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The Language Teacher

features

- 5 Monbusho Approved Textbooks in Japanese High School EFL Classes: An Aid or a Hindrance to Educational Policy Innovations? – *Greta J. Gorsuch*
- 17 Looking Back: Student Attitudinal Change over an Academic Year – *Robert W. Long III & George Russell*
- 29 Curriculum for Developing Cross-Cultural Competency – *Robert W. Long*
- 35 The Role of Theory in ESL/EFL – *Dale T. Griffie and Greta J. Gorsuch*

opinions & perspectives

- 39 For Human Dignity & Aligning Values with Activity – *Tim Murphey*

a SIG in your life

- 41 The Teaching Children SIG – *Michelle Nagashima*

my share

- 42 Reader's Theater – *Diane L. Massey*
- 44 Making Customized Board Games in the Conversation Class – *Michael Furmanovsky and Penny Sugihara*

departments

- 46 Book Reviews
- 49 JALT News
- 50 JALT99
- 51 Bulletin Board
- 53 Special Interest Group News
- 53 SIG contacts
- 54 Chapter Reports
- 57 Chapter Meetings
- 57 Chapter Contacts
- 59 Conference Calendar
- 63 Job Information Center/Positions
- 45 Advertiser Index

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10
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日本語論文です。400字語原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・真は、本文の中には入れず、紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を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 Bill Lee.

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。

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「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.

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Departments

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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 presenta-

tion 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.

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Monbusho Approved Textbooks in Japanese High School EFL Classes: An Aid or a Hindrance to Educational Policy Innovations?

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Over the decades, textbooks have been as familiar in classrooms as desks, chairs, and blackboards. One can hardly imagine a formal educational setting in which textbooks do not somehow figure. Textbooks, for many reasons, continue to be an enduring and cost effective resource for teachers in many educational contexts (Guthrie, 1990; Tanner, 1988), including formal educational settings in Japan (National Institute for Educational Research, 1988, 1994).

Given recent changes in foreign language educational policy for Japanese high schools, it seems reasonable to focus on how current Monbusho approved ELT textbooks relate to the new educational policies as expressed in *The course of study for senior high school: Foreign languages (English)* (Ministry of Education, Science, and Culture, 1992).

The new Course of Study, implemented in 1994 (LoCastro, 1996), calls for teachers to develop communicative abilities in high school students, something teachers arguably have not been called upon to do until now. Textbooks, because they are such an accepted and necessary fixture of classroom life, can be either a great aid or a great hindrance to teachers in developing students' communicative abilities. The main purpose of this study, then, is to investigate Monbusho approved textbooks for high school English I and II classes (the "mainstream" classes taken by most students) in terms of whether they potentially aid or hinder teachers "to develop students' basic ability to comprehend a speaker's or a writer's intentions to express their thoughts, and to foster a positive attitude towards communicating in English" (English I Objective, Course of Study, 1992, p. 1).

Textbooks as an Influence on Teachers' Instruction

The effects of textbooks on teachers' instruction is a highly complex topic, which has been greatly studied in the contexts of education in developing countries, and of elementary and secondary education math and social science classes. In all three contexts, textbooks have been seen as a perennial, cost effective resource

for teachers (Guthrie, 1990; Tanner, 1988) and necessary to successful implementation of educational innovations (MacDonald & Rogan, 1990).

Textbooks have a down side as well, being characterized as keeping "traditional" teaching practices in place by focusing on external tests (Kanu, 1996; Kawakami, 1993). Doyle (1992), in noting that many textbooks present information to students in a confusing manner, speculated that "text writing is governed by the demands of seatwork exercises and tests" (p. 494); thus, textbooks are written to help teachers keep order in class, and to prepare students for tests. In addition, textbooks can become the "de facto curriculum," moving important curriculum decisions outside the boundaries of local schools and beyond the reach of teachers (Kosmoski, 1985, p. 32; Venezky, 1992). Equating the textbook with the school curriculum was noted in a historical survey of the American school curricula by Snyder, Bolin, and Zumwalt (1992). Finally, textbooks are seen as promoting "mechanical skills" over "controversy" (Kosmoski, 1985; Tanner, 1988).

Commentaries in the literature range from those who believe that teachers' instruction is determined by textbooks (Kanu, 1996; Kawakami, 1993; Kosmoski, 1985; Resnick & Resnick, 1985; Rohlen, 1983; Schmidt, Porter, Floden, Freeman, & Schwillie, 1987) to those who claim a much looser relationship between textbooks and instruction. The reasons suggested for considering a looser relationship between textbooks and instruction are individual teacher variations caused by teachers' own beliefs about what students should learn (Porter, Floden, Freeman, Schmidt, & Schwillie, 1986; Richards, Tung, & Ng, 1992), the extent to which teachers accept textbooks as an authority on content (Stodolsky, 1989), the extent to which teachers understand and agree with the motivations behind the selection of the textbook by the school (Porter et al, 1986), and the sheer complexity of teacher decision making (Freeman & Porter, 1989). In addition, textbooks vary greatly by discipline in the extent to which they prescribe methods of instruction (Stodolsky, 1989).

本論では、高校検定教科書「英語I」と「英語II」が学習指導要領の目標（1992年）の「話し手や書き手の意向などを理解し、自分の考えなどを英語で表現する基礎的な能力を養うとともに、積極的なコミュニケーションを図ろうとする態度を育てる」を促進するものであるかどうかを検証する。文レベル以上の視点で生徒が英語を考えたり、情報交換したり、原稿のない言葉を使ったりすることを明白に求めている検定教科書は1997年度の主要な6種類のうち1冊もない。生徒のコミュニケーション能力の発達を助ける教科書を使って体系的な研修を教師が受けなければ、英語の教え方を変えることはできないであろう。

Opinion is greatly divided, then, as to the extent to which textbooks influence instruction. It seems clear, however, that a direct relationship between textbooks and instruction cannot be assumed. This is presumably so even in educational systems in which a nationally mandated curriculum is thought to be matched by nationally mandated textbooks, as in Japan.

ELT Textbooks in Japanese High Schools

In the Japanese system, Monbusho creates a list of "approved" textbooks for all courses taught in secondary schools (Horio, 1988). English courses included (Garant, 1994; male Japanese Monbusho high school English textbook screener, personal communication, September 26, 1997; Wada, 1994). There are 49 approved textbooks each for English I and II courses (*Eigo ichi saitatsu satsusu to ichiran*, 1997; *Eigo ni saitatsu satsusu to ichiran*, 1997). Monbusho not only screens textbooks but takes a proactive role in shaping the content of school textbooks (Horio, 1988; male Japanese Monbusho high school English textbook screener, personal communication, September 26, 1997).

How textbooks are chosen for classroom use varies. In some cases, a school district within a prefecture makes a contract with a textbook publisher and teachers must use books offered by that publisher (female Japanese prefectural board of education English supervisor, personal communication, October 18, 1995). In other cases, teachers must use what their school colleagues collectively select (Gorsuch, 1998), or are free to choose any text they like from Monbusho's approved list independent of their colleagues (male Japanese vocational high school English teacher, personal communication, June 18, 1997).

According to a report from the National Institute for Educational Research (1994), all "secondary schools in Japan are required to use textbooks in the classroom teaching of each subject" (p. 52). Further, "all textbooks used in school must be authorized by Monbusho" (p. 52). A 1988 report from the National Institute for Educational Research on secondary education in Japan states: "textbooks are the main tool of instruction in various subjects" (1988, p. 174). In fact, some English textbooks approved for use in secondary schools are accompanied by an actual syllabus that the authors have prepared and have had approved by Monbusho (Garant, 1994). Schools using such textbooks may simply adopt these "attached" syllabi for use.

According to local sources, Japanese high school English teachers follow their textbooks very closely (Kawakami, 1993; female Japanese prefectural in-service teacher education coordinator, personal communication, March 4, 1998) and tend not to create their own materials. Other local commentary on high school English textbooks, which may comment on the influence textbooks have on instruction, characterizes textbooks as not following the new Monbusho Course of Study and as being far too difficult for students (Sano,

1993). Yodonawa (1987) noted that while the Monbusho Course of Study describes English I and II as a "four skills course," English I and II textbooks do not cover listening and speaking skills nearly as much as reading and writing. This view was confirmed by a Monbusho high school English textbook screening official in a confidential interview conducted recently. This observation will also be borne out by the analysis below of six current English I and II textbooks. This may mean that teachers do not emphasize listening and speaking in their English I and II classes, against the injunctions of the Course of Study (Ministry of Education, Science, and Culture, 1992, p. 6).

What is CLT?

It may seem ridiculous to some readers that a definition of CLT (communicative language teaching) is needed. However, as LoCastro (1996, pp. 44-45) explains, language learning terminology originating in the "Anglo-American context" may not have the same meaning when used in Japan. Indeed, opines LoCastro, "'communication' itself might not be a universally shared concept." Thus, the concerns and focuses of CLT will be defined here, and some examples of CLT activities will be presented.

CLT arose out of a growing awareness in the late 1960s of language as not only having form, but as having important social function, such as maintaining social position, introducing topics, and opening and closing conversations (Hatch, 1992). British foreign language education specialists were quick to recognize the implications for foreign language learning (Richards & Rodgers, 1986). Rather than just master a collection of discrete sentences and grammatical rules in a foreign language, it was felt that students should learn to use language appropriately, in realistic social contexts. The notion of having students "use" the foreign language "in realistic social contexts" implied that the learners needed to exchange information with other users of the language according to learners' own purposes. This was the most significant of CLT's instructional goals, and reflected an understanding that users of a language will change their use of communicative devices according to their own purposes (Hatch, 1992). As restated by Terrell, Egasse, and Voge (1982, p. 174), "The main function of the instructor is to create a situation in which the students will want to communicate."

Another implication of CLT's focus on having learners use language in realistic social situations was an emphasis on larger-than-sentence-level-chunks of language. Using language to maintain one's social position, or open or close conversations, was found through discourse analysis and conversation analysis to take place over stretches of conversation and longer pieces of written text. That is to say, the study of isolated sentences was not sufficient to understand how users of a language opened or closed conversations, changed topics, etc. Through descriptions and analyses of actual language used in real life verbal and written

communication, it was found that language users use many devices, such as deixis (use of pronouns to refer to something previously said or written) to realize their social, communicative purposes (Hatch, 1992). Thus, another instructional goal of CLT is to focus learners' attention on how meaning is expressed over stretches of language in use, not on the linguistic forms of discrete sentences.

In the following section, a series of typical CLT activities will be introduced. A typical CLT reading activity would be the following:

The teacher gives students an English passage in which the paragraphs have been scrambled. The teacher then asks the students to put the paragraphs into an order that makes sense. In this activity students are being asked to focus on the overall discourse of the whole passage, and communicative devices used by the writer of an extended written text.

A typical CLT writing/reading activity would be:

The teacher pairs off students so that each student has a partner. The teacher asks students to write a letter in English to their partner on a given topic such as "my summer vacation." The partner reads the letter and writes one back.

In this activity, the teacher asks students to use English in a specific social context, that of a narrative letter to an acquaintance. Having the partner read the letter and write one back highlights the sense of a genuine exchange of information carried out in student-created language.

A typical CLT activity combining the skills of speaking/listening would be:

The teacher asks students in pairs or groups to do a role play in English without giving the students a dialog to memorize beforehand.

Again, students are asked to use English on their own in some social context the students or teachers can set up. In such a situation, communication can break down, and students use whatever communicative devices they know for getting communication going again, an important social and communicative function. The students or teacher can change the context of the role play at will, specifying, for example, that one speaker is a company president, and the other a new secretary. Students can then focus on what language for this particular social context would be appropriate. Note that students have not been asked to simply recite a memorized dialog, but instead engage in unscripted, extemporaneous speech. Thus, students can use whatever language they feel is appropriate to their purpose.

Thus, for the purpose of this study, CLT activities will be described as activities that call upon students to (a) exchange verbal or written information with other users of English in realistic or semi-realistic social situations; (b) use language according to the learners' own

purposes, i.e., use unscripted language; and (c) focus on meaning in larger than sentence level texts.

Method

Materials

Six textbooks were chosen for analysis, because they were the best selling Monbusho approved textbooks for English I and II courses in 1997: *Vista English series I* (Watanabe, Matsubara, Ikeda, Kaneko, & Fukuda, 1997) (with 126,000 copies sold, or 7.3% of the total market share); *Vista English series II step one, step two* (Watanabe, Matsubara, Ikeda, Kaneko, & Fukuda, 1994) (with 117,200 copies sold, or 8.8% of the market share); *Unicorn English course I* (Suenaga, Yamada, Fukai, Nakamura, Ishizuka, Ichinose, Hestrland, Ogino, & Yoshida, 1997) (with 115,400 copies sold, or 5.9% of the market share); *Unicorn English course II* (Suenaga, Yamada, Fukai, Nakamura, Ishizuka, Ogino, Yoshida, Kuramochi, & Watanabe, 1994) (with 95,600 copies sold, or 8% of the market share); *Milestone English course I* (Shimada, Sotoike, Seta, Ieki, Kaneda, Kimura, Asano, & Tokushima, 1997) (with 87,600 copies sold, or 5.9% of the market share); and *Milestone English course II* (Kaneda, Shimada, Sotoike, Mizumitsu, Wada, & Asano, 1995) (with 94,700 copies sold, or 6.1% of the market share) (*Eigo ichi saitaku satsusu to ichiran*, 1997; *Eigo ni saitaku satsusu to ichiran*, 1997). One full chapter from each book was chosen at random for analysis.

Analysis

All activities in each randomly selected unit were analyzed according to whether or not the activity called upon students to (a) exchange verbal or written information with other users of English in realistic or semi-realistic social situations; (b) use language according to the learners' own purposes, i.e., use unscripted language; and (c) focus on meaning in larger than sentence level texts. In addition, questions posed in Larsen-Freeman's (1986, pp. 2-3) framework for describing approaches to language instruction were applied to the activities: (a) How is language viewed? (What attitudes towards English are apparent? Is "literary" English viewed over everyday English? Is it viewed as a collection of grammatical rules or are other competencies valued?); and (b) What language skills (listening, speaking, reading, writing) are emphasized?

Results

As can be seen in Tables 1 and 2, none of the textbook activities explicitly call for students to exchange information, to use unscripted language, or to consider English from a larger-than-sentence-level point of view. A very few activities have the potential for teachers to draw students' attention to discourse level cohesive devices, and have been thus marked in the Tables. One activity in *Unicorn English course I* (Suenaga et al, 1994) (Table 1) also has the potential to have students exchange information or express themselves

using unscripted language, depending on how the teacher designs the task.

As can be seen in the "Language Skill Focus" columns in Tables 1 and 2, students spend the bulk of their time reading English, if teachers follow the textbook to the letter. Generally, any speaking or writing done by students is highly scripted, and students are not called upon to express their own ideas according to their own purposes. In all of the textbooks surveyed, it is apparent that language is viewed as a system of grammatical forms, vocabulary items, and phonetic sounds, best studied through perusal of discrete words and sentences.

Discussion

If teachers use only the textbooks described in Tables 1 and 2 above, it is difficult to see how they can develop students' communicative abilities, or promote students' positive attitudes towards communicating in English. In short, the textbooks are a hindrance to teachers who want to teach students how to communicate in English. If a teacher were very determined and very knowledgeable about creating communicative tasks, then he or she might be able to adapt some of the activities in the books. Some of the literature discussed above concerning the relationship between teachers' beliefs and textbook use suggest that teachers in general do this (select, adapt, and revise textbook activities) anyway. But the fact is, if teachers want to teach students to use English communicatively, none of the textbooks reviewed in this article would provide aid in doing so.

Why do the English I and II textbooks look the way they do? One explanation is that they're actually designed to help high school students pass university entrance exams. The textbooks described here bear a remarkable resemblance to the content and tasks appearing in university entrance exams described by Gorsuch (1999) and Law (1994). Indeed, it is easy to see how many textbook activities can be converted to the multiple choice question format favored in many exams. The textbooks presented here are perhaps a bit heavier on listening than entrance exams, but overall the textbooks and the exams are very similar.

According to one high school textbook screener at Monbusho, the publishers want to sell books, and the best way to do this is to aim them towards entrance exams, regardless of the communicative ethos of the Course of Study (Ministry of Education, Science, and Culture, 1992). The Course of Study is ignored in other ways, too—despite entreaties by Monbusho English textbook screening officials to publishers to treat all four skills (reading, writing, listening, speaking) equally (i.e., follow the Monbusho guidelines), editors at publishing companies maintain that their main job is to sell books, and that teachers will not buy books that do not help students prepare for the exams (i.e., focus on intensive reading skills). And, claim the editors, teachers can always introduce their own activities and do

not have to use the book all the time. Thus, market forces and bureaucratic inertia combine to keep textbooks in their current state.

This throws the position of the *Course of study* (1992) into a new light. It suggests that rather than being the cornerstone of a bold new educational policy, the *Course of study* may be nothing more than a document designed to placate the public and other concerned political interests, a tendency of curriculum statements used in many educational settings (Doyle, 1992; Elmore & Sykes, 1992; Ginsburg, Cooper, Raghu, & Zegarra, 1990). The above discussion also suggests that university entrance exams are the true driving force of EFL education in Japanese high schools.

What about teachers? Is their instruction influenced by English I and II textbooks in their classrooms? They said "yes," in a recent survey of 876 Japanese high school teachers in nine randomly selected prefectures (Gorsuch, 1999). On a scale from "1" (not at all influential) to "5" (very influential), teachers gave textbooks an average rating of 3.6957. This moderate agreement held for all age groups (inexperienced versus veteran), school type groups (public versus private, and academic versus vocational), and groupings by level of involvement with an ALT (teaching English I and II with an ALT versus not teaching with an ALT). This suggests that English is not really being taught communicatively in English I and II classrooms, as "communicatively" was defined for the purposes of this study.

Clearly, classroom-based descriptions of teacher use of English textbooks in a variety of school types are needed, complemented by in-depth interviews with a variety of teachers. Teachers need to be questioned about their beliefs on what constitutes "communication." (See LoCastro, 1996 for a discussion on the influence of culture on conceptions of "communication.") From such data, we may learn that high school teachers in fact do see typical textbook activities as supporting their own notions of developing students' communicative abilities. Or, we may learn that teachers feel they want to teach students to communicate, but also feel they are not sufficiently supported by the class textbook in order to do so effectively. Objective, data-driven research of the kind mentioned above needs to be brought to bear on the writing and publication of future textbooks, not just an imprecise, one-sided view of what the market demands.

