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[FOREWORD]

My Life is JACET

Ikuro Koike, Special Advisor

I joined JACET when I was 34, and did everything in my power to help out whenever and where-ever I could. My first priorities when I was not at the university were JACET and JAAL-in-JACET. I tended to neglect my family and myself except for the few years when I studied in the United States. In my spare time, I considered how it would be possible to expand and improve JACET. It has been 35 fulfilling years of service and sacrifice.

During most of this time period, including my 10 years as president, I have had the privilege to serve a central role at JACET, and shoulder the various responsibilities entailed in the job. It was a process of building from scratch. My work at JACET has been wide-ranging, and has included activities in the Steering Committee, the Board of Directors, the JACET annual convention organizing committee, JACET local chapters, planning and organizing seminars, including the overseas summer seminars, joining the International Association of Applied Linguistics (AILA), and working as vice-president on the Executive Board, International Committee in that association, setting up applied linguistics

exchanges with South Korea, Singapore, Britain, Europe, and Australia, and exchanges with other Japanese associations, building a national research network, compiling the JACET Bulletin, making JACET News, reporting the results of a general survey of present-day conditions at universities, and the problems facing universities, compiling reports and textbooks, making tests, and establishing the JACET Ten Principles.

When JACET was founded, there were 120 members. This membership grew to 3000 by the year 1999 when the 12th AILA World Congress was held in Tokyo. One of Japan's smallest associations became a world-recognized organization. JACET is well known at the Ministry of Education, and is acknowledged by experts in the field of foreign language education. The preparation, implementation, and follow-up activities of AILA 1999 took place under my presidency. AILA 1999 was possible because of the efforts and cooperation of many colleagues who worked and sacrificed their time and energy.

When I retired from the presidency, I seriously

considered the present situation of TEFL. English Education is the foundation of international cooperation without which Japan cannot survive or remain competitive. Based on the surveys JACET has been conducting at universities throughout Japan, I have concluded that foreign language education is at a critical turning point. I conveyed this concern to all JACET members, compiled a new platform, and have worked to maintain the spirit upon which this association was first founded. A planning committee to revive JACET was established, and we embarked on a series of reforms within the organization. These reforms are still on-going. I requested the Minister of Education and the Central Education Commission to consider the various issues at hand, and am continuing to work toward further reforms within JACET and Japan.

I met with the Minister of Education on January 21st to discuss potential reforms in English Education in Japan at a round-table conference. I am extremely thankful for the Minister's interest and active participation in this discussion. It will not be possible to carry out reforms in the English education system if our ideas are undeveloped. I handed the Minister a previously submitted proposal to reform university-level foreign language education, and another proposal to reform foreign language education in Japan on behalf of JACET, as the former JACET president and the present special advisor. I also related my personal opinion and proposal to the Minister on this day.

The proficiency of Japan's English language learners, stands at the lowest level of all industrialized nations. This results from the conservatism of the Japanese mentality, its isolated geographical location, research of the natural sciences, social studies, and the humanities being conducted in Japanese, structural gaps between English and Japanese, and Japan's unique civilization, which is composed of various diverse cultures. Japan's structure is rigid, and its natural environment inhibits Japan from accepting English, a foreign language. This is reflected in Japan's policies, which result in a lack of academic reforms, and a deficiency in the English skills needed to remain competitive, internationally. It is an issue of population. Teaching guidelines need to be reviewed, and communication skills need to be improved through a consistent curriculum which runs through elementary, junior, and senior high schools, and

universities. In order to increase communicative competence, concrete goals need to be set, such as requiring a score of 550 for the TOEFL, or a passing grade on the pre-first grade of the STEP test.

English needs to be used by teachers and students, and textbooks should be written in English. Mandatory English tests should be required to graduate, and to be hired by companies. A series of official meetings focusing on English education will be held with the Minister of Education once a month until May. The Ministry of Education is expected to then issue a proposal for reform. It is up to us to do something in the meantime. My intention is to cooperate in the reform process as a special advisor at JACET.

JACET and TEFL in Japan

Tanabe, Yoji, President

The most recent specific English education guidelines were released in a report issued by the Ministry of Education, Culture, Sports, Science and Technology in January 2001. The report is entitled <Eigo Shidouhou-tou Kaizen-no Suishin-ni kansuru Kondankai>, or Working Group for the Promotion of English Teaching Method Improvement. It covers a wide variety of everyday TEFL problems at all levels of formal education. The 26-page document (Japanese) deals with English competence, the importance of motivation, improving teaching methods, and other issues. A page and a half was allocated to TEFL at the university level.

