

# tlt

*The Language Teacher*

Action Research

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The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国语教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに限りなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher* は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明な点は、*The Language Teacher*のバックナンバーの日本語記事をご参照ください。日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

## Feature Articles

**English.** Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Malcolm Swanson.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

**Opinion & Perspectives.** Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to 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。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

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

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

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

cation, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

*The Language Teacher* に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

**Conference Reports.** If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

## Departments

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

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができます。白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

**Book Reviews.** We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになります。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

**JALT News.** All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News 編集者必着です。

**Special Interest Group News.** JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

**Chapter Reports.** Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the 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.

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

**Bulletin Board.** Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

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

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Action research (AR) has been around for over 50 years. The term was coined by Kurt Lewin in the 1940's and since then has spread through education and many other fields as a way for practitioners to both better understand and to improve their working environment. AR is now becoming more firmly established in language teaching: a glance through the JALT99 conference program reveals a number of presentations with the words *action research* in the title somewhere. It is a privilege, therefore, to have edited this special issue on AR, and appropriate, given the global spread of the term, that we have contributions not only from Japan but Australia, Portugal, the UK, and the US.

The first feature article is an interview with two leading practitioners and advocates of AR, Graham Crookes and Anne Burns, who answer some testing questions from Steve Cornwell about what AR is and its potential contribution to educational efforts. Steve Mann follows with a guide for novice teacher researchers on starting AR and developing an insider's perspective. Then, teacher educators Maria Moreira, Flávia Vieira, and Isabel Marques show how they use AR as a teacher development strategy to encourage reflective teaching practices. The next feature is an AR study by Katherine Isbell and Jon Reinhardt on their implementation and evaluation of a project-based computer and language course. Our Japanese contributors are Kizuka Masataka who continues his series of articles on how research is viewed by Japanese teacher educators, and Yokomizo Shinichiro who demonstrates how portfolios can be used as part of an AR approach to teacher development.

There are two AR case studies in the My Share section and reviews of three recent books on AR in Book Reviews, while in the Opinion and Perspectives section Amanda Hayman shares the results of her survey on teacher awareness of AR and suggests ways in which AR can be made more accessible to teachers. Finally, there is an annotated bibliography to help teacher researchers work through some of the hugely varied literature in this fascinating area.

It has been a great experience editing this special issue. We hope it will inspire you either to start AR yourself or, if you have already begun, to share with the teaching community what you have learned.

Neil Cowie and Ethel Ogane

アクションリサーチ (AR) は50年以上の歴史を持っています。この用語は、1940年代にKurt Lewinによって考え出され、職場の環境を理解し、よりよく改善しようという教育やその他の領域の人たちの実践を通して広まっていきました。現在、ARは言語教育においても確固とした地位を確立しています。JALT99の年次大会のプログラムに目を通しただけでも、アクションリサーチという言葉を使った発表が数多く見られることからも、このことは明らかでしょう。今月号には、日本からだけではなく、オーストラリア、ポルトガル、英国、そして米国からも寄稿がありました。このように世界的な概念、ARの特集号を編集できることは、非常に名誉あることだと感じています。

今月号の最初の記事では、ARの指導的な立場にある実践者、そして提唱者であるGraham CrookesとAnne Burnsのインタビューを掲載しています。彼らは、Steve Cornwellからの質問、ARとは何か、そしてその教育的な努力に対してどのような効果があるのかについてに答えていました。Steve Mannはリサーチャーとしては初心者の教師がどのようにARを始め、内部からの視点を向上させるためにはどのようにすればいいかのガイドを紹介しています。教師指導を担当しているMaria Moreira、Flavia Vieira、Isabel Marquesの記事では、内省的な教育実践を促進する教師教育ストラテジーとしてどのようにARを活用できるかについて述べています。それに続くKatherine IsbellとJon Reinhardtの記事では、プロジェクト中心のコンピュータと言語教育コースにおける実践と評価に関するアクションリサーチを紹介しています。日本語論文では、木塚雅貴が日本人教師にARがどのように見られているかについて述べ、横溝紳一郎の論文では、ポートフォリオがいかにARの一部として用いられているかを考察しています。

My Shareでは、二つのARの事例研究が、書評では最近のARに関する3冊の本が紹介されています。Opinion and Perspectivesでは、Amanda HaymanがARについての教師のアウェアネスを調べた調査結果を紹介し、ARがより教師に受け入れられやすくなるためにはどうすればよいかを述べています。最後に、調査者としての教師が魅力あるこの領域における膨大な文献の中から、適切な資料が見つけられるように、注釈付きの文献一覧が掲載されています。

この特集号を編集することはすばらしい経験でした。私たちは読者のみなさんがARを始めてみようと思われるなどを、そして、既にARを始めている方なら、そこで学んだことを教育コミュニティに広めようと考えられることを期待しております。

特別号編集者 ネール・カウイー、エセル・オオガネ  
抄訳 衣川隆生



# *Interview with Anne Burns and Graham Crookes*

Steve Cornwell  
*Osaka Jogakuin Junior College*

We were fortunate to be able to interview, by e-mail, two leading advocates of action research, Anne Burns, the Associate Director of the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University and Graham Crookes of the Department of ESL at the University of Hawai'i. Anne has worked as a teacher and teacher educator in Wales, England, France, Kenya and Mauritius, and is the editor of *Prospect: A Journal of Australian TESOL*. Graham has taught English in the jungles of Borneo and in Japanese conversation schools. I hope that the interview will give you a better idea of what action research is, what it can accomplish, and how you might go about doing it in your class room.

*Can you give us your favorite short definition of action research to help our readers as they work through this dialogue?*

**GC:** I think these days I quite like the one by Carr and Kemmis that is used a lot:

Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out. (Carr & Kemmis, 1986, p. 162)

With its emphasis on social context and even "justice," this takes you beyond more limited definitions.

**AB:** I'm not sure whether by definition you mean an oft-quoted one. If so, I'd agree with Graham that the Carr and Kemmis one is a powerfully informing one to work with. Here's another recent attempt of my own to capture what I see as the essence of action research:

Action research involves a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research.

*How did you get involved in the area of action research?*

**AB:** The seeds of my interest go back to my early teaching career in TESOL, when I realized that I

knew very little about how and what I was teaching. I then undertook a Diploma course in TESOL which provided a lot of theory, and this helped, although much of the theory still seemed unrelated to my classroom. This is where my interest in grounded research and the intersections between theory (which I also interpret as the underlying teaching beliefs and values teachers bring to the classroom) and practice stems from.

Action research was a term I heard increasingly in Australia in the late 1980s, probably because of action researchers such as Kemmis, McTaggart, Carr and so on at Deakin University, whose work was becoming very influential in the Australian TESOL field. However, it was only after I began working at NCELTR and I became involved in a national project investigating the role of literacy development within communicative language teaching that I began to appreciate how fundamentally teachers could utilize action research for their own professional development and at the same time be genuinely involved as a major force for changes on quite a substantial scale in organizational curriculum approaches. In this project Jenny Hammond and I and others (Hammond, Burns, Joyce, Gerot, & Brosnan, 1992) worked with groups of teachers in New South Wales and Queensland as they trailed new genre-based approaches to literacy teaching. There were cycles of workshop input and discussion over six months. It was a very exciting and challenging time.

**GC:** Well, my own first conscious piece of ES/FL-related research was certainly intended as action research, even if I didn't know the name at the time, because I wanted to write some materials for teaching scientific article writing (ESP), so I wanted a rhetorical structure analysis for such articles, and then I was going to write materials based on it and see if they worked. This would have been (individualist) action research, because I had been teaching the writing of scientific articles to scientists in Japan, but on the basis of very inadequate resources, and I wanted to improve my practice and see if I could demonstrate (initially to my own satisfaction) what was working, what wasn't, and improve matters. I got diverted from the purely practical aspects of this investigation because it was done at a university while I was away from my teaching site, which is not an unusual story.

*Why is it not unusual to get diverted from practical aspects of investigations?*

**GC:** Well, academic research has its own foci and concerns, which overlap with but also differ from action research, particularly with regard to criteria for validity. If you are doing action research as a teacher on a problem that comes up in your own classroom, a small scale investigation, possibly even sharing your concern with your students, or quite possibly a fellow-teacher, may be sufficient to satisfy you, you and your students, or you and your colleague. Chances are you didn't achieve that satisfactory resolution by way of a controlled experimental design with an N-size of 120; nor by way of a one-year sequence of fly-on-the-wall visits to someone else's classroom and interviews with students and teachers in another school. But when you are doing a study at a university, and you are a student yourself there, you are usually subject to someone else's ideas about research methods and validity criteria, and these usually derive from academic research and reflect the conditions under which academics do research (plenty of time and resources by comparison with the average teacher) and strictures (held to account for their findings by an international community of scholars, many of whom believe in conceptions of knowledge that are not time and culture-bound). Or if you are an academic, well, you aren't encouraged to research your own teaching—and if you allow teaching to get more attention than research, you'll probably be penalized for it.

**AB:** I agree with Graham that there is strong pressure on academics to conduct and publish scholarly research and that substantially this is how academic achievement is judged. However, I do see some signs that academic teaching is becoming more highly regarded. For example in my own university, grants are available for innovative teaching developments, and annual outstanding teacher and supervisor awards are given. Amongst several of my colleagues there is a view growing also that good teaching and research go together and the point about doing research is that it better informs one's teaching.

### *Do you do other types of research?*

**GC:** As an academic, a lot of my writings, whether empirical research or what one might call theoretical research, are prompted by my practice as a teacher educator, particularly by the inadequacies of my own knowledge or the existing empirical or theoretical literature or knowledge base. So in that sense a lot of what I do is oriented to action in my own area. But at the same time, quite a lot of that manifests itself in academic writings, intended for other academics. So its written forms may not be those archetypally associated with action research. Is there a genre we might call "academic action research"?

**AB:** Yes, although the majority of my research has been of the applied type rather than the basic or theoretical type, reflecting I suppose my own close

interest in teacher education and questions of educational practice. Particular areas of interest are in classroom-based research, examining the discoursal nature of classroom interaction, and ethnographic research focusing on literacy practices inside and outside the classroom. Also a lot of the research I've done has been collaborative, working in a team of researchers to investigate a particular area. Some of this has been large-scale qualitative research, as for example in a project (Brindley, Baynham, Burns, Hammond, McKenna, & Thurston, 1996) where we developed a national research strategy for adult ESL and literacy based on questionnaire and interview data.

### *Why has action research interested you more than other types of research?*

**GC:** As an academic, I was and am in an ESL MA program which has a research requirement for graduation, but I was worried that many of my students were seeing research as something not helpful for their teaching. I was also worried that many teachers I encountered didn't find published research in general of help to their teaching.

**AB:** My job as an academic is rather unusual in that although I work in Masters programs where people have to complete research projects for graduation, I am also involved as a researcher and teacher educator in a very large national teaching organization, the AMEP, and NCELTR's role is to provide a focal point for such activities. This has required careful thinking about the kinds of research that will involve people across the organization, as well as provide continuity in processes of professional and curriculum development. It would be very easy for a research center to become/seem removed from classroom practice, and we wanted to avoid this. Action research has meant that researchers and teachers can work in close partnerships, each informing the other. Research gets informed by what happens in the classroom and vice versa.

*As we began talking about doing this interview, Graham mentioned there is often the misperception that action research is seen as "small" research. Does "small" mean "not rigorous" or just "small scale," i.e. one classroom, a small subset of students, etc.? I must admit when I see calls for papers for 5,000 to 6,000 word articles on action research, I wonder how can one write that much about one action research project.*

**GC:** Well, I've just finished a co-authored report (Crookes & Chandler, 1999) on an attempt to introduce an action research component into a basic "methods" class for post-secondary modern language/foreign language teachers in the US university sector. (That is, these are not ES/FL teachers, but teachers of Spanish, German, etc.) That report comes out at 9,500 words including references and footnotes. It's action research on action research (in teacher education). It was

just one project. We put in some action research stuff one semester, and we followed up to see what happened next semester. We talked to the student teachers and a few people in supervisory positions. We thought about what we were doing and read (and reported on) some of the relevant literature. I don't think it's a prolix report. But then I'm an academic—what do you expect!!!

**AB:** The use of the word "small" is interesting as I think "smallness" is a common perception about action research and it goes back to the way research is commonly thought of as involving large scale, experimental or scientifically based studies. In fact, several teachers I have worked with have sometimes worried about just doing piddling little bits of action research that won't be seen as worthwhile. However, if the things you have discovered are also concerns for other teachers—and if you are working collaboratively, you may well be uncovering some quite important institutional issues or problems that are preventing things happening more effectively—then you are doing much more than small research. This is why writers such as Kemmis, McTaggart, Carr, and so on argue that action research conducted in this way inevitably has a critical and political or ideological edge, as it takes you beyond individual/technical (apply the methods, get the data, analyze the data, come to a conclusion) approaches into ways in which things can be changed.

The size of the research isn't as relevant as the breadth and depth. It seems to me that the processes involved in AR are at least as important as the product at the end of it. In fact some commentators imply that it could be that there never is a product, as in effect you go on spiraling continuously into further and different areas. Lenn de Leon, a teacher I worked with, said to me once, "The interesting thing about action research is that it raises as many questions as answers." She was expressing a positive feeling that AR made her observe things in a fresh way so that her teaching was constantly interesting and challenging.

*In contrast to the "small" action research question, can you describe a large action research project?*

**GC:** Well, "large" is a pretty ambiguous term to apply to a piece of research. In academic quantitative test design studies, you might have an N of 1000, but once the tests have been collected, a single individual can do the analysis in a few hours. Contrariwise, a life-history qualitative dissertation could have an N of 1 yet take several years of work to complete, resulting in a study 1000 pages long.

But, if you're really looking for BIG and a perspective that fully describes itself as action research, you've probably got to turn to the participatory action research (PAR) literature. There, because of the fully participatory nature of the work, entire villages may be involved. The same Kemmis and McTaggart we often

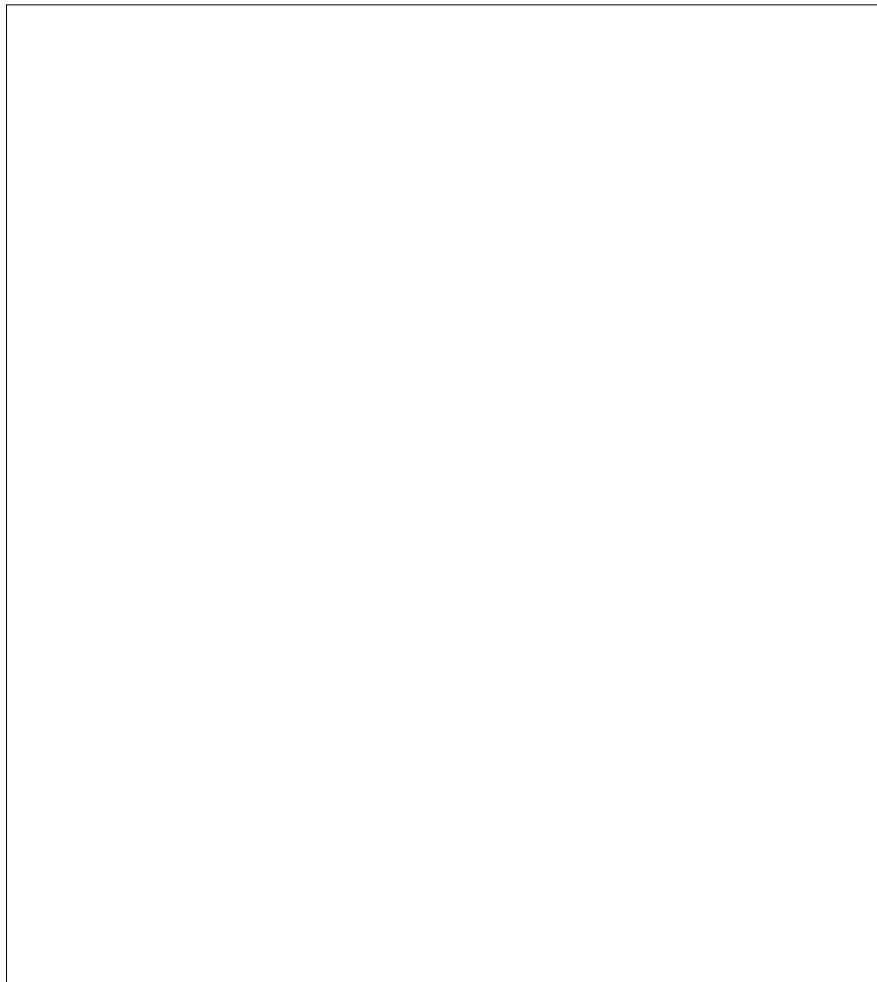
cite, in the final years of their time at Deakin University, were involved in this sort of thing with Australian Aboriginal communities. But PAR is more prominent still in the "South"—the less-developed countries.

Batliwala and Patel (1997) report on a participatory action research study (entirely non-academic and non-governmental) undertaken to improve the living conditions of poor women living in Bombay. In the initial phase of the study, like in many action research studies, they needed to assess the situation: they believed there was a problem (living conditions were visibly awful) but they didn't have much in the way of details. So they drew up a simple set of questions, did a bit of fund raising, and in the end, 15 interviewers and 8 coders, with a field supervisor and six other action research specialists surveyed 6000 families, a total of 27,000 "pavement dwellers." The data was collected in the space of a month. One hundred copies of the report, in Hindi and English, were distributed at a press conference two months later. This was, however, just the first phase of this piece of participatory action research. Of course, it doesn't concern education in the classroom, let alone EFL. But it is of interest to action research specialists partly because Batliwala and Patel discuss the extent to which the investigation exemplified PAR principles, and, I suppose, partly because it was big.

*Let's change "large" to "complicated." Can you give examples of somewhat more complicated action research projects. Are any of the projects described in Anne's Teachers Voices 2 what might be called complicated action research projects?*

**GC:** I don't really know about this use of the word "complicated." But perhaps an important point to remember is that action research is often presented as spiral in nature. Look at the (originally Kemmis and McTaggart inspired) diagram in Anne's book, which reoccurs all over the place in the AR literature.

You observe to see what's going on, possibly with regard to a problem or concern. You formulate a plan or an intervention, implement it, evaluate the results, and very often go on to a second or third intervention, fine-tuning the first or alternatively trying something else to solve the problem. This cyclical or spiral aspect of action research is very similar to what can go on in academic qualitative research, where research questions may be reformulated or even discarded during the course of a project, and where additional unexpected material and findings may come up, all of which might be reported. In fact, many academic qualitative articles have a phrase near the beginning which say something like, "In this paper I report on part of a larger study...." Now this is not to say that there isn't a cyclical or spiral nature to quantitative academic research. There most certainly is. But it is external to the individual article (though you will sometimes find it internal to a dissertation, say, particularly in the physical sciences).



**AB:** Also, I think we would probably both advocate a more collective and critical approach to action research than we have seen described so far in the ELT literature. This collaborative element would inevitably make action research, if not more complicated at least more complex and dynamic. I have already mentioned what I see as the capacity of collaborative action research to integrate with important change processes. I think you can also get greater generality (perhaps in contrast to generalization?) and trustworthiness (in contrast to validity?) when you have overlapping or linked AR taking place amongst a group, as you can build up a composite picture of the situation within a common context. Then you can see whether what is emerging rings true for the people involved.

I like to think that the *Teachers' Voices* projects (1995, 1997, 1998) you refer to provide an example of this more complex kind of collaborative action research and on a fairly large scale. These were projects that emerged from the identification of a common research theme across the Adult Migrant English Program (AMEP) nationally. For example, exploring how

teachers' course design practices were changing as a result of a new competency-based curriculum and looking at strategies for teaching mixed-ability groups were two areas that arose.

A network of AR groups each involving 5-7 teachers was set up in five different states in Australia, and these groups were linked together both in their exploration of a common area but also in that the research processes were facilitated and shared with two NCELTR researchers, myself and Sue Hood. This meant that what was coming out of the research could be discussed from group to group, and teachers in one state, who wanted to be in contact with teachers in another could be networked together. The common theme did not mean that teachers were told what research to do. On the contrary it meant that teachers could take their own perspectives on issues about mixed ability groups for example that were important for them. In this way a very rich and diverse picture of what was happening in mixed ability groups could be built up and similar accounts could be linked together. In this way I hope these projects were rich and complex rather than complicated.