Conclusion

Unless teachers are given systemic support, they will not be able to change the way they are teaching English, as the *Course of study* (1992) purportedly asks them to do. "Systemic support" would include textbooks which support the development of students' communicative abilities. As a common, cost effective fixture in most classrooms, textbooks have potential power to aid teachers in implementing educational policies. Monbusho, and the public which should be holding Monbusho

accountable for its actions and policies, needs to consider what their role, and the role of research in textbook development is, and what it should be.

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Table 1
Descriptive Analysis of Selected English I Textbooks

Vista English Series I (Watanabe et al., 1998), Lesson 3, "The Ozone Hole," pp. 14-17

Selection of lesson	Brief Description
Reading selection	87 word essay: "The Ozone Hole" with Japanese-language abstract.
Quiz	Ss insert two correct words into two English sentences.
Say It! A,B	Ss read English sentences aloud.
Study It!	Japanese grammar explanations and example English sentences. Ss read a sentence pattern aloud and insert different words.
Drill	Ss read sentence pattern aloud, inserting different words.
Practice! 1, 2, 3	Ss place modals in correct positions in sentences, transform sentences according to a model.

Unicorn English Course I (Suenaga et al., 1997), Lesson 9, "Jeanette Rankin," pp. 93-103

Selection of lesson	Brief Description
Before you Read	Ss read a four line English dialog.
Reading Selection	770 word essay: "Jeanette Rankin."
After You Read A, B	Ss hear four paragraph summaries and choose the summarized paragraph, Ss complete a cloze passage.
For Study A,B,C	Ss read a Japanese grammar explanation and four example sentences.
For Practice A, B, C, D	Ss read English sentences and complete three sentences with a specified number of words to match the meaning of the model sentences; Ss reorder English sentences as suggested by Japanese translations, Ss insert correct words into English sentences, Ss complete English sentences as suggested by Japanese translations.
For Practice E	Ss listen to tape selection and take notes, answer Japanese questions in English without using example sentences.
Sound Practice A, B, C, D	SS read single words, sentences, and short dialogs aloud.
Sound Practice E	Ss read five words, plus phonetic and katakana renderings, and compare pronunciation.

Milestone English Course I (Shimada et al., 1997), Lesson 6, "Earthquake Prediction," pp. 61-71

Selection of lesson	Brief Description
Introduction	Ss read a six line dialog introducing the reading selection topic.
Reading Selection	570 word essay: "Earthquake Prediction."
Comprehension A, B	Ss complete a cloze passage nearly the same as the preceding essay, answer four English t/f questions.
Sound Practice A, B, C	Ss read single words and sentences aloud.
Grammar 1, 2, 3	Ss read model sentences.
Vocabulary Building	Ss change nouns into adjectives by adding -ful.
Exercises A, B, C	Ss complete or restate English sentences to match models, compose sentences from a selection of words, translate Japanese sentences into English.

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written expository language is valued. Language is seen as a system of grammatical forms, and a collection of vocabulary forms and discrete phonetic sounds and intonation patterns.
no	no	no	Reading, writing	
no	no	no	Reading, speaking	
no	no	no	Reading	
no	no	no	Reading	
no	no	no	Reading, writing	

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, expository, "literary" language is valued. Verbal language is represented as a rather contrived dialog, although at one point students are asked to answer Japanese questions in English without using language forms provided in the unit. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete phonetic sounds, word stress patterns and intonation patterns.
no	no	Potentially yes	Reading	
no	no	yes	Listening, reading	
no	no	no	Reading	
no	no	no	Reading, writing	
no	no	Potentially yes	Listening, speaking	
no	no	no	Reading, speaking	
no	no	no	Reading	

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, expository language is valued. Verbal language is represented in a very contrived dialog. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete phonetic sounds and rhythm patterns.
no	no	Potentially yes	Reading	
no	no	no	Reading, writing	
no	no	no	Reading, speaking	
no	no	no	Reading	
no	no	no	Reading, writing	
no	no	no	Reading, writing	

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, expository language is valued. Verbal language is represented very contrived, two line dialogs. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete phonetic sounds and intonation patterns.
no	no	Potentially yes	Reading, writing (in Japanese)	
no	no	no	Listening, speaking	
no	no	no	Reading, writing	
no	no	no	Reading, writing	
no	no	no	Reading, writing	

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, "literary" language is valued. Verbal language is represented as a contrived dialog. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete phonetic sounds, and word stress patterns.
no	no	Potentially yes	Reading	
Potentially yes	Potentially yes	no	Listening, reading	
no	no	no	Reading	
no	no	no	Reading, speaking	
no	no	no	Reading, writing	
no	no	no	Reading, writing	
no	no	no	Writing	

Ss exchange information?	Unscripted language?	Large language chunks?	Language Skill Focus	How is language viewed?
no	no	Potentially yes	Reading	Written, expository language is valued. Verbal language is represented in a rather contrived dialog. Language is seen as a system of grammatical forms, and a collection of vocabulary items, and discrete word and sentence stress patterns.
no	no	Potentially yes	Reading	
no	no	no	Reading, writing	
no	no	no	Listening	
no	no	no	Reading	
no	no	no	Reading, writing	
no	no	no	Reading, writing	

Looking Back:

Student Attitudinal Change over an Academic Year

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When students arrive in college classes throughout Japan, many teachers are surprised the nonresponsiveness or apathy that students seem to convey about learning English. Many teachers believe this apathy is simply the result of a Japanese high school language education that overemphasizes issues such as performance, test scores, memorization of grammatical forms and structures, and skill development.

However, is this the case? One of the aims of this research was to determine how students felt about their high school experiences. It seeks to answer questions concerning the supportiveness and enthusiasm of high school teachers as well as whether students enjoyed their classes. This issue seems important to explore, for past experience often shapes present views and behavior. Furthermore, without knowing how students felt about their past language learning activities, it is difficult to know what content and teaching practices to emphasize or to avoid. No matter how a particular approach, content, or skill is favored or emphasized, if students view these matters as irrelevant to their immediate and long-term needs, there is little likelihood of success. In short, there is no clean slate when students come into higher level EFL classes.

A second issue is whether student attitudes change over an academic year. As student begin their present college English levels, they come with certain expectations. It is also logical that students will change their ideas (and motivation) as they year proceeds.

Rationale for the study

Conducting a survey at the end of the academic year provides a very limited understanding of student opinions because it does not indicate how (and why) particular attitudes might have changed over the school year. Do students begin with negative (or positive) attitudes and later on adjust their views? If so, why? Two surveys will be used to indicate how students felt about their high school experiences and their expectations for their present courses. Because teachers will be briefed concerning these responses, two other surveys

(one in June and another in February) will show how teachers are meeting student expectations, and if student responses over the academic year remain stable.

Review of Literature

Japanese student attitudes

Most attitudinal research uses one survey to investigate a particular issue or situation and often fails to indicate how teachers can use the results. Shimizu (1995), for example, focused on student attitudes about foreign EFL instructors. She surveyed 1,088 students; whereas the students indicated that classes taught by foreigners were interesting, humorous, and energetic, over half of the students indicated that English classes taught by Japanese were gloomy, boring, dead, strict, serious, and tedious. More investigation is needed as to whether students consistently feel this way, particularly at the end of the year after they have become thoroughly acquainted with the teacher, lecture style, lesson format, and classroom activities.

Two other surveys are more useful and comprehensive. In responding to the issue of student apathy, Widdows and Voller (1991) developed a survey (PANSI) so that they could better understand student attitudes and needs to then develop a more relevant curriculum. The results were interesting: Students indicated that they desired oral-aural skills, understanding English movies, music and radio, polite conversation, and pronunciation, but students felt that they did not need technical or academic writing, personal writing, or knowledge of grammar. The researchers concluded by stating: "The most important result of this survey is the dichotomy between what students want to learn and experience in university English classes, and what they are actually taught there" (p. 134).

While other in-depth studies have been conducted on Japanese student attitudes (see Koizumi and Matsuo, 1993; Namoto et al., 1992; Yamamoto, 1993), Christensen's (1989) study was particularly interesting as it was related to large class sizes. She went beyond merely eliciting student views on teacher and

本論では、1997年度に日本の大学一年生を対象に行った調査により学生の意識変化を分析した。まず、高校時代の自分の言語学習に対する認識調査とこれから受講する大学の授業に対する期待度調査をした。次に、6月と2月に学生の受講授業に対する意識調査をし、その変化を比較した。学生は教師との関係、教師の特徴、教師の力量、教材提示方法などについて積極的に支持したが、英語をうまく話せるようになったかという問いには自信がないと答えた。この研究で、教師の教授方法や教室環境の向上のためのガイドを提示している。

instructional aspects by investigating how student perceptions of English language learning had changed between high school and college. Christensen had several other research questions concerning the differences between the two learning environments, the kind of material studied in each, and what students really wanted to study. Class size was found not to be an issue with students; instead, students seemed to be more concerned with what transpires in the class. While Christensen did break new ground by examining student perceptions regarding high school and college language environments, there is no mention of how the survey was developed or where it came from, as well as a lack of additional statistical data. The present study takes Christensen's work a step further by incorporating more variables and investigating whether student attitudes change over an academic year.

Working definition of attitudes

Attitudes came to be perceived as evaluative tendencies, either as an acquired behavioral disposition (Campbell, 1963) or as a learned predisposition that allows one to respond in a favorable or unfavorable manner (Fishbein & Ajzen, 1975). Eagly and Chaiken (1989) take this one step further stating that "attitude is more appropriately regarded as an outcome of this categorization process (or processes)" (p. 6-7). The categorization process can be so influenced by the social environment that attitudes can be seen as items of social knowledge that are constantly formed, consolidated, and adapted. As such, attitudes can be better understood meditated reactions that have been strongly influenced by the social context. Thus, attitudes are a means of adjusting to and changing one's social environment. Evidence of apathy, for example, is viewed as a response and as a tool for influencing change. One issue for this study was to see how stable attitudes were over an academic year.

Research Questions

This study is an attempt to explore changes in student attitudes over an academic year, and has the following two aims:

1. How do students view their past and present language learning experiences?
2. Are there any significant differences on any of the variables among the four surveys?

Method

Subjects

The surveyed subjects were all first-year students at a national technical university located in Kyushu. Almost all were Japanese nationals between the ages of 18 and 20, and nearly 90% were male. All were engineering majors enrolled in a compulsory English course taught by native speakers of English. A total of 601 students participated in the first survey, and in the

second, 556 students participated. For the third survey, two teachers could not participate, and so only 425 students participated. Eight part-time teachers—six Americans, one Scot, and one New Zealander—were interviewed. All were male, ranging in age from 29 to 50.

The Instrument

The items in the present survey were primarily based on a previous survey (ISALC) used the previous year to measure student attitudes (Long, 1997). Nineteen items were eliminated after an item analysis of the ISALC because these items were redundant, not systematically addressed or taught by teachers due to logistics, too abstract for students to assess immediately, or too ethnocentric. Eight new items were added regarding issues in evaluation, and how the students viewed their own morale, confidence, and ability. For reasons of length, the survey is not included in this paper; readers can infer survey items from the Tables (see the Results section).

After the English version was finished, a Japanese version was made by a certified translator which was then checked by two bilingual professors. A Cronbach-Alpha reliability test for the first survey, concerning perceptions of their high-school English education and expectations concerning their present English class, resulted in a reliability coefficient of 0.94. The third and fourth survey concerned only student attitudes, and did not employ paired items. The reliability coefficient was 0.88 for the second survey, (527 students) and 0.90 for the third (404 students). Items also asked students whether they had native or Japanese teachers in their high school.

Procedure

The first two surveys were carried out by the eleven foreign English language teachers (eight part-time and three full-time) on April 23, 1997, during the second week of classes, to allow for any student registration changes to take place and for teachers to give their first lesson. The third survey was given on July 9, 1997, just before summer recess. The fourth survey was given in early February, 1998, just before final exams. In all situations, the instructors explained to their classes the purpose of the surveys. Student responses were recorded on special data cards. Students did not write their names but did write their student numbers on the cards. Although this procedure did infringe upon the anonymity, it was a necessary measure to meet the statistical requirements for correlations. Teachers reassured students that the surveys were for research purposes and course improvement only, and that student numbers and names would not be matched for identification purposes. Interviews were conducted with teachers after the midterm surveys so that they were aware of student responses and concerns.

Data Analysis

Means, percentages, standard deviations were examined. During data analysis, the 1-5 scale employed in the survey was changed to a 0-4 scale, and our tables reflect this change. Data regarding expectations and attitudes were correlated, t-tests were conducted to discern if any significant differences existed among the surveys.

Results

Initial survey

Students were largely positive about the supportiveness and fairness of their high school teachers; 74% felt their teachers were also enthusiastic; and 70% similarly felt their teachers could teach grammar effectively. However, over 50% felt negative about their teachers' ability to teach oral English effectively, or to make learning interesting; furthermore, students felt that teachers were not innovative, or interested in their progress. On items concerning the enjoyment of English class and student confidence, negative responses were double that of positive ones. See table 1.

In regard to student expectations (see table 2), students did expect to learn a lot from the current class. They overwhelmingly felt that the teacher would knowledgeable (a combined 97% agreeing), and would be enthusiastic. Likewise they believed that the teacher would be able to teach oral English effectively, make learning interesting, and have an interesting lecture style, and that students would be more confident in speaking English. They also felt strongly (88%) that the length of conversational practice would be sufficient. It seems clear that students had very positive expectations regarding their own experience, teacher characteristics, and teacher abilities at the university level.

There are high loadings on "no opinion" as for "will be able to give clear directions," "will be interested in progress," "will treat students well," "will encourage participation," and "will be able to teach grammar." Similarly, many students were not sure of what to expect regarding course content, evaluation, and course conditions, perhaps indicating a wait and see position. The one exception among these 12 items is the high expectation that conversational practice will be long enough. Students had the lowest expectation about past material being reviewed enough.

Midterm Survey

Regarding student attitudes during the middle of the school year (see table 3), 80% or more of the students responded positively to the following items: teacher enthusiasm, enjoyable classroom atmosphere, clear pronunciation and treatment of students. Over 70% said the teacher was knowledgeable and fair, conversational practice was long enough, the teacher was helpful and supportive, encouraged participation, and spoke at an understandable rate, and they enjoyed the class. Many felt the pace of the class was suitable, the

teacher had an interesting lecture style, and class time was used well. Over half felt that the teacher did teach oral English well and made learning interesting; 60% felt they were learning a lot. Negative responses concerned student confidence and believing that they could speak English better.

The usefulness of the textbook was viewed more positively than negatively, but more than 40% of the students chose the "I don't know" option. Many students had no opinion about how grammar was taught (43%). Only about 20% of the students were positive about past material being reviewed enough, and many students (36%) did not feel positive about the helpfulness of testing in the class, or the helpfulness of follow-up suggestions regarding errors (33%).

Final survey

In regard to student morale, a majority of students felt that the class was enjoyable and that they learned a lot; however, a sizeable number (33% and 24%) felt that they had no confidence or that they were better speakers. Students also felt that past material was not reviewed sufficiently, or that testing was helpful. Students did respond positively to most items in teacher-student relations, teacher characteristics, and teacher abilities, presentation of material, but regarding course content, evaluation, and course conditions, responses were more mixed.

Discussion

It seems clear, in answering the first research question concerning student attitudes about their language learning experience, that students are aware and do hold sharp opinions about specific educational aspects, particularly their own morale, teacher abilities, characteristics and relations with the students. Whereas students are positive about their relationships with teachers, and teachers' abilities and characteristics, they tend to be more ambivalent concerning items related to presentation, content, evaluation, and course conditions.

As for the second question regarding differences in student responses among the three surveys, there were no strong correlations between responses in the middle and end of the academic year. However, viewing the student population as a whole, the level of enjoyment of the class reported was about the same as the level expected (although with a correlation of .34), and the percentage of students reporting that they were learning enough similar to that of students expecting to learn a lot (though correlating at only .26). More research is needed to investigate the role that expectations have on the attitudes students maintain; the indication is that students do not reflect and use past experience in formulating their current attitudes.

