

the language teacher

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少しは変えられます — 石田 正

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September, 2002
Volume 26, Number 9

全国語学教育学会

The Japan Association for Language Teaching

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This month's *Language Teacher* introduces us to candidates for this year's JALT elections. Edward Haig, JALT's National Elections Chair, has compiled statements from each of the candidates for national office in order to allow JALT members to make informed decisions. We urge you to read these candidate statements, to ask around, and then to VOTE. You'll notice that right here on the page in front of you is an official ballot for JALT's 2002 election. This is your ballot. Please put it to good use.

As an introduction to this year's election, we also include here an important statement by acting JALT President Ishida Tadashi, reminding us of JALT's need for participation from its members, by voting *and* volunteering.

In our Features section we have a Japanese article by Kakiyama Naomi, who examines Eiken scores of young learners of English to determine how their exposure to English in elementary school has benefited them so far. In our Readers' Forum, we have Part 2 of Christopher Glick's essay providing advice for people interested in teaching at colleges and universities in Japan. Rebecca Keogh outlines a partial immersion English course she proposed for her elementary school, and shows how open minds and cooperation can help a school improve its "integrated studies time."

JALT2002 is just around the corner. It will be held in Shizuoka at the Granship Conference Center, November 22-24. In keeping with great JALT conferences of the past, we offer a variety of compelling presentations and workshops by speakers and researchers from around the world. So, once you've filled out the ballot in front of you, start filling out your application for JALT2002. Forms are downloadable from <<http://www.jalt.org/jalt2002>>, or you can register using the postal money transfer form found in the back of any issue of *TLT*.

Make waves in Shizuoka!

Scott Gardner
Co-Editor

今月号では今年のJALT選挙の候補者を紹介いたします。Edward Haig 全国語学教育学会・全国選挙管理委員長は、JALT会員の投票の手助けに、各候補から所信表明を集めてくれました。候補者の文をお読みになり、まわりの方にも尋ねて、そして投票してください。現在お読みになっているページにJALTの2002年の選挙のための公式投票用紙があります。これはあなたの投票用紙です。是非、活用してください。また、今回の選挙に当たり、投票やボランティアによるJALTの必要性を述べた、石田正理事長代理からの重要なメッセージがあります。

今月の論文には、柿原直美氏の小学生の英検の点数と小学校の英語についての日本の論文があります。読者フォーラムでは、日本の大学で教えるための助言を述べたChristopher Glick氏の先月号に続くエッセイの第2部があります。そして、Rebecca Keogh氏による熱中英語コースの概略があり、小学校教育での広い心と協力が「総合的な学習の時間」を改善することを示しています。

JALT2002はまもなくです。11月22日から24日まで静岡県コンベンションアーツセンター・グランシップで行われます。昨年までの大会と同じく、世界中からの発表者

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と研究者によって、刺激的なプレゼンテーションやワークショップが行われます。

JALT2002のために、用紙記入の準備を始めてください。形式は<<http://www.jalt.org/jalt2002>>からダウンロード可能です。TLT巻末の郵便振替用紙でも登録できます。

では、静岡でウェブを起こしてください!

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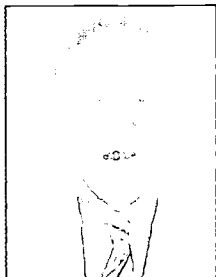
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全国語学教育学会 理事長代理 石田正



ボランティアの役員として、団体の中で、貴重な役目を引き受けていると感じるとき、その役目がどんなに小さなものでさえ、報いられていると感ずれば、もっと貢献し、関与しようと努力するでしょう。私とその適例です。支部の役員になったから、現在の私があるのです。奉仕活動を決意する事は、完全に関与し、最後までやりぬく事を保証する最も良い方法です。個人的な達成感是非常に有益です。

現在、多くの当学会の役員が一人で沢山の肩書きを持っています。これは健全な事では有りません。もし責任を分担するならば、その仕事は全ての人にとってもっと簡単に、もっと楽しいものになります。なぜなら、達成感を分かちあえるからです。そして、当学会から直接恩恵を受ける人を増やす事にもなります。

支部と分業別研究部会の役員は、目に見える恩恵を受ける事も出来ます。支部及び分業別研究部会の役員は、1支部又は1分業別研究部会夫々に付き4人まで、下記の条件を満たせば、1人につき年次大会参加費3,000円の払い戻しを受ける事ができます。

- (1) 1年間の全任期を務めている事。
- (2) 2日間大会又は3日間大会に拘わらず年次大会全開催日の事前登録をしている事。
- (3) 年次大会の総会に実際に出席している事。
- (4) 年次大会中の自分の関係する役員会議又は年次大会に出席できない他の役員が 関係する役員会議に出席している事。

ボランティアの役員として、下記の分野に関与する事により、当学会を非営利活動法人に値する団体として、少しは変える事が出来るのです。

私たちは常に下記の役員を求めています。

支部及び分業別研究部会役員

支部長、会計担当役員、企画担当役員、会員担当役員、広報担当役員、会場担当役員、会報担当役員、ホームページ担当役員です。ご関心のある方は、今貴方が読んでいるこの会報の名簿に載っている各支部または分業別研究部会の担当者にご連絡下さい。

大会役員

年次国際大会を計画し、手配し、組織する役員です。ご関心のある方は、企画担当理事代理のAlan Mackenzie氏(asm@typhoon.co.jp)にご連絡下さい。

出版役員

The Language TeacherとJALT Journalの出版を手伝う役員です。ご関心のある方は出版委員長のBrad Visgatis氏(tambra@gol.com)にご連絡下さい。

時間がなくて、上記の当学会の運営部門に関与できなくても、まだ、当学会をすこしは変える事が出来るのです。この会報にはさんである投票用紙を使って、全国選挙に参加して下さい。

当学会は会員の、会員による、会員のための学会です。

You Can Make a Difference

Tadashi Ishida, Acting President of JALT

When you feel you have a valuable part to play in an organization as a volunteer officer, even if that part is small, you feel rewarded and will strive to contribute and participate more. I am a perfect case in point—I became a chapter officer and now look where it has led! Committing yourself to service is one of the best ways of ensuring that you will participate fully and follow through. Personal achievement is very rewarding.

At present, a number of JALT officers wear many hats, which is not healthy. If we share responsibilities, the work is easier and more enjoyable for all—for the very reason that it is a “shared” achievement. We can also increase the number of people directly benefiting from NPO JALT.

Chapter and SIG (Special Interest Group) officers also can get tangible benefits. Up to four officers per

Chapter/SIG shall be reimbursed 3,000 yen as a one day conference waiver if:

- (1) They have successfully served their one-year full term;
- (2) They register for the whole conference; a full two-day conference or a full three-day conference by the pre-registration deadline;
- (3) They attend the conference Ordinary General Meeting;
- (4) They attend their function meetings during the conference, or another function meeting during the conference for an officer who could not come to the conference.

You can make a difference to make JALT worthy of being an NPO by participating in the following areas as a volunteer officer.

We always need:

Chapter/SIG officers—

President, Treasurer, Program Chair, Membership Chair, Publicity Chair, Facilities Chair, Newsletter Editor, or Website Editor. Please get in touch with the relevant contact person for each chapter or SIG listed in this publication.

Conference officers—

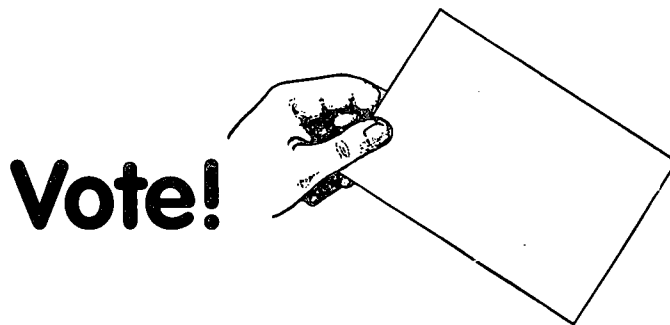
Officers who plan, arrange, and organize our Annual International Conference. Please get in touch with Alan Mackenzie, Acting Director of Program, at <asm@typhoon.co.jp>

Publications officers—

Officers who help publish *The Language Teacher* and *JALT Journal*. Please get in touch with Brad Visgatis, Publications Board Chair, at <tambra@gol.com>

If you have no time to participate in one of the above administrative areas of JALT, you can still make a difference by participating in the National Election using a ballot inserted in *TLT*.

JALT is of the members, by the members and for the members.



JALT 2002 National Officer Elections & Prize Draw

In accordance with JALT's Constitution and Bylaws, voting for this year's National Officer Elections will begin on September 4 and continue until October 24. A ballot card is attached to the inside front cover of this issue of *The Language Teacher* and all JALT members in good standing may vote. As Chair of the Nominations and Elections Committee I would like to encourage all eligible members to read the candidate information below, then fill in and return the ballot card.

Three Reasons for Voting

1. *Idealism*. You will be helping to uphold the spirit of democracy in JALT.
2. *Altruism*. You will be sending a message of encouragement and support to the candidates who are preparing to volunteer a year or two of their time and energy to serving the organization on your behalf.
3. *Self-Interest*. This year for the first time the election is being combined with a Prize Draw. Those who return their ballots will have their names entered into a Prize Draw with the chance of

winning one of several fabulous prizes. Details of the prizes will be announced on the JALT website shortly.

JALT の細則・定款に則り、今年の全国役員選挙は9月4日から10月24日まで行われます。投票用紙は *The Language Teacher* 今月号の表紙後ろにあり、会費を納入されている方すべてに投票資格があります。選挙管理委員会長の立場から、私は下記に挙げております立候補者の詳細を投票資格保持者の方々にご高覧をいただき、後に公式投票用紙にご記入、ご返信をお願いいたしたく思います。

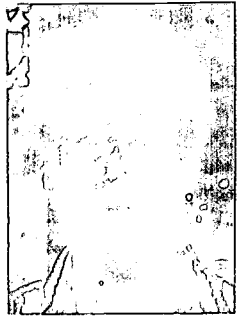
投票に関する3つの理由

- 1、理想主義・・・あなたの投票によりJALTの民主主義的精神を支持することになるでしょう。
- 2、利他主義・・・あなたの投票により、これからわれわれを代表して1年または2年もの間JALTのために活躍して下さる立候補者に対し、強い支持と励ましとなることでしょう。
- 3、利己主義・・・今年の選挙は賞品抽選会もあります。投票用紙をご記入し、ご返信くださった方の中から、抽選ですばらしい賞品が当たります。詳しくは近日中に掲載されます JALT のウェブサイトをご覧ください。

Submitted by Edward Haig, 2002 NEC Chair

President/理事長

(2 candidates)

Peter Ross**Statement of Purpose:**

In order to lead JALT effectively, I believe that the President must be a good listener and who is able to understand all sides of issues so that s/he can guide the debate on contentious issues in a focused and even-handed manner. Below are some examples of how I have put these principles into practice

during my career in JALT.

First, as Chapter Representative Liaison, I contributed to the discussion of JALT's structural reform by compiling menus of proposals that had been put forward at meetings and in dozens of pages of discussion by email. The SIG Representatives and I collaborated on organizing the discussion of structural reform at the July Executive Board Meeting around this summary of the issues.

In cooperation with the SIG Representatives, I have also promoted communication by arranging Japanese translation at JALT's Annual General Meeting, and by encouraging the expression of alternative opinions and new proposals at meetings that I have chaired.

The President is also responsible for keeping the chapters and SIGs informed of the activities of the national organization. As Chapter Representative Liaison, I founded the ChapRep email list to facilitate dialogue among Chapter Reps, and distributed a newsletter to the Chapter Reps to keep them informed of developments.

Finally, as a member of the Executive Board, the President also helps establish and votes on new policies. My record shows that I support strengthening both chapters and SIGs, and building cooperation between these groups.

理事長はJALTの運営を効率的に行うため、よい聞き手であると同時に、問題のあらゆる局面を把握することができなければならないと思います。それは継続的な問題に対して、的を絞った公平な議論を導いて行かなければならないからです。JALTにおいて私が上記に記した教訓をどのように実行して行くのかを述べさせていただきます。

第一に、Chapter Representative Liaisonとして、私はe-mailディスカッションやミーティングで提案された項目を扱うことで、JALT混改革を押し進めてゆくことに貢献してまいりました。SIG Representative と協力し、JALT大会において日本語の翻訳を整備することによりコミュニケーションを助長し、私がチェアマンを務めました会合において新しい議題やいろいろな可能性を含んだ意見を盛り込むなどして会を進めて行きました。

会長はまた支部と分野別研究部に組織の運営活動に関する情報を流通させる仕事に関しても責任があります。Chapter Representative Liaisonとして私はChapter Representativeの間でのコミュニケーションを簡易化するために「ChapRep e-mail list」を創設し、Chapter Representativesにとって情報流通しやすいニュースレターにも貢献してまいりました。

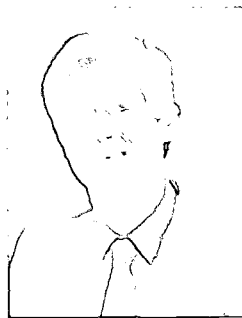
最後に執行役員会の一員として会長は新しい政策に対しそれを具体化し投票することを助ける役割を負っていると思います。私はChapterとSIGの両者を強化し、そして両者間に協力体制を築き上げて行くことに務めたいと思います。

Biodata:

- M.A. Applied English Linguistics specializing in TESL (University of Wisconsin, Madison)
- M.Ed. TESOL (Teachers College, Columbia University)
- 5 years teaching at a language school
- 19 years teaching at the university level
- 14 years teaching in Japan
- Currently Associate Professor at Tokyo Keizai University

JALT Experience:

- Tokyo Chapter President (1995-97)
- Tokyo Chapter Program Chair (1994-97)
- National Chapter Representative Liaison (1997)

James Swan**Statement of Purpose:**

I have been an active JALT member since October 1981. In these past 20 years, JALT has grown and changed considerably. Not all this growth and change has been beneficial, however. At one time, not so long ago, our membership was around 4,000. We had a big budget then, and expansive dreams.

Now, due to demographic trends, economic conditions, and government policy changes, we stand at considerably fewer than 3,000 members. We can no longer afford many of the services and programs we used to provide. Budget cuts have been a constant source of friction among us. For restoring financial soundness to the national organization, our best hope is to devolve self-governing responsibility to the chapters. This is sure to cause everyone great stress, but there are not many other options left. In implementing this plan, all we can do is try to be as fair as possible. Ironically, this will return JALT nearly full circle to its original structure.

At the same time, we realize that the demography of language teaching in Japan is rapidly shifting. In

addition to a continuing demand for post-university language education, a rapidly expanding job market now is for teachers of young children. It is vital that JALT readjust its focus to account for this change.

Attaining these two goals will surely entail long and vigorous debate. As JALT president, I would do my utmost to preside over these debates with an even hand and ensure that all views receive due consideration.

私は1981年10月に初めてJALTの会員となって以来今日まで、会の活動に積極的に関わってきました。この20年の間に、JALTは大きく成長し、またさまざまな変革も経験してきました。しかしながら、それらすべてがJALTにとって有益であったわけではありません。つい先頃まで、JALTはおおよそ4,000人もの会員によって支えられていました。そしてJALTには潤沢な予算と大きな夢もありました。しかしながら、統計的な人口の変化、経済状況、あるいはまた政府の方針転換というような社会の動きを反映して、会員数が減少し、現在3,000人を大きく下回る状況に至っています。そのために、これまでJALTが提供していた多くのサービスやプログラムを維持して行くことができなくなっています。会員数減少に伴う予算の削減が原因で、JALT内には常に軋轢が生じています。健全な財政再建のため、私たちが取りうる最善策は、全国の支部それぞれに自治運営を委譲することです。誰もが大変な苦勞を強いられることとなりますが、他に取りうる道はありません。この改革案を実施するにあたり、私たちができることは、可能な限り皆に公平になるよう努力することです。皮肉なことに、この改革案を実行することによって、JALTはその創設期の姿に回帰することになります。またそれと同時に、私たちは、日本における言語教育の統計の人口が急速に変化していることを改めて認識する必要があります。一方において、大学卒業後の言語教育の必要性が叫ばれる中、他方では、幼児の言語教育に携わる教員の市場が急速に拡大しています。こうした社会の変化に対応するためJALTも変わっていく必要があります。この2つの目標を達成するためには、長い時間をかけた、活発な討論が必要です。会長として選出されたならば、私は、公平な姿勢で、こうした討論を統括し、すべての立場が正当に考慮されるよう最善の努力をいたします。

Biodata:

- B.A. English (University of California, Santa Barbara)
- B.A. Asian Studies (University of California, Santa Barbara)
- Certificate in TEFL (Aoyama Gakuin University)
- M.A. ESL (University of Hawaii at Manoa)
- Previously taught at Baika Women's College, Ibaraki, Osaka and Osaka University of Economics and Law
- Currently Professor of English, Nara University, College of Liberal Arts
- Co-author of *Journeys Reading 3*, Prentice-Hall ELT, 1999

JALT Experience:

- Officer-at-large, Osaka Chapter (1982-3)
- Founder of the (short-lived!) Osaka Chapter Local SIG for College Teaching (1983-4)
- Book Reviews editor for *The JALT Newsletter* (later *The Language Teacher*) (for several years in

mid-1980s)

- Co-founder and first Chair, Bilingualism SIG (for 3 years in early 1990s)
- Founder and current Chair, Materials Writers SIG (since 1993)

Director of Records/書記担当理事

(1 candidate)

Mary Christianson



Statement of Purpose:

I took over the duties of Director of Records when Amy Hawley (Immediate-past Director of Records) left Japan early this year. At the beginning of my term, I was nervous about sitting at the "front table," and wasn't sure I wanted to accept all the responsibility that being

on the Board of Directors involves. Looking back, however, I do not regret a thing. My goal for this office is simply to continue serving JALT as I have been doing, by:

1. keeping JALT members informed of relevant business through the JALT News column in *The Language Teacher*, and
2. editing the *JALT Executive Newsletter* (JENL) and recording the Minutes from important meetings for the members of the Executive Board.

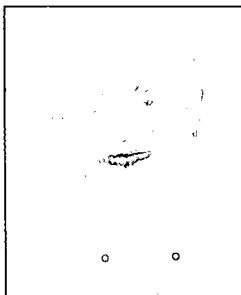
Before 2002, I was involved only with the Pragmatics SIG, but not much more. At that time, I still benefited from my JALT membership in that it connected me to other teachers around Japan. But I am finding that the more deeply involved with JALT I become, the more I benefit, personally and professionally. I feel lucky to have the chance to communicate and work with the many dedicated people who believe in and volunteer for JALT. Also, through my experience on the Board of Directors, I have learned a great deal about this organization and how its pieces work together. I am proud to serve JALT, and thankful to have had such an opportunity this year. I hope that with your vote, you will allow me to continue to learn and to serve for the coming term. I also hope that you may find a way to volunteer a bit of your time for JALT, so you may too enjoy the benefits of service. I recommend it highly!

私は、前書記担当理事であるAmy Hawley氏が今年初めに日本を離れてから、書記担当理事としての任務を引き継ぎ、担当してきま

Director of Programs/企画担当理事

(1 candidate)

Alan Mackenzie



Statement of Purpose:

As current Acting Director of Programs, I plan to ensure the smooth running of this year's national conference by coordinating all volunteer and commercial parties involved in making the event as successful as possible. Having stepped in to fill Larry Cisar's (admittedly voluminous) shoes for the

current conference, I have rapidly gained the necessary experience to do so and hope to continue innovating and encouraging innovation in order to make your conference experience more enjoyable and stress-free. Although there may be problems this year, due to the difficulties involved in replacing the incredibly competent David Neill, Joe Tomei and Larry Cisar, I have no doubt that the many talented volunteers that have stepped in will do the best they can to use this conference as a learning experience (as I am) and will hopefully continue on in their current capacities to make next year's conference a great success.

Current innovations being considered are increased PR, in particular increased Japanese PR, increased community, local chapter and SIG involvement in national conferences, a higher profile for SIG mini-conferences and increased SIG-chapter coordination on events, continued program streamlining, computerization of the handout center, and investigating ways of reducing national conference fees.

Key principles in my working relations with others are to motivate, cooperate and ensure win-win situations for the least possible cost to JALT.

私は現在、企画担当理事として、ボランティアや企業の方々と協力して、JALT年次大会の成功に向けて努力しています。前任のラリー・シザー氏から大役を引き継ぎ、早急に大会開催に必要な知識を得、改革を続けたいと思っています。また改革を推進することによって、年次大会を会員の皆様にとって楽しく、充実したものになりたいと思います。非常に有能な前任者、デイヴィッド・ニール氏、ジョー・トーマイ氏、ラリー・シザー氏から突然任務を引き継いだばかりなので、今年は多少問題点があるかもしれません。しかし、私は参加して下さる多くの才能豊かなボランティアの方々が、

(私と同様に)この大会を学習の機会として有効に活用されることを期待しています。また皆さんのお力で2003年大会が大成功することを確信しています。

現在検討している改革内容は、広告の増強、日本語での広告の拡大、コミュニティ、地方支部、分野別研究部(SIGs)の年次大会参

した。当初は、会議に出席し、理事会で協議されるすべての事柄において責任を持てるか、多少の不安もありましたが、振り返ってみても、後悔することはありません。そして、今後も同様にJALTに対して責任を持って尽力していきたいと思っております。

- ・ 月刊誌 *The Language Teacher* のコラムを通じて会員に有益な情報を提供します。
- ・ *JALT Executive Newsletter (JENL)*、及び主要会議での議事録を執行委員会用に用意します。

以上のことを今後も続けていく次第です。

2002年以前は、分野別研究部会(語用論部会)に所属しており、日本で教えている先生方との交流もしておりましたが、より深くJALTに貢献することにより、私の専門においても、私自身においても有益なものを実感しております。JALTに尽力、貢献されている多くの方々と共に従事できる機会をいただき光栄に思っております。また、これまでの理事会での経験から、私は学会の細部の機能にいたるまで熟知していると確信しております。JALTに貢献できることは私の誇りであり、今年、このような機会を頂くことができ、非常に感謝しております。来期も引き続き、私がこの職務に携わることができるよう、どうかよろしくお願いたします。そして、少しでもご協力をいただければ、皆様方にもJALTの恩恵があることを祈っております。

Biodata:

- B.A. European History, University of Pittsburgh (1993)
- M.A. ESL, University of Hawaii (1998)
- Previously taught 1.5 years at conversation schools in Prague, Czech Republic and 2 years academic ESL in Hawaii
- Currently Assistant Professor, Kanazawa Institute of Technology (since 1999)

JALT Experience:

- Member since 1999
- Pragmatics SIG Treasurer (1999-2001), Publicity Co-chair (2001-present)
- Acting Director of Records (since January 2002)

Don't forget to vote!