The report states that universities bear an important role in TEFL in Japan: "Universities are considered to be responsible for equipping their students with the English skills they need to enable them to work as specialists or at the international level, building on the foundations of English learned at junior and senior high schools." This is one of the fundamental concepts promoting a coherent English teaching system throughout the school system, and it could potentially be accomplished when the general public is informed about primary and secondary education and capable trained professionals are assigned to their specific fields. The report also states that "in the face of internationalization and globalization, it is essential that more people in Japan be able to carry out daily conversations and engage in a

wide-range of communication activities in English. It is also important that more Japanese people acquire the English skills which would enable them to function in special fields, and to function at an international level." The report concludes by saying, "Universities should actively implement the reforms laid out above in order to improve English education."

If we assume that the above concept is essential, we can immediately respond to the ministry request by saying that most English educators would agree with these conclusions, and JACET has been working for years to improve TEFL in Japan at all levels, excluding primary education. JACET is mainly a tertiary education association, and has not traditionally focused on the primary level. However, TEFL is kicking off at elementary schools in the form of conversation beginning this April. English teachers have probably all heard of cases where there are discrepancies between the TEFL presented at the primary level and the secondary level, resulting in conflicts. Skills required at the secondary stage, in terms of communication skills and knowledge skills, tend to focus on entrance examinations. This leads to a significant gap between the proficiency level of the general public and professionals.

Japan needs to broaden the base of its communicative competent speakers – that is, the number of people who are able to carry on daily conversation and engage in a wide range of communication activities in English. This would be a first step in building a solid TEFL base. By introducing TEFL at the primary level, more people would come into contact with English and English conversation, so this move is appropriate, and will lead to general improvements in English language education. However, TEFL in primary education is to be incorporated into the integrated study class, called <Soogooteiki-na gakushuu-no jikan> in Japanese. The time allocated to English is not sufficient, and educators will not be able to accomplish the TEFL targets stated in the Ministry of Education report. The integrated study classes will, therefore, not lead to a broadening of the base – that is, people who have the ability to carry out daily conversations and engage in a wide range of communication activities in English. A larger budget needs to be allocated to English, making it a regular 'subject' to resolve these problems. Funding for

TEFL is low throughout the school system, resulting in an inability to implement a coherent English education system which is consistent from the primary to tertiary stages. Only a solid base which is strongly supported by the general public would successfully result in an environment where professionals can be raised.

(Waseda University)

<p>Report from the JACET Office Hiromi Kobayashi, Secretary General</p>

JACET activities from April, 2001 to March, 2002

Our main activities were as follows:

(1) Annual Convention

The 40th Annual Convention was held from September 14-16 at Fuji Women's College.

(2) Chapter Conventions

Each chapter held its own convention on the following dates and locations. Tohoku: June 9, Tohoku Gakuin University; Hokkaido: June 16 at Fuji Women's College; Chubu: June 2 at Nagoya City University; Kansai: June 9 at Kobe Jogakuin University; Chugoku-Shikoku: June 3 at Hiroshima Kokusai Gakuin University; Kyushu-Okinawa: October 13 at Nagasaki Junshin University.

(3) Regular Publications

JACET Bulletin No.34 and JACET News No.128-133 were published.

(4) JACET Summer Seminar

The 29th JACET Summer Seminar was held at Kusatsu Seminar House on August 17-20. The theme was "Language Learning Strategy." The main lecturer was Professor Rebecca Oxford of Maryland University.

(5) JACET English Teaching Seminar

The 11th English Teaching Seminar was held at Toyo University on March 28. The theme was "English Teaching in Elementary Schools: International Understanding and Language Education."

(6) JACET Monthly Meetings

Six regular monthly meetings were held on the following dates at these locations. April 28 at Tokyo Denki University: SLA Research and Foreign Language Education; May 19 at Waseda University: Critical Thinking as Propaganda Analysis; June 30 at Tokyo Denki University: Reading Multi-model Texts; October 6 at Tokyo Denki University: Flexible Teaching through Computers and World English and English Education for the 21st Century; November 17 at Waseda University: Qualitative Analysis of University Entrance Examinations; January 26 at Tokyo Denki University: Learner Corpus. In addition, two special meetings were held at Tokyo Denki University: "Is there an applied sociolinguistics?" by Dr. Ronald Wardhaugh on October 27 and "Task-based Language Teaching and Learning--A sociocultural Perspective" by Dr. Rod Ellis on December 8.