In any case, student expectations were not being met regarding confidence in speaking: 72% had very strong or strong expectations that they would feel more confident in speaking, but three months later a

Table 1.
Frequencies and Descriptive Statistics of Student Perceptions about their Past Learning

	Percentage of Student Response					Mean	SD
	Item Response: 0	1	2	3	4		
The Student							
1. Enjoyment of English class	5	22	20	33	20	2.43	1.16
2. Learned a lot in class	11	28	32	22	7	1.86	1.08
3. More confident about speaking	1	14	18	29	39	2.90	1.10
4. Speak better from class	3	27	24	22	25	2.40	1.19
Teacher-student relations							
5. Teacher interested—progress	12	16	22	26	25	2.36	1.32
6. Encouraged participation	15	33	18	20	15	1.88	1.30
7. Teacher helpful/supportive	18	39	21	16	7	1.56	1.15
8. Teacher treated student well	12	20	38	18	12	1.97	1.16
Teacher’s characteristics							
9. Teacher was knowledgeable	38	30	24	5	3	1.05	1.03
10. Teacher was enthusiastic	44	30	17	7	2	0.93	1.04
11. Teacher-innovative, up-to-date	7	19	23	24	28	2.48	1.27
12. Teacher was fair	26	25	25	15	9	1.59	1.28
Teacher’s abilities							
13. Class atmosphere enjoyable	16	31	19	20	15	1.87	1.31
14. Able to teach oral English well	2	10	12	37	39	3.02	1.04
15. Made learning interesting	6	21	27	25	22	2.36	1.19
16. Taught grammar effectively	33	37	17	9	4	1.14	1.10
Presentation of material							
17. Able to give clear directions	15	27	30	21	8	1.79	1.15
18. Had an interesting lecture style	4	15	25	31	26	2.60	1.14
19. Spoke at an understandable rate	33	32	16	13	6	1.27	1.21
20. Had clear pronunciation	16	28	36	14	7	1.69	1.10
Course content							
21. Had interesting topics	8	25	26	25	16	2.15	1.20
22. Past material reviewed enough	8	27	17	32	16	2.21	1.23
23. Conversational practice enough	1	7	5	31	56	3.35	0.90
24. Textbooks were useful	6	27	27	25	16	2.16	1.17
Evaluation							
25. Testing was helpful	9	26	30	19	16	2.07	1.21
26. Level of testing at student level	12	28	29	19	12	1.91	1.19
27. Feedback on errors were clear	19	32	23	22	5	1.63	1.17
28. Follow-up suggestions helpful	8	19	19	31	23	2.43	1.24
Course conditions							
29. Pace suitable to your level	16	21	26	26	12	1.99	1.26
30. Class time was used well	9	25	25	29	12	2.10	1.18
31. Number of classes enough	13	23	44	15	5	1.78	1.03
32. Length of class long enough	20	25	39	13	3	1.54	1.04

Note: 0 = very much, 1 = Yes, a little, 2 = I don’t know, 3 = Not very much, 4 = Not at all
N = 601

Table 2.
Descriptive Statistics of Student Expectations for their Present English Course

	Percentage of Student Response					Mean	SD
	Item Response: 0	1	2	3	4		
The Student							
1. English class will be enjoyed	26	41	26	5	1	1.13	0.90
2. Will Learn a lot in class	35	36	27	2	0	0.96	0.83
3. Will be more confident about speaking	23	49	24	4	1	1.10	0.82
4. Will speak better from class	19	53	24	4	1	1.15	0.80
Teacher-student relations							
5. Teacher will be interested—progress	15	30	47	5	3	1.43	0.81
6. Teacher will encourage participation	22	30	43	3	1	1.32	0.90
7. Teacher will be helpful/supportive	23	37	36	3	1	1.20	0.85
8. Teacher will treats student well	17	32	46	3	1	1.39	0.85
Teacher's characteristics							
9. Teacher will be knowledgeable	88	7	4	0	0	0.16	0.48
10. Teacher will be enthusiastic	49	31	19	1	1	0.72	0.80
11. Teacher will innovative, up-to-date	30	35	33	2	1	1.09	0.87
12. Teacher will be fair	41	32	25	2	1	0.89	0.87
Teacher's abilities							
13. Will make class atmosphere enjoyable	44	35	19	1	1	0.79	0.83
14. Will teach oral English well	56	32	10	1	1	0.56	0.73
15. Will make learning interesting	29	39	30	2	0	1.06	0.83
16. Will teach grammar effectively	11	32	40	13	4	1.66	0.96
Presentation of material							
17. Will be able to give clear directions	14	28	50	6	3	1.55	0.90
18. Will have an interesting lecture style	26	41	29	3	1	1.11	0.86
19. Will speak at an understandable rate	13	27	35	19	7	1.80	1.10
20. Will have clear pronunciation	86	10	4	0	0	0.19	0.52
Course content							
21. Will have interesting topics	16	37	41	5	1	1.40	0.86
22. Past material will be reviewed enough	5	22	47	21	6	2.00	0.92
23. Conversational practice will be long	50	37	11	2	0	.64	0.76
24. Textbooks will be useful	12	30	48	8	2	1.58	0.88
Evaluation							
25. Testing will be helpful	13	27	52	6	2	1.56	0.86
26. Level of testing will be at student level	8	20	57	12	3	1.82	0.86
27. Feedback on errors will be clear	28	34	32	5	1	1.17	0.93
28. Follow-up suggestions will be helpful	13	31	45	8	3	1.58	0.92
Course conditions							
29. Pace will be suitable to your level	12	23	51	11	3	1.70	0.92
30. Class time will be used well	24	41	30	1	0	1.17	0.85
31. Number of classes will be long enough	13	26	43	14	4	1.70	0.99
32. Length of class will be long enough	17	23	40	16	5	1.71	1.08

Note: 0 = very much, 1 = Yes, a little, 2 = I don't know, 3 = Not very much, 4 = Not at all
N = 601

Table 3.
Descriptive Statistics of Student Attitudes at Midterm

Item Response:	Percentage of Student Response					Mean	SD
	0	1	2	3	4		
The Student							
1. English class is enjoyable	26	45	19	7	2	1.12	0.93
2. Learns a lot in class	16	47	29	7	1	1.30	0.85
3. Is more confident about speaking	3	19	43	30	6	2.17	0.89
4. Speaks better from class	3	24	45	23	5	2.03	0.87
Teacher-student relations							
5. Teacher is interested in progress	9	30	47	12	3	1.69	0.89
6. Teacher encourages participation	33	40	24	2	0	0.96	0.82
7. Teacher is helpful/supportive	35	40	23	2	0	0.92	0.81
8. Teacher treats student well	41	39	17	3	1	0.82	0.83
Teacher's characteristics							
9. Teacher is knowledgeable	36	41	21	2	0	0.84	0.80
10. Teacher is enthusiastic	49	39	10	1	0	0.64	0.89
11. Teacher is innovative, up-to-date	21	38	37	6	1	1.27	0.89
12. Teacher is fair	39	38	21	1	0	0.86	0.82
Teacher's abilities							
13. Makes class atmosphere enjoyable	46	40	11	2	1	0.71	0.80
14. Teaches oral English well	22	43	30	6	1	1.21	0.86
15. Makes learning interesting	26	37	33	3	1	1.16	0.88
16. Teaches grammar effectively	3	15	43	31	8	2.26	0.91
Presentation of material							
17. Able to give clear directions	8	27	47	16	2	1.77	0.88
18. Has an interesting lecture style	26	41	27	5	1	1.14	0.89
19. Speaks at an understandable rate	33	39	19	8	2	1.07	0.99
20. Has clear pronunciation	44	41	13	2	0	0.73	0.76
Course content							
21. Has interesting topics	13	31	40	12	5	1.64	1.00
22. Past material is reviewed enough	5	16	36	30	13	2.32	1.04
23. Conversational practice is long	1	35	16	7	1	0.92	0.97
24. Textbooks is useful	6	29	42	14	10	1.91	1.02
Evaluation							
25. Testing is helpful	3	14	47	21	15	2.32	0.98
26. Level of testing is at student level	4	11	72	11	4	2.00	0.70
27. Feedback on errors is clear	14	32	37	15	2	1.57	0.97
28. Follow-up suggestions is helpful	3	16	47	28	6	2.18	0.87
Course conditions							
29. Pace is suitable to your level	23	46	21	8	2	1.21	0.95
30. Class time is used well	21	45	26	6	2	1.21	0.90
31. Number of classes is long enough	13	22	34	22	9	1.90	1.16
32. Length of class is long enough	18	32	34	12	4	1.52	1.04

Note: 0 = very much, 1 = Yes, a little, 2 = I don't know, 3 = Not very much, 4 = Not at all
N = 556

Table 4.
Descriptive Statistics of Student Attitudes at the End of the School Year

	Percentage of Student Response					Mean	SD	TT
	Item Response: 0	1	2	3	4			
The Student								
1. English class is enjoyable	24	40	21	12	2	1.28	1.03	-
2. Learns a lot in class	13	54	21	11	1	1.32	0.87	NS
3. Is more confident about speaking	4	19	45	25	9	2.15	0.95	NS
4. Speaks better from class	7	29	40	19	6	1.88	0.99	+
Teacher-student relations								
5. Teacher is interested in progress	13	34	39	10	4	1.56	0.96	+
6. Teacher encourages participation	34	41	20	4	1	0.98	0.90	NS
7. Teacher is helpful/supportive	29	46	21	4	1	1.00	0.83	-
8. Teacher treats student well	45	41	11	2	1	0.72	0.79	NS
Teacher's characteristics								
9. Teacher is knowledgeable	38	40	22	0	0	0.85	0.76	NS
10. Teacher is enthusiastic	48	38	13	1	0	0.67	0.74	NS
11. Teacher is innovative, up-to-date	15	42	34	9	1	1.39	0.88	-
12. Teacher is fair	37	41	20	1	0	0.86	0.79	NS
Teacher's abilities								
13. Makes class atmosphere enjoyable	42	37	17	2	1	0.82	0.86	-
14. Teaches oral English well	21	44	31	4	1	1.21	0.84	NS
15. Makes learning interesting	20	38	34	7	1	1.32	0.90	-
16. Teaches grammar effectively	5	21	40	28	7	2.10	0.96	+
Presentation of material								
17. Able to give clear directions	9	27	48	15	2	1.73	0.89	NS
18. Has an interesting lecture style	19	40	32	8	2	1.33	0.93	-
19. Speaks at an understandable rate	34	36	20	9	2	1.09	1.02	NS
20. Has clear pronunciation	41	40	17	2	0	0.79	0.78	NS
Course content								
21. Has interesting topics	12	32	40	12	5	1.66	1.00	NS
22. Past material is reviewed enough	10	18	38	25	10	2.06	1.10	+
23. Conversational practice is long	43	36	16	5	0	0.84	0.90	NS
24. Textbooks is useful	8	25	41	17	9	1.94	1.05	+
Evaluation								
25. Testing is helpful	7	21	37	21	15	2.16	1.13	+
26. Level of testing is at student level	16	32	44	7	2	1.48	0.91	+
27. Feedback on errors is clear	18	36	35	10	2	1.42	0.95	+
28. Follow-up suggestions is helpful	4	17	46	26	8	2.18	0.93	NS
Course conditions								
29. Pace is suitable to your level	24	42	25	6	2	1.22	0.95	NS
30. Class time is used well	20	40	26	10	4	1.38	1.03	+
31. Number of classes is long enough	22	25	25	19	9	1.69	1.26	+
32. Length of class is long enough	24	33	29	10	5	1.41	1.10	+

Note: 0 = very much, 1 = Yes, a little, 2 = I don't know, 3 = Not very much, 4 = Not at all

N = 425, TT = t-test

+ = Significant difference between Survey 3 and Survey 4 in favor of 4

- = Significant difference between Survey 3 and Survey 4 in favor of 3

NS = No significant difference between Surveys 3 and 4

total of only 22% agreed that they could speak English with more confidence. Indeed, only 3% felt strongly that they could during the midterm survey; this changed to only 4% at the end of the year. Likewise, students had anticipated that they would speak better by taking this class (a total of 72%), but only 27% felt later that they could speak better.

In the category of student-teacher relations, student expectations were met or exceeded: positive responses were generally almost 10% percent higher. On the other hand, students were slightly more negative about the teacher being interested in their progress, with negative responses rising from 8% to 15%. There was little change regarding responses concerning teacher characteristics, except that very positive expectations about the teacher being knowledgeable were split between very positive and somewhat positive.

Concerning student attitudes about teacher abilities, there was an increase from the expectations survey in negative attitudes about the teacher's ability to teach grammar effectively (39%), which may be partly due to most teachers addressing grammar as a secondary concern. Also, there was a noticeable drop (35%) in very positive ratings of the teacher's ability to teach oral English effectively.

For presentation of material, students had slightly less positive attitudes about the teacher giving clear directions, whereas there was no substantial change in responses regarding lecture style. Students were more positive about the teacher speaking at an understandable rate, but very positive expectations regarding the teacher's pronunciation dropped by half.

Generally, attitudes toward course content showed similar overall totals to those of expectations, but students were slightly more negative about the selection of topics, reviewing material, the length of conversational practice and the usefulness of the text. There was a considerable drop regarding student attitudes about evaluation. Again, after totaling the responses at both ends of the scale, 29% more of the respondents had negative attitudes about the helpfulness of testing, 11% were more negative about the feedback on errors, and 23% were more negative about the helpfulness of follow-up suggestions.

Finally, in discussing the responses on course conditions, most students felt comfortable about the pacing; about half the students had no opinion about this item on the survey concerning expectations. On the other hand, more students (13%) now felt that the number of classes was not enough to learn English. There was less of a change on the other two items.

After surveying the first year English classes again near the end of the academic year to see whether the information collected in the surveys had helped teachers to improve their classes, we conducted a t-test on the 373 students that participated in both attitude surveys to identify if there were any significant differ-

ences between student attitudes in the middle of and at the end of the school year (see Table 6). Item 4 ("Speaks better from class"), item 5 ("Teacher is interested in progress"), and item 16, ("Teaches grammar effectively") all received significant values showing improved attitudes, but in light of the high number of neutral and negative responses for these items on both surveys 2 and 3, these findings seem meaningless. The same could be said for items 22, 24, 25, 27, and 31 regarding course content, evaluation and conditions. Only item 26, concerning the level of testing, shows an improvement that seems to be both significant and meaningful.

In an attempt to find other evidence of improvement, we combined the first two positive responses, and found that there were 10 items showing a five percent or more improvement:

4. "Student speaks better from class," 36% from 27%
5. "Teacher is interested in progress," 48% from 39%
8. "Teacher treats student well," 86% from 80%
16. "Teaches grammar effectively," 26% from 18%
22. "Past material is reviewed enough," 28% from 21%
25. "Testing is helpful," 28% from 16%
26. "Level of testing is at student level" 48% from 14%
27. "Feedback on errors is clear," 54% from 47%
31. "Number of classes is long enough," 47% from 35%
32. "Length of class is long enough," 55% from 50%

These items, however, are problematic insofar as there remain many dissatisfied responses. The positive trend in these responses might reflect students becoming not only more secure with the teacher, but also more familiar with the testing format and standards, and course conditions.

Using the same criteria of five percentage point difference, we found that students were less satisfied with four items: (a) item 1, "English class is enjoyable," from 72% to 64%; (b) item 15, "Makes learning interesting," from 63% to 58%; (c) item 18, "Has an interesting lecture style," from 67% to 59%; and (d) item 30, "Class time is used well," from 66% to 60%. Other items showed smaller decreases such as item 11, "Teacher is innovative and up-to-date," from 59% to 57%, and item 13, "Makes class atmosphere enjoyable," from 86% to 80%. The most plausible explanation for these disappointing results seems to lie with fatigue: As the classroom routines become established and students become more acquainted with the teacher, it is harder for the teacher to make the classroom atmosphere enjoyable, to make learning interesting, and to appear innovative.

Conclusion

Learning about students' past experiences, and expectations is not only logical but also worthwhile, as innovation becomes difficult unless one knows the direction to move in. Because the issue of student morale seems closely linked to expectations, teachers need to gain some kind of impression as to what students expect from them and from the instruction. It seems reasonable that after years of English classes focused on grammar, Japanese students would want more conversational practice, want to have more confidence and better speaking skills, and want their teachers to have a more interesting lecture style and to teach oral English well. Students do seem aware of how well they can speak English, and are concerned about whether the teacher is interested in their progress. Because students feel that a teacher's enthusiasm and fairness (and ability of the teacher to make the classroom atmosphere enjoyable) are important, few students had no opinions on these items.

As for instruction, teachers should consider how to respond effectively to the fatigue factor; it is important for teachers to initiate progressive and developmental changes in their courses to counter the student malaise that inevitably surfaces over the school year. Reviewing past material in a creative manner seems as important as conducting the review itself. Most importantly, because 67% of the students stated that they did not feel confident about speaking, teachers should keep in mind that the affective domain is as important as knowledge of English structure and usage.

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Authors' Notes

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Curriculum for Developing Cross-Cultural Competency

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One of the many criticisms concerning Japan is that it has been slow in becoming internationalized. However, as globalization forces more Japanese firms to merge with foreign firms, it is clear that internationalization will be taken even more seriously: There will be more student exchanges and interest in learning about foreign cultures and more opportunities to take school trips abroad.

Many Japanese universities are offering courses based on the culture of English-speaking countries (Rosen, 1997). While some teachers do have innovative approaches to teaching culture, there is the tendency to get bogged down in learning details about geography, history, norms, values, ideas, attitudes, and lifestyles, all of which can sidetrack or derail any student interest. Teachers assume that this background information will help students to more effectively interact with people from other cultures; Brinton and Snow (1988) counter that students “learn best when they bring their own knowledge and experience to a given topic” (p. 3). Often in-depth discussions and essays (Stapleton, 1997) are used to achieve this aim; however, in order to have students become pragmatically competent (effectively dealing with the immediacy of questions, opinions, problems posed by foreigners), it is important to use strategic interactions (SI). This approach places students in roles and episodes that they would probably encounter in their lives; analysis and discussion based on their responses to various scenarios will provide an effective springboard to background information that deals with cultural norms, expectations, attitudes, or values.

Rationale

Perhaps the one distinct feature of cross-cultural exchanges is that they are as uncertain as they are ambiguous and difficult; because foreigners have different expectations and discourse norms (Scollon and Scollon, 1995), students can never be sure that their answer was satisfactory. Difficulty can arise from simple “why” questions (in which foreigners ask students to explain their preference for natto, sushi, or tall shoes) or in declining an invitation to a party. Using a variety of real-life scenarios allows learners to understand how to better respond to uncertainty and ambiguity (DiPietro,

1994), and as students rehearse particular roles based on episodes from real life, they will begin to understand their own attitudes, prejudices, and values.

A simple scenario, for example, can be based on a student going to an international center, meeting a foreigner who wants to know about a Japanese music CD that his American friends would appreciate. While the context and episode is clarified, students alone determine the outcome: allowing them to concentrate on clarifying their opinions, positions, values. At a novice level, students can identify Japanese groups and artists; at higher levels they can describe the music, lyrics, and give reasons for buying a particular CD.

After performing and rehearsing the scenarios, teachers can then begin debriefing, having students share their solutions. Teachers can then use relevant material from the textbook or newspapers to illustrate underlying issues or to highlight certain cultural themes. In this case, teachers can discuss either the influence that Japanese groups have on youth and fashion, or focus on current trends in the music industry. In any event, teachers must be in touch with issues that students feel are relevant and to explore ways in which issues are acted out in daily interactions. As Graves (1993) points out: “A key element in teaching culture is the teacher’s own understanding of culture” (p. 10).

Objectives

The principle aim of SI is to develop student confidence and pragmatic competency by having students simulate situations in which they assist and explain certain aspects of Japanese culture to foreigners. These can also be expanded to situations that students would encounter if they were abroad. There are five kinds of strategic interactions: First, students engage in scenarios based in integration so that they will better understand the discourse norms related to extending, accepting, or declining invitations from foreigners. Second, students are asked to empower or assist foreigners to become more confident in speaking or writing Japanese, and in being accepted within society. Third, there are orientation scenarios in which information is exchanged, opinions are expressed, values are clarified, giving students an opportunity in adjusting to differing cultural contexts, or to orient someone to their own background. A fourth scenario

教師はある文化についてより多くの知識を学生が持てば持つほど、その文化の中でうまく振舞うことができそうだと思っている。本論では、背景知識を持つことは実際にやっけていけるための予備段階の一つでしかないという立場をとっている。この問題に取り組むために、方策、インターアクションに基づく異文化カリキュラムの背景、目的、方法、評価を提示する。様々なシナリオへの学生の反応を講義、討論、分析のための資料としている。

concerns problem-solving, having students not only understand common concerns that foreigners might have living or visiting Japan, but also how to provide understandable and practical solutions. Fifth, teachers can present scenarios that involve conflict resolution, having students understand and to resolve a variety of conflicts based on simple misunderstandings; cultural dissonance; personal bias, and preferences; social expectations, roles and norms; and institutional regulations. Getting students to depersonalize and understand the issues as being cultural instead of personal (Wajnryb, 1988) is an underlying aim.

