distribution in classroom interaction has still to be established.

What we need is a clear theory-led research agenda. An important item on that agenda should be the learner’s strategic behaviour in reaction to teacher use of English-only techniques as opposed to codeswitching and this type of research has been embarked on at my university in the area of vocabulary acquisition where the focus has been on the cognitive strategies that might contribute to the building of the bilingual lexicon.

This talk will set out what I believe the agenda should be, identifying empirical questions worth pursuing, as well as the methodology to answer them. I will also draw some implications for teacher education.

J003 Sept. 1/16:30-17:50/Chapel
Understanding Performance on Second Language Speaking Tasks

P. Skehan (U. of Auckland)

A foundation for understanding how task based instruction can be effective is to understand the nature of performance on second language speaking tasks. The presentation will survey research into task performance in order to offer a model of second language speaking. The model is based on Levelt’s model of first language speaking, but adapts it to take account of the different underlying knowledge of second language speakers. It explores the influences on performance that are positive and negative. The former push for a greater concern for form in second language performance, whether this is to use more advanced language or to avoid error. The latter are likely to detract from either of these goals, and perhaps over-emphasise communication and fluency at the expense of form. These claims are based on a series of research studies and so have empirical grounding. There will also be a discussion of the implications this work has for pedagogy, and how teachers can make decisions to promote a focus on form within a communicative classroom. I will also consider assessment implications, particularly the choice of tasks for assessment, since task research makes abundantly clear that all tasks are not created equal.

J004 Sept. 2/13:30-14:50/Bld2 R201
50 Years of JACET: Past, Present and Future
· Five Categories of Activities and the Upcoming Mission ·

I. Koike (Keio U.)

Since its founding half a century ago, JACET activities may be categorized historically into five movements.

The first is JACET’s influence in practical-research and education movements. JACET has fulfilled its mission of cultivating university English teaching policies and methods in Japan. It has developed from one group of 120 members to six area-based groups with 2,700 members currently, and is now a recognized as a corporate body. The summer seminar participants have formed a basis for cooperation and contributions through which JACET has established a zeitgeist of improving university English education.

The second is JACET’s influence in the dramatic developments in university English
teaching. Researchers of teaching methods and the related fields of applied linguistics account for 30% to more than 50% of the English teaching positions in universities.

The third is the internationalizing academic exchanges. The affiliation of JACET with AILIA has given JACET an international outlook which has stimulated the attendance and publications in international conferences, and furthermore extended the mutual exchanges with other international and national TEFL organizations.

The fourth is JACET's contributions to English and foreign-language education policy. JACET leadership continues to promote ideas and plans to improve the national and local governmental policies of foreign language education.

The fifth is JACET's current efforts to make transparent the quality and quantity distinctions of our university English teaching systems in the liberalization of university curriculum.

The current and future backdrops for our activities are our move from being modernized into being globalized with all the international competitive struggles that implies. JACET must step up to the challenge of carrying out the mission relevant to this globalized environment, and some proposals will be examined in this address.

J005
Aug. 31/15:10-16:50/Chapel

Future Prospects in Language Education in East Asia:
Common Asian Framework of References for Languages in Learning, Teaching and Assessment (CAFR)

A. Higuchi (Kagoshima U.)
L. J. Zhang (Nanyang Technological U.)
Y. Zhou (Beijing Foreign Studies U.)
C. K. Min (Korea National U. of Education)
I. Koike (Keio U.)

This symposium deals with future prospects in language education in East Asia, focusing on the CAFR (Common Asian Framework of References for Languages). The symposium's main issues are: whether the CAFR is necessary; what its functions in language education are; and what needs to be considered when developing the CAFR for different cultural contexts in East Asia.

In 2001, the CEFR (Common European Framework of References for Languages) was announced by the EU. The policy spotlighted can-do assessment as well as plurilingualism where people are encouraged to learn two other EU languages on top of their native tongue. Influenced by the CEFR, the idea for the CAFR emerged. Interests were mainly placed on achievement targets (can-do statements) in English language education not only in Japan but also in East Asia.

In this symposium, due to the limited presentation time, we may have to focus solely on the CAFR in East Asia and whether it is necessary or not. If time allows, we would also like to discuss the functions of the CAFR, and the ultimate goals of language education in East Asia. This is because the CAFR could also play an important role for mutual understanding between people in East Asia leading to a more peaceful community within the different cultural and historical