



the language teacher

ISSN 0289-7938

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3

Your Opinions & Perspectives:
What Is *The Language Teacher*?

7

Looking Back: The History of *TLT*
Larry Cisar

9

Introducing the Writer's Peer Support Group
Andy Barfield

11

So . . . You Want to Be a *TLT* Special Issue Editor?
Katharine Isbell, Julie Sagliano, Mike Sagliano, & Tim Stewart

13

Getting Published: An Overview of JALT Publications
Malcolm Swanson

17

A Month in the Life of *TLT*
A "Chapter in Your Life" Special Report
Joyce Cunningham & Miyao Mariko

4

April, 2000

Volume 24, Number 4

全国語学教育学会

The Japan Association for Language Teaching

AT THE **JALT99 CONFERENCE** in Maebashi, a friend and I were discussing the negative reactions a few participants were openly expressing about the time they were having there. Groaning, he said, "You know, you don't go to a party, then complain later about the good time you didn't have. Why should a conference be any different? It's only what we make it—it is OUR conference!" Sage words, I thought, and they came to mind as we put this *TLT* focus issue together.

So, why do an introspective issue? At the risk of "navel gazing," as one ex-editor put it, we felt that devoting one issue to "what is *TLT*?" would give our readers more of a feel for what actually takes place between the covers of the world's **only** monthly, all volunteer-run, language teaching publication! More importantly, we wanted to show that *TLT* is very much the members' publication, and that the only limits on what can take place on the pages we print are the amounts of input, energy, material, and creativity we receive from our readers. To carry my friend's analogy further, this publication is every readers' "party," so if we are not "having fun," perhaps we need to ask ourselves what we can do to make it better!

And what can you do? Firstly, let us know openly what you'd like to see in *TLT*. Last year, a number of our readers did just that by taking part in a readership survey, with the results reported in this month's Opinions & Perspectives column. Secondly, submit your own material for publication, and there's an article on JALT Publications inside that will tell you how. Finally, join the *TLT* team and assist us with what we do. If you're interested, contact either myself or Paul Lewis (see the staff list on page 37 for contact details).

Other features in this issue include a review of the history of *TLT* by one of JALT's "institutional memories," Larry Cisar. There's also an overview of our Peer Support Group—an exciting project in collaborative editing that we've begun, a report on the experiences of a group who edited one of our special issues, an inside look at the monthly workings of *TLT*, plus much more. And if reading this issue motivates you to put finger to keyboard, then we look forward to hearing from you.

Lastly, I'd like to offer a farewell to two familiar faces. Bill Lee is unfortunately finishing his term as Editor. Bill guided *TLT* through some of its rockiest moments during the 1999 fiscal crunch, and we'll miss his steady hand at the helm. Also, after developing it to being one of *TLT*'s most widely read features, the editor of our popular My Share column, Sandra Smith, is moving on. We wish them both well, and thank them for their work with us (welcome to Sandra's replacement, Scott Gardner, who has risen through the ranks to this new position). On a personal note, I'd also like to express my sincere appreciation and gratitude to all the current staff of *TLT*, whose patience and professionalism have made my transition to the editor's chair a relatively painless one.

Happy reading!
Malcolm Swanson
TLT Editor

Oh, by the way, if you were looking for the Submissions Guide and Staff List, you'll now find them at the back, along with information on joining JALT.

contents

1 introduction

features

3 TLT Survey

7 TLT History

9 Peer Support Group

11 Special Issue Editing

13 Getting Published

a publication in your life

17 A Month in the Life of TLT

my share

21 Pass It Around

22 Teaching Culture

departments

24 Book Reviews

26 JALT News

27 JALT2000

28 Bulletin Board

28 SIG News

30 Chapter Reports

32 Chapter Meetings

35 Conference Calendar

12 Advertiser Index

36 JIC

38 Submissions

39 Staff List

40 About JALT



JALT2000
November 2-5
Granship Shizuoka

Your Opinions & Perspectives

What is The Language Teacher?

TLT Readership Survey Results and Analysis

In late 1999, JALT's monthly publication, *The Language Teacher*, conducted an online survey to better understand the needs and hopes of its readership. This survey is still available online, and we welcome further comment (it can be found at http://www.seafolk.ne.jp/kqjalt/tlt/tlt_survey.html). Following is a breakdown of the feedback we received from almost 40 of our readers up to the end of November 1999, along with comments from our *TLT* perspective. Many thanks to all those who took the time to provide us with this valuable feedback. The full text of all the responses received is also at the same URL.

The Responses

Most/Least Read: clear winners for most widely read sections were: English Feature Articles, My Share Column, and the contents page. Most other sections scored very similarly. For the question "What sections of *TLT* do you never read?" no particular section scored noticeably differently from the others. Individual responses were quite different for both questions. However, it is clear that, overall, *TLT* is read in a fairly balanced manner.

The next section was a series of statements, each with a scaled response, plus a comment box. Below are the statements, the response scores, and a selection of the comments.

a) *TLT* meets my needs as a JALT member; it is a valuable part of my membership.

Responses:

Strongly Agree	7	Agree	11	No Opinion	2
Disagree	3	Strongly Disagree	0		

Comments:

"From my viewpoint, JALT usefully consists of *TLT*, the *JJ* [*JALT Journal*], the yearly conference, and the bookkeeping aspects of the central office."

"*TLT* is stuck between being semi-academic, newsy and academic, and it ends up being institutionalised. It's lost the voice of the average teacher, and personally I find it increasingly boring to read and look at, though when I read it, I enjoy some of it. It does serve

some of my needs but I prefer more and more SIG newsletters for their teachers' voices."

"I think the greatest problem is this feeling of academic and yet not academic and trying to appeal to all groups in JALT. Maybe it would help the *JJ* if *TLT* switched to a less academic style, and asked for shorter pieces (max 1500 words?)."

"The *TLT* is the cornerstone of my JALT membership. It is an amazing feat to produce 12 quality issues per year. That is something that NO OTHER organization in the world is doing."

"JALT needs this *TLT* publication. As a JALT member who wants JALT to have a professional profile, *TLT* is vital, and so is *JALT Journal*."

"Valuable? Well, occasionally useful, I'd say."

"No. I feel that it could be doing a lot more than it does and it would be nice if the *TLT* kept the entire JALT membership in mind, not just those at the tertiary and some at the secondary level in mind!!!"

"It certainly used to be, but in the past couple of years, the articles seem to be heading towards themes which are more ideological and less educational in value."

"As an AM I feel that more should be done to attract readers. *TLT* is a good voice of JALT, but I would be much happier if it were a quarterly and had higher submission standards"

"Good when wanting background but not so practical for JHS/ES on a regular basis."

"The quality, especially the practicality of the articles has gone down in recent years."

Feature: Readership Survey

b) *TLT should focus more on being a research journal by publishing more feature articles.*

Responses:

Strongly Agree 4 Agree 6 No Opinion 2
Disagree 7 Strongly Disagree 4

Comments:

"The *JALT Journal* is the research journal, *TLT* should focus on news and things that are more classroom oriented."

"I have seen bad research in the *TLT* and that bothers me a lot. I don't want to see big statistical articles as in *TESOL Quarterly* (isn't that *JALT Journal's* job?), but it would be nice to see a little more action research."

"Agree, yes, but with a wider variety—a lot of the articles seem to be by the same people: a recent issue even contained more than one article by the same person."

"What do you mean by research? If you mean action research and teacher research, reflections on the classroom, lively pace and enthusiasm, then I strongly agree. I think this is really important. Teachers want to enthuse about teaching and learning."

"It's difficult to do a good research article in 3,000 words. I would also hate to see the practical applications aspect of *TLT* be sacrificed. *TLT* is not *JALT Journal*. Having said that, it would be good to see more of the research-oriented articles. . ."

"The quality of research, as well as the focus of research, is often of such dubious value that the more-free-range editorial approach of *TLT* is my preference."

"I don't think the quality of submissions is high enough to be a real research journal. Also I think it meets the needs of the *JALT* public by addressing more practical concerns."

"Quite the opposite—the main reason many articles are not useful is that they are written by individuals trying to do research to move up the teaching ladder and not out of pure interest in helping students to learn which should be the focus."

"It should focus on what the teacher can take into the classroom tomorrow. The *Journal* is for research."

c) *TLT needs to provide members with more news and organisational information.*

Responses:

Strongly Agree 2 Agree 8 No Opinion 7
Disagree 5 Strongly Disagree 0

Comments:

"I think that it is doing a good job now, so 'more' is not really the question."

"*JALT* needs to do a better job of informing its members but I don't think that the *TLT* is the right

place. I think that information gets lost in the *TLT*. I think that the April Supplement is the best thing that *JALT* puts out."

"I'd like *TLT* to expand, not to get smaller, and not to be combined into double issues. I think one of *TLT's* functions should be to make *JALT* a lot more transparent by telling the ordinary *JALT* membership what's going on with *JALT*, what's under consideration, what decisions are being made, why, and so on."

"*TLT* should be more along those lines (of *IATEFL's* newsletter) in design and have some zappy pieces in it, as well as longer more considered articles. The heavy stuff should come later in the *TLT*, though, and as you open the pages of the *TLT*, you want a feeling of WOW! WOW! WOW!"

"Maybe more news (what SIGs and chapters are doing to make *JALT* grow and be vital) but definitely not more organization news (since it seems to consist of a lot of turf warfare). We can get enough of that on the email lists."

"The 2 month lead makes news a bit of a misnomer."

"Agree with the statement, but feel that the *TLT* does a good job of this now. Perhaps the SIG and Chapter columns could be presented in a different way to collectively present information, a tabled calendar and then contact information. A table version of a SIG/Chapter Calendar would be very helpful and far more practical."

"I think there is a fairly good balance of this material now."

"Certainly there needs to be a page devoted to educational policy issues as they affect *ELT* in Japan."

d) *TLT should focus on building its on-line presence, e.g. online databases, e-zine type publications, etc.*

Responses:

Strongly Agree 4 Agree 12 No Opinion 3
Disagree 2 Strongly Disagree 0

Comments:

"Somebody else should do that in tandem with the print version."

"Yes, absolutely, but we should not do it at the expense of the basic *TLT*, at least not until more members are on line."

"Definitely. Especially the newsletter (*JALT* news) aspect of the *TLT*."

"No, *TLT's* one of the things I really like to hold in my hand, browse through and read."

"Yes, yes, yes. Just ask the Internet *TESOL Journal* how many thousands of hits they get per day."

"Databases and e-zines are the trend of the future. A paper journal should be maintained for those in academia who will not accept e-zine publications as valid."

"Make the print version a quarterly and use the Internet to keep the organization current."

"Why should it do that?"

e) Once a month is too much—less frequently would be better.

Responses:

Strongly Agree 2 Agree 1 No Opinion 2
Disagree 12 Strongly Disagree 5

Comments:

“People need to be reminded that they are members of JALT. A frequent tangible thing like *TLT* is necessary.”

“*TLT* is JALT’s life blood. An interruption in the flow may cause a stroke or even paralysis of the organization.”

“Strongly agree!!!!!!!!!!!!!!!!!!!!!!”

“If not once a month, where are members going to get the information and updates about JALT, news, events, etc. Not all the world uses email, yet.”

“If we got something bigger 4 times a year, that would be OK. However, what would we do about the newsletter function of *TLT*.”

Following this, we asked for comments on the layout and design of *TLT*. Here is a sample of what the respondents had to say:

“I liked it better before the recent cost cutting changes.”

“Well of course there isn’t enough white space but you work around that pretty well. I can always find what I need in an issue, but nothing ever jumps out at me. For the most part it is easy to read and I like it.”

“I like the contents on the cover. I hate (I really mean this) the new JENL-like cover. Right or wrong, appearances are important. Although there has been no sacrifice in quality between the covers, people are still influenced by these cosmetic changes. At a time when IATEFL is making their publications look even more spiffy this is not the time to start looking like the poor cousin.”

“I don’t like how articles are continued onto remote areas of the magazine.”

“Hate article continued on page so-n-so.”

“As good as can be for the price and payment!”

“It is easy to find contents listed explicitly on the cover and the departments no longer require a secret decoder ring to understand.”

“Get rid of the stuff on the first few pages—guidelines etc. That should go in the back. Should open up to the feature article and go from there.”

Finally, we look at the future directions respondents would like to see *TLT* heading in. Here are some of the suggestions and comments offered:

“The focus should be on news and articles with practical information about teaching (theoretical and research articles should be for the *JJ*). I would appreciate more space being devoted to “the Calendar”. Information about conferences, training, and such is hard to come by.”

“I would REALLY LIKE to see matters of importance within JALT in there. It would be nice if *TLT* served to tell people what’s actually going on in JALT and why.”

“Continued excellence 12 times a year both hard copy and on-line.”

“I think the current course (ignoring, of course, the recent development to cut issues to save money) is heading in the right direction.

“A newsy magazine for the common reader in the field.”

“More applied teaching ideas/articles as presented in the My Share section would be good. More information on what different chapters are doing . . .”

“Take up with issues in the profession, such as: job insecurity—the backbone of foreign language education in Japan.”

“We need to figure out ways to get people outside the normal channels to participate.”

“*TLT* should probably be a little more diverse and be not only a venue for foreign college teachers to publish articles, but also a resource for new teachers coming into Japan.”

“I think all articles in *TLT* should be in English. English should be the lingua franca of JALT.”

“When I first joined JALT, 5 years ago, I found *TLT* very useful and interesting. Gradually, it seemed to

loose whatever it had had. Looking back now, I thought perhaps I had just outgrown it. But a look back at the first year or two confirms that it was a lot better back then.”

“With the focus of English education changing in Japan, rather than remain stuck in the mud, *TLT* could take on a fresh look, open itself to all members of JALT, pre-kindergarten through to tertiary and also laterally, home schools, jukus, institutes. If our main representative publication does not represent the full cross-sections of JALT, how are we to offer JALT to

prospective members and make JALT appealing to the widest possible audience?”



The Editor Replies:

Well, if you’ve got this far, you will be sensing something of the dilemma that faces us as we try to create a publication that meets the needs of you, our readers. What exactly are your needs? Unfortunately, there is no neat little answer to this; no tidy bundle we can wrap up

Feature: Readership Survey

each month and send out to our very satisfied readers, because every one of you has an entirely different expectation of *TLT*. However, having said that, there are general areas of agreement that help guide us, plus a few misconceptions I hope to clear up here.

As the responses illustrated, our readers do feel that *TLT* is a valuable part of their membership or subscription, and if you've been following any of the debates on the various mailing lists over the past year, you'll know this is a widely held conviction. It is also generally felt that it should continue to be published monthly, and that, even though *TLT's* online presence should be developed, people still like paper in their hands. However, there is also a perception (admittedly from the few who openly express it) that *TLT* is not fully meeting the needs of its readers.

So, what can we do? How can we make the reader experience a better one? Some ideas follow about steps we intend to take, though a solely *TLT*-initiated reformation is probably a misguided approach. Riding the current wave of learner autonomy, we should be putting some of the responsibility for the life of the publication back onto our readership. The *Peer Support Group* described later in this issue is a step in that direction.

TLT cannot survive without input and material from outside—the most obvious source being our many readers—and this brings us to a large problem we face every month. I well remember sitting in on a discussion between a previous editor and a reader who was bemoaning the fact that SIGs and non-university educators have no outlet for material in *TLT*, and that *TLT* is only interested in focusing on material related to the tertiary level. This is a common misconception, and an easily made one, as a quick glance through back issues will show. The reality is that, apart from material we successfully solicit, we can only publish what we receive. As most of what we receive is from the tertiary field, this leads to a natural imbalance. For the record, *TLT* is VERY interested in publishing material related to EVERY area of language learning and teaching! We sincerely hope that potential writers take advantage of this openness, and look forward to receiving a flood of

manuscripts and ideas from every level and interest group in the language education field.