(7) International Exchange Programs

Prof. Michiko Nakano and Prof. Hitoshi Murano represented JACET at the Annual RELC Seminar. Prof. Masaki Oda attended the IATEFL Conference. Prof. Ikuo Koike and Prof. Shuhei Kadota attended the International KATE Conference.

(8) Others

The Fortieth Anniversary Overview of the JACET (1992-2002) was compiled in commemoration of the 40th anniversary of the JACET foundation.

Chapter News

【Hokkaido Chapter Report】

Annual Chapter Convention

On June 16, the 2001 Hokkaido Chapter convention was held at Fuji Women's College. In the general meeting, the financial report for the 2000 fiscal year, and the 2001 schedule and budget were approved. A symposium entitled "English Education in the 21st Century and the Role of JACET" followed as the first lecture meeting of the year. The panelists were Osamu Takai (Otaru Univ. of Commerce), Yoshiki Yokoyama (Hokkaido Univ. of Education, Iwamizawa), and Kayoko Machida (Hokkaido Tokai

Univ.), and the coordinator was Takehiko Kurihara (Hokkaido Univ.).

Lecture Meetings and Publications

In addition to the symposium in the convention, two lecture meetings were held. On August 15 at Hokkaido University International Student Center, Dr. Rebecca L. Oxford (The Univ. of Maryland) gave a lecture entitled "Research on Language Learning Strategies: Crucial Concepts, Methods, and Findings." Table discussions followed the lecture. This meeting was under joint auspices of the Institute of Language and Culture Studies, the International Student Center, the Graduate School of International Media and Communication, and the Hokkaido English Language Education Society. On September 15 at the Hokkaido Study Center of The University of Air, Dr. Guy Cook (The Univ. of Reading) presented a lecture entitled "The Philosopher Pulled the Lower Jaw of the Hen." His workshop on language plays followed the lecture. This meeting was held under the joint auspices of ELTEcS, the British Council and the Hokkaido English Language Education Society. The fifteenth issue of The JACET Hokkaido Chapter Newsletter will be published in March.

(Yasushi Kawai, Hokkaido Univ.)

【Tohoku Chapter Report】

Annual Chapter Convention

June 9, 2001, Tohoku Gakuin Univ., 14:00-17:00

Special Lectures

(1) Hideo Oka (Univ. of Tokyo, Deputy Secretary-General, JACET) "Paradoxes on Vocabulary Teaching"

(2) Masaaki Ohsugi (Seisen Univ.) "Learning English and Vocabulary"

Symposium

Theme: New Trends in Vocabulary Teaching

Chair: Tsuneo Takanashi (Hirosaki Univ.)

Panelists: Tsuneo Takanashi (Hirosaki Univ.), Satoshi Takada (Tohoku Gakuin Univ.), Jun Takeda (Miyagi National College of Technology), Toru Yoshikawa (ALC Education Inc.)

Special Symposium

December 8, 2001, Tohoku Gakuin Univ., 14:30-17:00

Theme: Problems of English Education for Young Children

Chair: Hiroyuki Ishihama (Seirei Women's College)

Panelists: Hiroyuki Ishihama (Seirei Women's Junior

College), John Thurlow (Seirei Women's Junior College), Koji Suzuki (Akita City Tsuchizaki Elementary School), Junko Gotou (Yamagata City the Tenth Elementary School)

Study Meetings

(1) Kiyoshi Takahashi (Miyagi Univ. of Education) "The Japanese 'Yoroshiku (onegaishimasu)' and its Corresponding English Expressions: Its meaning and Culture Seen from the Wierzbickan Semantic Point of View" (April 14, Tohoku Gakuin Univ.)

(2) Toshiyuki Iseki (Tsuruoka National College of Technology) "Intonation of Non-Native Speakers" (November 10, Tohoku Gakuin Univ.)

(3) Hidechika Matsui (Yonezawa Women's Junior College) "Teaching the Generic Use of Countable Nouns in their Plural Forms" (November 10, Tohoku Gakuin Univ.)

Executive Committee Meetings

April 14, 2001; June 9, 2001; December 8, 2001; March 9, 2002

Tohoku-Chapter Newsletter

The Chapter's 23rd newsletter was published in February, 2002. The newsletter commemorates the 20th anniversary of the establishment of the Tohoku-Chapter.

