

tlT

The Language Teacher

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JALT

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.

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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。

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

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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。

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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。

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

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My Share Special Issue

In a recent on-line survey, *TLT* readers chose “My Share” as its most popular and useful section—thanks greatly to the efforts of retiring column editor Sandra Smith. We consequently asked her to compile a Special Issue of “My Share” pieces, including her own, before she left *TLT*. Our deepest thanks and best wishes go with her.

The Editors

As many of our readers anticipate the beginning of a new school year in April, we hope these ideas will be both useful and stimulating to you in your lesson planning.

On a personal note, I would like to thank all of the readers of and contributors to “My Share.” The consistently high level of interest in the column during the past two years has made the work a delight. Equally, the guidance, editorial acumen, and humour of the current and former editors, Laura MacGregor, Steve McGuire, Bill Lee, and Malcolm Swanson have provided ample payment for a volunteer position. I am sure that the new “My Share” editor, Scott Gardner, will find as many rewards from this work as I have, and I would like to welcome him and wish him all the best.

Sandra J. Smith
Guest Editor

Who Would Be the Best Teacher?

Chris Bradley, *Kumamoto YMCA Language School*

The interest in education-related issues demonstrated recently by many of my learners, as well as the Hadley & Hadley (1996) study on Japanese university students’ perceptions of a good teacher, led me to develop an exercise entitled “Who Would Be the Best Teacher?” The aforementioned study caused me to think deeply about my own teaching, as well as what my students really value in pedagogical approaches. It was in an attempt to discover more about the latter that I formulated this integrated-skills task, targeted mainly at low-intermediate learners of English.

My initial inspiration for this activity was a useful exercise designed for ESL students in the United States (Rooks, 1990). Rooks asks students to work in pairs or groups to choose from five profiled teachers who would be most suited to fill a fictitious job as a science teacher at an American elementary school. Since an exercise that suits my students’ own cultural context is usually much more interesting and relevant to them, I decided to develop my own adaptation of the Rooks exercise that would attempt to fit the current Japanese socio-cultural context.

Pre-teaching Activities

1. If necessary, I review with students the following target language that can be used to express opinions:

I	really	think	that...
	kind of sort of	feel believe	

2. Students work in pairs and ask each other who their favorite teacher was in junior high school and why.

This is to pique the interest of the students for the main activity.

Main Activity

1. I explain to the students initially that they are to imagine that they are on a panel that is going to hire a junior high school science teacher for one of the best schools in their city or town. First, students are divided into pairs. Every student is given one sheet of paper, each of which has a written profile of a teacher (please see appendix). As an option, each student in the working pairs may be given the paper to take home and read before the following class. This way, the students can look up difficult vocabulary in the paper prior to doing the main activity in class. Whether the students are given this homework or not, I tell them that they should *not* show the written text of their teacher profile to their partners, but that they may show the picture of the teacher to their partners if they wish.

2. Students then use a Teacher Analysis Sheet to ask their partners about their teacher profile. Students take down the information in point form on that sheet, being careful not to repeat word for word what their partners have said:

- Teacher’s name:
- Age:
- Experience:
- Principal’s impressions of the teacher:
- Students’ impressions of the teacher:
- The teacher’s philosophy of education: (Hint—Ask your partner about the last sentence in his/her teacher profile)
- The impressions you and your partner have of the teacher:

- The rating you and your partner give the teacher: (10/10 is perfect)

They should summarize this information *in their own words* and check for understanding with their partners.

3. Finally, I have students discuss their own impressions of their partners' profiled teacher with their partners by synthesizing all of the information that they have heard and by forming their own opinions. (As some students may have had little practice synthesizing or summarizing information, it is best that the teacher familiarize such students with these procedures before attempting this activity with them.) During this part of the activity, I circulate among the pairs of students to make sure that they are using the target language for expressing opinions. Students should then try to agree with their partners on an overall rating (out of ten) for each teacher, which they write on their Teacher Analysis Sheets. At the end of the activity, the students call out these ratings to the teacher, who writes them on the board. The class decides who the winning candidate is, based on the total scores of the ratings from all of the pairs of students.

Follow-up discussion

I have found the following questions to be useful in stimulating further pair, small group, or whole class discussion:

1. What were the most important factors for you in deciding who the best teacher in this activity was (i.e.: the teacher's picture, etc.)?
2. Would a Western junior high school have similar or different criteria from a school in Japan for hiring a teacher? (Students may also ask the native-English-speaking teacher this question).

Acknowledgments: The chart-like format for presenting the target language in the first pre-teaching activity was suggested by Miki Tsukamoto. Fred Anderson gave many valuable suggestions during the writing and re-writing of this activity. The illustrations of the teacher profiles were drawn by my wife, Akiko Bradley.

References

- Hadley, G. & Yoshioka Hadley, H. (1996). The culture of learning and the good teacher in Japan: An analysis of student views. *The Language Teacher*, 20(9), 53-55.
- Rooks, G. (1990). *Can't Stop Talking*. Boston: Heinle & Heinle.

Quick Guide

Key Words: Integrated Four Skills

Learner English Level: Low-intermediate

Learner Maturity Level: High school to adult

Preparation Time: minimal (photocopy teacher profiles)

Activity Time: 30 to 45 minutes

Appendix: Teacher Profiles

Teacher Profile #1

Hiroshi Kobayashi, age 40, is married with two children. His daughter, age 15, and his son, age 13, are both junior high school students. He has been a junior high school science teacher for 15 years. The school principal where Mr. Kobayashi works says, "Mr. Kobayashi's students always get into the best high schools, but I kind of feel that he is quite strict with the students. They are so tired from all of the homework he gives them that some of them fall asleep in the middle of his classes." A few students say that the real reason they sleep during his classes is that he is a boring teacher who never lets the students ask questions or work on experiments in groups or pairs. On the other hand, he is appreciated by many students for volunteering enthusiastically at the school's Science Club. Mr. Kobayashi really believes that a teacher must be tough in the classroom and that most teachers today are too easy on the students.



Teacher Profile #2

Junko Morishita, age 40, is married with three children, aged 14, 12, and 10. She has worked at the same Junior high school for 23 years. Her students love her because she makes them study hard, but at the same time, she is very kind to them. She also allows them to ask her many questions and do work in pairs and groups. One problem that she has, though, is that she is late coming to school at least two times every month. The principal of the school where Junko works says, "I really think that Junko is a very good teacher who cares for her students, but she wastes too much time allowing the students to work in groups—she should lecture to them more!" The principal is also worried that Junko's students aren't doing as well on the high school entrance examinations as the students of some of the other science teachers. Junko herself, though, feels that while what the students learn is important, the students really need a caring teacher like her.



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Encouraging Learner Autonomy in Your Classes

Jack Brajcich, *Fukuoka Jogakuin University Junior College*

It is important to recognize and even encourage learner autonomy in ESL classrooms. Learners should have opportunities to learn according to their own individual styles and preferences. However, it is not always easy to develop learner autonomy in cultures such as Japan's, where forming social groups and *amaeru*, or interdependence, are the accepted norm. Developing learner autonomy in the classroom is valuable since it can encompass groups as well as individuals (Benson and Voller, 1997). However, without careful consideration of the classroom conditions, learner autonomy strategies may not realize their potential.

It is with the Japanese classroom in mind that I have listed below some things I have learned in both my research on learner autonomy and in my classroom observations. This list includes practical tips one could consider using when trying to develop learner autonomy in a Japanese classroom in the future.

1. Encourage students to be interdependent and to work collectively. The less students depend on their teacher the more autonomy is being developed. Many Japanese students like working in small groups and usually can be placed in pairs or small groups for various exercises quite easily, that is, not against their wills. Pairs and groups can read dialogues together, do information-gap activities and consult each other on the meaning and clarification of the task at hand.

2. Ask students to keep a diary of their learning experiences. Through practice, students may become more aware of their learning preferences and start to think of new ways of becoming more independent learners. Diary entries could be written after every lesson so that students can record their sentiments about it. Students could also record whether or not they thought they benefited from what they did and give reasons why or why not. After they record their experiences for a month or two, teachers could help their students interpret their experiences and give them additional techniques to suit their learning styles.

3. Explain teacher/student roles from the outset. As well, asking students to give their opinions on the issue of roles could be beneficial. However, their prior experiences may not match the type of environment you wish to foster. Thus, while the eventual goal is independence/interdependence (see point 4, below), the initial outcome of discussion on roles may not result in a fully-developed notion of an independent learner. It would be profitable to set aside time at various points throughout the academic year so that these roles may be reassessed as students' feelings of independence grow.

Emphasis could also be given to learning about the target language and its social contexts of use. Learning about autonomy may be something the students are hearing for the first time and some might react negatively to it. Therefore, learning about learner autonomy should be introduced gradually over time (see point 4) as the students experience its benefits. Teachers could mention cultural differences in the beginning of courses to outline what the students will be doing in class, and suggest to them that they may be doing something different from what they may be used to. Also, having a discussion regarding how English conversation differs from other subjects could be beneficial. For example, teachers could ask the students if learning English is similar to History or Math, where it is common to listen to lectures about information and theory, or if learning English is similar to playing the piano or baseball where it is common to practice and be active.

4. Progress gradually from interdependence to independence. Give the students time to adjust to new learning strategies and do not expect too much too soon. Start the development of learner autonomy from larger groups, then work towards smaller groups, pairs, and finally individuals. Also, start courses by giving the students fewer choices concerning their learning and work towards many choices, and finally freer choices, such as open-ended tasks, or allowing students to make their choices entirely on their own.

5. Give the students projects to do outside the classroom. Such projects may increase motivation. For example, set up a pen-pal writing exchange program with a foreign school, or have the students do interviews with foreigners they happen to meet. Outside projects are important for most students learning English because most students in Japan spend so little time in class or language lab. For those serious about learning English, out-of-class time is the only way they are going to study enough to make much of a difference.

6. Give the students non-lesson classroom duties to perform (taking roll, writing instructions, notices, etc. on the board for the teacher). But do this only if it is done in English and there is adequate time. Remember that "time in English" is at a premium.

7. Have the students design lessons or materials to be used in class. Also do an "interests and ability" inventory at the beginning of every school year so you can understand how to tailor your lessons. Time could be set aside at the end of the course for practical criticism of study tasks and textbooks used in the course. More

student control over the management of learning resources could be encouraged as well.