*While action research is being done all over the world, do you see any unique opportunities for action researchers in Japan? Is there anything about a Japanese educational setting as you know it that would help or hinder an action researcher?*

**GC:** An article by Ken Shimahara in *Teaching and Teacher Education* (1998) describes conditions for teachers in Japan state schools to get together for professional development activities, which are prefecturally supported. This sort of thing, including demonstration lessons done by more experienced teachers for less experienced (if it is not just pro forma or going through the motions), might provide the collegiality and mutual support that would aid collaborative teacher research. I can't tell from the article just how widespread this is, though my Japanese students here say it is pretty common. On the other hand, in the private language school and in the university part-time English teaching sector, I suspect the isolating and casual aspects of work would militate against collaborative teacher research, at least. Another point worth looking at, though, would be the tendency of academic publishing in Japan to be done "in-house." It is my understanding that to some extent it is as important, or more important, for one's professional career, that one publish in the journal of one's own university than in outside or international journals. If so, it may be easier to publish action research reports in journals valued by one's profession in Japan than elsewhere.

**AB:** Here, I can only go on impressions gained through two brief visits to JALT, on my reading of *The Language Teacher* and on what my postgraduate students, several of whom live and work in Japan, tell me about their teaching situations.

First of all I was very impressed when I attended the JALT 1998 conference in the very high level of interest in action research. There were several extensive workshop discussions as well as presentations which shared a whole range of classroom-based and institutional areas for research. I'm not sure whether there is a JALT SIG group or a Japan action research network, but the potential for it certainly seems to be there in ways that I have not really noticed in other contexts. The idea of action and practitioner research seemed well accepted to me. The big question for most of my students working in Japan seems to be how to introduce communicative methodologies into the classroom and to encourage Japanese students to speak more in English and to participate in interactive group activities. There immediately is a common theme that a teacher network could focus on to share ideas and to support each other's research.

What hinders AR, or indeed any other form of professional development, is casual and part-time work especially in the non-state school sectors, the lack of institutional structures and commitment to

inservice opportunities, and the compartmentalized, nature of many teacher's work, the "island state" where there are very few opportunities to work in teams or even to find time to discuss classroom matters with other teachers.

Perhaps another point worth making is that while you can spend time reading about action research, it becomes a great deal more understandable when you actually do it. The majority of teachers I have worked with have said this to me. Graham's point about the cyclical and spiraling nature is not only well made but an essential aspect of understanding action research. There seems to be a point very early on (for the teachers I have worked with, it's usually at the second workshop/meeting when people come back together after trying things out for a while) when the whole thing seems very confusing and mysterious. It's only as the process goes on and the researchers start to hypothesize, reflect on, and share their perceptions about what is happening, and the data start taking you in unexpected directions that the point of it all becomes clearer.

*What are some of the questions teachers in Japan might try to answer using action research? For example, what are some action research questions dealing with teaching grammar communicatively, creating a learner-centered classroom, or, even, changing a curriculum.*

**GC:** I do think that action research questions should come from the people involved themselves. So I will resist this a little bit. I have no idea if the things you've listed really are concerns that should be investigated. It would be somewhat arrogant or at least misguided of me to claim to know what teacher researchers in their specific contexts might do or want to look at. However, when I was a teacher in conversation schools in Japan, some of my concerns were, "we don't have any teacher development programs at my school," "we don't really know if the new materials we've just written work," "I never have a chance to talk to my colleagues about teaching," and "we don't seem to have any way of improving working conditions at this school." If I had known about action research at that time, I could, with participation from students or fellow-teachers, have investigated any of them with action research methods, and I might have even found some partial solutions. Remember, action research is not confined to what one teacher can do alone in their classroom.

*Any advice for readers who want to get started on an action research project?*

**GC:** Teachers who want to start action research should try to get together with at least one other teacher and try to find an issue, concern, or problem arising out of their practice that is important for them to address and possibly solve. If they can involve their students ac-

*Interview, cont'd on p. 27.*



# *Opening the Insider's Eye: Starting Action Research*

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This paper discusses the topic of getting started on a process of action research (AR). I hope that the paper encourages a few teachers to begin classroom investigations, because it is important for the TESOL and TEFL profession that we have more teacher-researchers. Only if we establish action research as a more attractive aspect of teaching can we avoid the almost complete separation between research on the one hand and practice on the other (Wallace 1991, p. 10). This gap between theory and practice has understandably caused a negative attitude towards theory among teachers. Essentially this rift has been caused by the predominance of the objective outsider in TESOL research. Action research offers the possibility of TESOL teachers providing an insider's view of the teaching process.

## **Participant Inquiry**

In the nineties there has been an increasing recognition that we need to look more carefully at the web of interlocking ideas, choices, and decisions that constitute classroom teaching. The teacher is in an ideal insider position to articulate these complexities, and there is so much to uncover: "The more we look, the more we find, and the more we realise how complex the teacher's job is" (Allwright & Bailey, 1991, p. 5). However, the interesting question this quotation raises is "Who is doing the looking?" Are we talking about the outsider or the insider doing the looking, finding, and detailing?

## **Uncovering the Invisible**

Action research helps our profession to record and detail the complexity which Allwright and Bailey refer to. Teachers can best document significant interventions and modifications in practice but they may not realise or be able to describe this complexity until they have begun a process of reflection or reading or both. A great number of teacher actions are unconscious and routinised. Indeed it would not be possible to do all the things that a teacher does in the classroom if all the actions were conscious. In other words much good practice has become second nature.

Action research is a way to engage with classroom teaching and bring more of it to a conscious level, a way to uncover what has become invisible. Once

teachers feel engaged and more conscious of these everyday choices and decisions, they are in a better, position to frame appropriate research questions. In order to formulate and answer their questions, teachers "must grope towards their invisible knowledge and bring it into sight. Only in this way can they see the classroom with an outsider's eye but an insider's knowledge" (Barnes, 1975, p. 13).

If action research has two simple ingredients then, they are

- Opening teachers' eyes to what has become familiar.
- Developing a sustained focus on one aspect of teaching.

This observation and noticing leads to insights, naming what teachers do and describing and recovering practice so that it is not lost irretrievably (Naidu, Neeraja, Ramani, Shivakumar & Viswanatha, 1992, p. 261).

## **First Steps**

Action research offers the chance to develop context-orientated understanding or what Prabhu (1990) calls "a sense of plausibility." In this section I will discuss how to get started in developing this sense of plausibility through a process of AR. The first step is usually identifying an idea. This may start out as a general idea. "My students don't seem very motivated" is fairly general, for example. The movement to a focus, for instance, on increasing the proportion of referential questions to display questions, provides a much narrower idea or focus.

It is understandable that many teachers' first response to any idea of conducting research is negative, perhaps even one of "indifference and downright hostility" (Wallace, 1998, p. 17). There is no answer to this position. AR cannot be enforced and does not work as a top-down directive (Widdowson 1993, p. 267) or as "duties in addition to those which already burden them" (Wright, 1992, p. 203). The motivation must come from the individual teacher or group of teachers.

For teachers who want to make a start there may still be problems of time. However, as far as AR is concerned, there is often no need for a radical change in the classroom. Becoming a researcher does not mean that one stops being a teacher. Elliot (1991) stresses the need to see AR in terms of the continual interrelation between practice and research.

本論ではアクション・リサーチを始める方法を論じる。教授方法を客観的に「外からの視点」で研究するという従来のやり方と比較すると、教師は、アクション・リサーチにより、「中からの視点」で研究できるのである。まず、研究テーマの選び方の大切さ、その焦点の当て方、などについて述べる。次に、アクション・リサーチを実行する際の注意点を挙げる。さらに、専門知識や時間の不足などの問題点も提示し、その解決方法も言及している。

It is also worth saying that teachers may like to begin small in terms of their research and may not have to be too ambitious at first. Allwright (1993) suggests that a good place to start may be simply getting students to discuss an issue in class rather than starting with a questionnaire survey in the traditional academic way. Parrot (1993) is certainly a good place to start because the research tasks in his book are small scale and can be done while teaching.

If teachers are motivated to create some time outside the classroom for reflection, reading and research planning, Allwright and Bailey (1991) advise starting with a general issue, thinking about the issue, then deciding what data is needed. This may be good advice, and a general issue may be enough to begin the process, but it is not always easy to go further. According to Burns (1999), practitioners new to AR comment that finding a focus and developing a research question are among the most difficult parts of the research process. Further, as Wallace confirms (1998, p. 27), the next important challenge is to narrow the focus as soon as possible. In other words, it is important to consider how a general issue can be made more manageable. The next section suggests possible techniques for this kind of thinking and decision making.

### Narrowing the Focus

I advise (Mann, 1997) the complementary use of focusing circles (Edge 1992) and mind mapping (Buzan & Buzan, 1996) as techniques for this kind of decision making. Subsequent feedback from teachers confirms the usefulness of this combination. My experience of working with teachers on the Aston Master's in TESOL is that teachers have little problem in finding a general issue, but this issue or problem is often too big and, therefore, daunting and demotivating. Achieving a focus small enough to manage, which does not balloon up and become overwhelming, is where focusing circles and mind-mapping might be useful.

- Focusing circles—This is a technique from Edge (1992, pp. 37-38) which enables you to narrow your focus by drawing a small circle at the center (inside) of a larger one. The issue, topic or problem is written in the small circle, and the larger one is divided into four segments. In each of these segments an aspect of the topic is written. One of these four segments then becomes the center of the next circle and so on.
- Mind maps—Most teachers have, at some time, used mind maps or spider webs. Probably the most comprehensive guide to the use of mind mapping is provided by Buzan & Buzan (1996). Here the issue is written at the center of a piece of paper, and related factors branch out from the center.

Teachers at Aston reported that there is a different kind of thinking involved in the two techniques. The thinking in focusing circles is selective, *you are involved in deciding, you need to make choices and justify*

*them.. In mind maps, the main thinking goes into making connections, one thing leads to another.* Most of these teachers felt that of the two, focusing circles was more productive in finding a focus for AR. There was a feeling that once a decision had been made, that is, a focus found, then mind mapping could be used to trace back the connections and see the small focus within the bigger picture. Significantly, a number of these teachers report that using both during the AR process had helped them.

### Further Advice on Choosing a Focus

Getting the focus right for the first piece of action research is very important because these early experiences shape teachers' attitudes and commitment to further action research. As Wallace (1998, p. 21) advises, try to avoid topics or questions which are essentially unanswerable. Burns (1999, p. 55) offers similar advice: (a) avoid questions you can do little about, (b) limit the scope and duration of your research, (c) try to focus on one issue at a time, and (d) choose areas of research which are of direct relevance and interest to yourself and to your school circumstances.

If teachers start with a problem which they want to solve, they should not be too ambitious. In other words, choose a problem which has a realistic chance of being solved. For many teachers it may be more useful to make their AR focus on a puzzle (Allwright, 1993, p. 132). Changing something in what is done is not necessarily the same as concentrating on a problem. Allwright and Bailey (1991) see concentrating on a puzzle as a productive way of integrating research and pedagogy. I suggest that your first piece of AR focus on a puzzle or a small change in classroom practice, rather than the biggest problem with the most difficult class.

### Questions and Statements

Wallace (1998, p. 21) provides some basic questions which are worth asking early on in the AR process. The following are certainly useful questions to ask but teachers should not be put off if they cannot answer them. They are only useful if they help you move on. If they do put you off, ignore them. Teachers may only be ready to provide answers nearer the end of the AR process.

- Purpose—Why are you engaging in this action research?
- Topic—What area are you going to investigate?
- Focus—What is the precise question you are going to ask yourself within that area?
- Product—What is the likely outcome of the research, as you intend it?
- Mode—How are you going to conduct the research?
- Timing—How long have you got to do the research? Is there a deadline for its completion?
- Resources—What are the resources, both human

and material, that you can call upon to help you complete the research?

- Fine tuning—As you proceed with your research, do you suppose you will have to rethink your original question?

In fact, it may be more profitable to start by making a series of statements as Kemmis and McTaggart (1988, p. 18) suggest. For example,

- I would like to improve the . . .
- Some people are unhappy about . . . What can I do to change the situation?
- I have an idea I would like to try out in my class.

### Talking Out Your Ideas

Once teachers have narrowed their focus, answered the questions above or made some rudimentary statements, or both, about what they intend to do, it is ideal if they can talk over ideas with a colleague or another interested teacher. Teachers working on AR projects often report the value of having the space to articulate their ideas. One Aston master's participant expresses this role of talking:

Don't you think that any successful piece of work is seldom done alone? Sachiko made some good comments at Nagoya that made me rethink my approach... then discussions on the IBC [International Business Communication] discussion group really helped me develop. That's why these email discussion groups are important. Because talking about it helps you think and rethink.

There are interesting comments here on the way ideas develop through opportunities for talk. It is significant that this master's participant also sees both face-to-face (in Nagoya) and email discussion as talking about it. Email discussion is seen as one of a number of valuable tools or forums for the development of a research focus, pinning down an idea. Indeed, there are strong grounds (Cowie 1997, Russell & Cohen, 1997) for supposing that email has clear advantages for the development of teachers' reflective dialogue or "dialogic understanding" (Bakhtin 1973, p. 944). Certainly an email relationship with another teacher interested in AR can be a viable alternative to face-to-face support.

It is worth making the point that AR is often an individual undertaking but can be supported by other teachers. Burns's (1999) account of AR is very much a collaborative one and if it is possible to conduct AR as a group, this may provide a more supportive environment. It is clearly beneficial to be supported, and collaborative group work may be desirable for many. However, autonomous action researchers supported by other like-minded teachers may have some advantages over groups within schools or teaching centers. Working in groups can be a mixed blessing, and Russell and Cohen (1997)

attest to the benefits of working with someone from outside the teaching context who acts as a sounding board. One final reservation about the kind of collaborative work that Burns describes is that it can lead to a tendency to offer suggestions and advice rather than act as an honest understander. In this sense collaboration may short-circuit the kind of cooperative understanding that Edge (1992) outlines—advice and suggestions may get in the way of the development of an individual's AR ideas. Clearly, however, some support is desirable, and you should look for collaborative or cooperative opportunities, if possible.

### Problems with Action Research

In terms of beginning AR, forewarned is forearmed, and Nunan (1993), while being very positive about the possible benefits of AR, takes account of the principle problems that teachers face when conducting this kind of research. These include lack of time, expertise and support. He also mentions the fear of being revealed as an incompetent teacher (and this may be an important reason why collaboration with a teacher outside your teaching context is desirable). At a later stage there is also the fear of producing a public account of the research, which then becomes available for a wider (unknown) audience. Nunan provides some possible solutions: (a) having individuals with training in research methods available to provide assistance, (b) requesting release time from face-to-face teaching, and (c) setting up of collaborative focus teams. Burns (1999, p. 45-52) also has an excellent section on constraints and how to work with them. If you are pressed, my advice would be not to think about any problems until they hit you. Start positive: There may not be any problems!

### Conclusion

Despite the possible problems listed above, most teachers find action research stimulating and rewarding. However, there is no theoretical or practical substitute for getting started. Begin with a few small scale observations (to train the insider's eye). You will then be in a position to choose a focus, narrow that focus and devise a series of steps or stages in order to investigate your focus.

With increasing use of the internet, we live in exciting times; the possibilities for connecting our insider views with the views of others are increasing. For those who are not fortunate to work in contexts where they have colleagues that support their aspirations and development, the prospect of joining other committed teacher-researchers is a positive and eye-opening one. The internet and action research are an exciting combination in combating the isolation of teachers (Wallace, 1998). AR—you ready?

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*Mann, cont'd on p. 27.*



# *Pre-Service Teacher Development Through Action Research<sup>1</sup>*

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## **Reflective Teacher Education, Action Research and Educational Change**

Over the last six years, our studies on the use of action research as a teacher development strategy have shown that it constitutes a powerful tool in promoting and extending a reflective approach to teaching with a focus on the development of learner autonomy.

Our choice of a reflective approach to teacher education follows from Schön's concept of professional situations as problematic—uncertain, unique and value-loaded—and his emphasis on epistemology of practice (Schön, 1987). The main implication of this view is that teacher education should be emancipatory, empowering teachers to become critical practitioners who are able to intervene within learning contexts in order to change them.

Action research meets this goal, through systematic and collaborative inquiry about practice whose aims are to achieve a better understanding of particular educational situations and larger educational contexts and to act upon those situations in order to bring about change and innovation (Carr & Kemmis, 1986). When "teaching constitutes a form of research and research constitutes a form of teaching" (Elliot, 1991, p. 64), teachers develop a view of teaching as an exploratory, developmental, self-regulating task. But what kind of learning should reflective practice through action research aim to promote? The assumptions and principles of both reflective teaching and action research are based upon "a metaphor of liberation" (Zeichner, 1983, p.6) whereby the school is conceived as a setting for personal and social transformation. They gain their meaning from a focus on the learner as a critical consumer and a creative producer of knowledge, who gradually takes control over learning content and process (Holec, 1981). In other words, we believe that the goal of teacher autonomy only makes sense if it includes the goal of learner autonomy, here defined after Holec as the ability to take charge of one's own learning. Educational change, from this perspective, means the enhancement of teacher and learner empowerment within the framework of an interpretative view of school education.

大学で1995年に作られた実習中の教育実習生の監督プロジェクトの理論的基礎、手順、結果について述べる。小規模のアクション・リサーチを行うことにより、実習生たちは学習者中心の教授方法の大切さを知り、また、彼らの教授方法に対する反省的な態度を助長する。教育実習生は実際的な理論をより深く理解するためにテーマを絞り、アクション・リサーチを行い、自分の教授方法を変化させて行くのである。

## **Student Teachers as Inquirers**

In September 1995, as university supervisors of student language teachers in training, we set up an ongoing supervision project which integrates reflective teacher development with autonomous learner development through the use of action research<sup>2</sup>. Figure 1 gives an overview of the founding principles, aims, strategy, supervisory tasks, and main stages.

In the first three academic years of this project (1995 to 1998), 119 student teachers (mostly of English, but also of Portuguese and of German) developed 57 action research projects in their teacher training year involving 2359 secondary school pupils.

On the whole, the student teachers' projects usually aim at understanding and solving pedagogical problems involving pupils' language needs, attitudes and beliefs, and behaviour in class. The projects are organized as follows. Firstly, student teachers select a research area, read on related topics, and construct or adapt materials for teaching or research purposes. They then collect and analyse data from pupils for process evaluation, and reflect systematically on their practice. Finally, they organize the project materials into a file, and carry out a global evaluation of their work, taking into account the pupils' opinions of their learning processes. These tasks engage student teachers in inquiry about different areas of their professional development—*practical theories, language learning, teaching and learning contexts, and supervision*.

- *Inquiry about their own practical theory* aims at uncovering and scrutinizing it against that of others, in order to elaborate it and make it susceptible to change (Handal & Lauvås, 1987). Practical theory is defined as "a person's private, integrated but ever-changing system of knowledge, experience and values which is relevant to teaching practice at any particular time" (p. 9).
- *Inquiry about learning*, with a focus on pupils' autonomy as language users and language learners, helps to uncover covert language learning processes, their attitudes towards language and learning, and their metacognitive knowledge and strategies, in order to plan, monitor and evaluate learning processes and outcomes.

# FIGURE 1

- *Inquiry about the contexts of teaching and learning* aims at disclosing constraints on their action, uncovering professional dilemmas, and helping them cope with the problematic nature of professional situations, by extending the focus of reflection beyond the technical level.
- *Inquiry about the supervisory process itself* is crucial to understanding its assumptions and principles and questioning its contextual appropriateness. As they reflect about action research, classroom observation, reflective teaching, and teaching and supervisory roles, student teachers see the supervisory process more clearly and are better able to provide feedback on it.

As supervisors we try to promote inquiry at all levels, in a style situated somewhere between the *directive-informative* and the *collaborative*, depending mainly on the student teachers' readiness to assume responsibility for their own action (Glickman, Gordon, & Ross-Gordon, 1998). This means, basically, that our supervisory strategies are context-sensitive and contingent on what the teachers see as relevant for their development and for the improvement of their students' learning. The interactive dimension of the supervisory process is explored in ways that promote mutual understanding through negotiation. We strive towards a democratization of roles which fosters the development of self-determination atti-

tudes and skills. Like the students, we inquire into their practice by taking their professional development as a research object within the supervision project. In the following two sections, we discuss some of our conclusions, focusing on the changes we observed in the student teachers. We focus as well on the development potential and constraints of the use of action research in the teacher training year. We base this discussion on the results of our 1997-1998 evaluation.<sup>3</sup>

## Professional Change

Evidence from the analysis of student teachers' research diaries, especially from their individual Critical Appreciation Reports on the value and impact of their action research projects, shows that professional change takes place in three areas: *belief and attitudinal, conceptual, and procedural*.

*Belief and attitudinal change*—Student teachers' writing shows that they develop a critical view of teaching through the conscious articulation of beliefs about and attitudes towards language learning and educational purposes, teacher and learner roles, and the problematic nature of teaching. Beliefs and attitudes gradually become more explicit and elaborate, moving from an outsider-controlled to an insider-controlled view of learning. Student teachers and learners seem to develop a sense of direction as co-constructors of knowledge.