(Hitoshi Muranoi, Tohoku Gakuin University)

【Chubu Chapter Report】

Our main activities from February, 2001 to February, 2002 were as follows:

Annual Chapter Convention

The Chubu Chapter Convention of 2001 was held on June 2 at Nagoya City Univ. At the General Meeting, the accounts for the 2000 fiscal year and the budget for 2001 were submitted and approved. In the morning session, six papers were presented in two different rooms. In the afternoon, Prof. Mamoru Morizumi (Obirin Univ.) gave a special lecture entitled "Assignments given to English Teachers in the Early 21st Century," which was followed by a symposium. The panelists were Seiya Matsumoto (Aichi Shukutoku Univ.), Tadashi Shiozawa (Chubu Univ.), Chisato Furuya (The Research Institute of Aoyama Gakuin Univ.), and Hiroshi Yoshikawa (Chukyo Univ.).

Lecture Meetings

Three lecture meetings were held. One was by Hiroshi Suzuki (Chubu Univ.), whose talk was on "A Journey of English Education Technology---From

'Come-Come English' to Internet." This lecture was held on March 16 at Chubu Daigaku Techno-Culture College. Another lecture was given by Nobuyuki Honna (Aoyama Gakuin Univ.) on "Diffusion and Changes of English: In Asia," which took place on Oct. 6 at Nanzan Junior College under the auspices of Nanzan Junior College Foreign Language Research Center. The other was presented by Ronald Wardhaugh (Former Prof. at Univ. of Toronto) on Oct. 20 at Chukyo Univ. The title of his lecture was "Is There an Applied Sociolinguistics?"

Study Meetings

Chukyo Univ. hosted two study meetings on Dec. 15. Firstly Keiko Takikawa (Nagoya Bunri Junior College) gave a talk on "Current Situation of ESP and Its Future Development---An Experiment at Nutritionist Training Facility." Secondly Tetsuya Nishimura (Chukyo Univ.) talked on "Topic Development in Student's E-mail Writing."

Executive Committee Meetings

Nine Executive Committee Meetings took place on Feb. 10 at Nagoya Women's Univ., on March 16 at Chubu Daigaku Techno-Culture College, on April 14, 28 and Aug. 10 at Nagoya Women's Univ., on Oct. 6 at Nanzan Junior College, on Nov. 17 and Dec. 15 at Chukyo Univ. and on Feb. 9, 2002 at Nagoya Women's Univ.

Steering Committee Meetings

Three Steering Committee Meetings were held on March 16 at Chubu Daigaku Techno-Culture College, on April 14 at Nagoya Women's Univ. and on April 28 at Nagoya City Univ.

A Meeting for Selection of Executive Committee for 2002 took place on Nov. 17 at Chukyo Univ.

Newsletter

JACET-Chubu Newsletter, No. 6 (May 7) and No. 7 (Dec. 25) were published.

Ikuko Goto • Tokai Women's Junior College)

【Kansai Chapter Report】

Our main activities since April 2001 were as follows:

JACET Kansai Chapter Spring Forum

(co-sponsored by The Oxford UP & British Council)

Date: May 12, 2001

Place: British Council in Osaka

Speakers and Topics: Prof. Tom McArthur (Univ. of Exeter) World English: A Blessing or A Curse?; Prof. Masanori Toyota (Kansai Gaidai Univ.) World English: A Japanese Perspective

Kansai Chapter Spring Convention

Date: June 9, 2001

Place: Kobe Jogakuin Univ.

(a) Workshop: Metadiscourse: An International Cognitive Approach, chaired by Takuo Hayashi (Momoyama Gakuin Univ.) and presented by Reiko Hayashi (Konan Women's Univ.), T. Hayashi and Osamu Takahara (Kobe City Univ. of Foreign Studies)

(b) Presentations: Ayako Suzuki (Ritsumeikan Univ.) Report on English used in Volunteer Guide; Masako Kiriwara (Ritsumeikan Univ.) Listening skill strengthened by shadowing; Midori Tanimura (Postgrad. at Osaka Univ. of Foreign Studies) Repetitions and Ellipses in English Learners Composition; Nobuyoshi Matsui (Maizuru National Politec.) Special features in Brochure English; Michiyo Suzuki (Postgrad. at Kobe City Univ. of Foreign Studies) Relationship of the past and the present perfect tense to the present tense; Teruyuki Ichiyoshi (Postgrad. at Kobe City Univ. of Foreign Studies) Concerning very and much to modify the past participle

(c) Symposium: A New Perspective on College English Education in the 21st Century (ESP) chaired by Judy Noguchi (Mukogawa Women's Univ.) & panelists were J. Noguchi, Yoji Shibuya (Osaka Univ.), Eiko Kawagoe (Kobe City Nursing Univ.) & Hajime Terauchi (Takachiho Univ.)