In an interactive classroom, evaluation of student performance is based on three criteria. First, intelligibility concerns not only the accuracy of pronunciation and grammar used in the negotiation, but also the choice of vocabulary, wording, intonation, and fluency. Students are also rated on the appropriateness of their responses so that they understand the importance of register and context. One of the prime sources for cross-cultural misunderstandings and conflict is that the interactants do not understand how their responses may be construed as irrelevant, rude, or immature. Student effort is also taken into account. The overall effectiveness of the interchange—how students tried to build rapport, show sensitivity and respect—is examined. Did students try to facilitate conversation? Were student responses sufficient? Were non- or misunderstanding recognized and repairs initiated?

The Method

In order to move students to a point in which they understand and are able to engage in strategic scenarios, I have found five techniques helpful. With each technique only one student is able to see and read the statements, opinions and questions on the hand-out. The purpose of the first activity (called "I Stand Corrected") is to have students affirm or correct information pertaining to their own lives. The students, who read these statements, are cast in roles in which they are checking to see if what they had heard (or if their impressions) were correct.

For example, in talking about music, students might say to their partners: "I heard that you like the music group Glay." "A friend of yours said that you know very little about jazz." or "I have the impression that you like Japanese pops." A second activity ("Reactionaires") has students expand on this information, prompting students to clarify their opinions, values, experiences, and ideas. Using the theme of sports, for example, students would respond to items below that supposedly came from people from around the world:

1. Robert Farnsworth: "I think baseball is not all that interesting. I am puzzled why Japanese people like it so much."
2. Kim Swanson: "I heard that aikido is more difficult than judo."

3. "Jerry Fostrum, from New York City, wrote me recently. He said 'since sumo is the national sport of Japan, it should be limited to only Japanese citizens.' What do you think?"

After students have changed partners, and rehearsed these activities so that they have improved their fluency and grammatical accuracy, teachers can then move onto "Engagements," essentially having students respond to suggestions or invitations. Using the theme of holidays and festivals, items could be written in the following manner:

1. [Jim Cook, American Language School teacher, age 23, teaching in Sabae, Fukui-ken]
"Say, I heard that many families get together during Shogatsu, and go to three temples. Can I join you and your family then?"
2. [Bill Hapner, British, 31, businessman, working in Osaka]
"I was thinking about making some money during Shogatsu by selling CDs and pictures at various temples. I have a digital camera, printers and all kinds photos. I think we could make a lot of money. Would you like to help?"
3. [Todd Juneau, American, 21, JET, working in Kitakyushu, Fukuoka-ken]
"I am going to help the homeless people in Osaka during Shogatsu. But I need your help to carry food. Can you skip seeing your family and spend two days helping me?"

These techniques, I have found, enable students to develop the confidence to engage in more strategic scenarios. The scenario itself contains four essential elements: strategic interplay, roles, personal agendas, and shared context; DiPietro (1994) states three stages are important:

1. Rehearsal: (a) learn the relevant grammar underlying the scenario, (b) identify alternate meanings and modeling, (c) learn how to respond appropriately and with more confidence.
2. Performance.
3. Debriefing: (a) review roles and how to improve, (b) model, (c) change partners and do one last time, (d) final debriefing.

Scenarios need to have an element of dramatic tension to be successful. The tension is important insofar that students need to be have their views, opinions, values, and understanding of the world challenged so that their ideas and global perspective are developed.

Unit 1: Developing Cultural Awareness

Because many cross-cultural exchanges are based on learning more about another culture, the first unit is geared to having students ask and answer questions, correct common misconceptions, and to explain as-

pects of Japanese cultures that they feel are important. Scenarios involving integration and information exchange, for example, can focus on orienting someone to important background information or values, giving advice or recommendations concerning stores, food, and places of interest. At lower levels, teachers can script the questions, problems, opinions that Japanese might encounter here or abroad (see Figure 1). Students can then try, in pairs, rehearsing the encounters, working on fluency, appropriate-ness, and accuracy.

These scenarios can be easily extended to include a second or third episode, including problem-solving, empowerment, or conflict resolution situations.

Problem-solving scenarios can include issues making new friends, getting around in the city, joining clubs and organizations, and getting medical care. Scenarios based on conflict resolution involve correcting misconceptions, and stereotyping. Appendix A provides eight themes and scenarios that can be adapted for classroom lectures.

Unit 2: Discussing Cultural Change

Once students are able to cross the threshold of introductory cross-cultural exchanges concerning one's background, preferences, it is likely that foreigners (or they) will want to initiate more thought-provoking topics. And herein lies a second problem: When faced with critical discussions, the tendency is for many Japanese not to express a clear opinion. This can give the wrong impression that Japanese do not care about such topics. The aim of this unit is to move students from awareness into critical consciousness, by having them comment on certain changes in Japanese customs, behavior, and social life.

Scenarios can become more involved in that students might have to discuss or clarify background information and their own ideas. Scenarios can be based on verification or clarification of the change, personalization (whether this affected the student), and adaptation (how the student has or has not adapted regarding the issue in question).

Regarding specific techniques, I first have students become acquainted with the issue through a short reading followed by an "issue by issue," a simple analysis of roles, expectations, problems, motives, and underlying difficulties. This would be followed by an activity called "Listening In." Students respond to a list of quotes by stating the degree of their own beliefs. (See appendix B concerning an example based on the topic of child-care fathers.) Again, various reactionnaires, scenarios, and debates can be based on issues concerning the quality of education, marriage and divorce, fashion, women's roles, lifetime employment, crime, and drug use. Teachers can also include issues related to cultural change in their own countries and likewise design activities and scenarios based on these topics.

Figure 1: Scripted Scenarios:
Information exchange/integration

Culture Theme: Sports

—In Japan

Context: You are sitting with a Japanese friend watching sumo. You have never seen a sumo match before. You are surprised at how the wrestlers are dressed, and you laugh. After watching a few rounds and seeing that it involves pushing or slapping the guy out of the ring, you say it is boring.

Role A. An American

You know, of all the sports I have ever seen, this seems to be the most bizarre. Look at how those guys are dressed! They're in baby diapers! And geez, it really seems boring. Just pushing the guy out of the ring? Do you really like sumo?

Context: You have met an American who had never seen sumo before. When he saw it, he laughed, and said that the wrestlers looked stupid dressed in "diapers." After watching a few rounds, he states that it looked very boring.

Role B. Yourself

Try to describe the rules and tradition behind sumo. Explain how participants win. If you do not know this information, state this, and refer Mike to someone who would know.

—Abroad in Australia

Context: You have just met a Japanese student. He will be staying with your family for one month. Since you play cricket, invite him to join your team.

Role A. An Australian: John

Hello [student's name]. We need someone for our cricket team, but I wasn't sure if Japanese played cricket. I know that baseball is popular.

Context: You have just arrived in Australia and are sitting with your homestay family. The son, who is 17 years old has invited you to play cricket.

Role B. Yourself

Tell John about sports that are practiced in Japan such as American-style football, soccer, rugby, basketball, etc. Discuss your own experiences with these sports.

Assessment

The final exams are based on scenarios, and student responses and analysis of underlying problems and issues. One option is for teachers to have students in pairs with two different versions of the test; one student then reads out the reactionnaires and scenarios on his paper to the other student who, instead of answering the student, writes down how he or she would respond. This could be followed by a short analysis. To better develop interactive competency, students could then change partners after each scenario. A second option is for students to read through statements, reactionnaires, and scenarios and write down their own responses and analysis. Evaluation is based on the intelligibility, appropriateness, and effectiveness of the response.

Conclusion

In addition to simple pair-based scenarios, multiple-rolled, group, and data-based scenarios can be used. Further, there are many possibilities in adapting SI to various curricula: Teachers can focus on what was learned through various interactions, have students identify the most effective responses, or to point out how miscommunication occurs in various situations. (For more information concerning SI, see Oller and Richard-Amato, 1983). In short, using this approach will help students know more about a culture because learning is realistic, interactive, and personal.

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Appendix A. Developing Cultural Awareness

Theme, Scenarios, [Purpose], Analysis

Sports

- Discuss the background, tradition to Japanese sports.
- Respond to criticism about sumo, or other Japanese sports. [Conflict Resolution]
- Lectures can be based on how sports in Japan are different, about the introduction of foreign sports in Japan.

Travel

- Identify important or interesting places to visit in Japan.
- Extend an invitation to a new foreign friend to travel to Mt. Fuji. Share expenses. [Integration]
- Lectures can be based on differing discourse norms, and issues that Japanese and foreigners would find important when traveling.

Food

- Compare/contrast popular food restaurants in your area.
- Give advice about good and bad restaurants in Japan and what to order and drink. [Information-exchange]
- Lectures can concern fast food in Japan, how food has changed in the past century, and how menus are now written to reflect Western expressions.

Relaxing

- Compare ways of relaxing.
- A foreign friend is stressed out, and needs help. [Problem-solving]
- Lectures can concern traditional and modern ways of relaxing, including video games and “passive play” issue.

Movies

- Describe likes and dislikes concerning Japanese and foreign films.
- A foreigner invites you out to a horror movie. You discuss your preferences. [Integration]
- Lectures can be organized around themes of violent American movies, traditional Japanese movies, and problems with the movie industry in Japan.

Routines

- Compare the expectations, problems, duties, roles, and stress.
- A foreigner at the international centers says that Japanese are too busy.
- Discuss your schedule and why this is (or is not) true. [Information-exchange]
- Lectures can be organized around the issue of social expectations, and roles.
- Work related stress can be included.

Music

- Identify popular groups
- Give advice to an American about which music CDs his friends back home might enjoy. [Information-exchange]
- Lectures can be organized around how singers and groups have changed, differences among these artists and ones in other countries, and their influence on fashion in Japan.

Dating and Marriage

- Point out acceptable behavior/roles
- Give advice to a new foreign friend about his or her Japanese boy/girlfriend. [Empowerment]
- Lectures can be organized around common problems in Japanese, and intercultural marriages; miscommunication between genders.

Appendix B. Technique called “Listening In”

DIRECTIONS: Read the following statements from various Japanese people and write down whether you accept or reject their ideas.

	Believe a lot	Believe a little	Don't Believe
1. Children should be left in day care right after birth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Men and women are equal so men should do 50% of the housework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Women are becoming too independent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Japanese mothers are teaching boys to be lazy and dependent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A woman's place is in the home. Tradition should be respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. By taking care of children, men will be nicer and kinder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Children need both parents: fathers should be home by 5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Men are useless at raising children. What can men 'teach' children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Men are too dependent on women. They should learn how to cook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Women like staying home, cooking and taking care of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Role of Theory in ESL/EFL

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“Theory” is an Unspoken Word among language teachers. Whenever a language learning theory comes up in conversation, fellow conversants heave a big sigh, roll their eyes, or pretend you haven’t said anything. We believe there is a feeling among teachers that goes something like this: “Theory has nothing to do with me or my teaching. My teaching is what’s real, and those researchers who make theories talk in terms that are not real. They can’t know what my situation is, and they don’t care.” There is a strong sense on the part of teachers that teachers and researchers inhabit very different worlds.

Graves (1996) offers an alternative view of theory for teachers, citing Prabhu (p. 2) in defining “theory in the general sense” as “an abstraction that attempts to unite diverse and complex phenomena into a single principle or system of principles.” Graves then defines what she calls “personal theory” as “a subjective understanding of one’s [teachers’] practice...that provides coherence and direction” (p. 2). We believe what Graves and Prabhu are describing are the cognitive processes used by all human beings to make sense of their world.

In this paper, we would like to discuss (a) teacher attitudes which we believe account for the fact that theory has received slight attention in our field, (b) what we believe theory is, (c) why theory is absolutely necessary to teachers, (d) what blocks have to be dealt with for teachers to deal with theory, and (e) a way for the future.

Teacher Attitudes

Teacher attitudes towards theory are likely determined by three things: Their own educational experiences as learners, the type of training they received, and the general state of the profession. That teachers think and teach as they themselves have been taught is hardly new or surprising (Cohen & Spillane, 1992; Freeman & Richards, 1993; Kennedy, 1989; MacDonald & Rogan, 1990; Schmidt, Porter, Floden, Freeman, & Schwille, 1987). Lortie characterized our experiences as students as a long “apprenticeship” into teaching (1975, p. 61). As rich as this heritage is, it is also a shallow one. As students, we saw only what our teachers did. We did not know *why* they did what they did. We were not, as students, privy to our teachers’ thought processes, and especially, our teachers’ *theorizing* about their teaching. We do not have a template for the notion of theory from these early, powerful images of teaching.

Most current teacher training programs do not help us develop our notions of theory. Partly this is due to factors common to most pre-service teacher education. Many teacher training programs do not strongly link theory and practice (Zeichner, Tabachnik, & Densmore, 1987). This separation creates a situation in which student teachers learn the “hidden curriculum,” a mass of unreflected-on beliefs which provides student teachers with images of teaching and learning. Would-be teachers learn early on that theory and practice are seen as two different things. Student teaching practice, if a program provides it, is not likely to break through this theory and practice separation (Heath & Stange, 1995) because such practice is focused on developing student teachers’ skills “closely related to actual delivery of instruction in the classroom” (p. 15). Developing student teachers’ notions of theory seems like a luxury in this situation, not a necessity.

In the EFL/ESL field specifically, most teacher training programs focus on linguistics and methods (Combs, 1989; Tedick & Walker, 1994). Teacher training course students may read research papers making use of theory in the form of a general survey, but do not partake in explicit discussions on the role of theory in teaching. As a result, would-be teachers do not develop their thinking about theory as it can relate to their own teaching practice.

Relative to the state of the profession in Japan, financial recession and changing demographics have affected educational institutions. The educational field in Japan is contracting (Koike & Tanaka, 1995). While there are still English conversation school jobs for holders of BA or BS degrees, having an MA is becoming necessary for getting a teaching position at a university or college. Holders of bachelor degrees are often untrained as teachers, and many holders of

Developing student teachers’ notions of theory seems like a luxury

MA degrees are not deeply versed in the notion of theory. Those who are interested in theory and aspire to research degrees at the graduate level are penalized by their employers, particularly universities which are more intent on economic survival than faculty development. In one case, a female university instructor was ordered to quit her doctoral studies [personal communication, May 23, 1999].

本論では、理論が英語教育の分野でほとんど注目されていないことを教師の態度によって説明し、次に教師は理論とは何だと思っているのか、何故理論が教師に必要なのか、教師が理論を論じるために処理されなければならない問題は何なのかについて言及し、最後に将来への展望について論じる。

Given such a background, it is not surprising that teachers are unfamiliar with the role of theory, and generally have negative attitudes towards discussions of theory.

What is Theory?

Theory is an explanation for what we observe happening around us. When a woman walks into her office building and sees construction workers and equipment tearing up the street, she notices it (an empirical observation). She may then talk to an office mate and ask him if he knows what is going on (forming a hypothesis). After a time, she may come to a conclusion based on a combination of her observations, colleagues' reports, reading from the newspaper, and listening to the TV news that the reason for the construction in the street is street repairs. This woman is a theory builder. She is engaged in an everyday human activity called "making sense of the world." She is creating theories.

In teaching, the pattern is the same. Our everyday observations come from the classroom, and we talk to colleagues about our concerns and do our own reading in the field. We do create theories, whether we think of them in those terms or not.

Why is Theory Necessary?

To paraphrase Kant, theory without data is empty, and data without theory are blind. It is the latter we are concerned with here. Data (our experience) without theory (our explanation for our experiences) only repeat themselves. Theory is helpful because it unifies and explains common experience, and allows teachers to go beyond common experience. Recently, one of us (Griffie) engaged in action research to change his teaching in a principled way. He noticed that his students seemed reluctant to ask questions in class. He hypothesized that his students did not know how to ask questions. Based on his reading on the topic, he also speculated (theorized) that student question-asking promotes the generation of comprehensible input by tailoring the input to fit the students. He created a time-series design to measure the effects of a model to teach students to ask questions.

*... theory without data is empty,
and data without theory are blind.*

The results indicated that teaching the model nearly doubled the number of questions asked by his students. For years he had encouraged his students to ask questions with no results. He decided to articulate a hypothesis that explained student behavior and suggested a course of action. In investigating this hypothesis by trying a treatment and gathering data, he was able to move beyond simply repeating his experi-

ences. In this instance, he was able to conjoin theory and empirical data to create a positive teaching strategy.

What are the Blocks?

We are moving from stage one (untrained teachers) to stage two (trained teachers). We hope this will set the scene for stage three (trained professionals). Teachers in stage one are unreceptive to discussions on theory because they do not see the necessity of the discussion. Teachers in stage two are receptive to discussion of theory because in their M.A. programs they have been exposed to research literature which sometimes explicitly discusses theory. When teachers are asked to do research, sometimes their attitude towards theory changes because they begin to see theory as a research tool.

What blocks teachers is that our training programs do not emphasize research. To become a profession, we must change our teacher training curricula to include research (see American Council on the Teaching of Foreign Languages, 1988; see also Tedick & Walker, 1995).

The Future: Paths We Can Take

Patton (1990, p. 150) lists and describes five types of research: basic, applied, summative, formative, and action research. Each type of research has a different purpose, appears in different venues, and is judged by different standards. The purpose of basic research is to articulate universal relationships; the purpose of applied research is to apply theory to the world of teaching and classrooms; the purpose of summative research is to evaluate a course, the purpose of formative research is to improve a program, and the purpose of action research is to solve a specific problem.

In our field "research" equals "applied research," which means quasi-experimental designs, experimental and control groups, statistical analyses, a search for causal relationships, and a strong inclination to embed the research in theory (Long, 1985). However, such research may be seen by teachers as not directly applicable to them.

But suppose each type of research listed by Patton implied a different kind of theory. Action research, also known as "teacher-centered research" or "classroom-centered research," may be tapping into what Graves would call the "personal theory" of teachers. Teachers have their own experiences and areas of concern. They also have theories, whether they refer to them in those terms or not. Action research applied by teachers to their own situations could transform teachers' teaching by causing teachers to explore their own theories and applying their observations to them. Perhaps what we teachers need to do is reorientate our thinking about who we are and what we do. The question is not "Do we need theory?" but "What kind of theory do we need?" Action research

may be the vehicle to a conscious acceptance of theory on the part of classroom teachers. This type of theory would use the discourse and experience of teachers to create theory that is accessible and compelling to teachers.