*Conceptual change*—This area, in combination with the previous one, highlights the ideological nature of change, for it has to do with how the teacher perceives the means and ends of educational phenomena. Our student teachers recognize that an explicit focus on the learner helps them clarify teaching effectiveness, deepen their understanding of teaching and learning priorities, expand their professional language and (re)construct their practical theories. They develop an interpretative view of teaching and learning as exploratory, developmental, and self-regulating tasks.

*Procedural change*—Although change in this area is always expected during the training year, it may result from an adaptive, chameleon-like strategy which, in itself, does not constitute real change unless it is accompanied by changes in concepts and beliefs. Within our project, student teachers experience several procedural changes, emphasising more systematic and organised action, better decision-making skills, greater creativity in programming, and a growing focus on the learner. These changes seem to be closely related to changes in the first two areas.

We now present some quotations from the student teachers' Critical Appreciation Reports that show how the above changes are interconnected in their written discourse:

[This project] called my attention to the need to become a reflective teacher, that is, to think about what was done, about the results and the possible reasons that explain why certain strategies did not work as expected; it also made me reflect on the possible solutions to solve the problem, and therefore try to guide pupils towards more autonomous and responsible learning. (A. C. O.)

I think that my greatest difficulty was being asked to be reflective. . . As time went by, I began to understand that this way of thinking. . . can only be changed with teaching maturity, with systematic questioning and constant experimentation. Although I can already notice some significant changes in myself, I mean, an evolution in my role as a reflective teacher, I think there's still a long way to go in my professional growth. (N. M.)

Besides reading and investigating quite a lot, [this project] made me reflect on my professional practice, for, in my opinion, only by means of reflection can a teacher make improvements. . . can one become capable of reflecting on the errors one makes and correct them, as well as reacting more quickly to pupils' needs and adapt our materials to their needs and interests. (S. P.)

### **Development Potential and Constraints**

Development potential and constraints were evaluated through a final anonymous questionnaire with

three sections. In the first section, student teachers indicate their degree of agreement with 20 statements about the potential of action research in the teaching profession. These are based on quality criteria for conducting action research, taken from Carr & Kemmis (1986), Allwright (1992), and Moreira (1996), and on principles for autonomous learner development from Vieira (1998) (see Figure 1). The second section presents 37 constraints related to the organisation and functioning of the training year and the development of action research projects. Student teachers are asked to identify the constraints felt and the degree of difficulty added by them, and state whether they were overcome. The final section of the questionnaire asks student teachers to justify previous responses and give suggestions for improvement in the supervision project.

*Development potential*—Student teachers generally agree that the quality criteria of action research are fulfilled within their personal experience. They confirm its potential as a strategy for both teacher and learner development in this context, and acknowledge the articulation of research, teaching and learning within their projects. Some of them are uncertain about the impact of the projects on pupils' learning, probably because they are unable to establish clear cause-effect relations between teaching and learning or separate learning processes from learning outcomes. Others are also uncertain about the integration of theory and practice within their projects, possibly because they lack the time or the ability to distance themselves from their action enough to understand how practice generates theory and how theory informs practice. A few of the student teachers feel collaboration with peers and school supervisors is unsatisfactory, probably because some projects are undertaken individually, and because some school supervisors may see this project as something external to them and do not get involved.

*Constraints*—Student teachers identify several constraints which produce a high or moderate degree of difficulty in the development of their projects. However, most of those constraints are overcome, and this helps to explain why student teachers perceive the overall project as extremely relevant. Of all the constraints, the most persistent one is lack of time, a well documented problem in the literature. The other most persistent constraints are difficulties in combining the projects with other teacher training activities, with the syllabus and with the pupils' needs. Some student teachers, throughout the year, fear they may not meet the university supervisor's expectations, possibly because of the complexity of the supervisory strategy and their unfamiliarity with it. The diversity of the supervisory practices of the university supervisors, the majority of whom do not participate in this project, is also felt as a persistent constraint. This following quote is representative of the student teachers' perceptions in general:

I can point out some problems related to the adoption of this training strategy which, though not interfering with my motivation, set limits on my practice. They relate mainly to overwork and time management. The diversity of supervisory practices also constrains the development of these projects. Although lack of experience limited my practice, it led me to constant reflection towards an approximation between theory and classroom methodology, thus causing changes and reconceptualizations which are in tune with the principles underlying this training strategy: to improve the ability to regulate one's action towards the development of autonomous teachers who then develop autonomous learners. (P. F.)

Many respondents express the need for a better coordination of institutional priorities, strategies and practices. They also stress the need to increase collaboration between university and school supervisors, namely through a greater involvement of the latter.

We recognise that the difficulties usually associated with the first teaching year are heightened by one's involvement in something as risky as research. There is the threat to self-esteem, the fear of not being able to cope, work piling up, and time dwindling. All these problems may occur as the student teacher battles with feelings of insecurity, anxiety, unpreparedness, and inability. Although evidence suggests that the project is valid, we are quite aware of latent problems whose resolution is not always easy to accomplish.

### Final Remarks

There is a potential tension between the emancipatory aims and democratic nature of action research and its use within an institutional framework, where it is imposed as a supervisory strategy. There may be some initial resistance on the part of student teachers, which usually fades away as they gradually take control of their own and their pupils' development. The fact that they endorse the strategy and are able to understand the relationship between research, teaching, and learning is a positive sign that this tension can be greatly overcome.

This project makes great demands on everyone involved: the supervisors, the student teachers, and their pupils. We must furnish appropriate support and guidance, constantly adapt our supervisory styles to suit teachers' readiness, and be alert to situational constraints that may hinder their action. For student teachers to perceive teaching situations as problematic and learning as a self-controlled activity, they must develop cognitive flexibility and tolerance of uncertainty and ambiguity. As far as pupils are concerned, suffice it to say that a learner-centered approach is obviously more demanding than a

teacher-centered one, since it requires their taking responsibility for learning.

We must mention the fact that this project is often in conflict with prevailing views of supervision, research, teaching and learning, and institutional requirements, both the school's and the university's. This raises questions which lead us to adopt a critical stance towards our approach, even when this project has been, on the whole, endorsed by all parties.

Several measures to deal with constraints and dilemmas have been undertaken since we set up the project in 1995: (a) a growing emphasis on participatory evaluation with a specific focus on constraints; (b) the design of instruments to regulate the discourse of supervision, mainly concerning issues of control and power relationships; (c) the compilation of teaching and research materials into a file for student teachers, including examples from their fellows; (d) the invitation of former student teachers to share their action research experience with their colleagues; (e) the limitation of action research projects to one class per student and the encouragement of collaborative project design; and (f) the development of a program for school supervisors, where action research is the main training strategy.

As teacher educators, we have learned a lot from this project. Above all, we have learned that our own professional empowerment makes greater sense when it builds on the empowerment of student teachers, just as theirs gains meaning from a focus on pupils' empowerment.

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# *A Web-Integrated Course: A Shared Perception?*

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The overall goals of the Applied Information Science and Environmental Issues (AISEI) course at our college are to expand environmental awareness, increase computer skills, and develop the English language skills of Japanese college students. As the course instructors, we consciously chose not to use print materials in order to reinforce the environmental theme. Instead we developed a course website that functioned as a textbook, interactive study guide, student portfolio, and research tool. As a classroom-based research project, we used weekly web-based student feedback logs to gain an understanding of student perceptions and attitudes towards the course structure. Thus, this paper will provide an overview of our research, including an explanation of the web-based feedback forms. It will offer an analysis of the student responses and suggest implications for future web-based course design.

## **Background**

AISEI used English as the language of instruction and followed a collaborative content-based instructional model (Sagliano & Greenfield, 1998). Students were expected to reach a basic level of proficiency as they used English to understand, discuss, and write about simple computing concepts and environmental issues (Brinton, Snow, & Wesche, 1989). The course was taught by two language specialists with computing backgrounds.

The class met for one hour and forty minutes (8:30 - 10:20) three times a week (MWF) for 15 weeks. As a second-semester, first-year course, AISEI traditionally has low student enrollment and during the semester that this article describes, there were nine first-year students with low-intermediate English proficiency in the class. All but one student had taken Introduction to Applied Information Science the previous semester and had basic computer skills, including those in word processing and email. The class was held in the college computer lab containing Macintosh Power PCs, and students were generally seated in front of a computer the entire time. The instructors' computer at the front of the class was connected to a light box projector. Images could be projected onto a large screen in the front of the room for instructional purposes.

Applied Information Science and Environmental Issues (AISEI)コースを教える教師として、ウェブサイトを作成し、このコースの教科書、双方向の入門書、学生のポートフォリオ、研究ツールとした。そして、学生にコンピュータを使ったプロジェクトを一年間に4つ課した。簡単なコンピュータ概念や環境問題について理解し、議論し、作文するのに英語を使用したので、学生は基本的な英語力レベルに達していると思う。また、プロジェクトを基本とした授業構造に対する学生の認識、態度を理解するため、毎週学生に授業のフィードバックをさせた。これら学生の応答は分析され、議論され、さらなるウェブサイトを基本としたコースデザインのために、いくつかの提案がなされた。

In initial planning sessions, we agreed on the following three guidelines to direct the development and implementation of the course:

## ***Project-based syllabus***

Projects emphasize learning through the accomplishment of various tasks to achieve an end product (see Fried-Booth, 1986; Henry, 1994). In addition, active learning tasks can be easily integrated into project work. These include cooperative and collaborative activities that require the formation of critical thinking skills, decision-making skills, and learner autonomy (Bonwell & Eison, 1991). Thus, language and computer skills and computer technologies can be introduced, practiced, and expanded as needed by the students to complete a project. Environmental issues would function as an overarching theme for all of the course projects.

We designed the projects to encourage student autonomy (Little & Dam, 1998). Responsibility for each project's success rested in the hands of the students as they worked to demonstrate what they were capable of doing independently. However, projects done at the beginning of the semester were thoroughly scaffolded (see Chamot & O'Malley, 1994) to create a low-risk learning environment in which students could become comfortable learning autonomously. Early projects usually involved the whole class, while later projects were completed by small groups or individuals. In general, we gave the students a basic outline of each project and the students located and organized materials through a series of tasks to complete the project. Project grades were determined according to criteria agreed upon at the beginning of the semester. Here is a brief description of the four projects students completed over the semester.

- Environmental Change Documentary Project—Students documented the changes that occurred to an environment over time by photographing the same location once a week for ten weeks. The environments encompassed a river, construction sites, farm fields, and undeveloped areas. The students created a website in which they described their feelings

about change and put on a slide show showing the change. They used word processing, scanning, and web authoring with graphics to complete the project.

- Environmental Dictionary Project—Students collected and organized environmental terms and definitions alphabetically into a printed dictionary, later developing a dictionary website. They used word processing, emailing, web researching, and web authoring with graphics to complete the project.
- Computers and paper project—Students conducted research and collected data on paper use within the college community, later sharing their findings via email with students in the US conducting similar research. Students developed webpages to report additional information. They used word processing, emailing, web researching, and web authoring with graphics to complete the project.
- Habitat exploration project—Students chose local habitats (urban, rural, wilderness, ocean) to document by using the five senses of sight, hearing, touch, smell, and taste. After additional research, the students created print newsletters, multimedia websites, and videos about the habitats. They used word processing, graphics designing, desktop publishing, web publishing, and multimedia web authoring to complete the project.

### ***Course website***

The fact that the class would be held in the computer lab and our decision to use little paper in the course encouraged us to develop an innovative course website. We agreed that the non-linear nature of the website would lend itself perfectly to the non-linear, integrated character of the project-based syllabus. Thus, project descriptions and instructions, learning activities, support materials and student feedback logs could all become part of the website. In addition, we would utilize available JavaScript and cgi-bin technologies<sup>1</sup> to make many of the tasks and activities interactive: That is, the presentation of the material would be affected by the user's choices (Ebersole, 1997).

The website layout used a basic frame design: narrow left frame with a larger main frame. The site navigation bar, an image map in the left frame, linked the six main sections of the site: This Week, Calendar, Projects, Activities, People, and Links. Also part of the navigation frame was a hidden visitor counter. The counter's source site provided extensive details on the website's hits including date and time of visitor access. All the website pages were visually unified by a consistent design theme which included a class logo, clear headings, and a simple color and graphics scheme.

### ***Formative evaluation***

Responding to a recent call by Shetzer (1998) for educators to examine the use of computers in the class, we incorporated an action research project to help us formatively evaluate (Daloglu, 1998) the students'

perceptions of the web-integrated course design and implementation.

### **The Action Research Project**

Teacher-initiated action research is one readily available tool teachers have to improve classroom performance. Action research helps the teacher understand the complex and varied interactions that make up a language classroom at a particular point in time with a particular group of students. By its very definition, action research cannot make strong theoretical claims, but it can provide a framework in which an instructor observes a determined phenomena and reflects on its effect in the classroom (LoCastro, 1994).

After we identified our area of investigation, we developed a research plan and began to gather data systematically. Our principal means of gathering data were weekly web-based student feedback logs with which we collected, collated, and analyzed student feedback. We also maintained online teaching journals. In addition, we observed students in the classroom and shared our work-in-progress with colleagues (although these aspects of our research are not addressed specifically in this article).

When designing feedback items, we focused on student attitudes and reactions to the course. However, just as we provided more support with beginning projects, we scaffolded the content of the feedback logs to help students become comfortable with the concept of regularly and freely giving their opinions and ideas. Early logs asked students simply to relate what they had learned in class, what skills were new, and what they would change about the class if they could. We used simple fill-in-form HTML, such as text areas and pull-down select menus, to create the feedback logs. Over time we discovered that we could focus responses more easily if we used pull-down select menus and clickable radio buttons as opposed to blank text areas. We found data collection particularly easy because of the web-based nature of the instrument. Once we had an HTML template of an online feedback log utilizing fill-in-forms and cgi-bin, substituting items each week took very little time.

We asked students to respond to a wide range of feedback items, which in retrospect probably did not all conform to the research focus, yet in many ways provided us with new directions to explore. Logs asked students to

- Determine what language and computer skills they had practiced and learned through their work on a specific project.
- Rank according to preference a variety of activities both on- and off-line done in one class period.
- Describe how they felt about an upcoming email exchange with ESL students in the U.S.
- Evaluate the course website, indicating which pages they used or did not use and possible reasons for this.

- Comment on how they liked or disliked the on-line activities frequently done in class.
- Express their opinions of the group work used in some of the projects.

The end of the semester marked the end of our data collection stage. Although we had been discussing the data as we collected it, at this time we began to analyze and reflect on the data more deeply.

### **Discussion**

In this section, we discuss the responses from two feedback logs. In addition, we would like to invite readers to visit our website where it is possible to view all of the feedback logs to which we have linked the students' responses<sup>2</sup> and our interpretation of those responses at [miyazaki-mic.ac.jp/classes/fall98/aisenv/index.html](http://miyazaki-mic.ac.jp/classes/fall98/aisenv/index.html).

The November 13 feedback log (see Appendix 1 for questions) asked students to think about the various parts of the class website, including *favorite*, *least favorite*, *most used*, and *least used* page or feature. The responses indicated that a major reason why students liked the course website is that it helped them stay organized and focused throughout the semester. Several students liked the People page because they could access class members' homepages and check their own grades and attendance. Interestingly, the latter feature was a reason why one student did not like the People page; he was scared to see his grades! The most popular pages seemed to be Calendar and This Week since these pages allowed students to stay up to date and review past classes. Overall, we were pleased with the students' reactions to the design of the website.

The critical feedback that students offered will influence the redesign of the website. Students mentioned that they disliked or seldom used the Links and Activities pages. These comments might have been prompted because the teachers rarely used either page in class demonstrations. Next year we may want to have the students develop these pages. We think if the students felt a certain degree of ownership of the page, they may be more likely to use it. One student did not like Calendar because it was difficult to access quickly. We might want to reverse the chronological order of this page so that the most recent dates are at the top of the page. Another student disliked Projects because of its high text density. High text density was also a reason why one student printed some pages. It may be that we need to think more carefully about the students' needs when creating pages that give the students instructions. In short, what seems like a good description to instructors may be overwhelming for students.

The December 4 feedback log (see Appendix 2 for questions) focused on student attitudes towards group work. The results indicated that the students were positive about independent group work and an autonomous learning environment. All of the students

agreed with the statement "I like group work" and the majority preferred group work to working alone. Half of the students chose *yes, mostly* to "I like being the group leader," while the other half chose *sometimes*, which suggested to us that group work was successful because there were enough students willing to lead the groups. This was consistent with the positive attitude demonstrated in the written comments:

- I think group work is important, but it is difficult.
- I like this group because we are in cooperation with each other.
- I like to do such a group work. But, If group member absent from class, I would have trouble. I don't want bother my group member. So, I don't want absent this class when I fell sick.

This last response could have been prompted by the statement "It bothers me when some students are absent," to which the student reactions were evenly distributed from *No, that doesn't bother me* to *Yes, that really bothers me*, though the distribution leaned slightly more towards the latter statement. Interestingly, all of the students felt that they did more work than the others in their groups, with two students answering that they felt this was always the case. Nevertheless, this apparently did not negatively influence the students' overall enjoyment of group work.

With regards to decision making in class, students agreed with a slight positive balance towards "I like it when the teachers make the decisions in class," with half of the students answering *sometimes*. The exact same slight positive balance was given towards "I prefer it when the teacher makes groups than when I choose the group." In both of these items, three students answered *yes, usually*, but no student answered *yes, very much*. These answers would seem to indicate that the students prefer the teacher to make most class decisions.

Contrary to this conclusion, however, a full three-quarters of the students agreed with the statement "I like making decisions in class," with one *yes, very much*, while the remaining quarter answered *sometimes*. This is a definite positive balance that we interpret as indicating that the students are comfortable with student decision making and student directed learning environments, possibly more so than teacher-directed situations. Still, the fact that students responded positively to teacher decision making leads us to conclude that the students did not necessarily see their autonomy in exclusive opposition to teacher decision making.

### **Conclusion**

The development, implementation and evaluation of AISEI has been very exciting for us. The research project has prompted us to think about many other areas of the web-integrated course to investigate. We feel that an effective course website requires substan-



tial planning, and we want to incorporate what we have learned from the research in our next website. We hope to create a website that is flexible enough to allow student decision making and incorporate more student ownership, while maintaining the solid framework of the course. However, in any action research project, it is important to view the research as cyclical. After implementing design changes, we will begin the action research process once more.

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### Notes

1. It is beyond the scope of this article to further explain these technologies. Please visit the World Wide Web Consortium's website [www.w3.org/](http://www.w3.org/) for more information.
2. All students have signed release forms giving us permission to display their work.

### Author Profiles

**Katharine Isbell** is an Assistant Professor of Comparative Culture at Miyazaki International College. Her primary responsibilities are to develop and teach English adjunct sections to university courses. She has been instrumental in the design of a number of courses including Applied Information Science, Applied Information Science and Environmental Issues, and Art and Environmental Issues.

**Jonathon Reinhardt** has taught ESOL in the U.S.A., Austria and Japan in a variety of settings. Presently, he is at Miyazaki International College in Japan where he

teaches primarily Applied Information Science and English adjunct courses. He is involved in research and design issues regarding Internet literacy skills development and the integration of web-based technologies into EFL curricula.

### Appendix 1: November 13 Feedback Log

This week we would like you to think about the class website and how you use it.