8. Instruct students on how to use the school's resource centers: the school library, the language lab, and the language lounge. Teachers could encourage the students to join the school's English Club. Explain everything about the resource centers, taking nothing for granted. Have a lesson centered on using the various resources. Work with the people in charge of the resources to get their full cooperation and support.

9. Emphasize the importance of peer-editing, corrections, and follow-up questioning in the classroom. Inform the students that feedback from their peers can be valuable in that they can become more aware of their language mistakes, including grammar errors and vocabulary misuse. Using follow-up questions not only among classmates but also with their teacher can facilitate learning and higher levels of awareness and understanding of the target language.

10. Encourage the students to use only English in class. Tell the students that this is a great chance for them to use only English, and few opportunities like this exist for them. Part of the role of the language teacher is to create an environment where students feel they should communicate in the target language and feel comfortable doing so. Heavy reliance on the students' native language may side-track efforts to reach optimal levels of the target language in the classroom. Students could be introduced to ways of greeting each other and starting and maintaining conversations.

11. Stress fluency rather than accuracy. Therefore, emphasize communication and the negotiable and interpretive aspects of English conversation. Students need not constantly over-concern themselves with correct grammar and vocabulary usage and accuracy. Students should be encouraged to use dictionaries sparingly and to try as best they can not to use erasers while taking notes, writing in diaries or journals, or doing writing exercises, including compositions. Much more information could be conveyed and absorbed if students spent less time worrying about their language accuracy.

12. However, do allow the students to use reference books, including dictionaries (preferably English-English with Japanese annotations), in class. Not to contradict the previous tip, provided students do not use these aids too often or fall into the "accuracy is more important than fluency" fallacy, they can develop autonomy and independence by looking up information and meanings on their own, in pairs, or in groups.

Reference

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Quick Guide

Key Words: Learner Training

Learner English Level: Beginner to Advanced

Learner Maturity Level: Junior High School to Adult

Preparation Time: Varies according to activity

Activity Time: Varies according to activity

Mind Maps

Michael Cribb, *Kansai Gaidai University, Osaka*

Many teachers assign homework that involves students studying an article (e.g. newspaper article, a few pages from a book) so that they can then present (re-tell) the contents to other students during class. This sort of activity provides both a reading and spoken portion. One problem for students, though, is how they should study and prepare for the presentation so that they can speak freely during class using their own words and sentences without having to refer to the article too much.

Some students may read the article and merely underline key words and sentences, but when they come to speak in class, it is difficult for them to avoid repeating the sentences in the article word for word. Other students may make notes, but this can often be in the form of sentences that are mere copies of those in the article or very similar. Even the hard-working students who make genuine summaries of their articles run into problems when they come to class, since

they still have a written piece in front of them from which they have to speak.

Rather than having sentences in front of them when they present their article, if students could have a visual-linguistic representation of the article, they could concentrate more on creating their own, free-standing sentences and discourse. A technique using mind maps (some people say memory maps), which I've used for several years, can provide this.

Mind Maps

Mind maps are visual-linguistic representations of what a person understands of a subject. (See the accompanying example.) The word in the middle of the map represents the central image the person has of the subject matter. Lines radiate out from this, pretty much like the branches of a tree radiate out from the trunk, and keywords represent the sub-topics and details.

Fractured Fairy Tales

Karen Eilertsen, Heather Gately, Morris Kimura, Lisa Varandani
School for International Training at Tokyo Jogakkan Junior College

This is a highly successful lesson we developed to use in our Storytelling class, but it is easily used in more general classes, too. Stories are by nature engaging, and they therefore motivate students to understand and to be understood. We started with a common fairy tale—*Cinderella*.

Steps

1. Students write what they can remember of *Cinderella*. At this point, focus on certain features of fairy tales, such as plot development, important objects (glass slipper), and typical endings, as well as on important elements of any story, such as characters and setting. In our classes, we put the main points of *Cinderella* on separate strips of paper. These were given out to the students to arrange in sequence on a plot development line. Important characters and features of the setting (time and place) were elicited from the students.

2. Give students a “fractured” version of *Cinderella*. We changed the characters, setting, time, important object, and the ending. *Cinderella* became “*Morissella*”, a man (they knew Morris the teacher), the setting was in Izakaya in Japan, the time was present day, the glass slipper became a wig, and the ending was sad. The students *loved* reading this. After reading, students work in pairs to identify the changes that had been made to the story.

3. In groups of two to four, students first brainstorm a list of fairy tales they know, choose a story to “fracture,” decide their changes to the characters, setting, time, objects, or ending, organize their changes on a plot development story line, and finally write their new story.

During this time we let students use Japanese if they need to in developing their group story. Nevertheless, there is a lot of language learning as they look up vocabulary and negotiate grammar; there is automatic on-going peer editing as they work. Teachers circulate and give help as needed.

4. Students tell their stories to their classmates. Because they are working from familiar stories, and understand the concept of fracturing, the stories have a high interest level for the listeners. The listeners can identify which features of the original were fractured.

Options and Variations

1. Any grammar focus can easily be incorporated into this lesson. After Step 2 we focused on the different usages of past and past progressive verb tenses. First we

had students identify the verbs in *Morissella*, next we gave them the rules, and then they categorized the instances in the text according to the rules. Finally, in their writing, we asked them to use the past progressive at least two times.

2. To provide more language input, in Step 2 students could read short, authentic versions of a selection of stories. Then, after studying these, they can make their own version of the same story. Having a large selection would give the students some choice in which story they prefer to work with.

3. A drama element can be added to Step 4 by teaching presentation skills and use of gestures, or by students role-playing. This could also be videotaped so students can see themselves as actors and critique elements of performance.

4. A modified version of Community Language Learning (CLL®) can be done. (This is a language teaching approach where students say what they want to say and the teacher helps them with accuracy.) After Step 4 the teacher can read the students’ writing onto a tape, cleaning up the grammar. The students then transcribe this. Listening to a native version of what they want to say provides excellent practice. After their transcript is checked and corrected (it is rarely correct the first time), they listen again to mark the breath groups and then practice intonation and pronunciation. The students’ transcripts can later be used for other language analysis or practice activities.

5. Stories can be written individually and students can peer edit using a structured outline.

6. Stories can be published in a booklet, with pictures drawn by the students.

We would like to acknowledge contributions to this lesson from Val Hansford, Sean Conley, and Gina Thurston.

Quick Guide

Key Words: Integrated Four Skills

Learner English Level: High beginner and above.

Learner Maturity Level: High school and above.

Preparation Time: One hour to write a model fractured fairy tale.

Activity Time: Two to four 90 minute lessons, depending on level and how many details or variations are included.



Bilingual Dictation

Shaun Gates

Dictation is an evergreen favourite with teachers. It is quick to set up and comes in many forms. This variation combines dictation with translation, and is suitable for students with the same mother tongue. The dictation part is organised so that you can assess the speech of ten to twelve students. The translation section is useful when your class has to tackle a difficult reading passage, perhaps from a set textbook, or when you wish to push them a bit.

Method

Preparation: Choose an interesting reading passage around 500 words long that contains grammar or vocabulary you would like your students to learn. It might be a reading exercise from their textbook or an article you have copied to hand out. This should give you enough work for at least sixty minutes. In your mind, divide the text into five or six sections.

Lesson 1: Ten minutes before the end of the lesson, ask the class to read the selected passage. Form five or six pairs of *translators* and allocate each pair a different section of the text. With my students I usually give ten lines or a short paragraph to each pair. Before you start explaining things to the pairs, write some questions on the blackboard to test their understanding of the gist of the text. Tell the rest of the class to copy these down and answer them for homework.

Now tell each of the paired translators that by the next lesson they must translate their section into their L1. Tell them they are going to read out their section in English and their L1. Each member must read in both languages as follows:

1. Student A reads lines one to five in English, and then Student B translates them.
2. Student B reads lines six to ten in English, which Student A translates.

In this way, you will get the whole text translated without placing a heavy burden on the pairs.

Lesson 2: In the next lesson, arrange the furniture as if you were holding a press conference. There should be a table and some chairs at the front that face the rest of the classroom. If you cannot move the furniture, let the pairs use your desk. If you have a desk microphone, please use it, as some students have weak voices. (If the pairs lack confidence or have little experience of reading aloud, you can read the text first or model the pronunciation of difficult words.)

Bring the first pair up to the table. Remind them to read aloud clearly, and encourage the class to ask for repetition or clarification. Ask Student A to read the

first half of the section in English. Tell the rest of the class to listen while reading their texts.

Now ask Student B to translate. This time tell the class, including the other pairs, to copy down what they hear. When Student B has finished, the pair change roles: B reads in English and A translates.

When the first pair has finished, give the class a minute or so to check their translations with their neighbours and then bring the next pair to the front. When a student is reading in English, you might want to assess them. I use a simple scale to grade fluency and pronunciation.

When all the pairs have finished, ask the class the comprehension questions assigned the previous day. They should manage to do this quickly. Now ask more detailed questions to highlight the language areas you want the students to notice. (You need only five or six pairs for a reading, so if you have a large class, use a different dictation every so often until everyone gets a chance to read aloud.)

By combining dictation with translation you provide a rich language learning experience. At the end of the activity, your students have practised the four skills and had their attention drawn to new areas of language. They also have the satisfaction of taking away a translation of a text which perhaps they would not have tackled alone.

Quick Guide

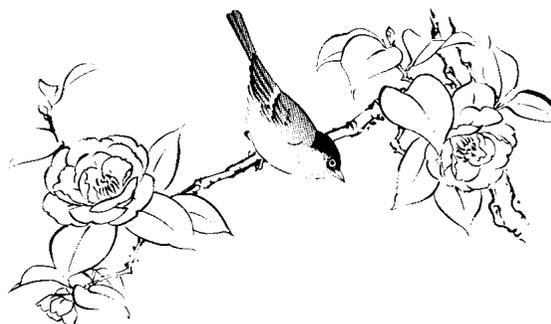
Key words: Integrated Four Skills

Learner English Level: All, especially Beginner to Intermediate

Learner Maturity Level: Junior High school to adult

Preparation Time: 10 minutes

Activity time: one hour in two classes



Group Work: Using Job Duties in the Classroom

Jennifer Gray, Nevada-California International Consortium (NIC), Japan

Group work is a very effective activity for teaching English to Japanese students. Even those students who have no prior experience with this type of task in the classroom can quickly learn to use it. Japanese students do not receive group activity instruction in the classroom, but according to Peak (1991) Japanese society socializes students for group cooperation, making the technique easy for them to learn. The addition of job duties facilitates the group process by eliminating the ambiguity that causes some students alarm and uncertainty when they are asked to initiate and carry out a group activity. Group work is a great way to motivate students toward a more active approach to learning. Specific job duties help students define their individual roles in the group process.