加の促進、研究部会の地位の向上、様々なイベントにおける分野別研究部会と支部の協力関係、プログラムの合理化、会報配送センターのオートメーション化、年次学会の経費削減などです。

私の信念は、他の方々と共に動機を高め、協力し合い、お互いに利益のある状況を確立しながら、かつ、JAL Tの経費削減に努めることです。

Biodata:

- Masters degree from Teachers College, Columbia University's branch campus in Tokyo
- Taught in Japan for thirteen years, first at a conversation school and Simul Academy, then as a part-time university lecturer
- Presently, full-time lecturer at Keisen Women's University
- Other current positions include adjunct professor at the School of Literature, Waseda University, Teachers College, Columbia University as co-instructor on a Masters level course entitled "Facilitating Autonomy" and Curriculum Consultant to Congress Institute

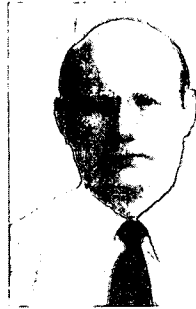
JALT Experience:

- Coordinator of CUE SIG (1998-present).
- Instigated the annual CUE mini-conferences (from 1999). These have developed into Pan-SIG conferences which hopefully are also going to become annual events.
- Edited or co-edited the themed CUE mini-conference proceedings volumes: Content in Language Education (1999); Developing Autonomy (2000); Curriculum Innovation (2001).
- A brief stint as Tokyo Chapter Publicity Officer was curtailed due to duties at the JALT national level where I also had the position of National SIG Liaison.

**Director of Public Relations/
広報担当理事**

(1 candidate)

David Magnusson



Statement of Purpose:
If elected, I will pursue these goals:

1. Create a better public image of JALT;
2. Make JALT a more marketing-oriented organization;
3. Promote wider publicity, especially among the Japanese media;
4. Work closely with chapters to help them publicize events;
5. Improve relations with corporate sponsors.

Serving as JALT's Financial Steering Committee chair for the last two years, I have gained a good understanding of the organization's financial business. Now I wish to play a more active role in the organization and serve as Director of Public Relations. The job involves meeting business people and contacting the media. It is a job I am enthusiastic about and a job I am confident I can do. Please support me to make JALT a more attractive organization for all of JALT's stakeholders.

私の公約は次の通りです:

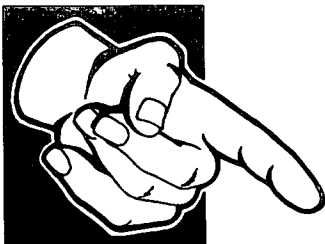
- 1) パブリック・イメージの改善。
- 2) 組織内のマーケティングの意識を高める。
- 3) パブリシティー (宣伝)を増やす (特に日本語メディアにおいて)。
- 4) 各支部の代表者と協力して支部活動を促進する。
- 5) 企業スポンサーとの関係をより緊密にする。

この二年間財務運営委員会委員長を務めさせて頂いた結果、JAL Tの財務面を細かく理解できるようになりました。そして、今年からもっと表舞台で活躍できるように、広報担当理事に立候補いたしました。この仕事は ビジネスマンやビジネスウーマンに会ったり、メディアと連絡したりすることが仕事です。この仕事に対して私は大いなる情熱と、自信があります。JAL Tのすべてのステークホルダー (メンバー、スポンサーなど、組織の成功に関連する者)の立場から、私は、JAL Tがもっと魅力のある組織になるよう努力しますので、私を支持して下さいますようお願い申し上げます。

Biodata:

- B.A. Linguistics and Oriental Languages (double major) (University of California, Berkeley)
- M.B.A. International Business (Armstrong College)

VOTE!



THIS MEANS YOU!

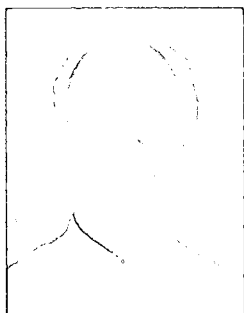
- Taught in Japan since 1990
- Part-time news announcer for two years with ZIP-FM radio in Nagoya
- Presently full-time English instructor at Seigakuin University
- As an active free-lance translator, have translated a large number of publicity materials (from Japanese into English), including company profiles, home pages, corporate press releases, executive interviews, and travel guides
- Bilingual (Japanese and English)

JALT Experience:

- Omiya Chapter Treasurer (1999-2001)
- Omiya Chapter President (2002)
- National Financial Steering Committee (FSC) Chair (2000-2002)
- Acting Director of Public Relations (since June 2002)

Director of Treasury/財務担当理事
(1 candidate)

Peter Wanner



Statement of Purpose:

My primary goals as Director of Treasury are as follows:

1. to work closely with and support the SIG and Chapter Treasurer Liaison personnel;
2. to assure all members that SIG and Chapter Treasurers are following proper procedures for handling financial transactions;
3. to keep Chapters and SIGs aware of grant distribution decisions so they can budget accordingly.

I have served as a JALT officer at the local chapter, special interest group, and national level for the past 12 years. These experiences have helped me to understand the concerns and issues for both chapters and SIGs and I feel that I can objectively try to meet the needs of both these groups.

During the past one and a half years as SIG Treasurer Liaison, I have worked closely with the Central Office staff as well as SIG Treasurers. I helped design the new electronic monthly reports to bring about a standardized form for all chapters and SIGs. This electronic form has eliminated the need to send hard copies of monthly reports. Treasurers can now send in their monthly reports by email and only need to send in hard copies of the reports at the end

of the year. Furthermore, I edited a new, revised, easier to understand Treasurer's Handbook and Monthly Reporting Handbook with numerous examples of transactions for reference. Finally, I helped implement the first actual internal audit of all SIGs and Chapters, which has now become standard procedure. This is necessary to maintain a check and balance system to protect all people doing financial transactions as well as the membership at large. Furthermore, corrections can be made before the external audit. These measures have streamlined financial recording procedures and have provided financial stability.

Biodata:

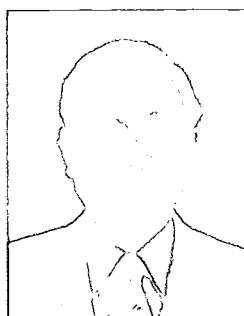
- B.A. Interdisciplinary Studies (Business Management, Japanese, Political Science), University of Portland (1988)
- M.S. Linguistics, Georgetown University (1995)
- Doctoral Candidate in Informatics, Nagoya University
- Taught in Japan since 1988, including international elementary—high school, junior college, and university positions
- Presently Instructor in English and Linguistics, Kyoto Institute of Technology.

JALT Experience:

- JALT National SIG Treasurer Liaison
- President and Program Chair, Kyoto Chapter
- Treasurer, Bilingualism SIG
- Program Chair, CALL SIG

Auditor/監事
(2 candidates)

Morijiro Shibayama



Statement of Purpose:

The responsibility of the Auditor is twofold. One task is to conduct an annual audit of the financial records of the organization, and the other is to audit the actions and operations of the various officers and committees of the organization. By taking this responsibility, I would like to contribute to

the healthy development of JALT as a professional and academic organization.

JALT is valuable for the profession of foreign language teaching in Japan. Particularly important in this respect is cooperation between native speaker

teachers and Japanese teachers, and this is exactly what we see in JALT. The membership of JALT is composed of about 60% native speaker teachers of the target language, mainly English, and 40% Japanese teachers. They come together in JALT to learn from each other and to create quality programs both at the national and local levels.

JALT has grown a great deal since it started in 1975. Of course there have been a few problems during its history, and I was especially concerned about financial problems, because they affect the foundation and credibility of the organization. However, thanks to the tremendous efforts of the previous Board, JALT has cleared its deficit. I hope the new Board which is to be elected this time can keep the financial operations healthy and make them even healthier. It would be my pleasure if I could be of any help to them in achieving this goal.

監査の仕事には会計と本部役員業務の監査があります。私は微力ながら、これらの仕事を通して、学会としてのJALTの発展に貢献したいと思っています。外国語教育で大切なのは、該当外国語の母国語話者教師と日本人教師の協力です。JALTの会員は60%が母国語話者教師、40%が日本人教師ですから、この点でJALTは日本の外国語教育にとって貴重な組織です。JALTの運営には過去に様々な問題がありましたが、ここ数年の役員の努力のおかげでその運営は財政的にも健全になってきました。この流れを受け継いで、さらに健全な学会になるように微力をつくしたいと考えます。

Biodata:

- B.A. Tohoku University (1959)
- M.Ed. Reading and Language Arts, Seattle Pacific University (1986)
- Visiting Scholar at Georgetown University (1975-1976)
- Taught at high school in Ibaragi and Gunma (10 years)
- Taught at Gunma Technical College (11 years)
- Professor at Gunma University (14 years)
- Presently professor at Surugadai University (since 1994)
- Published papers in text linguistics, worked on several bilingual dictionaries, translated books in health science, and wrote textbooks for college students

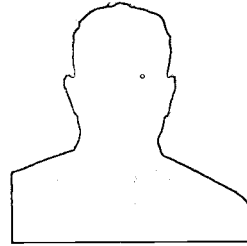
JALT Experience:

- President, Gunma Chapter, (1986-present)
- Japan Science Council Liaison (1997-present)
- Domestic Affairs (2001-present)
- Chapter Representative (2001-present)
- Acting Vice-President (2002-present)

Robert Swanson

Statement of Purpose:

I understand the deep responsibility that goes with being the Auditor of a national organization. Although JALT national has experienced some difficult times recently, I believe that the organization is strong and can be financially healthy for years to come. It



is important that we work together to develop a positive plan so that JALT will continue to be the premier teacher education association in Japan.

As the national Auditor, my responsibilities will be to see that the proper accounting principles are followed and that the national office is working with other agencies to assure that we will be financially solvent in the future. I look forward to working with the national officers, the local chapters and each individual member as we move forward in the 21st Century. I would appreciate your vote for national auditor at the JALT 2002 National Conference in Shizuoka.

私は全国組織の監査人に課せられる責任について深く理解しております。JALT(全国語学教育学会)の全国組織は最近厳しい情勢に見舞われておりますが、私は組織が賢固であることと、これから先財政的にも健全になれるものと信じております。JALTが日本国内において再びトップの教員教育学会となる為には、積極的な計画を展開させ、共に目標を一つにし、励んで行くことが重要だと考えています。

全国監査人としての私の責任は、適切な会計原則に準じ、将来私どもが財政的に支払い能力のある組織になれるように、全国事務所が他の機関と連携し機能しているかを見届けることにあります。21世紀を前進するに当たって、私は全国の役員、地方支部、及び各個人会員と共に励んでいく事を楽しみにしております。静岡でのJALT2002年全国会議において、全国監査人の票が頂ければ幸いです。

Biodata:

- BSBA Accounting, Trinity University
- Certificate in TEFL
- Licensed Public Accountant, Associate Certified Fraud Examiner, Internal Auditor
- Presently Internal Auditor, MCCS Company, Okinawa
- Worked in the ESL field in Japan since 1998: language schools, volunteer for an Amerasian school, Community Center programs, and Lecturer
- Currently Teaching: Business English, TOEIC classes, and English Conversation classes

JALT Experience:

- Co-Treasurer, Okinawa Chapter (2001-present)
- Board member for the Okinawa Chapter Power of the Pen writing contest

Vote!

小学生が「総合的な学習の時間」のなかの国際理解を体験する場で英語に触れる機会が増えている。1999年の旧文部省による実践事例集には、研究開発校や、その他の小学校に於いて、国際理解の一環として行われた活動の具体例が報告されている。

公立小学校での英語活動が国際理解の一環ということであるならば、英語でコミュニケーションができることは重要な目的の一つと考えられる。これまで、日本では民間の教室や私立小学校で、早期英語教育とか児童英語教育という呼び名で小学生に英語を教えてきた歴史がある。では、公立小学校に於いて目指すものは、これまでのいわゆる「早期英語教育」の目的と同じものなのか、それとも全く違ったものなのか。この問いを念頭において、これまでの問題点を検討し、小学生に対する英語教育で優先されるべきものについて述べたい。

II. 早期英語教育と国際理解のなかの英語活動

公立小学校での英語活動について触れる前に、私立小学校や民間の教室での英語指導は、これまでどのような評価を受けているのか、という点を明らかにしなければならない。

松川(1997 p. 141)は『小学校での英語教育の重要な論点は、それが人に先駆けて始める「早期」教育ではなく、「適期」教育かどうかという点にある』として、従来の早期英語教育のほとんどは、やるべき事柄を前倒しにして、時間をかけてそれらを教えるものと捉えている。一方、今後の公立小学校での英語活動は、その時期に導入する意味のあるものを選択することが大切であると主張している。

ところで、公立、私立に関わりなく、日本の全ての小学校で、現在英語指導が行われているわけではない。従って、どういう枠での指導であっても、今のところは、ひとに先駆けて英語教育をしているという側面が存在している。また、これまでの小学生の英語教育においても、年令と発達段階を考慮して、内容が適期であるかどうかの検討はなされてきていると思う。従って、いままでの小学校英語とこれからなされようとしている国際理解の枠での英語活動との違いは、あるとすれば、もっと別の部分ではないだろうか。

戦後、日本では公立小学校で英語を教科として教えてこなかった。従って、国の学習指導要領のような枠組みはなかった。実際のところ、目標や指導法など全てが指導者に任せられたなかで小学生は英語を学んできたし、現在もその状態は続いている。その結果、早期英語教育に下されている評価は二分されているのではないだろうか。

強調したい利点は、教材、指導法の研究が進んでくるところである。小学生は年令によっては集中の持続に限界があるのと、指導者には歌、チャット、ゲームなどを駆使して指導ができるテクニックが求められる。また、文章の読み書きよりは口頭練習が中心となるため、多くの指導者は経験したことのない新しい方法を学び、開拓する必要があった。例えば、筆者はかつて属していた民間の組織で、同時にではないが、GDM, Direct Method, Communicative Approach, Phonics等の教授法の実践を求められた経験がある。文法訳読法を中心に授業を受けてきた多くの英語講師たちは、未経験の方法を学び、文字どおり手探りで実践をするような状態のときもあった。特に民間の場合、授業の中身と結果に対する最終の判断は、生徒と保護者によってなされる。退屈で結果の出ない授業をしていては生徒は教室に通わなくなる。厳しい環境のなかで、新たな

聞き取りに 焦点を定めた 小学生への英語指導

The number of elementary school students who are exposed to English at school has increased. Now reports from the pilot classes reveal that there seems to be need to discuss various issues such as teachers, materials, methods, and so forth. A primary question, effect of age, is still controversial. What researchers and teachers have to do is to propose a clear unified path toward a common goal.

The aims of this paper are to examine four students' results on *eiken 5 kyu*, or the STEP Test 5th Grade and clarify what students learned in their elementary school days. If young learners acquire a certain skill, it means that they will be able to get another skill in junior high school. The point is to observe the learning process of young beginners.

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指導法を学び、努力して授業を行っている指導者は今も大勢いるだろう。従って、公立小学校で実験的に行われている多くの活動に、経験豊かな民間の指導者の力が役立つ可能性は大いにある。

弱点としては、公立小学校で教科として取り上げられていないため、松川(1997 p. 12)の指摘するように、『英語教育学会では「際物扱い」をされていて、研究の蓄積がない』ということである。本来なら、あるべき蓄積が共有できないのは、指摘されているように研究自体に関心を持たれなかったことと、小学生の指導者が学会が認める「蓄積の仕方」を学び、発表することを求められていなかったからだろうと想像する。「際物」という言葉が適切であるかどうかはさておき、あるべき蓄積が一般化されなかったため、小学生に対して何をどう教えていたのか、また評価という点で認められていない部分が多いのではないと思われる。

マスコミも含めて議論が盛んになっているのは、公立小学校で英語活動が取り入れられる可能性が出て来たためであることに疑問の余地はない。この点だけでも、いままでの早期英語教育が持っていた影響力とは格段の差がある。では、指導の目標や内容はどうかだろうか。もし、早期英語教育の目標がコミュニケーションの実現であるならば、国際理解の一環としての英語活動と大差があるとは考えられない。しかし、単に動機付けが両方の目標であるならば、疑問が残る。

III. 動機が果たす役割

言語を学ぶ場合の動機には、試験に良い点を取る、賞をもらうというような"instrumental"なもの(二次的)と、対象言語を使って意思の疎通をはかりたいとする"integrative"なもの(本質的)との2種類に分類されることがある。Larsen-Freeman & Long(1994 p. 175)が、Strong(1984)のリサーチを基にして、動機が必ずしも学習を高めるとは言えず、それよりむしろ、良い結果を得られたことがますます学習への動機づけとなっていると述べている点や、動機は素質が影響する場合もあるし、良い結果がきっかけで動機が深まる可能性もある(Lightbown & Spada 1995 p. 112)という指摘は、思い当たる点が多くある。

一般的に、中学では最初の1、2ヶ月は「音」が中心であっても、1学期の期末テストでは意味、スペル、語順等様々な要素を問われることが多い。北原(1995)が行った調査で、「英語が嫌いになった時期のトップは1年の1学期である」、という結果は、入門期にもかかわらず、短期間でいくつもの要素を覚えることを要求され、重荷を感じている生徒達の自然な反応とも理解できる。この点で、小学生のときに音に慣れ、発音を練習し、いくつかの単語の意味や読み方を習得した生徒が、最初の2、3ヶ月は優位を保つことができる確率が高いことは容易に想像できる。しかし、Larsen-Freeman & Long(1994 p. 208)は数々の研究を検討した結果、"instrumental"な動機も"integrative"な動機と同じ程度に有力であると述べていることから、試験の結果が良かったという満足感がさらに動機の育成を促すこともあると判断できる。どちらの動機が先にくるかは断定できない。単に、「英語が好き」という程度の動機では、中学、高校で学習する意欲が持続できるかどうかは疑問である。

IV. 開始時期とカリキュラム

これまで小学校で英語を学んだ生徒達は、どのような評価を受けて来たのだろうか。先に述べたように、国の方針で小学校生に英語を教えてきた歴史はない。そこで、限られたデータから推測可能な部分に焦点を絞りたい。

1. 開始時期

JASTECプロジェクトチーム(樋口、北村、守屋、三浦、中山、1986)は中学1年生、中学3年生、高校2年生を被験者とする早期

英語学習者の追跡調査を実施した。私立小学校で正規の授業科目として6年間(約400時間)英語を学習した生徒(Ex)と、中学入学後に英語学習を開始した生徒(Non-Ex)との比較調査である。その結論として、発音に関しては母音、子音よりもリズムの習得に有効であるとしている。そして、その他の技能については、「早期に第2言語に触れた子供たちは、第2言語の習熟度が究極的にはより高いレベルに到達する、とするKrashen, et al.(1982)の結論と一致する」としている。しかし、これらの結論は仮説であると結んでいる。

Lightbown & Spada(1995 p. 50)は母語で生活している環境に於いて、学校でコミュニケーションの力をつけるために教育しようとする場合、10、11、12歳くらいから始めれば、それ以前に始めた生徒に追いつくと述べている。発音を除いては、早く学習を始めることと第2言語習得(以下、SLAとする)との直接的な関連を疑問視する主張はその他にも多い。(Littlewood 1984 Nunan 1991 Ellis 1994)

これまでのところ、発音を除いては総じて早期英語教育が確かに有効であるとのデータはない、という認識を出発点としたい。

2. カリキュラム

年令がSLA成功の有効な要素ではないとするならば、小学生が英語を学習することは無駄であるということになる。では、何故年令とSLAに対して多くの研究者が論議しながらも否定的な意見が多いのだろうか。

樋口ほか(1986)の調査では、対象校が私立の付属小学校、中学校であっても、カリキュラムの一貫性が欠如して、早期英語教育の成果を正当に測定するのが困難であるとの主張がなされている。

Curtain & Pesola(1988 p. 52)は、早期の外国語指導プログラムが成功しなかった理由は、小学生のときの口頭での習熟が中学では評価されず、文法主体の学習を1から始めることを求められたからであるとしている。

私立の付属小学校、中学校に於いて、中学入試を経て新入生が加わる場合、小学校からの英語学習の継続性を考慮しないクラス編成をする場合がある。また、公立中学校に於いては、全員が初心者であることを前提に授業が行われている。従って、中学の先生達は、中学校で行う評価の範囲で、小学校英語を判断している可能性がある。その場合、小学校での習熟が評価されないという主張も成り立つ。小学校英語の指導者と、中学の英語教師が、それぞれ自分達の担当する部分を互いに伝え合うだけでは有効な教育の実現は難しい。先ず、小学校英語の指導者は言語習得の過程に於いて、生徒がどの部分を確実に学んでいるかを明らかにしなければならない。そして中学では、習得された技能を前提にして授業が行われたい限り、それは一貫した指導とは言えない。

3. カリキュラムの一貫性

小学生から英語を学習する場合、良い結果につながるカリキュラムの一貫性とはどういうものだろうか。Stern(1994 p. 434)は、カリキュラムをEisner and Vallance(1974 p. 2)を引用して'what can and should be taught to whom, when, and how'としている。少なくとも、数年にわたる英語指導を検討するので、本稿では言語を構成する音声、文法、意味等の要素をいつ指導するかをカリキュラムとする。

東後(2001 pp. 71-73)は、小学生の英語の授業で想定される学習順序を6段階に分けている。項目を順番に引用すると「異文化との出会い、音声を認識する、外国の事物への関心を喚起する、英語を使ってみせる、英語を使わせる、英語を教える」である。久埜(2000 p. 38)は小学英語の目標は「音」と「語彙」で、発達過程に合わせて内容を変化させ、次第に英語のルールに気づかせていくように主張している。共通する事柄は、先ず「音」を導入する、そし

て言葉を取り巻く背景に留意しながら英語を使う経験をする、ということである。大切なことは、教案にすぐ取り入れられるような具体的な場面や文を示す前に、長い習得過程でどの要素を取り上げるかの議論をすることであると思う。

そこで、小中の英語指導の一貫性を念頭において、小学生に対する英語指導を考えると、欠かせないのは次の3点である。1) 口まねを通して良い発音を身に付ける。2) 4技能(聞く、話す、読む、書く)のうち聞く力を育てる。3) 触れた英語の意味を理解する。

小学生に対して以上の事柄を実施するには、その年令と発達段階への理解、発音指導のための教材と方法、聞く力を育てるための材料の吟味と指導法、という様々の分野に於ける知識が求められる。

V. 授業目標

日本では小学生を対象にした英語教育を考える際の目標として、「英語を嫌いにならないようにする」という心理面を強調することがよくある。小学生に限らず、どの段階でも動機や心理面での影響が大きいのでは当然のことである。そのことを前提として、この項では動機や心理的な影響以外の部分に焦点を絞り、従来の考え方を示したのち、筆者の考える目標を明らかにする。

1. 構成要素

言語を構成する要素の分類は一律ではない。本稿ではそれぞれの要素と言語学に於ける分野の関係を示しているStern(1994 p. 130)を引用して、言語の全体像を見てみる。