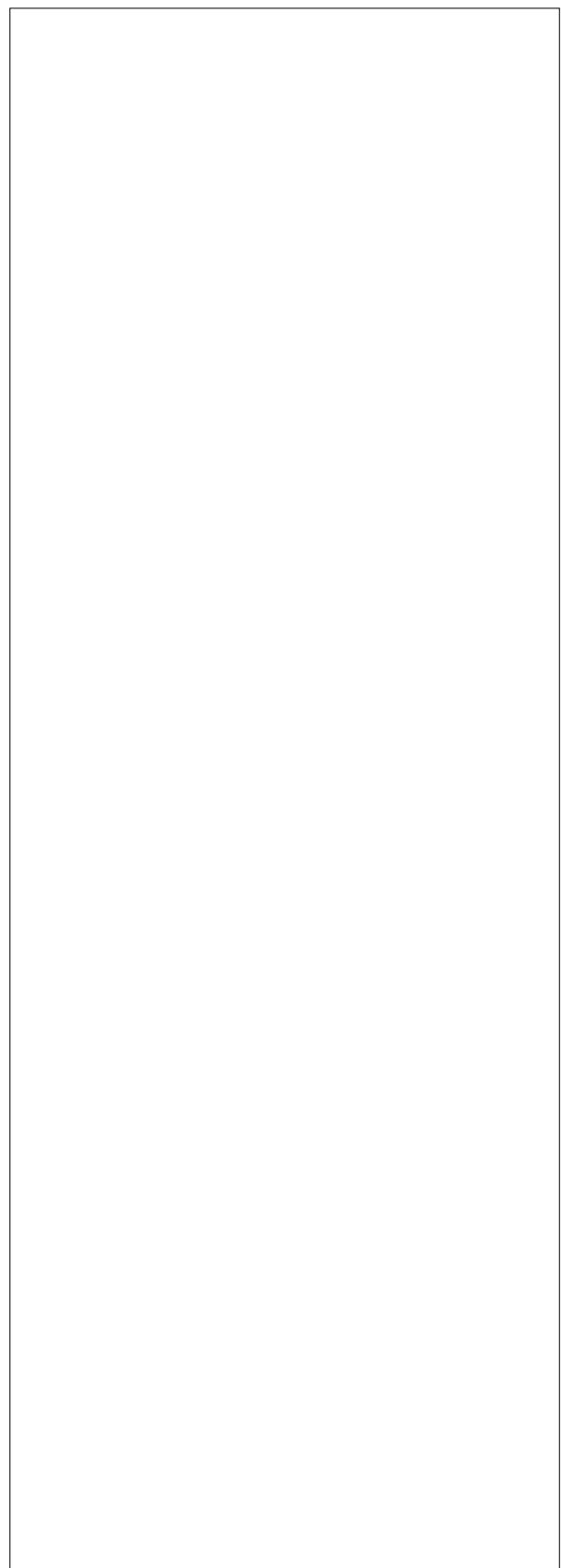
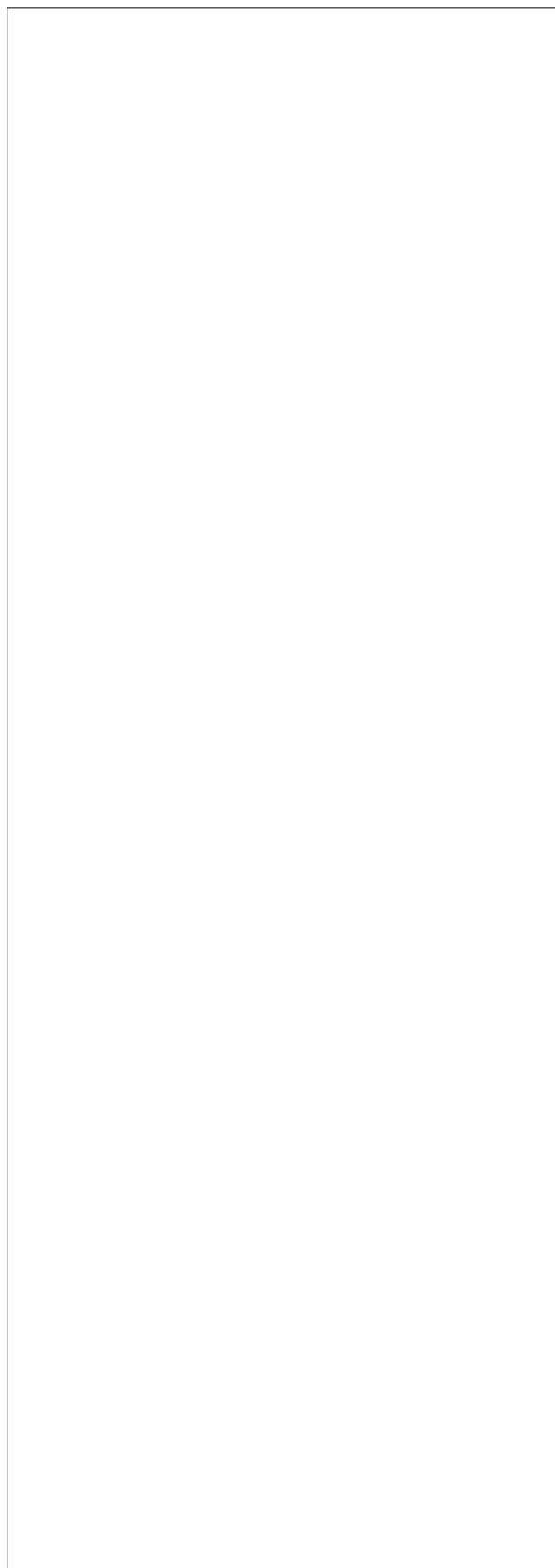
1. What feature or page do you like the best on the class website? Why?
2. What feature or page do you like the least on the class website? Why?
3. Which class website page do you use most often besides THIS WEEK? Why?
4. Which class website page do you use the least? Why?
5. What pages have you printed from the class website? (If none, write none in the comment box.) Why?

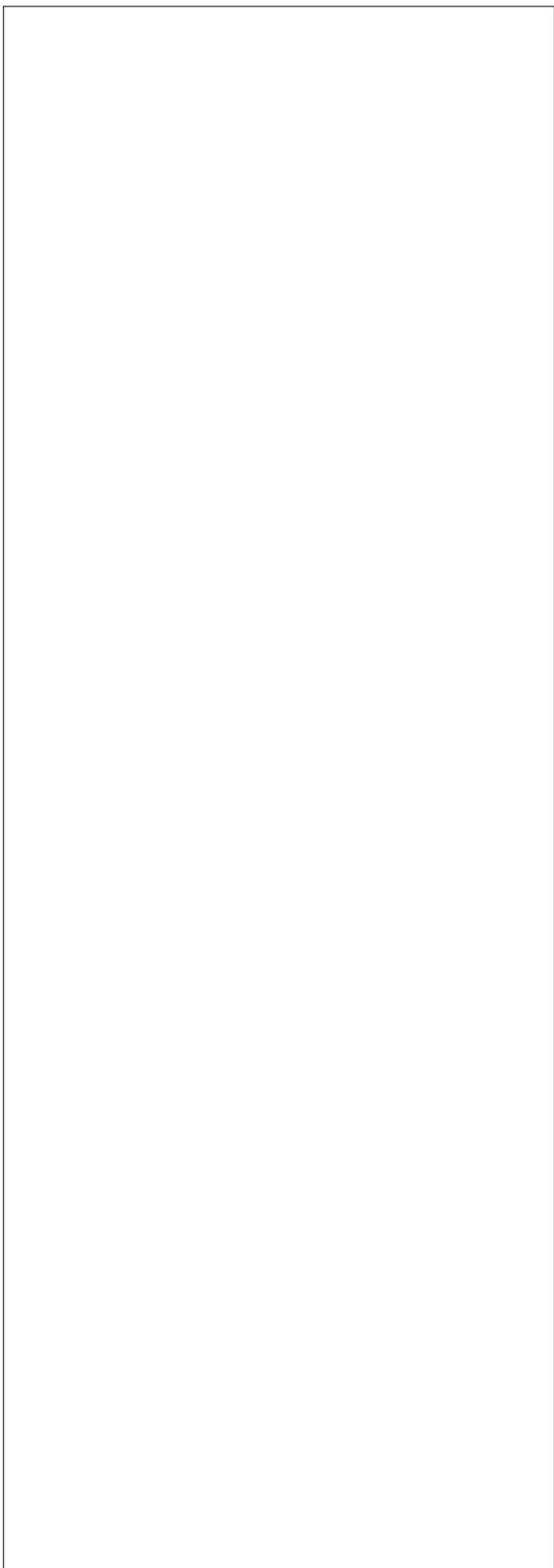
### Appendix 2: December 4 Feedback Log

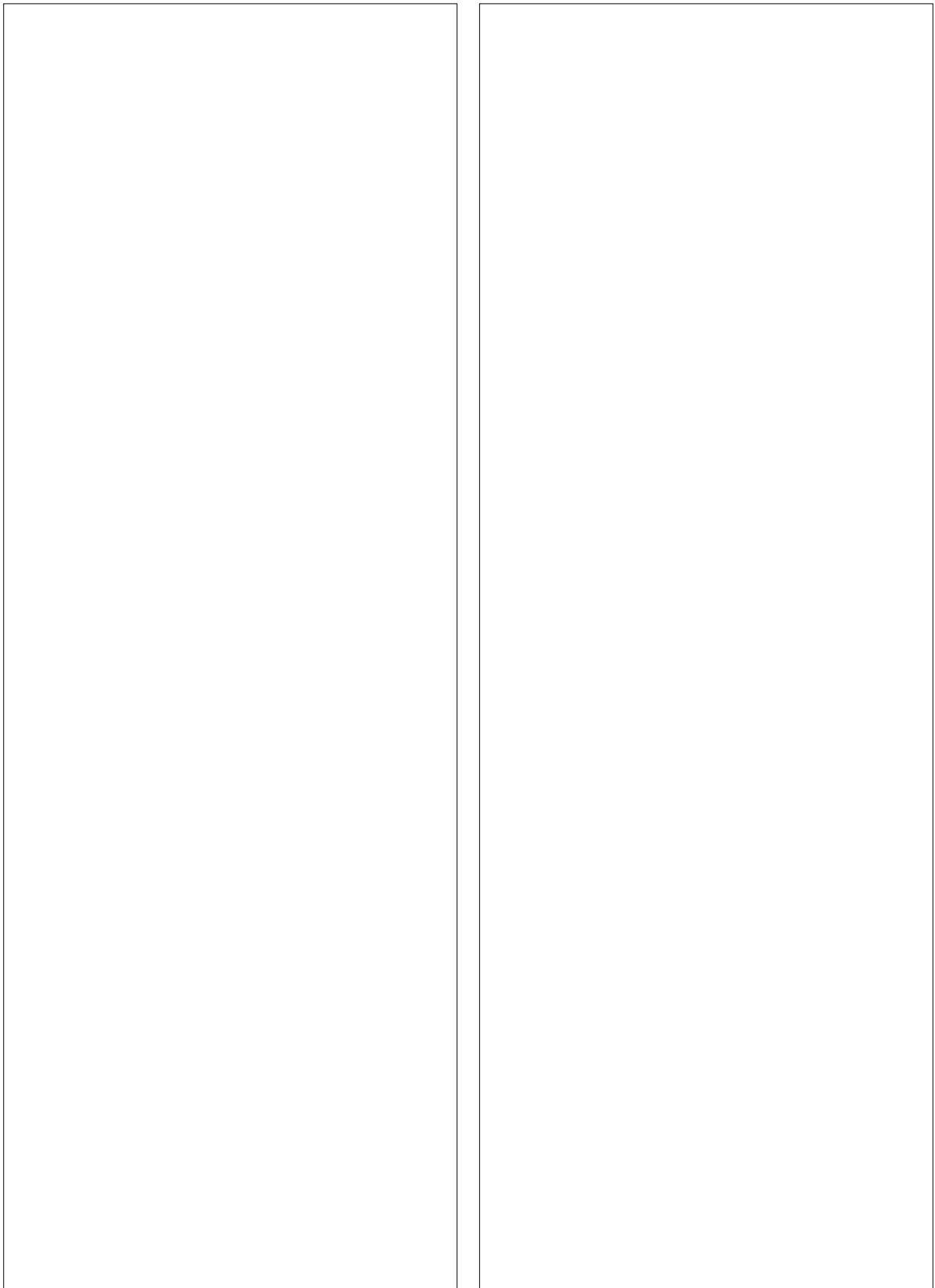
Project 4 requires you to work independently in groups. What do you think about this? How do you feel about group work? Please choose whether you agree (yes) or disagree (no) with the following statements.

1. I like group work.  
Yes, very much.  
Yes, mostly.  
Sometimes.  
No, not much.  
No, not at all.
2. I like being the group leader.  
Yes, very much.  
Yes, mostly.  
Sometimes.  
No, not much.  
No, not at all.
3. I do more work than the others in my group.  
Yes, always.  
Yes, often.  
Sometimes.  
No, not usually.  
No, I think the work is even.
4. I prefer working alone than working in a group.  
Yes, very much.  
Yes, usually.  
Sometimes.  
No, not usually.  
No, not at all.
5. It bothers me when some of my group members are absent.  
Yes, that really bothers me.  
Yes, that bothers me.  
Sometimes that bothers me.

*Isbell & Reinhardt, cont'd on p. 32.*







most rewarding aspect of his LSU role is working with participants on the development of their AR projects. You can reach Steve at s.j.mann@aston.ac.uk.

## 著者紹介

### 木塚雅貴

東京大学大学院教育学研究科学校教育学専攻、及びエセックス大学大学院応用言語学専攻修了。現在、東京女子大学文理学部英米文学科専任講師。専門は、英語教育における教育方法研究・教育実践研究・教員養成。

Kizuka concludes his series of articles on teacher research in Japan by examining attitudes toward action research in the Japanese teaching and research community. He argues that much AR in Japan is done using positivist methods, and that a distinction needs to be made between action research and the scientific method. He suggests several defining characteristics of action research including the AR focus on researching the individual classroom and collaboration between teachers and researchers.



## Interview, cont'd from p. 9.

tively in the inquiry, so much the better. Two heads are better than one; many hands make light work; and it will probably be more fun that way, too.

**AB:** I'd be happy to talk with readers who are interested in further discussions about action research. I think that it is teachers themselves, rather than the academics who are currently advocating it, who will in the end test the relevance of action research for the language teaching profession.

*Thank you both for the time you've spent participating in this interview. There are so many more questions to ask but space does not permit. For readers who would like more information, please see the annotated bibliography on action research resources in this issue.*

## Mann, cont'd from p. 13.

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### Author Profile

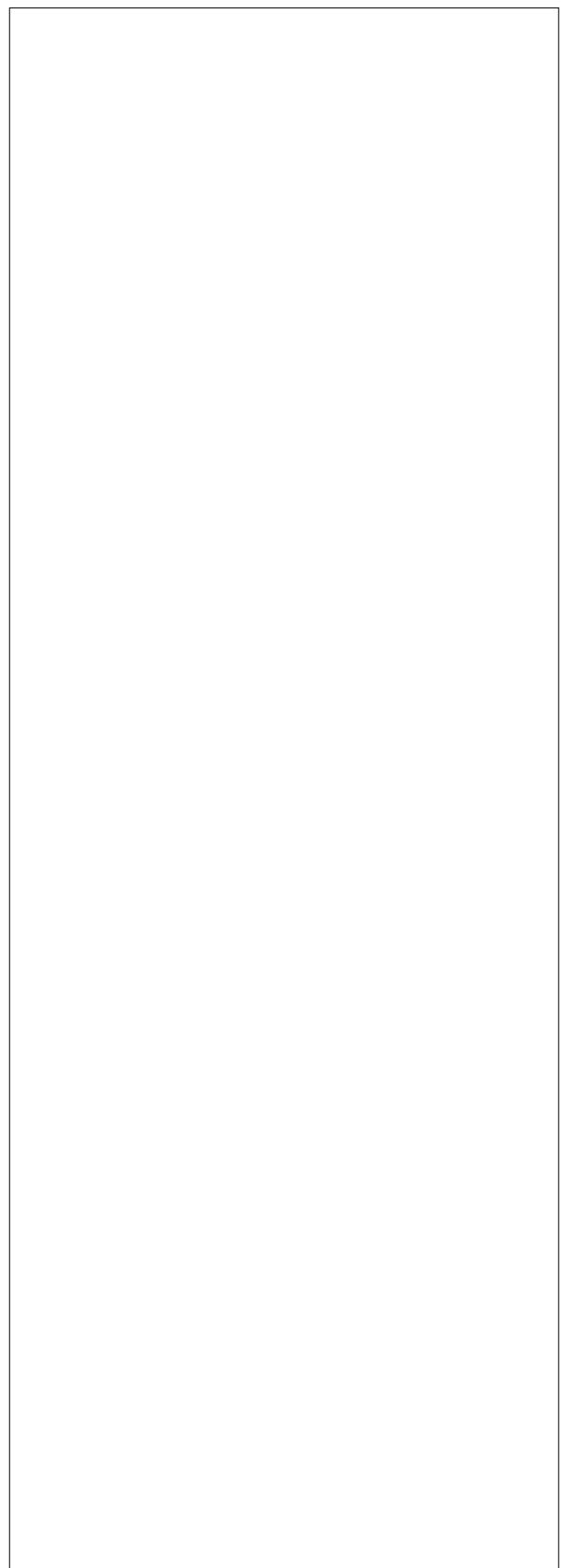
**Steve Mann** has worked as a teacher and teacher trainer in UK, Hong Kong and Japan. He currently works in the Language Studies Unit (LSU) at Aston University, UK. He is responsible for the Methodology module of the Aston MSc in TESOL/TESP which has a distinct Action Research orientation. He feels that the

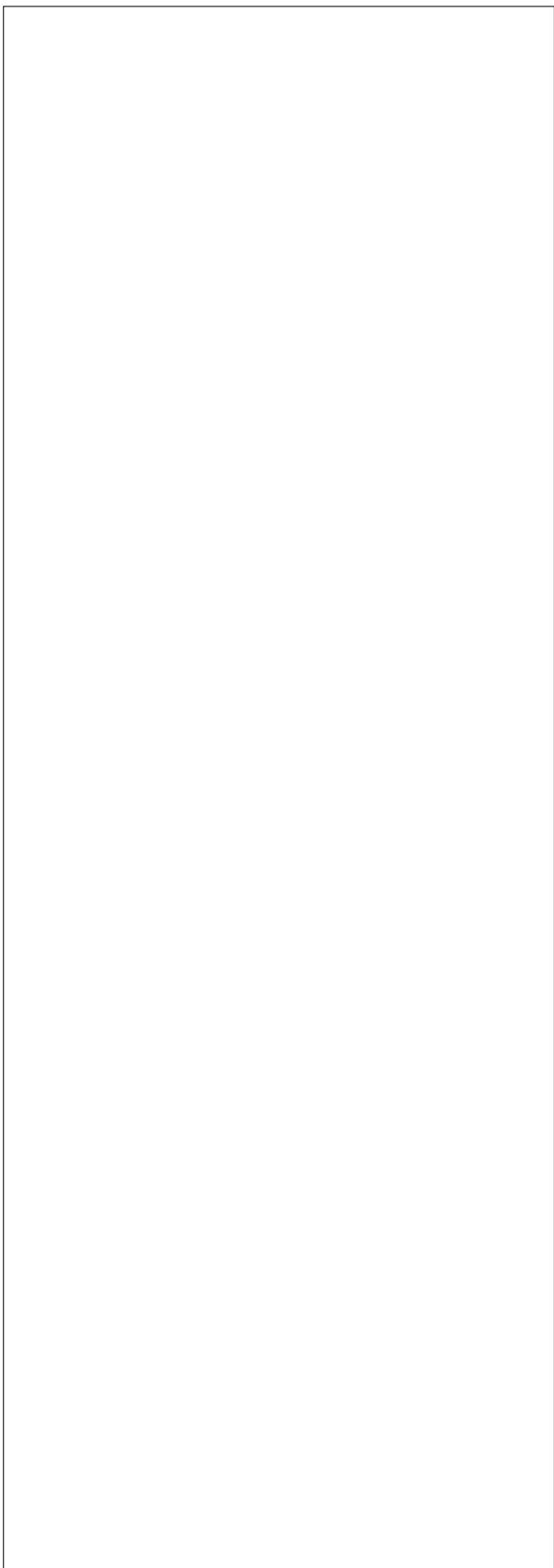
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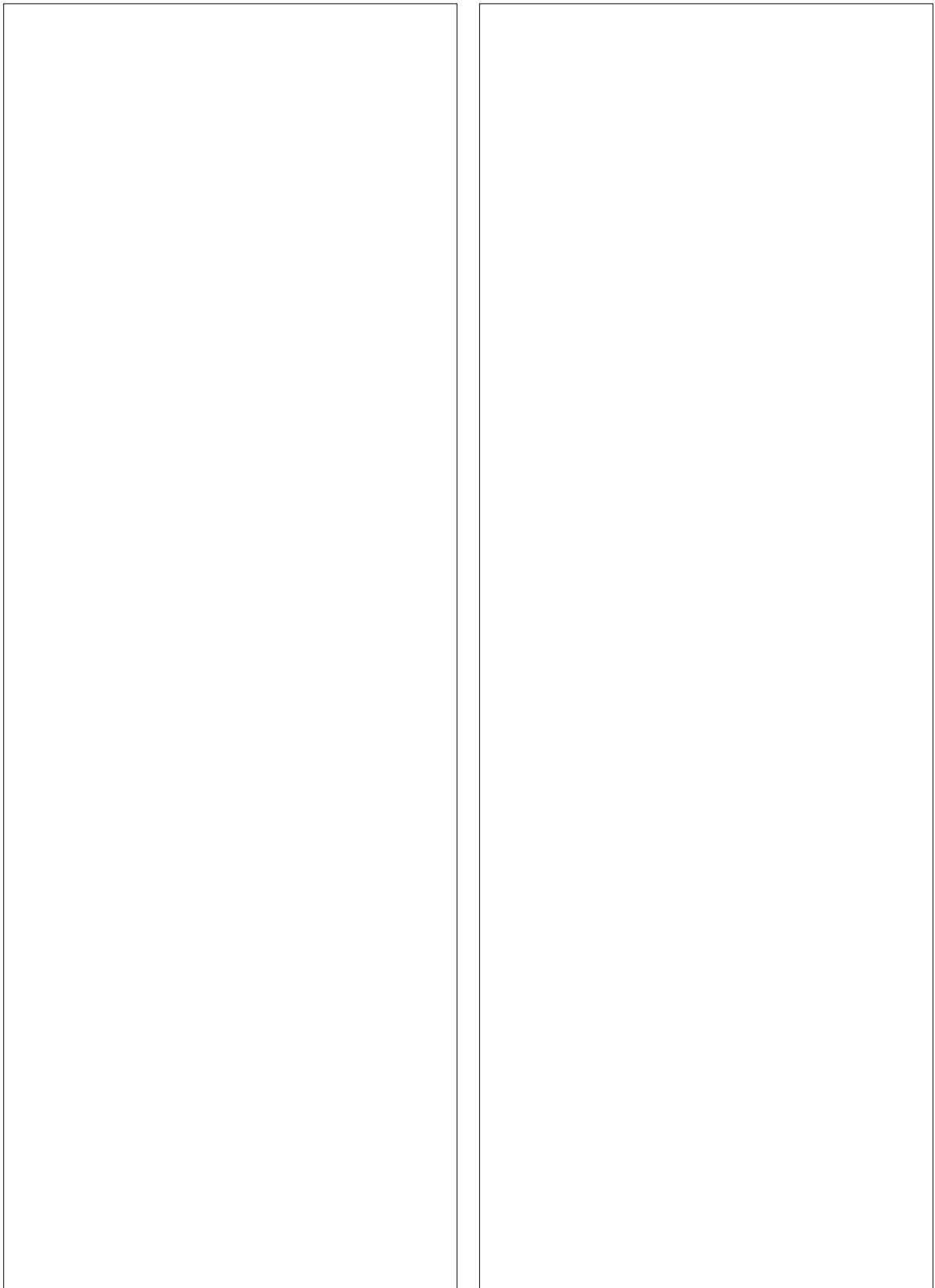
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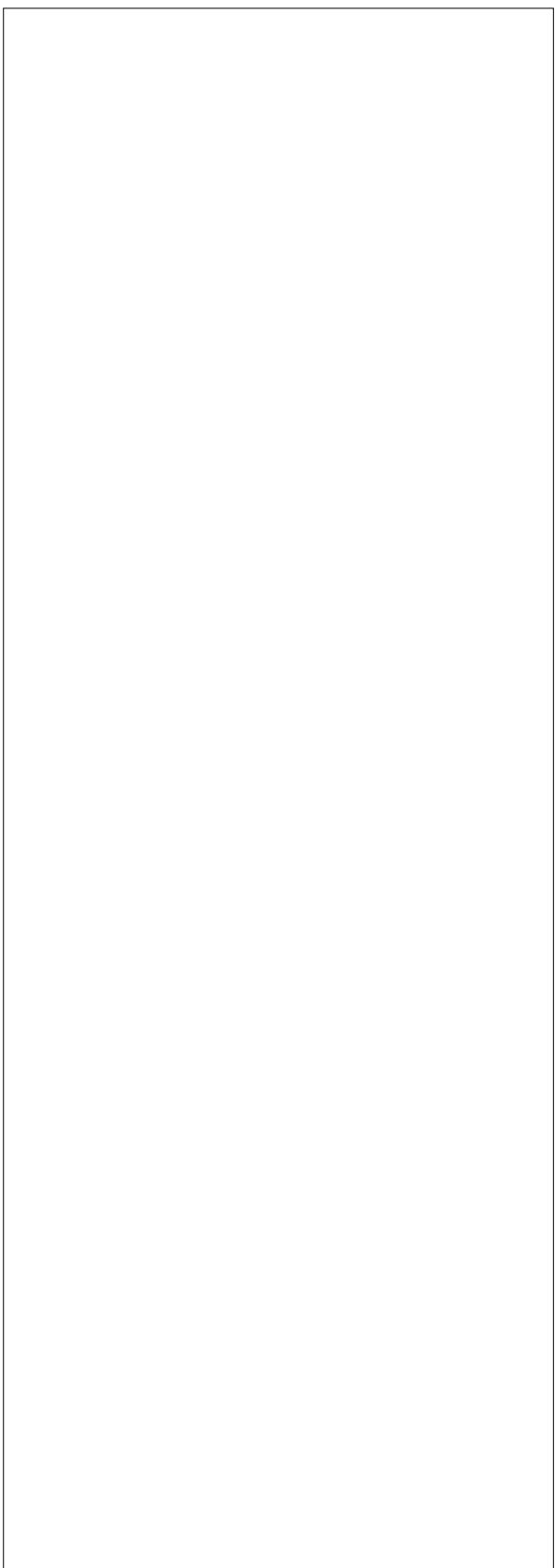
### Author Profile