Introducing Group Work

The class is usually begun by explaining briefly the purpose and advantages of using group work in the classroom: (a) it allows students to actively participate in the class with their fellow students, rather than idly accepting ideas from the teacher; (b) group work gives them the opportunity to generate their own ideas; (c) group work develops students' ability to articulate and respond to opinions, and to cooperate with others to solve problems.

Next, students are given a handout that outlines the ground rules for group work and highlights the job duties. The following summarizes key information to include:

- Groups will consist of four to five students.
- Each student must choose a job for group projects.
- The duties for each job should be carried out to the best of the student's ability.
- Students should choose a different job for each group activity in order to give them a broader experience.
- The jobs and their responsibilities are as follows:

Leader: This person is responsible for leading group discussion. They should call on individual speakers for the group, and make sure that everyone is included in the discussion. The leader also reports group progress to the teacher.

Secretary: This person writes down details of the discussion.

Time Keeper: This person keeps the group on task, and reports the time left for finishing the task.

Brainstormer: When needed, this person leads the group in brainstorming sessions as well as recording outlines for the group.

Co-Leader (optional): If the group consists of five

members this person will aid and assist the leader when needed.

Four to five members are ideal for group work, but when necessary, group activities can also be achieved with as few as three students, with two of them taking more than one job. I would not suggest doing this activity with fewer than three students in a group, as paired students are easily able to organize and negotiate without the structure of specific job duties.

According to Bredemeier & Stephenson (1968), groups of students become an individual "social system" that differs from the social system of the class (p. 35). Therefore, it is necessary to organize small groups with clear guidelines and responsibilities to help students make the transition from the larger class group to smaller groups. For this reason, carefully go over the jobs and emphasize the importance of fulfilling those responsibilities so that the group members are able to work together as a supportive team.

Sample Format

For this example, the assignment is a group essay about pets for a high-intermediate writing class of about twenty students. (Other skills, such as reading or listening and speaking can be addressed equally effectively in groups.) Once groups have been decided, students should form a circle with their desks and choose job positions. It is important to have all group members engage in leadership by assigning an individual job to each member rather than having one boss (Grove 1976).

Next, the brainstormer should ask for ideas from the group about the topic and write them down, either as a circle outline or in random combinations of phrases and ideas from fellow classmates. At this point the teacher should walk around the room giving encouragement as necessary, and making sure that all the students' desks are facing each other in a circle and that students are not speaking Japanese.

Following the brainstorming, I usually ask students to form their thesis statement for the essay. At this point the leader will take control of the group and the secretary will take notes. All groups should discuss their topic and write a thesis statement with identified topic and controlling idea. It can be checked by the circulating teacher before proceeding to the actual writing of the essay. Then the introductory paragraph, body paragraph and concluding paragraph can be tackled by the group in that order. Again the secretary will record the paragraphs and all the students in the group should offer ideas and work toward completion. The timekeeper will intermittently offer reports on minutes left to complete the task and the leader will

call on students so that everyone has a voice in the writing of the essay. This assignment usually takes about seventy-five minutes to complete.

Depending on the level of students it is usually best to have them jump right into the activity as soon as possible with minimal directions. Beginner classes may require a pre-teaching lesson to explain new vocabulary and useful expressions or phrases for group work. On the other hand, intermediate to advanced classes should have little difficulty grasping the directions and organizing into groups. A hands-on approach has proven to be the best teaching method. In a class size of twenty to thirty students some instructions are better given one-on-one or through example as the teacher walks around the room monitoring the groups. For example, I might remind the brainstormer to take notes or ask the time keeper how many minutes are left until the end of the class.

It is necessary in the beginning for the teacher to closely monitor the groups and offer support if they seem stuck or unmotivated. It is also necessary to monitor the noise level (since many students will be talking at once) and keep it to a minimum. Organizing students into groups has many advantages:

1. It allows a break from the regular routine such as lectures, timed writing and exams.
2. It encourages critical thinking skills.
3. It allows students to pool their resources and learn from each other.
4. Students can try out new ideas in a small group, which is less formal and threatening in structure than a whole classroom of students.

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Quick Guide

Key Words: Classroom management
Learner English Level: Beginner to Advanced
Learner Maturity Level: High school and above
Preparation Time: minimal
Activity Time: 75 minutes

The Conversation Puzzle: A Cloze-Dictation Activity

Jane Hoelker, *Seoul National University*

Looking for a new way to use dialogues? Today's students are accustomed to (a) listening to dialogues and answering wh- comprehension questions, (b) the exchange of information contained in the sentences and phrases in a dialogue, and (c) repeating and remembering conversational formulae.

Through the Conversational Puzzle, students engage with the dialogue material on a deeper level by examining the sequence of ideas, resulting in a more profound understanding of the semantic relationship of the ideas structuring the discourse. In addition, this activity integrates the skills of writing and listening and thus supports the exploration, the identification, and the practice of pronunciation problems, especially the suprasegmentals of rhythm, stress, and intonation that challenge EFL speakers of syllable-timed languages, such as Japanese and Korean.

I first learned of this activity 15 years ago in a newsletter that I picked up in a faculty room and have used it successfully in a gamut of teaching situations since then with business people in night classes, with technical students enrolled in engineering and computer curricula, with English education majors, and with all levels from beginning to intermediate to advanced. The puzzle quality of this technique cap-

tures the attention of students and challenges them to manipulate language until all the pieces "fit" into the dialogue.

The Activity

A taped dialogue appropriate for this technique generally totals 18 to 32 sentences of varying length. First, before playing the tape, the teacher tells the students to remember as much as they can, then students listen to the dialogue. After the students listen, the teacher distributes the printed dialogue with six to eight sentences whited out. The students try to fill in as much as they can, even one or two words or phrases. Experience has shown that it is important to have fun with the first step and give the students just one or two minutes to fill in the missing sentences. Otherwise, the students become discouraged because they did not remember everything. After all, the purpose of this step is to pique the students' curiosity about the dialogue and let them grasp the setting, characters, and main idea.

Next, the students turn their papers over. The teacher begins dictating the sentences one at a time in random order. After each sentence is dictated, a student writes the sentence on the board for correc-

tion. The class corrects mistakes on their papers. Focusing on each sentence provides scaffolding for the learner. First, it builds up student confidence as they see their correct work reinforced on the board. It also motivates the careless student to pay stricter attention to the assignment. Finally, it gives the slower student a chance to work hard on a small and manageable task, each sentence being another chance to do better than the last time.

If working with beginners, choose a couple of the easier sentences for the first items in order to build up confidence. When giving directions, the teacher explains that each sentence will be repeated at conversational speed; however, the students can ask the teacher to repeat the sentence as many times as they want. This ensures the students' emotional security when involved in a challenging learning task (Curran, 1976), while at the same time practicing listening comprehension as required in a real world conversation.

When all the sentences have been dictated and checked, the class turns over their papers and fills in the sentences in the blank lines. The teacher erases the sentences written on the board to ensure that students refer to their own papers. This motivates students to check their own work carefully during the dictation phase of the task. This step reinforces the listening skill with the writing skill a second time. Finally, students check their work by listening to the dialogue on tape to make sure they put the sentences in the correct order.

The lesson can continue with pronunciation exercises on reduced forms, with student-generated wh-comprehension questions or true/false statements, or with a dialogue extension completed by pairs and shared in small groups.

An Example

Written feedback from my students about the following recent lesson provides an example of how they processed the semantic relationship of the ideas structuring the discourse while filling in the blanks.

- (1) Tom: What about singers, Liz? (2) Who do you like?
 (3) Liz: Oh, I like lots of different ones. (4) I guess my favorite singer is Whitney Houston.
 (5) Tom: Whitney Houston? (6) You must be kidding.
 (7) Liz: Why? Don't you like her?
 (8) Tom: No, I don't. (9) I guess her voice is okay. (10) I don't like her songs.

A number of students in a low intermediate class transposed sentences #3 and #9 before the listening check with the cassette. They explained that their first mistake was perceiving the person being addressed, ("Liz" in sentence #1) as the subject. Thus, they thought an opinion about Liz's voice was appropriate for blank #3. In addition, the students thought that since #7 was a question containing the verb "like," the

answer would be #10, the sentence with the verb "like" in the declarative. However, after listening to the entire dialogue, they grasped that the sentences should be switched, and they understood how they had confused the two references.

The Benefits

Reading, repeating, or memorizing a set dialogue does not guarantee a communicative classroom. However, the Conversation Puzzle technique uses a dialogue in a meaningful and communicative way. In addition, the pleasure of solving the puzzle through reasoning and calculation and predicting what sentence follows the cue makes this task fun for all ages and all levels. The activity is an opportunity for students to gain skill in demystifying what is to them a great mystery, the English language, through personal effort and, thus, own what they have often simply memorized.

Thanks to Susan Niemeyer for her helpful comments.

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Quick Guide

- Key Words:** Listening, Materials Design
Learner English Level: High Beginner to Adult
Learner Maturity Level: Junior High to Adult
Preparation Time: 10 minutes to white out selected lines and to photocopy
Activity Time: 30 to 40 minutes



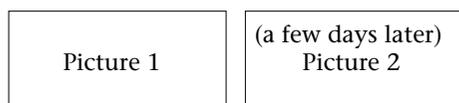
Picture Storytelling in the Eiken Test

Alan Jackson, Kobe Shoin Women's College

The intermediate-level Step 2 Eiken test is taken by over 350,000 candidates in Japan each year, many of them at high school or college. In this article I describe how some of my students have been practicing for one element of the test's oral interview—the picture story.