Patton states that it is the purpose of research that determines which type is appropriate in a given situation, and that it is not always easy to tell them apart. In that sense, we are not advocating one type of research over another. But clearly teachers have been alienated from theory of the basic and applied variety. Nonetheless, we need theory in order to evolve as teachers, and as a profession. We must change our attitudes towards theory, and see it as something that we do as a matter of course (Legutke, 1994; Prabhu, 1992). We must begin to bring our observations to bear on our theories and the theories suggested by others.

Theory is only a tool. Teachers are central to the educational process and teacher intuition is the spark that lights the fire. But we need theory, or we will be forever wandering from tree to tree, saying "I know there is a forest here, but where is it?"

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For Human Dignity & Aligning Values with Activity

Tim Murphey, *Nanzan University*

In a recent interview, Tessa Woodward, the highly respected teacher-trainer and author-editor, says,

I have some very strong beliefs about people and how people learn, and about what language is and how it is learnt. As a basis of those beliefs so my practice follows. If I take fundamental beliefs such as personal dignity in the teaching-learning encounter . . . , then my tactics and methods will flow from that and I will choose ways of working that harmonize with those beliefs. (p. 5)

This year is the 50th anniversary of my university. Our motto is "*Hominis Dignitati*" (For Human Dignity), based on the "belief that all human beings are created in the image of God and entrusted by God with responsibility for themselves, others and the world" (campus document). Although I am not a practicing Christian, I do find myself believing in my students' likeness to gods—that these human beings warrant the respect and awe traditionally associated with divine worship. At these times, I find I teach more effectively and create community. I also like the active agency implied by this belief, that we have the responsibility to do something actively to realize human dignity. I suspect that operationalizing this motto is at least one of the goals of our university's Institute for Religion and Culture, Institute for Social Ethics, and Human Relations Department. I wrote the piece below ("A Best Kept Secret") for a Swiss language teaching publication once and it speaks to these things in everyday teacher terms:

A teacher I know works enormous hours, with difficult students, huge classes, poor materials, and grouchy administrators. Yet, she still has huge amounts of energy. Why?

Well, she does tell people in passing part of her secret: "I love my classes." But people interpret "classes" as "subject," when what she actually means is, she's in love with her students.

This isn't romantic love. It's like the love of a mother for her baby, or Spielberg for ET—a marveling at the wonder of another life grappling with its world, whether as literature, math, or the ABCs. Such teachers have the ability to stand back in class and look at a troublemaker, or the dunce of the class, and fall in love because the student is making an effort, or perhaps rebelling. And when a teacher feels this awe, this respect, it can't help but be communicated. It comes out of a teacher's pores, it's in their energy. And students feel it. Feel that somebody knows they exist, that maybe the subject isn't the most important thing in the

classroom—they are. And then they want to work. The energy multiplies.

I know it sounds kind of simple, but try it. Whadaya got to lose? You wanna love your classes? Fall in love with your students. Marvel with wonder, respect in awe.

Without love the rest may still get taught; with it the rest may get learned. . . along with a whole lot of other things. (p. 35)

As in the above example, and as Tessa Woodward notes, behavior can naturally follow beliefs. But sometimes it can get sidetracked by other values, such as a good income, or loyalty to institutions despite their unethical practices. That's when we need to seek out our higher level values and draw guidance from them.

Being well-aligned with your values in your activities is how I interpret Clarke et al.'s (1999) "coherence": It means you walk your talk. Your beliefs are manifest in your behavior. The opposite is incoherence, or schizophrenic behavior, in which our activities conflict with the values we hold. A teacher who says "Mistakes are OK" and yet emphasizes error correction in class is confusing students. When institutions ask teachers to act in ways that are inconsistent with their and their institution's professed goals, both can become schizophrenically out of alignment. The mixed messages catch us in a double bind. We do battle within ourselves, and within our institutions.

This happens even in larger systems. Finland, for example, has wonderful social programs to help alcoholics and leads the field in alcohol-related therapies. However, the government also has a monopoly on the sale of alcohol and likes to make money. As a result, in Finland you may see two government billboards side by side, one urging you to drink more, and the other not to drink too much. The Finns are caught in a double bind.

In Japan, the Monbusho tells high school teachers to teach oral communication, and yet their entrance exams do not reflect this change. Teachers are caught in the midst of confusing messages. Do we do what the Monbusho says or do we do our best to get our students into college? When institutions simply use the rhetoric of values without acting upon them, then they engender schizophrenic activities that confuse practitioners with mixed messages and restrain human development. Systems theory provides us one way of becoming aware of these many messages and of noticing how they can create double binds and confusion.

Opinions & Perspectives, cont'd on p. 45.

A SIG in Your Life

The Teaching Children SIG

Michelle Nagashima, TC-SIG Newsletter Editor

At home, past 2 am, a teacher is still burning the midnight oil coloring, cutting and pasting pictures to cards. At lunchtime, between mouthfuls, the same teacher is putting together a classroom display for a thematic unit. And on weekends, our teacher is tackling the responsibilities assumed by volunteering for the Teaching Children SIG.

There are many teachers in JALT who work in secondary and tertiary institutes. They are usually the ones who write the papers we read in *The Language Teacher*. Working away just as hard at the elementary level and below are the dedicated teachers of children. You don't often hear from these teachers, but we are here, and we have a very strong presence!

The Teaching Children SIG was started in 1996 by a few JALT members who believed that we teachers of children needed a forum of our own. It is composed of very active and enthusiastic SIG members and subscribers, and it is supported in its activities by JALT's Chapters and Associate Members. Over the years, the TC-SIG has grown to over 150 JALT members. The 5-member Program Team is working to bring first-time presenters to JALT Chapters and collaborating with other SIGs and Chapters to produce local and regional mini-conferences.

Our SIG produces the quarterly *TLC (Teachers Learning with Children)*, its extremely popular newsletter. A team of over 20 work diligently to bring readers a quality newsletter offering feature articles, regular columns, practical classroom games and activities, materials for review, reviews of books and events, a comprehensive calendar of events throughout Japan, a column for teachers wishing to further their education, and JALT news. The TC-SIG also sponsors its own email discussion forum for teachers to post their questions, views, and ideas. For more information on the Teaching Children SIG, contact our membership chair, Jeff Hollar at jahollar@hotmail.com.

昼夜を問わず教えることに情熱を傾け、授業の準備に励み、週末には児童教育部会の活動に一生懸命な教師がいます。JALT会員の多くは高校や大学で教鞭をとっており、*The Language Teacher*に掲載される記事のほとんどもこれら教師によるものです。しかし、小学校レベルで同様に熱心に子供たちを教える教師達もいます。これら児童教師の声を聞くことは少ないかもしれませんが、私達もJALTの一部として存在しています。

児童教育部会は、児童を相手にする教師独自のフォーラムの必要性を感じる数人のJALT会員によって1996年に発足され、現在ではとても活発で熱心な部会会員や会報購読者からなり、その活動はJALT地方支部や賛助会員によって支えられています。

児童教育部会が成長するにつれ、会員数も増加しております。5人からなる企画役員チームは初めて講演を行う会員を地方支部に紹介し、他部会や支部との共催によるミニ会合の企画も行っております。今年6月に大阪で開催された会合「From Cradle to College」に参加し、今後東京及び大阪で開催される会合にも参加する予定です。また、20名以上の製作チームにより年4回発行される当部会の会報「Teachers Learning with Children」も大変好評をいただいております。会報TLCでは毎月、特集、連載コラム、実用的なゲームやアクティビティー案、教材試用、イベント参加記、全国の会合予定を集めたカレンダー、教師教育コラム等を掲載しております。

また、部会では教師の質問や意見を交換する場としてEメールでのフォーラムも運営しております。

取り組むべき事柄はいくらでもあり、我々のスケジュールも手一杯の状態ですが、多くの児童教師が当部会の成功のために絶え間なく時間と努力を費やして参りました。JALT99ではぜひ児童教育部会主催の講演にお越し頂き、当部会のテーブルにお立ち寄りくださることを願っております。児童教育部会に関する詳細につきましては、会員担当役員Jeff Hollar (連絡先は英文参照) までご連絡ください。

Translated by Tom Merner,
TC SIG Newsletter Editor

This column celebrates JALT's many varied and vibrant chapters and SIGs. The co-editors, Joyce Cunningham and Miyao Mariko, encourage 800-850 word reports (in English, Japanese, or a combination of both).

My Share—Live! at JALT99 in Gunma

Packing your bag for the conference? Don't forget those 50 copies of that favorite lesson/activity that you created. Swap them at "My Share—Live!" for the great ideas of other sharing teachers. More info from john-d@sano-c.ac.jp or phone (0283)22-1346 evenings.

Reader's Theater

Diane L. Massey

Fujimura Girls' Junior and Senior High School

Reader's Theater challenges your students to create and perform a short skit based on a student-selected text. This is an excellent activity for classes using literature groups or extensive reading. Reader's Theater requires a small group of students all working with the same text. This text could be an excerpt from a novel, a graded reader, a short story, or a textbook. The text should be selected by the students and should include an even mix of dialog and narrative.

The purpose

The main purpose for Reader's Theater is not for students to improve memorization or pronunciation skills. Instead, Reader's Theater focuses students on key events in a plot, the purpose underlying an author's writing, and the dramatic emotions and actions of the characters. Your students interpret a text, first by re-creating it in a condensed form, and then by dramatizing the actions and emotions within the text.

The process

In Reader's Theater, students work in small teams of four to six people. Each team is responsible for (a) choosing a text that describes a scene or event, (b) determining how many characters and narrators there are in the scene, (c) writing a script of the text, (d) practicing their script and adding Reader's Theater gestures to enhance the drama, and (e) performing the scene in front of the class. Two ground rules for script writing are (a) there should be one narrator for each character; and (b) students may delete words from the text, but may never add words to the text.

The steps of writing a Reader's Theater script are

1. Note the main events of the text.
2. Determine the author's purpose.
3. Identify the most important words the author wrote.
4. Delete the words that are not crucial to the story's progression or outcome.

Condensing a text into a script is as much about writing as it is about reading: Each Reader's Theater

group will want their script to remain true to the full version of the story, and thus will have to pay close attention to the writing process. The final stage of creating a Reader's Theater script focuses on identifying and adding appropriate gestures and emotions to the reading of the script. This stage of practicing and acting out the script, using drama to reach an audience, arguably brings authenticity to the students' speaking. Students performing a Reader's Theater script enter into the text at a personal level as they assume roles of characters and narrators. Again, the objective is not to memorize the script (though that might occur at some level); the objective is to make a text more real or authentic for your class, through their creative interpretation of it.

Demonstrating the activity to students

The Appendix gives a sample Reader's Theater script. The script is adapted from "Little Things" by Raymond Carter, a poignant short story perfect for demonstrating Reader's Theater scripting. You might want to write your own sample script based on a reading or a book used in class.

Before class, make copies of your script (one for each speaking part) and give them to some student volunteers to practice. Encourage these students to think of good gestures and emotions to add to the script. As a part of your explanation of the activity to the class, these students will demonstrate reading the script. Make it clear to them that they should not memorize the script.

During class, provide handouts of the sample script, and also provide the original text of the short story to the students. Explain the purpose and process of Reader's Theater according to the steps described above. Have the volunteers perform the script for the class. Discuss what happened in the story. Then, have students compare the original story with the script, bringing attention to those phrases deleted as well as kept. Ask the class how they might change the script further by adding or deleting more of the author's words. Model this on the board.

Tips on finishing the project

After students choose their own texts to script, give them time in class to write and practice. Seeing teams

caught up in the creative process will motivate other teams in their own writing and acting, and you, as the teacher, will be able to monitor the development of your students' projects. Encourage students away from using props and costumes; instead, focus them on motion and expression to tell their story. For the performance itself, have teams place their narrators next to the "stage" rather than on it, so that the characters have more range for movement and are obviously separate from the narrators. Students should not be given time to memorize their scripts as this is not the purpose of this activity. However, they should hold their scripts well below their faces during the performance, so that the audience can appreciate all of their expressions and gestures.

Conclusion

Reader's Theater is an entertaining way to literally bring a text to life. It encourages students to interact with their text at a personal level. Reader's Theater also compliments extensive reading projects and literature studies courses: It offers an energetic approach to students demonstrating their knowledge of literary elements such as plot, character, and purpose.

Quick Guide

Key Words: Reading, Literature
Learner English Level: Intermediate to Advanced
Learner Maturity Level: High School to Adult
Preparation Time: 5 minutes to copy sample script
Activity Time: 90 to 120 minutes

Appendix: Sample script

Copies may be made for classroom use.

"Little Things"

by Raymond Carver

Characters

M = Man

W = Woman

Narrators

N1 = Narrator 1 (for Man)

N2 = Narrator 2 (for Woman)

N1: He was in the bedroom pushing clothes into a suitcase when

N2: She came to the door.

W: I'm glad you're leaving! I'm glad you're leaving!

N1: He kept putting things into the suitcase.

W: Son of a bitch! I'm so glad you're leaving!

N2: She began to cry.

N1: He looked at her.

N2: She wiped her eyes and stared at him.

W: Just get your things and get out.

N1: He did not answer. He fastened his suit case, put on his coat, and looked around the bedroom.

N2: She stood in the doorway, holding the baby.

M: I want the baby.

W: Are you crazy?

M: No, but I want the baby.

W: You're not touching this baby!

M: I want the baby.

W: Get out of here!

N2: She turned and tried to hold the baby over in a corner,

N1: but he reached across and tightened his hands on the baby.

M: Let go of him.

W: Get away, get away!

N1: He held on to the baby and pushed with all his weight.

M: Let go of him.

W: Don't. You're hurting the baby.

M: I'm not hurting the baby.

N1: He gripped the screaming baby up under an arm near the shoulder.

N2: She felt the baby going from her.

W: No!

N2: She grabbed for the baby's other arm. She caught the baby around the wrist and leaned back,

N1: but he would not let go. He pulled back very hard.

N1 and N2: The issue was decided.



Making Customized Board Games in the Conversation Class

Michael Furmanovsky and Penny Sugihara
Ryukoku University

EFL board game activities typically ask participants to throw a die or toss a coin, and then move a counter to a square containing a set of instructions that usually involve speaking. Both teachers and students enjoy these games, no doubt because they resemble familiar children's games such as "Snakes and Ladders," "Monopoly," etc. This activity describes how students can design and then play their own board games. Designing an interesting or effective board game is an absorbing activity and one which takes considerable imagination. For teachers, the design process is a good opportunity to engage those students who have a visual learning style.

Procedure

1. Distribute a variety of textbooks which contain board game activities to students in pairs or small groups. Give each group a die. Students should play the board game for ten to fifteen minutes and then change textbooks with another group, so that they eventually play two or three games.
2. Generate a list of common themes of the games. Typically these include (a) past experiences; (b) hobbies, favorites, or enjoyable activities; (c) daily lifestyle and habits; (e) family and friends; (e) future plans; and (f) personal opinions and values.
3. Generate a list of common approaches to the activities in the games. Typically these include (a) answering a factual question; (b) expressing an opinion; (c) practicing a function such as suggesting, inviting, or describing; (d) talking for thirty to sixty seconds about a particular subject or past experience; (e) finishing a sentence; and (f) unscrambling a word or phrase.
4. Emphasize the need for simple rules and draw attention to the ways in which these rules are explained in the sample board games. For example, look at a variety of games which use either a die or a coin to decide which is appropriate for different situations. (The main factor will be the extent to which the questions asked are subjective or objective: If the questions are objective and have only one answer, then it is better if fewer students land on that spot, and a die is probably preferable; however, personal or subjective questions are more interesting if several students address them, so in this case a coin might be the better choice.) Other possible problems with rules can be addressed when students test their own games with one or two partners.
5. Draw attention to the physical design of the games. Typically these consist of squares or circles containing text or small pictures, leading to some kind of target or finishing point. Point out that there are many other possible shapes and designs which could depend on the theme chosen.
6. Ask students to form pairs and explain that they must now design their own board game with an original theme. These will be played by other groups at a future date. Two to three weeks preparation is usually necessary, depending on how much class time is allocated by the teacher.
7. Generate a list of possible topics for student-designed board games. Topics should not be too narrow or specific. Possibilities are Part-time Jobs, Past or Future Trips, Professional Sports, Music and Film, Family and Friends, High School Memories, Food and Restaurants, etc. To this list could be added a few topics that pertain to the students' common situation such as Classes at University, the University Festival, Local Restaurants, Popular Places in Town, etc.
8. Ask groups to choose a topic and write down as much vocabulary relating to the topic as possible. They should then write a few possible questions based on the ideas generated above. (Questions should not be answerable in one word.) Ask them to consider some possible design ideas. Examples from previous classes have included (a) a soccer ball design with sports questions written in the white segments of the black and white ball; (b) a map of Japan, made up of squares, with a domestic travel theme; and (c) a CD with questions about popular music written in concentric circles. There are, of course, innumerable possibilities.
9. Student pairs make a first draft of the game for homework. An effort should be made to include examples of all the types of approaches listed above (point #3) and to develop an original design. This first draft, which ideally should be done on a computer using a simple draw program, should be brought to class so that students can be given a chance to see the work of other groups. Additional class time should be allocated to put the final touches on the game and to practice with one or two other students in order to iron out potential problems.
10. On the day of the activity, two pairs join together to play their two games. During this time problems and mistakes, such as obscure or simplistic questions can be identified and corrected if necessary. After the corrections are made, the games can be randomly distributed among the groups. Towards

the end of the class, a few minutes can be allocated for students to talk to the designers of the games.

Customizing board games can be an effective way of giving students a chance to incorporate their own interests and lifestyles into a classroom activity. At their best, such games introduce new vocabulary and structures while still allowing for practice of language and functions that have been introduced in class. In addition, the process of making a board game promotes analytical thinking and creativity, since students must break down the components of a model textbook board game and adapt it to suit their thinking and interests. And, of course, once completed, students will be better equipped to see the textbook for what it is, a combination of a resource tool and a springboard for communication, which can be adapted and reshaped to suit their needs.

Quick Guide

Key Words: Speaking, Materials Design

Learner English Level: Lower Intermediate and higher

Learner Maturity Level: High School and older

Preparation Time: Student homework—time varies

Activity Time: 1 class period to introduce the project, and 1 to play the completed games

Opinions & Perspectives, cont'd from p. 39.

Coherently living our values in the classroom can provide students with an optimal environment to show they are god-like. Coherence in institutions reaches out for and develops our "human dignity" and offers us opportunities for expanding our personal development. Acting upon these higher values can enrich our daily activities with passionate intent and purpose.