**Steve Cornwell** teaches at Osaka Jogakuin Junior College. He is co-editor, along with Donald Freeman, of TESOL's *New Ways in Teacher Education*. His research interests include reflection and teacher-as-researcher.









### 著者紹介

#### 横溝紳一郎

ハワイ大学マノア校で言語学（日本語）修士及び博士号を取得。1986年より同校で日本語を教え、南山大学外国人別科講師を経て、現在は広島大学教育学部日本語教育学科助教授。CLL・ドリルのコンテクスト化・教師教育・教師成長の方法論を専門とする。（電子メール: yokomizo@educ.hiroshima-u.ac.jp）

Shinichiro Yokomizo received MA and Ph.D. degree from the University of Hawaii at Manoa (Japanese Linguistics). In 1986, he started to teach the Japanese language at the University of Hawaii, then became a Japanese language instructor at Nanzan University, and is currently an associate professor at Faculty of Education, Hiroshima University. He specializes in CLL, drill-contextualization, and teacher education/development. (E-mail: yokomizo@educ.hiroshima-u.ac.jp)

Yokomizo argues that action research (AR) and teaching portfolios (TP) share many common characteristics and possibilities for teacher development. He advocates two ways to combine these approaches to encourage teachers to become more self-directed: "AR as a part of TP," and, "TP as a part of AR." The former provides teachers with greater opportunities for reflection and subsequent development but can be very time-consuming. The latter requires less effort and so may be more suitable for teachers who do not have the time or experience to do AR.

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#### *Isbell & Reinhardt, cont'd from p. 23.*

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No, that doesn't bother me.

No, that doesn't bother me at all.

6. I like making decisions in class.

Yes, very much.

Yes, usually.

Sometimes.

No, not usually.

No, not at all.

7. I like it when the teachers make the decisions in class.

Yes, very much.

Yes, usually.

Sometimes.

No, not usually.

No, not at all.

8. I prefer it when the teacher makes groups than when I choose the group.

Yes, very much.

Yes, usually.

Sometimes.

No, not usually.

No, not at all.

9. Other comments about group work (optional):

# Annotated Bibliography

Neil Cowie, Saitama University  
Ethel Ogane, Tokyo International University

The literature on action research (AR) is extensive, covering a large number of professional settings and work situations and a large number of countries. We are extremely grateful to Anne Burns and Graham Crookes, who recommended a great number of texts. We have chosen some from their lists and added others ourselves to give readers a varied guide through the literature. You will find that there are a number of works from general education and some studies from non-educational settings.

## Online Resources

XTAR is a US based website and email discussion list for teachers involved in AR. You can reach it at [www.ced.appstate.edu/projects/xtar/xtar](http://www.ced.appstate.edu/projects/xtar/xtar).

Bob Dick of Southern Cross University runs a twice yearly 14-week email course on AR. It is beautifully and simply written, and there are many chances to collaborate with other teachers from across the globe, as well as those outside teaching: from African farmers to psychiatric counsellors. Information from [scu.edu.au/schools/sawd/areol/areol-home.html](http://scu.edu.au/schools/sawd/areol/areol-home.html).

Access professional development and teaching resources from this website, Professional Connections, developed by the National Centre for English Language Teaching and Research in Australia. The URL is [nceltr.mq.edu.au/pdamep/](http://nceltr.mq.edu.au/pdamep/).

## Paper Resources

Altrichter, H., Posch, P. & Somekh, B. (1993). *Teachers investigate their work*. London: Routledge. pp. 223.

If you are going to buy one book for practical ways to do AR, this is as good as any. The authors have put together a reservoir of forty methods and strategies for each stage of the AR cycle. The first eight chapters are intensely practical, with lots of hands-on activities to help teachers think about research, to collect data, and then to do things with them. The sections on research diaries and ways of making teachers' knowledge public are particularly good.

Burns, A., & Hood, S. (Eds.). (1995). *Teachers' voices: Exploring course design in a changing curriculum*. Sydney: National Centre for English Language Teaching and Research. pp. 137.

Burns, A., & Hood, S. (Eds.). (1997). *Teachers' voices 2: Teaching disparate learning groups*. Sydney: National Centre for English Language Teaching and Research. pp. 160.

Burns, A., & Hood, S. (Eds.). (1998). *Teachers' voices 3: Teaching critical literacy*. Sydney: National Centre for English Language Teaching and Research. pp. 68.

These three volumes are examples of ordinary language teachers doing research and then publishing their findings. The case studies vary in subject matter and quality, but underlying all is a concern for the voice of the teacher to be heard. Burns and Hood do an excellent job in each volume of setting the scene for both AR and the research theme. The third volume is perhaps the strongest, where the editors have found just the right level of research detail and classroom reality in their writers.

Cochran-Smith, M., & Lytle, S. (Eds.). (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College, Columbia University. pp. 310.

The editors have been at the forefront of arguing for teacher knowledge to be viewed as valuable as outside researcher knowledge. In this collection they devote a third of the book to describing how teachers and researchers can work together to create such a community of knowledge and two thirds to the varied voices of the teachers themselves. These voices are expressed in the same genres that the editors suggest could be used as ways of communicating teacher knowledge, for example, journals or oral studies. The result is a marvellous chorus of teacher experiences from a huge number of US educational settings.

Crookes, G. (1993). Action research for second language teachers: Going beyond teacher research. *Applied Linguistics*, 14 (2), 130-144.

The only journal article we have included is this seminal one by Crookes, in which he articulates his arguments against the technical versions of AR emerging in the language teaching literature. He looks critically at the roles and responsibilities of school administrators and academic researchers. He suggests that schooling systems may need to be transformed so that teacher researchers may be better supported in their AR efforts to effect curricular and pedagogical change in their teaching environments. This is a challenging and thought-provoking article which gets to the heart of critical, participatory, and emancipatory approaches to action research.

Edge, J., & Richards, K. (Eds.) (1993). *Teachers develop teachers research: Papers on classroom research and teacher development*. Oxford: Heinemann. pp. 197.

This is the report of the first TDTR conference held at Aston University, which has now spread and grown to its fifth biannual meeting. This first conference brought together people from language teaching and several other fields. Some of the better known contributors

## Bibliography: Cowie & Ogane

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include Nunan, Allwright, and Underhill, plus various case studies from teachers around the globe. One article that particularly stands out is Bridget Somekh's on quality in AR, which alone makes the book worth getting. It is also interesting to see how the editors link the pieces together and give their own takes on how to report AR.

Elliot, J. (1991). *Action research for educational change*. Milton Keynes, UK: Open University Press. pp. 163.

Elliot was one of the first researchers on Lawrence Stenhouse's Humanities Curriculum Project in the UK in the 1960s, then going on to work in the Ford Teaching Project in the 1970s. Both projects are classic action research approaches to teacher and curriculum development. Elliot revisits that time and brings his thinking up to date by looking at a number of issues in British education, including the introduction of a national curriculum. Elliot is a deeply committed educational thinker who looks to both challenge and inspire teachers.

Greenwood, D. (1999). *Action research: From practice to writing in an international action research development program*. Amsterdam: John Benjamins. pp. 282.

This is a recent collection of papers about international collaboration on an industry-based AR project in Scandinavia. It is of particular interest to those who have already done some research and want to read both about taking partnership and collaboration further and about the role of writing in the AR process. Greenwood's chapter on the rhetoric of AR writing is salutary. There is much baring of souls and much evidence of civilised disagreements.

Goswami, D., & Stillman, P. (1987). *Reclaiming the classroom: Teacher research as an agency for change*. Upper Montclair: Boynton Cook. pp. 242.

This is a superb book for busy teachers, as all the articles are short, and they are very provocative. You will not get bored reading this. The source of the many articles is the Bread Loaf School of English, which is a network of support for teachers in rural areas of the US. Many of the articles are perspectives on writing, and Mina Shaughnessy's controversial article on teaching writing should be compulsory reading for every teacher. Again, an example of teachers' voices and what the genre of AR reporting might look like.

Hollingsworth, S. (Ed.) (1997). *International action research: A casebook for educational reform*. Washington DC: Falmer Press. pp. 337.

As the title suggests, this is a collection of international reports of theory, historical review and case studies. There are five sections: discourse, politics, personal, professional, and an epilogue bringing these

together. There are 25 articles in all, with each section introduced by a well known scholar in AR. There is just one, rather limited, language teaching example, but the others do give an excellent insight into the huge breadth of AR, particularly how communities of workers, both outsider researchers and insiders, have collaborated to effect change.

Kemmis, S., & McTaggart, R. (Eds.) (1988). *The action research planner* (3rd ed.). Deakin: Deakin University Press. pp. 154.

For many this is the classic AR text, although it may be a little difficult or expensive to track down nowadays. There are two main sections. In the first section there are two very challenging chapters on the nature and philosophy of AR and a very practical chapter called The Planner, which leads the teacher researcher through a number of questions in the AR process. There are then four appendices which give practical help for doing research as well as several case studies. For those interested in a critical and participatory approach to AR this is compulsory fare.

McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*. London: Arnold. pp. 262.

Readers may find this introduction to research methods, both qualitative and quantitative, particularly helpful because it is embedded in the TEFL profession and focused on research issues in the EFL classroom. The first part of the book discusses research issues and traditions in the teaching context and includes a chapter on the teacher researcher and AR. In the second half of the book, the writers present a spectrum of research topics and techniques including observation, diary studies, descriptive statistics, experimental studies, questionnaires and interviews, verbal reports, and case studies.

McKernan, J. (1996). *Curriculum action research. A handbook of methods and resources for the reflective practitioner* (2nd ed.). London: Kogan Page. pp. 278.

This collection, written by one of the doyens of AR, is divided into three parts: history, methodology, and issues. The history is a superb gloss of the field with McKernan putting forward his own model of AR as well as sixteen defining characteristics, with the warning that, of course, definitions are always changing. If you want to know exactly what AR is and where it has come from, this is your text. The second part has a brief description of 48 qualitative methods, including a very good section on case study, and other less well known methods such as *neutral chairperson*, *dilemma* and *episode analysis*. The final part looks at current issues in AR, including a survey of five international institutions where AR is a taught course.

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Cowie & Ogane, cont'd on p. 59.

## **Action Research: A Tool for Improving Practice in EFL Classrooms**

Amanda Hayman, Tokyo Women's Christian University

I first learned about action research (AR) while taking a classroom research course as part of my master's degree work. I was interested to learn that there was a systematic method used by teachers-as-researchers to improve their classroom practice. My curiosity heightened on discovering that my own well-used method of attempting to improve classroom effectiveness by asking students for feedback was part of the AR process.

In 1997 I carried out an AR project which focused on why my students were not speaking English in class *after they had agreed that they wanted to speak English*. Results of a simple questionnaire in English asking the students for input on this issue revealed that they really did want to speak English but were being held back by a variety of fears, including fear of initiating communication in English. To convey what they themselves had said, I made a series of brightly-colored posters for the blackboard. Observation by myself and a colleague and student feedback indicated a major increase in the amount of English spoken in the classroom during subsequent lessons. This was exciting and increased my confidence as a teacher. However, as I went on to plan my next action research cycle on this issue I started to wonder about other EFL teachers. Were they using AR to investigate their classroom puzzles?

Talking about this action research project with teachers that I met on a daily basis, I discovered that most of them had never heard the term AR before. Others were familiar with the idea of AR but had not used it themselves. In order to find out whether this pattern would be repeated in a wider context, I decided to survey other EFL teachers in Japan. Were they using action research, and if so, how?

### **Method, Analysis, and Results**

The survey population comprised native and non-native EFL teachers at universities and two-year colleges. The questionnaire was piloted on six EFL teachers (three English speakers and three Japanese speakers) for correct rubric, user-friendliness, and appropriate action-research content, and then 212 copies were distributed throughout Japan. Some were sent to teachers individually and some distributed through the JALTCALL e-mail list, but the majority were distributed by colleagues, including participants at an AR retreat held in Nagoya. No tests of reliability or validity were made. Due to the convenience-sampling procedure, findings from the data are limited to the teachers in this study and cannot be used to characterize EFL teachers in Japan.

A total of 108 questionnaires were returned, 70% from native speakers of English. The participants were 55% male, and 40% were aged between 37 and 46. Most

of the 64 responders who reported having heard of AR in EFL had done so through a teacher training situation, such as an MEd course or by reading about it in books or journals, and 41 had instigated classroom investigations of this type. The remaining 23 cited shortage of time and lack of know-how as the major reasons why they had not carried out AR projects.

The 41 responders who had used AR were asked in detail how they had carried out their projects and returned a huge variety of responses. About a third of them included all of the six steps often put forth as part of the AR process: (a) identifying a focus issue, (b) gathering information about the issue, (c) using that information to design changes in classroom procedure, (d) implementing this procedure, (e) observing changes this implementation brought about in the classroom, and (f) reflecting on the pedagogical implications of the information this observation yielded (Elliott, 1991, p. 71; Kemmis & McTaggart, 1981, p. 11; Nunan, 1992, p. 19; Whitehead, 1993, p. 54). The rest reported using these action research stages in 22 combinations. Though 28 of the 41 subjects had written up their results, 14 had published in their school journals, 11 had presented findings to their own colleagues, but only 8 had published or presented on a wider scale. Participants reported talking about their research to colleagues (two-thirds), friend or partner (half), and research group members (a quarter). Over three-quarters indicated that they would use action research again, and almost everyone viewed AR as a valuable resource for improving practice.

### **Implications**

It would appear from the responses to this survey that having been formally taught how to carry out an AR project and having been required to use this knowledge in a training situation played a crucial part in determining whether or not subjects had attempted such research on their own. Lack of know-how was cited as a major reason for not attempting AR, apparently indicating that a hands-on approach is required when learning how to carry out AR projects. Finding out about this type of classroom investigation in a primary interface situation (conversations, conferences) rather than through secondary sources (books and journals) could provide subjects at least some of the support available in a formal training situation. It seems, however, that at present the respondents who are doing AR are neither talking about these projects with their uninvolved colleagues, nor making many presentations on this topic at professional conferences. In addition, these teachers appear not to be specifically naming their published AR reports as such, preferring to call them, for example, classroom research.

### How can Action Research be made more accessible?

Teachers who have done AR projects have an enormous amount to offer through the sharing of their knowledge on an informal basis, through conversations in staffrooms and conference hallways, and by being prepared, for example, to draw diagrams of an AR cycle for less well-informed colleagues or to talk about their own research projects. I would like to suggest two ways in which such knowledge might be shared.

The first would be offering practical, walking-through-every-step type workshops, so that classroom investigation novices can get a feel for how they could adapt AR to fit their own requirements. Another possibility is an email action research help register set up nationally (and possibly becoming international in the future), so that teachers embarking on their first AR project could be paired with more experienced mentors. The learners could then become mentors themselves in the future, on the *each-one-teach-one* model. There are, of course, AR email lists already in existence, but these might feel too public for someone attempting a first project to be comfortable asking for detailed feedback. An action research help register would provide one-to-one advice about the steps involved in doing AR.

Why would I (and other teachers who are experienced in AR) want to give our time and energy to provide this help? AR empowers us to enhance the quality of the educational experience for both ourselves and our students, and while mostly used collaboratively, is the perfect tool for isolated teachers to improve their classroom situation (Nunan, 1992, p. 18; Schmuck, 1997, p. 27). The use of AR to bring about change can help teachers avoid being victims who feel unable to do anything but moan about difficult classroom events. Teachers can instead become change agents who see problems as challenges, an attitude that could influence students and colleagues to think more positively. I believe that all teachers deserve the chance to discover the advantages of using AR for themselves.

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Schmuck, R. A. (1997). *Practical action research for change*. Arlington Heights: Skylight.  
Whitehead, J. (1993). *The growth of educational knowledge: Creating your own living theories*. Bournemouth: Hyde.

### Author Profile

**Amanda Hayman** has been teaching EFL in Japan since 1980. She comes from England, and has just

finished her distance M.Ed. in ELT at the University of Manchester. Particularly interested in how the internet can be used for student and teacher education, she has Action Research Links posted at [angelfire.com/me/mitaka/index.html](http://angelfire.com/me/mitaka/index.html).