In this part of the test, students look at a sheet of paper with two pictures in narrative sequence and are instructed to “describe the situation in the pictures.” The second of the two pictures is usually labeled with words such as “a few days later” to indicate the time relationship.

Figure 1: Eiken Step 2 Picture Story—Typical picture layout



When students attempt this part of the test without preparation, they frequently exhibit the following problems associated with the structuring and presentation of narrative:

1. Time: They fail to locate the two pictures in time and move in a confused way between present and past tenses.
2. Deixis: They rarely refer to the participants in the narrative in a consistent way.
3. Explicitness: They fail to cover all the important points in the story.
4. Imagination: They almost never go beyond what is clearly visible in the pictures.

As a result, without preparation they tend to produce stories such as this (from Session 1 “Without Preparation” see Table 1 below):

“She is in ... When she went at ... store ... she bought clothes ... 40 percent ... but ... she went to B store she ... what she bought ... 50 percent sale”

These problems probably arise for four reasons:

1. Long turns: Some students are simply not proficient, even in their native language, at organizing an extended monologue.
2. The nature of the task: Though the pictures are in narrative sequence, they are presented to students as picture-scenes in the here and now, and it is quite natural for students to begin using the present continuous tense to describe a scene in front of their eyes.

3. The presence of the examiner: As the examiner can see the pictures and clearly knows the story, test candidates often fail to tell the story explicitly.
4. Risk aversion: Testees rarely go beyond what is clearly visible in the pictures. They don't say when the scene in the first picture took place, as there is no indication; they identify the participants as “the man” or “the woman” instead of something more interesting like “the young college student” or “a tired office worker”; and they rarely mention how they think the participants feel or how the situation might develop in the future.

To overcome these problems, the teacher can alert students to features of story structure and story-telling technique that will apply to any picture story they encounter in the test. In other words, they can improve their ability to handle short narrative monologues in what Yule and Brown have called “transactional long turns.” Helping test-takers with story structure in this way lowers the communicative stress of the task and frees up student attention for the job of finding appropriate vocabulary and grammar for the story content.

In the Classroom

In my first-year college classroom, as part of Eiken test practice I decided to bring the following points to my students' attention:

1. They should adopt the past tense for telling a narrative.
2. They should establish the time frame of the first picture using phrases such as “one day” or “last weekend,” and link the two pictures with a time phrase such as “a few days later.”
3. They should state clearly WHO was doing WHAT and WHERE in the first picture.
4. They should be imaginative and refer to story participants more elaborately than “a man.”
5. They should refer to the participants' feelings or the results of the actions depicted.

The actual training was carried out in three thirty-minute training sessions in the language laboratory at four-week intervals. A different picture story from past Eiken Step 2 interview tests was used in each session and the students' production was recorded and scored according to the presence of key elements of structure or content. In each session, the students first attempted the story without preparation, then had ten minutes of instruction on the above-mentioned important aspects of story structure, and then recorded their stories again. The results were as follows:

Table 1: Eiken 2 Picture Story—Scores and Total Words “Without Preparation” and “After Instruction” (n = 18)

	Without Preparation		After Instruction	
	Score	Words	Score	Words
Session 1 (Discount Prices)	49%	34	80%	55
Session 2 (Relieving Stress)	59%	37	80%	51
Session 3 (Volunteer Work)	68%	36	88%	54

Examples of Session 3 *Without Preparation* and *After Instruction* performances are as follows (same student as in the Session 1 example given above):

Without Preparation: “A young man and a young woman wanted to volunteer ... one day they found volunteer information in magazines ... they decided to take part in volunteer ... a week later ... he went a park and she caught garbage ... there are many people ... they feel happy”

After Instruction: “One sunny morning a young man and a young woman found information about volunteer work ... at phone ... they want to volunteer and they decided to take part in volunteer work ... a week later they went to nearby park ... there are many

people ... they picked up garbage ... so the park is clear ... and they feel happy and comfortable because they did a good thing”

As might be expected, in any one training session there was an immediate improvement, both in quality (score), and quantity (words) of student production. What is more significant, however, is that the students’ *Without Preparation* scores improved greatly, from 49% in Session 1, to 68% in Session 3. In other words, when confronted with a previously unseen set of pictures, the students could perform considerably better than before—perhaps enough to make the difference between passing and failing the test!

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Quick Guide

Key Words: Testing/Evaluation
 Learner English Level: Pre-intermediate and Intermediate
 Learner Maturity Level: High School to Adult
 Preparation Time: 15 minutes
 Activity Time: 3 x 20 minutes

Gimmick Activities

Christopher A. Medina, Kagoshima Immaculate Heart University

The *American Heritage Dictionary* defines the word *gimmick* as “an innovative stratagem or scheme employed to promote a project.” After teaching in Japan for several years, I have realized that there are several reasons why students aren’t able to more quickly improve their English. “Gimmicks” can help.

Below are three very successful, yet simple gimmicks I use in my classroom regularly. They help the students improve their English communication skills by tackling three of the students’ biggest obstacles: perfectionism, shyness, and boredom. You may find these activities useful in your own classroom.

1. The Walk

One obstacle for many students is to become so concerned about grammar and making perfect sentences that they do not speak freely. The students think about what they are going to say so much that when they are ready to speak, the discussion has moved on to another point or the class is over. This activity practically

forces the students to think about something else other than grammar while speaking—namely, where they are walking.



Preparation

As always, you first need to teach the students the target language skill (TLS) so that they can use it without reading it. When you feel the students are ready, place your classroom chairs and desks in a maze-like pattern. Pair the students and have the pairs stand in different places in the classroom.

Activity

Instruct the students to walk through the maze being careful not to touch any chair or desk. As they walk, they must use the TLS. Stress eye contact between partners.

Result

The idea is simple: The students will be thinking so much about not touching anything that they will not worry as much about, and certainly not focus on,

their grammar. I have used this activity for over eight years, and I am amazed at how fluently the students speak English as they walk. Interestingly, even though they aren't focused on grammar and structure, sentences spoken by walking students contain very few errors.

Option 1: While maintaining the dialog, students can shake hands with other students as they pass them in the maze.

Option 2: The teacher can have the students change direction and walk backwards while continuing their dialog.

2. The Shout

Another obstacle is shyness and lack of confidence. Students lacking confidence in their English skills generally speak quietly even when asked to speak loudly. Getting the students to shout helps them realize that they are able to vocalize loudly, which in turn slowly builds confidence.

Preparation

After you teach the TLS, pair the students and have them stand across from their partners in two lines. At this point, there will be about one meter between the partners.

The Activity

Have both rows of students take two large steps backwards, opening up a gap of about four meters between the partners. Then simply have the students begin their TLS practice. Instruct the students to tell their partner to speak louder if they cannot hear. With a large class, this activity gets pretty loud, so make sure you don't bother others.

The Result

In the English classroom, the level of confidence seems to vary inversely to the level of inhibition: If my confidence increases 10 percent, inhibition decreases 10 percent. Shouting in a foreign language slowly drowns out the reservations one has toward talking in the foreign language. I have used this activity for several years and have seen shy students become more aggressive in their English use. This has made those students better equipped to speak voluntarily in discussions and aggressively debate simple problems.

3. The Puppet

The final obstacle is boredom. At the beginning of a new school year, I have seen freshman walk into class with the "Oh no, it's English class" attitude inherited from high school English classes that focused on entrance exams. This activity creates an enjoyable environment and dispels the myth that English is boring. It also helps with hearing and concentration.

Preparation:

After TLS instruction, pair the students and have one row of pairs face the other row of pairs, one partner standing behind the other. It will look like this:

Row 1 (puppeteers)	X X X X
Row 1 (puppets)	O O O O
Row 2 (puppets)	O O O O
Row 2 (puppeteers)	X X X X

The O student is the puppet, and the X student is the puppeteer. The dialog will take place between the X students.

The Activity

X will whisper to O what to say and how to say it. X will also move the body of O to create desired gestures. O students must maintain eye contact with their facing O counterpart, which means no looking at their partner. After a set amount of time, the partners will switch places and start a new dialog.

The Result

The students will understand the need for concentration, cooperation, and teamwork to make the conversation a success. The first time I did this activity the students found it a bit difficult, but after grasping the process, they enjoyed it very much. This is one of the students' favorite activities and I like it because it injects a fun and enjoyable facet of language learning not too often found in schools today.

Quick Guide

Key Words: Speaking
Learner English Level: all
Learner Maturity Level: all
Preparation Time: none
Activity Time: 5 to 30 minutes



Listening Training for the TOEFL

Andrew Obermeier, Berlitz, Japan; Osaka Gakkuin University

During Summer vacation, on a pilgrimage that testifies to the test's status, one hundred fifty Ritsumeikan University students cram for the Test Of English as a Foreign Language (TOEFL) from 9:00 a.m. to 5:00 p.m. for three straight weeks. A TOEFL score in the mid five-hundreds carries clout; immediately important to many students is the fact that high scores earn acceptance into major universities overseas. For university students who want to study abroad, the TOEFL is gatekeeper to transferable academic credit. English teachers, however, cannot lead students directly to the points they seek (Hamp-Lyons 1999). "Beating the test" is a misguided aim. I approach teaching the listening section as I would approach teaching walking. Listening scores can only be improved through extensive listening comprehension practice.

A course about a test as difficult as the TOEFL is doomed to generate low student morale. Students want to learn how to beat the test, but as they work with the questions they will be repeatedly reminded of the numerous aspects of the language that they do not know. In the listening section, an additional difficulty occurs: The material is not visible, and disappears as memory fades. Therefore, I try to structure activity to reduce dichotomous right-wrong patterns of discussion and lead the class toward considering all of the language involved in the passages, not just the snippets that lead to the right answers.

Before the course begins, students should be given the tapes, transcripts, and answer keys. (For the Listening Section of its TOEFL Course, Berlitz distributes its TOEFL tapes, transcripts, and answer keys to students before their course begins. Teachers using a commercial text can direct students to its transcripts, audio, and answer keys, easing them into the independent role the course structure requires.) Students begin the course with the understanding that each Listening class will require around one hour of preparation at home. This homework is to be done using the following steps:

1. Practice the test. Listen to the tape and answer the questions unassisted. Use the bubble answer sheets.
2. Repeat if desired.
3. Listen while reading the transcripts. Underline unknown words. Adjust answers where appropriate.
4. Re-read the transcripts. Look up unknown words in a dictionary.
5. Listen again, books closed, and adjust answers.
6. Check answers in the key; highlight any questions for the next lesson.