References

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 Murphey, T. (1992). A best kept secret. *English Teachers Association of Switzerland* 9, (2), 35.
 Woodward, Tessa (1998). Following a philosophy of personal dignity. (Interviewed by Merinda Wilson) *Explorations in Teacher Education*. 6 (1), 5-9.

学生に愛を持って接すれば、教師のティーチングは向上するであろう。さらに、行動と信念の矛盾に悩むとき、基本的な価値観にたしかえることが必要である。そうすれば、矛盾の中でのべき正しい道が明白に見えてくるであろう。



In a Bind?

Perhaps it's time to order binders for your LTs.

JALT Central Office announces a slight price increase (+5%) in JALT binders. Please note the new prices when placing your orders:

Single binders	¥990 each
2-4 binders	¥920 each
5 or more binders	¥890 each

Book Reviews

edited by katharine isbell & oda masaki

Wordflo. Steve Smith and Jacqueline Smith. Essex, England: Addison Wesley Longman Ltd., 1997. ¥2,900. ISBN: 0-582-32887-X.

Wordflo is the kind of book that language teachers love. It is a language organizer for students that promotes learner independence. Its stated aim is to get students to examine their own learning style and to experiment with new ones. Based on research in cognitive psychology which claims learners better retain information they write down and organize, *Wordflo* introduces learners to a variety of organizational strategies so that they may identify those most effective for their personal learning. Learners are encouraged to organize information in ways that are relevant to them and that relate to their lives. The way *Wordflo* does this is through the use of what it calls data systems, which are “formats for learners to record, categorise and analyse the new language they encounter” (Teacher’s Guide, no page number).

The nifty *Wordflo* binder, half the size of an A4 page, is divided into Personal, Notes, Learning Techniques, Vocabulary, Useful Phrases, Grammar, and Self Correction sections. Each section is marked with handy tabs, and within each section are numerous subsections, features, and data systems. For example, the Vocabulary section consists of Word-Building, Word Combinations, and Dictionary Skills subsections. The Word Combination section is further divided into three data systems: phrasal verbs, power verbs, and word partners. Students use the system by first jotting down new language in the Notes section. They then transfer it to the data system that will best help them work with and learn the new language.

While designed to be used autonomously by learners, *Wordflo* comes with an extensive Teacher’s Guide which recommends that instructors spend time introducing the system to the students as well as monitoring the students’ use of *Wordflo* over time. It contains teaching and activity suggestions for each section and vocabulary and grammar game banks. However, the Guide cautions that *Wordflo* is not a text that can be completed in “one lesson, or one week, or even one month” (no page number). It is intended to grow with the learner.

So far, so good. The book looks great and the rationale behind it seems sound, but how user-friendly is it? To find out, I gave *Wordflo* to one of my more conscientious and motivated intermediate-level students. Chizuru agreed to meet regularly to discuss her impressions of *Wordflo* as she worked with selected sections in the final two months of the semester.

In short, Chizuru enjoyed working through some of the preliminary activities such as the quiz designed to reveal a student’s prominent learning style. She espe-

cially liked the Useful Phrases data system since it eventually becomes a personalized phrase book. She works at a major tourist center and wants to increase her knowledge of tourist-related language. She appreciated the Dictionary data system since it gave her a place to record the new vocabulary she was often overwhelmed by in her classes. She said she could review the words when she transferred them to the dictionary, and she felt this helped her learn the new words faster—precisely the intent of *Wordflo*. In our final meeting, she concluded that she would continue to work with the book because she believed it had helped her language learning.

After this initial experience, I intend to continue working with *Wordflo*, too. Between its covers, it does have something for everyone. While not appropriate as a stand-alone course text, *Wordflo* would work extremely well in conjunction with content-based or EAP classes of intermediate-level students and higher. In addition, a language teacher must expect to spend considerable time and energy to help students realize benefits from this book.

Reviewed by Katharine Isbell
Miyazaki International College

Oxford Bookworms Factfiles: Ireland. Tim Vicary. Oxford: Oxford University Press, 1998. pp. 22. ¥580. ISBN: 0-19-422866-5.

Ireland, an addition to the Oxford Bookworms Factfiles series of simplified readers, is a brave attempt to condense the complex history and culture of Ireland into a very slim volume. The Factfiles series is designed for readers of English as a second language, and the content is explained using a restricted vocabulary of 700 headwords. Each of the 10 units has a short reading of about 200 words which is well supported by excellent colour photographs. The back of the book contains some exercises and a glossary.

Units 1 and 10 are an introduction and conclusion respectively to the book’s theme of Ireland as a “strange and interesting country” (p. 1), where political violence coexists with a rich culture. The book gives a brief introduction to the country’s geographical features, the city of Dublin, and Irish literature and music, but the main focus is on Irish history. Unit 3 describes St. Patrick and Irish Christianity but glosses over the influence of the Celts and Vikings rather unsatisfactorily in a few lines. The history from the coming of the Normans in 1170 until independence in 1921 is better summarized in units 4 to 6. This focus on history leads naturally into the causes and nature of the Northern Ireland conflict in Unit 7.

Ireland can be easily used in various teaching situations. The simple sentence structure and limited vocabulary are suitable for reading classes in high school or discussion classes at universities or language schools. One drawback of using a brief book

like this in language classes is the inevitable oversimplification of complex issues. For Irish culture classes, the book will need to be supplemented extensively, but in literature courses, the book could be very useful in explaining the deep influences of history and culture on Irish writers.

The two-page exercise section at the back of the book is helpful in testing or reviewing the material. It consists of a few factual questions, some language practice, and a small number of ideas for activities and projects. One activity suggests a role-play between a Catholic Nationalist who wants the British to leave Northern Ireland and a Protestant Unionist who wants them to stay. If students recreate the heat of the actual peace talks, then the classroom could become a dangerous place. Luckily, our students will probably not be burdened with 800 years of history and take 30 years to come to the negotiation table. The glossary at the back of the book defines some surprisingly simple words such as *post office*, *welcome*, and *history*. I felt it would have been more useful to have a glossary of the names from the text. A timeline of Irish history and a map of Ireland's position within Europe would also have been useful additions.

Despite the brevity of the book, it offers a reasonably balanced introduction to Ireland that can be used in language, literature, or culture courses. In *Ireland*, Vicary has not really managed to show that Ireland is "a strange and interesting country," but it may be enough to encourage students to find out more about this charming and fascinating place.

Reviewed by Brian Cullen
Aichi Prefectural University

Teacher's Voices 3: Teaching Critical Literacy. Anne Burns and Susan Hood, Editors. Sydney, Australia: Macquarie University, 1998. pp. 68. AUD \$29.95. ISBN: 1-86408-307 7.

Teacher's Voices 3 is the third volume in the *Teacher's Voices* series relating teachers' personal experiences of classroom-based action research. The research documented is from a special project undertaken through the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University in Sydney, Australia. The format of this third volume differs from the previous volumes in that the research and suggestions for classroom application are now in separate sections.

The focus of action research is for teachers to solve specific problems in the classroom by themselves (Nunan, 1992) or, more to the point, to improve teaching and facilitate learning by focusing on problems through a systematic approach (Hadley, 1997). This text focuses on the problem of how to teach critical literacy in the classroom. It is divided into two sections: section one comprises background articles by each of the editors, and section two provides detailed

accounts of six classroom research projects on teaching critical literacy.

In her opening paper, Anne Burns focuses on the theory behind action research and how to put it into practice. She believes that action research should not only be for professional development and personal growth, but also for networking and collaborating with other teachers. (She expands on these ideas in the recently published *Collaborative Action Research for English Language Teachers* [1999]). Susan Hood's paper examines the meaning of critical literacy and its position in the context of other reading strategies such as the schema theories.

The accounts of the projects are provided by English teachers participating in the Adult Migrant English Program in South Australia. They are organised in order of the level of English of the classes from beginner to advanced. Critical literacy was either the main feature or part of the class goal in each of the projects. The literature selected by each class centred on cross-cultural issues in Australia and ranged from fables to newspaper articles. Classroom activities included identifying the speaker or writer, questioning the content, and identifying the audience. Each of the research projects conforms to a standardised format comprising the research framework, the activities carried out, reflections by the teachers on their research, discussion tasks, and classroom tasks for the reader.

The text includes a wide selection of material and example worksheets for developing learners' critical skills, which can easily be adapted for both classroom activities and classroom research. The most interesting parts of the research are the teachers' reflections and suggestions for further research. The reflections include evaluation of the material selected, the appropriateness of the activities, and whether the goal of critical literacy had been achieved. The suggestions highlight the successful aspects of the research and identify ways of improving on the less successful ones.

This book is an invaluable text for any teacher involved in teaching critical literacy, whether as the main theme or as an element thereof. The question, "What is critical literacy?" and "How do we teach it?" are thoroughly explored without being prescriptive. The projects are clearly written, and the fixed format used for describing the projects makes it readily accessible.

Reviewed by Caroline Bertorelli
FIA Language Training

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- Hadley, G. (1997). *Action research: Something for everyone*. In D. T. Griffiee & D. Nunan (Eds.), *Classroom teachers and classroom research* (pp. 87-98). Tokyo: Japanese Association for Language Teaching.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.

Recently Received
compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of October. Please contact 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 Publishers' Reviews Copies Liaison.

For Students

Course Books

- Burke, D., & Harrington, D. (1998). *Street talk: Essential American slang & idioms* (student's). Studio City: Caslon Books.
- *Gallagher, N. (1999). *Delta's key to the TOEFL test* (text includes practice tests, tapescripts). IL: Delta Publishing Company.
- *Lazar, G. (1999). *A window on literature* (student's, cassette). Cambridge: Cambridge University Press.
- *Richards, J. (1998). *Changes: English for international communication* intro (student's, teachers, workbook, cassettes). Cambridge: Cambridge University Press.
- Richards, J., & Sandy, C. (1998). *Passages: An upper-level multi-skills course* (student's, teacher's, workbook, cassette). Cambridge: Cambridge University Press.

English for Specific Purposes

- Glendinning, E., & Holmstrom, B. (1998). *English in medicine* (2nd ed.) (student's, cassettes). Cambridge: Cambridge University Press.
- *Jones, L. (1998). *Welcome: English for the travel and tourism industry* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.
- *MacKenzie, I. (1997). *English for business studies: A course for business studies and economics students* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Grammar

- *Gammidge, M. (1998). *Grammar works 1* (student's, teacher's). Cambridge: Cambridge University Press.
- *Gammidge, M. (1998). *Grammar works 2* (student's, teacher's). Cambridge: Cambridge University Press.
- *Obee, B. (1998). *Cambridge first certificate: Grammar and usage* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

Pronunciation

- Hewings, M., & Goldstein, S. (1998). *Pronunciation plus: Practice through interaction* (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

Reading

- *Roberts, P. (1999). *Cambridge first certificate: Reading* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

Vocabulary

- *McCarthy, M., & O'Dell, F. (1999). *English vocabulary in use: Elementary*. Cambridge: Cambridge University Press.
- *Redman, S., & Shaw, E. (1999). *Vocabulary in use intermediate: Self-study reference and practice for students of North American English*. Cambridge: Cambridge University Press.

Writing

- *MacAndrew, R., & Lawday, C. (1999). *Cambridge first certificate: Writing* (2nd ed.) (student's, teacher's). Cambridge: Cambridge University Press.

For Teachers

- *Bachman, L., & Cohen, A. (1998). *Interfaces between second language acquisition and language testing research*. Cambridge: Cambridge University Press.
- Davis, P., Garside, B., & Rinvolucru, M. (1998). *Ways of doing: Students explore their everyday and classroom practices*. Cambridge: Cambridge University Press.
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- Sanderson, P. (1999). *Using newspapers in the classroom*. Cambridge: Cambridge University Press.

JALT News

edited by thom simmons

Budget News

In the past, JALT budgets for the April–March fiscal year have been drawn up at the first Executive Board Meeting of the calendar year. To meet the requirements of the new Non-Profit Organization Law, however, a draft budget for the *coming* fiscal year must be presented to the JALT Annual General Meeting, this year at JALT99 in Maebashi. For general information and a basis of comparison, here is an overview of the *past* (April 1999—March 2000) budget as approved at the January 1999 Executive Board Meeting.

Revenues

Membership Dues	40,687,000
SIG dues	*
Sales and Services	1,012,881
Other Receipts	456,000
Publication Receipts	14,735,000
Conference and Programs	37,412,000
TOTAL	94,302,881

Expenditures

Chapter Grants	11,958,142
SIG Grants	700,000
Other Grants	825,000
Meetings	2,900,000
Administration JCP/National Officers	30,728,000
Other	3,047,739
Publications	18,841,000
Conference	24,503,000
TOTAL	93,502,881
GAIN/LOSS	+800,000

*SIG dues are not entered as revenue because they are not calculated in the SIG Grant expenditure listed here. The actually distributed grant includes the SIG dues, of course.

JALT99

compiled by dennis woolbright

Flash!

Do you know the latest organizations to contribute to our JALT99 conference?

- The U.S. Embassy: first-time grant sponsoring Anna Uhl Chamot.
- Pilgrims and Cambridge University Press: Main speaker, Mario Rinvoluceri, also Sheltered English Workshop speaker for the 6:15-7:00 slot on Sunday in room 502.
- The British Council: Dick Allwright.
- Canadian Airlines: Elizabeth Gatbonton's transportation to JALT99.
- The Japan Foundation: Christianity Nur, JALT Asian scholar.

JALT99 has been blessed with an outpouring of support from many sources and we wish to express our heartfelt thanks to all those who have supported JALT financially, as well as those who have given support in other ways.

速報!

JALT99 conferenceへ新しくいくつかの組織が後援を申し出ていただきました。これまでも様々な方々からの後援をいただきました。この場をお借りし、深く感謝の念を捧げたいと思います。

Featured Speaker Workshops

Friday October 8

Start JALT99 from the beginning and take part in one or two featured speaker workshops. Each workshop is three hours long and limited to 35 people.

JALT99はfeatured speaker workshopsで始まります。それぞれのワークショップは3時間、定員35名です。

Terry Shortall, Birmingham University *The Sequencing of Grammatical Items in Coursebooks*

Sponsored by David English House

Low-level learners should be presented with prototypical items of language, with a gradual movement towards more real and more authentic examples as proficiency increases.

低いレベルの学習者に対しては、プロトタイプの言語事例から始め、レベルが上がるにつれて、より本物に近く、自然な例に次第に移行していくべきであることを提案します。

Steve Mann, Aston University *The Search In Research: Articulation & Cooperation*

Sponsored by Aston University

Ways of working cooperatively with other teachers, especially in beginning a process of action research: how to articulate ideas and develop them into action

cooperatively.

特にアクションリサーチを開始する場合に、教師同士がどのように協力し合えるかを示します。また、教師間でアイデアを出し合い、それを行動へとつなぐために、いかに協力し合えるかについても考えます。

Christopher Candlin & Ken Koebke

City University of Hong Kong

Designing Tasks For Language Learning

Sponsored by MacMillan Language House

The speakers' firsthand research and practice will enable participants to evaluate and contribute to guidelines for designing and evaluating language learning tasks.

発表者自身が行ったリサーチとその教授実践は、言語学習のタスクをデザインし、評価するためのガイドラインに対して、参加者の認識を高めることができるでしょう。

Andy Curtis, Hong Kong Polytechnic University *Connecting Hands, Head and Heart Through Action Research and Portfolio Creating*

Sponsored by Teacher Ed & West Tokyo Chapter

Carrying out action research and creating teaching portfolios: two ways of making connections between what we do—our hands, how we think about and reflect on what we do—our heads, and how we feel about who we are as teacher practitioners—our hearts.

私たちが実際に手を下して何をするのか(手)、私たちが自分の行動を頭でどう考え内省するのか(頭)、教師としての自分をどう思うのか(心)。このワークショップでは、これら手、頭、心を結びつける二つの方法、アクションリサーチとポートフォリオ制作について考察します。

Michael McCarthy, Nottingham University *Creating Discourse-based Grammar Materials*

Sponsored by Cambridge University Press

Creating effective materials with "discourse grammar." Participants will critique existing materials before trying their hands at producing their own.

「談話文法」にフォーカスをおいた、効果的な教材の開発です。参加者はまず、現存の教材を批評し、それから自分たち自身での制作を試みます。

Richard Day, University of Hawaii *Developing Comprehension Questions*

Sponsored by Addison Wesley Longman

Designing questions to help students understand a text and work actively to make sense of it.

このワークショップでは、学生のテキストの理解を高め、テキストを理解する過程において、積極的に考えることに役立つ質問の作り方に焦点を置きます。

Kensaku Yoshida, Sophia University *From Interpersonal To Intercultural Communication*

Sponsored by Oxford University Press

The Assessment Model of intercultural communication, and examples of classroom exercises: Intercul-

tural communication starts interpersonally, regardless of the interactants' cultural backgrounds. Interactants must be willing to adjust their viewpoints to resolve communication problems.

異文化間コミュニケーション評価モデルと、教室における実際の練習の例を紹介します。コミュニケーションにおける問題に対しては、そのコミュニケーションの参加者がお互いに納得のいく解決に至るよう、進んで各自の意見を調節することが必要です。

**Robert Homan, International Christian University,
& Chris Poel, Musashi Institute of Technology**
Applying Cooperative Learning To EFL Materials

Sponsored by MacMillan Language House

Several cooperative learning techniques and how they can be used in a variety of classroom situations; social aspects of cooperative groupwork and adapting materials for cooperative learning.

このワークショップでは、共同学習のいくつかのテクニックを紹介し、様々な教室環境におけるそれらの利用方法を説明し、そして、グループワークによる共同学習の社会的側面と共同学習のための教材の改訂を検討します。

H. Douglas Brown, San Francisco State University
Teachers As Collaborators:

What Can We Learn From Each Other?

Sponsored by Prentice-Hall Regents

This workshop will first look at forms of collaboration (including peer coaching, team teaching, classroom "action" research, curriculum revision, and assessment) by reviewing a number of collaborative projects the presenter has been engaged in.

このワークショップでは、発表者が携わってきた、数々の協同プロジェクトを振り返ることによって相互指導、チームティーチング、教室におけるアクションリサーチ、カリキュラム改訂、評価などを含む様々な協力の形を考察します。

Susan Steinbach

University of California at Davis

Culturally Speaking:

Bowling, Basketball And Rugby

Sponsored by Video and CUE Sig

Sports metaphors can describe three major conversational styles found around the globe based upon research by Deborah Tannen.