*Moreira et al. cont'd from p. 18.*

### Notes

1. An expanded version of this text was presented in Changing teacher behaviour, IATEFL Conference, Saffron Walden, 28th-30th November 1998. It results from the project "Reflective pre-service teacher training through action research" (in progress since September 1995), funded by the Center of Studies in Education and Psychology, Institute of Education and Psychology of our University.
2. The project involves students from Language Teaching Degrees in their teacher training year, the last year of a five year course that includes training in Language and Education. The student teachers are placed in small groups in local secondary schools where they teach two classes. They are supervised by both an experienced school teacher and a university teacher (from either the Language or Education Departments). The project involves only the student language teachers who are assigned to our team every year. To our knowledge, no other project of this kind has been developed within the institution.
3. Although the project was set up in 1995-1996, it was only in 1997-1998 that we designed a self-report questionnaire for the student teachers to identify the development potential and constraints of action research. This is the reason why we limit the discussion of results to that academic year, in which 39 student teachers developed action research projects.

### Author Profiles

**Maria Alfredo Moreira** is a Lecturer at the Institute of Education and Psychology, University of Minho, Braga, Portugal. She teaches ELT Methodology and supervises student teachers in training. Her main areas of research are language didactics, learner autonomy in the FL classroom, and reflective teacher development (in-service and pre-service). She has co-authored, with Flávia Vieira, a book in Portuguese on process evaluation.

**Flávia Vieira** is Assistant Professor at the Institute of Education and Psychology, University of Minho, Braga, Portugal. She teaches ELT methodology and pedagogical supervision, and supervises student teachers in training. Her main areas of research are language didactics, learner autonomy in the FL classroom, and reflective teacher development (in-service and pre-service). She has authored several books and articles on learner autonomy in language teaching.

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*edited by sandra j. smith & oishi harumi*

In lieu of our usual classroom activities, this Action Research Special Issue My Share column offers two articles on teachers' learning from and reflecting on their own teaching situations. Since the usual Quick Guide format does not apply to the contents, it has been omitted.

## **Teacher-to-Teacher Support Via Email**

**Renée Gauthier Sawazaki**  
*Niijima Woman's Junior College*

We shall not cease from exploration  
And the end of all our exploring  
Shall be to arrive where we started  
And know the place for the first time.

—T. S. Eliot

A group of graduates from the School for International Training has created a forum for individual action research. This group was formed among a small group of ten (later, fifteen) teachers with the goal of fostering professional development via structured email dialogues. Over the past two years, members have benefited greatly from the experiences and resources of colleagues who work in a great variety of teaching contexts worldwide. This is a description of the creation and original structure of the group, the group's current structure, and feedback from the members.

### **Creation**

Following the end of their studies together, a group of classmates suggested that they create an email group as an extension of their graduate work together. Email was chosen as the means of communication as it is quick and accessible and would allow the members to hold ongoing discussions.

### **Original Structure**

The following structure for a given month was agreed upon for the first year:

Week 1: Two designated "Stars" posed an issue or question to the group, referred to as a "Star Question." These issues ranged from those directly related to teaching, such as ideas for a project-based curriculum, to those dealing with professional responsibilities such as supervision, teacher training, and portfolio creation. One Star Question was, "How can I encourage whole class discussions when a few vocal students dominate, and the rest remain silent?" Some teachers chose to focus on more personal issues, for example, "What are some specific ways you have found to nurture yourself as a teacher, to renew yourself, to energize yourself, and to prevent burnout?"

Weeks 2-3: Pulling from personal experience and knowledge, each member responded to the two Stars. They sent their message to all participants so that everyone could read and benefit from the responses.

This sharing of messages also helped to alleviate repetition and allowed teachers to add to other responses.

Week 4: With the wealth of information sent during the two weeks, the Stars were now ready to synthesize and reflect upon the information and ideas, share what was important to them, and create an action plan. This stage of the monthly cycle was called the "Wrap-Up."

### **Guidelines**

In order to facilitate the continuity and strength of the group, certain rules were established over the first year:

1. Titles of messages should be clear and concise.
2. Before joining the group, classmates should be informed of the structure and proceedings and should be scheduled to "star" in the next year.
3. Personal messages should not be mixed with mentor group exchanges.
4. If a member is not able to respond on time, a quick message should be sent.

### **Responsibilities**

All members played an active role in the creation and revision of the group structure. In the beginning, members took it upon themselves to do certain tasks such as gathering and reporting on the feedback, keeping records of the messages, and scheduling. As time went on, members took on other responsibilities such as explaining the process and background to classmates who gained access to email, and looking into other means of communication such as news groups, webpages, or bulletin boards. We currently have a web page that can be accessed at [members.xoom.com/\\_XOOM/peerm/](http://members.xoom.com/_XOOM/peerm/).

### **Revised Structure**

Some of the members met after a year and discussed the previous year and possible changes for the next. The primary change was directly related to the process of action research. It was decided that at the time of the Wrap-Up, individuals would set an approximate date for reflecting upon the results of the implementation of their action plans. This structured reflection phase was called "Post-Reflection." This change thus helped teachers complete the action research cycle.

Another major change concerned level of involvement in the group. Given changes in our private and professional lives, there was a need for a venue for

teachers to request more or less involvement. We decided to break down participant titles into three categories:

1. Star and Responder: Full participant.
2. Responder: Sends responses to others' issues, but not responsible for posing issues.
3. Reader: Receives all messages but neither stars or responds.

This new system respected each teacher's schedule and gave room for teachers to participate without quitting or feeling guilty for not responding on time when personal circumstances did not allow.

### **Feedback**

In members' feedback, recurring themes include benefits of exploring current issues, clarifying ideas, and reflection. They have found the main strengths of the group to be the large amount of respect, trust, and non-judgmental communication.

Lampert and Clark (1996) state that "teacher education would be improved if it were informed by research on practicing teachers' expertise" (p. 21). By drawing from one another's knowledge and strengths, we are able to conduct mini-action research projects.

In discussing the "reflective teacher," Wallace (1991) writes, "development implies change, and fruitful change is extremely difficult without reflection" (p. 54). One member admitted that although she knew the importance of reflective work for professional development, without the solid structure of our sup-

port group, she would probably not have spent nearly as much time doing it.

### **Conclusion**

Imagine yourself able to share an issue about your teaching or professional situation with a group of colleagues twice a year. It is not an overwhelming amount of work, maybe an hour or two a week. Yet, it is time and energy well invested. You feel more energized and capable to face your work with confidence. You know you are not alone in your thinking. Others support your ideas and even care enough to share what they can to help you deepen your thinking and understanding. Even when the issue is not one that you raised, you are gaining valuable insights from the questions and responses of your colleagues.

It is my hope that by having read this article, you will have gained an understanding of a form of action research you may not have considered before. Although this is a specific case where classmates came together to collaborate, there are many resources for forming such a group: SIGs, JALT chapters, or local teachers. Be creative and enjoy learning in a community.

### **References**

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Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.

### **Action Research: Semi-scripted Monologues in Team Teaching**

**John Wiltshier & Makiko Honma  
Tago Junior High School, Sendai, Miyagi**

As a Japanese teacher of English (JTE) and an assistant language teacher (ALT) at a public junior high school, we conducted a yearlong action research study with four classes of second-year coed students of mixed proficiency. We integrated semi-scripted listening monologues into three "Read and Think" sections of our class textbook, *New Horizons Book 2* (Asano, Shimomura, & Makino, 1993), in order to (a) give the students practice in listening to spoken English, as opposed to written English being read aloud, and (b) make the reading section of the textbook easier to understand.

Semi-scripted monologues (Geddes & White, 1978) are speeches delivered from notes in order to simulate real-life spoken English. Somewhere between free

speech and reading aloud, they include features of natural speech such as incomplete sentences and hesitations. The notes the ALT used to make the monologues were based on the target language in the class textbook.

### **Research Approach**

We developed a three-lesson approach to utilize the monologues. In the first lesson the students listened to the monologues; in the second lesson they read the text; and in the third the students were required to write a text on a similar but distinct theme. The first lesson was always team taught, but the ALT was not always present in the second and third lessons.

While listening to the monologues the students completed a variety of tasks designed to challenge all levels of students: listening for and identifying key

nouns, verbs, and adjectives; then making simple sentences about the monologues using these keywords. After completing these tasks, the students would then have a list of keywords and a summary for each monologue.

Since our main interest was in the monologue listening lessons, we administered questionnaires to the students, videotaped the lessons, and held teacher discussions after the lessons. The questionnaires asked the students about their feelings during the lesson and whether or not they could succeed in the class. Then we studied the videotape to observe the responses of the students and to assess our own performance (For the JTE this meant explanation of tasks, and for the ALT it was delivery of the semi-scripted speech). We discussed how we felt the students had performed and how difficult the semi-scripted speeches were.

## Findings

Results from the questionnaire showed that 73% of the students' responses expressed positive feelings (*enjoyment, interest, useful, good listening practice*). A smaller percentage, 27%, expressed negative feelings (*not interesting, uneasy atmosphere, frustrating, desire to give up*). Nearly 60% of all the students stated that having a listening class first did make reading and understanding the "Read and Think" sections easier. Perhaps they found it easier because they had been introduced to key vocabulary words and had a summary of the text-based monologue before they started reading the text. This finding was very encouraging and showed that semi-scripted speeches by the ALT can be linked to the textbook. Initially this linkage was not achieved: We felt the listening section was too long, and the JTE's explanations were not clear or the tasks were too difficult. However, gradually through discussion we developed textbook-based listening lessons with clearly explained appropriate tasks.

Finding time to sit down together and discuss a lesson was difficult. Eventually we set aside a specific time each week for our discussions, which worked much better than our first attempts to find five minutes here or ten minutes there. We felt that with more time and fewer distractions we could have done the research better. When a new idea did not work it left us feeling disappointed and sometimes frustrated. However, this disappointment led to one of our biggest realizations: simply that it was essential to compromise on what we wanted to do and how fast we wanted to do it. We realized that not aiming to be perfect was important for us in order to make the research a practical possibility. We felt that our research raised our critical awareness of our teaching, and we realized that action research as we did it was really just an extension of our teaching schedules, especially the evaluation and planning stages.

Any change to a current teaching style requires desire and effort from both teachers, but we found our

new style beneficial to both students and ourselves. In our case we were teaching a newly introduced textbook. Through action research the JTE welcomed the chance to try something a little different and the ALT felt he contributed more positively in the classroom. The JTE notes, however, that the success or otherwise of this kind of research will depend very much on the two teachers involved.

## References

- Asano, H., Shimomura, Y., & Makino, T. (1993). *New horizons English course*. Tokyo: Shoseki.  
Geddes, M. & White, R. (1978). The use of semi-scripted simulated authentic speech and listening comprehension. *Audio Visual Language Journal*, 16 (3), 137-145.

For further details please email jm-wiltshier@scn.ac.jp or BXU01356@nifty.ne.jp.



## 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:**

<b>Single binders</b>	<b>¥990 each</b>
<b>2-4 binders</b>	<b>¥920 each</b>
<b>5 or more binders</b>	<b>¥890 each</b>



## Book Reviews

edited by katharine isbell & oda masaki

**Collaborative Action Research for English Language Teachers.** Anne Burns. Cambridge: Cambridge University Press, 1999. Pp. xi + 259. ISBN 0-521-63895-X.

Having just finished reading several other books about Action Research (AR), I started reading this book with the fear that it would be a repeat of familiar information. However, I was pleasantly surprised to find it a book that carves out a place for itself in the AR field. Its narrow focus on AR in the specific field of English language teaching, its use of examples drawn from actual classroom teacher experiences, and its emphasis on the collaborative aspect of the research were refreshing and most welcome. While the practical examples offered in this book come from the Australian Adult Migrant English Program, it is obvious that the principles presented can be applied to a wide variety of settings. The author often reminds her readers that AR can benefit teachers in many ways, including solving classroom problems, promoting personal and professional growth, providing insights upon which to build sound curriculum development, and breaking down the traditional sense of isolation felt by many teachers.

I found this book to be wonderfully balanced—offering background and rationale for AR (Chapter 1), definitions and information about the process (Chapter 2), helps in finding a focus and getting started (Chapter 3), techniques for collecting data (Chapters 4 and 5), techniques for analyzing data (Chapter 6), ideas concerning how to disseminate research results (Chapter 7), and four specific examples of collaborative action research projects in practice (Chapter 8). I found the organization of the book to be clear and easy to follow. Each chapter begins with an introduction and ends with a summary. There are also group discussion tasks which would be very helpful for a group of teachers studying this book together. Approximately one quarter of the book (Chapters 4 and 5) is devoted to addressing in great detail the issue of observational techniques (notes, diaries/journals, audio and video recordings, and diagrams) and non-observational techniques (interviews and discussions, questionnaires and surveys, life/career histories, and documents). Here, I found many hints about how to organize in-class notes, how to produce a useful transcript, and how to write a questionnaire.

Of all the chapters, I found “Getting Started” the most immediately useful. Like me, many other readers may have had good intentions about trying an AR project but have found it difficult to start because of inertia, lack of guidance, and feelings of inadequacy. While honestly acknowledging the reality of such

constraints as lack of time, lack of resources, lack of research skills, and problems with school organization, the author provides several step-by-step plans to help anyone who wants to try AR. Concerning perhaps the biggest problem, finding a focus, the author offers the following possible starting points: affective factors, classroom groupings, course design, exploiting materials and available resources, learning strategies, classroom dynamics, developing and teaching specific skills, and assessment.

Recognizing also the problem of how to share results of one's research, the author devotes a chapter to providing solid help in disseminating research. The methods include written reports, articles for professional journals or in-house publications, individual and group oral presentations, and visual displays such as videos, photos, or posters. In the end, my only regret about this book was that there were not more and longer AR samples provided. The four cases presented (Chapter 8) fulfilled the author's purpose of offering several brief examples, but they left me wishing for more.

While reading this book, I was impressed again and again by the quality and usefulness of the quotations from other literature. The author has done an excellent job of culling the very best from a variety of sources and integrating this material with her own ideas. I got the impression that even if this were the only book I had read about AR, I would have a very good foundation as well as an adequate stock of practical ideas to help me start my own project. At the same time, the well-used quotes and the excellent “Further Reading” and “References” sections at the back of the book are a great motivator to delve more deeply into other literature related to AR.

Reviewed by Marie Clapsaddle  
Hokuriku Gakuin Junior College

**Doing Teacher Research: From Inquiry to Understanding.** Donald Freeman. New York: Heinle & Heinle, 1998. 258 pp. 2,500 yen. ISBN 0-8384-7900-6.

In the satirical sci-fi series, *The Hitchhiker's Guide to the Galaxy*, the ultimate answer to the meaning of life is 42. However, we never learn what the ultimate question is! Until the end of time, that may well remain a puzzle. . . And puzzle is, happily, the very same metaphor that Donald Freeman uses for framing his inquiry into teacher research.

It's a good metaphor for teacher research precisely because the pieces rarely fit together. For a start, the classroom teacher's view of research may well rest on a healthy bedrock of scepticism towards outside-expert research. That's what theoreticians do, in university ivory towers, to gain promotion and get grants. That's also what politicians use to further their own agendas, the sceptic undoubtedly chimes in. For another thing, research by experts is something that teachers don't produce, another voice echoes. Research has to be

scientific and objective: As teachers, we simply don't have time for all that positivist mumbo jumbo.

Aware of this conventional divide between teaching and research, Freeman charts his own journey of scepticism in the opening chapter of the book. Out of this, he evolves a set of five principles as to why doing teacher research is important. It's good to see him question "science" from the teacher's side as he sets out those principles. It's also totally refreshing to see the argument organised around questions of power and participation, as Freeman asks who needs to be responsible for producing "the primary knowledge on which work in classrooms is based" (p.17). This book is a treasure for those of a sceptical mind, staff-roomed on cynicism, and yet puzzled too by the work that they do.

Sparks of doubt and moments of wonder. These are the starting points. You want your classes to develop, but you're unsure at the same time how to do that for yourself. You want to explore this, but how? How can you design your frame of inquiry so that it will fit your teaching, benefit your learners, and foster principled changes in what happens in your classroom? Freeman takes you through a series of frames to help you to start structuring your inquiry. As you read on through the book, each frame is fleshed out in more detail and depth; these frames are then recycled at different levels of perception, action, and inquiry, as well as constantly reconnected to authentic accounts by practising teachers as they conduct their own teacher research.

Gradually, the pieces begin to fit better, and you find a way to make sense of what you wish to research. Then, just as you have made sense of the basic frames of inquiry, you are surprised by a different voice—a whole chapter by Wagner Veillard on his experience of beginning teacher research. This proves to be a thoroughly elegant way both to illustrate the argument, as well as to foreshadow other issues that will come up as you do more and more of your own research. Indeed, Freeman takes us back to Veillard later in the book to contextualise further the process of inquiry. In this sense, Freeman's book is masterfully constructed, but that's not all. It's written in a direct style, and remains visually lively from beginning to end. It is well-researched, designed and presented, and somewhat different from other books on teacher research in its form and content.

December morning  
Patterns breathed on sunlit glass  
Horizon changes

Is poetry a valid form of representation for teacher research accounts? Should the presentation of teacher research follow conventional academic genres? Or should it perhaps experiment and attempt to create its own? In asking these questions of the reader, Freeman asks you to explore pro-actively how you might best construct and share the fruits of your inquiries with others. This question makes a great deal of good sense: If you have tried to do teacher research and then

represent it publicly, either in a presentation or in a printed form, you also will have faced such a tension. That tension lies between conducting your own individualised inquiry, sharing the rich and unique context of your classroom teaching, and faithfully capturing the developmental process that you have been through with your learners. There is no single answer, but Freeman provides support through offering plenty of exciting possibilities to explore.

From moments of wonder to inquiry, then a puzzle and many questions. You focus, you inquire. You collect data and look for patterns. More questions? The puzzle continues, and a new cycle begins as your horizons break free from their own routines. You share what you have discovered, and explain how that process of inquiry has enabled you to learn. A poem? A poster? You experiment further. These are the pieces that Freeman asks you to play with and explore. The puzzle is fascinating. The process is principled. The inquiry is exciting. The only thing you can do wrong is not to start . . .

*Reviewed by Andy Barfield  
University of Tsukuba*

**Action Research for Language Teachers.** Michael J. Wallace. Cambridge: Cambridge University Press, 1998. pp. xii + 273. ISBN: 0-521-55535-3.

This is a useful guide for those new to the field of research into classroom and other learning situations. The cover tells us that it can be used "by teachers who wish to develop their professional expertise by investigating their own teaching in a systematic and organized way." However, the frequent "Personal Review" sections, with spaces for written answers, indicate that the book is intended for a teacher training course. It may well serve that purpose admirably, and as the cover continues to tell us, might be invaluable for trainee teachers who are obliged to produce a professional project or dissertation. However, only in the loosest possible sense are the contents of this book related to action research.

The greatest strength of the book is its justified claim to be user friendly. It provides a clear account of the various approaches to research, and the sometimes confusing differences between them. The bulk of the book is given over to a simple but comprehensive survey and explanation of data collection methods. There is a good discussion of the possibilities, advantages, and disadvantages of different types of record keeping, and there is brief guidance for formal field-notes, logs, journals, diaries, and more informal personal accounts.

Protocol analysis is introduced very well. (He prefers the term "verbal reports.") The Personal Reviews are particularly useful here, and he provides good reasons for using such reports, one of them being that we can no longer assume that all knowledge resides with "experts." Now, we must accept that "the beliefs, attitudes and experiential knowledge of both teachers

and learners are also important factors in the learning/teaching equation" (p. 89). However, although he gives a clear method of initial organization, he deals with the potential problems only very briefly.

Classroom observation techniques are also dealt with clearly but briefly. Some possibilities for observation and methods of recording and commentary are briefly introduced, with some discussion of both unstructured, flexible analysis, and more structured approaches, with useful examples. Similarly, the basic issues related to questionnaires and interviews are covered well, particularly the needs for questionnaires to be user friendly and for interview schedules to be realistic. Strangely, the section on questionnaires is given over to two quite lengthy and complex examples, with little substantial discussion. The reader can only conclude that it would be foolhardy to progress on the basis of this information alone.

Indeed, no matter what method is chosen, this introduction could only whet the appetite of the serious researcher. It is not necessarily a failing for a basic research manual such as this not to go into greater depth. Certainly, what is lost in the way of depth is made up by the straightforward way in which the basic issues are discussed. However, this overall simplicity seems to be the author's main justification for calling it an *action* research manual. There seems to be no other reason for such a title.

Each chapter concludes with an "exemplar article," with related questions. They are classics, and well worth reading. However, although Wallace says that they give examples of "the kinds of interesting results which an action research approach can yield" (p. 2), it is difficult to conceive of them as actual examples of action research. All are complex and thorough pieces of research, taking more time and effort than any practicing teacher could hope for.