(d) General Meeting

Kansai Chapter Autumn Convention

Date: Oct. 13, 2001

Place: Kyoto Prefectural Univ.

(a) Workshop: Developing materials to activate learners: active and critical thinking for lessons of writing, chaired by Mitsuko Yukishige (Kyoto Gaikokugo Senmon Gakko) and presented by Sahoko Hamada (Seisen Junior College), Satoko Ueoka (Osaka International Univ.), Mayumi Ohara (Kyoto Univ. of Foreign Studies), Yuko Matsumura (Kinki Univ.), Kumiko Ishida (Ritsumeikan Univ.), Hiroyo Nakagawa (Kyoto Gaikokugo Senmon Gakko) and Yoko Sabatini (Kinki Univ.)

(b) Presentations: Kazuyo Kawamura (Kansai Gaidai Univ.) Speaking lessons utilising Task and pair-/group-Randon system; Hideo Hibino Review on the go ~ing structure and its use Is go working/studying rare or inappropriate?; Keiko Hayashi (Wakayama Univ.) Foreign language education in Switzerland

(c) Lecture: Prof. Seisaku Kawakami (Osaka Univ.) Towards a Unified Theory of Irony

JACET Kyoto Seminar 2001

Date: Nov. 17 & 18, 2001

Place: Kyoto International Conference Hall

Theme: Language in Literature

Invited lecturer and lectures: Prof. Mick Short (Univ. of Lancaster, UK) Stylistic analysis and Corpus stylistics.

Presentations: Prof. M. Short "Who is Stylistics?"; Yoshifumi Saito (Univ. of Tokyo) "Diachronic analysis of narrative discourse"; Noriko Inoue (Univ. of Bristol, UK) "The style and metre of Middle English alliterative poetry"; Masanori Toyota (Kansai Gaidai Univ.) "A paradox of 'Real speech' in literary discourse";

Nozomi Hayashi (Kyoto Univ.) "Some aspects of the dialogue in 'What is that sound? by W.H. Auden"; Mick Short "Corpus stylistics: speech, thought and writing presentation"; Akira Kawabata (Ashiya Univ.) "A literary text as an educational foundation"; Barbara Hyde (Ritsumeikan Univ.) "Stylistics as language awareness: linking language and literature" & Round-table discussion by presenters

Lecture Meeting

Date: Nov. 22, 2001

Place: Shiran Kaikan, Kyoto

Lecturers and lectures: Barbara Bradford (SOAS London Univ.) "Issues and priorities in teaching English pronunciation"; Prof. Takashi Shimaoka (Ibaraki Christian Univ.) "Helping Japanese EFL learners improve their pronunciation using Oxford Dictionary of Pronunciation 2001"

Other Meetings

SIGs meetings and the meetings of Steering Committee & Study Planning Committee took place in addition to the above activities. (Yukari Tokioka • Osaka Sangyo Univ./ Masumi Azuma • Kobe Geijutsu Koka Univ.)

【Chugoku/Shikoku Chapter Report】

At Sanuki-kaikan in Takamatsu, ten members attended the annual workshop to discuss issues which are at the forefront of English education. The titles of four presentations were, 1) "English education at Ehime University" by Osamu Ikeno of the same University, 2) "What is the so-called 'Cross-Cultural Understanding' in English education?" by Hideo Horibe of Hiroshima Kogyo University, 3) "A method of researching distinct

vocabulary in particular texts” by Hidetomo Torigoe of Takuma Dempa Kosen, and 4) “Language activities in ‘Theme-based Language Instruction”” by Ikeno of Ehime University.

Some were interim reports and others brief introductions. The presentations led to informal but enthusiastic discussions. Of particular interest to the attendees were the first two papers. First, Professor Ikeno talked about a drastic change taking place at Ehime University; all the first-year students have been committed to small-size classes of twenty for oral communication, beginning April 2001. The General Education Center of the university in charge of the new system had to find enough native speakers of English in Matsuyama to teach eighty-plus classes.

More native speakers seem to be taking over English instruction, according to observations made by the participants, including members of Tottori University, Okayama University, and Hiroshima University. One professor cautioned, “It is an illusion to think everything would be resolved if instruction is left up to native speakers. Problems arise from a ‘native-speaker-only’ approach toward English education.” Another participant stated the importance of providing sufficient reading skills to Japanese students.