1. speech sounds in phonetics and phonology
2. words in lexicology, semantics and morphology
3. sentences in syntax
4. meaning in semantics
- 5 text (dialog, narrative, poem) in discourse analysis

言語を構成する要素が上の5つである場合、小学生に対してはどの要素の習得が可能なのだろうか。

まず、speech soundsはいままでの研究結果からしても小学生に教えるのに適する要素である。では、簡単な会話というのはどうであろうか。「会話練習」は小学生にとってどのような意味を持つのかを次に検討する。

2. コミュニケーションとは

旧文部省から出されている実践事例集(1999)には「英語活動」を取り入れている小学校の様子が報告されている。あいさつやスキットの練習をさせているところは多い。千葉県のある小学校で実践された部分を詳しく検討する。

B君に電話をかけたA君のセリフは、“Hello.” “This is A speaking.” “How are you?” “I’m fine.” “Is C there?”である。生徒同士でやりとりを繰り返した事で英会話習得に効果的であったとしている。果たしてそうであろうか。

関口(2000 pp. 80-87)は会話を3種類に分類している。それらは、キーセンテンスを覚えればよい「旅行会話」や「社交会話」と、話題や表現が限定されていない「コミュニケーション会話」である。コミュニケーションとは、話者が考えることを相手に伝えることであり、話し相手の発言を理解して反応出来ることである。話題や表現は限定されていない。決まった表現を覚え、挨拶が完璧にできたにしても、コミュニケーションのための前段階に過ぎない。先の小学校での例を当てはめると、内容としては定式化された受け答えの域を出ていない。また、電話でコミュニケーションすることは、顔の表情、身ぶり等で意思を表現出来ない点で難易度は高く、入門期の生徒に相当であるかどうか疑問である。従って、成果として述べているようなコミュニケーションの力を高めるという判断が、英語

を通してという意味なら1) 決まり文句のやりとりとコミュニケーションは違う、2) 生徒が実際に電話の取り次ぎという場面に遭遇する可能性は低い、という理由で、発音練習や、英語を使ってみる、という意味合い以上の成果は期待できない。また、「・・・、同じ発話でも、自発的な発話と言葉の復唱、命名では、異なったシステムが使われることがわかっている・・・」(澤口 1999 p. 38)という脳科学の専門家発言からも、挨拶、文のリピートという行為と真のコミュニケーションとの区別は明確にした方が現実的である。コミュニケーションは挨拶のあと始まることを認識すれば、挨拶の練習に時間を費やすことの是非はもっと問われていだろう。

3. 授業目標

英語をコミュニケーションの手段とするには、言語を構成する要素の全てを過不足なく学ばなければならない。コミュニケーションは、発音、意味、文法、それに加えて、場面に合った適切な表現と多岐にわたる事柄が理解出来ること、と同時に相手に伝えられるようになることで実現できる。そのような状態を標榜するとき、挨拶やキーセンテンスの練習が直接「英会話」の実現に結びつくというような主張は賛成できない。決まった表現の暗記がコミュニケーションの実現に果たす役割には限界があることも強調したい。従って、授業目標が英語によるコミュニケーションの実現ならば、1) ネイティブスピーカーの話す事柄が理解できること、2) 言いたい内容を英語で表現できることの2点が基本である。小学生に限って考えると1) の聞き取る力の育成に重点を置くことが実現可能な目標であると考えられる。

VI. 小学校英語の影響

たとえ週1時間でも、数年にわたり英語に接した生徒達が発音以外に何も習得していないように見えるのは疑問であった。そこで、筆者自身がこれまでのタスクを通して得た結果と英検5級の結果から小学生が習得したと思われる分野を探る。

1. 学習段階における特徴

異なった学習段階の特徴を知るために、1998年、小学生(4人)、中学生(5人)、高校生(6人)に同じ材料を使い結果を比較した。ひとつは、“IF YOU GIVE A MOUSE A COOKIE”という題の絵本のテープを1回聞き、その後、同じものを2回続けて聞きながら、その間に聞き取った事柄を絵に描くことである。2つめは、中学生と高校生が1コマ漫画を見て内容を文章で書くというものであった。

まず、聞き取る際に、小学生、中学生は(1人を除き)単語レベルで捉えている一方、基本的な文法を習得している高校生は文章で捉えようとしていた。また、指導要領に出てこないrefrigeratorの絵を描いたのは7人で、皆100時間以上小学校のとき英語を学んでいた。さらに、5、6歳からnative speakerに向けて作られている絵本やビデオに接している2人の生徒のみnail scissorsを聞き取り、絵に描いた。聞き取る力と言う点では、単語数と内容の両面で小学生での学習が影響していると推測できた。漫画を文で描写する結果と合わせてみると、聞き取る時も、発するときも、ほぼ学年に従って、単語、2語、3語、文章という段階を踏んでいた。赤ん坊が母語(以下L1とする)を獲得する時には、共通した段階があることは知られている。少なくとも、生徒の年令が低い場合は、L1に似た段階を経て言葉を獲得していくのではないかと推測できた。

2. 英検5級

筆者のクラスに通う小学生時代の英語の学習経験が異なる4人の男子中学1年生が、実用英語技能検定試験(以下、英検とする)5級の過去問題を解き、3人が実際に受験をした。英検5級の内容は

中学1年修了程度とされているが、実施した時期は中学1年生の5、6月である。従って4人にとっては1) 文法と意味の両方の部分で未習の部分があり、類推して答えている可能性は高い。また現在、英検への年間の志願者が2001年春の段階で340万人いる。その中で中学1年終了程度とされる5級受験生が約11万人であるという。そこで、2) 日本の多くの生徒が経験するテストなので評価の基準を共有することが容易である。また3) 読む力と聞く力の関係と同じ試験で見比べられると言う3点に注目して、4人の生徒たちの英検5級の結果を検討する。

なお、2回の過去問題に対しては、生徒達はテスト後に正解を確認している。

3. 実施結果

生徒の背景、実施日と結果は次ぎの通りである。

実施日: 2001年5月8日(1)、5月16日(2)、6月24日(3)

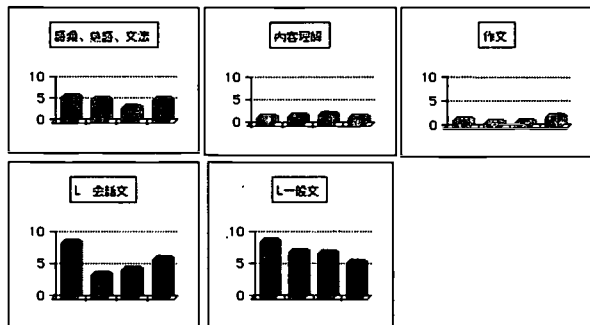
背景: 小学生は週1時間の授業を受けている。教材は市販の小学生向けの教材とnative speakerに向けて作られた絵本、テープ、ビデオを合わせて使用している。最大の目標は豊富な材料で発音、聞く力、語彙、の向上をはかることである。

生徒: A 1995年9月入会 私立中学1年
 B 2000年3月入会 公立中学1年
 C 2000年3月入会 公立中学1年
 D 2001年2月入会 私立中学1年

A, B, C, D の得点

分野	配点	生徒	A(1)(2)(3)	B(1)(2)(3)	C(1)(2)	D(1)(2)(3)
語彙、熟語、15			6 1 11	3 6 7	4 3	5 6 5
文法						
内容理解	10		0 2 3	0 1 5	1 4	5 6 5
L. 会話文	10		9 9 8	2 4 5	4 5	7 5 7
L. 一般文	10		9 8 10	7 7 8	6 8	5 5 7
作文	5		1 2 2	1 0 2	1 1	0 3 4
合計	50		25 22 34	13 18 27	16 21	22 25 29

A, B, C, D の項目別の平均点



VII. 英検5級の結果の検討

まず単純に合計点を比較してみるとAの第1回目と第2回目を除いて全て回を追うごとに得点が高くなっている。短い期間であっても問題に慣れることと、学校の授業の影響も関係していると思われるが、文字が読めるようになることで良い結果が生まれたと考えられる。また、練習と実際の試験との点数差は大きく、心理状態が結

果に作用している側面と、読む力が急速についている可能性の両面が推測できる。

次に、項目を絞って小学生時代の経験と結果を見てみる。

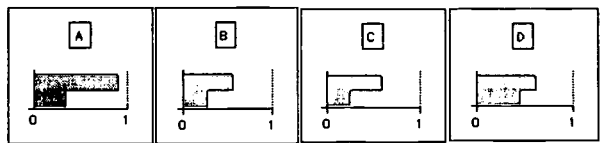
1. リスニング

2001年第1回英検5級リスニングの受験者全体の平均点は16点(8, 8)でAの得点は18点(8, 10)である。Aは毎回得点が安定していることから、リスニングに関しては5年間の経験が結果に反映していると考えられる。

一方、B, C, Dの得点には差がないように見えるが、詳細に見ると違いがある。前半の会話文(No.1-10)というのは、聴こえた質問に対して英文の中から正解を選ぶようになっている。ところが一般文(No.11-20)の部分では、No.11-15は聴こえた文章に相応しい絵を選ぶようになっているし、またNo.16-20は1枚の絵の内容に関して質問され、問題用紙にある英文から正しいものを選ぶことが要求されている。従って後半は文字を介することなく意味の理解を示す部分は大きい。平均点の比較をしてみると、たとえDが文章を読むこと、ルールを知ることにおいて急速に追いつき、リードしかかっていたにしても、この時点で、聴こえた文章の意味を理解する部分ではB, Cの精度が高いことが分かる。

2. 読む力

英検の分野のなかの「筆記」と「リスニング」には質問に対して答えるという形式の点と、問題の内容の2点で共通しているものがある。違いは一方は質問も文字で書かれているのに対して、他方は質問を耳で聴いて判断するのである。そこでA, B, C, Dがこの部分ではどのように違っていたのかを得点率で比較する。



(上の部分がリスニング)

傾向としてはA, B, Cが筆記よりもリスニングの得点率がかなり高いのに対して、Dはその差が小さいということである。(なお、全国平均得点率は筆記0.76、リスニング0.8である。)個人差という要素は無視できないにしてもDの結果は先に述べた様にリスニングの部分でも文字を読む要素があるためと考えられる。即ち、文字を読む力はある年令に達したとき集中的に指導することで、素早く獲得できる可能性が高いということである。見方を変えてみると、もし中学生になって文字が読める事を前提にしたテストのみが実施されたなら、小学生での経験はその部分では成果がなかったと判断されてもしかたがない状況は考えられる。ここに言語を構成する要素のなかで、どの部分を強調して指導するのかという選択の必要性が発生する。

更に、変化として注目したいのは得点の推移である。A, B, Dの第2回目と第3回目の得点は次の通りである。

筆記

A: 5 → 16 B: 7 → 14 D: 15 → 15

リスニング

A: 17 → 18 B: 11 → 13 D: 10 → 14

Dの筆記は変わらなかったが3人とも点数が上がっている。特に、A, Bの筆記の点数で見ると、英検5級に出題されている英文を読む力は、学校での授業の形態の違いなどでスタートに差があろうとも、

耳から全体の意味を理解した経験によって追いつくのは速いという推測も可能である。反対にDはリスニングの部分で点数を伸ばしている。これらの結果は、先に述べたように、中学生は、学習に費やす時間数が多いことと、年令的な要因も加わって、簡単に進歩が確認できる部分が多いことを示している。

3. 作文

筆記に含まれている作文の問題は語句整序で、問題数は5である。4人の平均点は概して低いがDのみ得点率0.46で読解での得点率0.44とあまり差がない。しかも3回目の本試験では4問正解している。簡単な文章はある年令に達すると短時間で理解出来るものがあることが分かる。

一方同じ試験内の似たような項目での反応から読み取れることもある。Aの2000年第1回解答に注目する。

整序問題

正答できたもの

(26)My father (1early 2come 3home4can) this Friday.

誤答だったもの

(28)We (1many 2can 3birds 4see)

リスニング

No.1 Can you ski? を聞いて選ぶ。

1 To me. 2 Yes, I can. 3. By bus. 4. Really.

No.6 "Can you play the violin, Jack?"

"No, I can't. But I play the guitar."

Question: Can Jack play the violin? を聞いて選ぶ。

1 Yes, he can. 2 No, he can't. 3 He's fine. 4 Every day.

リスニングNo. 6の結果からAは話された内容を把握しているように見える。しかし、(26),(28)の答えは、canは助動詞であって動詞の原形をしたがえる、というルールと語順についての意識は希薄であることを示している。口答でのコミュニケーションを想定すると、意味を理解して反応が出来ると考えられる。しかし、角度が変わって語順やルールを問われると、しっかり把握しているわけではない、と解釈できる。全体の意味が分かる事と、ルールや語順を分析して理解することは同一ではない段階が存在している。もし、何を伝えようとしているのかが分かり、反応出来ればよいという時期が入門期に確保されれば、次の2つの効果が考えられる。1) 単語や表現のinputの量が増えること、2) 覚えた語彙、表現が後に多様な例として残る、である。これらの2点は、小学生時代の経験の継続性と、中学生以降さらなる広がりを実現するためにも無視できない事柄である。中学でのカリキュラムや評価にも反映することが大切ではないだろうか。

4. まとめ

4人のデータから、小学生時代の英語学習の経験が一番長いAは聞く力と全体の意味の理解が良いという特徴があり、B、CとDの比較で

はやはり聞く力の差であるように思う。このことが示唆していることは、小学生に対する英語教育は単に動機や英語に対する態度を育成するというような間接的な目標のみではなく、具体的に言語のいくつかの構成要素の部分の技能を獲得することの可能性である。

VIII. 提案

小学生が学ぶべきものは何かという問いに、動機の育成のみを強調するのでは答えとしてあまりにも曖昧である。また、小学生の英語学習の結果には期待できないとする指摘には、そういう結論にいたった経緯を問いたい。年令が問題だったのか、または言語材料が不適当なのか、あるいは指導者の問題だったのか、それとも長期の学習計画が立てられていなかったためなのか等の点が不明では、その主張を受け入れることは難しい。そこで、これまでの結論として小学生に対する授業で強調したい部分について述べたい。

1. リスニングを中心に

Nunan (1991 p. 47) は、SLAの研究者のなかには学習者が“unanalysed ‘chunks’ of language”を学ぶ過程で言語を獲得するという主張があることを述べて、もしそうなら全体を学んだ後、個々の要素を確かめていくtop-downのやり方を支持するものとしている。Lewis (1996 p. 117)は学習の初期には、理想的にはListeningを中心にすべきと述べている。更に、“un-analysed whole”として示された文章は、内容が理解された後、文法の学習を助ける“resource”としての価値があるとしている。

A、B、C、の結果で週1時間でも教材のテープ、教師の英語、ネイティブスピーカーに向けて作られたテープ、ビデオ等に触れていると聞く力は向上していることが分かる。また、読む力を育てる際に、全体の意味が分かるような経験を経て文を読む練習をするほうが、生徒にとって容易である可能性は高い。これらの点は、Nunan, Lewisの主張する事柄とも重なり、小学生の英語教育で育むことが可能な要素である。

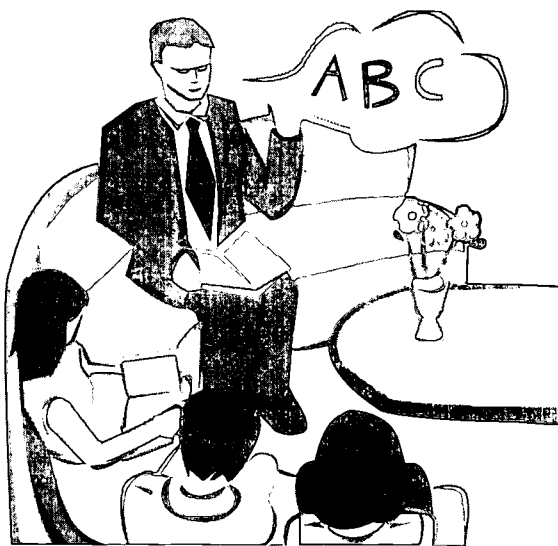
2. 全体の意味の理解

以上のことは赤ん坊のL1を習得する過程を連想させる。ところで、赤ん坊は聞こえてくる言葉を暗記し、真似ることで言葉を獲得しているのだろうか。

まず、子供がL1を獲得する状況を考えてみる。Brown & Yule (1994 p. 32)による、子供がL1を獲得する際には、部分的に理解している事柄に多量に触れている、とする主張に反論できる部分はないだろう。そして、赤ん坊が決して耳にしたことのない言葉を発している例はいくつも明らかにされている。(Lightbown & Spada 1993 Pinker 1995 Scovel 2000)

これらのことは、Pinker (1995)による子供は生まれながらに普遍文法を有していて、実際に母語を獲得する過程では自ら仮説を發して周囲の反応をうかがい、その結果、仮説を拡大している、という主張と合わせると言語獲得のために重要と思われる次の2点を気付かせてくれる。まずは、多量のinputであり、もう1点はinteractionを通してのoutputである。

ところで、L1とL2は獲得する過程が似通っているかどうかという



問題がある。Vygotsky (1986 pp. 159-160)はL1とL2は言葉の発達過程としては同じものであるが、違いが生じるのはL1を基盤にしてL2の意味を考えるからだとして主張している。Lewis (1996 p. 75)も同様に、L1とL2を全く別なものとするよりは類似していると考えの方が理にかなっているとして述べている。Ellis (1994 pp. 105-109)は多くの研究を検討した結果、L1とL2の類似性は教室ではなく自然な環境で言葉を学ぶ場合に見られるとしている。言語の獲得が脳内で始まるという考えは、「チョムスキーと彼の信奉者」に限らず、科学の世界では当たり前のことである(Jenkins 2000 p. 217)ということからも、少なくともL1、L2は共に脳内で発達するという部分では類似性を否定出来ない。違いが現れるとしたら、L2の影響と大人の様に文法の学習を先に行い、学んだルールを演繹する場合だろう。そこで、日本の小学生が英語を学ぶ場合を想定すると、L1の獲得状況を参考に出来るのではないだろうか。

Larsen-Freeman(1997)はカオス/複雑系とSLAの類似性を指摘している。複雑な系がカオスの縁、あるいはカオスの縁の近傍に向かって進化するという仮説がSLAと類似しているなら、学習者が多量のinput(カオス)のなかで自分なりにルールを見い出す(自己組織化する)という見方を支持するものとなる。SLAの過程が非線形であると言う主張(Long 1990 Larsen-Freeman 1997)と、脳を作る神経細胞の動きがカオス的である(津田 1997)という説も、SLAと科学の関係を研究することで言語習得のメカニズムが解明される部分があることを示している。メカニズムの解明が進めば、習得を促す方法はもっと鮮明に提案できるだろう。

Lewis (1996 p. 75)はL1の研究から次のような示唆をしている。

Language is not 'built up' by learning sounds and structures, but by an increasing ability to break down wholes into parts which are at different levels, separable.

L1に限らず、小学生に対しての英語教育も視角、聴覚に訴えるものを活用し、指導者の助けを必要としながらも、全体の意味が分かれば良いとする姿勢が大切である。

IX. おわりに

国による教育課程の基準の中に、「自ら学び、自ら考える力を育成すること。」という項目がある。外国語の習得の場面でその項目の実現をするためには、生徒自身が多量のinputを経験しながら、ルールを徐々に実感できるような環境が大切である。時間も必要である。小学生からきちんと学習をすることも解決策のひとつである。たとえ、週1時間でも音に慣れることで、コミュニケーションを可能にする道を歩み出せる。豊富な材料を用意し、一貫した学習が出来る環境を提供できるかどうかが教える側の課題である。

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略歴

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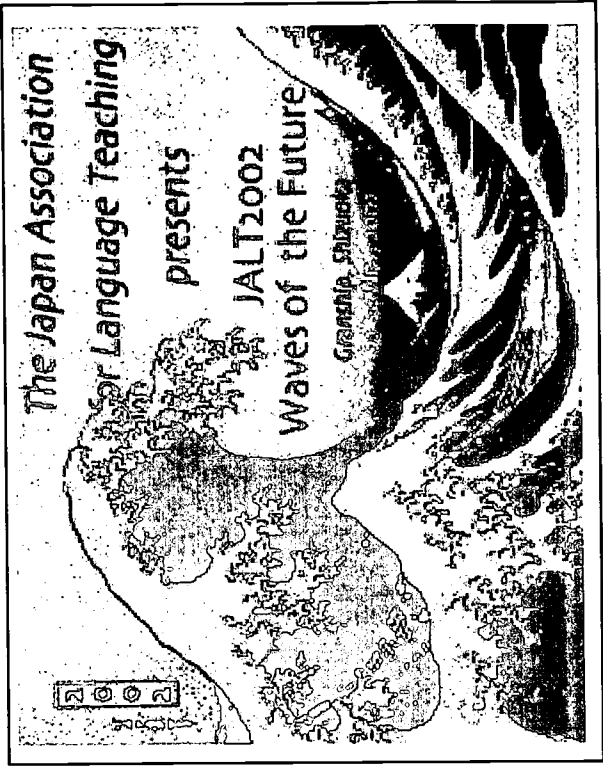
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Considerations for Securing an English Teaching Position at a Japanese University (Part 2)

Christopher Glick, *University of Tokushima*

Researching the Position and Institution

The job advertisement itself will typically tell you a reasonable amount of information about the position; namely, whether the position is full- or part-time, the possible length of stay, and how many classes you will teach. If you have further questions, such as those suggested by Aldwinkle (1999), ask the contact person for the position. It is best to settle all questions pertaining to the conditions of employment before you apply, since you will be better able to assess whether you want to apply. Moreover, during an interview, asking questions you could or should have researched beforehand, such as whether the university is national, public, or private, can put you in an unfavorable light.

Once you have found a job for which you plan to apply, you should visit the university's and department's websites to check for: (1) staff information pages to determine what academic area (or areas) predominates, and (2) the age and type of university, which can indicate the university's staying power as well as the conditions of employment. Most universities offer such information online, typically in Japanese and sometimes in English as well. If your interests match those of most of the staff, your application has a slightly better chance of success. Other information concerning existing staff members' credentials (to form an impression of how you stand in comparison), nationalities (some institutions reputedly prefer specific nationalities or balances thereof), and so on can likewise be obtained to help the applicant at least attempt to read the tea leaves.

In general, the more rural the university's location, the less demanding the competition and requirements and more rewarding the terms of employment and length of possible stay. Though she writes regarding language schools, Crowell claims that "[j]obs in the smaller rural towns are much more available, but the distance and isolation often make them less desirable" (2000), a point which applies to universities as well (Washida, 1991).

Advice for Applying to and Securing a University Position

Hiring committees are quite strict about applicants meeting the minimum stated requirements, typically age, credentials, and experience. Therefore, if, for example, the advertisement says you need five

or more publications, and you do not, do not bother to apply (Washida, 2001, p. 65).