Our understanding of action research may have changed over the years. However, the fundamental cornerstones must be Lewin's spiral of *planning, acting, evaluation, planning*, and Cohen and Manion's insistence that action research is for a particular purpose and situation. Wallace, however, sees the ultimate aim as being "professional development," which would be fine were it not for the fact that evaluation is treated only as a possible research topic and the problems of application into practice are not covered at all.

In his first chapter (which is a good beginning), Wallace writes that "action research overlaps the areas of professional development and conventional research, sometimes forming a bridge between the two" (p. 18). And from then on, the image is conveyed of aspiring teachers looking for the holy grail of "professional development" by means of a nice tidy piece of conventional research. Wallace does mention that action research can be empowering, but that if it becomes a top-down requirement it turns into the reverse. Despite his insistence that action research is

not for everyone, this book seems to be as top down as one can get. Student teachers will read it because they have to. Researchers might find it helpful, but I'm afraid that teachers won't.

*Reviewed by Tim Knowles  
Sophia University*

### **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 December. 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**

- !Gallagher, N. (1999). Delta's key to the TOEFL test (text includes practice tests, tapescripts). IL: Delta Publishing Company.  
!Jones, L. (1998). New Cambridge advanced English (2nd ed.) (student's, teacher's, cassettes). Cambridge: Cambridge University Press.  
Littlejohn, A., & Hicks, D. (1998). Cambridge English for schools: Book four (student's, teacher's, workbook, cassettes, workbook cassette). Cambridge: Cambridge University Press.  
O'dell, F. (1997). English panorama 1: A course for advanced learners (student's, teacher's, cassettes). Cambridge: Cambridge University Press.  
O'dell, F. (1998). English panorama 2: A course for advanced learners (student's, teacher's, cassettes). Cambridge: Cambridge University Press.  
!Richards, J. (1998). Changes intro: English for international communication (student's, teachers, workbook, cassettes). Cambridge: Cambridge University Press.  
Slater, S., & Haines, S. (1998). True to life: Starter (student's, teacher's, workbook, cassettes). Cambridge: Cambridge University Press.  
Spratt, M., & Taylor, L. (1997). The Cambridge CAE course (student's, teacher's, workbook, cassettes).

#### **English for Business**

- Jones, Leo. (1998). Welcome: English for the travel and tourism industry (student's, teacher's, cassettes). Cambridge: Cambridge University Press.  
Jones-Macziola, S. (1998). Further ahead: A communication course for business English (student's, teacher's, workbook, cassette, workbook cassette). 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.

## **Recently Received/JALT News**

### **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.

### **Listening**

- Espeseth, M. (1999). Academic listening encounters: Listening, note taking, and discussion: Content focus, human behavior (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.

### **Supplementary Materials**

- Hancock, M. (1998). Singing grammar: Teaching grammar through songs (resource book, cassette). Cambridge: Cambridge University Press.  
 Obee, B. (1999). The grammar activity book: A resource book of grammar for young students. Cambridge: Cambridge University Press.  
 Wallwork, A. (1999). The book of days: A resource book of activities for special days in the year (resource book, cassettes). Cambridge: Cambridge University Press.

### **Vocabulary**

- !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.

**Classroom: A Means of Incorporating Modern Technology and Teaching Theory."**

These authors' papers had been approved for publication by the coeditors, and the quality of the papers was not in question. We understand the personal frustration and professional inconvenience that our actions caused the authors, and we deeply regret this state of affairs.

Unfortunately, financial and technical matters beyond our control made it necessary for us to reduce the proceedings by a large number of pages. On the financial side, these cuts were made in order to meet the tight budget restrictions that we suddenly faced in early September. On the technical side, continued computer crashes and bugs left us unable to rework properly certain texts before the printer's deadline.

We have continued to work with those authors who wish to see the publication of their work by JALT. We hope that this commitment, together with this apology, helps resolve the issue.

Sincerely,

*Andrew Barfield, Bob Betts, Joyce Cunningham,  
 Neil Dunn, Haruko Katsura, Kunihiko Kobayashi,  
 Nina Padden, Neil Parry, & Mayumi Watanabe*

拝啓 同僚の皆様

JALT98 梗概集、「教室に目を向ければ」の共同編集者より、以下の執筆者の論文を発行直前に掲載する事ができなくなりました事を、編集者一同、心よりお詫び申し上げます。

Atsuko Iwa氏："Some Effects of Communication Strategy Training on Japanese Students: Positive Changes in Attitude toward Communicating"

Midori 片岡氏："First Language Models for Natural Speech Sound"

Michael Redfield氏："Supplying Massive Comprehensible Input through Eiga Shosetsu"

Allison Witt氏："A Newspaper Project in the ESL Classroom: A Means of Incorporating Modern Technology and Teaching Theory"

これらの論文は編集者により掲載を承認され、論文の質の高さは間違いないものであります。執筆者の方々に私どもの行為が与えた、個人的失望、プロとしての不利益を鑑み、この事態を深く遺憾に思っております。

残念ながら私どもの手に負えない財政的、技術的な事態が起り、梗概集のページを大幅に詰める事を余儀無くされました。財政的な面と申しますのは9月初旬になって初めて知らされた厳しい予算の切り詰めであります。また、技術的にはコンピュータの不調や文書中のバグにより、印刷所の締め切りまでにある原稿を適切に仕上げる事ができませんでした。

私どもはJALTの出版物にその論文の発表を希望する執筆者に、出版のお手伝いを引き続き行いました。私どものこのような努力とこのお詫びが問題の解決となることを願っております。

敬具

Andrew Barfield, Bob Betts, Joyce Cunningham, Neil Dunn, 桂晴子, 小林邦彦, Nina Padden, Neil Parry, 渡邊真由美

### **Errata in the JALT98 Proceedings**

Page v Naoyuki Naganuma should read Naoyuki

Naganuma as the author of "Diagnostic Analysis of Motivational Factors in ESL."

Page vi Sandra MacKay should read Tonia McKay as coauthor, with Steve Cornwell, of "Measuring Writing Apprehension in Japan."

Page 103 1. *The gentleman you spoke of left her a big fortune* should read 4. *The gentleman you spoke of left her a big fortune.*

Page 104 5. *of language* should read 5. *He delivered a very impressive speech*, and 6. *He delivered a very imp Speech is the primary form rессive speech* should read 6. *Speech is the primary form of language.*

Page 110 Fumie Kato's affiliation is the University of Sydney, not the University of Melbourne.

Page 247 The title to Appendix 1 in Cornwell and McKay's paper, "Measuring Writing Apprehension in Japan," should read *Writing Apprehension Questionnaire in English.*

Page 249 The paper by Mackenzie and Graves, "The 3D Effect: Combining Course and Self-Assessment," mentions Appendix 1, which, regrettably, had to be omitted to save pages; the reference to it, however, was not deleted from the body of the paper.

#### JALT98 梗概集 誤植

Page v "Diagnostic Analysis of Motivational Factors in ESL" の執筆者名

誤) Naoyuki Naganum 正) Naoyuki Naganuma

Page vi "Measuring Writing Apprehension in Japan"のSteve Cornwellとの共著者名

誤) Sandra MacKay 正) Tonia McKay

Page 103

誤) "1. The gentleman you spoke of left her a big fortune"  
正) "4. The gentleman you spoke of left her a big fortune"

Page 104

誤) "5. of language"  
正) "5. He delivered a very impressive speech."  
誤) "6. He delivered a very imp Speech is the primary form rессive speech."  
正) "6. Speech is the primary form of language."

Page 110 Fumie Kato氏の所属大学名

誤) University of Melbourne  
正) University of Sydney

Page 247 Cornwell 氏及び McKay 氏の論文のAppendix 1の表題

誤) "Measuring Writing Apprehension in Japan"  
正) "Writing Apprehension Questionnaire in English"

Page 249 Mackenzie氏及びGraves氏の論文, "The 3D Effect: Combining Course and Self-Assessment" 中でAppendix 1. とあり



ますが、紙面の関係で残念ながら割愛せざるをえませんでした。しかし、この変更が本文中に行われておりません。

#### 現在事項全部証明書

東京都台東区台東一丁目37番地9号 アーバンエッジビル 5階  
特定非営利活動法人全国語学教育学会  
会社法人等番号 001115

名称：特定非営利活動法人全国語学教育学会  
主たる事務所：東京都台東区台東一丁目37番地9号 アーバンエッジビル 5階  
法人成立の年月日：平成11年9月8日

#### 目的等：目的

この法人は、日本における外国語及び第二言語の教育と学習の向上に关心を持つ者にたいして、研究の促進、大会の開催、出版物の発行、関連専門団体との協力に関する事業を行い、語学教育と学習の発展、社会教育並びに国際協力活動の推進に寄与することを目的とする。この法人は、前条の目的を達成するため、次の種類の特定非営利活動を行う。

- (1) 社会教育の推進を図る活動
- (2) 文化、芸術の振興を図る活動
- (3) 国際協力の活動
- (4) 以上の活動を行う団体の運営又は活動に関する連絡、助言又は援助の活動

#### 役員に関する事項：

理事 ジーン ヴァン トロイマー  
理事 ブレンダン ライオンズ  
理事 デビッド マクマレー  
理事 リチャード マーシャル  
理事 ジョイス カニンガム  
理事 マーク ザイド  
理事 トーマス シモンズ

資産の総額：金636万1549円

これは登記簿に記録されている現に効力を有する事項の全部であることを証明した書面である。

平成11年9月20日

東京法務局台東出張所 登記官 小坂 和久

#### **JALT Non-Profit Organization Letter of Authentication (translation)**

September 7, 1999

To: President of JALT

I hereunder authenticate the establishment of the specified non-profit organization applied on April 21, 1999 based on Article 12-1 stipulated in the Law to Promote Specified Non-Profit Activities.

From: Tokyo Metropolitan Governor

1. Japan Association for Language Teaching
2. Gene van Troyer
3. Urban Edge Building, Taito-ku, Tokyo

Certificate of Registration for Specified Non-Profit Organization  
The Japan Association for Language Teaching (Legal Entity No. 001115)

Name: Specified Non-Profit Organization  
The Japan Association for Language Teaching

Principal Office: Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo

Date of Establishment: September 8th, 1999

Purposes of the Organization: The purposes of JALT are to foster research, hold conferences, issue publications, cooperate with related professional organizations, and carry on other activities for those interested in the improvement of language teaching and learning in Japan and contribute to the development of activities in language teaching and learning, social education and international cooperation. To achieve the purposes above mentioned, JALT undertakes the following specified nonprofit activities:

- (1) Promotion of social education
- (2) Promotion of culture, the arts
- (3) International cooperation
- (4) Administration of organizations that engage in the activities and/or provision of liaison, advice, or assistance in connection with the above activities

#### Officers:

Director : Gene van Troyer  
Director : Brendan Lyons  
Director : David McMurray  
Director : Richard Marshall  
Director : Joyce Cunningham  
Director : Mark Zeid  
Director : Thomas Simmons

Net Assets : 6,361,549 yen

September 20, 1999  
Kosaka Kazuhisa  
Certificate Officer, Taito Branch,  
Tokyo Legal Affairs Office

## **More Space and Budget Constraints**

Because of the size of the Special Issue and budget limitations, the Chapter Reports column will not appear this month, but its reports will appear in the following month.

**Did you know**  
**JALT offers research grants?**  
**For details,**  
**contact the JALT Central Office.**

# **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.

**Final Call for Papers and Call for Participation: JALTCALL2000 Conference**—The annual national conference of the Computer-Assisted Language Learning (CALL) SIG, JALTCALL2000: "Directions and Debates at the New Millennium," will be held at Tokyo University of Technology from June 9 to 12, 2000. The deadline for (online) papers is January 15, 2000. All members and nonmembers are welcome. All levels of computer skill are catered to. Both English and Japanese sessions are planned. The main event is from June 10 to 11 (Sat/Sun) with extra activities planned for June 9 (Fri) and June 12 (Mon). Hands-on sessions, practical tips, theoretical debate, excellent networking, and CALL materials on show—all at a beautiful campus and Japan's most state-of-the-art facility. For more details in both English and Japanese, see website: <http://jaltcall.org/conferences/call2000/>.

**投稿・参加者募集: JALTCALL2000 Conference**—コンピュータ利用語学学習(CALL) SIGの年次大会、JALTCALL2000「新しいミレニアムにおける方向性とディベート」が2000年6月9～12日に東京工業大学にて開催されます。投稿の締め切りは2000年1月15日です。会員、非会員を問わず歓迎いたします。全てのレベルのコンピュータスキルについても提供することができます。英語と日本語両言語によるセッションを予定しています。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 (contact information below) for details. Contact: David Brooks; t/f: 042-335-8049; [dbrooks@planetall.com](mailto: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。

**Call for Papers: CAJ Annual Conference in Tokyo**—The Communication Association of Japan (CAJ) will hold its annual conference on June 16-18, 2000, at

Nihon University, Tokyo, Japan. Proposals for papers, mini-symposiums, and workshops are welcome on the conference theme of "Communication, Teaching, and Research for a Global Society" and for all areas involving communication and foreign language teaching. The deadline for proposals is January 15, 2000. For details about the deadline, proposal format, or for more information about the conference and CAJ, contact Takehide Kawashima; Dept. of English, College of Humanities & Sciences, Nihon University, 33-25-40 Sakurajosui, Setagaya-ku, Tokyo, Japan 156-0045; t: 81-3-5317-9707; f: 81-3-5317-9336.

**投稿募集:** CAJ Annual Conference in Tokyo—The Communication Association of Japan (CAJ)は2000年6月16-18日に日本大学において年次大会を開催いたします。「コミュニケーション、教授、グローバルな社会に向けての研究」というテーマ、およびコミュニケーション、外国語教育に関わる全ての領域についての論文、ミニシンポジウム、ワークショップの申し出を歓迎いたします。締め切りは2000年1月です。詳細、問い合わせ先に関しては英文をご参照ください。

**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](mailto: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 <http://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](mailto: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。概要是電子メールで[fleatproposal@kuins.ac.jp](mailto: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。

**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](mailto: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、ファックス、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になります。詳細に関しては、英文をご参照ください。

IFC = inside front cover, IBC = inside back cover  
OBC = outside back cover

Cambridge University Press .....	4
Council .....	IBC
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Macmillan .....	37, 38, 58
Oxford University Press .....	Center, OBC
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# Special Interest Group News • 研究部会ニュース

edited by robert long

Interested in learning more about your SIG(s)? Please feel free to contact the coordinators listed after this column.

各研究部会の詳細につきましては、当コラム下の各部会コーディネーターまでお問い合わせください。

Take note that two new SIGs are now being formed. Pragmatics is now being organized by Sayoko Yamashita. This SIG will be of interest to many people ranging from those who need to know about ABC's of Pragmatics, all the way to those who are actively involved in research and are looking for a means of networking with other professionals. Their unique 24-page newsletter *Pragmatic Matters*, which is completely bilingual, contains feature articles, interviews with leaders in the pragmatics field, and much more. If you are interested in joining please contact either Sayoko Yamashita (SayokoY@aol.com) or the contact membership co-chairs Yuri Kite or Eaton Churchill.

Thom Simmons is the coordinator for Applied Linguistics (ALSIG), which has already sent out its first newsletter. ALSIG emphasizes the importance of theory, research, and their applications in language education and learning; areas include language acquisition, cognitive linguistics, critical linguistics, neurolinguistics, discourse analysis, conversation analysis, corpus linguistics, psycholinguistics, sociolinguistics, ethnographics among others.

## Regular Announcements

**Bilingualism SIG**—Are there two languages in your life? Are you raising or teaching bilingual children? The Bilingualism SIG's newsletter, *Bilingual Japan*, addresses a variety of topics concerning bilingualism and biculturalism in Japan. To receive *Bilingual Japan*, or for more information about the other activities and publications of the Bilingualism SIG, please contact Peter Gray.

B-SIGの新しい出版物「多言語多文化研究」5号と新しいモノグラフ「日本の学校におけるいじめ：国際的視点から」の2点を販売しています。「多言語多文化研究」2・4号他のモノグラフもまだ在庫があります。

**CUE**—Deadline for papers for the CUE miniconference on Content and Language Education: "Looking at the Future" is February 29, 2000. For submission guidelines, see the website [www.wild-e.org/cue/conferences/content.html](http://www.wild-e.org/cue/conferences/content.html) or contact the CUE program chair Eamon McCafferty (eamon@gol.com). Also, there is an ongoing Call for Submissions for ON CUE: the journal of the CUE SIG. APA referenced articles are welcomed with a focus on language education and related issues at tertiary level of up to 2,000

words. We also desire articles about classroom applications, techniques and lesson plans as well as reviews of books, textbooks, videos, presentations/workshops, TV shows, and films. Articles that include descriptions of websites, or of opinions are also possible. If you have an idea or a specific proposal, don't be afraid to contact us.

**GALE**—GALE, thanks to your support, was approved as an affiliate SIG of JALT at the JALT99 Conference in Maebashi. We are now busy planning an overnight retreat late next spring in southern Honshu. For information and/or to present at the retreat, please contact Cheryl Martens cmartens@z.hkg.ac.jp, w tel 082-820-3767.

皆様の支持のおかげでG A L E は、前橋年次総会において準研究部会として正式に承認されました。現在、本州南部への一泊旅行の計画立案中です。詳しくは、Cheryl Martensまでお問い合わせください。

**Teaching Children**—The Teaching Children SIG and the Junior & Senior High SIG are co-hosting the Featured Series Presentations on Reading at the JALT Tokyo Metro Mini-Conference on Sunday, December 5, 1999 at Komazawa University from 9:30-17:00. TC members will make a series of presentations on reading and publishers will make presentations on readers. Come and join us in Tokyo at the last conference of this century! The theme of the January issue of the TLC Newsletter is "Extending the Classroom."

**Teacher Education**—Teacher Education and Learner Development SIGs will be jointly organizing two weekend retreats in February and March, 2000. The themes will be Collaborative Action Research and Teacher/Learner Autonomy. If you would like further information, please contact Lois Scott-Conley at [lois.scott-conley@sit.edu](mailto:lois.scott-conley@sit.edu), or at work 042-796-1145, ext. 214.

**Video**—Video SIG seeks proposals for participation in a forum, "Video for a New Millennium," to be held at JALT2000. Contact Donna Tatsuki: [tatsuki@kobeuc.ac.jp](mailto:tatsuki@kobeuc.ac.jp); fax 0798-51-1988, by Dec. 20.

To SIG Coordinators: please send your announcements by email, [long@dhs.kyutech.ac.jp](mailto:long@dhs.kyutech.ac.jp) or by fax: 093-884-3447. Thank you.

## SIG Contact Information

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

**Computer-Assisted Language Learning**—Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); [holmes@nucba.ac.jp](mailto:holmes@nucba.ac.jp)

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

**Global Issues in Language Education**—Kip A. Cates; t/f: 0857-28-2428(h); [kcates@fed.tottori-u.ac.jp](mailto:kcates@fed.tottori-u.ac.jp)

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

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

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

**Learner Development**—Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); hnicoll@miyazaki-mu.ac.jp

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

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

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

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

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

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

## Affiliate SIGs

**Foreign Language Literacy**—Charles Jannuzzi; t/f: 0776-27-7102(h); jannuzzi@ThePentgon.com

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

**Gender Awareness in Language Education**—Cheiron McMahill; t: 81-270-65-8511 (w) f: 81-270-65-9538 (w) cheiron@gpwu.ac.jp

# Chapter Meetings

edited by tom merner

**Fukuoka**—(Dec) *The State of the Art in Vocabulary Teaching and Learning* by David Begler, Temple University Japan. The presenter will give a brief review of the history of teaching vocabulary and how it relates to second language acquisition. An overview of the state of the art in vocabulary theory and research will then be presented together with practical applications to classroom techniques and materials. *Sunday, December 12, 14:00-17:00; Aso Foreign Language Travel College; one-day members ¥1,000.*

(Jan) *Book Fair 2000*. The largest display of ELT material of its kind in Kyushu. Along with Aleda Krause as plenary speaker, English and Japanese presentations by authors and representatives of Japan's top ELT publishers and book sellers. *Sunday, January 30, 2000; 10:00-17:00; Kyushu Bldg. 9F (Hakataeki-minami 1-8-31, Hakata-ku, Fukuoka; t: 092-461-1112); free to all.*

**Hamamatsu**—*Approaches to Learner Autonomy* by Jill Robbins, Kwansei Gakuin University. The presenter will share successful strategies to foster learner

autonomy among Japanese students and views of learner and teacher roles described by teachers through structured interviews. Officer elections, then a party at Amigos with the Irish Band will follow the presentation. *Sunday, December 5, 13:00-16:00; place T.B.A. (contact Peter Balderston or Brendon Lyons for details); one-day members ¥1,000.*

**Hiroshima**—Year-end Party to be held at Jacasse Italian restaurant in Pacela. Please come and join us for a fun dinner party! For more information contact J.J. Walsh. *Sunday, December 5, 19:00-21:00. Please note Hiroshima JALT Bookfair to be held on January 23, 2000 at Hiroshima College of Foreign Languages (contact Mark Zeid for details).*

**Hokkaido**—(Dec) *Bonenkai* Party and Officer Elections. Celebrate the end of the year with a delicious potluck lunch party, elect new officers, and socialize a bit with other teachers. JALT will provide the liquid refreshments. *Sunday, December 5, 13:00-16:00; HIS International School (5 minutes from Sumikawa Station); one-day members ¥2,000.*

(Jan) *Using Videos to Motivate EFL Students: A Genre-based Approach* by Damian Lucantonio, Josai International University. Learn how to motivate ELT learners by preparing high interest video materials (especially movies) and identify student needs through applied genre theory. *Sunday, January 30, 13:00-16:00; HIS International School; 1-55, 5-jo, 19-chome, Hiragishi (5 mins from Sumikawa Station); one-day members ¥1,000.*

**Ibaraki**—The Ibaraki Chapter will be holding a materials preparation seminar for members of Thai TESOL in Tsuchiura, Ibaraki Prefecture on Sunday, December 12th from 2 p.m. Chapter members and interested participants are encouraged to bring their materials and ideas for material development to the meeting. The style of the meeting will be that of a workshop featuring, for example, the recording of companion tapes for readers and the development of WEB pages for teacher and student use. Time and location will be announced in the chapter newsletter. Chapter business meeting and social activity to follow.