Second, Professor Horibe of Hiroshima Kogyo University submitted a very timely theme, “What is so-called ‘Cross-Cultural Understanding’ in English education?” He referred to the two observable phenomena in English education; first, the emergence of a neutral, culturally colorless English, or a kind of Morse code (Kunihiro 1999), and the second, a localized, acculturated English, such as Indian English (Kachru 1996). These two directions resulted from the proliferation of English throughout the world. Professor Horibe then listed five ways to interpret cross-cultural understanding with regard to English education. 1) English is an inseparable part of Anglo-Saxon culture; its thoughts, values should be taught. 2) Cross-cultural understanding is needed to communicate with Westerners, as English is deeply connected to their communication patterns, customs and behaviour patterns. What is called “oral communication” falls into this category. 3) English functions as world lingua franca, and this rules out its ties with any particular country or nation. “English is no longer a possession of Britain or America.” (Takao Suzuki) 4) As the term “World

Englishes” suggests, each English spoken in the world is linked with its local culture, and so cross-cultural understanding means to learn the culture of the area where the language is spoken. 5) English education in Japan should focus on Japanese culture so that Japan can send messages to the world. (Suzuki 1999) Horibe regards cross-cultural understanding as a “by-product” of English education, since one cannot learn a foreign language without exposure to a different culture. He admitted that he was using the first and the third stances properly.

(Jiro Numano, Hiroshima Kokusai Gakuin)

【Kyushu/Okinawa Chapter Report】

Executive Committee Meetings

1. January 26, 2002, Chikushi Jogakuen Univ., 14:00-17:00:

Discussed plans for the annual conference; discussed newsletter publication, confirmed changes in officers for the 2002 academic year; selected representatives to send to overseas organizations.

2. March 21, 2002, Seinan Gakuin Univ., 13:00-15:00:

Reviewed activities and the budget for the 2001 academic year; discussed plans for the 2002 academic year, including the annual conference and the spring lecture.

Recent Chapter Activities

1. Annual Conference Planning

The 17th Annual Chapter Conference will be held at Chikushi Jogakuen

Univ. on October 12, 2002. The theme of the conference will be "Reforming University-Level English Education".

Tentative panelists for the main symposium are Tomioka Tatsuaki (Fukuoka International Univ.), Otsu Atsushi (Fukuoka Univ.), Shimatani Hiroshi (Kumamoto Univ.), and Yokoyama Shozo (Civil Aviation College).

2. Representatives to Overseas Organizations Yamauchi Hisako (Kurume Institute of Technology) was selected to attend a conference at RELC (Singapore) in April 2002. She will present a paper entitled "Development of On-Line Software Checking the Level of Vocabulary." Nakano Hideko (Kyushu Kyoritsu Univ.) and Kanamori Tsuyoshi (Nagasaki Wesleyan Univ.) were selected to give represent the Chapter at the spring Yongnam

English Teachers' Association (YETA) in Korea in May 2002.

(Robert J. Fouser, Kagoshima Univ.)

Reports from Special
Interest Groups (SIGS)

Bilingualism

We decided to publish our previous reports on bilingual education in Japan and have been preparing for this publication. Details on the publication--- the theoretical framework of bilingualism, chapters, glossary etc.--- were discussed monthly. As we finished writing our first drafts in September, we found it necessary to revisit schools to get up-to-date information. Requests for permission were sent out in December, and revisits to schools were made through January and February. We will finish writing by mid-March, and the publication will be presented at the JACET Annual Convention.

We also had two workshops on the Oral Proficiency Test for Bilingual Children (OBC) held by Professor Kazuko Nakajima (Univ. of Toronto) in July.

Ruri Ashida (Univ. of the Sacred Heart)

Classroom-Centered English Teaching

Established in 2001, the Classroom-Centered English Teaching group is the newest of the Chapter's four SIGs. The group is devoted to building bridges among teachers of English at all levels and will focus on studying classroom activities, teaching plans, and teaching materials from a practical point of view. On October 14, 2001 the day after the Chapter conference, the group held its first meeting at Nagasaki Junshin Women's High School. The meeting included presentations on "The Role of English Phonetics Instruction in Developing Communicative Competence." JACET President Tanabe Yoji (Waseda Univ.) was invited to give the opening lecture under the title "Making Instruction in English Phonetic Instruction Useful in the Classroom." Takei Takayoshi (Seinan Gakuin Univ.) taught a class entitled "Approaches and Examples for Teaching Practical Communication." The meeting concluded with a forum entitled "How Should English Education Advance in the 21st Century?"

For more information, please contact Kanamori Tsuyoshi (Nagasaki Wesleyan Univ.) at hariokun@d1.dion.ne.jp.