Once you have found an open position or university that interests you, it is time to begin preparing your application materials that provide documentation of your teaching experience, publications, and related experience (Washida, 2001, p. 64): namely, a CV or résumé, a picture, and select publications. For those who do not already have Japanese working visas, you will also be asked for elementary school through high school records as well as your college degree.

To be considered for a full professor's position, you need publications, preferably good ones in large numbers (Washida, 2001, p. 87-88). Some universities or even individual departments have ranking systems for publications and presentations. Even if the university to which you apply does not have an official ranking system in place, some informal ranking will naturally exist; e.g., a TESOL Quarterly publication will carry more weight than a local newspaper editorial. My university—a national one—as well as those at which close colleagues of mine now work, value such achievements along the following simplified lines, from highest prestige to lowest: sole authorship in a refereed international journal, in a refereed domestic journal, in a non-refereed journal; shared authorship in any of the above (worth less than sole authorship); a single presentation at an international conference, at a domestic conference, at a local conference, and finally as a poster presentation. In short, publications are worth more than presentations, books more than articles, refereed more than non-refereed, single author works more than shared, and international more than domestic. Similar systems may exist in other universities and may differ slightly in details, but I trust they are basically the same.

You should submit papers to the highest level journals possible; if the paper is rejected and subsequent editing and resubmission fails, work your way down the ladder of prestige until your paper is finally accepted. Most important, do not feel intimidated. Journals interested in furthering the exchange of ideas and understanding will accept papers from anyone so long as the content is lucid and original. Furthermore, if you are currently working part-time at an institution, you can use

本論は前後編2部構成の、後編であり、日本の大学のベーシックな情報提供と、大学教育機関に於ける英語教師が置かれている状態、その選考基準に関して述べることを目的としている。筆者とその同僚の国立私立大学での応募した際の、あるいは教員としての経験をもとに英語教師職応募の際に重要だと思われる必勝法とその裏技を述べるものである。

that institution for your affiliation. In addition, this affiliation may entitle you to submit papers to the university's or even department's *kiyo*, its journal, which you should do. The ideal strategy is to submit to the *kiyo* preliminary drafts focusing on facets of your research, because *kiyo* are only lightly refereed, thus worth fewer "publication points," while continuing to work on the papers to submit more complete versions to international refereed outlets, making note that preliminary versions appeared in the *kiyo*. You can also publish works by yourself (Washida, 2001, p. 119-120). Lastly, try to choose catchy, concise, and attractive titles for all your works (Washida, 2001, p. 119-120), since most of your publications will likely go unread beyond the titles in the hiring process.

Concerning the résumé, you should create the best résumé possible, because some universities make hiring decisions without interviews (see below); moreover, you should submit it in both English and Japanese versions, if possible. English résumés should be written according to the style(s) in favor at the time of application. Numerous services (résumé checkers) and resources exist online (check a search engine such as <Google.com> or an online bookseller like <Amazon.com>) and in print for creating and polishing résumés. For a cookie-cutter approach, you can use one of the résumé templates provided by most word processors or even commercial résumé software or templates (see Table 1). I have professionally edited English-language résumés for Japanese job seekers, and have found the Boston College Career Center's résumé site (<www.bc.edu/bc_org/svp/carct/resume.html>) to be excellent for North American résumés, since it provides clear suggestions and printable examples, although numerous similar sites exist.

Table 1: Sample Résumé Writing Software and Templates

<p>Web Résumé Writer 4.2 by eInternet Studios for Windows 95/98/NT</p> <p>WinWay Résumé Deluxe 9.0 by WinWay for Windows 95, 98, Me, NT, 2000, XP or later</p> <p>Typing / Résumé Writer by Activision for Windows 95/98/Me</p> <p>Résumé Plus 2.0 by InfoUSA.com for Windows 95/98/NT/Me/2000/XP</p> <p>Résumé Maker Deluxe 9.0 by Individual Software for Windows 95/98/NT</p> <p>Ready-To-Go Résumés by Yana Parker and published by Ten Speed Press (résumé files in various word processor formats)</p>
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Japanese résumés, called *rirekisho*, can be purchased in packages in stores, even in convenience stores; however, some institutions do require propri-

etary résumé forms, which should be explained in the job advertisement, although you may wish to contact the institution to confirm the preferred format. It should also be noted that Japanese résumés are generally handwritten, because the handwriting is felt to give the interviewers added insight into the applicant's character. When properly completed, a Japanese résumé, printed or handwritten, provides the applicants with many potential edges: some of the other applicants probably did not submit them, its existence indicates the applicant's willingness to go the extra step to acculturate, and Japanese staff will naturally be more inclined to read and recall something in their native language. While this may only apply in certain cases, the institutions that will survive and thrive are most likely those that are more innovative and accepting of outside opinions and ideas.

Japanese ability can be an important consideration. If a portion, or all, of your interview is conducted in Japanese, bear in mind that Japanese interviewers face the same problems in evaluating Japanese ability that English teachers have in evaluating student ability. There is no uniform standard and interviewers differ on what is essential and what is not. There is the added problem that too much Japanese ability, perhaps indicated by holding a degree in Japanese language or culture, may raise questions about one's commitment to teach English by suggesting a greater interest in speaking Japanese than English. Some universities prefer non-Japanese-speaking foreign staff who are possibly more likely to converse with students in English as well as create an appealing atmosphere of "internationalism" or "foreignness" for both students and staff. Other universities prefer Japanese-speaking foreign staff who can participate fully in the various administration functions, such as hiring committees or curriculum planning, of the university. Interview "tests" of Japanese proficiency range from the realistic (an oral interview in Japanese) to the unusual (e.g., reading the minutes of the previous faculty meeting cold with no background). Rather than spending one's time memorizing the *kanji* necessary to read the faculty minutes, it would probably be best to concentrate on becoming an effective communicator in Japanese, even if this comes at the cost of accuracy. For those who speak Japanese, credentials are important. The traditional measure of Japanese proficiency is the Japan Foundation's (2002) Japan Language Proficiency Test (<www.ijnet.or.jp/jp/jlpt/contents/main-e.html>), which is given annually. A more recent test is the JTOC (The Japanese Test of Communication, <www.jtoc.org>), which is perhaps less well known than the Japan Language Proficiency Test.

Many positions require applicants to submit reference letters, called *suisenjou* in Japanese. These

should come from the most senior and reputable individuals you know, preferably a Japanese, since the referent will be better understood in terms of ability, position, and reputation. If you are currently studying abroad, ask any Japanese you know well for references, since some of them may be academics working on their graduate degrees: A résumé from such an individual could be particularly useful.

Credential inflation is a regrettable aspect of modern employment in many sectors. Having a doctorate in hand is a boon to anyone seeking a job in Japanese academia, yet the degree's importance is not overriding, especially for non-tenure positions. Numerous positions exist for those with an "MA or higher." According to Kitao & Kitao (1996), "[t]hat means...a PhD or an MA plus some university teaching and research experience. For research experience, it is publications that count most." In my experience, foreigners with PhDs teaching English at Japanese institutions tend to view their positions as stepping stones to gaining positions at (typically foreign) institutions where tenure is far more likely: Teaching experience gained in Japan (or elsewhere) can provide an edge. As long as tenure remains elusive for most foreign PhD holders, we expect that job turnover in Japan will continue to provide regular job openings. Moreover, with increasing numbers of Japanese university positions, for both foreigners and Japanese, being offered with contractual limits on length of stay (*Monbukagakusho*, 2001), some as brief as two years, turnover is structurally reinforced.

Interviews

It is quite important that you focus on your résumé, since it is what will possibly determine whether you are asked to sit for an interview, if the institution in question offers them. If you are asked to sit for an interview, consider it your chance to shine. Neither I nor my colleagues was interviewed initially for positions we first held at Japanese institutions. That said, interviews do happen, so you should do your best to be prepared by considering the following points:

1. Arrive on time or a bit early.
2. Dress professionally and conservatively, a point also applicable to your application picture.
3. Arrive with copies of your résumé, favorite lesson plans, and selected publications in hand.
4. Reread the employment advertisement, if there was one, so you know exactly what kind of position you are being interviewed for and can prepare accordingly.
5. Study the university itself, perhaps by visiting its website or asking Japanese friends: Is it public or private? Municipal, prefectural, or something else? Is it a two- or four-year institution? Is it coed? What departments or faculties exist?

6. Prepare a list of questions you have about the position.

The following list of questions asked of myself and my colleagues at various interviews should provide readers with an idea of the scope and breadth of the questions they might face:

Why did you become interested in teaching English?

The students at our institution are not particularly good at or interested in English because (various reasons). How would you go about motivating them in the classroom?

Why are you interested in (teaching in) Japan?

Why are you interested in teaching at this institution?

Why are you leaving your current position?

I see you have experience with (a specific type of ESP). What kind of needs assessment method did you employ and why?

Please explain your current research and its future direction. (Be prepared to explain and defend the publications you submitted.)

If you could teach any subject other than English, what would it be and why? Please describe how you would arrange the course and what materials you would require.

Do you mind (a problem; for example, teaching late at night, commuting one hour, overseeing a student club, etc.)?

Do you feel reading aloud to students is a sound pedagogical practice?

What are your feelings about (a particular teaching methodology, such as whole language)?

What do you think are the merits or flaws of team teaching?

Please explain one of your favorite lesson plans.

Do you use Japanese in the classroom? If so, for what purposes and for how many minutes of a lesson?

How well can you speak Japanese?

Conclusion

What I have tried to present to you is only the tip of the iceberg of information available about working in Japanese universities and junior colleges. Moreover, it is impossible to emphasize enough how little anyone knows about the future of higher education here in Japan. With the Japanese government facing mounting debts, calls to merge and privatize national uni-

versities are growing louder. With student enrollments and tuition revenues dropping, private institutions in particular are facing looming budgetary concerns. Already some university positions made vacant through retirement or other reasons are no longer being refilled. Staff in insecure positions may be asked to do more work for the same or less remuneration or even asked to leave in order to cut costs.

All the same, the picture of securing university employment in Japan is not as cloudy or grim as it may seem. Nor is it particularly unique. Securing a position at a Japanese university is hardly different from landing a job anywhere: Research the job you want, acquire relevant credentials and experience, meet the advertised requirements, and be as professional as possible.

Acknowledgements

I would like to acknowledge the assistance of my former colleagues Joseph Tomei and Mark Holst, who proofread this work, and who shared their experiences with applying for jobs in Japan and with interviewing and hiring foreign teachers. I would also like to thank my wife Mikiko without whose translations and research this article would not have been possible.

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Christopher Glick is currently working as a foreign lecturer at The University of Tokushima. He previously worked at Hokkaido University, where he helped establish a medical ESP program, and Indiana University's Center for English Language Training. His professional experience includes résumé writing and consulting for a TOEFL test preparation materials company. He currently holds an MA in Applied Linguistics from Indiana University, enjoys writing conversation materials, likes Macs, and is a guest member of Tokushima's Chamber of Commerce. Corpus linguistics and materials writing are his current interests.



Ah, yes, that's the chap I'll vote for.

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Real English Real Early: A Partial Immersion Program from Elementary School

Rebecca Keogh, Toyoyama Junior High School, Aichi

This year the Japanese Ministry of Education implemented the period of integrated study from Grade 3 at elementary schools. Schools may choose English as a Foreign Language (EFL) as an educational activity. To this end the Ministry plans to create a strong English curriculum that is supported by a progressive teacher-training program and effective use of Assistant English Teachers (AETs) from Grade 3 onwards. The goal is to "expose elementary school children to foreign language and let them learn about the culture and the lives of the people that speak the language" (Nakata, 2001). The goal in itself is not a dramatic departure from what is already being experienced at any number of elementary schools. Once a week/month/year an AET/JET is wheeled into the elementary classroom to sing songs, drill flash cards, answer potentially embarrassing questions, and of course play bingo. The children deserve a higher meta-cognitive experience. I proposed a different goal to my local elementary schools and translated it into the nuts and bolts of an average school day. Administrators, teachers and parents in the local area were invited to look at the proposal and respond. This paper will outline the various stages of the program and discuss the implications of issues raised by teachers, administrators and parents.

Type of Program Proposed

The proposed program is loosely based on the "staircase model" developed by Michael Berthold (1993) for partial immersion programs in Australia. It has been used to teach French, German, Indonesian and Japanese from K3 to senior in Australia. The concept of the staircase model is that students with no prior knowledge of the target language are gradually introduced to it through a progression of stages from basic language awareness to eventually being taught some content in the target language. Content refers to other curriculum areas such as math and physical education. It is a gradual, flexible program that can be tailored to the needs of individual schools. The program I proposed to my local schools begins in Grade 1 with language awareness and steadily progresses to a mixture of partial immersion and enriched language arts. The educational goal is simple but succinct: To produce individuals with well developed communicative and social sensitivity.

Stage One: Language Awareness Program (Grades 1 and 2)

The learners will be exposed to English for 15 minutes a day, preferably in morning homeroom class. These sessions will be activity-based with children participating in such activities as singing songs, learning simple chants, playing games and physically responding to simple commands. The fun activities will encourage and interest the children, develop a positive attitude to speaking other languages and learning about foreign cultures and help begin the process of language acquisition. The language outcome of this stage will be almost exclusively oral/aural based. Learners will be able to physically respond to classroom commands and orally produce and aurally recognize simple vocabulary like numbers, colors, animals, vehicles and body parts. Alphabet and simple word recognition could be introduced in the second grade.

Discussion

The overall feedback from administrators, teachers and parents was very positive concerning all elements of Stage One of the program. Ten of the 18 elementary teachers surveyed felt capable of teaching this stage but expressed that a part-time AET at the school would be welcome.

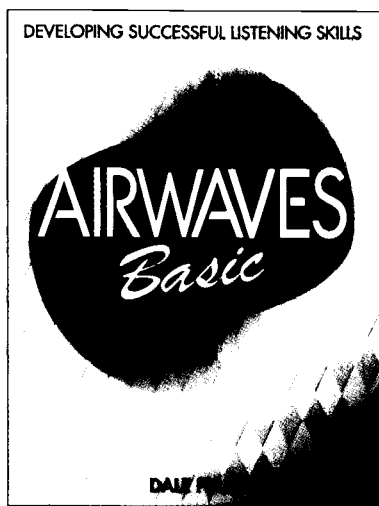
Two of the five parents surveyed expressed concern about their child's developing L1 ability. This issue always seems to be raised whenever an early immersion program is proposed. Parents need to be reassured that children develop language awareness and the ability to differentiate between languages, to some extent, by increasing their knowledge of both languages. Moreover, 15 minutes a day of English time should not impair a child's developing L1 linguistic ability as they use their L1 at all other times.

Stage Two: Language Learning Program (Grades 3 and 4)

The learners will be exposed to 25 minutes of English language learning a day, preferably 15 minutes in the morning and 10 minutes after lunch. They will be enlarging their repertoire of activities and exercises to move to the stage of language learning. Homeroom time can be used to review/introduce vocabulary or dialogue chants and after lunch the

公立小学校では、「総合的な学習の時間」で何をするのか試行錯誤されている。新学習指導要領によって、早期英語教育が可能になったが、その導入方法は明確ではない。「総合的な学習の時間」の内容決定は、各学校の人的リソースに委ねられている。筆者の地区で公立小学校が直面しているジレンマに応じて、早期英語プログラムが提案された。本論は、そのプログラムの内容と、教師や保護者が示した初期反応を紹介する。

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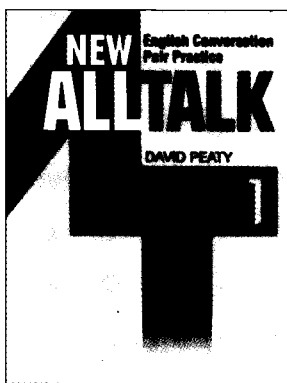
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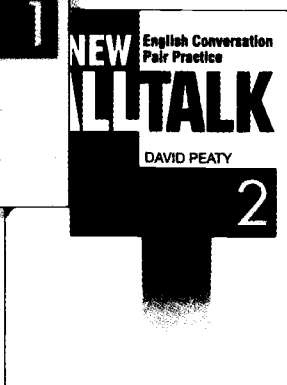
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students can run their own activities where they use the target language. A morning session, for example, may involve learning/revising some body parts. The lunch session could then involve student leaders giving directions for the game Simon Says. Oral and aural skills will still be the basis of communication but literacy in the L2 will be very gradually encouraged. Stage One activities will be encouraged but teaching strategies will widen and intensify. Whereas in Stage One the teacher may have labeled some simple classroom objects in English, in Stage Two there will be a proliferation of labels around the classroom and an introduction to reading strategies. Members of the local community who speak English could be invited to the school to serve as good role models to the children. In addition, members of the foreign community could visit the school and enrich the students' awareness of different cultures and different types of English.

Discussion

In the initial proposal many teachers and administrators felt it would be difficult to find 25 minutes everyday to teach English. Therefore the time was split into morning and after-lunch sessions. At these schools students run their own class activities for 10 to 15 minutes directly after lunch. In Grades 3 and 4 it is typically whole class games like "Jun Ken Po" or "Drop the Hanky."

About half of all people surveyed queried the practicality of introducing literacy skills at this early age considering the simultaneous challenge of learning kanji, katakana and hiragana. However, if the literacy skill is kept to simple recognition strategies that develop naturally through repeated exposure to the target language it should not be a burden to the learners. If the activity is not enjoyable it must be stopped because the most important element of this stage is to continue to develop a positive attitude towards learning English.

Only five of the 18 elementary teachers surveyed felt capable of teaching Stage Two and therefore there was a strong call for a full-time AET. At this stage of the program the AET's role would be to help make resources and introduce new games and activities. However, by far the most important role of the AET is to give the teachers the confidence to teach at this level independently. The classroom teacher is the long-term resource of the elementary school and the person who will most likely determine the success or failure of the program.

Stage Three: Partial Language Immersion Program (Grades 5 and 6)

Learners will be exposed to 45 minutes of English language learning everyday. Three 45-minute sessions will be immersion classes. For these sessions the students will be taught an easily demonstrated

subject such as art, physical education or cooking through the medium of English. One 45-minute session will focus on the language forms needed to understand the immersion class. The remaining 45-minute session will develop communicative strategies through role-plays, radio/video broadcasts and quizzes. Minato Elementary School in Fukui and Honden Elementary School in Gifu set aside half an hour in the morning for an interactive English video or radio broadcast. The broadcast is prepared and led by the upper grades but every grade in the school participates from their classrooms. Preparation for such broadcasts could be done in the class focusing on communication strategies.

The most important element of Stage Three is that the immersion lessons are delivered entirely in English by the classroom teacher and the AET. The students and classroom teachers are then forced to develop their aural and oral communicative skills out of real necessity. English literacy will increasingly be more developed but the main focus will be on oral and aural communicative skills.

Discussion

The pilot study illuminated two challenging areas for Stage Three. The majority of teachers and administrators felt it would be impossible to have so many lessons devoted to English language learning a week. I have since clarified the structure of Stage Three to leave no doubt that there are actually only two English language learning sessions a week. Even so, one 45-minute session to develop communication strategies may have to suffice. The content-specific language needed for the immersion class can be acquired through necessity during, for example, the cooking or art class.

The other main area of concern was finding teachers willing and able to teach at Stage Three of the program. Only three of the 18 elementary school teachers surveyed felt capable of teaching at this level. This is not surprising. Berthold states that the prerequisites of a good immersion teacher are native to near native language skills, qualifications to teach specialist subject areas (only relevant to junior high school and high school), ESL teaching skills and commitment to and knowledge of immersion teaching (Berthold, 1995), not to mention the time to make extra resources to aid comprehension in a foreign language.

It is in Stage Three that an AET (preferably full-time) can be used most effectively. The classroom teacher and the AET must combine their knowledge to deliver an effective lesson. It will not be a walk in the park. It will be a steep learning curve for the first year, strewn with misunderstandings and frustrations, but if a route is made to the top the vista will be ample reward. To exemplify, Grade 5 could do Art in English and Grade 6 could do Math in En-

glish for the whole year. Imagine the empowering effect that successfully teaching a subject in English will give to those classroom teachers. Imagine the great role model the students are seeing when their teacher struggles and succeeds in communicating with the AET.

Another point to consider is that from the outset of this program an elementary school will have five years to get ready for Stage Three. After the first two stages of the program the teachers' English skills should have improved and hopefully there will be a positive attitude towards tackling Stage Three.

Stage Four: Language Arts and Culture (Junior High School Grades 1, 2, 3)

The program at junior high school will be enriched language arts and culture. Beginning this year, English is taught four times a week in Grades 1, 2, and 3. One of these classes is scheduled for a team teaching class although officially it is called *sougo gakushu* (period of integrated study). First year students may also take an English, Math, Science, Japanese, or Social Studies elective. In the second year the pattern is repeated but they can take another elective from the Music, Art, Physical Education, or Home Economics stream. In the third year students can take two different electives from both streams. In my area the three local elementary schools feed into the one junior high school. The English program at the junior high school will have to cater to the influx of students with enriched language skills. Such a program could involve developing communicative and cultural sensitivity through, for example, sophisticated role-plays, radio plays, DJ broadcasts involving interviews, street surveys, quizzes, and intra- and inter-school email exchanges. The English elective class could be led by the AET and involve cultural activities like cooking, dance, sport taught through the medium of English and computer-based activities to allow individual progression.

Discussion

Stage Four of the original staircase model proposed by Michael Berthold aims at 50% of the school program being taught through the target language. However, the aim of this program is to develop individuals with a high sense of communicative and social sensitivity, not bilinguals. By the end of junior high school, students will have developed oral, aural, reading, and writing communication skills that allow them to function comfortably in English exchanges. These social linguistic aims and the predicted unavailability of suitable immersion teachers largely influenced the design of this stage of the program.

Two administrators from the junior high school, a member of the local Board of Education and the three junior high school Japanese teachers of English were all in favor of the AET leading English

elective classes involving cultural and computer-based activities. However, the junior high school English teachers were all opposed to the curriculum ideas for the regular English classes. This is not surprising because it is a dramatic change from their familiar textbook and lesson plans that encourage rote learning and the passing of benchmarks set by the Ministry. However, these benchmarks are changing. This year, for example, junior high school teachers will have to evaluate their students' speaking proficiency. In another example, the junior high school English textbook *Horizons* has been purged of its long reading comprehension articles in favor of short dialogues. Like it or not, the future of English language teaching in Japanese public schools will be based more on oral and aural communicative skills than on reading and writing skills.

In Australia there are elementary LOTE teacher-training programs through immersion at some universities. It might be feasible for secondary Japanese LOTE immersion programs to also have an in-country practicum, whereby an Australian LOTE trainee spends time in a Japanese secondary school, with a teacher who specializes in the same content area.