Another message from the survey was that *TLT* is not *JALT Journal*, so shouldn't be running similar material. There is no real surprise there, but the fact that this is generally understood allows us to define the material we seek for publication more accurately. As has been the move in recent years, we will be trying to focus on running articles that have more of a pedagogic flavour: classroom reflections, action research reports, peer-model profiles, and the like. We are encouraging more freedom in length as well. If something can be written in 1,000 words, why use 3,000? We want more articles in each *TLT*, with greater variety in the type of material published, and we are dedicated to encouraging new writers. It's impossible for us to please every reader, every time (though we do try), but we sincerely hope to give all readers something of interest in every issue. If we don't, let us know. Better yet, please have a go at writing material yourself!

In terms of layout, you'll already be noticing some changes trickling in, with many being in response to feedback from the survey. We've put the submission and personnel information in the back for easy reference, we'll aim to keep articles intact, and we're hoping to stretch our legs a bit as we slough off the financial shackles of 1999, allowing a bit of breathing space back into the pages. The cover has a new look, and tee-shirts sporting our new logo will be on sale soon . . . maybe! Look for more changes in coming issues.

I'd like to close this column by reiterating what has been said before in this issue. If you have ideas and suggestions for improving our publication, we want to hear them. If you have material you want to submit—even unconventional ideas—please forward them to us for consideration. And, if you would like to help out the rest of our volunteer team who quietly and efficiently put *The Language Teacher* in your letter-boxes each month, please contact any member of the editorial staff.

Malcolm Swanson
TLT Editor



Make sure *The Language Teacher* moves with you.

Send the following information to the JALT Central Office, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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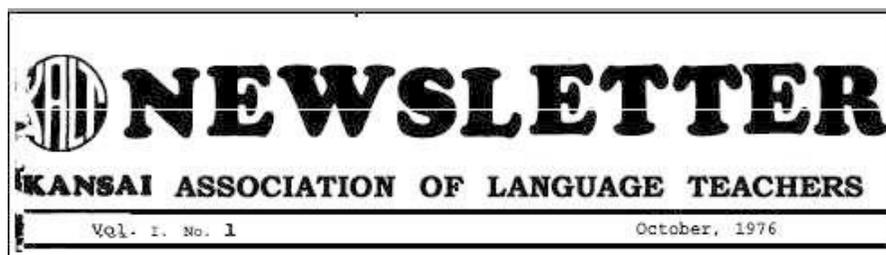
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Looking Back:



The History of TLT

Larry Cisar

What do *The Language Teacher*, the *KALT Newsletter* (Kansai), the *KALT Newsletter* (Kanto), and the *JALT Newsletter* have in common? They are all the same thing (or closely related). And the middle two are older than JALT! The *KALT Newsletter* (Kansai) began in 1976 as the newsletter of the Kansai Association of Language Teachers. When some former members began an association in Nagoya (Tokai ALT) and Tokyo (Kanto ALT), the newsletter traveled with them. Nancy Nakanishi-Hilderbrandt, the first editor, carefully gathered material that would allow teachers in Japan to keep up with what was happening in the world of language education. This publication name lasted through 1978.

David Bycina, one of the founders of the Kanto group, was sure that there was enough information to have, not a quarterly, but a monthly publication. The fledgling national organization was not sure, so David proved his point by producing 12 issues of the Kanto newsletter. David was elected editor (yes, JALT elected editors in the beginning), the name *JALT Newsletter* was chosen, and from Volume 3 through the beginning of Volume 8, JALT had a monthly newsletter under that name.

As with all good things, the monthly publication did not stop evolving and growing (or going through all the usual growing pains). The Executive Committee and the Publications Board found that JALT was no longer putting out just a newsletter. It had evolved

into a magazine with newsletter sections. To reflect this change, the name was altered in April, 1984 to *The Language Teacher*. The current name has already had a sixteen year run; any guesses as to how many more years it will be thus?

At first glance, the numbering of issues in some volumes was very strange, with no issue 6 and either no issue 13 or issue 13 appears to be the last issue. Why? For a time in the 80s, JALT numbered the *JALT Journal* as an issue of *The Language Teacher*. This was done in the belief that it was necessary to keep the cheap postal rates for the *Journal*. The *Journal* also kept its own numbering system. Later, the Publications Board found out that it was not necessary to do that, so we now have 12 sequentially ordered TLTs.

Cut-n-paste has always been the way *The Language Teacher* has been assembled. But, while the current versions are done electronically, the early editions were done with paper, scissors, and the glue pot. In the early days, the articles were typed by people on a variety of typewriters, giving some editions a very hodge-podge look. JALT first consolidated the process by buying a Silver Reed ball typewriter (and if you think JALT fights over money now, you should have heard the arguments about purchasing that typewriter). It is surprising that there were so few mistakes in the early editions, since none of the people working on it were professional typists. (Well, almost none. Sanae Matsumoto was a professional secretary, but she was not a member of JALT—just helped David

do all the work.)

Japanese came into the newsletter a few years later, as typing in Japanese was not an easy task. The first article in Japanese was by Kenji Kitao, and was a report on the TESOL Convention in 1982. Since then, Japanese articles have appeared in most issues, with one issue, July of 1988, being mainly in Japanese. Kenji, who was later promoted by JALT to Vice President, did much to expand the use of Japanese within JALT publications. The largest work was a special issue of *The Language Teacher*, edited by a team headed by Kenji, to celebrate 10 years of JALT. The title is *TEFL in Japan*. This work, mainly in Japanese, dealt with the status and style of TEFL in Japan as JALT celebrated its tenth year. Masayo Yamamoto followed up on Kenji's early work and was the Japanese editor for all JALT publications for a good period of time. Subsequent Japanese editors have continued and expanded the use of Japanese in JALT publications.

Two editors of JALT's premiere publication have gone on to become presidents of JALT. Deborah Takano-Foreman went directly from being editor to being President, while Gene van Troyer went from editor to Publications Board Chair to president. Most editors have retired simply from exhaustion. Editors have come from a variety of places within JALT: Chapter Officer, SIG officer, or just having experience outside of JALT. Most have worked their way up through the ranks in JALT publications.

Getting the publication to the membership has also gone through a variety of changes. Originally, the editor mailed out each copy (which could be why Nancy really was not interested in doing a monthly publication). When David Bycina became editor, the author of this article became distributor, which meant putting the labels on each wrapped issue, taking them to the post office, and negotiating the final bill. After exhausting Doug Tomlinson in the distributor's posi-

tion, JALT negotiated to have the printer prepare the publication for mailing and take it to the post office. This system continues until today.

JALT owes its cheap postal rates to the work of Kohei Takubo, an early National Public Relations Chair, who went through the process of getting the postal frank for JALT. JALT has been lucky to keep this privilege to mail third class over the years. When the Post Office came out with an even cheaper way to mail the publication, the Central Office staff did the work to make sure that the membership benefited from it.

JALT has worn out several printers. Only with volume 4 did JALT start to acknowledge who was printing the publication—done to protect the guilty. For many years, S.U. Press in Kobe printed the newsletter. JALT has had a long relationship with the current printer, Koshinsha in Osaka.

The modern history is covered by others in this issue; the future history is left to those who will be writing, editing, and proofing it. As the profession has grown over the last 24 years, and as it has become more professional, so have the JALT publications. But I do miss the humor that was often there. I will end with a quote from "From the Devil's Dictionary," by Tom McArthur: "Basilect: An acrolect with no ambition." (*The Language Teacher*, Volume 12, Issue 5, p. 31). Now can somebody tell me what it means?



Larry Cisar teaches at Kanto Gakuen University. He has been active in JALT since its early days. Currently he is working on writing Internet material using Hot Potatoes.

JALT Central Office Research Services

Photocopy Service

On request, the JALT Central Office will provide photocopies of past or current articles from *The Language Teacher* and *JALT Journal*. Please include as much bibliographic information as possible: author name, article title, year, issue number, and pages.

Library Search Service

JALT Central Office will also search for *Language Teacher* and *JALT Journal* articles in the JALT library. Please provide keywords, approximate date, author name, title, or other information in as much detail as possible.

Back Issues

Back issues of *The Language Teacher*, *JALT Journal*, *JALT Applied Materials*, and *Conference Proceedings* are also available. Please inquire by fax whether the publication is in stock before ordering.

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Introducing the Writers' Peer Support Group

Andy Barfield*

Every writer is an island? Perhaps. For sure, writing with a reader who gives responses to your writing can be more motivating than writing solo, as the following reaction from a writer shows:

Jim: I was expecting some quick thoughts. This was much more in depth than I had imagined Since I hadn't heard back and didn't know how the piece was being read, I was re-writing the piece blindly, but many of the changes are in accord with the comments.

Helping writers beyond that isolation and collaborating with writers as they develop their texts are two modest aims of The Language Teacher Peer Support Group.

The group has come together informally as a network of colleagues interested in giving peer responses to writers who would like to try and get their articles published in *The Language Teacher*. This network started up in November 1999, and has been collaborating with just a couple of writers so far.

The process of peer support

The process goes like this: If you are interested in benefiting from some peer reader responses on different drafts of a work in progress, you can contact the *Peer Support Group*. (See the contact information at the end of this column.) You then forward your text in progress as an RTF attachment, and the PSG decides which two of

its members will partner you on your writing.

The next stage is for the peer responders to place their responses in the attached file, and send them back to you. You then have the chance to read their comments, and see some different points and interpretations that your readers have raised.

Wilma: I was quite impressed with his interest and enthusiasm for my article. He pointed out ideas that he liked or agreed with, as well as points to clarify and strengthen. His well-thought-out comments

and questions are allowing me to take a step back from the article and look at it from another, more objective, perspective. I'm finding this very valuable as I continue the editing and rewriting process. I feel fortunate that I

submitted this article when I did, and so have been able to take advantage of the *Peer Support Group* system.

Jim: The kinds of comments I found most useful were those that helped me to organize my thinking about the topic I was writing about, or gave input about solidifying the layout or presentation of the paper. Reminders regarding appropriate focus on audience were also useful to me, if couched in a sensitive way.

Over several writer-responder exchanges, the process continues until you are satisfied with your final text.

The Language Teacher currently has two editorial bodies in place for reviewing material for possible publication. The Peer Support Group (PSG), described in this article, is a recent creation, and we wish to thank Andy Barfield for his vision and energy in assisting its development. The Editorial Advisory Board (EAB) is the more formal avenue for manuscript vetting. Manuscripts are subject to blind review by two board members, and their recommendations passed on to both the writer and TLT Editor. We deeply appreciate the work of this volunteer group in assisting TLT with article selection. TLT is always on the lookout for new members for both the EAB and the PSG. Persons interested in assisting either body with reviewing manuscripts should contact the Editor.

*Author's note: This text is the collaborative reading and writing of Andy Barfield, Jim Goddard, Wayne Johnson, Wilma Luth, Jill Robbins, Sandra Smith, Craig Sower, and Malcolm Swanson.

Sample peer responses

What kind of peer response might a writer get? This varies according to the nature of the writer's text and needs, as well as the responder's style. However, in the set-up period, the team has also been trying to establish, in collaboration with the first writers, a set of core principles by which to work. Here are some sample responses, before we look at the principles that we are still developing.

Becoming clearer about content

This is a big leap for me here. It may be useful for you to place some type of sub-headings in here.

Becoming more specific:

'Things' is a little vague. Do you mean techniques, methods or activities?

Judging the need for explicit specialized knowledge:

I like this intro, but some readers may not be aware of what a "pidgin" is. You may want to define it and pidginization briefly here—Richards' dictionary of applied linguistics has some nice examples.

Questioning the sense of audience:

Writer: I have a question regarding the audience for the article. I'm kind of having a tough time feeling my way around this point. My feeling was that the program in itself is rather interesting, but maybe that's just because I was involved with it.

Reader: To me the key point is that fascination and your own interest . . .

Writer: Do you have any further suggestions about the opening?

Reader: How about starting from a living image, something specific, and then move into the body? My feeling was that I wanted to see a much more personalised opening rather than some dry generalisations at the very start.

The peer responder, it is clear, treads a fine line between supporting the writer's development of the text, and imposing the reader's own values on the writer's work. Indeed, although peer support is intended to be collaborative, it always risks becoming evaluative, in that the writer may feel that his/her position as owner and creator of the text has been undermined. This is the case, for example, in the following unsuccessful peer response, as the writer points out:

Writer: Other comments seemed invasive in the sense that I felt they began to take the writing process out of my hands:

Reader: The strengths need to be more strongly

stated if the writer believes in them—i.e., remove the 'perhaps'.

We are learning as we go, and make no claims to perfection. However, we do strive to set the writer-reader relationship on an equal footing.

Developing a set of working principles

What, then, are the basic working principles that we have been developing? The first working principle is that the peer responder should frame points and suggestions in a manner that enhances, rather than threatens, the writer's confidence. The second principle is that specific peer responses are more powerful than generalised comments for helping a writer re-think. Reader comments need to speak to a particular part of the text, in other words. Having focussed on specific details of the text, the reader should consider the overall development of the discourse in order to avoid unnecessary nitpicking comments. That is the third working principle; it entails, for example, that the peer responders give pride of place to comments about content and organisation rather than trivial points of language or argument. The final working principle is this: Each writer lets the peer responders know which comments have or have not worked for them, and why. In this way, we hope to make the writer-reader collaboration open, collegial and developmental for both sides.

The clarity of experience and the experience of clarity

Much has been written about peer responding, yet it remains, in our experience, a relatively limited feature of professional discourse in the increasingly "publish or perish" world of foreign language teaching and research. This pressure may have unforeseen consequences for all of us as we write. It pulls us towards isolation. It encourages us to hedge our bets. But more than anything it can seduce us into losing our individual voice. How might we counter these effects? One simple way is through writing with a reader and writing with power. In a word, we hope the *Peer Support Group* can help you "breathe the clarity of experience and the experience of clarity" into your writing about language learning and teaching.

Contacting the peer support group

Currently, two writers, Jim Goddard and Wilma Luth, are collaborating with Peer Support Group members Andy Barfield, Wayne Johnson, Jill Robbins, Sandra Smith, Craig Sower and Malcolm Swanson.

If you're interested in sharing your writing with the PSG, or in joining the PSG as a peer responder, please contact:

Andy Barfield, Foreign Language Center, University of Tsukuba, Tennodai 1-1-1, Tsukubashi, Ibaraki-ken 305-0006, Japan;
<andyb@sakura.cc.tsukuba.ac.jp>

So . . . You Want to Be a TLT Special Issue Editor?

Katharine Isbell, Julie Sagliano, Mike Sagliano, & Tim Stewart

Let's see. How did we get ourselves tangled up as editors of a special issue of *The Language Teacher* anyway? We thought it would be a good idea and, in retrospect, it was a great learning experience. However, frankly, at times it seemed like we were caught in a never-ending process. Before we share our insights, a brief recap of our duties and responsibilities as special issue editors is in order.

First, we corresponded with the *TLT* editor and proposed ourselves as special issue editors. Next, we decided on a theme, in this case Active Learning, which was subsequently approved by the editor who in turn scheduled "our" issue. It sure seemed like 18 months would give us plenty of time . . . We wrote and put out the call for papers, solicited a contribution from a noted specialist in the field of active learning, critiqued and ranked featured article submissions, provided revision feedback and suggestions to contributors, wrote rejection letters, and forwarded the submissions to *TLT* Editorial Advisory Board for final feedback. Not finished yet! Then we returned submissions for another round of revision, wrote more rejection letters, decided on the order of presentation in the journal, collected abstracts and biographies from the selected contributors, wrote an introduction, and finally sent all of this in two months before publication date. At the same time, we coordinated with the back-half editors (My Share, Book Reviews, and Net Nuggets) to ensure that the entire issue would be devoted to active learning.

Simple, right? Not really. We quickly relearned two important principles: anything that can go wrong will

go wrong, and things take longer than expected. So before you jump into a special issue editor position, we would like to share with you what we learned from our experiences in the editorial hot seat.

Expect it to be a tremendous amount of work.

