighth national conference on community languages and ESOL, at The Museum of New Zealand Te Papa Tongarewa, Wellington, New Zealand. For more information, see the conference website at <vuw.ac.nz/lals/div1/clesol/> or contact Elizabeth Morrison; Languages, Massey University of Wellington, Pvt Box 756, Wellington, New Zealand; t: 64-4-801-2794, x 6907; <e.n.morrison@massey.ac.nz>.

July 15-18, 2002—***The 8th BRAZ-TESOL National Convention—ELT: A Bridge to Understanding***, in Florianopolis, Brazil. Plenaries, papers, and workshops. Check the website at <www.braz-tesol.org.br> for updates or email <braztesol@nox.net>.

July 30-August 9, 2002—***The 31st Workshop for Asian-Pacific Teachers of English***, sponsored by the Center for Asia-Pacific Exchange (CAPE) and held mostly at the University of Hawai'i at Manoa, Honolulu, Hawaii, USA. See the website at <capealoha.org/workshops_teachers/> or write The Center for Asia-Pacific Exchange, P.O. Box 23397, Honolulu, Hawai'i 96823-3397; t: 1-808-942-8553; f: 1-808-941-9575.

August 12-15, 2002—***1st Annual International Conference: Chinese TEFL Reform in the New Century***, in Tonghua City, Jilin Province, P. R. of China. Plenary sessions, lectures, workshops, discussions, a poster exhibition, publishers' book displays, and a job shop. Registration will be available on site. Inquiries: Mr. Ding Junhua by email at <junhuading@hotmail.com> or <djh@ecp.com.cn>.

August 18-20, 2002—***CALL Conference 2002: CALL Professionals and the Future of CALL Research***, sponsored by the University of Antwerp and held in the Elzenveld Conference Center in the heart of Antwerp, Belgium. The website is at <www.didascalia.be>; click "CALL professionals [...] research." Contact: Mathea Simons; DIDASCALIA, University of Antwerp, Universiteitsplein 1, D-010, 2610 Wilrijk, Belgium; t: 32-(0)3-820-29-69; f: 32-(0)3-820-29-86; <mathea.simons@ua.ac.be>.

Reminders—Calls for Papers

July 12, 2002 (for October 20, 2002)—***JALT 2002 Conference Preview***, Omiya, Japan. Polish your presentation for JALT's annual conference in Shizuoka by sharing it first with Omiya chapter members. Send an abstract of no more than 100 words to Paul Lyddon via email (palyddon@hotmail.com) or fax 048-662-4643.

July 31, 2002 (for October 26, 2002)—***Kyoto JALT Annual Conference: Using Information Technology (IT) to Improve Language Teaching***, at Doshisha University (Kyotanabe campus), Kyoto, Japan. Proposals are welcome for papers, posters, and colloquia regarding any aspect of research in using Information Technology (IT) to improve language teaching, especially material of interest and practical use to novices. For more information, see the website at <ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/Conference/> or contact Paul Hackshaw; Faculty of Engineering and Design, Kyoto Institute of Technology, Hashigami-cho, Matsugasaki, Sakyo-ku, Kyoto-shi 606-8585, Japan; t/f:075-724-7291; <hackshaw@hiei.kit.ac.jp>.

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>.*

Kyoto-fu—Doshisha International Junior-Senior High School is offering a full-time tenured faculty position from April 1, 2003, for a recent college graduate. **Duties**: Teach primarily classes for returnees, but also responsible for homeroom, club, and other duties requiring strong Japanese ability. **Qualifications**: Bachelor's degree, teaching experience, fluency in both English and Japanese, and long-term commitment required; computer competency and interest in using new media also highly desirable. **Salary and Benefits**: excellent salary and benefits. **Contact**: Send detailed English resume and Japanese *rirekisho* by mail to: New Position, c/o English Dept. Chairperson, Doshisha International Junior-Senior High School, 60-1 Miyakodani Tatara, Kyotanabe-shi, 610-0321. **Deadline**: August 31, 2002. **Other**: no phone inquiries please; inquire by email to <mcox@intnl.doshisha.ac.jp>. School policy prohibits acceptance of application forms via email.

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.

Web Corner

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

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

Bulletin Board

edited by 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 upcoming conferences and calls for papers, see the Conference Calendar column.

CANHELP Thailand—a volunteer aid programme, is looking for volunteer English teachers for its Summer 2002 English Workshop programme. This programme offers workshops in English teaching to Thai teachers from the poor rural areas of Isaan in northeast Thailand. It offers a valuable professional development opportunity for all those who volunteer. The Summer 2002 programme will take place from July 28 to August 4. Applications are welcomed from native and nonnative English teachers alike. For further information and an application form, please con-

tact: Su Carbery Tel/Fax: 042-791-6940; email: <su@tokyo.email.ne.jp>. Deadline for application for the Summer 2002 programme is June 28, 2002.

The Center for Asia-Pacific Exchange (CAPE)—The 31st Workshop for Asian-Pacific Teachers of English exposes English teachers to new directions in language teaching and provides an opportunity to learn about recent developments and issues in foreign language education. The workshop encourages teachers of English to grow and move in new directions as foreign language education continues to develop. Speakers include Craig Chaudron, Graham Crookes, Richard Day, Roderick Jacobs, and Richard Schmidt, all from the University of Hawaii. Dates: July 30-August 9, 2002; Tuition/Registration: $500.00; Hotel Accommodations: $429.00 (11 nights/double). For further details, please visit our website: <www.capealoha.org>.

The Center for Asia-Pacific Exchange (CAPE)—The 34th International Program for College Students builds on the college students' existing English language skills and gives them a chance to use the language intensively, thereby enriching their English skills, regardless of their level. The program involves students in a unique language-training program that not only enhances their English speaking skills through fieldwork, but also through interaction with the local community. Another goal of the program is to develop cross-cultural understanding between East and West, and to prepare students for the vital role on the global scene which they will play in the 21st century. Date: July 29-August 24, 2002 (4-week program); Cost: $1,142 (Tuition/Registration Fee $700; Accommodations $442—26 nights/double). For further details, please visit our website: <www.capealoha.org>.

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

Online database information—Just a reminder that if any of your chapter, SIG, or National Officer information as posted in the recent *TLT* Supplement and Directory is incorrect, altered, or obsolete, changes must be made via the online database. This database must be updated because: (1) *TLT* uses it for producing the directory. As of next year, only information that has been inputted will be used in the directory. (2) JALT Central Office uses it to keep track of the officer status of each group. The officer database can be accessed at <jalt.org/officer_admin>. You'll need: (1) your group's password and user name (available from your coordinator), and (2) your JALT membership number. If you have any problems with the database, please contact Paul Collett; <paul@jcom.home.ne.jp>.

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

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

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

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

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

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

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

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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); 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.

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JALT（全国語学教育学会）について

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

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

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、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）、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。

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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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