The listening homework is designed to gradually increase the comprehensibility (Krashen 1982) of the listening text. Students can deduce more meanings at each step. They will successfully solve many problems at step two; simply hearing the question a second time results in tremendous leaps in comprehension. After completing steps three and four, many more answers will become apparent. Reading along while listening utilizes their stronger reading skills to build aural capabilities by connecting what they hear and what they see. At step five, students know what answers they have chosen, and can act from memory, but this step is valuable because listening and answering "unassisted" will help build confidence, and reconfirm the memory of newly-learned items. Checking their answers in step six is invaluable, freeing the teacher from the role of sole bearer of knowledge.

Considerable class time is freed by assigning mechanical listening tasks for students to do in their own time. Class work can be dedicated to student questions, explanations, or teaching specific skills. The presence of the tape is greatly diminished, opening the classroom to more interactive and normal discourse between teacher and students. In real life, very seldom will students be subjected to listening tasks like those seen in the TOEFL: The interlocutor is usually visible or interactive (as on the telephone), and the topic to be covered is understood before listening begins (Ur 1997). A two-hour class can cover about twenty Part A passages, two Part B dialogs, and two Part C lectures. I conduct class as follows:

1. Questions from students. Students will come to class with many questions, but getting them to ask these questions is challenging. A class driven by student questioning is worth working for, far more interesting to students and teachers than the lecture format the TOEFL leans us toward. I usually put students through long, awkward silences in the first few classes to bring about questions, but there are other viable ways to encourage students to take the initiative. Coercion here is good; it lets students off the hook: Asking questions is embarrassing, complying to a requirement is not. When the questions come, I am ready. Going through the transcripts before the lesson, predicting questions, and thinking of clear explanations and examples makes for smoother lessons. Also, students will miss important points when they question, and these should be brought to light.
2. Listen to the test problems with books closed; students answer in their own words.

3. Ask a variety of questions about each dialogue (Longheed 1997). On the practice tests, there is one question asked for each segment, but many more questions can be created.

4. Other class time should be allocated to focused practice of specific TOEFL skills as outlined in commercial test preparation books.

As teachers of test preparation courses, we risk being reduced to mere technicians. This is particularly evident in listening comprehension courses, where pushing play and rewind can fill too much valuable class time. If we shift our focus from “beating the test” to “advancing language proficiency,” we return the test to its proper status, that of pedagogical tool.

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Quick Guide

Key Words: Testing/Evaluation
Learner English Level: Intermediate and above
Learner Maturity Level: University and Adult
Preparation Time:
Activity Time: two hours

Explications

Neil Robbie, *Ferris University*

This is an activity very similar to charades in concept, but following slightly different rules in that verbal clues are also permitted: e.g., using a large number of smaller words, giving the opposite word or an associated word, or giving the grammatical structure of the word. The main purpose of the activity is to generate alternative means of communication and the realization that even if a needed word is unavailable, there are other ways of communicating the meaning. Teachers may concentrate on film titles, book titles, or song titles, or a mixture of all three. For the examples in this article I have concentrated on film titles.

Aims

- To encourage awareness of alternative means of communication in the second language, such as paraphrasing, multi-word explanations, and gestures.
- To encourage awareness of the vocabulary for grammatical descriptions and structures, and the relation between content words and function words.
- To encourage awareness of syllabic structure.
- To encounter new vocabulary in an interesting context.
- To familiarize students with classic and contemporary film, song, or book titles in English for cultural awareness. (Titles of Japanese works may be used if they are in English.)

Preparation

Prepare a list of movie titles of (a) films from the last five years which students may or may not have seen and (b) classic films which students may not have seen, but which you want to familiarize them with for

the sake of their general education (*Ben Hur*, *Gone With the Wind*, *The Third Man*, for example). If there are thirty students in the class, for example, prepare at least thirty and up to one hundred titles, depending on how long you want to continue the activity. The more titles that are used, the longer the lesson. For legibility, the list should be word-processed to about a size 12 font or bigger and then cut into individual strips.

Arrange students into groups of four to six; the papers will be exchanged among groups until all students have covered all the titles. If there are about five groups of four and two of five (thirty students), then with thirty titles, each group will be able to have six or seven rounds each.

Rules and strategies

If students do not follow the rules, the activity can easily break down. I would recommend spending twenty minutes or more explaining the rules before letting students start the exercise, and using plenty of examples to illustrate the strategies in action. The explanation itself can be quite exhausting, but when the activity begins the teacher will only have monitoring work to do; the students will be doing most of the work.

1. No Japanese or native language. The only language must be English. If the film is Japanese with an English title which uses Japanese, as in *The Seven Samurai*, then it is permissible to use Japanese (but the explicator still can't say the word itself, but may say "it is a Japanese word").

2. The words on the paper must not be said until they have all been guessed, but if one word is guessed it

should immediately be acknowledged by the explicator. When all words have been guessed, the explicator must show the paper to the guessers.

These are the most important rules, but if left at that the students will probably be lost. The following rules are really strategies and suggestions for communication which the students should be encouraged to use:

3. Gestures may be used as much as you want and in any way you want. For example, if you are explaining *Gone with the Wind* you may make blowing noises and windy gestures with your hands.

4. Antonyms may be used. For example, if the word is "gone," the student may say, "The opposite of this word is 'come.'"

5. Synonyms or approximate synonyms may be used. For example, if the word is "with," students might hint "together."

6. "Sounds like" words may be used. For example if the word is "life" the student may cup hands to his or her ear and say "sounds like 'wife.'" However, if the word is an exact homophone, then it may not be used. For example in *Ben Hur*, "her" is a virtual homophone of "hur," so the student should say "opposite of him" rather than saying the word directly. If the guessers get the word phonetically but are unsure how to spell it, it should be as if they have guessed the word. Later, they may be shown the paper to clarify the spelling and meaning.

7. Students may talk about the movie, book, or pop song, describing the story and giving the names of actors and actresses. This may make the activity go a lot quicker! For a greater challenge, this strategy can be omitted.

8. Students may give the grammatical status of the word. For example in *Gone With the Wind*, "wind" is a concrete noun, "with" is a preposition, "the" is a definite article. If the word is "gone" the student may say "'go' past participle." For this, the teacher might help the student by providing adequate vocabulary for the most frequent grammatical areas and writing it on the blackboard.

9. Students may also say whether the word is a content word or a function word. In *Gone with the Wind*, the first and fourth words are content words and the second and third are function words.

10. Students may give the number of words on the paper. In the case of *Gone with the Wind* this is four.

11. Student may give the number of syllables for each word. Again, in *Gone with the Wind* this is four. So the students may say "four words, four syllables." Before

explicating, he or she may say "first word, one syllable." If students do not know about syllables, you will have to introduce this term.

12. Students can say whether the first letter or phoneme of the word is a vowel or a consonant. If the students have knowledge in these areas, they can give the more exact phonetic status of the sound, such as short vowel or long vowel, consonant, fricative, sibilant, labiodental, dental, alveolar and so on. For example, in *Gone with the Wind*, the first sound of the first syllable would be a velar vocalized plosive consonant. Obviously this applies only to students with a sophisticated knowledge of phonetics. However, if you are teaching a phonetics course the activity could be done on this basis alone.

Any of the above strategies may be emphasized or ignored as the individual teacher sees fit. It might be simpler to limit the activity to only four or five strategies, or the reader may have other original ideas for strategies to use.

Procedure

1. Introduce the activity by standing at the front of the class and telling students you want them to guess the name of a movie title. To give the example of a less challenging title, *Die Hard*, start by saying "film title: two words, two syllables." Then hold up one finger very clearly and say "first word." Here you might use the charade/gesture strategy and fall on the floor in imitation of death throes. If students don't get this, use another strategy, for example "sounds like" and point to your eye or yourself and try to elicit the word. Use other strategies until one student guesses the word. Then hold up two fingers and say "second word" one syllable. "It's an adjective which is the opposite of easy." Probably by now the students will have the whole title and should shout it out. If necessary, give another example. It's fun working out which strategy to use and changing strategies in turn. When the title has been guessed, turn the paper round and show it to the students.

2. Explain the rules and strategies. This might take some time, but should be done as thoroughly as possible, all the while giving examples. Write a simplified strategy list on the black board.

3. Tell students that if they don't know the title, it's O.K. The game can still be played if they have no idea about the film. Students may have seen the movie under a different Japanese title, so will be interested to know the English title. *Basic Instinct* is a good example of this as the Japanese title is completely different. (Actually, to tell the truth, I have never had a group successfully explicate or guess "instinct," but after trying they will eventually encounter the word, so this too is valuable.)

4. Count the students into groups. This is better than leaving students with friends as it mixes up the High and Low Input Generators (Seliger 1983) and puts the students in a situation where they may have to negotiate meaning with complete strangers. You might want to change desk arrangements to suit group work.

5. Give the paper slips to the students. Explain they MUST NOT show their slips to other students.

6. Tell students to choose a student to be the explicator first. When that student's word is guessed, another student becomes explicator.

7. When all the titles have been guessed, collect one group's titles and exchange them with another group's. Be careful not to repeat the same paper slips with the same groups and continually monitor to see this does not happen. Continue to do this until most groups have covered all the titles or interest flags.

8. Follow up activities may be to watch a section from one of the movies or to give a short lecture on one of the movies.

9. The activity may be repeated in a number of different contexts, for example book titles, song titles, verbs of motion, adjectives of emotion, proverbs, idioms or whatever the teacher may want to focus on.

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Quick Guide

Key Words: Communication strategies, Paraphrasing

Learner English Level: False Beginner to Advanced

Learner Maturity Level: High School to Adult

Preparation time: about 60 minutes

Activity time: 30-60 minutes

Self-Assessment Forms

Sandra J. Smith, Hiroshima Suzugamine Women's College

When you're teaching oral English, you want to have a pretty good sense of your students' ability, performance, and interests in order to design lessons that will tap into their strengths and address their weaknesses in a compelling way. The large class sizes, of thirty, forty, or more, that many English teachers in Japan are faced with can frustrate these efforts. One method that I have used successfully to develop and maintain a personal rapport with individuals in larger classes is "Self-Assessment Forms." Used regularly, these forms can give a teacher some insight into each student's progress in the speaking class.