Fortunately, there were four of us so we divided up the submissions and worked in two teams. This made the editing process more manageable. However, we still felt rushed as deadlines loomed. Doing it alone would be a definite challenge!

Be absolutely and totally organized from day one. Keep electronic and hard copies. Create checklists, flowcharts and timelines and use them.

We thought we were organized, but as it turned out, we misplaced the contact information for one of the My Share contributions, and even after frantic searches through folders and email messages, all we could do was wait to hear from her again. Unfortunately, we are still waiting.

In another incident, we heard from a feature article contributor whose paper we had unknowingly lost. He contacted us just in time to rectify the error that would

have eliminated his submission from the pool. If you are organized from the start, you will save yourself a lot time and avoid stress.

Establish a working relationship

with *TLT* editor and stay in regular contact.

Be aware that *TLT* editor changes yearly. A well-organized and efficient editor can help make your job go a lot more smoothly. Don't be afraid to ask for support and guidance from the entire *TLT* staff. It is important to know, however, that *TLT* staff has final

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

editorial control of your issue.

Remember that *TLT* Editorial Advisory Board [EAB] has the final approval over what articles are accepted for publication.

For this reason, be careful not to promise publication until the EAB has reviewed the submissions. We had worked extensively with the submissions and yet the EAB returned them with copious additional comments. When we sent the submissions back for a final round of revision, one of the authors was livid over the comments. More to the point, she claimed that by encouraging continued revision of her paper, we, the powerless special issue editors, had led her to believe that her paper was already accepted for publication, and she withdrew her submission. The fact was that we had a completely different opinion of the writer's paper from that of the EAB reviewer and felt that her submission was among the strongest. We indicated to her we had never said her paper was accepted and explained that while criticism of one's work is often unsettling, the process of writing for professional journals usually requires a lot of time for revision. Our advice to her was to look at the reviewer's suggestions again after a week or so and consider revising her paper one more time. We never heard from her again.

Check, double check, triple check everything all the time.

Even doing this we still had some minor problems. Our draft call for papers was unexpectedly published and had the incorrect submission deadline and no contact information. The two book reviews written for our issue ended up in the preceding issue of *TLT* and for some reason, the promised Net Nuggets column was never unearthed.

Enjoy the rewards of being a *TLT* Guest Editor.

Once submissions started piling up on our desks, we had the pleasure of reading numerous articles that approached the topic in ways that we had never expected. The diverse perspectives in the submissions on active learning surprised all of us. We certainly learned a lot, both theoretically and practically, from the writers whose work was accepted as well as from those whose submissions were not.

Perhaps we will become better writers ourselves after working with the different writing styles used by the contributors. Seeing how different authors dealt with their content and organization as they tried to meet our expectations was useful. Our writing styles may have improved through appreciation of and learning from other writers.

We definitely became better at negotiating as we corresponded with our contributors over desired editing changes. We tried to achieve optimal results from writers by taking care not to offend their talents.

Seeing the efforts of writers and of the work performed by *TLT* staff as we worked on the special issue has whetted our appetites for more editing opportunities in the future. Our desire to prepare our own

submissions for publication has also blossomed.

So despite some trials and tribulations, all of us felt that being *TLT* Special Issue Editors was a very worthwhile learning experience. There was a great deal of satisfaction in being able to pull everything together with the help of fellow editors, *TLT* staff, and the writers themselves. It is a professional development opportunity that we recommend you to consider.

So if you have some time on your hands, an interest in contributing to the field, reasonable organizational skills and patience, JALT has an offer for you: volunteer to edit a special issue of *TLT*. There is no salary and no perks, but you do have the entire journal staff at your disposal. You learn a lot about yourself and the writing and publication process.

The writers:

Katharine Isbell is an Assistant Professor of Comparative Culture at Miyazaki International College, Japan. Her primary responsibilities are to develop and teach Applied Information Science and English adjunct sections to university courses. Her research interest focuses on the use of computers in the language classroom.

Julie Sagliano is teaching English at Miyazaki International College in Japan. Her professional interests include team teaching, and the use of debate and video in the classroom. She has taught in South America, Africa, Europe, and the Middle East.

Michael Sagliano has been teaching English and collaborative courses for six years at Miyazaki International College. Using active learning, especially videos, simulations and games, he has taught content-based courses at other colleges in Japan, the United States and Bahrain. Involved in the founding of JALT's Akita chapter, he served as its first chapter president from 1992-93.

Tim Stewart has been teaching at Miyazaki International College since 1994. From 1996 to 1998 he was editor of Canadian Content, the journal of the Association of Canadian Teachers in Japan. He has had his manuscripts rejected by some of the finest publications in the field.

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

Council	2
EFL Press	IFC
Interads	23
Nellie's	20
Oxford University Press	OBC
Pearson	IBC

Getting Published: An Overview of JALT Publications

Publications have always formed the heart of JALT, and now more than ever, opportunities abound for JALT members to get their writing into print. The following is a brief overview of some of the many publications available throughout the organisation, along with information on what, when, and how to submit.

The Language Teacher

Types of articles sought: See the Submissions page at the back of this issue for details of materials sought for feature articles, opinion pieces, or column articles. Also, please read the *Opinions & Perspectives* article earlier in this issue. We are always looking for new material, and welcome the opportunity to review new ideas and formats. Please feel free to contact us to discuss potential *TLT* material.

JALT Journal (the research journal of the Japan Association for Language Teaching)

Type of articles published: Full length research reports, short research reports, opinion pieces or pedagogical recommendations framed in theory, short responses to previously published articles (along with the author's response), book and other media reviews

Publication dates: twice a year, in November and May.

Addresses for submission of articles: Full-length Submissions, Research Forum, and Point to Point Submissions; Sandra Fotos, Editor School of Economics, Senshu University, 2-1-1 Higashi Mita, Tama-ku, Kawasaki, Kanagawa-ken 214-0033

Perspectives (shorter opinion pieces or pedagogical recommendations); Nicholas O. Jungheim, Associate Editor Faculty of Law, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-0002

Reviews; Patrick Rosenkjar, Book Reviews Editor, Temple University Japan 2-8-12 Minami Azabu Minato-ku, Tokyo 106-0047, Japan
Japanese-Language Manuscripts; Shinji Kimura, Japanese Language Editor, Faculty of Law, Kwansai Gakuin University, 1-1-155, Uegahara, Nishinomiya, Hyogo 662-0886, Japan

JALT Journal Online: <http://www.als.aoyama.ac.jp/jjweb/jj_index.html>

Chapters & Regions

Kyushu Region

Publication: Kyushu Journal

Publication Dates: Annually

Aims: *Kyushu Journal* is published as a collaborate effort of the Council of Kyushu JALT Chapters in furtherance of professional development, interchange, and collaboration among Kyushu JALT chapters' members and other professionals. Materials published in *Kyushu Journal* conform to issues of practical language teaching relevance and the timely interests of Kyushu JALT members. *Kyushu Journal* materials are primarily discussions of methods and approaches in foreign language education, but *Kyushu Journal* also maintains an interest in relevant research and theory, as well as any materials that have a strong potential for practical classroom application. *Kyushu Journal* emphasizes a collaborative and developmental approach to publication in an effort to encourage the publication of new and meritorious works and to broaden participation in scholarly inquiry.

Contacts: Please contact any of the officers of any Kyushu Chapter for more information.

Yamaguchi Chapter

Publication: JALT Yamaguchi Journal

JALT Yamaguchi Chapter publishes its own journal every spring. We have already published five issues. Invitations are open to submit papers in the fields of both English and Japanese language education, as well as in the field of comparative culture. Those who are interested in submitting a paper can receive a free copy of the 1999 journal issued. Please get in touch with either editor, and we will send you a free copy.

Please let us know if you are at all interested in submitting a paper and we will send you further

information on how to submit.

Contacts:

Japanese Editor: Shinichi Hayashi, t/f: 0839(33)5280
English Editor: Yayoi Akagi, t: 0836(52)2650,
<yayoi@ed.yama.sut.ac.jp>

Special Interest Groups

Bilingual SIG

1. *Publication:* Bilingual Japan

Approximate Publication Dates: the third week of each odd-numbered month

Aims: to keep members informed of news and views related to bilingualism, with particular reference to Japan

Type of Articles: Personal accounts, conference reports, book reviews, news of upcoming conferences, announcements with relevance to the topic of "bilingualism"

2. *Publication:* Monographs on Bilingualism

Approximate Publication Dates: the first day of the annual JALT conference

Aims: to circulate information on bilingualism in a more permanent form than a newsletter

Type of Articles: Each *Monograph* focuses on one aspect of bilingualism/biculturalism as it is experienced in Japan (what it's like to grow up bilingual, teaching a child to read English whilst living in Japan, and bullying in Japanese schools have been three of our latest topics. *Monographs* can have either a single author or an editor who compiles short pieces by a number of authors. Topics need to be of interest and relevance to a majority of BSIG members and to be connected with bilingualism/biculturalism in Japan.

3. *Publication:* Japan Journal of Multilingualism and Multiculturalism

Approximate Publication Dates: Released once annually in time for the international JALT Conference

Aims: • To encourage high-quality research in the fields of multilingualism and multiculturalism, particularly related to Japan and the Japanese language, by providing a forum specifically for that purpose and offering expert and supportive editorial guidance to researchers

• To make this research available not just to other researchers in the field, but also to educators and parents in Japan, so that they can better understand the issues that arise when dealing with two or more languages and cultures and make more informed decisions in their dealings with their students and children

Type of Articles: We welcome well-written articles in English or Japanese reporting original research in the areas of bi/multilingualism, bi/multiculturalism, intercultural communication and other related fields of study.

Contact & Submission Details: Stephen Ryan, BSIG

Publications Director, f: 0726 24 2793, <RX1S-RYAN@asahi-net.or.jp>

College & University Educators SIG

Publication: On CUE

Approximate Publication Dates: March 30, July 31, Nov 30 (Deadlines Feb 1, June 1, Sept 1) Also mini-conference proceedings 'Content and Foreign Language Education' October 20

Aims: To provide a forum for the presentation and discussion of research, ideas and curriculum activities of broad interest to college and university educators in Japan.

Type of Articles: Features: APA-referenced articles with a focus on language education and related issues at tertiary level of up to 2,000 words.

From the Chalkface: classroom applications, techniques and lesson plans, usually up to 1000 words.

Reviews: reviews of books, textbooks, videos, presentations/ workshops, TV shows, films, etc. Maximum 600 words, 1500 words for scholarly review essays.

Cyberpipeline: descriptions of web-sites that might prove useful for language teaching and professional development; length variable.

Opinion and Perspective: 650 words max.; longer, coordinated, point-counterpoint articles are possible.

Focus on Language: a column in which the writer may ask/answer common questions about language that are of interest to teachers and learners. 250-600 words

Research Digest: summaries of research, published in university in-house publications, of broad interest to college and university educators. Category bending and innovation are also possible. Length guidelines are flexible.

What do we look for in feature articles? Any or all of the following criteria may be used: - consideration of issues likely to be perceived by college and university educators as relevant to language teaching in Japan: well designed and well reported empirical research; writing that situates issues within the context of relevant previous work, while refraining from quoting for the sake of quoting; thought-provoking theoretical papers, provided clear practical implications are fore-grounded.

Contact & Submission Details: Editor: Michael Carroll, <michael@kyokyo-u.ac.jp>

Reviews Editor: Steven Snyder,

<snyder@phoenix.ac.jp>

Opinion and Perspectives Editors: Debra Pappler and Steve Weinkle, <toonoads@hotmail.com>

Foreign Language Literacy SIG

Publication: Literacy Across Cultures (LAC)

Approximate Publication Dates: 2 times a year, Spring-Summer and Fall-Winter issues, with a possible

third issue if contributions allow.

Aims: LAC is a practitioner journal that is produced in association with the FL Literacy SIG of JALT. It publishes feature articles, review essays, and shorter reviews on various topics in FL reading, writing and literacy. Non-native English writers and beginning authors welcome.

Type of Articles: LAC welcomes submissions in English on topics related to L2 reading and writing and their social product, L2 literacy. We are committed to getting articles written by classroom teachers and non-native speakers/writers of English into print, e-mail and HTML forms of the journal.

We invite any interested person to submit articles (up to 3000 words); perspective/opinion pieces; book and article reviews; annotated bibliographies; responses to LAC articles; descriptions/reviews of literacy-related World Wide Web sites and materials; classroom activities and teaching tips; descriptions and ratings of relevant WWW sites and other Internet resources.

Combination of scholarly treatment with pedagogical considerations; written in clear language and tone suitable for an audience of teachers and professionals worldwide.

Contact & Submission Details: For information on submitting, please contact David Dycus, the LAC editor, at <dcdycus@japan-net.ne.jp>.

Other: For any inquiry about how to receive LAC in one of its forms or about how to join the FL Literacy SIG of JALT and receive FLL SIG News, do not hesitate to contact Charles Jannuzi, t/f: 0776-27-7102, <jannuzi@hotmail.com>

Gender Awareness in Language Education SIG

Publication: GALE Newsletter

Approximate Publication Dates: April, September, December

Aims: To explore gender-related issues in language teaching and the teaching profession

Type of Articles: Reports of formal and informal research, descriptions of teaching approaches and techniques, analyses of issues, reports of conference presentations, book and web-site reviews

Contact & Submission Details: For details contact Kathleen Riley, t/f: 042-734-2708 <rileykb@gol.com>

Global Issues in Language Education SIG

Publication: Global Issues in Language Education Newsletter

Approximate Publication Dates: 4 x per year (March/June/September/December)

Aims: (a) to introduce language teachers to innovative teaching ideas, methods, materials, activities and resources related to global issue and global education themes (b) to promote networking and mutual support among language educators dealing with

global issues (c) to promote the integration of global issues, global awareness and social responsibility into language teaching (d) to promote awareness among language teachers of important developments in global education and the related fields of environmental education, human rights education, peace education and development education.

Type of Articles: practical descriptions of global issue/global education; classroom activities, teaching methods/approaches, curricula/course design, teaching materials, resources, opinion essays related to aspects of global issues, global education, and language teaching

Contact & Submission Details: Kip Cates, Tottori University, Koyama-cho, Tottori City, 680-8551 t/f: 0857-31-5650, <kcates@fed.tottori-u.ac.jp>

Material Writers SIG

Publication: Between the Keys

Approximate Publication Dates: published four times a year: spring, summer, special conference issue, and winter

Type of Articles: The editors welcome contributions in the following areas: publishing issues, classroom activities, page layout or desktop publishing, experiences in publishing or materials design, announcements of materials-related meetings or newly published materials, or any other articles focusing on aspects of materials writing or publishing.

Contact & Submission Details: Christopher Weaver, Editor, <ctw@wa2.so-net.ne.jp>

Other Language Educators SIG

Publication: Other Language Educators Newsletter

Approximate Publication Dates: Feb, June, Sept. (Pre-Conference Issue), Dec.

Aims: 1) To keep those interested informed on the OLE scene 2) to provide detailed information on OLE related events, presentations, etc. and/ or administrative changes 3) to enable an exchange of opinions 4) to help those with presentations and proposals who may be interested, but never dare to present

Type of Articles: OLE-related or dealing with matters that are or may become of concern to OLE teachers or learners, detailed conference information, invited papers on specific subjects, submitted papers relevant to the OLE field

Contact & Submission Details: Rudolf Reinelt, Ehime University, Fac. of Law & Letters, Dept. of Humanities Bunkyo-cho 3, Matsuyama 790-8577, t/f: 089-927-9359 (w) <reinelt@ll.ehime-u.ac.jp>

Professionalism, Administration, & Leadership in Education SIG

Publication: Journal of Professional Issues

Approximate Publication Dates: Minimum twice a year

Feature: Getting Published

on paper, with a third web-based version should budgeting become prohibitive. Deadlines for submission are not fixed.