Conclusion

This program was designed to fit the current educational infrastructure in my local area. Three elementary schools that feed into one junior high school had committed to early English education, allowing a program design with a sense of continuity. I respect that not all schools are in this fortunate situation and that the program proposed may be an administrative nightmare. However, it's worth considering the main points raised by this proposal and pilot study to reflect on possible educational innovations that the period of integrated studies may allow.

In Stage One some parents were worried that their child's developing L1 ability may be negatively affected by exposure to English. There have already been a number of successful pilot programs at public schools in Japan, where the students have started English education in Grade 1 and are doing very well with no impaired L1 literacy skills. Teachers at these schools enthuse that English activity time enhances the child's ability and receptiveness in other curricular areas (Kawamura, 2000, p. 14). The benefits of starting early are that children are more receptive to language and new ideas and that such a program is more likely to attract a wider range of ability levels and thus a greater number of proficient speakers (Berthold, 1995, p. 25).

In Stage Two the main point to consider is the role of the AET. The AET is there to encourage the classroom teacher to use English inside and outside of the classroom so that one day he or she will feel comfortable in leading English activity time. It is the classroom teacher, not the AET, who will have

the more lasting impression upon the students.

Stage Three is the most challenging yet by far the most rewarding and exciting stage of the program. A good working relationship between the AET and the classroom teacher is crucial and both teachers will need support in terms of team teaching training and guidelines. There is room for great personal and professional development at this stage of the program. The children are also receiving two very positive educational experiences. Firstly they see their teacher as a role model of someone struggling and succeeding in communicating in a foreign language. Secondly the bilingual education experience has the potential to improve their meta-cognitive development (Cummins and Swain, 1986, p. 18).

Stage Four is the most flexible because it depends on the level of success of the elementary school program. If the elementary school program is successful the students entering junior high school will need an enriched language arts program. The possibility of continuing immersion style teaching is quite slim due to the difficulty of finding suitable teachers.

The period of integrated studies is a chance to explore unique education initiatives. By pursuing an English language program that involves partial immersion, the students will more likely develop social and communicative sensitivity. The linguistic aim of this program is to produce individuals who can communicate comfortably in English, not bilinguals. However, the following quote from Arnberg is still applicable:

...bilingual children, as a result of their own communicative experiences, may be more able than monolingual to assume the roles of others experiencing communication difficulties to perceive their needs and to respond to these needs...the experience of bilingualism and biculturalism [has] resulted in children showing an early concern about others and a positive reaction to people of other cultures. (Arnberg, 1997, in Berthold, 2000, p.16)

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Rebecca Keogh's research interests include immersion language teaching, minority language school children in mainstream classes and CALL. She has taught at Toyoyama Junior High School, in Aichi Prefecture, for the past two and a half years.



1. Find the ballot included in this issue of *The Language Teacher*.



2. Fill it out.



3. Mail it between September 4 and October 24.



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A better way to teach writing...

Unit 2 Career consultant

Lesson 1 Personality and work preferences

1. Think about your personality type. What are some things you like? What do you dislike? Brainstorm for three minutes and make two lists.

Things I like

- ... eating ice cream
- ... being alone

Things I dislike

- ... doing homework
- ... reporting, travel

2. Compare lists with a partner. Do you like or dislike any of the same things?

3. Now imagine you are looking for a job. Think about your own personality and things you like to do. What kinds of jobs would be appropriate for you? Write two possibilities here.

4. Compare answers with a partner.

Later in this unit ...

You will work a temporary job during the summer.

You will work a permanent job during the summer.

You will work a part-time job during the summer.

Unit 2 Career consultant 15

Lesson 2 Organizing ideas logically

1. Read the paragraph below and follow the instructions.

Your Career and Personal Style

Think about it. You will probably spend more time at work than anywhere else. Of course, you should choose a career according to your interests, but shouldn't you also try to find a career that fits your personality? Understanding the three parts of your 'personal style' might help when you decide on a career. First, are you more interested in having friends or being successful? For example, in your free time do you usually meet your friends or do your homework first? Second, are you more active or passive? Do you prefer to work or to listen when you are with others? Do you prefer to be a decision maker or to be part of the group? Third, are you more of an emotional or a logical person? For instance, do you like to think through problems step by step or simply decide what to do according to your overall feeling about the situation at hand? In conclusion, in addition to thinking about your interests, it is also very important to consider your personality when choosing a career.

a. Underline the topic sentence.

b. Three subtopics follow the topic sentence. Circle them.

c. The concluding sentence summarizes the main points of the paragraph. It is often introduced by a transition word or phrase such as *in summary, in conclusion, or finally*. What is the concluding sentence? Circle it.

d. What are the other transition words? Write them in the correct column.

Transition words that show the beginning of a new subtopic. First	Transition words that provide more specific information on the same subtopic. For example
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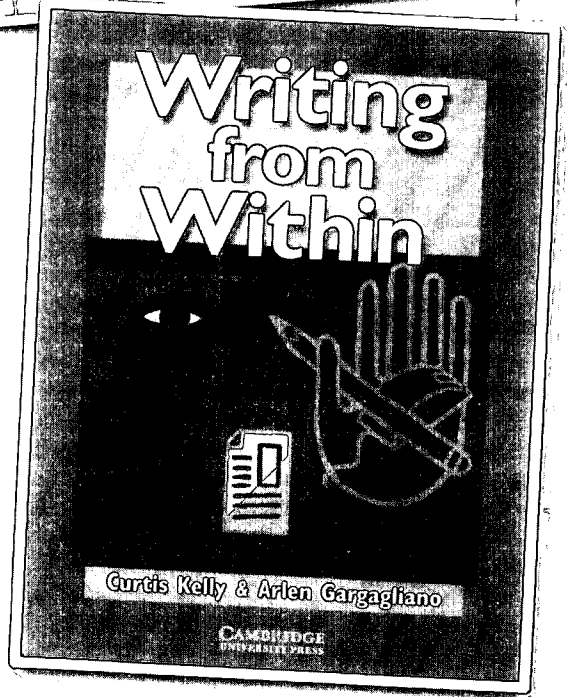
2. Compare answers with a partner.

Unit 2 Career consultant 15

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TESOL Convention 2002は、4月9日より13日にかけて、冬季オリンピックの興奮が冷めやまない米国Salt Lake Cityで開催されました。会場となったのはSalt Palace Convention Centerで、この会場は外観が斬新で内部装飾も美しいばかりでなく、たいへん機能的な建築物です。1980年代に創設された後増改築され、2000年11月に現在のかたちで公開されたとのこと。大会開催時は、会場からどの方向にもまだ雪を頂いた山々を眺むことができ、その一方で、市街は春の花の香りに溢れていました。大会はバイリンガル教育の研究において第一人者であるJim Cumminsによる開会のスピーチに始まり、地元Brigham Young UniversityからはNeil J. Anderson、アジアの文化にも造詣深いThomas Scovel、また世界的に著名な言語学者であるHenry G. Widdowsonなど多彩な顔ぶれによる講演や、McGill UniversityのFred Geneseeなど4名の研究者によるパネル・ディスカッション、参加者が日頃の研究成果を発表するセッション、そして各種教材展示など盛りだくさんの大会となりました。大会期間中は早朝7時30分から夕刻遅くまで興味深いセッションが目白押しで、アカデミックな雰囲気の中、日常の雑事から開放されて最新の言語教育の潮流に触れることができました。さて、この報告では、大会の様々な企画のうちEducational visitsとして開会前の4月8日、9日の両日実施された教育機関見学会で、特筆に値するHorizonte Instruction and Training Centerの様子を詳しくお伝えします。

用意されたバスに乗り込んだ30名ほどの見学会参加メンバーは、車中、学校の概要を説明して下さったプログラム・コーディネーターDavid R. Chavez先生の熱弁にまず圧倒され、バスが学校に到着するや否や、参加者の方も熱心に多くの質問を浴びせました。学生が働くカフェテリアで昼食をご馳走になった後、図書館に案内され、James P. Andersen校長からも熱っぽく教育哲学が語られました。Horizonte Instruction and Training Centerは過去32年間ESOLプログラムを提供し続けて来た歴史を持ち、現在Alternative High Schoolプログラム、Adult High Schoolプログラム、Adult ESLプログラム、Young Motherプログラムにおいて約1,800人の学生が学んでいます。学生の出身地はメキシコ、中南米（50%）、アフリカ

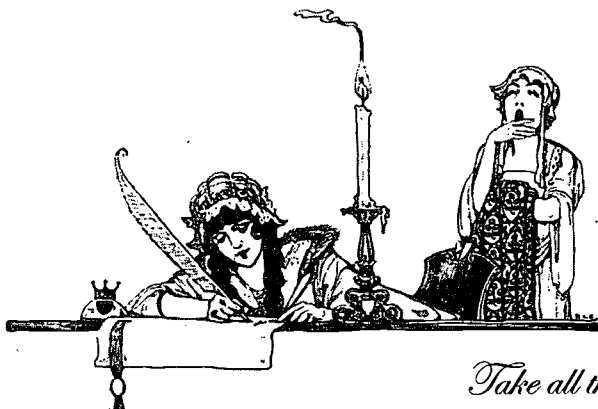
（21%）、東欧（11%）、アジア（8%）、中東（8%）、その他（2%）となっており、64ヵ国および地域にわたっています。ここでは「多様性の尊重」や「学生の個性重視」を教育の使命と位置づけ、学生が自立するために必要なスキル修得の場として、地域社会に貢献できる人材の育成を目指しています。

具体的には、次の5つの教育理念に従って授業が行われていました。

- (1) 教員各人が多様な学生のニーズに対応できるよう教育計画を企てる。創造的、独創的な教育により、標準テストでは判定できない学生の能力を引き出すことができる。
- (2) 電子メール、インターネット、CD-ROM、ファクスなどの情報機器を駆使し、情報を分析し評価できるようにする。
- (3) 異文化に対して寛容な精神を育成する。
- (4) 学生がその能力を最大限発揮できるように支援する。
- (5) 学生が最優先される学習環境を提供し、教員も学生と共に学習する者であることを自覚する。

希望に輝く学生達の瞳や、授業に臨む積極的な学習姿勢から、学生と教員の間には築かれた堅固な信頼関係や、学生が学校に安心して身を委ねている様子が、短時間の訪問にもかかわらず容易に感じられました。始めは、教室の後方で遠慮がちに傍観していた参加者も、学生と一緒に授業に参加するよう言われて、抵抗なく授業に参加することができました。校長はじめ教員が丸となって熱い思いで教育に当たっていることに見学会参加者全員が感動したことを確信します。

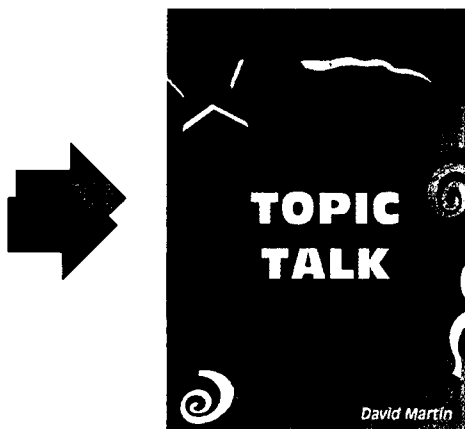
最後に、4月10日のThe Salt Lake Tribune紙上、ユタ州の40学区では財政難のため、クラスを統合してクラス数を減らしたり、1クラス当たりの生徒（学生）数を増やしたり、教育改革プロジェクトを中止したりして、窮状を凌ごうとする各校の状況を報じる記事が掲載されていましたが、Horizonte Instruction and Training Centerでは、財政難の影響を受けることなく、高邁な教育哲学が粛々と実践され、多様性に寛容な精神を持ち、地域社会に貢献できる多くの優れた人材を輩出してほしいと思います。



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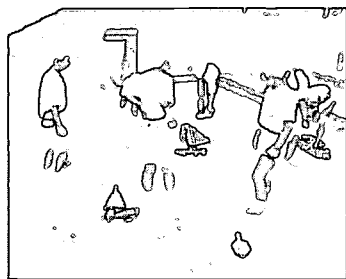
edited by joyce cunningham & miyao mariko

This issue features a very special school. With Mombukagakusho's reforms sweeping the educational system, it is important to know what schools are doing. The editors warmly encourage you to submit an 800-word report on your chapter in Japanese, English, or a combination of both.

Shizuoka—A Unique Location

Shizuoka Chapter will again play host to the annual JALT International Conference this year. The people of Shizuoka Prefecture will once more welcome people from all over Japan to the conference. Shizuoka is an excellent place to live for any family due to the number of educational institutions, both public and private, that offer excellent programs for students.

With so many schools in the prefecture, the population of teachers in the prefecture is rather high. An easy *shinkansen* commute into Tokyo each day, this prefecture offers families a great location, nestled in lush green mountains on one side and the ocean on the other, as well as excellence in education.



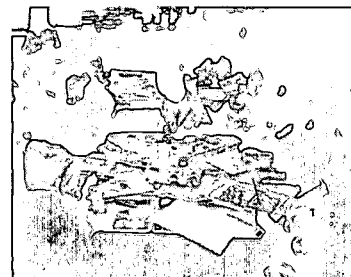
A Grade 1 Science/Math/Reading/Art class. Children made their own boats out of recycled materials. Students had to test their boats to see if they would float, and in some cases, make modifications. Results were discussed and graphed. Integration of subjects and taking language across the curriculum is important for language development.

visit, often with their student teachers, to observe this unique educational institute. The elementary school is divided into two programs: Regular (the regular Japanese Mombusho program) and Immersion. The families move from all over Japan to enroll their children, recognizing the unique opportunity the program offers their children. Each class has a team of teachers, both Japanese and non-Japanese, who, as the children's homeroom teachers, are able to open the children's eyes and minds to different cultures. Children enjoy this special experience and while studying in a second language, play, have fun, and joke with foreigners. When the children walk through the door, their day begins in English. On a regular day students from Grade 1

through Grade 3 will spend 65 to 75% of their day in English, while in Grade 4-Grade 6, they spend 50% of their day in English. Although English is a subject, most English is taught through content.

Morning Meeting begins the day. In most cases, the children run the Morning Meeting themselves and this is done in English. It is now July, and the Grade 1 children are already running their Morning Meeting in English, communicating successfully with teachers in English and beginning to interact with each other in English. It is not enough that English be the language of interaction between student and teacher. To really be working in L2, the children need to transfer this across to the interaction between themselves. L1 and L2 areas are established in each class level and this is supported by the Japanese and non-Japanese staff members. Japanese staff members speak English in the L2 "zones" and likewise, non-Japanese staff speak Japanese in the L1 "zones." The Immersion Program continues through junior high school to Grade 10. From there, students complete the last two years of study in senior high school doing the International Baccalaureate course. Students from the very first Immersion class are set to enter their high school senior year next year. It is an exciting time for the Immersion Program.

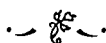
Shizuoka, attracting families from all over Japan, and teachers from all over the world, is a very unique experience for students, teachers, and parents alike. The high interest shown in the program, both nationally and internationally, marks Numazu as a very special place on the map and Shizuoka a very special place to be.



Picture 2: Theme/Art/English/Science class for Grade 1 involved growing Morning Glory plants, monitoring development, experimenting with various conditions, reading about plants, sketching and painting their own plant. Again, integrating subjects and taking language across the curriculum.

Reported by Michelle Nagashima,
English Department Coordinator
Katoh Gakuen, <www.katoh-net.ac.jp>

Interruption Cards



Christopher Glick, *The University of Tokushima*

<chris@ias.tokushima-u.ac.jp>

Quick Guide

Key Words: Turn taking, interrupting

Learner Level: Intermediate

Learner Maturity Level: University to adult

Preparation Time: 20-30 minutes to create the first activity sheet (10 minutes to change card content in any subsequent sheets)

Activity Time: 15 minutes (5 minutes explaining, 10 minutes talking)

Materials: A sheet of paper with instructions and six interruption cards for every student

Students often seem reluctant to take the floor, let alone interrupt a speaker, even those ensconced in a deep and apparently endless pause. This teacher has attempted to make his students more assertive speakers through the occasional use of interruption cards that help teach conversational, turn-taking phrases.

Before class, prepare a sheet with six cards (see attached example), each card having three specific parts: an interrupting and occasionally turn-taking phrase in the center in large letters, such as "But..." "By the way..." or "Really?" which will be read aloud; a phrase at the top in small boldface type explaining who will continue the conversation after the card is read; and a space marked in small print at the bottom for signing one's name. The latter enables players to identify who interrupted the most frequently at the finish of the game.

Procedure

Step 1: Give each student a copy of the handout. They should separate the six cards after reading and signing them.

Step 2: Explain to the students that they will be given a topic, such as "Tonight" or "My Job," to begin a short discussion (eight to ten minutes). Tell the students they will use the cards to interrupt one another during the conversation. When the teacher yells "Change!" students should try to play one of their interruption cards as quickly as possible. The first to play a card reads it aloud, which often changes the conversation.

Step 3: Explain each card's interruption word or phrase to make sure students understand its use and contexts so they can later interrupt one another appropriately. When read as written, some cards

might cause rude interruptions; for example, by bluntly interrupting a speaker in mid sentence to ask someone else, "Have you...?" Teachers should point out how this can seem rude. Alternatively, the teacher may choose to teach cues such as "Sorry to interrupt, but..." or "Excuse me..."

Step 4: Put the starting topic on the blackboard and tell the students to begin. For a faster start with slower students, designate each group's first speaker before starting, perhaps through *janken* (rock, paper, scissors).

Step 5: While students are talking, move about the room helping confused, slow, or troubled students. At random or regular intervals, yell "Change!" In each group, the students must, as quickly as possible, play one of their cards; the first interruption card played is read aloud by the student who played it, and the conversation proceeds from there. Certain topics and situations (e.g., the last thing said) can preclude the use of particular cards. In such cases, the first appropriate card should be accepted. Teachers might wish to model the activity with a small group of better students before setting the rest of the class the task.

Appropriate card use example:

S1: We went to a movie last night, and it...

T: Change!

S2 (reads card "Oh! Before I forget, today I..."): Oh! Before I forget, today I ate breakfast. How about you?

S3: Me too. What did you eat? I ate some bread and had some coffee...

T: Change!

S1 (reads card "But..."): But, you are always late for class, so I think you don't have any time to eat breakfast.

Inappropriate card use example:

S1: Do you like to eat natto?

T: Change!

S2 (reads card "REALLY!?!"): Really!?! Yes, I like it a lot.

S3 (recognizing inappropriate use reads card, "By the way..."): By the way, I feel very sleepy, because...

Step 6: To add a competitive edge, identify the winner as the first student to play all his or her cards. Class points might then be awarded. If time is short, stop the class after a few minutes and ask the students to count the total number of cards each played to identify each group's winner.

As an occasional activity for introducing new turn-taking phrases or enlivening conversations, this activity can get your students to interrupt speakers gleefully, improve their conversational reasoning, and engage in semi-spontaneous turn taking.

Interrupting Conversations

Separate the cards below after writing your name on each one.

You and your partners will have a conversation. When the teacher says "Change!" everyone should try to play one card as fast as possible. The person playing the first suitable card will read it, which will cause the conversation to turn.

The person who plays all their cards first wins!

<p>to the last speaker</p> <p>REALLY!?!</p> <p>name:</p>
--

<p>I continue talking</p> <p>Oh! Before I forget, today I...</p> <p>name:</p>

<p>I continue talking</p> <p>Anyway, as (name) was saying...</p> <p>name:</p>

<p>to the last speaker</p> <p>But...</p> <p>name:</p>

<p>to a new person</p> <p>Have you ever...?</p> <p>name:</p>
--

<p>I continue talking</p> <p>By the way...</p> <p>name:</p>

effective method for teachers during classroom instruction. However, a commonly frustrating experience for teachers in Japan is the reluctance of students to raise their hands in class. This can be particularly noticeable in large classes where the students do not know each other well. Many students are embarrassed to admit when they do not understand, especially if they think the rest of the class does. This creates difficulties for teachers who, in the absence of any form of feedback from the students, become uncertain as to whether to proceed with the lesson or backtrack to cover the point or instructions again.

An effective way to encourage students to raise their hands is to give them cards with answers on them to hold up. The key point is that all students must hold up a card, even if it is a card that states that they do not wish to answer. This classroom technique was developed with a mixed level class of 30 first-year economics students at a university in Shiga prefecture. At the start of the term the students were reluctant to raise their hands. At the end of the term, by using the following procedure to introduce the cards, the students willingly raised their hands even without the cards.

Procedure

Pre-class

Make four cards for each student in the class. A more durable set of cards can be made if laminated. If possible, make sure the answer written on a card cannot be seen through the card from behind.

In Class

Step 1. Distribute the cards to the students at the start of the class. These can be placed on desks near the door for students to collect as they enter the room.

Step 2. In the first class, explain to the students that they must raise their hands while holding up the card that indicates their answer. Stress that all students must hold up a card when a question is asked. Students who do not wish to answer a question should hold up the *Pass* card.

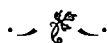
Step 3. The teacher should decide how many *No* or *Not sure* cards constitute grounds for further explanations.

Step 4 Collect the cards at the conclusion of the class.

Step 5. Use the cards for a few weeks and then "forget" to bring them. See if students are willing to raise their hands. If not, continue to use the cards until the students are confident enough to raise their hands without them.

Step 6. When the cards are no longer being used, choose a hand position to represent *Not sure*, for example, holding the forearm horizontally in front of the face.

Hands Up! Encouraging Shy Students to Raise Their Hands in Class



Kay Hammond,
International Christian University

<hammond@icu.ac.jp>

Quick Guide

Key Words: Shy students, student response

Learner Level: Beginner to Intermediate

Learner Maturity Level: Junior High School and Above

Preparation Time: Minimal

Activity Time: Minimal interruption of class time

Materials: Photocopy of Appendix 1 made into four cards for each student

Rationale

Having students raise their hands to indicate their understanding or agreement with a point is a time

Student Reaction

The students regarded the cards positively. One student said she found the *Not sure* card useful when she thought she understood, but wanted more information. Another student said the cards were especially useful at the beginning of term when the students did not know each other well. Many students commented that they needed the cards at the start of the term and then became confident enough to raise their hands without them.

Teacher's Note

This idea was an adaptation of a procedure used by Norma Shapiro (2000). In her vocabulary acquisition classes, she had students hold up cards that said *Yes*, *No* or *Not sure*. She used these cards as a non-demanding way of checking student comprehension of new vocabulary items before moving on to the more challenging production stage. During her demonstration of this it became obvious how easy and efficient it was to see the responses of the whole class at a glance. Furthermore, class members were mostly unable to see the responses of the others.

The implication of this for encouraging shy students to respond to questions was immediate. Through the addition of a *Pass* card, all students would be required to raise their hands, even when they preferred not to answer. Having all the students raise a card gave them the experience of physically responding in front of their peers. The intermediate step of responding without their peers seeing the answer on the card may have facilitated the students to respond before their peers by just raising their hand.