What are Self-Assessment Forms?

Self-Assessment Forms are short progress logs that each student writes at the end of each class. They are then handed in, and the teacher writes comments or responses before returning them at the beginning of the next class. (See Appendix A for a sample form.)

I use B5 size paper for the form, creating a grid horizontally across the page. I usually have four or five column headings, three of which are always "Date," "Student's Comments," and "Instructor's Comments." I deliberately keep the writing space for comments somewhat small, so that the time needed for responses does not exceed more than a minute or so per form. I vary the other headings from semester to semester and from class to class, depending on my aims. Some headings I have used are:

1. "Speaking Goals" and "Amount Spoken"—Students set a goal for the number of exchanges or turns in English at the beginning of the class, and write the actual number achieved at the end of the class. This second column could also be simply +, -, or = to indicate whether the goal was achieved or not. If numbers are used, it's important that students realize that accuracy is less crucial than awareness; in other words, don't fret about whether it was 8 or 9 or 10 exchanges.

2. "Grade"—At the end of the class students assign themselves A, B, C, or D for their speaking performance. If this column heading is used, it is helpful to give guidelines for each grade on the back of the form. For example, a grade of A might demand that the student have three or more exchanges in English with the whole class, ask the teacher two or more questions, and speak 95% English or better with a partner or small group.

3. "What Did You Learn?"—This column heading helps to focus students' attention on their increasing knowledge base as the class progresses. It can be used to record new vocabulary, sentence patterns, or ideas.

4. "Speaking Focus"—Students identify an area of their oral performance that they want to be aware of or try to improve in that class. It could be something as specific as "pronounce B and V sounds very carefully" or something more general like "try to speak longer." The "Student's Comments" column could then be used to remark on how well that goal was achieved.

Aims and Methods

When using Self-Assessment Forms with a class, I hope to achieve several goals:

1. *Get to know each student as an individual* rather than a name on a roll-call roster. In fact, I often use the Self-Assessment Forms in place of taking attendance; by calling the students' names from the forms and handing each form directly to its owner, I can connect names with faces much more quickly than by doing a regular roll call. In addition, I can quickly note which students are late or absent by which forms I have left over after returning them

2. *Receive feedback from each student* about how the class is going for them. The "Student's Comments" column is particularly useful for this, as students can remark on any aspect of the class they wish, or ask a question about something they didn't understand. While I like students to make comments about language learning, I don't complain if the students prefer to engage in a more personal dialogue in this space. However, I gently discourage wide-sweeping questions in the "Please tell me about Canada" genre.

3. *Give feedback to students* about their progress. I use the "Instructor's Comments" section to respond to the comments or questions written by students and/or to point out strengths or weaknesses that I notice in their classroom performance.

4. *Increase students' self-awareness* of their role in language learning. Weaning students from the notion that their learning comes solely from the teacher, and guiding them towards a critical self-assessment of their skills will help them develop into more successful and independent language learners.

5. *Provide opportunities for students' goal-setting.* Related to the above point, incorporating goal setting in the Self-Assessment Forms can not only give students more responsibility for their own learning, but it can also show the teacher what the students deem important, which can help with lesson planning.

6. Add a small amount of *reading and writing activity* to predominantly oral English classes. Self-Assessment Forms can offer a greater voice to quiet students in speaking classes and can reinforce or provide practice of vocabulary or structures used orally in class.

7. *Alert the teacher to problem areas.* In large classes, it is quite possible that, despite the teacher's best intentions, most of each student's oral production is missed as the teacher circulates among

pairs or groups during the speaking practice. Self-Assessment Forms help the teacher identify and address individual student's errors in grammar, sentence structure, or vocabulary usage. In addition, aspects of the class that are not "working" for a particular student or group of students (for example, group dynamics, teacher's rate of speech, seating arrangement, etc.) quite often come to light in the Self-Assessment Forms.

8. *Informs final evaluation and grading.* The Self-Assessment Forms can be used as part of the students' grades for the class. I have done this in several ways. The easiest is to assign a specific percentage of the grade to the Self-Assessment Forms—I allot ten percent—and then tally the number of complete entries; absences can be counted against the grade or ignored, and entries that do not meet the course standards for communication can lower the grade. Another method is to turn this percent of the grade over to the student, with the final Self-Assessment Form entry being reasons why the student gave himself/herself that grade; the teacher can choose to raise or lower the grade depending on how well the reasons meet the pre-determined standards. This method works best if, from the beginning of the class, one of the column headings has been "Grade" (see point #2 in the section "What is the Self-Assessment Forms?"). A third way is to assess whether the Self-Assessment Forms demonstrate progress towards specific course goals, such as speaking more often, use of certain structures or vocabulary, self-directed learning, and so on. This method is more subjective than the other two, and somewhat more difficult to measure.

Variations

One of the best aspects of the Self-Assessment Forms is its flexibility. You can use whatever you like as column headings, altering the focus to suit your goals for each class. Also, the title itself can be changed; for example, I have often called this activity "Participation Forms" in order to have students try to increase the quantity and quality of their in-class speaking turns.

Self-Assessment Form

Name: _____ Student Number: _____

Date	Today's Speaking Goal	+ more - less = same	Student's Comments	Instructor's Comments

Another way that the form can be varied is to not use a paper form at all. Interaction between student and teacher can be carried out by email or an exchanged computer disk, for example. The teacher's challenge with email, of course, is to cap the amount of response and interaction time given each student; with large classes this can become too draining on a teacher's time and, sometimes, on emotional resources. A related idea is to use a cassette tape as the medium of exchange. Students do their self-assessment orally after the class, handing the tape in within twenty-four hours; the teacher then listens and responds by speaking directly onto the tape. This method is more difficult for the teacher to review quickly when assigning grades for the activity, so is best used for classes that are not evaluated in that way.

I began by emphasizing how useful this activity is for managing large oral English classes, but its effectiveness is equally apparent in smaller classes (where teachers will have the luxury of more time for detailed or frequent responses), or in reading, writing, listening, or content-based classes. Almost any type or size of class can benefit from this efficient and easy way to develop regular contact between each student and the teacher.

Quick Guide

Key Words: Classroom management

Learner English Level: Advanced Beginner and above

Learner Maturity Level: Junior high school and above

Preparation Time: one hour to prepare form; fifteen to thirty minutes after each class for comments

Activity Time: twenty minutes for first explanation; five minutes at the end of each class



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

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What's Wrong with Japanese English Teachers?に対する返事

Beniko Mason

International Buddhist University

TLT 1月号に掲載されたMike GuestさんのWhat's Wrong with Japanese English Teachers (日本人英語教師のどこが悪いのか?)という記事の題を見た時、てっきり、ネイティブスピーカー教員が日本人の英語教員の欠陥と弱点を批判した記事に違いないと思った。新たな不満は一体何なのだろうと意気込んで記事を読んだら、なんと、日本人教員をかばっている記事だったので、拍子ぬけした。しかし、読後、嬉しくもなかったし、同意もできなかった。

まず、日本人が中学高校を通して6年間も英語の授業を受けながら、読むことも、書くことも、話すことも、聞くことも、日常生活レベルでできないというのは、まさに、6年間の授業が失敗だという他はない。物理や天文学の授業を受けた学生が物理学者にならなかつたり、明日の天気を予想出来なくても、物理や理科の教員は責められないのに、英語の教員だけ責められて、気の毒だというけれども、それは、あの人が出来ないのだから、私もできなくて良いと言っているのと同じである。生徒が物理の学者にならないにしても、物理を教えた教員は、義務教育で日本国民が活用できる知識として持たなければならぬという程度の知識を生徒に教えることができなかつたとしたら、それは、やはり、物理の教師も非難されるべきである。物理の授業にも問題があり、教授方法の改善が要求されなければならない。

若い経験のないネイティブの教員が日本の学校へやってきて、その学校でベテランの英語教員の教授方法を軽蔑し、新しい教授方法を伝授しようなどとは厚かましい、嫌がられても当然だとGuestさんは言うが、それは、その若いネイティブの講師の生意気なやり方に問題があるのであって、より効果の高い、効率の良い教授方法は、伝授するべきである。

違った状況で、ネイティブ教員の不当に失礼な言動には多くの日本人が不愉快な経験をしているのは確かである。しかし、それは、対人間の問題であって、英語教育改善という観念的な目標とはまた別である。批判されても、不愉快な思いを味わったとしても、間違いは正していかなければならない。

Guestさんの大学に入学してくる学生が、基本的な文法や基礎単語を修得しているからといって、現在の日本の英語教育はそれで良いなど言ってもらっては困る。志望大学の入学試験に合格したい高校生は、塾や予備校へ行って、試験のために、英文法を数学の公式のように覚えて、単語を丸暗記して試験を受ける。そんな詰め込みの勉強は、時間とエネルギーの無駄であるばかりか、「結局、自分は英語を修得することができないのだ」という諦めにつながる。希望と夢に繋がらない学習なんか何のためにしなければならないのか?入学後、大学で英語をより良い方法で学習しないと、覚えた単語はほとんど忘れてしまう。大学での英語の授業なんか、ほとんどの場合若い青年の知性を馬鹿にした卑劣な授業が多いのだ。ドリルが好きな学生がどこにいるか?1ページに2時間も3時間もかけて辞書をひきながら訳していく英文訳読を好きな学生はいない。効果もなく、効率も悪いと分かり、学生も嫌がっている授業方法をまだ続けたら良いと主張するGuestさんの動機は一体何なのだろうと疑う。

文部省の指導要項には、いろいろ目標が書いてある。それ

が達成できていないのは、他にも理由はあるだろうが、一般的に言って、中学高校での教授方法が間違っているのと、教員の質が低いからである。教員の質が低いのは、大学で教員養成をしている大学教員の質が低いからである。子供たちは被害者で、その教育環境の中での不幸を少しでも取り除きたいと、多くの日本人の英語教員が、より良い教員養成に努力し、より効果があり効率の高い教授方法を調査研究して日夜努力しているのに、このままで良いなどという発言には驚くだけでなくて、憤慨した。高校教育の目標は、生徒に勉強の仕方を教えるだけのところではなくて、実際に、卒業後に、精神的にも物質的にも豊かな生活を楽しむための教養と技術を養成することにある。その目標に達したいので、日本人教員は努力しているのだ。

Guestさんは、日本人教員はそんなに悪くないと言って、理解のある優しい友人のように聞こえるけれど、親友というのは、一緒に理想を追及してくれる人のことなのだ。



In a Bind?