Aims: To record and catalog cases of academic and professional issues which are either definitive of systemic problems within the Japanese education system, or are progressive steps towards amelioration or resolution; to propose goals and strategies for fostering better lives for educators in more rewarding professional positions; to attempt to show leadership in the academic world not merely in terms of pedagogy but also in quality of life, academic freedom, and job security.

Type of Articles: Articles on labor issues (such as previous or emerging permutations of the *ninkisei* term-limitation system as it envelops all educators in Japan), professionalism (what should we as educators or administrators aim towards for ourselves or propose to the education system?), cautionary cases of abuses of authority and lessons to be learned from them when taking actions to avoid or prevent them in future.

Contact & Submission Details: Editor: Dave Aldwinckle, <davald@do-johodai.ac.jp> URL of mission statement and back issues: <<http://www.voicenet.co.jp/~davald/PALEJournals.html>>

Other: We at *PALE* are not averse to humor, poetry, or other submissions that may not be considered "proper" for more limited-view publications. We do, however, require the author to take full personal responsibility for the accuracy of data, claims, and charges made within the submission.

Teaching Children SIG

Publication: TLC (Teachers Learning with Children)

Approximate Publication Dates: 4 times a year: Jan, April, July, Oct

Aims: To provide a forum for teachers of pre-kindergarten through to upper elementary to share ideas and concerns, debate issues, share practical classroom ideas, review new materials on the market, enjoy feature articles by leading experts in the field.

Type of Articles: We are always looking for articles in any of the areas mentioned above.

Contact & Submission Details: Submissions are welcome in Japanese or English.

For English submissions, contact the Editor, Michelle Nagashima, t/f: 048-874-2996, shel@gol.com

For submissions in Japanese, please contact our Co-Editor, Tom Merner, t/f: 045-822-6623, <tmt@nn.ij4u.or.jp>

Teacher Education SIG

Publication: Explorations in Teacher Education

Approximate Publication Dates: January/February, May/June, September/October

Aims: To promote awareness of, and encourage collaboration in: professional (self) development,

teacher training, teacher development, and teacher mentoring

Type of Articles: In general, articles which serve the aims of publication, for example: member interests/profiles: 50-100 words; calls for papers, participation, or collaboration: 100-500 words; poems/essays: (variable); book reviews: 500 words; reports: 1000 words; articles: 1500 words; interviews: 2000 words

Contact & Submission Details: Our newsletter is published 3-4 times a year and submissions are accepted on an ongoing basis. Please follow the APA style for English articles; Japanese articles are also welcomed. Include a short abstract, biographical sketch, & contact information, as well as a list of 3-6 keywords pertaining to your article. Manuscripts, electronic mail, and enquiries can be sent to:

Paul A. Beaufait <pab@pu-kumamoto.ac.jp>, Katie Datko <z96620@mailhost.kwansei.ac.jp>, or Shinichiro Yokomizo <yokomizo@educ.hiroshima-u.ac.jp>

Other: Manuscripts are subject to review by two readers. Evaluation is usually completed within one month. Writers will be notified of the acceptance of their articles. Selected articles may later be published on the *TE SIG* web page with the authors' consent.

Testing & Evaluation SIG

Publication: SHIKEN

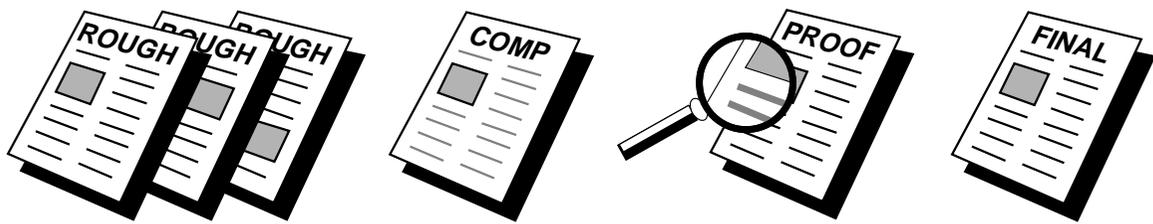
Approximate Publication Dates: Three-four times a year. No fixed dates.

Aims: To provide a forum for the exchange of views on assessment-related matters; to keep membership abreast of current research and publications; to provide answers to questions readers may have

Type of Articles: Feature articles (no more than 3,000 words) We welcome manuscripts on language assessment, both theoretical in nature and dealing with classroom application the submissions should not be very technical in nature as we are a broad-based organization including both expert testers and novices. • Information about language testing-related events: symposia, conferences, etc. Also reports about these events. • Practical testing techniques: description and rationale. • Technical corner: readers can pose questions dealing with more technical aspects of testing. These will be forwarded to JD Brown at University of Hawaii who will respond.

Contact & Submission Details: Co-ordinator: Leo Yoffe Gunma-ken, Fujioka-shi Fujioka 280 375-0024; Editor: Cecilia B.Ikeguchi., Tsukuba Women's University Azuma 3-1, Tsukuba City, Ibaraki, 305

Edited by Malcolm Swanson



A Month in the Life of TLT ***A “Chapter in Your Life” Special Report*** by joyce cunningham & miyao mariko

Have you ever wondered about all the nameless worker bees toiling behind this and other sections of your monthly *Language Teacher* columns? What truly goes on in the “hive” each month, and who is the queen. . .er king bee?

Well, the King bee (Malcolm Swanson) in all his wisdom has decided that we should all line up at attention at the door of the hive and hum. . .er describe our columns to you, our readers. Command performance? Right, Sire Malcolm! This month’s profile, then, will acquaint you a little with these behind-the-scenes activities. You may even feel like joining us on the staff, and we would welcome you warmly.

So, let’s get on with it! Amy Hawley and Sugino Toshiko, editors of the column *JALT News*, are buzzing so loudly and enthusiastically that we’d better start with them. *JALT News* summarizes important news happening at the National level. Between flights to the main flower garden located in the Central Office, Amy paused to say that she wants to increase readers’ awareness of what officers are doing at the National Level. She stated that she has come up with a lot of good ideas from reading all the reports, and that some chapters have even voluntarily started sending them honey. . .er minutes, as well as exciting information about the events happening in their chapters. Amy believes that this is a great chance to meet a lot of interesting people in a variety of areas in *JALT*, and she is really enjoying working on this column.

Wearing two hats, Daniel McIntyre decided to become editor of the occasional columns **Education Innovations** and **Creative Course Design** partly to compensate for his chequered past, and to contribute to humankind. He took time off from cleaning out his cell in the hive (his wife is about to arrive back from her business trip to the Philippines) to report in for duty. In the column **Educational Innovations**, papers are welcomed which inform readers about developments in the organization of foreign language education at all levels and in neighbouring countries as well, where conditions confronting teachers and learners may be similar. Descriptions and evaluations of interesting/

insightful developments at the institutional level, whether departmental, faculty, or whole institution are sought, as opposed to individual teacher-focussed developments in classroom teaching. Contributors are invited to write about interesting innovations related to new curricula/courses, extracurricular activities, or institutional organization. In his second column, **Creative Course Design**, Daniel wants to inform readers of the variety of new, stimulating courses being taught in the context of Japanese institutions. He is also soliciting descriptions of creative designs and syllabuses being used successfully on subjects the teaching community are already familiar with. It is Daniel’s hope that the readers will share insights and be aware of the possible benefits that will inevitably come their way.

In another part of the *TLT* hive, Katharine Isbell and Oda Masaki ceased their diligence to tell us a little about their column **Book Reviews**. Katharine and Masaki’s column provides information to *TLT* readers on useful teaching materials, in order to help them decide which materials are worth spending their hard-earned money on. They both stated that reviewing a book for the *TLT* is an excellent, thought-provoking writing activity, and hope more reviewers will volunteer after reading this. And contributors take heart! They are willing to work extensively with the reviewer. I see commander-in-chief Malcolm fairly beaming in their direction at all the hard work and energy they have put into this column.

Net Nuggets has editor Larry Davies scurrying about the hive in an effort to keep up with all the rapid changes on the Internet. For most readers, it may be difficult sometimes to keep abreast of the latest technical and pedagogical developments in using the Internet for language teaching, but Larry is there to inform us. He invites interesting submissions on useful sites from teachers at all levels. In addition, this helpful column directs teachers to language learning resources available on the Internet for a general language learning and teaching audience, and we thank Larry for helping out those of us who are less in the know.

In the SIG corner of the *TLT* hive, you can usually find Robert Long, JALT2000 Conference Programme Co-Chair, and editor of the **Special Interest Group News** column. He'll be labouring away to forage out articles from our various JALT SIGs to better inform readers of issues and problems in research and professional ideas. Robert admires and is inspired by the dedication of the many people involved in the SIGs and cannot help but have more interest in his own career, especially when he encounters the commitment these same people have month after month.

Sandra Smith, Oishi Harumi and Scott Gardner are editors of the column **My Share**, a forum for teachers to describe classroom lesson plans that have worked well. **My Share**, the editors insist, is much more than a simple exchange of "hints for harried teachers." It demonstrates some quite thoughtful applications of the very theories and proposals found in the feature article section at the front of the journal. The editors hope to solicit more contributions from teachers of young people for, they say, even games for the smallest children, as long as they are original, are grounded in research and can benefit language educators and learners. Good work, Sandra, Scott and Harumi!

Not only is Brian Cullen one of the hardworking proofreaders for the *TLT* but he and Saito Makiko are also editors of the **Bulletin Board** column which posts announcements of upcoming JALT events, conferences, call for papers and so on. Sporting a delightful Irish accent when reached by phone at his cell, Brian supports supreme commander Malcolm in his effort towards more personalization for the *TLT* and less focus on the "academic" standards of research journals. Brian thinks that the *TLT* is a great forum that needs to reach out to the teachers' base that exists in Japan and prove each month that it is relevant to their professional lives. He marvels at all the work carried on in the *TLT* community over email (accepting submissions, editing, proofreading, and sending the finished product off to the printers) without ever coming face to face, and he is proud to be part of that special team spirit.

Bettina Begole and Natsue Duggan run the **Job Information Center/Positions** column, but they are quick to point out that the column, which provides information on jobs, is only the tip of the iceberg and the smallest part of what they do. We will see Bettina again in the JIC room on the conference site of JALT2000 in Shizuoka on November 3-5. In the JIC room, you can find information on available positions. Interested people can come to look for new employment, submit their C.V.s and sometimes, be interviewed on the spot by perspective employers. In addition, Bettina maintains a monthly email update for all those who wish to receive further information on employment developments. In the *TLT* JIC column, Bettina and her partner try to screen ads which may discriminate against age, gender, and national-

ity. They would like to receive ads that include more job openings for nonnative professional language teachers of English. They want to encourage institutions to submit ads for teachers of Chinese, French, German, Spanish and other languages.

Oh yes, and let us not forget Tom Merner, in charge of publicizing monthly meetings and other related events such as mini-conferences, book fairs, chapter retreats, and so on in the **Chapter Meetings** column. These timely announcements help to attract attendees to our chapter gatherings and increase interest among non-JALT members in participating in chapter events. Born and raised in Japan, Tom is completely bilingual, and for this reason is committed to increasing the amount of Japanese in the announcements, as it may be the first contact some Chapter people have with local members from their area. However, he confesses that the column is still far from achieving this goal. Tom feels that this first bit of Japanese directs the attention of first-timers and may trigger in them sufficient interest and courage to even attend a meeting. Tom hates long announcements that cause him to burn the midnight oil, especially after deadlines. He reminds overly enthusiastic programme chairs (those with a tendency to drone on) that the maximum length for chapter announcements is sixty words.

Diane Pelyk and Nagano Yoshiko edit the **Chapter Reports** column and wait each month for showerings of nectar from the chapters, telling the rest of our readers what is happening in each local area. They invite reports in either Japanese or English. **Conference Calendar**, edited by Lynne Roecklein and Kakutani Tomoko, keeps everyone informed of conferences around the world and their calls for submissions. And **Recently Received**, compiled by Angela Ota, offers would-be-reviewers choices of course books, supplementary texts, or teacher's references to try out and evaluate for the **Book Reviews** column.

But wait a minute, Mariko, we haven't mentioned our own column yet, **A Chapter in Your Life**. Two years ago, Andy Barfield came up with the great title and since that time, special mention goes to Ruth McCreery of The Word Works who has been marvelous at making borders and increasing the visual appeal. In the beginning, it certainly wasn't easy to find willing "victims," as we had no proven track record and were unknown, but lately, chapters and SIGs are approaching us with ideas and stories. We've had lots of adventures and in the process, we've learned heaps. I was even called a pedantic bug bear at one point while I was learning to edit. Our column has grown from a focus on the chapters, the grassroots of JALT, to include special SIG reports and now and then, submissions of a special nature. We now invite all chapters and SIGs, big and small, to write 800-word reports about their memorable activities, venues, members, challenges they have met and so on. It

is a good way for all to share their creative solutions and build bridges in order to network with each other. I also hasten to say that I have the greatest partner in the world. Just when I'm on the point of going cross-eyed from working with our contributors to edit and polish their reports, Mariko quietly, capably takes over and does all the formatting and finishing touches that *TLT* demands. It's not such a scramble anymore, thank goodness, and we look forward to the variation each month brings us.



Joyce Cunningham
and Miyao Mariko

Deep in the hive, you'll find another group quietly working away under the paternal gaze of our Assistant Editor, Paul Lewis. These people patiently and professionally proof our work each month, ensuring that *TLT* is able to maintain the high standards it does. It is from this pool of

proofing staff that we draw our new column editors. At the end of the editing chain, the ever alert Aleda Krause is ready and waiting to pounce on anything we've overlooked, before sending it off to Ruth and her Word Works team. (See The Word Works story for more on what they do.)

And finally, it would "bee" very unfair of us not to mention Malcolm Swanson; a scholar, techie, gentleman and our noble *TLT* leader who has just taken over the responsibility of directing the hive. Head bee—nimble minded, full of vision and plans—we support you Malcolm and applaud the many ideas you want to implement in the months to come. May our magazine prosper under your guidance. And last, but not least, our thanks to all the "workers" for their dedication, drive, and determination to put out interesting and varied columns while balancing the needs of school, family, and friends. Oh yes and *naruhodo*, we salute you, our readers, and thank you for your support, positive feedback, and assistance.



Scott
Gardner

A Word about The Word Works

After all the work everyone else has put into *TLT*, it's hard to imagine what could be left for us, your friendly neighborhood Word Works, to do. But there's always more than enough to keep us hopping.

In principle, our contribution is to develop a basic template for the magazine—a design that works, given the nature of *TLT* and the budget available—and then format the articles, which arrive at the end of the month for the front half and on the fifth for the back, and pour them into the layout template. When everything is roughly in the layout, we generate the pdf files from which the proofreaders now work and zip them off by email. (Considering that until we started working on *TLT*, the layout was physically cut and pasted, by the way, I think we're pretty amazingly high tech.)

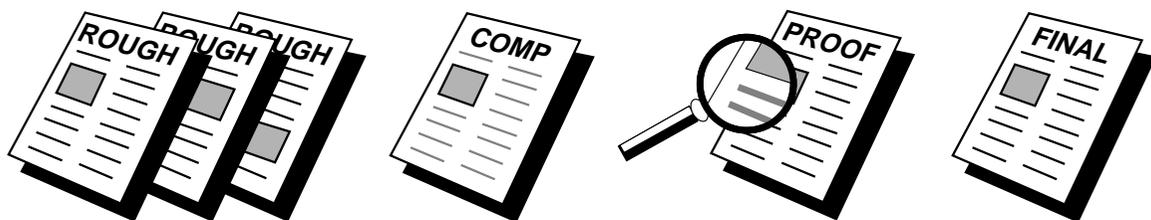
By then, it's the tenth of the month. A few days later, with the keen-eyed proofreaders' comments in hand, we start correcting the errors that managed to slip past the first set of proofreaders. We also start tweaking the layout, to make it smoother, more consistent, and, somehow or other, divisible by four when the advertising pages are added.