Computers and English Education

The group continued to exchange information about recent developments in the application of computer technology to English education. The group relies mainly on e-mail to exchange information.

English Education in East Asia

During the 2001 academic year, the English Education in East Asia group continued to hold monthly or bimonthly presentations. Topics of presentations during the 2001 academic year included: Elementary and Junior High School English Classes in Pusan (Takei Takayoshi, Seinan Gakuin Univ.); New Junior High School Textbooks in Korea (Kiyonaga Katsumi, Iizuka Nisshin Junior High School); English Education in North Korea (Robert J. Fouser, Kagoshima Univ.); Taiwan's "Foreign Language Proficiency Test" (Ohtsu Atsushi, Fukuoka Univ.); English Learners' Dictionaries (Takubo Kazuyuki, Kurume Univ. Fuzoku High School); English Education in Malaysia and Indonesia (Jan Stewart, Chikushi Jogakuen Univ.); Junior high school textbooks in Hong Kong (Yamashita Toru, Fukuoka Univ. of Education). Since it began in 1999, the group has held 27 meetings. Plans for the 2002 academic year include monthly or bimonthly presentations and a research visit to an Asian country. For further information, please visit the group's Website (<http://yuldo.net/asian-eng/index-j.htm>) or contact Kinoshita Masayoshi (Fukuoka International Univ.) at kinosita@fukuoka-int-u.ac.jp.

ESP

During the 2001 academic year, the ESP group held a symposium entitled "ESP Materials Design" at the national JACET Conference in Hokkaido in September 2001. The group's first research bulletin entitled "ESP: its research and practice" was published in March 2002. The group opened a Website (<http://www.let.kumamoto-u.ac.jp/yasunami/JACET-KyushuOkinawa-ESP/>) in March 2002. For further information on the group's activities, please contact Yokoyama Shozo (Civil Aviation College) at yoko@kouku-dai.ac.jp.

Please refer to the Chapter's Website (<http://www.n-junshin.ac.jp/jacet/>) for continuous updates.

Other Reports

Report on JACET Lecture

Lecturer: Rod Ellis (University of Auckland)

Title: Task-based Teaching and Learning: A Sociocultural Perspective

Date: December 8, 2001

On December 8, 2001, JACET held a special lecture by the eminent Professor Rod Ellis of Auckland University. It was during the busy end-of-the-year season, but we had the privilege of hosting a large audience. Professor Ellis updated us on task-based teaching and learning.

The Professor started with a comparison of two commonly-held notions of task-based language learning. The dominant concept is represented by 'the computational metaphor', and features 1) interaction as a source of 'input', 2) the role of 'output' (production), and 3) a 'focus on form'. Based on the notion that language learning is administered by human beings who live in socio-cultural environments, Prof. Ellis presented an alternative approach of 'Sociocultural SLA,' drawing from Vygotsky's sociocultural theory, and emphasizing 'participation' rather than 'acquisition'. He then provided a detailed analysis of how new linguistic forms arise out of interpersonal activity.

Next, Prof. Ellis described the key constructs in Sociocultural Theory, such as mediated learning, verbal interaction and learning, private speech, the zone of proximal development, scaffolding, collaborative dialogue and instructional conversations. Ellis again emphasized the importance of learners actually performing new functions when engaged in language learning tasks. In this sense, motives, which are the central factor to consider in any activity, can be deconstructed into three levels of cognition: 1) motives (why something is done), 2) goals (what is done), and 3) operations (how it is done).

After detailing evidence of 'mediated learning' through a socio-cultural view of task-based language learning/teaching, Prof. Ellis summarized a socio-cultural view of tasks. The central ideas are:

1) Tasks cannot be externally defined. 2) The setting in which the task is performed is crucial. 3) Task designers need to establish how learners become orientated with a task. 4) The role of 'scaffolding' needs to be acknowledged.

Although there are some limitations to the socio-cultural view of tasks, such as a loose construct of ZPD and a lack of longitudinal studies, Prof. Ellis concluded that the socio-cultural view of tasks is as an efficient alternative in language learning/teaching, and it offered these implications for task-based research: 1) The importance of examining the setting in which tasks are performed, 2) The importance of establishing what the 'activity' consists of, 3) An emphasis on process as opposed to product, 4) Recognition that 'products' are dialogically constructed, 5) An examination of how individuals (as opposed to groups) perform tasks, and 6) A methodology for the qualitative analysis of how tasks are performed.