I usually repeated my instructions when two or more *No* or *Not sure* cards were held up. I found the use of the cards to be a non-threatening, effective way to encourage students to raise their hands. This was especially noticeable for the lower level students in the class. It also brought some levity to the class when I referred to the cards as "*Hazukashii Cards*" (shy cards).

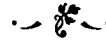
Reference

Shapiro, N. (2000). *Traveling the road to an active vocabulary*. Featured Speaker Workshop of the Japan Association for Language Teaching 26th Annual International Conference on Language Teaching, Shizuoka, Japan, November 2-5, 2000.

Appendix 1

YES	NO
NOT SURE	PASS

**The Question Menu:
Using Student-Generated
Questions with Reading Texts**



Jane Hoelker,
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<Jane.Hoelker@zu.ac.ae>hoelker@hotmail.com

Quick Guide

Key Words: Reading, reader response
Learner English Level: High beginner to advanced
Learner Maturity Level: Primary, secondary, tertiary
Preparation Time: 5 to 15 minutes
Activity Time: 20 to 30 minutes
Materials: Optional checklist for the Oral Question Menu, handout sheet for the Written Question Menu, 10 strips of paper for the Listening Quiz Menu

My students, whether novice or advanced, English majors or non-majors, prefer writing and answering each other's questions on a text more than answering questions provided in the text book. After reading about Reader-Response Theories (Beach, 1993) and the claim that meaning is brought to texts by the reader, I understand that student-generated questions make the text more accessible than text-book questions, which often focus on facts to the exclusion of the reader's experience. The Question Menu, based on this theory and implemented in three different ways, results in deeper learner involvement with the text. I do not employ all three variations in one lesson, but alternate their use.

The Oral Question Menu Enlivens the Class

Step 1. Assign one-third of the class the role of teacher and two-thirds the role of student. Divide the text into sections containing enough material for each teacher to produce three to five wh-questions (*who, what, when, where, why, how*). At the same time the students study the entire text. Allot ten minutes for this step.

Step 2. Next, the students, books in hand, visit each teacher in the order of their choice. The students must visit each teacher to test their comprehension of each section that the text has been divided into. If needed, a checklist of the required number of questions to be answered could be prepared. The goal is not so much to test knowledge of the reading (although the students think it is) as to encourage discussion. The teacher asks each visiting

student two questions out of their menu. Allot 15 minutes for this step.

The Written Question Menu Encourages Reflective, Involved Exchange

Step 1. After pairs read their assigned section of the text silently, they write ten questions, eight of which are wh-questions, one of which is an *or* question and one of which is a *real life* question. An example of an *or* question is, "Do you watch TV or read books in your free time?" An example of a *real life* question, in this case referring to Angelou's famous poem is, "When do you think that you are a caged bird?"

The addition of the *or* and *real life* questions result in a reflective, involved exchange between partners. Their reading skill supports the students as they work with the more complex structure of the *or* question. Prior to this exercise, learners often answer the first part of an *or* question instead of choosing between the two given options. For instance, to the question, "Do you watch TV or read books in your free time?" they often answer, "Yes, I watch TV." Answering a *real life* question such as the one above referring to Angelou's poem gives learners a chance to introduce their personal experience into the lesson. Allot 30 minutes, which is halved after several practices, as students become more skillful at writing questions.

Step 2. After editing spelling and grammar mistakes and eliminating duplicated questions, I type all the questions on the Written Question Menu for the next class.

Step 3. In the next class I distribute the Written Question Menu to the *teacher* in each pair. I tell the *teachers* that they do not have to ask all the questions, nor do they have to ask them in order, but their time is limited to 15 minutes. The *teacher* ticks each correctly answered question on the list, leaving the unmarked questions for homework. Thus, the learners become motivated to complete all the questions during the time limit. If the *or* question is about the text, the response must be correct according to the information in the text. If the *real life* or the *or* question is about the student's life or requests an opinion, there is no right or wrong answer.

The Listening Quiz Menu Focuses Learner Attention

Step 1. In the next class, pairs of students write ten true-false items based on an assigned section of the reading.

Step 2. I edit and type each item (eliminating duplications) on a strip of paper, which yields enough for a ten-point quiz.

Step 3. When giving the quiz during the next class, I choose the strips out of a hat, reading each one aloud twice, while students mark their quiz pa-

pers. Students often smile when they hear their item read for the quiz.

Pronunciation Focus

A variation on the Listening Quiz (first suggested to me by Judy Gernant of Kinran Women's Junior College, Osaka, Japan) motivates students to focus on clear pronunciation. Volunteer students come forward, chose a strip from the hat, and read the quiz item aloud. They usually try to speak very clearly for their peers who are being quizzed on what the speaker is reading.

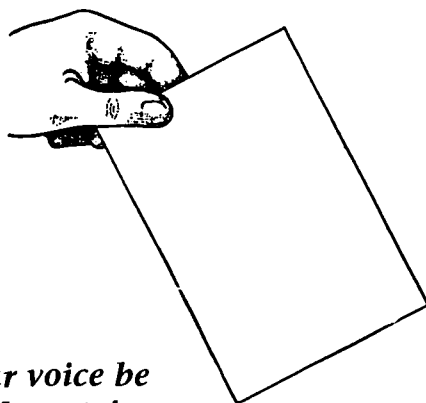
References

Beach, R. (1993). *A Teacher's Introduction to Reader-Response Theories*. (National Council of Teachers of English: Urbana, Illinois).

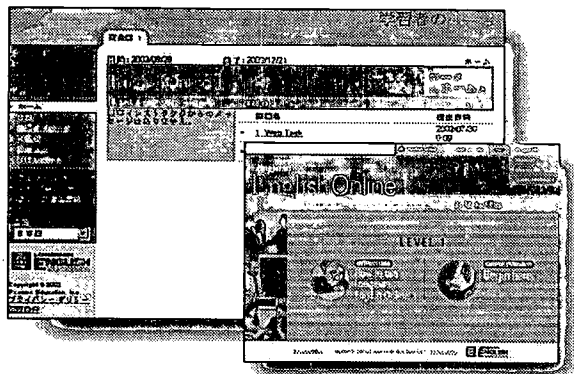
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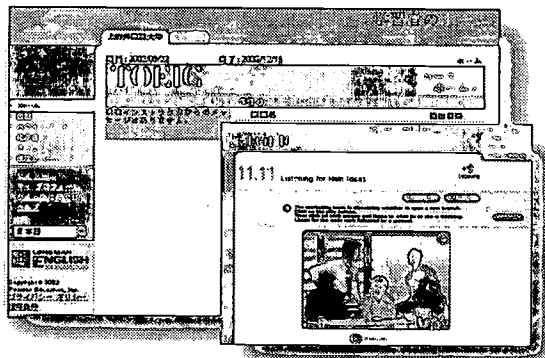


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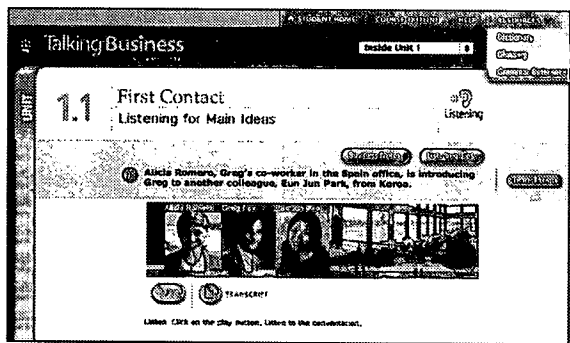
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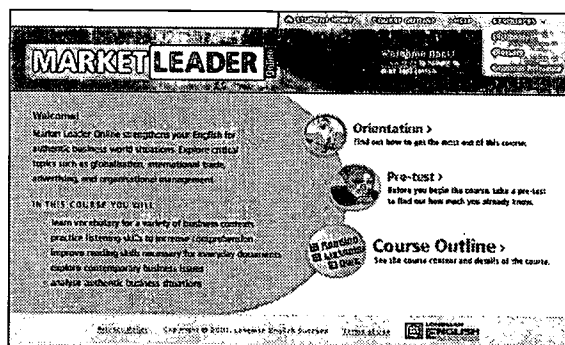
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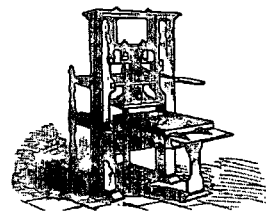
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Teaching Critical Thinking and Discussion Skills

by Richard Day, Longman ELT author



Longman ELT wants to thank *The Language Teacher* for this opportunity to give you a “behind-the-scenes” insight into how materials are shaped from conception to printed material. This insight is brought to us by Richard Day, professor of ESL and SLA at the University of Hawaii. He is the author of *Journeys Reading 3*, *Impact Topics*, and *Impact Issues* for Longman. He is also the author and editor of many other publications.

A number of years ago, I was approached by Mike Rost, the editor of the *Impact* series of texts for Longman. He wanted me to develop some cutting-edge materials that would be based on the concerns of students—issues that students confronted in their daily lives. Mike felt that there was a void in the market. I agreed! A short time later, Junko Yamanaka joined the project and we set to work.

We had to address this question: Are EFL students in Japan able to think critically on socially significant topics and discuss their ideas in English with their classmates? We concluded that our students could be instructed in thinking critically and expressing their opinions even in the early stages of language learning. Many experts think beginners need easy communicative activities, whereas critical thinking and discussion can only be done by upper intermediate and advanced students. Unfortunately, most EFL students do not reach those levels of proficiency and are doomed to talking about what food they like or what color shirt they bought last week.

Equally depressing, we felt, is the wasted opportunities to help students expand their understanding of global issues, to express their values and beliefs about meaningful topics, and to develop critical thinking and discussion skills, which many EFL teachers believe to be the ultimate goal of language teaching and learning. In our opinion, these crucial aspects of language learning don't have to be delayed or postponed.

Junko and I finally came up with a set of materials that helped our students to express their opinions in class. From the materials, we distilled five conditions:

1. The topic must be interesting and relevant to them.
2. The issue has to be controversial and clear.
3. The topic needs to be presented with an impact.
4. There are activities to help the students recognize and understand different points of view, and then express their own beliefs.
5. The activities are designed to provide structural support.

Our first project resulted in *Impact Issues*, a collection of 30 topics that young adult learners of English in Southeast Asia had expressed an interest in discussing.

First, we surveyed sample target audiences to find suitable and appropriate topics. Once we had the topics, we wrote or adapted a text (e.g., a conversation, a letter), paying attention to our second condition—that the issue be controversial and clear. This helps focus student attention. Then our third point follows. The text has to have a punch, an impact, something that grabs our students' attention.

The fourth consideration is important because it helps students to overcome hesitancy or shyness in expressing themselves on the topic. We have found this can be done by a three-step process:

- A. Give sample opinions with which they can either agree or disagree. (Avoid open-ended questions or directions, such as “Give me your opinion” or “What do you think about capital punishment?”)
- B. Provide easy, useful expressions and non-threatening activities for exchanging opinions.
- C. Sometimes assign roles so that they don't have to give their true opinions.

Finally, the fifth consideration is needed to help our students deal with linguistic difficulties and to develop fluency. This fifth consideration was particularly relevant when Mike and Longman wanted us to do a second *Impact* project (*Impact Topics*), a follow-up to *Impact Issues* but at a lower level. (*Impact Issues* is aimed at students at the intermediate and higher levels of English.)

In *Impact Topics*, we developed a series of four activities to help provide language support. The first activity has the students simply listening; there is no speech production. Next, they respond to the teacher's question; all the students have to do is express agreement or disagreement. This is followed by pairwork, in which the students basically repeat the previous activity. The final activity is a communicative one that differs according to the topic.

The third book in the series, *Impact Values*, has just been published. Joseph Shaules brought a valuable cross-cultural perspective to the project. Aimed at a slightly higher level than *Issues*, *Values* has the same methodology as *Topics* and *Issues*. The focus is on helping students explore their own beliefs and values and develop critical discussion skills. In addition to having completely different topics, there is an emphasis on debate and public speaking.

If you are interested in motivating your students and helping them to develop their critical thinking and discussion skills, give *Impact Values* (or *Topics* or *Issues*) a try. To take a closer look at the *Impact Series*,

<www.impactseries.com> is a great website to visit. You can also contact us directly at 03-3365-9002 or email us with questions or requests at <elt@pearsoned.co.jp>.

Departments

Book Reviews

edited by amanda obrien

Creating Conversation in Class: Student-centered interaction. Chris Sion. London: First Person Publishing/English Teaching Professional, 2001. pp. 96. £13.25. ISBN: 0-953309-88-6.

Looking for a resource book full of easily adaptable ideas for lead-ins and starters, breaking the ice, games, brainstorming, simulations, and discussions for the conversation classroom? *Creating Conversation in Class* does all this and more, focusing on fluency in the conversation classroom with ideas and tasks perfect for stand-alone lessons or to supplement existing course materials.

The book's strength lies in the versatility of the author's approach to communicating ideas to practicing teachers. Sion considers that "our task as [conversation] teachers is to find the key that unlocks the student's need to communicate" (p. 8), fostering "genuine interaction about a common interest" (p. 9), while "balanc[ing] preparation and spontaneity" (p. 8). As with any "recipe book," the activities can be used as written, however, the way that Sion presents these materials encourages a great deal of creative design by the teachers who use them.

Since conversation classes vary enormously, Sion has included a comprehensive array of ways to tailor ideas to fit any teaching/learning situation in the "Using this Book" section, which will be particularly valuable for those with less experience teaching conversation.

The classroom ideas are organized into six sections. "Getting Started" comprises lists of 20 starters, questions, and lead-ins for use at the beginning of a lesson, which increase student motivation toward lesson content. "Breaking the Ice" has seven tasks useful for students to get to know each other and the teacher. The nine activities in "Talking to Each Other" have been designed "to continue stimulating your students to keep talking in English as often as they can" (p. 36). "Talking About People" has 11 activities "to engage the student's interest through constant reference to their own lives and personal experience" (p. 52). "Focusing on the Family" consists of eight activities based on

brainstorming, simulations, and discussions. Sion notes in the introduction to "Playing Games" that "although [games] usually start with a basic framework of rules, they frequently go on to create a great deal of unstructured conversation" (p. 84). The ten games included in this section will be useful for many teachers.

At the end of each of section, Sion has added ideas for learner training to enable learners in such areas as "Reflecting on Learning," encouraging positive learning strategies; and "Learning to Revise."

I have used several of the ideas from this book in my own university, college, company, and private classes with great success. The icebreaker "Hands Up!" (p. 30), in which learners first listen to statements true for the teacher and raise their hands if they are also true for themselves before creating their own statements for use in groups, worked very well in the low-level classes in which I used it. "Topics from A-Z" (p. 43) and "Show Me a Picture" (p. 57) have resulted in lively conversations in university, company, and private classes. I adapted the list of household chores in "Housework" (p. 81) to a survey format for second-year university students to interview each other and report their findings back to the class, and then used the discussion questions with a number of my own. The students enjoyed the format and the entailing discussion was more thoughtful than I expected. I also used "Thingamajigs" (p. 90) in first-year university classes to practice definitions. It was a challenging, fun way for students to practice communicating the need for an item in a shopping environment.

I recommend that you try some of the activities from this book. The elegance of the approach becomes clear with use. *Creating Conversation in Class: Student-centered interaction* is an excellent addition to any teacher's resource library.

Reviewed by Kim Bradford-Watts
Osaka Gakuin University

Strategies for Success. H. Douglas Brown. New York: Longman, 2001. pp. 73. ¥2,000. ISBN: 0-13-041392-5.

Strategies for Success is a thin little textbook intended as a supplement to intermediate language texts. It claims to empower language learners to become aware of their own styles and to acquire effective

language learning strategies. The book has twelve chapters, each four to eight pages in length. Each chapter focuses on a specific concept in style awareness and strategy learning such as "What Kind of Learner are You?" "Motivating Yourself and Setting Goals," and "Using Group Strategies."

Each chapter begins with a short introduction of the topic and a self-check questionnaire. This is followed by a key for scoring the questionnaire and an assessment/evaluation of the scores. Pairwork exercises, large group discussions, and journal writing assignments complete the chapter.

I ran a random selection of text through the Flesch-Kincaid readability filter which averaged 9.6 on the scale, meaning it's written at a level a native English speaker in junior high may find challenging.

I sampled one 6-page chapter in a class of low intermediate students and it took the entire 70 minutes to get a little over halfway through it. This indicates it may be too time consuming for the results it produces. Definitely more than a supplement here.

The text is not for everyone. Students who would take advantage of a book like this would probably succeed more at language learning regardless. Those students don't need much convincing that self-awareness and learner autonomy are key factors in acquiring a second language. It seems *Strategies for Success* would be suitable for a full-time intensive course packed with dedicated, committed, ambitious high intermediate students.

If you don't have one of those classes-made-in-heaven, the book has other merits. For example, this would be a good book to recommend to a hard-working intermediate student for self-study supported with one-on-one discussions. Also, novice teachers who want to know more about learner styles and preferences or language learning strategies would benefit from reading this book. It would also suit an English speaker learning a second language. It would be beneficial to work through it while thinking about one's own strategies for language learning. I found some comments insightful and challenging, as I considered my own adventures in learning Japanese.

As a teacher, I would keep this book on my shelf and use it to reflect on my own teaching or to borrow teaching ideas. It's full of good ideas, but I found it unsuitable as a supplementary text in my classroom.

Sylvan Payne
Miyazaki International College

Recently Received

compiled by jennifer danker

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An aster-

isk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 30th of September. 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

- *Oxford English for Information Technology. Glendinning, E., & McEwan, J. Oxford University Press, 2002.
- *Vocabulary in Practice 1 & 2. Pye, G. Cambridge University Press, 2002.
- *New Headway English Course (Beginner). Soars, J., & Soars, L. Oxford University Press, 2002.
- Terrific Talk. Lawrence, N., & Levesque, G. Kinseido Publishing, Japan, 2002.
- Issues of Global Concern. Peaty, D. Kinseido Publishing, Japan, 2002.
- Exploring Hidden Culture: Deeper Values and Differences between Japan and North America. Stapleton, P. Kinseido Publishing, Japan, 2001.
- !Business Vocabulary in Use. Mascull, B. Cambridge: Cambridge University Press, 2002.

Supplementary Materials

- *Oxford Collocations: Dictionary for Students of English. Oxford University Press, 2002.
- 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.
- !The Cambridge Guide to Teaching English to Speakers of Other Languages. Carter, R., & Nunan, D. (Eds.). Cambridge: Cambridge University Press, 2001.

Books for Teachers

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

- *Individual Freedom in Language Teaching: Helping Learners to Develop a Dialect of their Own. Brumfit, C. Oxford University Press, 2001.
- *Intercultural Business Communication. Gibson, R. Oxford University Press, 2002.
- *Teaching English as an International Language: Rethinking Goals and Approaches. McKay, S. Oxford University Press, 2002.
- *Methodology in Language Teaching: An Anthology of Current Practice. Richards, J. & Renandya, W. (Eds.). Cambridge University Press, 2002.
- *Stylistics. Verdonk, P. Oxford University Press, 2002.
- *Pragmatics. Yule, G. Oxford University Press, 1996.

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).

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JALT News

edited by mary christianson

As promised in last month's column (if you haven't read it, I would encourage you to go back and take a look), this month features reports from the June OGM (Ordinary General Meeting) held at Sophia University on June 30th. For the full text of the EBM (Executive Board Meeting) and OGM minutes, please contact me. I have posted them on the EBM-Net email list for the Executive Board members, and they will also appear in the November JENL. Please let me know anytime if you have any questions or comments.

Minutes for the First JALT Ordinary General Meeting Sofia University, Tokyo Sunday, June 30, 2002

A quorum was established with 30 voting attendees and 135 proxies.

Item 1: Hugh Nicoll was appointed as the OGM Chair.

Item 2: The following people were unanimously approved as acting members of the Board of Directors until elections are held at the Conference OGM in November, 2002.

Acting President, Tadashi Ishida

Acting Vice-President, Morijiro Shibayama

Acting Director of Treasury, Peter Wanner

Acting Director of Public Relations, Dave Magnusson

Acting Director of Program, Alan Mackenzie

Acting Director of Records, Mary Christianson

Item 3: The prior OGM minutes from November 2001 were unanimously accepted.

Item 4: Business Report (2001/04/01-2002/03/31)—passed

Item 5: Financial Report (2001/04/01-2002/03/31)—passed

Item 6: Audit Report (2001/04/01-2002/03/31)—passed

Item 7: Business Plan (2002/04/01-2003/03/31)—passed

Item 8: Budget (2002/04/01-2003/03/31)—passed

Item 9: Other important issues

1. Changes to the by-laws required by the SIG Funding, SIG Probation and SIG Rationalization motions accepted by the January EBM were passed.

2. Changes to the by-laws required by the Chapter Dissolution Fund motions (motions 6 & 12) accepted by the June EBM were passed.

The meeting was adjourned at 1:40 p.m.

*Submitted by Mary Christianson
Acting Director of Records*

JALT Financial Report for the Fiscal Year 2001 Balance Sheet as of March 31, 2002

ASSETS

CURRENT ASSETS

Total Cash on Hand & in Bank	29,679,031
Time Deposit	5,000,000
Accounts Receivable (Chapters)	2,982,618
Accounts Receivable (Other)	1,966,711
Prepaid Expenses	<u>157,500</u>
Total Current Assets	39,785,860

FIXED ASSETS

Property and Equipment	1,674,558
Accumulated Depreciation	-1,251,938
Net Property and Equipment	422,620
Other Fixed Assets	
Lease Deposit (Central Office)	896,000
Telephone Rights	86,423
Total Other Fixed Assets	<u>982,423</u>
Total Fixed Assets	<u>1,405,043</u>
Total Assets	41,190,903

LIABILITIES AND FUND BALANCE

CURRENT LIABILITIES

Accounts Payable (SIG)	346,000
Accounts Payable (Other)	2,187,160
Advance Payments from Customers	15,756,838
Employees' Withholding Tax	59,190
Taxes Payable	<u>324,000</u>
Total Current Liabilities	18,673,188

TOTAL CAPITAL

Beginning Fund Balance	16,241,167
Period Surplus	<u>6,276,548</u>
Ending Fund Balance	<u>22,517,715</u>
Total Liabilities & Capital	41,190,903

JALT Income Statement for the Period April 1, 2001-March 31, 2002

REVENUES

Membership Fees	31,359,373
Conference	33,570,748
Advertisement Revenue	7,079,677
Publication Sales & Subscription	1,882,318
Other Revenue	<u>723,108</u>
Total Revenues	74,615,224

EXPENSES

Grants	7,770,000
Central Office	19,453,811
Administrations	1,620,621
Meetings	2,223,978
Services and Fees	5,795,383
Publications	17,431,644
Conferences	<u>14,043,239</u>
Total Expenses	<u>68,338,676</u>
Net Income	6,276,548

貸借対照表 (平成14年3月31日現在)

資産の部	
流動資産	
現金預金	29,679,031
定期預金	5,000,000
未収入金 (支部)	2,982,618
未収入金 (その他)	1,966,711
前払費用	<u>157,500</u>
流動資産合計	39,785,860
固定資産	
器具備品	1,674,558
減価償却累計額	-1,251,938
器具備品残額	422,620
その他の固定資産	
事務局家賃保証金	896,000
電話債券	86,423
その他固定資産合計	<u>982,423</u>
固定資産合計	<u>1,405,043</u>
資産合計	41,190,903
負債と資本の部	
流動負債	
未払金 (分野別研究会)	346,000
未払金 (その他)	2,187,160
前受金	15,756,838
未払い従業員源泉徴収税	59,190
未払い法人税等	<u>324,000</u>
流動負債合計	18,673,188
資本	
元入金	16,241,167
当期利益	6,276,548
資本合計	<u>22,517,715</u>
負債資本合計	41,190,903

損益計算書

(自平成13年4月1日至平成14年3月31日)

収益	
会費	31,359,373
年次大会収入	33,570,748
広告収入	7,079,677
出版収入	1,882,318
その他収入	<u>723,108</u>
収益合計	74,615,224
費用	
支部等経費	7,770,000
事務局経費	19,453,811
管理運営費	1,620,621
会議費	2,223,978
専門的業務用経費	5,795,383
出版経費	17,431,644
年次大会経費	<u>14,043,239</u>
費用合計	<u>68,338,676</u>
当期利益	6,276,548

Independent Auditor's Report

To the Audit Committee of NPO The Japan Association for Language Teaching:

We have examined the balance sheet of NPO The Japan Association for Language Teaching ("JALT") as of March 31, 2002, and the related statement of income and fund balance for the year then ended, all expressed in Japanese yen. Our examination was made in accordance with auditing standards, procedures and practices generally accepted and applied in Japan and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. In our opinion, the financial statements referred to above present fairly the financial position of JALT as of March 31, 2002, and the results of its operations for the year then ended in conformity with accounting principles and practices generally accepted in Japan applied on a consistent basis.