When that magic number has been achieved, we generate pdfs again and throw them at the editor. If the editorial arithmetic agrees with ours and no one discovers a missing article or other cause for hysteria, then we tidy up the layout yet again, produce the table of contents, stare at it a little more, then, usually on the seventeenth, print and call the *takkyubin* man, before the bloom goes off.

Executing the design, and making continuing refinements in it, is satisfying, but it's the points where things go wrong that make working on *TLT* exciting. The occasional virus arriving with a *TLT* file, styles conflicts that trash PageMaker, an article that has mysteriously lost all spaces between words, a photograph with ink across a Very Important Person's face: *TLT* gives us endless opportunities to demonstrate our coping skills.

A certain amount of creative satisfaction, the occasional adrenaline hit of crisis successfully contained: that would be enough to make working on *TLT* gratifying. But we also gain from being part of a dedicated team contributing so much energy to sustaining and improving the magazine—not for fame or fortune, but to help other language teachers. Editors, proofreaders, contributors: you are all amazing.

Ruth McCreery



Pass It Around

John Dutton, *Apple English Center, Ikeda, Osaka*

The focus of this activity is on cohesion in student-written dialogues. It is a multi-skill activity that is fast-moving, fun, adaptable to different situations, and that requires minimal preparation by the teacher.

Students in Japan, especially in junior high school and high school, are often very talkative in Japanese, but seem shy and reluctant to speak in English, despite having acquired the English skills necessary to do so. Dialogue writing can play an important role in developing students' communicative abilities, and can be seen as one step along the road to more spontaneous oral communication.

In the procedure outlined below, I will assume the class consists of twenty junior high school students, working in five groups of four. The timing of each part of the activity is, of course, approximate.

Teacher preparation before class (two minutes)

Take a B5 piece of paper and write "A: B: A: B:..." down the left-hand side. Make four photocopies of this page (groups of four). Write a number one to four in the top right-hand corner, and an opening comment for "A" on each of the four photocopies. Vary the opening comments so that (hopefully) a variety of dialogues will result, for example:

1. What are you doing today? (present continuous)
2. How was your weekend? (past simple)
3. Happy Christmas! (present simple)
4. Hello! (free)

Photocopy each piece of paper five times (five groups).

In class—writing stage (ten minutes)

Organize groups of four. Hand out the dialogue sheets, one set to each group, one sheet for each student. Each student must then continue the dialogue by writing, in pencil, one line, then pass their paper clockwise to the next student. In the meantime, a piece of paper may have arrived from the previous student. The recipient must then quickly read the dialogue so far, and continue with an appropriate line of writing. It is easy at first, but as the papers get passed around, the dialogues get longer, and it becomes more difficult to write cohesively. The teacher monitors the writing stage, assisting if and where necessary.

The students seem to enjoy the "race against time" nature of the activity. Large differences in student ability do not seem to pose too much of a problem. Better students realize they have more time and use the extra time to write longer, more interesting sentences. Slower students may find that pieces of paper

are piling up, but can pass them on quickly by writing shorter statements (O.K., Yes, That's right, etc.). The writing stage stops when the bottom of the page is reached, or after a set time.

Editing stage (two to three minutes)

Each student takes one dialogue and corrects any errors, discussing changes with other members of the group if necessary. The teacher imposes a time limit, and monitors progress.

Assessment and performance stage (ten minutes)

Still in groups of four, each student role-plays one of the dialogues with another student. All students in the group assign a score (out of ten, perhaps) to each dialogue (a small score chart could be included on each photocopy to facilitate this); this gives the two students not role-playing the dialogue a reason to listen carefully. The teacher continues to monitor. The two best dialogues from each group are then performed for the whole class (so that every student gets a chance to perform).

Correction

As a skills activity, the emphasis is on fluency, rather than accuracy. To what extent the teacher decides to correct the work at each stage will depend upon the particular situation and the philosophy of the teacher. While some teachers may feel uneasy about having students listen to dialogues containing errors in the performance stage, too much correction may be demotivating to students.

Resource

Obviously, twenty original student-produced dialogues are a valuable resource! They can be dated and put in a class folder for future use. Some students like to decorate the dialogues with pictures and colour; then the dialogues can be displayed on the wall.

Other factors

Depending on the individual situation, various factors may contribute to making this activity more effective. I will consider just one here, that is pre-teaching. Before the writing stage, it might be a good idea to show students two example dialogues, one with very good cohesive qualities (a nice "flow"), and the other very disjointed. Point out the merits and demerits of each.

Also, it might be useful to teach some cohesive strategies. For example, "By the way" or "Anyway" can be used to avoid abrupt changes of topic in the dialogue. Also, A and B should probably have an equal share of the dialogue, both asking questions, both seeking confirmation or acceptance, etc.

Conclusion

I have found this to be a very enjoyable activity, which produces a good deal of concentrated effort by students in the writing stage. It allows students to express themselves relatively freely and gives them an opportunity to reflect upon and assess their own work. The teacher is left to monitor the activity as it proceeds and to note any areas of difficulty for later remedial work.

Quick Guide

Key words: Writing, Self-assessment
Learner English Level: All levels
Learner Maturity Level: Junior High to Adult
Preparation Time: Two minutes
Activity Time: Varies

Teaching Culture: A Variation On Jigsaw Reading

Helen Korengold,
ESL Department, Minnesota State University-Akita

the cultures differ greatly, the two articles have a similar structure, length (about 1000 words), and topic organization.

One of the challenges of developing a content-based English for Academic Purposes (EAP) course is how exactly to exploit authentic, academic text so that students improve reading and other language skills in a communicative, meaningful context. Although there has been some debate about the usefulness of authentic materials for the language learner, an EAP program that is training its students to eventually attain the necessary skills to function in a foreign (British, American, etc.) university has no choice but to expose students to authentic materials as early and as much as possible. What teachers do with this sometimes very difficult material in order to address skills such as speed, skimming, guessing at meaning, developing vocabulary, critical evaluation, and other competencies needed at higher education levels, is a critical factor both in course development and in day-to-day teaching methods.

One reading activity which can be used with content-related articles or portions of a textbook encompasses a variety of reading skills and also involves interaction and cooperative work with the aim of mastering a specific content area critical to the subject area. The activity is a variation on jigsaw reading.

Materials

Two very similar readings of about equal length within the content area are required; for example, readings about two cultures within the same environment would be ideal. The activity could also be used for a comparison of animal or plant species. For an EAP Sociology class I used text extracts of two case studies by Margaret Mead about two tribes of Papua New Guinea that she researched, the Mundugamor and the Arapesh. Although the tribes lived within very close proximity of each other in an almost identical environment, they developed radically different cultures; each text extract summarizes the values, cultural practices, family life, economies and work systems, personality traits, and rituals of one of the tribes. Although

Pre-reading

Students are initially paired so that their partners have the same article; the room can be divided in half accordingly, "A Article" on one side and "B Article" on the other. Because both articles deal with tribes in the same country, pre-reading activities can be carried out with the entire class. Students locate New Guinea on the map and briefly discuss what they already know or may have heard about the country. What kind of terrain and climate might they expect? What kinds of cultures may have developed in such an environment? What impressions or stereotypes do students have of the tribes that live there? Other such points can be briefly elicited and discussed.

Reading

1. In pairs, have each student read three random sentences from the article, and state their impressions to their partners.
2. Carry out a three-minute timed reading in which students skim for general meaning.
3. Turning over the article, students write two or three sentences about what they recall. Partners can then compare what they wrote.
4. Students read the first paragraph without a dictionary and lightly mark any unknown words. Together pairs guess possible meanings and compare their words.
5. Students now have five minutes (or more, depending on reading levels and text difficulty) to read the entire excerpt. Students may take notes on important areas or use highlighters, whichever is preferred. They can then work with their partners to clarify meaning.

Presentation Preparation

Students now prepare a short talk about the tribe they've read about. Together partners:

1. Outline the key points they want to cover,
2. Practice a three-minute presentation of the tribal

culture,

3. Prepare a list of questions they want to ask the other group about their tribe.

Jigsaw

1. Students now pair up with someone who read about the opposite tribe.
2. One student gives a presentation and the other asks the questions already prepared. Other questions will probably arise and should be encouraged.
3. The students then change roles and everyone in the class now has an overview of both tribes.

These particular readings, and many others which deal with two cultures in similar environments, are an eye-opening study which demonstrates clearly the

premise that culture is learned. Students are routinely amazed by the radical differences between these two tribes, and further activities can focus on comparing them and on exploring the real meaning of culture. Because of the communicative aspects of the reading activity, the content has become mastered in a meaningful way and, at the same time, various language skills have been practiced.

Quick Guide

Key Words: Reading, Culture

Learner English Level: High Intermediate to Advanced

Learner Maturity Level: College or University

Preparation Time: Varies—time needed to locate appropriate readings

Book Reviews

edited by katherine isbell and oda masaki

Pronunciation Plus—Practice Through Interaction. Martin Hewings and Sharon Goldstein. Cambridge: Cambridge University Press, 1999. Student Text: pp. vi + 146. ¥2890. ISBN: 0-521-57797-7. Teacher's Manual: pp. x + 148. ¥3480. ISBN: 0-521-57796-9. Audio cassettes (4) ¥12,600. ISBN: 0-521-57795-0.

Pronunciation Plus, as its title suggests, is a comprehensive workbook covering English pronunciation. It is divided into eight parts: vowels, consonants, consonant clusters, stress and rhythm, sounds in connected speech, intonation, sounds and grammar, and pronouncing written words. Each of these parts is further subdivided into between six and eight units, giving a total of sixty units in all. What the title does not suggest, however, is that the book covers only North American English, and so those teachers who feel uncomfortable with teaching a pronunciation in which they are nonnative or with which they are unfamiliar may wish to consider an alternative work. Since the student textbook provides some information on the few dialectal differences within North American English, and the teacher's manual provides supplementary explanation on differences within World Englishes, the scope of the book could have been easily broadened to encompass all English varieties, in my view a costly (pun intended) oversight.

As the authors state in their foreword to the teacher's manual, the parts and units are not intended to be taught in any particular order. Whilst the well-structured order in which these do appear in the textbook as a whole does not prevent a straight ploughing-through, the sheer quantity of material probably does. Moreover, as *Pronunciation Plus* is not geared towards any particular first-language target group, I found myself quickly picking out those units that focus on the perennial pronunciation problems of Japanese students, most of which have a unit to themselves, such as differentiating /l/ and /r/ (unit 15), /b/ and /v/ (unit 12), consonant clusters (units 17-22), and sounds in connected speech (units 31-37).

The units themselves are, on average, divided into approximately eight tasks, the first few of which use the traditional discriminate-repeat-correct methodology. The *Plus* is that later tasks are based on a more communicative approach, with students required to identify, discover rules, and exchange information via pair or group-work. Sections are supplemented by (as usual, extortionately expensive) cassette recordings, and some initiative is required in order to carry out all the tasks without them. While vocabulary is limited to intermediate student level—though some of the later units, especially those on stress, rhythm and intona-

tion, cover pronunciation problems well beyond this level—any linguistic terminology is restricted wholly to background notes in the teacher's manual. While sympathising with the authors' decision to go for the "nothing" as opposed to the "all" approach as far as the inclusion of linguistic terminology is concerned, some pronunciation problems—for example, the phonetic value of regular past tense *-ed*—could have been much more astutely explained through some basic phonetics such as a simple explanation of voiced v. voiceless.

My main gripe, however, with what is a pedagogically sound and thorough textbook is the authors' bizarre choice of phonetic transcription system. Having decided to eschew IPA, the curious "halfway house" employed does not correspond to any used in a major dictionary nor is any explanation of their choice offered in the teacher's manual. Given the reality that different dictionaries use different transcription systems, the adoption of a system employed by one major dictionary may have been more appropriate for students.

Reviewed by Mark Irwin
Hokkaido University

Springboard 2. Jack C. Richards. New York: Oxford University Press, 1999. Student Book: pp. 74. ¥1984. ISBN: 019-435353-2. Cassettes: ¥6300. ISBN: 019-435355-9.

Springboard 2, the latter half of a two-level textbook series, is a recent entry into the crowded field of theme-based textbooks that focus on speaking and listening skills for young adult learners at the pre-intermediate to intermediate levels. It stands tall among its competitors due to its topic selection, creative projects, and attractive layout.

Each of the twelve units explores a single topic, and these were chosen as a result of student surveys conducted. While some topics such as friendship, money, and values come as no surprise and can be found in many textbooks, others such as stress and solutions, challenges, color and design, and theme parks are more refreshing and indicate that student voices were indeed heard during the selection process. Some teachers may be distressed by the prospect of replacing seemingly weightier topics with the likes of theme parks, but such a switch may be just what is needed to get otherwise disinterested or reticent students to start chatting.

A set of projects sandwiched between the units and the text's glossary stresses creativity and culminates with directions for sharing the end product. Most of the projects work well as either individual or group tasks, and each one contains helpful graphics depicting the necessary tools and a finished model. As surveys, maps, collages, and so forth are the norm, expect a rather heavy investment in markers, poster paper, and other construction materials.

Springboard 2's layout has an attractive color scheme, and people are depicted in either photographs or light-hearted cartoon-like depictions, thereby avoiding the realistic drawings that some students find so dull. Also, although this textbook does not claim to be specifically targeted at Asian learners, familiar images such as Hello Kitty, Doraemon, and even a Fendi bag will likely elicit gasps of recognition from Japanese students.

Teachers of lengthy courses may find the offerings of *Springboard 2* to be a bit sparse. Each unit is only four pages long, and roughly half of each page is devoted to photos and other graphics. However, those of us who enjoy supplementing course texts with other materials will appreciate the *Springboard* website (www.oup.com/elt/springboard). For each unit, it offers a short reading passage as well as several web links with directions for classroom activities based on materials printed from the links. Although *Springboard* cannot guarantee the consistency of the links, my random sampling found 9 of 10 suggested links were active and contained information compatible to the suggested activity. Also, a bulletin board for *Springboard* teachers to exchange ideas is promised to start in the future.

The text does have some limitations. The definitions offered in the ten-page glossary are confined to how the words have been used in the text. For example, *alien* is simply defined as *someone from another planet*. None of its other meanings are included. Also, many glossary entries are phrases rather than single words. For example, if a student only looks up *background* upon reading *family background* in the text, the search will end in frustration. Unfortunately, there is no indication in the text itself that phrases such as *family background* should be treated as a single unit.

Springboard 2's listening component is adequate, and the tapes offer a particularly wide variety of English accents. However, most dialogues are spoken at a relatively slow pace with exaggerated intonation and enunciation. Thus, teachers who wish to expose students to natural and authentic English usage even at pre-intermediate levels may find themselves scrambling to find listening supplements.

Springboard 2's brief and colorful units are engaging, and teachers can stretch out the topics that prove most appealing with the help of the project file and web-based support. Also, at a lean 74 pages, my students no longer grumble about sore shoulders from lugging a heavy English textbook around town.

Reviewed by Thomas Mach
Language Center, Kwansai Gakuin University

Cambridge International Dictionary of Idioms.
Cambridge: Cambridge University Press, 1998. pp. xv + 587. ¥3280. ISBN: 0 521 62567 X.

An idiom is a phrase whose overall meaning differs from the individual meanings of its constituent words. Idioms abound in English, and accordingly, must be

mastered for complete competence. Yet their use, both productive and receptive, is perhaps the most difficult aspect of English for many Japanese students. Indeed, it is often the lack or misuse of idioms that sets a high-level nonnative learner apart from a native speaker. As a result, the *Cambridge International Dictionary of Idioms (CIDI)* will appeal to advanced learners who wish to make the final leap towards full language mastery.

Approximately 7000 contemporary idioms are listed in the alphabetical order of a key word within the idiom. Where there is more than one key word—as is the case with most idioms—it can be first looked up in the index at the back. For example, the idiom, *throw good money after bad* appears under *good* in the main part of the dictionary, but in the index is classified four times under *throw*, *good*, *money* or *bad*. Each idiom is defined using a vocabulary of 2000 basic words and also comes with an example of usage derived from the Cambridge International Corpus. Regional and register labels (e.g., British, mainly American, informal, or humorous) are given where necessary. Common and useful idioms are highlighted. This should benefit learners, especially those who are studying for examinations.