**Kagoshima**—Although there are no meetings scheduled for December, please note the Fukuoka JALT Book Fair to be held on Sunday, January 30, 2000 (10:00-17:00).

**Kitakyushu**—(Dec) *Stepping Out: Devising Interactive Gambits for your Classroom* by Robert Long, Kyushu Institute of Technology. This workshop will review a communicative approach by Robert DiPietro that focuses on developing interactive competency through a repertory of realistic scenarios, or gambits. These classroom activities motivate students to converse purposefully with others by casting them in roles based on real life. Executive Committee Officer elections will also be held at this meeting. *Saturday, December 11, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥500.*

このワークショップは、実際的なシナリオを用いて、インテラクティブな能力を養成することに重きを置いたRobert DiPietroのコミュニケーションタイプアプローチについて再吟味します。

(Jan) **Goal Orientations in College Students Learning EFL** by Neil McClelland. In an attempt to better understand his own students, the speaker surveyed 150 sophomore EFL learners about their perceptions of the usefulness of learning English. The orientations that emerged coincide with the findings from research in other EFL contexts and emphasize the importance of intrinsic factors to the analysis of motivation in foreign language learning. Executive Committee Officer elections will also be held at this meeting. *Saturday, December 11, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥500.*

4 地元大学の150名の2年生の学生に、英語を学ぶ有用性について意識調査をした発表です。

**Nagasaki—Beginnings of English Education in Japan** by Brian Burke-Gaffney, coeditor of *Crossroads*. Our presenter will be explaining about the beginnings of English education in Japan, a theme which will give us all a chance to pause at the end of the year and reflect. After due reflection, we hope to have a year-end chapter party—all are welcome. *Saturday, December 18, 18:00-21:00; Place: T.B.A.; one-day members ¥1,000, students ¥500.*

**Nagoya—Introducing Self-talk and Visualization to Language Learners** by Takasu Mie, Nanzan University. The presenter will introduce activities that teachers can use to get students to try out self-talk in their target language to improve their fluency and give them a lot of safe practice outside the classroom. Several visualization techniques will also be introduced to help students become more motivated and keep their goals in mind. *Sunday, 12th December, 13:30-16:00; Nagoya International Centre 3rd floor Lecture room 2.*

**Nara**—There will be an end of year potluck party. All chapter members as well as those interested in our meetings are welcome to join. Please bring something to eat. The party will be preceded by a short meeting to discuss plans for next year's programs. We hope that many of you are able to join us. *Sunday, December 19, 14:00-17:00; Tezukayama College (Gakuenmae Station); free to all.*

**Niigata**—Chapter Business Meeting/Informal Roundtable Discussion. In addition to discussing the direction of the chapter, this "teacher-to-teacher" session will be an opportunity to swap ideas on teaching, how we can continue to improve as teachers, and what unique challenges (and solutions) we have come up with in our own classrooms in '99. For those who can stay, the follow-up session will be a potluck, so please bring along a friend and a plate of your best cooking or favorite store-bought dish. *Tuesday, December 12, 16:00-18:00; West Park Communications, Funakoshi 957-6 Gosen; free for all.*

**Omiya—(Dec) My Share for Young Learners** by various members. Do you teach young people? Come to this series of short presentations by experienced teachers of children for practical, new ideas you can use right away! Stick around and help decide what will happen in Omiya in the year 2000. Then celebrate the last meeting of the millennium with a wine and cheese party. *Sunday, December 12, 14:00-17:00; Omiya Jack Bldg., 6F (t: 048-647-0011); one-day members ¥1,000.*

児童英語に興味がある方、教室を生き生きとした雰囲気で盛り上げたい方を対象に実践に即した様々なアイデアを経験豊かな講師が紹介します。また、次年度に向けて役員選挙及びワインパーティーを行います。

(Jan) **Writing Workshop** by Neil Cowie, Saitama University and Ethel Ogane, Tokyo International University. Chapter members will lead a hands-on workshop on approaches to teaching writing—including both process and product. They will share ideas on giving feedback to students—what to focus on and how to give responses to increase motivation. There will be plenty of opportunity to share your own experiences, look at examples of student writing, and try out teaching techniques. Both presenters are university instructors, but their ideas should be useful with other groups of students too. *Sunday January 16, 14:00-17:00; Omiya Jack (near Omiya JR station, west exit); one-day members ¥1000.*

英文を書く過程にも焦点をあて、いかに助言するか、いかに英文を書く意欲をかき立てるか等について協議します。

**Osaka—(Dec) Souvenirs from JALT99** by Jack Yohay, Seifu Gakuen and others who attended. Topics will include exploratory practice, mutual peer supervision, a pronunciation curriculum, the challenge to care, and stratagems for keeping conversations alive and focused. Election of chapter officers for 2000 and a *bonenkai* will follow. *Sunday, December 5, 14:00-16:30 (bonenkai 17:00-, price unknown yet); YMCA Wexle, 8F Bldg. #2 (Ni-bangai), ORC 200, Benten-cho; one-day members 1,000 yen.*

(Jan) **A Drama Method for Teaching EFL** by Marc Sheffner, Theo Steckler, and Ian Franklyn, The DramaWorks. The "Star Taxi" method has been used successfully in colleges, companies, and other settings. *Sunday, January 16, 14:00-16:30; YMCA Wexle, 8F Bldg. #2 (Ni-bangai), ORC 200, Benten-cho; one-day members ¥1,000.*

**Sendai**—This meeting will consist of short presentations by local members, along with our annual meeting, to be followed by a year-end party. Don't miss it!! *Saturday, December 11, 13:30-16:00 (party afterwards); Seinen Bunka Center (above Asahigaoka subway station).*

**Tokyo—(Jan) Use of L1 in EFL Teacher Discourse** by Hosoda Yuri, Dokkyo University. Language teachers' use of students' native language (L1) is often viewed negatively by teachers themselves. However, in fact, teachers' occasional use of students' L1 may have

# **Chapter Meetings**

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some positive effects. This presentation analyzes an EFL teacher's use of the students' L1. The data show that the teacher's use of students' L1 not only performed a number of social functions but also simultaneously played an important interactional role.

*Saturday, January 22, 12:00-17:00; Sophia University, Room 9-252; one-day members ¥1,000.*

**Toyohashi—CALL Classroom: Theory into Practice and Critical Issues** by Nozawa Kazunori, Ritsumeikan University Biwako Kusatsu Campus (BKC). Computer Assisted Language Learning (CALL) in Japan has yet to be fully embraced. The presenter will report on Rits BKC CALL as the essential part of English as a foreign language at the Faculties of Economics and Business Administration, including a pedagogical framework, web-based programs, and results from 2 years of use.

*Sunday, December 19, 13:30-16:00; Aichi University, Building No. 5; one-day members ¥1,000.*

**Yamagata—Intercultural Communication and Relationships to Well-being** by Chrystabel Butler. This will be a preliminary report on an ongoing investigation into intercultural concepts of body, health, and identity. The study takes a reciprocal perspective, in looking at how culture affects relationships to the body, and how those relationships to the body then create the kind of health care system that participants in that culture perceive as a "caring" relationship to their body.

*Sunday, December 5, 13:30-16:00; Yamagata Kajo-Kominkan; one-day members ¥700.*

**Yokohama—Language Hungry: Active Learning for English-Starved Students** by Scott Bronner. Ways to get learners listening to and using English throughout the week, not just before class, will be presented. Numerous examples and ideas (based on research by Tim Murphey, Nanzan U.) for getting students to be active learners and to build up self-esteem will be presented, with variations on activities developed by the presenter.

*Sunday, December 12, 14:00-16:30; Gino Bunka Kaikan, 6F; one-day members ¥1,000.*

## **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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**Yokohama:** Ron Thornton; t/f: 0467-31-2797; [thornton@fin.ne.jp](mailto: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, December 15th is the deadline for a March conference in Japan or an April conference overseas, especially when the conference is early in the month.

### *Upcoming Conferences*

**December 27-30, 1999—The 1999 Annual Meeting of the Modern Language Association (MLA)**, held this year in Chicago, Illinois, USA, features three sessions in its Division on Applied Linguistics: Cross-Cultural Pragmatics in Spoken and Written Discourse, Language Acquisition and Content-based Language Instruction: What Does Research Have to Say? and The Role of Applied Linguistics in Departments of Language and Literature.

The third session includes ties with cultural studies. The November PMLA promised a listing of all session papers. Descriptions of the three sessions above are available in the Call for Papers at [linguistlist.org/issues/10/10-36.html#2](http://linguistlist.org/issues/10/10-36.html#2), while general convention information is available at [www\(mla.org/convention/index2.htm](http://www(mla.org/convention/index2.htm)). For further general conference information, send email to [convention@mla.org](mailto:convention@mla.org), phone 1-212-614-6355, or contact the MLA head office at 10 Astor Place, New York, NY 10003-6981, USA; t: 1-212-475-9500; f: 1-212-477-9863.

**June 9-12, 2000—JALTCALL2000, Directions and Debates at the New Millennium, the annual national conference of the Computer-Assisted Language Learning (CALL) SIG**, will be held at Tokyo University of Technology. All members/nonmembers are welcome. All levels of computer skill are catered to. Both English and Japanese sessions are planned. The main event is June 10-11 (Sat-Sun) with extra activities planned for the 9th (Fri) and

12th (Mon). Hands-on sessions, practical tips, theoretical debate, excellent networking, CALL materials on show—all at a beautiful campus and Japan's most state-of-the-art facility.

See [jaltcall.org/conferences/call2000/](http://jaltcall.org/conferences/call2000/) for more details in both English and Japanese.

### ***Calls For Papers/Posters (in order of deadlines)***

**January 10, 2000 (for April 12-14, 2000)—A Virtual Odyssey—What's Ahead for New Technologies in Learning?—5th Annual Teaching in the Community Colleges (TCC) Online Conference.** One of the largest and most practical online conferences is seeking paper proposals over every aspect of online learning/teaching. For general and background information re TCC conferences, see the conference home page at [leahi.kcc.hawaii.edu/org/tcon2000](http://leahi.kcc.hawaii.edu/org/tcon2000). For detailed information on proposal topics and procedures, go direct to <http://leahi.kcc.hawaii.edu/org/tcon2000/proposal.html>. Human interfaces? Write Jim Shimabukuro ([jameess@hawaii.edu](mailto:jameess@hawaii.edu)) or Bert Kimura ([bert@hawaii.edu](mailto:bert@hawaii.edu)).

**January 15, 2000 (for July 25-29, 2000)—Speaking and Comprehending—The Twenty-Seventh LACUS Forum**, will be hosted at Rice University in Houston, Texas, USA. For very complete proposal information, follow the link from the LACUS home page at <http://fricka.glendon.yorku.ca:8008/mcummings.nsf>.

Send proposals or further questions to Lois Stanford, Chair, LACUS Conference Committee; Linguistics Department, 4-36A Assiniboia Hall, University of Alberta, Edmonton, Alberta T6G 2E7, Canada; t: 1-780-492-3459; f: 1-780-492-0806; [lois.stanford@ualberta.ca](mailto:lois.stanford@ualberta.ca).

**January 20, 2000 Alternate Deadline (for July 29-August 1, 2000)—Language Learning and Multimedia: Bridging Humanity and Technology—Fourth International Conference on Foreign Language Education and Technology (FLEAT IV)**, cosponsored by LLA and IALL, in Kobe, Japan. Proposals for English or Japanese oral papers and posters are invited concerning the technology of language learning and teaching, cognitive processes involved in language skills, cross-cultural aspects of language learning, first and/or second language acquisition, and related areas. Contributors from Asian countries are especially welcome. See the Call for Papers at [www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html](http://www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html). Further inquiries: Jun Arimoto, Vice Secretary, FLEAT-IV; Kansai University of International Studies, 1-18 Sijimi-cho Aoyama, Miki, Hyogo 673-0521, Japan; t: 0794-84-3572; f: 0794-85-1102; [fleatQ&A@kuins.ac.jp](mailto:fleatQ&A@kuins.ac.jp)

**February 1, 2000 (for August 9-12, 2000)—The 4th Pacific Second Language Research Forum (PacSLRF 2000)**, to be held in Semarang, Central Java, Indonesia, is broad in scope, covering a range of topics



relevant to the empirical study of second language acquisition (SLA) in instructed and naturalistic settings and much more. For quite extensive conference information, including topics of investigation, visit pacslrf2000.indonesia.jumpeducation.com. Send 200-300 word abstracts, along with affiliation, surface and email addresses, by surface or email to: Peter Robinson; Aoyama Gakuin University, Department of English (PacSLRF 2000), 4-4-25 Shibuya-ku, Tokyo 150, Japan; peterr@cl.aoyama.ac.jp. Otherwise, contact Helena Agustien at Conference Secretariat, Gombel Permai V/105, Semarang 50261, Indonesia; t/f: 62-24-471061; LNUGRAHA@indosat.net.id.

### **Reminders—Conferences**

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

**December 11-13, 1999—Mapping the Territory: the Poetics and Praxis of Languages and Intercultural Communication—4th Annual Cross-Cultural Capability Conference**, sponsored by the Centre for Language Study at Leeds Metropolitan University in England. Website at <http://www.lmu.ac.uk/cls/> or contact Joy Kelly (j.kelly@lmu.ac.uk); Centre for Language Study, Leeds Metropolitan University, Beckett Park Campus, Leeds LS6 3QS, UK; f: 44-113-2745966, t: 44-113-2837440.

**December 17-19, 1999—The Annual International Language in Education Conference (ILEC) 1999 on Language, Curriculum and Assessment: Research, Practice and Management**, at The Chinese University of Hong Kong. See [www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm](http://www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm), or contact Charlotte Law Wing Yee (wylaw@cuhk.edu.hk), ILEC'99; Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong.

tions, duties, salary and benefits, application materials, deadline, and contact information. (Please note that all JIC contact data in the April Directory Supplement are out of date.)

**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 views on teaching and career objectives (one to two pages); a five- to ten-minute videotaped segment of your class. **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/](http://www.kwansei.ac.jp/) LanguageCenter/IEP.

**Iwate-ken**—Mizusawa School of English in Mizusawa is seeking a full-time English teacher. **Qualifications:** At least two years experience teaching English in Japan and able to speak Japanese. Duties: Teach English conversation to all ages; testing; student report cards; general upkeep of school. **Salary & Benefits:** 270,000 yen/month. Contact: Lois Mine; Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; t/f: 0197-25-8860.

**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@kuhs.ac.jp.

## **Job Information Center/ Positions**

edited by bettina begole & natsue duggan

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.haren.net.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, qualifica-



**Osaka-fu**—Otemon Gakuin University in Ibaraki-shi is seeking three teachers to teach an intensive English seminar from February 21-March 3, 2000. **Qualifications:** Native English-speaker competency, teaching experience, working visa, and university degree. **Duties:** Teach 30 hours/week, plus lesson preparation. Class size will be limited to ten students, but some classes may be combined for team-teaching. **Salary & Benefits:** 400,000 yen plus travel expenses. **Application Materials:** Resume and cover letter; essay outlining ideas for teaching an intensive English seminar. **Contact:** Linda Viswat; Otemon Gakuin University, International Business Management Faculty, 2-1-16 Nishiai, Ibaraki-shi, Osaka 567; f: 0726-48-5427; viswat@res.otemon.ac.jp.

**Tokyo-to**—International Training Institute, NHK Joho Network, Inc. (an affiliate of NHK) in Shibuya is seeking part-time English teachers to begin in April, 2000. **Qualifications:** MA in TEFL/TESL, international relations, business, or related field; three years English-teaching experience at an advanced level. **Duties:** Teach advanced English classes through a content-based approach using news programs and articles, business texts, etc. **Salary & Benefits:** Based on qualifications and experience. **Application Materials:** Cover letter highlighting qualifications, experience, and preferred teaching methods; detailed CV with photo; copy of diploma; names and contact information of two references. **Deadline:** December 10, 1999. **Contact:** Hiroshi Meguro; International Training Institute, NHK Joho Network, Inc., 9-23 Kamiyama-cho, Shibuya-ku, Tokyo 150-0047. After screening, strong candidates will be contacted for mid-December interviews.

**Wakayama-ken**—English Village International K.K. in Tanabe is looking for a full- or part-time English teacher to begin immediately. **Qualifications:** Teaching experience preferable but not necessary. Duties: Teach mostly children at a growing school. **Salary & Benefits:** Visa sponsorship possible. **Application Materials and Contact:** Fax cover letter and resume to English Village International at 0739-26-0710, attention Kathy Sekioka.

Jean McNiff has written extensively on AR, and the two earlier books are superb guides to practical AR issues which are well worth getting. In the co-edited book with Una Collins there is a remarkable collection of teachers' stories from schools in Ireland. These are inspiring reports of how teachers cope with issues beyond classroom methodology or techniques. Aidan O'Reilly's chapter, "Sir! Sir!", is a heartbreakingly honest account of his efforts to work with adolescents who were described as awful and unmanageable. A must read and take your tissues with you.

McTaggart, R. (Ed.). (1997). *Participatory action research: International contexts and consequences*. New York: SUNY. pp. 282.

This is a very good collection of international articles giving a mainly historical perspective on AR. There are several examples of educational projects, including Grundy's survey of Australian work, particularly that done by Kemmis and Carr at Deakin University, and one on the Ford Teaching project in the UK by John Elliot's partner Adelman. The most inspirational chapter is by Bathiwala and Patel (mentioned by Graham Crookes in the feature article interview) describing their work collaborating with thousands of street dwellers in Bombay to conduct a census. It certainly puts Monday morning's lesson in perspective.

Noffke, S. E., & Stevenson, R. B. (Eds.). (1995). *Educational action research: Becoming practically critical*. New York: Teachers College, Columbia University. pp. 228.

The foreword by Cochran-Smith and Lytle and the introductory chapter by Noffke are eloquent essays and must reads. Noffke's fundamental questions are what and how AR can contribute to the development of a more caring and just system of schooling for teachers and students. This book may help readers understand AR from historical, theoretical and critical perspectives and presents 13 case studies in teacher education, in practice, and in teaching support systems.

Wells, G., Bernard, L., Gianotti, M. A., Keating, C., Konjevic, C., Kowal, M., Maher, A., Mayer, C., Moscoe, T., Orzechowska, E., Smieja, A., & Swartz, L. (1994). *Changing schools from within: Creating communities of inquiry*. Toronto: OISE Press. pp. 286.

In an excellent opening chapter, Wells critiques the current field of teacher research in education. He then introduces a collection of nine studies by teacher researchers who were students in an AR course he taught as part of a graduate studies program in education. The first six studies cover literacy learning in elementary schools, and the last three examine the concerns of teacher educators. The final chapter is an account of Wells' own AR as a university-based teacher educator.

#### Cowie & Ogane, cont'd from p. 34.

McNiff, J. (1988, reprinted 1997). *Action research: Principle and practice*. London: Routledge. pp. 164.

McNiff, J. (1993). *Teaching as learning: An action research approach*. London: Routledge. pp. 125.

Collins, U., & McNiff, J. (1999). *Rethinking pastoral care*. London: Routledge. pp. 217.

## 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 1,000m<sup>2</sup>, 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）の日本支部もあります。

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

**例会と大会**：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に1回行われています。分野別研究部会、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、テストイ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、学習者ディベロブメント、教材開発、外国语教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

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名以上集まつ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* のどじ込みの郵便振り替え用紙をご利用いただくな、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）、あるいはボンド立て（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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