Submitted by Kimiichiro Kuramochi
Certified Public Accountant

Accepted 2002-2003 Budget Summary

Membership Fees	24,210,000
Sponsor Revenue	6,000,000
Publications Revenue	8,100,000
Conference Revenue	22,788,763
Other Revenue	<u>723,108</u>
TOTAL REVENUES	61,821,871
Chapter and Grants	5,269,500
Meetings expense	1,900,000
National Officers' Budget	1,620,621
Administration JCO/Nat.off.	19,984,000
Services and fees	5,802,000
Publications expenses	13,000,000
Conference expenses	<u>14,245,750</u>
TOTAL EXPENSES	<u>61,821,871</u>
GAIN/LOSS	0

Submitted by Dave Magnusson, FSC Chair

SIG News

edited by coleman south

Learner Development—Our autumn retreat will be held again at Mt. Rokko in Kobe, October 5th and 6th. Following last year's highly successful retreat, we'll be continuing to share and explore ideas for enhancing learner and teacher autonomy. The weekend will be a participant-centred, concrete step towards our *Anthology of Research into Au-*

tonomy, which we plan to publish next year. If you wish to attend, you can opt for:

- Weekend Package (2 nights/5 meals): ¥19,000 (LD members), ¥21,000 (other JALT members), or ¥23,000 (one-day members), or
- Overnight Package (1 night/4 meals): ¥13,000, ¥15,000, ¥17,000, respectively, or
- One Day only (includes lunch): ¥4,000, ¥5,000, ¥6,000, respectively.

Register online by September 15th,

<www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/re-treat/>, or contact Steve Brown, <brown@Assumption.ac.jp>, for more information.

Other Language Educators (OLE)—We cosponsored *JALTCALL 2002* at Hiroshima Jogakuin University (May 18-19). Iwasaki Katsumi and Yoshida Mitsunobu reported on a Ministry of Culture and Research-funded German Internet project, while Rudolf Reinelt commented on practical application. The latter also presented on the role of technology in other language education in a SIG panel.

OLE has also issued its *Newsletter 23*. It contains the abstracts of OLE-related papers accepted for the 2001 conference proceedings, and makes the long abstracts of the OLE presentations accepted for *JALT 2002* available to interested readers. A *JALT 2002* update is followed by a brief report on an OLE homepage under construction. A discussion paper on foreign language concludes this issue.

Teacher Education—Kathleen Graves 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, USA.) 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.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig>

College and University Educators—Alan

Mackenzie; t/f: 03-3757-7008(h);

<asm@typhoon.co.jp>

Computer-Assisted Language Learning—Timothy Gutierrez; t: 0823-21-4771; <timothygutierrez@yahoo.com>; <jaltcall.org/conferences/call2002>.

Foreign Language Literacy (Currently requesting to be disbanded or merged with another SIG)—David Dycus (temporary coordinator); <dcducus@asu.aasa.ac.jp>

Gender Awareness in Language Education—Jane Nakagawa; t: 0293 43 1755; <janenakagawa@yahoo.com>; <members.tripod.co.jp/gender_lang_ed>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650 (w); <kcates@fed.tottori-u.ac.jp>; <www.jalt.org/global>

Japanese as a Second Language—Nitoguri Shin; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—William Matheny; t: 052-262-0585; <pxq00730@nifty.ne.jp>

Learner Development—Steve Brown t: 0727-23-5854(w), f: 0727-21-1323(w); <brown@Assumption.ac.jp>; Usuki Miyuki; <m-usuki@hokuriku-u.ac.jp>; <www.miyazaki-mu.ac.jp/~hnicoll>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; <www.jalt.org/mwsig>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293 (h); t/f: 089-927-9359 (w); <reinelt@ll.ehime-u.ac.jp>

PALE—Edward Haig; f: 052-789-4789 (w); <haig@lang.nagoya-u.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; <www.voicenet.co.jp/~davald/PALEJournals.html>.

Pragmatics—Yamashita Sayoko; t/f: 03-5283-5861; <yama@tmd.ac.jp>; Kite Yuri; <ykite@gol.com>; Bill Hogue; <whogue@almuni.indiana.edu>; <groups.yahoo.com/group/jaltpragsig>.

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>

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

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

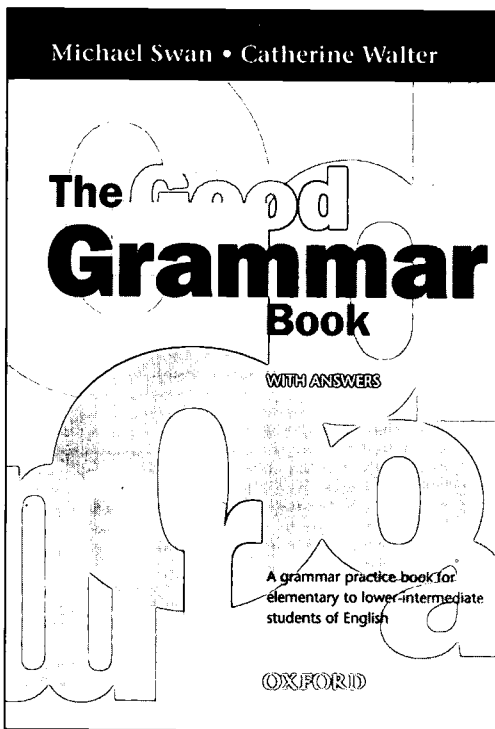
Video (Currently requesting to be disbanded or merged with another SIG)—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); <walsh@hagoromo.ac.jp>; <www.jalt.org/video>

Forming SIGs

Eikaiwa—Duane Flowers; t/f: 0736-36-2993; <duane@purple-dolphin.com>

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Pronunciation—Veronika Makarova; t: 0298-567862(h); f: (except university vacations/holidays) 047-350-5504(w); <makarova@etl.go.jp>; Elin Melchior; t: 568-76-0905; f: 568-71-8396; <elin@gol.com>

Chapter Reports

edited by richard blight

Fukui: March—*Vygotski Inspired Practical Pedagogical Strategies* by Tim Murphey. Murphey outlined Vygotski's theory and described how the *zone of proximal development* can be used as a way of extending language by using what learners already know to enable them to reach their potential. The zone of proximal adjustment refers to a helper's ability to adjust to the learner. This theory can also be used to enhance group dynamics. Murphey demonstrated a number of interesting and practical techniques based on the theory. A mutual focus has to exist between people, and he described how tools, such as a ball, could be used to assist in this process. Members of the audience were taught the basics of juggling to demonstrate the point. *Scaffolding* is a way of breaking things into small parts to enable easier language acquisition. Another technique described was *shadowing*, where listeners engage in active listening by repeating the words of a speaker in short clauses. Shadowing could be used as a way of interrupting and getting others to repeat or slow down. Another practical technique is for learners to summarise another speaker and then ask questions based on the summary. Summarising is an effective way to check on learning. *Near peer modelling* is a technique where those of the same sex, similar age, or interests can learn from each other. Murphey described the benefits of students keeping *action logs*. Extensive reading at the correct level generally yielded good results. He also described how students made videos, transcribed them, and compared them with a partner. Transcriptions were corrected in differently coloured ink. Students made videos at the beginning and the end of term. The students made introductions, or outlined an ideal mate. *Mistake stories* are often effective, especially when the teacher tells a story about a mistake that he or she has made.

Reported by Neil Griffiths

Gunma: June—Workshop by Takahashi Kumiko and Imori Kazue. Finding appropriate and reasonably priced books for reading programs can be a real challenge. Students do not always receive

enough reading practice in their main texts and need additional books for language exposure and extensive reading practice. Takahashi and Imori are directors of an educational consulting company and also educational advisors for a large publishing house of children's reading material. The reading materials are primarily marketed for American school children, and consequently teach more than language skills. They also focus on social development (sharing, confidence, helping others), the environment and nature, math skills, history, and geographic knowledge.

The presenters shared many types of books and reading techniques. Most of the books had engaging artwork, interesting storylines, and enough repetition so that even very early beginners could easily get used to the story and say it along with the teacher. The presenters emphasized the importance of guiding students through three basic steps: 1) feeling the pleasure of being read to, 2) feeling the pleasure of reading to others, and 3) feeling the pleasure of reading by themselves. In class, teachers can start by reading books to their students often and encouraging participation through repetition, saying along, or predicting. Next, teachers can have their students read their books to family members. As having enough books for each student is often a problem, the presenters recommended using fold-it type books that can be easily photocopied.

Reported by Renee Sawazaki

Kitakyushu: June—Panel Discussion: Homework II with Michael Vrbanac, Judith Johnson, Chris Carmen, and Margaret Orleans. May's panel discussion focused upon why and how homework is assigned. This month's second round was about what makes good homework exercises. Four panelists shared ideas about what works for them. Vrbanac started with an explanation of the extensive homework exercises that are an integral part of the elementary school EFL program he teaches. Listening and repeating exercises on CD, reinforced with picture cards, are done at home and checked in class. The rationale is that native language is acquired through listening—and in Japan there is not enough English outside of the classroom to listen to. Johnson teaches English to engineering students. She goes with them to the library and helps them select books appropriate to their level. The reading of novels (rather than short stories) is encouraged for a deeper engagement with the material. Book reports, either written or oral, get extra credit. She also uses Malcolm Swanson's *English Communication* forms as kind of a written conversation between teacher and student.

Carman considers homework in practical terms of class size and atmosphere, assigning listening/

cloze exercises, vocabulary, and writing exercises. Students also comment on each other's writing. Homework is not actually graded, as it is supplementary, and it is problematic to base lessons upon completed homework. It may be corrected, however, upon request. Orleans often assigns group projects, to be presented to the rest of the class and graded. The awareness that what is not completed in class must be done for homework, with the accompanying logistical problems of meeting together to do it—certainly spurs the students to remain on task in the classroom! Another of her methods of encouragement is a policy to never give out a paper that is blank on the back. Always put on something extra, such as a game or a quiz—and the students always seem to do it. Audience participation was encouraged throughout the panel presentations, including questioning the pedagogical justification or feasibility, suggesting alternative methodologies with similar aims, and other feedback. Everyone got some ideas from the discussion to take home.

Reported by Dave Pite

Students on some items. To find out why students chose each answer, he asked them to give a brief written explanation for each item. The speaker subsequently used various methods to analyse the results, including split-half reliability using Cronbach Alpha software. The reliability of the test was found to be only 60%.

Hackshaw also discussed the pros and cons of using Classical Theory and Item Response Theory (IRT) for this research project. The main drawback to using IRT is that 100-150 testees are needed to get reliable results. The sample in his study was consequently too small. The weakness of Classical Theory is that data from one population sample may not be valid when tested on another population. However, the study did show that there were a number of unreliable and unfair items used in the test, and so serves as a warning that people using TOEIC as a measure of proficiency should not have "blind faith" in the reliability of the test items.

Reported by Amanda Gillis-Furutaka

Kyoto: April—Testing for Reliability: Test Item Analysis on a TOEIC Listening Test by Paul Hackshaw. The speaker discussed the significance of TOEIC in Japan, where 700,000 people took the test in 2001. TOEIC is an English proficiency test which focuses on language used in business, commerce, and industry. About 60% of Japanese companies use TOEIC when making decisions on hiring, pay rises, promotions, and overseas placements. However, a lot of the items in the test are culture-biased. Because of this, Hackshaw asked Japanese college students if they thought the TOEIC questions were fair. He illustrated the many varieties of English included in TOEIC multiple choice test items. In many cases, more than one answer would be acceptable to speakers of different varieties of English. In other items, the use of American vocabulary to describe a photo could be seen as unfair to speakers of non-American varieties of English who might understand what they hear but not know the American word(s). The audience agreed that many of the photos themselves were ambiguous and culturally biased.

Hackshaw's research investigated four questions about the TOEIC listening test: 1) What kinds of questions cause students the most difficulty? 2) How do items on the test distinguish between the different proficiency levels of the students? 3) How can the test administrator be confident that the items on the test are fair to students? 4) What statistical procedures can be used to measure test reliability? He analysed the scores of 54 students on a 20-item TOEIC listening test and found that the poorer students did better than the good stu-

Chapter Meetings

edited by tom merner

- Chiba—The Struggle of Bilingual Families for Choice of Language and Identity** by Tomoko Ascoug. This study aims at investigating 1) what language environment bilingual families have, and 2) what factors influence their language environment decisions. The study employs qualitative inquiry to obtain a holistic view of bilingual families' language policy. Five bilingual families with Japanese mothers and English-speaking fathers participated in the study. Three-year observations of the families, life history interviews of the parents, and reflexive journals were employed to triangulate the data collection method. *Sunday September 29, 14:00-16:00; Chiba Community Center.*
- Fukuoka—Study Skills Strategies for First Year College** by Tim Allan, Kwassui Women's College. A double difficulty for young college students can be learning how to deal with general academic requirements, while simultaneously learning how to meet specific classroom behavioral and cultural expectations of foreign teachers. In this demonstration, we will outline a Study Skills course curriculum based on common needs, regardless of student backgrounds. *Saturday September 21, 19:00-21:00; Aso Foreign Language and Travel College, Building 5 (10 minutes from Hakata Station; map on website); one-day members 1000 yen.*
- Gunma—Teaching College English Through TV Commercials** by Fujita Tomoko and Karen McGee.

The presenters will demonstrate methods used in a college-level English course for art majors, in which students analyze TV commercials in English and, as a final project, create their own commercial. Participants will engage in various task-based activities and view several original student-created commercials from the presenters' classes. In addition, suggestions for methods of creating TV commercials will be explained. *Sunday September 22, 14:00-16:30; Maebashi Institute of Technology (Maebashi Koka Daigaku); one-day members 1000 yen, students 200 yen, newcomers free.*

Hiroshima—Covenant Players: Drama Workshop by Kurt and Cathy Purucker. Covenant Players is a professional theater company, specializing in communications, which fields touring troupes throughout the world. In this three-hour drama workshop, we'll learn some useful tips for teaching our students how to communicate effectively in English not only with words, but also with body language and gestures. As teachers, having the knowledge of drama will enhance our own ability to teach students. *Saturday September 28, 14:00-17:00; Hiroshima City Plaza, Seminar Room C (6-36 Fukuomachi Nakaku Hiroshima; 2-minute walk from Crystal Plaza towards Hondori); one-day members 500 yen.*

Hokkaido—Don't Miss Marc Helgesen, sponsored by Pearson Education Japan. In this activity-based workshop, Marc Helgesen will explore ways to help learners develop their inner voice and use it as a tool to expand their English. He will look at sensory modalities (visual, auditory, and kinesthetic) as a way of increasing awareness. Participants will have a great opportunity to experience techniques for language planning including mental rehearsal, guided visualization, and mind mapping. These are all ways to encourage learner focus, fluency, and confidence. *Sunday September 29, 13:30-16:30 (doors open 13:00); Hokkaido International School; one-day members 1000 yen.*

Ibaraki—1) Grammar and Reading: Base for Improving Overall English Abilities by Nakano Takeshige, 2) *Using Sign Language in the Language Teaching Classroom* by Miyao Mariko, Cecilia Ikeguchi, and Martin Pauly. *Sunday September 15, 13:30-17:00; Tsuchiura Utara Building; Kennan Shougai-Gakushuu Center (across from Tsuchiura Station); one-day members 500 yen.*

Iwate—On The Go: Addressing Relevance and Motivation by Jonah Glick, Pearson Education-Longman ELT. Motivation is crucial for successful learning. What techniques should we employ to encourage motivation and maximize learning? Two ways are: to ensure learners talk about what interests them, and to teach language for specific, real-world functions. Bringing high-interest, real-world content into the classroom, presented at a

level learners can cope with, and woven into the lesson through clear, achievable, focused, task-based activities, can enhance both learning and involvement. *Sunday September 29, 10:30-12:30; Iwate International Plaza, Morioka.*

Kanazawa—Oliver Bayley, Oxford University Press. See <www.nsknet.or.jp/~peterr-s/index.html> for presentation details plus Oxford University Press ELT Materials Display. *Sunday September 29, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); free for all.*

Kitakyushu—Shuffling Strategies by Joy Jarman-Walsh. Unsuccessful communication classes can often be blamed on two obvious problems; students do not talk with each other in English or cooperate in doing a task. In this presentation, I will explain how I observed the students, designated them by behavior types, created new groups based on an idea of a "balanced" group, and observed them again to see if the groups they had improved. *Saturday September 14, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 1000 yen.*

Kobe—1) EFL Writing Instruction, 2) Psychology of Difficult Students by Curtis Kelly, Heian Jogakuin. The first presentation, based upon two articles that have shaped EFL writing instruction, will deal with how written English and Japanese are organized differently and so how, with knowledge of this, we can better teach writing in class. The second presentation offers theories on motivation, moral development and learning as they relate to "difficult students." *Sunday September 29, 13:30-16:30; Kobe YMCA (between JR Sannomiya and JR Shin-Kobe); one-day members 500 yen.*

Matsuyama—Establishing and Managing a Language School and Facilitating Vocabulary Learning by Tamai Satomi, Amic English Center. In the first presentation, Tomai will talk about the type of environment and conditions needed to succeed in establishing and managing a language school. In the second presentation, possible approaches to vocabulary learning will be discussed, such as how to know learners' vocabulary size, the vocabulary that learners need to know, and the methods by which vocabulary is learned. *Sunday September 15, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Miyazaki—MiyajALT BBQ Beach Party. A beach BBQ with "enlightenment." The MiyajALT Executive Board will be there to informally discuss the recent developments of JALT, the proposed restructuring plan, and the future plans of the chapter. Please bring barbecue fare to share and whatever equipment and utensils you require. *Sunday September 8 (September 15 if it rains), BBQ will begin at 16:30; Aoshima (in front of the Palm Beach Hotel at the semi-covered area).*

Nagoya—Re-igniting the Motivational Fire: Tapping Hidden Potential via the Enhancement of Value Perception in ELT by Paul Doyon. Ways that students form self-defeating beliefs will be discussed, along with ways to enhance the perceived value in a course or activity. We will consider what is needed in order to re-ignite the motivational fire and shift student beliefs and perceptions. Anecdotes will be framed using the Kolb/Lewinian Experiential Learning Cycle, thus providing teachers with a means to investigate their own classrooms. *Sunday September 22, 13:30-16:30; Nagoya International Center, 3F; one-day members 1000 yen.*

Niigata—Starting the New Term Off Right by Angela Ota. Ota will share her ideas on starting the new term out right by creating class atmosphere, keeping track of student marks, getting acquainted, and getting the students started with useful English. These ideas are especially useful for large classes, but there should be something for everyone teaching young adult to adult learners. *Sunday September 8, 13:00-14:30; Niigata International Friendship Center; one-day members 1000 yen.*

Omiya—Fluency vs. Accuracy; AKA Habbick on Havoc by Robert Habbick, Oxford University Press. Having a good range of techniques for getting students to speak out in class is essential for the successful development of both fluency and accuracy. Giving students the right things to talk about is also important. This workshop will address the issue of fluency vs. accuracy and will offer practical techniques and general activities for adult and young adult students that can be put to immediate use in the classroom. *Sunday September 29, 14:00-17:00; Omiya JACK, 6F (near Omiya Station) Conference Room #2; one-day members 500 yen.*

Shinshu—English for Children by Alison Taylor, Longman (Pearson). Contact Shinshu for details. *Sunday September 1, 14:00-16:45; Shimosuwa-machi Library; free for all.*

Tokyo—PopStars and Star Taxi by Drama Works. The DramaWorks team, authors of textbooks *Star Taxi* and *PopStars*, will do a presentation using a new method for teaching EFL using drama techniques. Both are stories told in 20 scenes of dialogue. They are easy and fun to use, and do not require any drama experience, props, or acting ability. They are complete courses, and include warm-ups, language activities, and teacher's notes. They may also be used as supplements. This will be a workshop-style, participator presentation. *Saturday September 28, 14:00-16:00; Sophia University, Kioi Building, Room B112 (for a map, go to the JALT website to link to the JALT Tokyo Chapter site); one-day members 1000 yen.*

West Tokyo—Making Your Lessons More Communicative by Hywel Evans, London University. This

presentation will be in workshop format with demonstrations to make it clear why the communicative approach is most effective. Those interested in English teaching at the secondary and tertiary levels are warmly welcome. *Saturday September 28, 13:30 to 16:00; Tachikawa Citizen Hall; one-day members 1000 yen.*

Yamagata—New Zealand in Terms of History, Culture, Education, Language, etc. by Louise Burnett. The presenter will give a presentation on the above-mentioned topic in terms of English as a means of global communication. *Sunday September 1, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.*

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edited by tom merner

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Conference Calendar

edited by linh t. pallos

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

Upcoming Conferences

November 9, 2002—TESOL Symposium: Teaching English to Younger Learners, at Southwestern College San Diego California, USA, in collaboration with ESOL professionals in Mexico. Developed to reflect ESL and EFL perspectives, the symposium features three renowned keynote speakers from Mexico and the United States: Mary Lou McCloskey, Myriam Monterrubio, and Catherine Snow. The speakers will share insights from their work and research on teaching English to younger learners to help participants learn more about this very important issue in the ESOL profession. Contact the TESOL Education Programs department at <edprograms@tesol.org>.