The *CIDI* has two features that take it beyond merely an aid to reading and put it ahead of its rivals. First, in an attempt to make the dictionary more accessible to writers, there is a section entitled Theme Panels, which groups selected idioms into one of sixteen topics, for example, business, health, and money. Writers looking for a suitable idiom can search under one of these topics. Moreover, there are several pages of photocopyable exercises, complete with answer key, which can be used as an effective learning tool.

So far, so good; however, there are a few minor shortcomings. There is no cross-referencing by page number from the keywords listed in the index as there is in the *Chambers Dictionary of Idioms* (1996). Entries in the Theme Panels and the answer key of the exercises are similarly unreferenced. This makes moving around the dictionary unnecessarily slow. Also, the *CIDI* limits its coverage to those idioms in current use in Britain, the U.S., and Australia. Why exclude Canada, New Zealand, or anywhere else English is spoken? After all the word international is used in the title. Finally, a better explanation of the nature and types of idioms could be included (e.g., *COBUILD Dictionary of Idioms*, 1995).

Still, the above weaknesses do not detract from the overall effect of this dictionary which is to provide users with a specialised and informative resource to complement their existing dictionaries. I would have no hesitation in recommending the *CIDI* to advanced students of English.

Reviewed by Brian Perry
Otaru University of Commerce

References

Chambers dictionary of idioms. (1996). Edinburgh: Chambers Harrap.
 COBUILD dictionary of idioms. (1995). London: HarperCollins.

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 30th of April. 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

!Situational English. Broadway, D. et al. Tokyo: Nichibei—Nan'un-do, 1994.

!Internet English: WWW-based Communication Activities (student's, teacher's). Gitsaki, C., & Taylor, R. New York: Oxford University Press, 2000.

!The Oxford Picture Dictionary (monolingual, English-Japanese, teacher's, beginning workbook, intermediate workbook, cassette). Shapiro, N., & Adelson-Goldstein, J. New York: Oxford University Press, 1998.

Supplementary Materials

! Longman Grammar of Spoken and Written English. Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. Harlow: Pearson Education Limited, 1999.

Alexis, the Ecomium TOEIC Test Preparation System (CD Rom). Okanagan University College. Cincinnati: Ecomium Publications, content ©1996-2000.

For Teachers

(Contact the JALT Journal Reviews Editor to request the following books.)

Essentials of English Language Testing. Kitao, S., & Kitao, K. Tokyo: Eichosha, 1999.

Fundamentals of English Language Teaching. Kitao, S., & Kitao, K. Tokyo: Eichosha, 1999.

*Language Teaching: New Insights for the Language Teacher. Ward, C., & Renandya, W. (Eds.) Singapore: SEOME Regional Language Centre, 1999.

*Professional Development Collection: Using New Technology in the Classroom. Brown, K. Sydney: NCELTR, 1999.



JALT News

edited by amy e. hawley and sugino toshiko

This month, I have once again included the Call for Nominations in both English and Japanese as contributed by Peter Gray, the National Elections Committee Chair. Please be sure to take a look at it again and spread the word to the chapters and SIGs that you are active in.

Well, as everyone knows by now, the Executive Board Meeting was held on January 29-30 at Sophia University in Tokyo. It was quite a productive weekend and JALT owes a very big thanks to Tim Knowles for making reservations for us and making us feel at home. We all had a wonderful time due to his efforts. Thanks, Tim!!!

At the EBM, the main area of business that was discussed was the budget for 2000-2001. The Financial Steering Committee Chair had already compiled a budget with numbers given to her by people representing all areas of JALT. Each person who was responsible for a particular area of the budget discussed it and by Sunday afternoon, the Finance Team, led by David McMurray, the Director of Treasury, passed the following budget for the 2000-2001 fiscal year:

REVENUES	
membership dues	38,594,500
sales and services	1,012,881
other receipts	2,456,000
publication receipts	10,195,000
conference and programs	<u>29,460,000</u>
TOTAL REVENUES	81,718,381
EXPENSES	
chapter grants	7,190,000
SIG grants	800,000
other grants	0
meetings	1,100,000
administration JCO/nat. off.	28,139,000
other	3,479,689
publications	18,871,000
conference	<u>21,179,550</u>
TOTAL EXPENSES	80,759,239
GAIN	959,142

Congratulations to the Finance Team for a job well-done.

I think the previous line should be rewritten as: They stated that the budget formulated last year does reveal the targeted gain of 800,000 yen. And they are once again on their way to steering JALT straight ahead toward another successful financial year.

In next month's JALT News look for some words from the newly elected National Directors and more January EBM news.

submitted by Amy E. Hawley

Presidential Election Results Confirmed

At their January 29, 2000 meeting, the JALT Executive Board approved the Nominations and Elections Committee's motion that Thom Simmons be recognized as the winner of the 1999 election for JALT president because the only other candidate withdrew from the race before balloting ended. Thom will serve for two years beginning January 1, 2000.

Peter Gray
NEC Chair 2000

Call for Nominations

Nominations are now open for the following JALT national officer positions:

Director of Program—Supervises the arrangements for the annual conference; plans special programs and workshops which will be made available to Chapters and SIGs.

Director of Treasury—Maintains all financial records; collects and disburses all funds of the organization; presents an account of the financial status of the organization.

Director of Public Relations—Coordinates JALT publicity; promotes relations with educational organizations, media, and industry; acts as liaison with institutional and commercial members.

Auditor—Inspects the status of JALT's business and assets; presents opinions to the Directors concerning JALT's business and assets; reports to the General Meeting or to the concerned governmental authority concerning any problems with JALT's business and assets.

All terms are for two years beginning on January 1, 2001. Further descriptions of these positions can be found in the constitution and bylaws of JALT as published in *The Language Teacher* April Supplement: Information & Directory of Officers and Associate Members.

All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Peter Gray in writing by letter, fax or email at 1-3-5-1 Atsubetsu-higashi, Atsubetsu-ku, Sapporo 004-0001; f: 011-897-9891; email: pag@sapporo.email.ne.jp.

When making nominations, identify yourself by name, chapter affiliation and membership number, and include your contact information. Identify your nominee by name, chapter affiliation and membership number, and include his/her contact information. The deadline for nominations is MAY 31, 2000.

Candidates who accept their nomination will be asked to submit their biodata, statement of purpose, and a photo by JUNE 10, 2000.

JALT's new NPO bylaws stipulate that voting for national officers begin 80 days before the General

Meeting and end 30 days before the General Meeting. Therefore, this year ballots will be included in the August issue of *The Language Teacher* and voting will end on OCTOBER 5, 2000.

Anyone with further questions about the elections should contact Peter Gray at the numbers above.

JALT2000 Conference News

edited by I. dennis woolbright



The Granship: Shizuoka Convention and Art Center, designed by world famous architect Arata Isozaki, is home to JALT2000. Looking very much like Noah's Ark at the foot of Mount Fuji, the Granship could not be a better

place for JALT, since it too is the flagship of language teaching and learning in Japan, pointing its bow towards the new millennium. The motto of Granship is "Attentiveness, Kindness and Flexibility," all qualities of effective language teaching too!

Only an hour from Tokyo and two hours from Osaka, this centrally located facility is a three-minute ride from Shizuoka Station.

The first day of the conference will be devoted to workshops sponsored by JALT's Associate Members. Over the next three days the plenary sessions, workshops, colloquia, demonstrations, discussions, forums, poster sessions, and swap meets will be held. The special sessions for nonnative speakers of English will again be a part of this year's conference and a special child-care, child-learning center is in the planning stages. Watch this column in the future for more details.

JALT2000 Featured Speaker Workshops

Cambridge University Press

Jack C. Richards—Designing Reading Materials: The New Millennium

Brian Tomlinson—Materials for Language in the Mind

Oxford University Press

Sally Wehmeier—From Corpus to Classroom: Dictionary Making and Use

Norma Shapiro—Travelling the Road to an Active Vocabulary

Aston University

Chris Gallagher—Writing Across Genres

The ELT Software Store

Frank Otto—Language Acquisition and Technology: The Time is Now

David English House

Dave Willis—Grammar and Lexis in a Task-Based Methodology

The British Council/GALE (SIG)

Jane Sunderland—Researching Gender in Language Education

Dyned

Lance Knowles—Integrating Multimedia into Language Teaching

MacMillan

Miles Craven—Mind Maps: What are They and How do They Work?

Pearson

Steven Molinsky—Strategies for Dynamic Classroom Interaction

Kate Wolfe-Quintero—Listening for Language Awareness

Plenary Speakers

Anne Burns, Macquarie University, Australia

Torikai Kumiko, Rikkyo University, Japan

Special Guest Plenary Speaker

Jane Sunderland, Lancaster University, U.K.

November 2-5, 2000

The 26th Annual International Conference on Language Teaching and Learning & Educational Materials Exposition

For information or registration contact JALT Central Office: t: 03-3837-1630; f: 03-3837-1631; email: jalt@gol.com; http://www.jalt.org/

Bulletin Board

edited by david dycus and 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.

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.

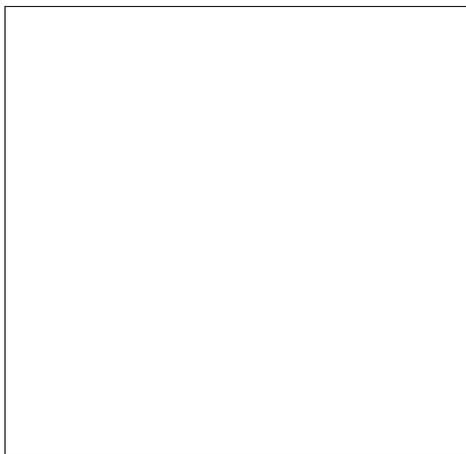
Special Interest Groups News • 研究部会ニュース

edited by robert long

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

各分野別研究部会の活動等に関するお問い合わせは、コラム下に掲載の各部会コーディネーターにご連絡ください。

CUE—Don't forget about the CUE conference on "Content and Language Education: Looking at the Future" held in Keisen University, in the Tama Center of West Tokyo, May 20 and 21. The CUE SIG in association with GALE, GILE, MW, Video, and Pragmatics invites proposals for presentations, workshops, roundtables, and demonstrations on the theme



Granship, Shizuoka

of content-centered language learning. The scope of the conference includes content- and theme-based education, sheltered learning, and content classes taught in the learner's second language, with possible connections to skill-based learning and the learning of foreign languages for specific purposes. The aim of the conference is to explore how such approaches to learning language are being implemented in Japan and neighboring countries, what issues arise from their implementation, and the future they have within individual classrooms, institutions and education systems. It is also the aim of the conference to offer practical, hands-on workshops to help participants conceive, plan, and implement their own content-centered courses. We hope to answer several questions such as: What language and language-learning theories lie behind content-centered approaches? What forms can content-centered learning take? What content can be used/is being used now? Details are available at www.wild-e.org/cue/conferences/content.html

FLL—Members of the Foreign Language Literacy SIG should now have the Spring/Summer issue of *Literacy Across Cultures*. Contact David Dycus at dcdycus@japan-net.ne.jp about LAC or Charles Jannuzi about the newsletter if you do not receive your copies.

4月までに外国語リテラシー部会の各会員まで会報「Literacy Across Cultures」春夏号が届く予定です。不明な点等は英文掲載各編集担当までご連絡ください。

GALE—Please join us in the GALE room at the CUE SIG conference, May 20-21 in Tokyo (see CUE column for details). Bring 50 copies of an activity you have created for teaching content related to gender in the EFL classroom, and walk away with enough material for a yearlong course.

Also, don't forget to sign up for GALE's retreat and symposium "Triads: The Construction of Gender in Language Education" June 24-25 in Hiroshima. Register with Cheryl Martens (f: 082-820-3795, email: cmartens@z.hkg.ac.jp, t: 082-820-3767).

Finally, GALE is co-launching a new *Journal of Engaged Pedagogy*, and we'll be inviting people to submit articles and join our editorial staff at both the CUE conference and the GALE symposium. Contact the GALE coordinator for more information.

5月20-21日開催の大学外国語教育学会会合(詳細は下記CUE部会案内参照)内のG A L E 部会室へお越しください。皆様が作成したジェンダーに関連した話題を指導するアクティビティー案を50部お持ちくだされば、参加者全員の指導案をお持ち帰りになることができます。また、6月24-25日に広島で開催される当部会会合へもお申し込みください。

Teacher Education—Action Research Weekend Retreat. The Retreat will be held at British Hills, 1-8 Aza Shibakusa, Oaza Tarao, Ten'ei Mura, Iwase Gun, Fukushima, on April 22-23. The weekend is co-sponsored by JALT Teacher Education SIG and the JALT Ibaraki Chapter. British Hills is an English-style village

built on top of a mountain in the middle of the Japanese countryside. The site has guesthouses and various sports and leisure facilities. The core programme is a series of group workshops and plenary sessions centring around Action Research in the Japanese classroom, with separate but parallel programmes for those new and familiar to action research. Plenary sessions will be led by Andy Curtis from the University of Hong Kong. Some of you may remember him from JALT99 at Maebashi. Numbers are limited, so please apply early to avoid disappointment! The deadline for registration is Friday, April 7. For online registration visit the Teacher Education SIG website: http://members.xoom.com/jalt_teach/. If you would like more information or a registration form, please contact Colin Graham, site coordinator, at t: 0248-85-1313, f: 0248-85-1300, or COLIN_JAPAN@hotmail.com.

教師教育部会および茨城支部の共催で4月22-23日、福島県のブリティッシュ・ヒルズにおいてアクション・リサーチに焦点をあてた会合を開催いたします。ホンコン大学のAndy Curtis氏を迎え、アクション・リサーチに関するワークショップや講演を予定しております。申し込み締切日は4月7日です。お申し込みの詳細については英文を参照してください。

Teaching Children—Do you want some inside information on programs for learning to teach children? Check out the April issue of TC-SIG's newsletter *Teachers Learning with Children*. It's full of program descriptions, reviews and tips for finding out more about how to teach kids.

児童語学指導に関連した催しに関する情報に興味をお持ちですか?当部会会報「Teachers Learning with Children」4月号をぜひお読みください。各催しに関する情報、批評記事、その他児童指導に関する情報を掲載しております。

Culture (forming)—Cosponsored by the newly forming Culture SIG, West Tokyo Chapter, and Oxford University Press, "Cross-Cultural Awareness in the EFL Classroom" on April 16th, will offer three presentations. See details in Chapter Meetings (West Tokyo).

SIG Contact Information

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

Computer-Assisted Language Learning—Elin Melchior; t: 0568-75-0136(h), 0568-76-0905(w); elin@gol.com

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

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

Japanese as a Second Language—Stacey Tarvin Isomura; stacey@gol.com

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

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swan@daibutsu.nara-u.ac.jp

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

Teacher Education—Lois Scott-Conley; lois.scott-conley@sit.edu

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

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

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

Affiliate SIGs

Foreign Language Literacy—Charles Jannuzi; t/f: 0776-27-7102(h); jannuzi@ThePentagon.com; or januzzi@edu00.f-edu.fukui-u.ac.jp

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: 0270-65-8511(w); f: 0270-65-9538(w); cheiron@gpwu.ac.jp

Forming SIGs

Pragmatics—Yuri Kite; ykite@gol.com; Eton Churchill; PXQ00514@nifty.ne.jp; Sayoko Yamashita; t/f: 03-5803-5908(w); yama@cmn.tmd.ac.jp

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; malang@gol.com

Cross-cultural Behavior & Intercultural Communication—David Brooks; t: 042-778-8052(w); f: 042-778-9233; dbrooks@planetall.com

Chapter Reports

edited by diane pelyk

Ibaraki: January 2000—*Adding “E” Factors to Student Evaluation* by Bob Betts and *Goodbye Speech Contest—Hello Interactive English* by Roger Pattimore. Betts, the first presenter, has tried to develop an objective grading system for EFL teachers. It consists of several categories: attendance (20%), class participation (30%), tests (30%), and miscellaneous projects, reports, and homework (20%). The presenter strove for a system in which the students were required to do various activities that resulted in an accumulation of points in each category. The students’ grades were then calculated from computer-generated spreadsheets. To inform them of their standing relative to other class members, the students were given a grade sheet containing their personal score and the highest score of the class. The audience agreed that oral English can actually be

effectively and fairly evaluated.