スポーツの暗喩を使って、発表者はデボラ・タナンのリサーチに基づき、世界で使われている三つの主な会話のスタイルを説明します。

Chuck Sandy, Chubu University

Learning to See—The Power of Peer-observation

Sponsored by Cambridge University Press

Participants at this workshop should leave it feeling better equipped to benefit from more focused peer-observations of other teachers.

このワークショップに参加した人々は、教師の、まとをしぼった相互観察の利点について、より深い理解を得たと感じるようになるでしょう。

**David Nunan, The University of Hong Kong and
Newport Asia Pacific University**
Teacher Research In The EFL Context

Sponsored by International Thompson

Teacher research: what it is, what characteristics it shares with other kinds of research, and what makes it unique.

「教師のリサーチ」とは、いったいどんなものなのか、その特徴のどんなところが他の種類のリサーチと同様なのか、また何がこの種のリサーチを他に類を見ないものとしているのかを説明し、彼なりの解釈を提示します。

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editor to submit announcements written in a **paragraph format** and not in abbreviated or outline form.

Call for Papers: FLEAT IV Conference in Kobe—The 4th International Conference on Foreign Language Education and Technology (FLEAT IV) will be held at the Kobe Bay Sheraton Hotel, Ashigei Rokko Island College, and Rokko Island Center (RIC), Kobe, Japan, from July 29 to August 1, 2000. The theme is "Language Learning and Multimedia: Bridging Humanity and Technology."

FLEAT IV is currently inviting proposals for papers for oral or poster sessions. Presentations are to be in either English or Japanese. Presentation time is 30 minutes for an oral session, including 10 minutes of discussion, and 2 hours for a poster session. Those interested should send an abstract in English (not Japanese) of about 500 words. **Abstracts should be sent via email to fleatproposal@kuins.ac.jp.**

Accompanying the abstract, include the following information: a) presenter's name: surname, first name, middle initial (if any); b) presenter's affiliation; c) title of the presentation; d) presenter's email address; e) presenter's postal address; f) presenter's telephone and fax numbers; g) coauthor's name(s) (if any); h) coauthor's affiliations; i) coauthor's title(s); j) language of the presentation: English or Japanese; k) type of presentation: oral or poster; l) presentation title (repeated).

All proposals must be received by Thursday, January 20, 2000. Further conference details will be available at www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html. Unless otherwise specified, all correspondence will be via email. For inquiries, contact Jun Arimoto, Vice Secretariat of FLEAT IV; fleatQ&A@kuins.ac.jp.

投稿募集: FLEAT IV Conference in Kobe—外国語教育とテクノロジー(FLEAT IV)の第四回国際会議が2000年7月29日から8月1日に開催されます。口頭発表かポスターセッションのための論文を

現在募集中です。発表は英語か日本語のどちらか一方で、発表時間は、ポスターセッションでは討論の10分を含む30分、口頭発表では2時間です。発表希望者は500語程度の英語による概要をお送りください。締め切りは、2000年1月20日（木）です。概要は電子メールで fleatproposal@kuins.ac.jp にお送りください。詳細は、英文をご参照ください。

Call for Participation: JALT Tokyo Metro Mini-Conference—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading. Visit the website at <http://home.att.ne.jp/gold/db/tmmc> or contact the program chair David Brooks; t/f: 042-335-8049; dbrooks@planetall.com.

参加者募集: JALT Tokyo Metro Mini-Conference—東京支部は、1999年12月5日（日）に駒沢大学にて9:30-17:00までのコンファレンスを主宰します。テーマは「教室実践: 新しい方向」です。中学・高校外国語教育、児童教育の分野別研究会は、読解についての発表を開催いたします。詳細は、<http://home.att.ne.jp/gold/db/tmmc>か英文の連絡先をご覧ください。

The Language Teacher Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in TLT style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with TLT's operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, TLT recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

TLTスタッフ校正担当者募集—TLTでは、英語の校正担当者を募集しております。資格は言語教育経験を持つJALTメンバーで、日本に在住し、ファクス、電子メール、および、Macintosh fileを加工することができるコンピューターを持っていることです。担当者は、毎月数時間を校正作業やオンラインやオフラインの会議のため時間を使うこととなります。詳細に関しては、英文をご参照ください。

Special Interest Group News・研究部会ニュース

edited by robert long

Bilingual SIG—At JALT99, we will be selling volume 5 of the *Japan Journal of Multilingualism and Multiculturalism* and our newest monograph *Bullying in Japanese Schools: International Perspectives*. Volumes 2—4 of the journal and our other monographs will also be available.

Material Writers SIG—Activities at JALT99 will be our Annual Materials Swap-Meet and our Publishers' Roundtable, this year featuring domestic publishers and self-published textbook authors. We will also be electing next year's officers. Please attend the AGM with your volunteer hat on and join us in setting the future direction of the SIG.

Teaching Children SIG—The Teaching Children SIG needs new officers for the new millennium. If you would like to work for the SIG next year, see the July TLT for details of positions and send your name to Aleda Krause. Elections will be held at the ABM at JALT99. Please join our roundtable: Children Can Read Beyond Words at JALT99 and also the following dinner party.

Teacher Education SIG—Teacher Ed is co-sponsoring the visit of Andy Curtis of Hong Kong Polytechnic University to the JALT99 conference. Please try and catch him at the pre-conference workshop, where he will be presenting on action research and teacher portfolios, or at the conference itself, where he will give a presentation on collaborative research.

For information on publications and activities of SIGs not listed above, please visit the JALT WWW website at www.jalt.org/

SIG Contact Information

Bilingualism—Chair: Peter Gray; t/f: 011-897-9891(h); pag@sapporo.email.ne.jp

Computer-Assisted Language Learning—Coordinator: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); holmes@nucca.ac.jp

College and University Educators—Coordinator: Alan Mackenzie; t/f: 03-3757-7008(h); asm@typhoon.co.jp

Global Issues in Language Education—Coordinator and Newsletter Editor: Kip A. Cates; t/f: 0857-28-2428(h); kcates@fed.tottori-u.ac.jp

Japanese as a Second Language—Coordinator: Haruhara Kenichiro; t: 03-3694-9348(h); f: 03-3694-3397(h); BXA02040@niftyserve.or.jp;

Coordinator: Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); mari@econ.hit-u.ac.jp

Junior and Senior High School—Coordinator: Barry Mateer; t: 044-933-8588(h); barrym@gol.com

Learner Development—Coordinator: Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w);

hnicoll@miyazaki-mu.ac.jp

Material Writers—Chair: James Swan; t/f: 0742-41-9576(w); swan@daibutsu.nara-u.ac.jp

Professionalism, Administration, and Leadership in Education—Membership Chair: Edward Haig; f: 052-805-3875 (w); haig@nagoya-wu.ac.jp

Teaching Children—Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)

Teacher Education—Coordinator: Neil Cowie; t/f: 048-853-4566(h); cowie@crisscross.com

Testing and Evaluation—Chair: Leo Yoffe; t/f: 027-233-8696(h); lyoffe@thunder.edu.gunma-u.ac.jp

Video—Coordinator: Daniel Walsh; t: 0722-99-5127(h); walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy—Joint Coordinator (Communications): Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com

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

Gender Awareness in Language Education—Coordinator: Cheiron McMahill; t: 0274-82-2723(h); f: 0270-65-9538(w); chei@tohoku.or.jp

Chapter Reports

edited by diane pelyk

Chiba: May 1999—*Ideas on Speaking* by Shiozawa Yasuko. The presenter discussed two types of activities to enhance speaking ability. The first activity was modified oral interpretation. The learner interprets the text and reproduces it orally after little or no editing. This activity is applicable to all levels of learning by controlling the genre and length of the texts. The second activity was named interactive theatre. The audience is encouraged to participate in a play dealing with controversial issues. This activity is similar to an informal debate and develops critical thinking. These process-oriented activities are entertaining and integrate all four language skills. *Reported by Bradley Moore*

Hiroshima: June 1999—*Creating and Enjoying Writing* by Richard Gabbrielli and Joel Harris. This presentation focused on several activities that could be used in writing courses from beginning to advanced levels. The presenters emphasized the importance of using all four skills to improve fluency in writing. There were three different activities presented. One involved writing about a favorite place and recalling how the place made you feel, how it smelled, what colors and shapes you saw, and sounds you heard. After a five-minute writing session, participants shared their writing with several partners. The next

activity was a round robin writing session, in which groups chose one of three situations and wrote a running dialogue. Each person in the group wrote one line of the imaginary situation, then passed the paper to the next person who wrote a second line and so on. This resulted in some different and interesting dialogues. Group members took turns reading out the dialogue to the rest of the audience. The last activity involved individuals choosing pictures which interested them and writing about them. After about 5 minutes, participants strolled around the room and perused other written works.

These three activities effectively incorporated speaking, listening, and reading skills to promote a more relaxed and comfortable environment for students to explore their own writing processes. These activities would be useful as warm-up exercises and could be further developed with revisions and peer review. *Reported by Fujishima Naomi*

Hokkaido: May 1999—*From Static to Energy* by Simon Bayley. Bayley presented several physical activities he has found successful in teaching English to college students. The presenter demonstrated a “wall-dictation activity” that required participants to run, search for, read, memorize and orally report information to others.

Bayley explained some important reasons for adding physical movement to the classroom.

1. It confounds student expectations.
2. It creates an element of fun, always important for motivating students.
3. The focus moves away from the teacher and the textbook.
4. Everyone is involved. Physical activities break the ice and encourage students to approach others and find out about their classmates. Students enjoy interactive activities because they can control the exchange. It is also an opportunity for teachers to participate at the same level as students.
5. The noisy atmosphere helps improve students' listening skills.
6. Physical exertion increases circulation and the flow of oxygen, ideal for overcoming the weariness often observable in long English classes.
7. The change of pace helps break up a 90-minute class.
8. Kinaesthetic learning research acknowledges a broader range of criteria for determining ability and intelligence, including emotional, social, and physical elements, and supports the need for more learning activities which incorporate these factors.
9. Active participation assures students they can successfully use the language they are learning to provide a confidence boost.

However the presenter cautioned that one must choose an appropriate physical activity that suits the target audience. *Reported by Mark Hamilton*

Ibaraki: May 1999—*Looking at Student Scores* by Cecilia Ikeguchi and *We've Got It on Tape*, by Joyce Cunningham. All teachers should try to understand why their students don't always perform up to expectations. Ikeguchi put forward three goals of teacher research: learning from students' scores, exploring data for greater insights on students, and sharing the information. She first demonstrated a traditional reading cloze test. Afterwards she showed a recent adaptation of a listening cloze passage, where groups of three words at a time were blocked out and the amounts of time taken to say each word measured. She drew on research showing that speaking at a lower rate by teachers does help improve the listening comprehension of students. Finally, Ikeguchi explained David Nunan's seven-step cycle of action research involving *initiation, preliminary investigation, hypotheses, intervention, evaluation, dissemination, and follow-up*.

Cunningham gave a talk on the use of a video project exchange between Japanese and Canadian universities and its applications to the classroom. The students began by sending email to their counterparts. To aid communication, students were given specific questions to answer. The students then became accustomed to using video, through working on skits together that required longer periods and involved increasing levels of difficulty. Trust between students grew. They chose an aspect of Japanese life to focus on, such as school or food, and prepared a script and film. *Reported by Neil Dunn*

Nagoya: June 1999—*Student Videos and Perfect English* by Elin Melchior. The presenter noted that students often requested instant error correction, believing this would help them acquire perfect English. In reality, overcorrection demotivates students and discourages them from attempting to speak. Making student videos is one method of overcoming this dilemma. Melchior encourages students to make their own video scripts based on a grammar point or communicative skill, then perform them on camera. Her policy is to correct mistakes made in producing the video, but to employ minimal correction during other classroom activities.

Melchior showed student video clips. Her students found the activity highly enjoyable and motivating. They experienced a great deal of personal satisfaction when fellow students applauded performances and laughed at scripted jokes. *Reported by Bob Jones*

Omiya: March 1999—*Alternative Uses of Media* by Kikuchi Keiko and *Media Literacy* by Itoh Shoko and Saito Sanae. Defining media as anything between the teacher and student which promotes learning, Kikuchi explored the effectiveness of audio-visual equipment in the classroom. Language laboratories have fixed layout which often hinder group activities, but they can promote learning in many other ways. Kikuchi has two teaching objec-

tives: improved student listening and enhanced intercultural understanding. Kikuchi uses a textbook on pop songs to teach listening strategies for detecting sound changes such as contractions and assimilations at the word level. Kikuchi uses popular movie videos such as *Stand By Me*, supplemented by worksheets to facilitate listening and encourage discussion of relevant topics.

Itoh and Saito believe that teaching media literacy empowers students to reject the message being conveyed. Such skills are particularly important for foreign language students who are exposed to new perspectives and influences through international media.

Materials developed to encourage students to think critically about television advertisements are particularly effective. The media literacy objectives are to teach the commercial message, but students' discussions polish listening and speaking skills in a foreign language. A sample lesson encouraged us to explore whether or not we were commercially oriented people who bought a product after seeing a commercial. Further clips highlighted tricks used to sell products and raised issues such as whether or not children can distinguish between fantasy and reality and whether advertisers should be more responsible in protecting children from their overactive imaginations. *Reported by Evelyn Naoumi*

Tokyo: June 1999—*Discover EFL Debate* by Charles LeBeau, David Harrington, Michael Lubetsky and John McLaughlin. These presenters showed how debate can be taught to students step by step, finally integrating all the elements to perform a full debate. This was demonstrated using the analogy of a house, the roof representing the proposition, the walls representing the main arguments, and the foundations representing the supporting points. The highlight of the event was an entertaining scripted debate followed by a critical analysis, explanation of styles of debate, and a discussion of how to implement debate in the classroom. *Reported by Caroline Bertorelli*

Yokohama and West Tokyo: June 1999—*Once Upon a Time* by Bonnie Yoneda. This presentation explored the culturally rich world of folk and fairy tales in the EFL classroom. Yoneda opened by presenting her own fairy tale form, following with a comprehensive historical background of European fairy tales as we know them today. She then offered practical teaching ideas for using these stories, including jazz chants, video, culture puzzles, and discussions of gender issues. Participants examined seven ethnically different versions of the Cinderella story and identified their commonalities.

Yoneda emphasized that fairy tales can help us compare value systems and identity, build vocabulary, and practice story-telling skills. *Reported by Peter J. Collins*

Chapter Meetings

edited by tom merner

Akita—Thinking about Language Learning, JALT99

Four Corners Tour Workshop, by Anna Uhl Chamot, George Washington University. Both teachers and students can benefit from thinking about language learning processes. This presentation will review research on language learning strategies and suggest future directions, present a metacognitive model of strategic learning, and suggest how to apply the model to incorporate learning strategy instruction into the language class. *Tuesday, October 5, 7:00-9:00; MSU-A (GH-300); one-day members ¥1000, students ¥500.*

Chiba—Why Classroom Language Learning and Teaching are So Difficult, JALT99

Four Corners Tour Workshop, by Dick Allwright, Lancaster University. *Sunday, October 3, 11:00-2:00; Josai International University, Language Education Research Center, Naruta, Chiba. If you wish to participate, please email or fax your name and contact address to Bradley Moore; bmoore@jiu.ac.jp or Yuko Kikuchi; f: 043-256-5524.*

Fukuoka—The Sequencing of Grammatical Items in Coursebooks

by Terry Shortall, University of Birmingham. This workshop, which is based on the speaker's Featured Speaker Workshop at the JALT National Conference, proposes that low-level learners should be presented with prototypical items of language, with a gradual movement towards more real and authentic examples as proficiency increases. Following the workshop will be an opportunity to learn about the University of Birmingham's MA in TEFL Distance Learning Programme. *Sunday, October 17, 2:00-5:00; Aso Foreign Language Travel College; one-day members ¥1000.*

Hiroshima—Using Japanese in the Classroom, JALT

99 Four Corners Tour Workshop, by Mario Rinvolucri, Pilgrims, UK. *Monday, October 4, 7:00-8:30; International Center, Crystal Plaza 6F.*

Hiroshima—Researching Voice, JALT99

Four Corners Tour Workshop, by Mario Rinvolucri, Pilgrims, UK. *Tuesday, October 5, 10:00-11:00; Yasuda Women's University.*

Ibaraki—The Power of Social Processes in the Classroom, JALT99

Four Corners Tour Workshop, by Dick Allwright, Lancaster University. *Tuesday, October 5, 7:00-9:30; Ibaraki Christian College, Hitachi, Omika. Contact: Robert Baker; 0294-54-2979 (h); rbakerjr@jsdi.or.jp.*

Kitakyushu & Fukuoka—Material Designs and Development for Indonesian Learners

by JALT99 Asian Scholar Christianity Nur, STBA University, Padang, Indonesia. *Tuesday, October 5, 7:00-9:00; Kitakyushu International Conference Center, room 22.*

Nagoya—JALT National Conference My Share. Those of you attending JALT99 in Maebashi, please come

and share your best experiences with those of us unable to go. *Children's English Teachers My Share.* Calling all children's English teachers to come and share your best games and activities with other teachers. We will also be electing chapter officers for the year 2000. Please come along and propose yourself for one of the officer positions. *Sunday, October 31, 1:30-4:00; 3F Lecture Room 1, Nagoya International Centre.*

Niigata—Creative Automatization in Communicative Language Teaching, JALT 99

Four Corners Tour Workshop, Elizabeth Gatbonton, Concordia University. *Tuesday, October 5, 7:30-9:00; Sanjo High School, Sanjo City; one-day members ¥1000, students ¥500.*

Osaka—Researching Voice, JALT99

Four Corners Tour Workshop, by Mario Rinvolucri, Pilgrims, UK. We will first look at ways in which you can improve your rapport with your students by more conscious use of your voice, the teacher's main professional tool. Then, we will experience exercises that encourage students to do their own voice exploration, directly linked to their L2 language learning process. *Wednesday, October 6, 6:00-8:30; YMCA Wexle, 8F Ni-bangai, ORC 200, Benten-cho; one-day members ¥1000.*

Shizuoka JALT with LIOJ—Material Designs and Development for Indonesian Learners

by JALT99 Asian Scholar Christianity Nur, STBA University, Padang, Indonesia. *Thursday, October 7, 6:30-8:30; AICEL 21. Members of JALT & Staff of LIOJ free, one-day members ¥1000. Amy Hawley; t/f: 054-248-5090; shortone@gol.com.*

Yamagata—Another Global Issue Approach In English Class

by Shanon Dube, Yamagata Prefectural Board of Education. This presentation is focused on another global issue approach in English class, which encourages students to be more interested in global issues, including the bloody confrontations in Yugo and Kosovo. *Sunday, October 24, 1:30-4:00; Yamagata Kajo-Kominkan; one-day members ¥500.*

Yokohama—The Power of Social Processes in the Classroom, JALT99

Four Corners Tour Workshop, by Dick Allwright, Lancaster University. *Wednesday, October 6, 6:00-8:30; Gino Bunka Kaikan.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

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2221; oleary@oleary.net; http://kyushu.com/jalt/events.html

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<http://www.jaist.ac.jp/~mark/jalt.html>

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Toyohashi: Laura Kusaka; t: 0532-88-2658;
kusaka@vega.aichi-u.ac.jp

West Tokyo: Kobayashi Etsuo; t: 042-366-2947;
kobayasi@rikkyo.ac.jp; <http://home.att.ne.jp/gold/db/wtcal.html>

Yamagata: Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi: Shima Yukiko; t: 0836-88-5421;
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Yokohama: Ron Thornton; t/f: 0467-31-2797;
thornton@fin.ne.jp



Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, October 15th is the deadline for a January conference in Japan or a February conference overseas, especially when the conference is early in the month.