November 12-14, 2002—International Online Conference on Teaching Online in Higher Education—Expanding the Frontiers, sponsored by Indiana University-Purdue University Fort Wayne. Related to teaching and learning online issues. For more information see the TOHE preconference website at <ipfw.edu/as/2002tohe/cfp.htm>.

November 22-24, 2002—28th Annual International Conference on Language Teaching and Learning and Educational Materials Expo: Waves of the Future, at Granship, Shizuoka, Shizuoka Prefecture, Japan. The theme of this year's conference is exploring trends in language teaching that will have ramifications far into the

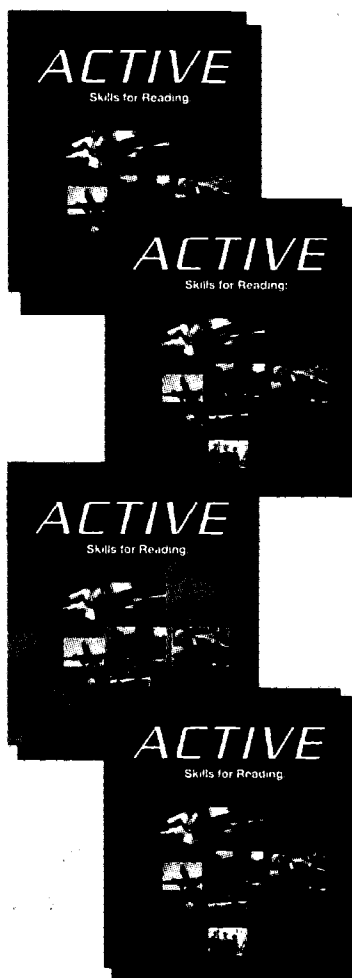


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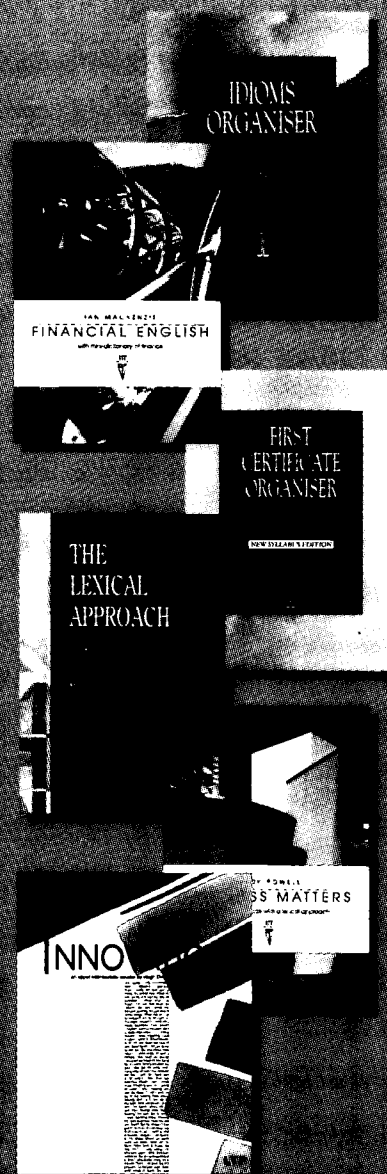
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Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University. His research interests include second language reading, teaching and learning styles, language learning strategies and language evaluation and testing. In 2001-2002,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

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21st century. See <jalt.org/jalt2002/>.

December 12-15, 2002—*24th Annual Language Testing Research Colloquium (LTRC 2002): Language Assessment in Global Contexts*, at the Hong Kong Polytechnic University, Hong Kong SAR. For more details: <engl.polyu.edu.hk/ACLAR/ltrc.htm>.

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. The 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>.

September 30, 2002 (for April 22-26, 2003)—*The 37th International Annual IATEFL Conference and Exhibition*, in Brighton, UK. Details about scholarships for attending the conference are available from the IATEFL Head Office. The scholarship application deadline is in October 2002. For details contact IATEFL, 3 Kingsdown Chambers, Whitstable, Kent CT, 2FL, UK; t: +44-0-1227-276528; f: +44-0-1227-274415; email: <generalenquiries@iatefl.org>.

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 <elc.polyu.edu.hk/conference/>. Direct contact via: The Organising Committee of ITMELT 2003, c/o Bruce Morrison; English Language Centre, The Hong Kong Polytechnic University, Hung Hom,

Kowloon, Hong Kong; f: 852-2766-7576; <itmelt2003@elc.polyu.edu.hk>.

Reminders—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 roundtable 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> or <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), Japan Environmental Exchange (JEE), 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, PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa; 2-285 Isohara, Isohara-cho, Kita-Ibaraki-shi, Ibaraki-ken, Japan 319-1541; t: 0293-43-1755; <jane@ulis.ac.jp> or <janenakagawa@yahoo.com>.

October 5-6, 2002—*10th KOTESOL International Conference—Crossroads: Generational Change in ELT in Asia*, at 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. Korea TESOL invites teachers and researchers to address these questions through presentations, roundtable discussions, and informal get-togethers: How has recent 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 teaching and learning in the classroom? Plenary and featured speakers will also their insights on the same, among them 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 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 on 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 these 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, and participants are limited to about 150 persons. For more information, visit <cdweb.cc.purdue.edu/~silvat/symposium/2002/>, or email Tony Silva at <tony@purdue.edu>.

October 26, 2002—*Kyoto JALT Annual Conference: Using Information Technology (IT) to Improve Language Teaching*, at Doshisha University (Kyotanabe campus), Kyoto, Japan. See the website at <ilc2.doshisha.ac.jp/users/kkita/organ/kyoto/Conference/> or contact Paul Hackshaw; Faculty of Engineering and Design, Kyoto Institute of Technology, Hashigami-cho, Matsugasaki, Sakyo-ku, Kyoto-shi, Japan 606-8585; t/f: 075-724-7291; <hackshaw@hie.kit.ac.jp>.

October 29-31, 2002—*The 50th TEFLIN International Conference—Asian Odyssey: Explorations in TEFL*, at Majapahit Mandarin Oriental Hotel, hosted by Widya Mandala Surabaya Catholic University. Language teaching experts, linguists, literature experts, and language teachers are invited to join. For further information contact the Committee, c/o English Department, Faculty of Teacher Training & Education, Widya Mandala Surabaya Catholic University, Jl. Kalijudan 37 Surabaya, Indonesia 60114, t: 62-031-389-1265 or 389-3933; f: 62-031-389-1267; <TEFLIN2002@mail.wima.ac.id> or <TEFLIN2002@yahoo.com>; website: <wima.ac.id>.

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>.

Kanagawa-ken—The Foreign Language Center at Tokai University Shonan Campus is seeking four full-time non-tenured English instructors to begin teaching April 2003. **Position:** Two-year contract, renewable up to six years. **Duties:** Teach eight 90-minute lessons per week, four days a week, which include required English speaking, writing, and elective courses; attend monthly teachers' meeting; work on committees and special events. **Salary & Benefits:** Salary (including bonuses) dependent on applicant's qualifications and past experience; ¥15,000 per month housing allowance; ¥330,000 annual research money; transportation allowance. **Requirements:** BA and MA in TEFL, TESL, Linguistics, or related area; native English proficiency; at least three years teaching experience at the college/university level; previous publications in TEFL, TESL, Linguistics, or a related field; Japanese ability preferred but not required. Will sponsor/renew applicant's visa status. **Application Materials:** CV/resume, diploma(s), letter of introduction, all publications, photo, teaching certification(s), transcripts, two letters of recommendation, photocopies of current visa and certificate of eligibility. All application material must be sent by post. **Deadline:** September 30, 2002. **Contact:** Professor Yuko Iwata, Group 1 Chairperson, 1117 Kitakaname, Hiratsuka-shi, Kanagawa-ken, Japan 259-1292; t: 0463-58-1211 ext. 4523; f: 0463-59-5365; website: <www.u-tokai.ac.jp>.

Kyoto-fu—Kyoto Institute of Technology, a national university, seeks a full-time teacher of English at the associate professor or lecturer level beginning April 1, 2003 in the Department of Mechanical and System Engineering, Faculty of Engineering and Design. **Position:** Associate Professor or Lecturer in applied linguistics, Department of Mechanical and System Engineering. **Qualifications:** PhD or equivalent research; a candidate with the prospect of receiving such a degree will also be considered; experience in English teaching

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be heard—vote!

at the university level; publications in a field of research related to applied linguistics, linguistics, English language studies, English language teaching, or Anglo-American literature; a native speaker of English or a Japanese with native or near-native English language ability; sufficient ability in speaking and reading Japanese to carry out all job-related duties inside and outside the classroom; approximately 30-50 years of age; enthusiasm for teaching and research; preferably a candidate qualified for graduate school work with interest in scientific/engineering English; residing in Japan after November 1, 2002. **Duties:** Teaching classes of English communication, English acquisition, comprehensive English, etc. to students in various departments, including evening course classes; additional duties typical of an associate professor or lecturer of a national university. **Salary & Benefits:** Commensurate with experience, age, etc., according to Japanese national university standards. If the selected candidate is not a Japanese national, the term of employment is three years, with extensions possible given mutual consent (extension is not guaranteed). Since Kyoto Institute of Technology is a national university, the selected candidate shall be employed as a national public official. Therefore, the selected candidate shall be bound by the same national public service regulations as are applied to the Japanese educational service personnel. Candidates may be asked to come to this university at their own expense for an interview. **Application Materials:** Curriculum vitae; list of publications (grouped into (a) books, (b) academic papers, (c) other—with a brief explanation of each); three reprints (or copies) each of representative publications (for a maximum of five publications); a short essay in English of about 1,000 words on your professional research background and your future plan of teaching and research; names and addresses of two persons whom we could contact for letters of recommendation. Additional materials might be requested during the process of selection. The selected candidate will be asked to provide documentary proof of qualifications and all items on the curriculum vitae regarding past education and employment. **Deadline:** Application materials should arrive by registered mail not later than October 31, 2002. **Contact:** Akira Sone, Chair, Department of Mechanical and System Engineering Kyoto Institute of Technology, Matsugasaki, Sakyo, Kyoto, Japan 606-8585; t: 81-(0)75-724-7356; <sone@ipc.kit.ac.jp>. **Other:** Please send all application documents to Prof. Akira Sone labeled in red "Application for the English teaching position, Mechanical and System Engineering."

Nagano-ken—Nagano Prefecture (two-year) College is seeking to employ a foreign native speaker of

English starting April 1, 2003. **Position:** Associate professor (*jokyoju*) or assistant professor (*senjin koshi*) of English as a Foreign Language. The contract is three years renewable. **Qualifications:** Native speaker of English, Japanese language proficiency, career-minded, and Master's degree or equivalent in any of the above-mentioned or related fields. The successful applicant should live in Nagano city or in the suburbs of Nagano city. No age limits are specified. **Duties:** Teach five or six classes a week in English communication, English writing, listening comprehension, cross-cultural and comparative culture studies. The successful applicant will have the same rights and duties as Japanese staff and will be required to participate in faculty meetings and committees. **Salary & Benefits:** Working conditions, such as status, salary, allowance, and mutual benefits (*kyosai*), basically follow the rules of the regular Japanese faculty members. **Application Materials:** Curriculum vitae, list of publications with attached abstracts of approximately 100 words in English or 200 words in Japanese, off-prints or copies of main publications and articles, summary of research activities and future expectations, and a summary of the applicant's future educational activities. Summaries should not be more than 2,000 Japanese words or two A4 pages, double-spaced, typescript in English. You may also attach materials showing accomplishments in the field of English language education such as academic activities, societies, and/or institutions. One letter of recommendation and the names and addresses of two references is also required. Please send all documents in Japanese, if possible, and mail to: Hiroyuki Kamijo, President of Nagano Prefecture College, 49-7, Miwa 8-chome, Nagano-shi, Nagano 380-8525, Japan. Send all documents to this address by registered mail with "Application for the position of foreign English teacher" in red ink on the envelope. An interview will be given, if necessary, after the document screening. All application and screening expenses are paid by the applicant. **Deadline:** Application must be posted by October 31, 2002. **Contact:** Yoshio Takanashi, Nagano Prefecture College; t: 026-234-1221; f: 235-0026.

Niigata-ken—Keiwa College, a four-year coeducational liberal arts college with departments in English and International Cultural Studies, is seeking a full-time visiting instructor beginning April 2003. The one-year contract is renewable up to three years. A two-year commitment is preferred. **Qualifications:** MA TESL or related field, or Certificate in TESL/ESL. Teaching experience in intensive programs or at high school/college level a plus. This is an ideal position for those relatively new to the field and eager to expand their teaching experiences. **Duties:** Teach university-level

English language classes in a skills-based coordinated curriculum; up to 20 teaching hours per week, seven months a year; participation in teacher meetings; involvement in course design and curriculum development. **Salary & Benefits:** Starting at ¥270,000 per month, twelve months a year; subsidized furnished apartment near campus, shared office space with Internet access; health insurance. Transportation and shipping expenses to Niigata will be provided. Additional part-time work is available as evening classes at the college, etc. **Application Materials:** Cover letter, resume highlighting teaching experience, copy of degree/diploma, three letters of reference. No email applications, please. **Contact:** Joy Williams, Coordinator, English Language Program, Keiwa College, 1270 Tomizuka, Shibata City, Niigata, Japan 957-8585. **Deadline:** November 15, 2002.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary & Benefits:** Comparable to other universities in the Tokyo area. **Application Materials:** Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline:** Ongoing. **Contact:** PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366.

Tokyo-to—The Faculty of Law of Aoyama Gakuin University is seeking a full-time, tenured teacher of English at the lecturer, associate professor, or professor level to assume duties on April 1, 2003. The successful applicant will also have a seminar class. **Qualifications:** Specialty in TEFL/TESOL/ TESL/ELT, applied linguistics, linguistics, or communication; doctoral degree or all doctoral course work finished as of April 1, 2003; sufficient ability in Japanese and English to carry out all job-related duties inside and outside the classroom; no nationality requirement; acceptance of Aoyama Gakuin University's educational policy. **Application Materials:** Either Japanese or English: CV with photo; a copy of the diploma for the highest degree received or a letter of certification from the institution; list of publications and presentations

and copies of three representative publications (photocopies acceptable); a sample syllabus for an English class; letter(s) of recommendation. Applicants will be notified of the general screening schedule. **Salary & Benefits:** Salary and other working conditions are determined by Aoyama Gakuin rules and regulations. **Contact:** Itsuo Nakamichi, c/o Academic Affairs Office, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366, Japan; f: 03-3409-4575. **Deadline:** All materials must arrive no later than September 20, 2002, addressed to Toshihiko Yamazaki, Dean, Faculty of Law, at the above address by registered mail with "English Position" written in red on the front of the envelope. **Additional Information:** All materials will be reviewed in strict confidence and returned to applicants after the completion of the screening process. For information about the Faculty of Law, see our Japanese homepage at <www.als.aoyama.ac.jp>.

Tokyo-to—The School of Business Administration at Aoyama Gakuin University is seeking a full-time tenured teacher of English at the lecturer (*sennin-koshi*) or associate professor (*jo-kyoju*) level to assume duties on April 1, 2003. **Qualifications:** Acceptance of Aoyama Gakuin University's educational policy; doctoral degree or all doctoral course work finished as of April 1, 2003; strong background in ESL/EFL/applied linguistics/English education/literature/cultural or regional studies; sufficient ability in English to carry out all classroom activities; sufficient ability in Japanese to carry out all job-related duties; a deep understanding of Christianity; three or more years of teaching experience at the university level. No specific age, gender, or nationality requirements. **Duties:** Teach English as a foreign language at Aoyama and Sagami-hara campuses, as well as in the evening college division (Aoyama campus); serve on various administrative committees; conduct research in an academic field; various extra-curricular activities. **Salary & Benefits:** Salary and benefits are according to Aoyama Gakuin University regulations, and depend on qualifications, age, and years of teaching experience (mandatory retirement at 68.) **Application Materials:** One copy of either an English curriculum vitae or a standard Japanese *rirekisho* sold in stationary stores in Japan. Attach a photo taken within the last three months; a letter of recommendation in a sealed envelope; copies of all diplomas of higher degrees received; official transcripts for all scholastic records (BA and higher); list of all publications and academic presentations with copies of three representative publications and their abstracts of less than 200 words; a sample syllabus for an oral English, reading, or writing class you have taught, or would like to teach. **Application Procedure:** All application

materials must be mailed together in one mailing (by registered mail). Please write "English Position" in red on the front of the envelope, and address it to: Dean Shin Hasegawa, School of Business Administration, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366. Any inquiries about the position or application procedure should be addressed to: English Position Opening, c/o School of Business Administration, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366; f: 03-3409-4575 (Academic Affairs Office). Inquiries by telephone or email are not acceptable. **Deadline:** All materials from applicants must be received by September 20, 2002. The selection committee will read materials and a list of candidates to be invited for an interview will be drawn up. Interviews will be both written and oral, in both English and Japanese. Final candidates will be notified directly around October 1 of the interviews to be held in mid-October. Notification of acceptance will be made around mid-December. **Additional Information:** More detailed information about the School of Business Administration at Aoyama Gakuin University can be found at their homepage (in Japanese only): <www.agub.aoyama.ac.jp/>. All documents sent to the selection committee will be held in strict confidence and will not be returned.

Tokyo-to—Meiji University invites applications for one full-time tenured position in the department of British and American Literature, faculty of Letters, at the lecturer or associate professor level. **Position:** Lecturer or associate professor. **Duties:** Teach 6-7 classes (*koma*) a week including English, Seminar in British literature, Intercultural communication, and BA Dissertation supervision at the undergraduate level, and Seminar in British literature at the postgraduate level. **Qualifications and Requirements:** Applicants should have completed or be about to complete a doctorate (PhD) or equivalent in a relevant field of British literature or English language teaching (applied linguistics), have a strong record of experience and research in the relevant field, and be qualified to teach the above-mentioned courses, be no older than 40 as of April 1, 2003. The following additional requirements would be an advantage: native speaker of English (no nationality to be specified), sufficient proficiency in Japanese to carry out administrative duties and social interaction, able to teach both speaking and writing in English, experience in teaching at university level in Japan, possess a degree from an English-speaking country. **Deadline:** September 29, 2002. **Starting date:** April 1, 2003. **Application Materials:** A resume that specifies the teaching experience, a list of publications, and abstracts of main publications (up to three items,

maximum of two A4 pages per abstract). All documents can be either in Japanese or English and on A4 paper. Please do not send publication and thesis originals or photocopies at this stage of screening. Applicants might be asked to submit publication originals or photocopies later for the screening process. Successful applicants will be invited for interviews. We regret that all transport expenses involving the interview will be at the applicant's cost. No material will be returned except for original publications. **Contact:** All the materials should be sent to: Faculty of Letters Office, Meiji University, 1-1 Kanda-Surugadai, Chiyoda-ku, Tokyo, Japan 101-8301. N.B. "Application for the Post in British and American Literature" should be written in red on the envelope. All enquiries should be made to Prof. Tateno at t: 03-3296-2246 or Assoc. Prof. Noda at <noda@kisc.meiji.ac.jp>.

Tokyo-to—Obirin University's Foreign Language Education Center invites applications for the position of full-time lecturer in the English Language Program commencing April 1, 2003. **Qualifications:** MA in TESOL/Applied linguistics; a minimum of three years teaching experience in Japanese colleges/universities; good interpersonal skills and ability to work as part of a team; proven experience in ELT curriculum/materials development; computer literacy (Macintosh—Word/Pagemaker/Excel). Proficiency in spoken Japanese would be an advantage. The initial contract will be for three years, renewable subject to performance evaluation and university approval. **Duties:** Currently required to teach approximately 10 hours per week and committee, curriculum, and administrative duties as required. **Salary & Benefits:** According to scale based on age, qualifications, and experience, plus research allowance on approval. **Application Procedure:** Applications should be made in writing and should include a cover letter; an up-to-date CV including a list of publications, with a passport-sized photo attached; a recent letter of reference; and a 500-word essay on your view of teaching Japanese university students. **Deadline:** September 27, 2002. **Contact:** The Program Manager, Obirin University ELP, 3758 Tokiwa-machi, Machida-shi, Tokyo, Japan 194-0294. Telephone, email, or fax enquiries/applications will not be accepted. Short-listed candidates will be invited for interview in October/November 2002, and may be asked to furnish copies of two publications prior to the interview.

Tokyo-to—Sophia University is seeking a full-time English teacher (annual contract, renewable up to three years) to teach conversation, reading, and writing courses offered by the Center for the Teaching of Foreign Languages in General Education from April 1, 2003. **Qualifications:** Native

English speaker or equivalent with MA or above in TEFL/TESOL/TESL/ELT, applied linguistics, or communication. **Application Materials:** Cover letter, resume, references, copies of diplomas or certificates, and list of publications. **Salary & Benefits:** Salary and other working conditions are determined by Sophia University rules and regulations. **Deadline:** October 7, 2002. **Contact:** Center Position, c/o Department of English Literature, Sophia University, 7-1 Kioicho, Chiyoda-ku, Tokyo, Japan 102-8554; t/f: 03-3238-3601.

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 Cafés 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>



Exercise
your right
to vote.

It's your voice
as a JALT
member!

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、横書きをお願いいたします。1頁の行数は、特に指定しません。行間はなるべく広めにおとりください。

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

Feature Articles

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

日本語論文です。4000字原稿用紙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。意、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、本文中には入れず、別紙に、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別名簿をお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

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

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

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

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

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

ation, 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だけでなく、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

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

学習活動に関する実践的なアイデアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文意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・ファクス番号を簡潔書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Announcements 編集者必着です。

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

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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.

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For information on advertising in TLT, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

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

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

Meetings and Conferences — The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², 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.

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

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JALT (全国語学教育学会) について

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

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

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

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

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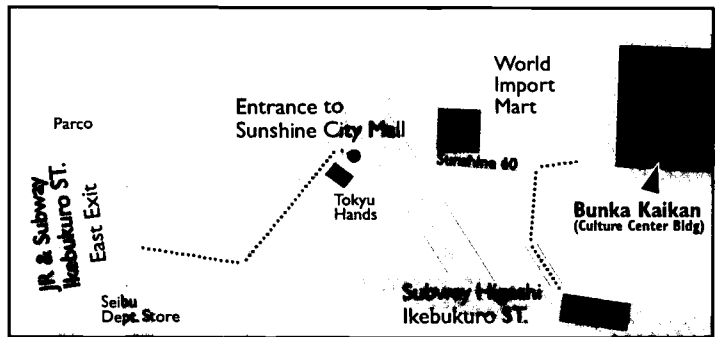
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