According to Pattimore, the usefulness of the traditional speech contest has been questioned recently. The “Interactive English Forum” requires participants to engage in natural English conversation with each other rather than giving prepared speeches to audiences. After watching a ten-minute video of the forum, the chapter members were asked to evaluate the spontaneous communication skills of four junior high school girls. The actual grading format was used. In the discussion period, comparisons were made between traditional speeches and the new English Interactive Forum. In addition, questions were raised about current methodologies in English classrooms and the resulting EFL communication skills. The presenter would like to see a more communicative classroom that would result in higher levels of motivation and authentic language production.

Reported by Duane Isham

Kitakyushu: January 2000—*EFL Goal Orientations of Japanese College Students* by Neil McClelland. This presentation was based on a questionnaire administered to 250 second-year college students in Yamaguchi and Fukuoka Prefectures and follow-up interviews. Having long believed that Gardner’s findings on instrumental and integrative motivation were not applicable to EFL students, he built upon the research of Clement, Dornyei, and others to design a questionnaire to elicit the most likely reasons for his students studying English. Using the Varimax Rotated Factor Pattern Matrix, he identified seven orientations listed here in order of descending student endorsement: travel, xenophilia (love of foreigners), English media, personal development (perhaps better defined as meeting societal expectations), socio-cultural identification, and curricular importance. Average student responses in each category, based on a Likert Scale with 5 for strongly agree and 1 for strongly disagree, ranged from 4.1 to 2.9. McClelland attributes the neutral response to questions dealing with identification (integration) to lack of experience with native English speakers particularly from English-speaking countries.

Because of students’ low regard for the pragmatic value of English, the presenter recommends that, at the syllabus level, teachers should capitalize on students’ interest in movies and pop songs as well as lifestyles around the world, with practice in asking about and describing ways of life. Because students see English as a bridge to the rest of the world, there should be less stress on adopting the accent, usage, or body language of a particular English-speaking country.

Reported by Margaret Orleans

Nagoya: December 1999—*Using Self-Talk and Visualization Independently* by Takasu Mie. It has been estimated that every year about 13,000 returnee students come back to Japan after living overseas

with their parents. Takasu, herself a returnee, first gave a personal account of some of the problems faced by such students when they reenter Japanese society. Then the presenter dealt with a problem which was of particular concern to many returnees. On returning to Japan, she found that opportunities to converse with native or near-native speakers were very few. She was also afraid of losing the English she had acquired while living overseas. She then illustrated the notion of self-talk, a means by which she was able to ensure daily English practice by conversing with herself. She invited the audience to try it themselves.

Self-talk has several advantages: It can be done at any time and is free of the pressure that face-to-face conversation may involve. However, Takasu cautioned that self-talk is by no means a cure-all and has the disadvantage of a lack of input. This shortcoming aside, self-talk may both be a valuable aid to the development of fluency and one that any language learner can use.

Reported by Bob Jones

Shinshu: January 2000—*The Music in Language and the Language in Music* by Racana Hayes. Hayes demonstrated how simple chants, poetry, stories, and songs provide great resources for integrating language with music, movement and drama. The activities introduced and tried out by the participants were mainly based on Carl Orff's "Orff Schulwerk" methodology which integrates music and language. Aspects of songs are broken down into basic building blocks such as beat, rhythm, lyrics, and melody, so that learners can master them in steps according to their level. Lyrics, for instance, are learned separately from the melody so that one is not overwhelmed by doing two tasks at once for the first time. Music is a non-threatening way to help learners acquire language skills such as rhyme, spelling, hard-to-pronounce sounds, descriptive phrases, antonyms, and various grammatical items. A lot of repetition is used for reinforcement but in such a way that it never becomes boring. In fact, even those participants with no formal training in music seemed to have enjoyed learning new songs, chants, stories, and their accompanying activities.

Reported by Mary Aruga

Shizuoka: September 1999—*Improv Your Classes* by Louise Heal and James Welker. Heal and Welker gave an action-packed workshop on using drama in language classes. They use an adaptation of improvisation or improv, a form of theatre in which actors create the action and dialogue as they perform. In "spot" improv, the actors and audience work together to make a piece of theatre. Using improvisation in the EFL classroom develops students' adaptability, listening, and speed of reaction. "TheatreSports" is a version of improvisation invented by Keith Johnstone in the 1960s. As the name

suggests, it is a cross between theatre and sports. Teams of actors compete in performing improvised scenes where the characters and settings have been decided by members of the audience. Other audience members judge the performances.

At first, the presenters introduced simple ways of injecting drama and energy into normal classroom activities. Rearranging furniture both raises energy levels and breaks the traditional dynamic of the teacher as performer and students as audience. Improvisation, like real-life, has no script, so the presenters suggested removing the dialogue whenever possible.

During the second half, the presenters introduced five games adapted for EFL teaching. The simplest was the Alphabet Game where succeeding speakers started their utterance with the next letter of the alphabet. A lot more challenging was the Counting Words Game. Players choose one card each which gives them the number of words they are allowed in each utterance. The most difficult game was the Endowments Party. All but the host must perform a different emotion decided by the audience members. Then the host must guess the emotion within a specified time limit.

During all of these activities, everyone is involved. The student audience decides crucial aspects of the performance, acts as timekeepers and scores different performances. The teacher is merely a facilitator with the learners doing the rest.

Reported by Barbara Geraghty

Tokyo: January 2000—*Using L1 in EFL in Japanese Classrooms* by Hosoda Yuri. Hosoda began by dividing the audience into groups to discuss three questions. How much do we use the students' L1 in the classroom? How do teachers feel about using the students' L1? What are the advantages and disadvantages of using students' L1 in an EFL classroom? Lively discussions ensued with a variety of opinions expressed. Hosoda then continued by examining the academic literature concerning this topic. It proved to be a controversial area with arguments both for and against language code switching. Next, the presenter examined her own research in this area which concerned a Japanese teacher of business, English. After a full explanation of her approach through the imaginative use of video and discourse analysis, Hosoda came to the conclusion that code switching by the teacher maintained the flow of interactions during the lesson. L1 can be used to give explanations and instructions, to focus attention, and provide feedback.

Reported by Roger Jones

West Tokyo: January 2000—*Bilingualism and Bicultural Symposium: English Immersion Curriculum* by Michael Bostwick; ***Second Language Processing*** by Yumoto Kazuko; and ***Biculturalism at Home and Work*** by David Brooks, Yamaguchi

Shizuko, and Tomoko Brooks Yamaguchi. Bostwick spoke on the English immersion program Katoh Gakuen (in Shizuoka) has implemented. He also presented data collected over the first seven years of the program that provided a clear picture of how the students in the immersion program fared on standardized tests, as compared to students in the regular school program. Almost without exception, the statistics showed that there was no significant difference in mastery of both language skills and content matter between both groups. Bostwick also touched on socio-educational and linguistic constraints of the program. Possible intervening variables included student and parental response to the program and the linguistic distance between the English and Japanese languages. The research suggests that students can and do perform at least as well in all subjects whether the learning is done in their first or second language. His findings are contrary to the popularly held idea that students operate in a second language at the expense of their L1.

Yumoto Kazuko discussed how Japanese children process language as they learn English. She covered a variety of learning and communication strategies, including simplification, code-switching, and relexification.

The bilingual and bicultural Brooks family discussed the interplay of various factors such as motivation and necessity, language environment and home life, extended family, schooling and education, extracurricular activities, and visits abroad in the development of bilingual and biliterate children. Briefly, the goal had been to raise simultaneous bilingual children with equal competence in English and Japanese. Achieving this goal was enhanced by the following important beneficial factors: living in an extended family here in Japan; early schooling in English at Nishimachi International School, which emphasized Japanese by teaching it as a first language, secondary schooling at The American School in Japan, then university education at International Christian University, where both English and Japanese are extensively used; active participation by both parents in language development; exclusive use of the native language by the parents (father used only English, mother only Japanese); and a well-rounded education with music, arts, sports, and academics. It was noted that each case of family bilingualism is quite unique, so there is often difficulty in making comparisons.

Reported by Peter J. Collins

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

Chapter Meetings

edited by tom merner

Akita—After a long winter vacation we will resume our activities; a meeting every month until November. The first meeting will be held most probably at MSU-A; Saturday April 22, 14:00-16:00. Information about the speaker and subject will be provided later. Takeshi Suzuki, Akita chapter president.

長い冬休みの後、今年度の活動を再開します。4月から11月まで毎月一度は皆で集まって、楽しくやりましょう。今月は22日土曜日を予定しております。講演者、内容に関しては後ほどEメールでご連絡します。

Chiba—*How testing affects the quality of English Language Education in Japan* by Simon Himbury, Shumei University and Aoyama Gakuin University. This presentation will demonstrate the widespread use of testing and its effects on English language education in Japan. It will identify problem areas and suggest changes in the types of testing instruments used in order to improve all facets of the current system of English education. *Sunday April 16, 11:00-13:00; Chiba Community Center (take JR mono-rail from Chiba station to Chiba-shiyakushomae); one-day members 500 yen.*

日本において広く使われている試験とその英語教育に及ぼす影響、また、問題点を指摘するとともに英語教育の改善のための試験方法の改善案を提案します。

Fukuoka—*Classroom Management: Making the First Class Work for You the Whole Semester* by Joe Tomei. The first class is an ideal opportunity to set the tone of the course. The presenter, who has 10 years of teaching experience in Japan, will be discussing ways to make this first class pay dividends throughout the year. Even if you've already held your first class of the current academic year, you can still apply these useful insights in your second one. *Sunday April 23, 14:00-17:00, Aso Foreign Language College (near Hakata Station); one-day members 1000 yen.*

Gifu—*Activities for Active Classes* by Robert Habbick, Oxford University Press. This workshop will present a variety of new activities for kindergarten and elementary school-aged children. The activities can be adapted to your particular class and teaching situation. There will be a book display and prizes. Come join the fun. *Sunday April 23, 14:00-17:00; The Dream Theater (<http://www.mirai.ne.jp/~dorigif/ana2.htm>) Gifu City; free for all.*

幼稚園から小学校の児童までが楽しめるアクティビティーを紹介いたします。

Gunma—*The English Translation of the Jomo Karuta cards* by Zenji Inamura, Gunma National College of Technology. The presenter will discuss some of the English version *Jomo Karuta* reading cards he translated, in comparison with the original Japanese verses, and also examine some of the English verses which turned out not to appear in print. Lastly, the

attendees will try the game to find out if the players can carry it off, as in playing the Japanese *Jomo Karuta* cards. *Sunday April 16, 14:00-16:30; Maebashi Kyoai Gakuen College (t: 027-266-7575); one-day members 1000 yen, students 200 yen, newcomers free.*

Hiroshima—Teaching Children with Letterland by Mieko Kageyama and Douglas Corin, author of *Letterland* books. The speakers will be presenting some of their ideas for teaching native children English. Fun activities that will be especially useful for those interested in teaching native and nonnative children in a fun and interesting way. *Sunday April 16, 15:00-17:00; International Conference Center (Peace Park) 3F; one-day members 500 yen.*

Hokkaido—A Crash Course in Teaching Public Speaking by Dennis Woolbright, from Seinan Women's Junior College. *Sunday April 30, 13:00-16:00; Hokkaido International School (5 minute walk from Sumikawa Station); one-day members 1000 yen.*

西南女学院短期大学のデニス・ウルブライト氏が、「パブリック・スピーキング入門のための盛り沢山コース」という演題で講演します。

Ibaraki—Weekend Action Research Retreat: Teacher Autonomy, Learner Autonomy. A series of participant-centered workshops on action research, led by Andy Curtis from Hong Kong in association with the Teacher Education and Learner Development SIGs. Workshops will be geared to people both new to and familiar with action research. Plenty of time and chances for networking and socializing. *Saturday April 22-Sunday April 23; British Hills near the Shin Shirakawa Shinkansen stop in Fukushima. For further details contact Martin Pauly; t: 0298-58-9523; pauly@k.tsukuba-tech.ac.jp.*

Kagoshima—English Only Rule Revisited by Reiko Mori, I.D. Foreign Languages Institute. This study examines one ESL teacher's practice of an English only rule. Using qualitative data, it demonstrates how genuine opportunities to communicate were generated because of the English only rule and how these opportunities involved the teacher and the students collaboratively achieving a more precise understanding of issues at hand. *Saturday April 22, 14:00-16:00 (informal gathering afterwards); Iris Kyuden Plaza (2nd floor of the I'm Bldg); one-day members 500 yen.*

Kanazawa—English Activities for Young Learners by Alastair Graham-Marr, ABAX, Ltd. The presenter, co-author of ABAX Ltd's *What's in the Cards* and *Photocopiable Pairworks for Children*, will offer a variety of card-based and other activities that can be used to enliven children's English classes and stimulate students who are just beginning their study of English. Activities which promote Letter Recognition, Phonics and Sound Discrimination, and Vocabulary and Spelling will be featured. *Sunday April 23, Shakai Kyoiku Center (4F); one-day members 600 yen.*

Kitakyushu—Classroom Activities by John Moore. Details will be announced in the Kitakyushu JALT

newsletter. *Saturday April 8, 19:00-21:00, Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—Implementing Task-based Language Teaching by David Beglar, Temple University, Japan. The aims of this presentation are to briefly review research-based support for Task-based Language Teaching, present an organizational framework, and illustrate the framework with an example of task-based teaching which has been implemented in a Japanese university. Finally, potential weaknesses of the approach and possible remedies will be discussed. *Sunday April 23, 13:30-16:30; Kobe YMCA 4F LETS.*

神戸—『なにわ英語道の真髄』松本道弘講演会。ゲスト: 井後尚久(種芸種智院大学非常勤講師)、ベルギー人国費留学生2人。(1) 同時通訳をディベートに結びつけたのは宮本武の実践哲学だ(2) プロの通訳の道はボランティア通訳から(3) 松本道弘先生実演による同時通訳のデモンストレーション(4) 質疑応答。4月22日(土)午前10時~正午(講演)、午後12時半~2時頃(懇親会)。ば・る・るプラザ京都カルチャールーム (JR 京都駅東隣、ホテル「グランヴィア京都」前)、2,500円(税別)。講演のみ参加、定員80名) 懇親会は別途1,500円(税別)、希望者のみ。ば・る・るプラザ京都カルチャールーム。協賛: JALT神戸。

Matsuyama—The Teaching of the 4 Languages Korean, German, French and Spanish in 4 Different Teaching Contexts by Rudolf Reinelt (coordinator). Four presentations will be given by four speakers about the teaching of Korean, German, French and Spanish in 4 different teaching contexts (national university, college, private university part time and private classes) and with 4 different teaching methods (textbook, computer, culture learning, and conversation) respectively. Anyone interested is cordially invited. *Sunday April 9, 14:00-17:00; Shinonome High School Kinenkan 4F (on Rope way Street near Matsuyama Castle); one-day members 1000 yen.*

韓国語、ドイツ語、フランス語、スペイン語の4か国語をそれぞれ国立大学教授、高専、私立大学非常勤、私塾の4つの指導環境のもと、教科書主体、パソコン使用から文化理解、会話重視型の4つの指導法で教授している実例を4人の講演者が紹介します。