(Reported by SANO Fujiko of Surugadai University)

Learner Corpus Research - State of the Art - Yukio Tono

Learner Corpus Compilation and Its Application to SLA Research, Megumi Aoki

Dr. Yukio Tono's presentation consisted of three parts. In the first part, Dr. Tono offered a general overview of learner corpus (LC) research, explaining how learner data have been treated in the historical development of SLA studies (Contrastive Analysis, Error Analysis, and Performance Analysis, and classroom process research) as well as corpus linguistics beginning with SEU in the UK and the Brown Corpus in the US. He then pointed out several features of LC and introduced recent LC-based projects conducted both overseas and in Japan, such as the JEFLL Corpus Project, where Dr. Tono has been playing an active role. In the final section, he explained some technical devices involved in LC building such as "mark-up" and "annotations." He also introduced some instances of LC studies that can be conducted both with and without annotations. Actual samples of tagged LC data were shown to facilitate the audience's understanding.

The second speaker, Ms. Megumi Aoki, first

explained the JEFLL Corpus and introduced several instances of LC-based SLA studies related to vocabulary, morpheme, syntax, and semantics acquisition. Focusing on syntax, she presented the findings of the study she conducted in Lancaster entitled “A Learner Corpus-based Approach to Japanese EFL Learners’ Interlanguage Construction: Describing the Process of Noun Phrase Development.” Ms. Aoki analyzed written data produced by Japanese EFL students with different grade levels. She measured both the length of the noun phrase and types of this syntactic construction that appeared in the LC she tagged. One of her findings is that there is a considerable jump between the first-year and second-year senior high students in terms of the length of the noun phrases. A significant increase was also observed in the use of the construction that consists of a head noun and a post-positioned modifier as the students become more mature writers.

In the final section of the presentation, Dr. Tono suggested several directions for possible future studies in which LC can be utilized to promote the development of the SLA research field.

The meeting attracted a large audience. Dr. Tono gave the audience a general view of LC, and Ms. Aoki presented a concrete example of LC-based studies. Consequently, the meeting met the needs of both the teachers/researchers who are already familiar with LC research and those who are new to this area. (Taeko Kamimura, Senshu Univ.)

An Appeal to the Education Ministry

An appeal was made by Prof. Koike, Special Adviser to the JACET, to the Ministry of Education and Science in compliance with the request of the Ministry. Due to space limitations, it is only possible to cite the items covered in the appeal:

Gist

Premises of our proposal

1. Why do we propose to reform a foreign language education policy in Japan?
 - a. A request made to the Education and Science Minister—the role of politicians
 - b. Foreign language education in crisis in Japan

2. Comparison with other countries and other problems

a. The foreign language education system in Japan for the last fifty years is the primary cause of a weak foreign language education system, in contrast to the foreign language education policies adopted in many other countries.

Why has foreign language education in Japan lagged behind?

a. Parents tend to teach younger children foreign languages abroad.

b. It is appropriate to teach a second foreign language.

c. Class has been downsized in many countries, whereas Japan has had very large classes when teaching children a foreign language.

Why is the TOEFL score for Japanese so low?

What foreign language education policies have been adopted at the Ministry of Education in Japan?

a. Problems with foreign language education among Japanese teachers of English

b. Reforming foreign language education will not be an easy task.

c. Politicians need to assume strong leadership.

What has the Japan Association of College English Teachers (JACET) done to reform English Education?

Notices and Announcements

Improving Learning Strategies for Literacy:
Research and Practice

An International Research Conference
on First and Second Language (L1 and L2) Literacy
Strategies

November 1 - 3, 2002

The Inn and Conference Center

University of Maryland University College

College Park, Maryland

Improving Learning Strategies for Literacy:
Research and Practice

For more information, please contact Kara Figueredo,
Conference Coordinator, at kf104@uemail.umd.edu

A panel discussion on Extensive Reading will be held on June 2nd this year. The panelists are Beniko Mason of International Buddhist University and Sakai Kunihide of Denki-Tsushin University. They will talk about some extraordinary

results that are being observed in their classrooms where students and adults, after only a few months of Extensive Reading mainly in graded readers, have started to enjoy full-blown paperbacks, including Harry Potter books, The Lord of the Rings trilogy, and Sidney Sheldon tomes. Discussion will be conducted mainly in Japanese. Anyone is welcome if they are not happy with conventional teaching and/or simply looking for a refreshing idea for their classroom. Please note the details below.

Date: Saturday, June 2nd, 2002

Time: 2 P.M. to 5 P.M.

Place: S.E.G. main building in Shinjuku, Tokyo

For maps, registration and other details, please send an e-mail to: sss@seg.co.jp.

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