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

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

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

Mutual Benefits of Chapter and SIG Cooperation

Chapter Cooperation

A year ago, the March 1999 column was devoted to describing how neighboring JALT Chapters, such as those in the Tokyo metropolitan area, were finding ways to enhance professional development programs for their members by building partnerships and by joint sponsorship of area-wide events. Since that time, the Tokyo metro Chapters have hosted Guy Cook of the University of Reading, shared support for Dick Allwright as Kanto's JALT99 4-Corner speaker, jointly sponsored the Tokyo Metro Mini-Conference in December, held joint Chapter meetings, and started a co-chapter newsletter between West Tokyo and Yokohama. The exciting prospects for continued cooperation seem almost imperative based on the success thus far.

Chapter and SIG Cooperation

Perhaps as a hallmark of the maturity of JALT as a professional teaching association or in response to the constraints of a less-than-vibrant economy and shrinking membership, an equally important trend in intra-association cooperation is indeed noteworthy. JALT Chapters and Special Interest Groups are communicating and supporting each other, engaging in joint planning of events, and cosponsoring new opportunities for JALT members with increasing frequency and with apparent enthusiasm. It was not much more than a year ago that the general tenor of the discussion on JALT mailing lists and at Executive Board Meetings seemed to highlight the rivalry between Chapters and SIGs. A cacophony of arguments about inequalities in funding, the definition of JALT membership, and predictions of the demise of Chapters made for confounding voices until the reality of applied economics firmly put down its heavy foot. Competition, while providing valuable pressure for advancing into new territory, cannot replace the sustained growth brought on by cooperation.

Both Chapter and SIG officers now seem to more widely appreciate the mutual benefits that cooperation affords. Some of the major advantages of JALT Chapters and SIGs working together are shared staffing of events, increased publicity through use of both SIG and Chapter newsletters, benefits reaped from planning for and gaining experience in specific types of events or projects, pooling of resources (meeting locations, expertise, mailings, program brochures, photography and reporting), ability to tackle more ambitious events, such as one- or two-day conferences, joint financial support, and sharing of event proceeds.

Examples of Such Cooperation at West Tokyo Chapter

The West Tokyo Chapter has been fortunate to have been able to cooperate with various Special Interest Groups during the recent past and will do so again in the near future. We held the Second Annual Symposium on

Bilingualism in Tokyo in cooperation with the Bilingualism SIG and hope to make it an annual event, drawing even wider participation. Our Chapter co-hosted the CALL SIG National Conferences in 1996 and 1998 and will be supporting CUE SIG as it presents the CUE Mini-Conference on May 20 and 21. Along with the Teacher Education SIG, we were sponsors of Andy Curtis, a Conference Institute Speaker at JALT99. The success of the recent Tokyo Metro Mini-Conference on December 5 was due to the essential and valuable cooperation between the Teaching Children SIG, the Junior/Senior High SIG, and our Chapter. The majority of mutual benefits mentioned above were achieved through cooperating for these events. In the future, we envision new types of events and projects where West Tokyo and its fellow Chapters can work together with JALT SIGs. We hope someday to participate in a multi-chapter themed retreat where the program would be created by supporting SIGs. Additionally envisioned, publication of teacher resource materials, research monographs, and mini-conference proceedings could be brought about through cooperation between SIGs and Chapters. Plans for a JALT Metro Tokyo Conference are in the early stages for either 2001 or 2002.

How to Encourage Cooperation

How can Chapters and SIGs go about building cooperative relationships? The most important step is the realization that the mutual benefits of cooperation are too great to overlook, hence the purpose of this article. Next, the groups need to start communicating. Every Chapter has both officers and active members who are supporting participants of JALT Special Interest Groups and the opposite is equally true. They should act as conduits to channel important communication between SIG and Chapter officers. Program and publicity officers for both groups should frequently contact each other for programming advice and to keep all informed of upcoming events. SIGs might appoint regional liaison officers to coordinate communication with specific Chapters, while Chapters could be encouraged to elect SIG liaison officers to improve communication and cooperative efforts especially where there are no local members directly involved in a specific SIG. Finally, working together starts to become second nature when there is a shared vision by the leaders of both Chapters and SIGs as to how cooperation can help them achieve the overall goals of JALT: the improvement of language learning and teaching in Japan.

David Brooks
West Tokyo Chapter Program Chair
Membership Secretary, Culture SIG (Forming)

The coeditors of this column encourage 800-850 word reports (in English, Japanese, or a combination of both) from Chapters and SIGs alike.

Book Reviews

edited by katharine isbell & oda masaki

Wallace & Gromit in The Wrong Trousers. Peter Viney and Karen Viney. Oxford: Oxford University Press, 1998. Video Guide: pp. 46. ¥1200. ISBN: 0-19-459030-5. Activity Book: pp. 63. ¥1500. ISBN: 0-19-459029-1. Video: ¥10,500. ISBN: 0-19-459027-5.

Do you love Wallace & Gromit *and* teach English? Then this video is a dream come true. However, for those of you who haven't met these two characters before—a brief introduction.

Wallace, the not-too-clever inventor and owner of Gromit the brilliant dog hero, lives in the north of England. The story begins when Wallace buys a pair of automated techno-trousers from NASA. Whilst useful around the house, the dangerous side of the trousers emerges when a penguin and wanted jewel thief, Feathers MacGraw, rents a room. Feathers uses the trousers to carry out a robbery with Wallace as the unsuspecting victim. Gromit, however, comes to the rescue and ultimately saves the day. Brilliantly animated with wonderful effects, the original film is a classic.

The English teaching version, which uses northern English dialects, adds a narrator to help students to follow the story. The video provides a good opportunity for students to encounter dialects they are unlikely to be familiar with, and none of my students found it difficult to follow. Culturally, it is a good insight into life in a northern British town. Teachers of students travelling to Britain may find this useful while others may find it a refreshing change from standard varieties of English.

Hours of English work based on the video are split into six five-minute sections in the wonderfully illustrated activity book. These sections contain activities for before, after, and whilst watching the video. In addition, there are vocabulary sections and useful transfer sections where language from the video is used in communicative activities.

Whilst the video and the activity book are superb, I did find the teacher's book a little disappointing. Much of its information is obvious to a teacher experienced in teaching with video, and I would recommend it only if you feel unsure about either using video or teaching English. Trying to appeal to as wide a range of students as possible, the book has additional suggestions for higher level classes, which I found mostly unrealistic or uninteresting. Another difficulty was deciding the level of the activities from vague statements like "the tasks in this version are at beginner level, but assume that at least a term's work has been covered" (Teacher's book, p. 4).

Nonetheless, with a bit of creativity and adaptation this video can suit a wide range of students and language

needs, and for those looking for something to motivate junior high age students, I feel this is a must-buy. Of the three different level classes I tried it with—adult, elementary, and junior high—the junior high students loved it most and said they wanted to do the whole video. I also found the activity book particularly suited to their level. So, do you have a bit of spare cash? I recommend adding this to your resources. Wallace & Gromit will delight your classes for years to come!

*Reviewed by John Grummitt
CESA English School, Chiryu, Aichi*

Workout in English: A Reader-Workbook. Robert L. Saitz and Francine B. Stieglitz. Upper Saddle River, NJ: Prentice-Hall, 1998. pp. vii + 169. ¥2230. ISBN: 0-13-633868-2.

Workout in English is a text designed primarily for reading classes, although all the readings are accompanied by various spoken and written language exercises. The text is geared towards high-beginning/low-intermediate level students and is especially suitable for first- and second-year college students. I successfully used the book with first-year non-English majors in a class of approximately 50 students.

There are six units with each unit having a different theme. For example, while Unit One deals with languages and symbols, Unit Six is concerned with work and leisure activities. Every unit has three reading selections and numerous related exercises. The book as a whole, if not supplemented, could realistically be completed within the 24 to 28 ninety-minute class periods that typically make up a yearlong college course. Lack of material should not be a problem.

As with most reading texts, there are prereading, reading, and post-reading activities. The prereading exercises are a bit skimpy and do not always fully prepare students for the language introduced in the reading. Instructors may find the need to pre-teach vocabulary more than exercises in the book allow. The post-reading exercises are abundant, and teachers will have to be selective so as not to commit overkill at this stage. Nonetheless, I found the variety and potential of the activities to be the true strength of this text. They are never so overly structured that they become monotonous, and they can be easily adapted to a cooperative learning approach. Humor and creative writing post-reading activities provide a nice change of pace. Any extra activities can be used for homework assignments. The *Answer Key* and *Review Tests Package*, sold separately, can also be used fairly well in the post-reading stage since the review tests help to extend the target vocabulary.

The readings are suitable both in content and level for Japanese college students, although I would rate some of the content dull. In addition, they lack the authenticity of articles not intended for an ESL class. In an informal survey, the majority of my students

described the content of the book as of average interest. They also felt that the text matched their language level. They enjoyed the interactive aspects of the book, which allowed them to work together on many activities either in pairs or small groups. Occasionally the layout of the text was confusing for them, and sometimes they did not understand the instructions for the exercises well, so teachers may need to provide additional instructions for some of the activities.

With almost no hesitation, I can recommend *Work-out in English* for college English reading classes. On the negative side, I would like to have seen more vocabulary-based prereading exercises. The readings too, while timeless and of an appropriate level, could be more authentic and varied in type. Nonetheless, this text is quite useable. For teachers looking for a cooperative-learning atmosphere, this is a good choice. Cooperative learning is accentuated and there is solid integration of language skills in this reader-workbook.

Reviewed by John Nevara
Tottori University

Chambers Essential English Dictionary (CEED). Elaine Higgleton, Ed. Edinburgh: Chambers Harrup Publishers, 1995. pp. xiii-1,167. ¥3000. ISBN: 0-55010680-4.