Miyazaki—Making Your Class More Interactive Through Strategic Interactions by Robert Long, Kyushu Institute of Technology. This presentation is about moving students from proficiency to competency. The presenter will first discuss relevant background about Robert DiPietro's communicative approach of Strategic Interactions, contending that interactive competency comes by casting students in a variety of roles and episodes based on or taken from real life. Various gambits, which have been successfully used in one college setting, will then be modeled. *Saturday April 8, 14:00-16:00; Miyazaki Municipal University (Kouritsu Daigaku); one-day members 750 yen.*

Nagasaki—Pre Debate Activities for the Inexperienced, by Charles LeBeau, author of *Discover Debate*. This workshop will present a variety of short, simple pre-debate activities that focus on the speaking, listening, and thinking aspects of debate, yet require no outside

preparation by students. Activities will be selected from the presenter's new book, *Discover Debate*. These activities are targeted for high school and university students, as well as adults and business people. *Sunday April 23, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen, students 500 yen.*

Nagoya—Humour in the Classroom by Mark Bailey, former DJ for Zip FM and comedian from New York, currently a professor at Nagoya University of Foreign Studies. *Sunday April 9, 13:30-16:00; Nagoya International Centre 3rd floor Rm. 2; one-day members 1000 yen.*

Niigata—All Together Now! Co-operative Games by Chris Hunt. Games can be an empowering pathway to learning, especially for children. But all games are not the same. The usefulness of a game for learning purposes can be measured by the lack of competitiveness that it contains. Join Chris Hunt to discover why. Discover how to make the games in your classes more fun and more useful by making them co-operative. *Sunday April 9, 10:30-13:00; Niigata International Friendship Centre, 3F; one-day members 1000 yen.*

学習におけるゲームの有効性は、競争的な側面の少なさによってはかれるものと講演者が論じます。ご参加になり、その理由と協動的なゲームを取り入れることにより、授業をより楽しく有効なものにする方法をお確かめください。

Omiya—Mystery Train: Video for Cultural Understanding by Michael Hnatko. The presenter will show a revolutionary way to discuss one of the questions most often discussed in language classes in Japan: cultural differences between Japan and other countries. Material includes a few scenes from the movie *Mystery Train*. Audience will participate like language learners. This is a presentation not to be missed. *Sunday April 16 14:00-17:00; Omiya Jack (near Omiya JR station, west exit); one-day members 1000 yen.*

映画「ミステリートレイン」を使い、語学の授業の中で、もっとも話題に上る幾つかの文化の相違について画期的な方法で議論を進めます。

Osaka—Pragmatics: Recent Research and Approaches to the Classroom by Eton Churchill, Kyoto Nishi High School. This workshop will introduce pragmatics and its relevance in both research and classroom practice. Various research instruments and challenges in doing research in pragmatics will be illustrated. Later, ways and materials to teach pragmatics will be examined, along with teachability and potential action research. Be invited to the forming Pragmatics SIG. *Sunday April 16, 14:00-16:30; Abeno YMCA, 5 minutes east of JR Tennoji; one-day members 1000 yen.*

West Tokyo—Cross-Cultural Awareness in the Classroom, co-sponsored by the newly forming Culture SIG and Oxford University Press. This event offers three presentations: (A) *Using Videos to Enhance Student Empathy and Cultural Awareness* by Yuko Hirodo, Ake No Hoshi Women's Junior College; (B) *Activating Learning: New Directions in Syllabus Design* by Chris Balderston, Editor for Oxford University Press; and (C) *Cross-Cultural Development in Curriculum Design*

by Abigail Strong, Kanda University of International Studies, and Eric Gustavsen, Tokyo Jogakkan Junior College. A follow-up discussion will conclude the event. *Sunday April 16, 13:00-17:00; Tokyo Jogakkan Junior College (12-min. walk from Minami Machida on Denen Toshi Line); free to all.*

Yamagata—Language, Allegory, and History by Michael Hnatko, Sendai New Day School. Using a few scenes from the movie *Mystery Train* by Jim Jarmusch, the presenter will show the development of language through history in an allegorical setting. The information in the presentation has many applications and can be used for stimulating discussion in the language class or training language teachers. *Sunday April 9, 13:00-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 700 yen.*

Yokohama—Drama and ESL by Nathalie Lewis. Drama theory and activities for ESL will be presented. This study will focus on research based on Stanislavsky, John Kirk and Ralph Bellas. In what way is learning a language the learning of a role, and how can we as teachers be more like directors in the ESL classroom? *Sunday April 9, 14:00-16:30; Gino Bunka Kaikan, 6F; one-day members 1000 yen.*

演劇理論とESL指導アクティビティーに関する講演。役割についての学習と語学学習を関連づけ、教師がいかに授業の中で監督のようになれるかについて論じます。

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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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, April 15th is the deadline for a July conference in Japan or an August conference overseas, especially when the conference is early in the month.

Upcoming Conferences

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.* The TCC Online Conference is one of the largest and most practical of the yearly online conferences, with papers, real-time discussions, and much more over every aspect of online learning/teaching and administration. For general information regarding TCC conferences and registration, go to the conference homepage at <http://leahi.kcc.hawaii.edu/org/tcon2000>. Human interfaces? Write Jim Shimabukuro (james@hawaii.edu) or Bert Kimura (bert@hawaii.edu).

May 19-20, 2000—*V Conference on Applied Linguistics (Psychological Issues)*, hosted by The Graduate Program in Applied Linguistics and the Department of Languages of the University of the Americas - Puebla in Mexico. Papers, workshops and poster presentations on topics in applied linguistics with a focus on second language acquisition and teaching in relation to this year's conference theme, psychological issues. For more information, see the conference website at <http://www.lang.uiuc.edu/LLL/resources/mexico.html>, email Peter Ecke at eckep@mail.udlap.mx or contact the Departamento de Lenguas, Universidad de las Americas- Puebla, Sta. Catarina Mertir, Puebla 72820, Mexico; t: 52-2-229-3105; f: 52-2-229-3105.

May 20-21, 2000—*CUE Miniconference—Content and Foreign Language Education: Looking at the Future*, will take place at Keisen University, Tama Center, Tokyo, sponsored by the JALT College and University Educator's SIG (CUE). Presentations, poster sessions, and plenaries will address how content-centered approaches to language learning, including content- and theme-based education, sheltered learning, content classes taught in the learner's second language, and possibly skill-based learning and the learning of foreign languages for specific purposes are being implemented in Japan and neighboring countries, what issues arise from their implementation, and what future they have. Collaborative hands-on workshops are planned for the second day between experienced and neophyte participants to help participants conceive, plan, and implement their own content-centered courses. Details and online pro-



posal submission through wild-e.org/cue/conferences/content.html, or contact CUE Program Chair Eamon McCafferty (eamon@gol.com).

Calls for Papers/Posters

(in order of DEADLINES)

April 15, 2000 (for Sept. 7-10, 2000)—**Second Language Research: Past, Present, and Future**, U. of Wisconsin Madison. Papers and posters are invited on any aspect of second language research, especially theories, research methodologies, the relation of such research to the L2 classroom, and interdisciplinary approaches to L2 research. Plenary speakers will include Ellen Bialystok of York Univ. on cognitive perspectives on L2 research, Claire Kramsch of UC-Berkeley on the contribution of foreign language learning to L2 research, and Bonny Norton of the Univ. of British Columbia on non-participation, communities, and the language classroom. Submission forms available at <http://mendota.english.wisc.edu/~SLRF/>. Inquiries should be sent to slrf2000@studentorg.wisc.edu.

May 15, 2000 (for November 11-13, 2000)—**Teaching Languages and Cultures for the New Era: The Eighth International Symposium and Book Fair on English Teaching**, sponsored by the English Teachers' Association of the Republic of China. Paper, workshop, colloquia, or panel discussion proposals are invited on the themes of Language and Culture, Literature, Research, Classroom Methods and Practice, or Technology. Complete submission information and forms available on the conference website at <http://helios.fl.nthu.edu.tw/~eta>. For more information, contact Johanna E. Katchen; Department of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan; f: 886-3-5718977, or email her at katchen@mx.nthu.edu.tw.

Reminders—conferences

April 27-29, 2000—**Sociolinguistics Symposium 2000: The Interface between Linguistics and Social Theory**, at UWE—Bristol, Bristol, UK. More information at www.uwe.ac.uk/facults/les/research/sociling2000.html or from Jessa Karki (administrative) or Jeanine Treffers-Daller (academic); Centre for European Studies (CES), Faculty of Languages and European Studies, University of the West of England—Bristol, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QY, UK; ss2000@uwe.ac.uk; t: 44-117-976-3842, ext 2724; f: 44-117-976-2626.

June 15-18, 2000—**People, Languages and Cultures in the Third Millennium**, the third international FELTA (Far Eastern Language Teachers Association) conference, at Far Eastern State University, Vladivostok, Russia. Contact Stephen Ryan at RX1S-RYAN@asahi-net.or.jp or f: 0726-24-2793 for conference information and travel plans.

Job Information Center

edited by **bettina begole** and **natsue duggan**

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or call 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.

Fukuoka-ken—The Kyushu Institute of Technology, Faculty of Computer Science and Systems Engineering in Iizuka-shi invites applications for a full-time associate professor of English to begin in October 2000. **Qualifications:** Applicants should have native-speaker competency in English and an MA or higher in pedagogy or a closely related field. Preference will be given to candidates with strong experience in TESOL or foreign language education, experience in classroom pedagogy, course development, testing analysis and evaluation, and/or educational statistics, experience and/or interest in teacher training and/or educational technology and its application to foreign language education. The ability to carry on daily conversations with Japanese colleagues and teach humanities courses in the Japanese language are highly desirable. **Duties:** Teach four 90-minute English courses and one humanities course related to his or her specialty field per week to engineering students, conduct research, perform administrative duties, and work collaboratively with university faculty. **Salary & Benefits:** The successful candidate will be provided the same salary and benefits as Japanese counterparts, based on the Ministry of Education scale. One-time relocation expenses will be partially reimbursed by the Institute. Contract term is for three years, renewable depending on job performance. **Application Materials:** Complete resume, copies of degree certificates, graduate and undergraduate transcripts, a list of publications including three major publications, verification of past employment, a short description of teaching and research interests, and three letters of recommendation. **Deadline:** April 30, 2000. **Contact:** Mariko Goto; Department of Human Sciences, Faculty of Computer Science and Systems Engineering, Kyushu Institute of Technology, 680-4 Kawazu, Iizuka, Fukuoka-ken 820-8502; t: 0948-29-7868; f: 0948-29-7851; goto@lai.kyutech.ac.jp.

Niigata-ken—The International University of Japan in Yamato-machi is looking for temporary English instructors to teach in its Intensive English Program from July 18 to September 20, 2000. **Qualifications:** MA or equivalent in TESL/TEFL or related field. Expe-

rience with intermediate students and intensive programs is highly desirable. Experience with programs in international relations, international management, or cross-cultural communication is also desirable. Familiarity with Windows computers is required. **Duties:** Teach intermediate-level graduate students up to 16 hours/week, assist in testing and material preparation, attend meetings, write short student reports, participate in extra-curricular activities. Contract period is for nine weeks: eight days orientation and debriefing and eight weeks teaching. **Salary & Benefits:** 850,000 yen gross, with free accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Application Materials:** Current CV and cover letter. **Deadline:** April 15 (or as soon as possible). **Contact:** Mitsuko Nakajima, IEP Administrative Coordinator; International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277; mitsukon@iuj.ac.jp.

Osaka-fu—SIO Japan is seeking part- and full-time English instructors to work in central and northern Osaka. **Qualifications:** Some Japanese ability and computer skills; a degree is valuable but not mandatory. **Salary & Benefits:** Stock options included. **Contact:** Robert Pretty; SIO Japan; t: 0120-528310; siojapan@poporo.ne.jp.

Saitama-ken—The Department of Japanese at Daito Bunka University in Tokyo is seeking a part-time English teacher who can teach at the Higashimatsuyama campus in Saitama-ken beginning in April 2000. **Qualifications:** MA in TEFL/TESL or applied linguistics is preferred, as well as native-speaker competency in English, and teaching experience at university-level institutions. **Duties:** Teach three 90-minute courses of English conversation on Wednesdays between 11:10 am and 4:50 pm: two courses to sophomores, and one to freshmen. **Salary & Benefits:** 26,000 to 30,000 yen per course, depending on teaching experience and education; transportation fee is provided with a maximum limit of 4,000 yen per trip to school. **Application Materials:** Resume, including birth date; a list of publications, references, one passport-size photograph, photocopies of diplomas, and a cover letter, including a short description of courses taught and how they have been taught. **Deadline:** Ongoing. **Contact:** Etsuo Taguchi; 20-8 Mizohata-cho, Sakadoshi, Saitama-ken 350-0274; t/f: 0492-81-8272; taguchi@ic.daito.ac.jp. Other information: Higashimatsuyama campus is in Higashimatsuyama-shi. To get to the campus, take the Tobu Tojo Line to Takasaka station, about 50 minutes from Ikebukuro station.

Shiga-ken—The University of Shiga in Hikone-shi is seeking a part-time English teacher for first-year university students to begin April 2000. The campus is located about one hour on local train from

Kyoto, and 10 minutes by bus. **Qualifications:** MA and college teaching experience. **Duties:** Teach two *koma* on Tuesday mornings (8:50-12:00) and/or two *koma* on Thursday mornings (8:50-12:00). **Salary & Benefits:** 8,000-12,000 yen per *koma*, depending on qualifications, transportation fee. **Application Materials:** Resume. **Contact:** Walter Klinger; University of Shiga Prefecture, 2500 Hassaka-cho, Hikone-shi 522-8533; t: 0749-28-8267; f: 0749-28-8480; wklinger@ice.usp.ac.jp; www2.ice.usp.ac.jp/wklinger/.

Taiwan—The Department of Applied Foreign Languages at Yung Ta Institute of Technology is seeking a full-time faculty member to begin August 1, 2000. The Institute is located in the southern part of Taiwan, 45 km southeast of Kaohsiung. **Qualifications:** Native-speaker competency with MA or PhD. **Duties:** An instructor (with an MA) teaches 12 hours per week plus other committee work; an assistant professor (with PhD) teaches 11 hours per week plus other committee work. **Salary & Benefits:** Salary based on rank; an instructor earns about NT\$52,100 per month; an assistant professor earns about NT\$64,700 per month; annual bonus of one and one half months of base salary based on months of service. There are also summer and winter breaks with pay, totaling about three and a half months. **Application Materials:** Resume, copy of transcript, copy of diploma, and two references. **Deadline:** Ongoing. **Contact:** Professor Carrie Chen, Chairperson; Department of Applied Foreign Languages, Yung Ta Institute of Technology, 316 Chung-Shan Road, Lin-Lo, Ping-Tung, ROC; t: 886-07-392-0560; f: 886-08-722-9603; pcchen@mail.nsysu.edu.tw.

Thailand—CANHELP Thailand, a volunteer aid program, is looking for volunteer teachers for its summer 2000 English program in early August. **Benefits:** A valuable professional development opportunity for those who volunteer. **Deadline:** May 15, 2000. **Contact:** Su Carbery; t/f: 042-791-6940; su@tokyo.email.ne.jp.

差別に関する The Language Teacher Job Information Centerの方針

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

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 indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きをお願いいたします。1頁の行数は、特に指定しませんが、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をお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、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、別文書をお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to 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, 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アの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文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っています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

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

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

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

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

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

name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表者がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の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.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。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Job Information Center/Positions 編集者必着です。*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。なお、求職広告不掲載がJALT Executive Board の方針です。

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups, SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office

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JALT (全国語学教育学会) について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に39の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

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

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

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜〔準支部〕）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロップメント、教材開発、外国語教育政策とプロフェッショナルリズム、教師教育、児童教育、試験と評価。

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

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

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥5,000）：学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員（1名¥6,500）：勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て（日本の銀行を利用してください）、ドル立て（アメリカの銀行を利用してください）、あるいはポンド立て（イギリスの銀行を利用してください）で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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