Upcoming Conferences

October 20-21, 1999—Centennial Symposium on Language and Gender Identity: Women in the Workplace, held at Victoria University of Wellington. Plenary speakers Jennifer Coates of the University of London, Sally McConnell-Ginet of Cornell University, and Anne Pauwels of the University of Wollongong will lead a mixed program of plenaries, paper sessions, and poster displays. More information at www.vuw.ac.nz/lals/language_gender_symposium.html. Contacts: Email language-gender@vuw.ac.nz or write to Language and Gender Symposium, School of Linguistics and Applied Language Studies, Victoria University of Wellington, PO Box 600, Wellington, New Zealand.

November 4-7, 1999—ICCE 99: 7th International Conference on Computers in Education—New Human Abilities for the Networked Society, held in Chiba and Tokyo, Japan. This is a full-scale, international conference focusing on how to exploit new technology to enhance the creativity, collaboration,

and communication that will be at the heart of education for the next century. Plenaries by Ivan Tomek on "Virtual Network Environments in Education" and Betty Collis on "Design, Development and Implementation of a WWW-based Course Support System." For details, see the website at www.ai.is.uec.ac.jp/icce99. Contact: ICCE 99 Secretariat; Artificial Intelligence and Knowledge Computing Lab., Graduate School of Information Systems, The University of Electro-Communications, 1-5-1 Chofugaoka Chofu-shi, Tokyo 182-8585, Japan; t/f: 81-424-89-6070.

November 5-6, 1999—Talking Gender & Sexuality, a symposium at Aalborg University, Aalborg, Denmark. Plenary speakers Marjorie H. Goodwin (UCLA), Celia Kitzinger (Loughborough University), and Don Kulick (Stockholm University) will lead consideration of verbal and non-verbal social interaction in diverse settings. For further information or pre-registration, go to www.sprog.auc.dk/~paul/conf99/ or contact Paul McIlvenny (paul@sprog.auc.dk); Department of Languages and Intercultural Studies, Kroghstraede 3, Aalborg University, DK-9220 Aalborg, Denmark; t: 45-9635-9169; f: 45-9815-7887.

November 11-13, 1999—The Eighth International Symposium and Book Fair on English Teaching: Teaching Languages and Cultures for the New Era, sponsored by ETA-ROC and to be held at National Taiwan Normal University, Taipei, Taiwan. For information, see the website at <http://140.114.123.98/~cst/eta/index.htm> or contact Johanna E. Katchen (katchen@FL.nthu.edu.tw); Dept. of Foreign Languages, National Tsing Hua University, Hsinchu 300433, Taiwan ROC; f: 886-3-5718977.

Calls For Papers/Posters (in order of deadlines)

November 1, 1999 (for July 9-14, 2000)—7th International Pragmatics Conference (IPrA): Cognition in Language Use, in Budapest, Hungary. Proposals most desired for data papers concerning the role of perception and representation, memory and planning, and metalinguistic awareness, but also welcome are those concerning any topic of interest to pragmatics in its widest sense as a cognitive, social, and cultural perspective on language and communication. Many more details at ipra-www.uia.ac.be/ipra/ or contact the IPrA Secretariat; P.O. Box 33 (Antwerp 11), B-2018 Antwerp, Belgium; t/f: 32-3-230 55 74; ipra@uia.ua.ac.be

December 1, 1999 (for September 15-16, 2000)—The Second Symposium on Second Language Writing, to be held at Purdue University, Indiana, USA. Proposals for papers or poster sessions are invited on any topic related to second language writing, but especially welcome are those focusing on second or foreign languages other than English, English as a foreign

language, and instructional contexts other than higher education. Proposals from nonnative speakers of English are strongly encouraged. Details at icdweb.cc.purdue.edu/~silvat/symposium/2000/. Contacts: Paul Kei Matsuda (pmatsuda@purdue.edu) or Tony Silva; Department of English, 1356 Heavilon Hall, Purdue University, West Lafayette, IN 47907-1356, USA; t: 1-765-494-3769.

Reminders—Conferences

October 7-9, 1999—Cultural Awareness in the ELT Classroom, IATEFL sponsored by Brazil's First International Conference, at the Rio Atlantico Hotel, Copacabana, Rio de Janeiro. Contact: IATEFL Brazil, Tania Dutra e Mello (tania@culturainglesa.org.br); Rua Sao Clemente, 258-40, andar, 22260-000, Rio de Janeiro, Brazil.

October 7-9, 1999—The Second Biennial International Feminism(s) and Rhetoric(s) Conference—Challenging Rhetorics: Cross-Disciplinary Sites of Feminist Discourse, sponsored by the Center for Interdisciplinary Studies of Writing at the University of Minnesota. Featured speakers include Deborah Cameron, Robin Lakoff and Suzette Haden-Elgin. For more information, go to femrhet.cla.umn.edu/ or email Hildy Miller, Associate Director, Center for Interdisciplinary Studies of Writing; mille299@tc.umn.edu; t: 1-612-626-7639; f: 1-612-626-7580.

October 14-17, 1999—NewWAVE 28: The 28th Annual Conference on New Ways of Analyzing Variation, sponsored by York University and the University of Toronto in Toronto, Canada. Keynote addresses by D. Cameron, W. Labov and D. Sankoff. More information at momiji.arts-dlll.yorku.ca/linguistics/NWAVE/NWAVE-28.html. Inquiries to newwave@yorku.ca or NWAVE, c/o DLLL, South 561 Ross Building, 4700 Keele Street, York University, Toronto, Ontario, Canada M3J 1P3.

October 15-24, 1999—Fifteenth International Chain Conference: EFL Methodology, Classroom Interaction/Management and Research Issues, sponsored by the Society of Pakistan English Language Teachers (SPELT). Contact: Mohsin Tejani at server@clifton1.khi.sdnpc.undp.org; t: 92-21-514531; t/f: 92-21-5676307.

December 5, 1999—Classroom Practice: Forging New Directions, a one-day JALT Tokyo Metro Mini-Conference at Komazawa University. Website at <http://home.att.ne.jp/gold/db/tmmc>. Contact: David Brooks, JALT West Tokyo Chapter Program Chair; t/f: 042-335-8049; dbrooks@planetall.com



Job Information Center/ Positions

edited by **bettina begole & natsue duggan**

Welcome again to the Job Information Center. There is a new web site, www.jobsinjapan.com/want-ads.htm, to add to the list this month. It does list university positions, so give it a look if you are interested.

And, don't forget to come and visit the JIC at JALT99 in Maebashi this month. You can submit resumes directly to advertisers, arrange interviews at the conference with some advertisers, network, and just generally check things out.

Employers can set up interviews, collect resumes, advertise, and have access to a pool of extremely qualified language-teaching professionals. If your school or company would like to advertise at the conference, please get in touch with Peter Balderston, the JIC JALT99 conference contact, at baldy@gol.com or 203 Akuhaitsu, 105-1 Iwanami, Susonoshi 410-1101 before October 8.

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or call 0857-87-0858. 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. (Please note that both JIC contact data in the April Directory Supplement are out of date.)

Chiba-ken—The Department of English at Kanda University of International Studies is seeking a full-time professor, associate professor, or lecturer beginning in April 2000. The level of appointment will be based on the applicant's education and experience. **Qualifications:** Native-speaker English competency, with at least one year university teaching experience in Japan; MA (PhD strongly preferred) including academic qualifications in one of the following areas: Applied linguistics, speech communication/communication studies, American studies, British studies, American literature, or British literature. **Duties:** Teach English, content courses; administrative responsibilities. **Salary & Benefits:** Three-year contract; salary dependent on age, education, and experience. **Application Materials:** CV (request official form from the university); two letters of recommendation; abstracts of dissertation/thesis and publications; a copy of dissertation/thesis and publications; a copy of diplomas and/or transcripts indicating date of graduation (undergraduate and graduate); one-page (A4) description of university teaching experience, with reference to class size and level, specific courses, objectives, and textbooks. **Contact:** Yasushi Sekiya, Chair; Department of English, Kanda University of International Studies, 1-4-1 Wakaba, Mihama-ku, Chiba 261-0014; t/f: 043-273-2588.

Ehime-ken—The Business Administration Faculty, Matsuyama University is seeking a full-time EFL

instructor to begin April 1, 2000. **Qualifications:** Native-speaker competency with an MA in TEFL/ TESL/ TESOL; knowledge of Japan and or experience in teaching Japanese university students would be helpful. **Duties:** Teach six 90-minute classes per week. **Salary & Benefits:** Two-year non-renewable contract, salary of approximately 4,300,000 yen per year, airfare to and from Matsuyama, partial payment of health insurance, and 630,000 yen for research. **Application Materials:** Resume, transcripts, copy of diploma, and up to three publications (these will not be returned). **Deadline:** November 5, 1999. **Contact:** Dean of Business Administration Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578 (no email or telephone inquiries, please).

Hyogo-ken—The Language Center at Kwansei Gakuin University in Nishinomiya is seeking a full-time contract instructor of English as a foreign language. **Qualifications:** MA in TESOL or applied linguistics. **Duties:** Teach ten 90-minute classes per week in an intensive English program for selected university students. **Salary & Benefits:** 5,200,000 yen per year, research allowance, subsidized furnished housing, two-year contract renewable for two more years. **Application Materials:** Resume; two letters of recommendation; one copy of diploma(s); written statement of applicant's view on teaching and career objectives (one to two pages); a five- to ten-minute videotaped segment of actual teaching. **Deadline:** January 10, 2000. **Contact:** Acting Director; Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131; f: 0798-51-0909; tkanzaki@kwansei.ac.jp; www.kwansei.ac.jp/LanguageCenter/IEP.

Kanagawa-ken—Keio SFC Junior and Senior High School in Fujisawa-shi is looking for two full-time English teachers to begin April 1, 2000. **Qualifications:** MA in TESOL or related field, native-speaker competency with conversational Japanese and junior or senior high school experience preferred. **Duties:** Teach 18 hours/week, 16 core courses and two electives; five-day work week; shared homeroom responsibilities; other duties. **Salary & Benefits:** One-year contract, renewable annually up to three years. Salary based on age and qualifications; commuting and book allowance; optional health insurance plan; furnished apartments close to school available for rent (no key money). **Application Materials:** Cover letter, CV, transcripts from all post-secondary schools attended, copies of teaching certificates and degrees, details of publications and presentations, if any, and at least one letter of recommendation from a recent employer and/or a professor in TESOL. **Deadline:** October 15, 1999. **Contact:** Santina Sculli; English Department, Keio Shonan-Fujisawa Junior and Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111x2823; f: 0466-47-5078.

Kyoto—Kyoto Nishi High School is looking for a full-time EFL teacher to begin April 1, 2000. **Qualifications:** Native-speaker competency, with degree/diploma in TEFL, literature, or education. Ability to speak Japanese is preferred. Position requires a minimum two-year commitment. **Duties:** Teach at least 13 classes per five-day week in an integrated content-based program including reading, writing, listening, and speaking in the international course; speaking/listening in other courses; other responsibilities include team curriculum planning, committee work, overseas chaperoning, homeroom responsibilities from second year, other school activities. **Salary & Benefits:** Salary based on experience (270,000-300,000 per month); bonus of three months gross salary the first year, increasing by one month each year to a six month maximum; transportation; housing allowance based on marital status; visa sponsorship. **Application Materials:** Resume, three references, two letters of recommendation, and statement of purpose. **Deadline:** Ongoing. **Contact:** Lori Zenuk-Nishide; Kyoto Nishi High School, Course of International and Cultural Studies, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615-0074; t: 075-321-0712; f: 075-322-7733; l_nishid@kufs.ac.jp.

Niigata-ken—Keiwa College, a four-year, coeducational, liberal arts college with about 1000 students in Shibata is seeking two or three full-time visiting instructors to begin April 1, 2000. **Qualifications:** MA in TESL or related field, or certificate in TESL/ESL; teaching experience. **Duties:** Teach university-level English language classes in a skills-based, coordinated curriculum; 20 teaching hours per week; about seven months per year. **Salary & Benefits:** 250,000 yen per month, 12 months per year; subsidized, furnished housing near campus; health insurance; transportation and shipping expenses to Niigata will be provided; two-year contract. **Application Materials:** Cover letter, resume highlighting teaching experience, copy of degree/diploma, letters of reference. **Deadline:** October 30, 1999. **Contact:** Joy Williams, Coordinator; English Language Program, Keiwa College, 1270 Tomizuka, Shibata-shi, Niigata 957-8585; t/f: 0254-26-3646. Short-listed candidates will be contacted for interviews.

Niigata-ken—The Japanese language program of the International University of Japan in Yamato-machi is seeking a full-time assistant professor to begin April 1, 2000. **Qualifications:** MA in relevant field, with at least four years teaching experience at the university level. **Duties:** Teach all levels of Japanese language courses to graduate students of international relations and international management (MBA); curriculum development; materials development; testing; tutorials; and committee work. English proficiency and a willingness to cooperate and team-teach are desirable. **Salary & Benefits:** One-year contract, renewable subject to performance and budget; salary and bonuses

based on university scale. **Application Materials:** Letter of application; CV; three letters of reference with telephone, fax, and email contact information; and other applicable material. **Deadline:** October 15, 1999. **Contact:** Taiji Fujimura, Chair; Search Committee, Japanese Language Program, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277; f: 0257-79-4441; jlp@iuj.ac.jp; www.iuj.ac.jp.

Niigata-ken—The International University of Japan in Yamato-machi is seeking a full-time assistant professor in EFL beginning April 1, 2000. **Qualifications:** MA in TEFL/TESL or applied linguistics, at least five years teaching experience at the university level, and teaching and administrative experience in intensive English programs. **Duties:** Teach 12-15 hours per week; teach graduate-level students studying international management, relations, or development. Also, curriculum development and course design, course coordination and program management, and committee duties are included. **Salary & Benefits:** Gross annual income around six million yen; research funding; one-year contract, renewable subject to performance and budget. **Application Materials:** Cover letter highlighting qualifications, experience, and research, and describing current employment status and situation, along with reasons for applying; detailed resume including qualifications, teaching and other professional experience, research; and the names and contact information of two (preferably three) references. **Deadline:** As soon as possible. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Niigata-ken 949-7277; iep@iuj.ac.jp. Short-listed candidates will be contacted in time for autumn interviews.

Tokyo-to—The Department of Economics at Daito Bunka University is seeking an English-speaking contract lecturer beginning in April 2000. **Qualifications:** MA in TEFL/TESL, economics, or related areas. **Duties:** Five-day attendance in office, mainly in Higashimatsuyama, per week; teach eight 90-minute English lessons per week; assist with testing and curriculum planning; advise on exchange programs; other engagements related to English teaching. **Salary & Benefits:** Salary from approximately 3,500,000 to 5,250,000 yen per year before taxes, depending on experience and education; yearly salary increase scheduled; Japanese health insurance; two-year contract renewable twice for one-year extensions. **Application Materials:** Resume; publications; reference(s); photo; cover letter. Please write "Application for the post in the Department of Economics" on the envelope. **Deadline:** November 1, 1999. **Contact:** Norio Yoshida; Faculty of Economics, Daito Bunka University, 1-9-1 Takashimadaira, Itabashi, Tokyo 175-8571; t: 03-5399-7326.

Tokyo-to—Clarke Consulting Group of Tokyo is seeking a full-time trainer/consultant. **Qualifications:**

Fluency in Korean and English, three years intercultural training (not language) or advanced intercultural academic degree, familiarity with corporate work environment. **Duties:** Training/consulting in intercultural relations and communications. **Salary & Benefits:** As appropriate to candidate. **Application Materials:** Resume and/or cover letter. **Deadline:** Open. **Contact:** J. David Boyle, Director; f: 03-3468-3956.

Toyama-ken—Toyama School of Business in Kosugi is looking for a full-time teacher for general studies and English. **Qualifications:** Native-speaker competency in English with ESL qualifications, MA in history, and computer skills. **Duties:** Teach in the general studies course and the intensive English course. **Salary & Benefits:** Salary based on school wage scale; benefits will be covered by the private school union. **Application Materials:** Resume and copy of MA diploma. **Deadline:** October 15, 1999. **Contact:** David Horsley; Toyama School of Business, 576 Sanga, Kosugi-cho, Toyama-ken 939-0341; t: 0766-55-3737; f: 0766-55-0757.

Web Corner

Here are a variety of sites with information relevant to teaching in Japan.

You can receive the most recent JIC job listings by email at begole@po.harenet.ne.jp.
www.jobsinjapan.com/want-ads.htm

Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html.

ELT News at www.eltnews.com.

JALT Online homepage at langue.hyper.chubu.ac.jp/jalt/index.html. "Jobs" section at langue.hyper.chubu.ac.jp/jalt/features/jobs.html.

Sophia Applied Linguistics Circle (Japanese site) at www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm.

Teaching English in Japan: A Guide to Getting a Job at www.wizweb.com/~susan/mainpage.html.

ESL Job Center on the Web at www.pacificnet.net/~sperling/jobcenter.html.

Ohayo Sensei at www.wco.com/~ohayo/.

NACISIS (National Center for Science Information Systems) career information at nacwww.nacsis.ac.jp.

The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl.

EFL in Asia at www.geocities.com/Tokyo/Flats/7947/eflasia.htm. www.englishresource.com.

差別に関する

The Language Teacher Job Information Center の方針
私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年齢、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともに書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 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, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (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). 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** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office

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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39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

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

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキウム、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、N-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38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、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、熊本〔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。

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

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

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥5,000）：学生証を持つ全日制の学生（専門学校生を含む）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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