The Chambers Essential English Dictionary (CEED) is one of a half dozen intermediate- to advanced-level learner dictionaries being sold in Japan. These dictionaries all claim that the entries are words that intermediate- to advanced-level EFL students might need and that the language used to define these words is simple with easy-to-understand sample sentences, making it rather difficult to distinguish one dictionary from the other. However, the *CEED* seems to meet the above criteria a little better than most of the other learner dictionaries.

The *CEED* has several features that I like: full sentence definitions, numerous synonyms and antonyms, usage notes, and phrasal verb information. All of these features are clearly displayed and identified in the first two pages of the dictionary. The layout of each entry is clearly divided, the usage notes are tinted, and the phrasal verb information is boxed.

The full sentence definitions provide more information to students than just a list of words as a definition. For example, “**Revise** verb: You **revise** something when you examine it again to check for faults and make changes to correct or improve it” (pp. 811-812). The usage notes are well thought out and provide useful information on language points that probably would not appear elsewhere. For the entry *drive*, this usage note was included: “You drive a four wheeled vehicle, but you ride a bicycle or motor bike” (p. 284). Short appendixes include formal and informal letter writing styles, a contextualized punctuation guide, and a list of common abbreviations. There are no study pages or worksheets in this dictionary.

Two aspects of the dictionary are worth mentioning. First, the 50,000 examples used in this dictionary are drawn from the British corpus, a 100 million-word database of written and spoken modern British English. Also, the dictionary’s authors claim it is ideal to help students prepare for the Cambridge First Certificate in English. This exam, which is quite academic in character, also requires a good knowledge of idiomatic English as spoken in Great Britain. As a further example, the letters in the appendix are advertised as essential for the Cambridge Proficiency Exam. Needless to say, *CEED* would be helpful for students who are bound for one of the Commonwealth countries or who might take this exam.

As stated earlier, the feature that sets *CEED* off from other learner’s dictionaries is its clear layout with no complicated abbreviated codes to understand. However, one small drawback is the 8-point print used throughout the text. 10- or 12-point print would have been much easier to read.

While I would recommend this dictionary for more advanced EFL students, especially those planning to go to England, I think there are other learner dictionaries better suited for intermediate- to advanced-EFL learners in Japan.

Reviewed by Gene Pleisch
Miyazaki International College

Intensive Care—The Story of a Nurse (an abridged Version). 『インテンシブ・ケア—ある看護婦のものがたり』 Echo Heron, Eds., 藤枝宏壽, Randolph W. Mann. 日本看護協会出版会, 1998年. pp. 108. ¥1,800. ISBN: 4-8180-0640-8 C3047.

最近の看護学校では、高校を卒業したばかりの女性という従来の典型的な看護学生像が年々崩れてきているように思える。大学や短大卒の学生、企業で働いた経験のあるものもいる。あるいは子どものいる既婚学生もいれば、男性もいる。

このように看護学生が多様化しているときにまさにタイムリーに出版されたのがこの『インテンシブ・ケア—ある看護婦のものがたり(Intensive Care—The Story of a Nurse)』である。これは、現役の看護婦、Echo Heronの著書、*Intensive Care—The Story of a Nurse*を原書とし、そこから6つの章をとりあげ、日本の学生向けに一部書き直したものである。小さな息子のいる26才の女性が大学の看護学部に入学してからの健闘ぶりが描かれている。

内容は、第1章では看護学部の合格通知を受け取ったときの喜び、第2章は看護学校1年目の厳しい勉強、実習のようす、第3章は1年目の産科実習で重症の妊娠中毒の女性が無事赤ちゃんを出産したときの感激を著わしている。第4章は看護学校2年目のICU(集中治療室)での自分の失敗談、第5章は正看護婦としての救命救急診療部でのエピソードで、ある大富豪夫人が末期の癌で緊急入院後たった4日間で亡くなってしまったできごとを、その夫との最期のようなすを含め感激的に、そして情緒的に描いている。第6章では、自分の息子が気管支喘息の大発作で緊急入院したときのようすを記し、「患者の立場」からの看護の重要性を説いている。

この本には、医療の専門用語はもちろんであるが、看護婦

に必要な情報、教訓などが随所に盛り込まれ、実に盛りだくさんである。しかしながら、看護学校1学年の半年間の英語講読(1回100分、週一回、計15回)では、正直言って量的に多すぎたというのが印象である。グループワーク、ペアワークを取り入れるなど工夫をしてみたものの、6章すべてを終えることはできなかった。もう少し授業の進め方を考える必要があるかもしれない。

看護学生たちの反応は予想以上のものであった。とりわけ既婚学生たちの共感は大きかった。“Nursing school was a young women’s game.”という下りでは、彼らの何人かは大きくなづいていたものである。英語学習ということ以上に彼らに与えた影響は大きかったのは確かである。

柳澤幾美

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Recently Received compiled by angela ota

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

Broadway, D. et al. (1994). **Situational English**. Tokyo: Nichibei-Nan’un-do.

Gitsaki, C., & Taylor, R. (2000). **Internet English: WWW-based communication activities** (student’s, teacher’s). New York: Oxford University Press.

Lee, L., Yoshida, K., & Ziolkowski, S. (2000). **J-Talk: Conversation across cultures** (student’s, CD, teacher’s). New York: Oxford University Press.

Shapiro, N., & Adelson-Goldstein, J. (1998). **The Oxford picture dictionary** (monolingual, English-Japanese, teacher’s, beginning workbook, intermediate workbook, cassette). New York: Oxford University Press.

Culture

Shaules, J., & Katsura, H. (1998). **Culture riddles—America: Solving dilemmas in intercultural communication**. Tokyo: Nan’un-do.

Supplementary Materials

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). **Longman grammar of spoken and written English**. Harlow: Pearson Education Limited.

*Okanagan University College. (content ©1996-2000). **Alexis, the Encomium TOEIC test preparation system**. (CD Rom). Cincinnati: Encomium Publications.

For Teachers

Brown, D. (1994). **Principles of language learning and teaching** (3rd ed). Englewood Cliffs: Prentice Hall Regents.

*Kitao, S., & Kitao, K. (1999). **Essentials of English language testing**. Tokyo: Eichosha.

*Kitao, S., & Kitao, K. (1999). **Fundamentals of English language teaching**. Tokyo: Eichosha.

JALT News

edited by amy hawley

This month, this column is dedicated to the Call for Nominations for the election of the following JALT National positions: Director of Program, Director of Treasury, Director of Public Relations, and Auditor.

As a newly elected JALT National officer, I would like to encourage all JALT members to take part in this year’s election process. I often hear from JALT members that JALT National does not focus enough attention on the concerns of the Chapters and SIGs and that this will eventually lead to the extinction of JALT. I can understand why people may be concerned and one of the best ways to address those concerns is to get involved in the election process. Both people who run for office, as well as the voters, steer JALT on its future course. My advice to every JALT member is to nominate someone, voice your concerns to the candidates, and, most importantly, VOTE! You have every right as a member of JALT to choose who leads this organization. So, exercise your right.

What follows next is the Call for Nominations as submitted to me by this year’s National Election Committee (NEC) Chair, Peter Gray.

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; t/f: 011-897-9891; 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.

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

今月、このコラムでは、次期JALT全国選出役員選挙の指名の案内をいたします。該当する役員は、企画担当理事、財務担当理事、広報担当理事、監事です。

新しく選出されたJALT全国選出役員として、私は全てのJALT会員の方が今年の選挙の過程に関わられることを望みます。たびたび会員の方から全国選出役員が支部、分野別研究会に十分な意識を向けておらず、それがJALTの衰退を招くのではないかと話をお聞きします。人々がなぜそのような憂慮しているのか、そして、これらの憂慮を解消する最良の方法の一つは、選挙に関わることだと考えています。候補者だけではなく、投票資格を持った皆さんもJALTの将来の道筋を決める力を持っているのです。全てのJALTの会員の皆さんへのアドバイスは、誰かを指名し、候補者へあなたの関心事を表明すること、そして、最も重要なのは、投票することです。皆さんは、JALTの会員として、誰がこの組織を導くべきかを選ぶ全ての権利を有しているのです。その権利を行使してください。

以下の候補者指名は、今年度の選挙監理委員長Peter Grayまでお願いいたします。

候補者指名

候補者指名は以下の全国選出委員について受付中です。

企画担当理事：企画担当理事は、年次大会の準備を監督し、支部や分野別研究会のために特別なプログラムやワークショップを企画する責任を持つ。企画担当理事は企画委員会の議長をつとめる。

財務担当理事：財務担当理事は、すべての経理記録を管理し、本会のすべての資金を収集し、配分する責任を負う。また通常総会において本会の財務状況の報告を行う。財務担当理事は、財務委員会の議長をつとめる。

広報担当理事：広報担当理事は、本会の広報活動を統括し、他の教育団体、報道機関、産業界との交流を促進し、本会と賛助会員との連絡役をつとめる。広報担当理事は、渉外委員会の議長をつと

める。

監事：JALTの活動を監査し、評価する。理事に意見を述べる。この法人の業務又は財産に関し不正の行為又は法令若しくは定款に違反する重大な事実があることを発見した場合には、これを総会又は所轄庁に報告する。

これら全ての役員の任期は2年で、2001年1月より始まります。詳細は、英文または4月のThe Language Teacher年報をご覧ください。

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.

Call for Papers: JALT Hokkaido 17th Annual Language Conference—The JALT Hokkaido 17th Annual Language Conference will be held in Sapporo on Saturday and Sunday, June 10-11, 2000. The Hokkaido Chapter invites you to submit papers, in English or Japanese, on any aspect of language teaching in Japan. Presentation blocks will be 45 minutes and all equipment needs must be specified. If you have a preference for presenting on Saturday or Sunday, please indicate. Please check with the JALT Hokkaido homepage <http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/> for detailed formatting instructions of the abstract, name, contact information, title, and biographical data. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. The deadline for submitting papers is March 1, 2000. All abstracts must be submitted by email to Don Hinkelman, Conference Program Chair; hinkel@sgu.ac.jp.

投稿募集: JALT北海道第17回年次大会—JALT北海道第17回年次大会が2000年6月10日(土)~11日(日)に札幌で開催されます。北海道支部では日本における言語教授のあらゆる側面に関する英語、又は日本語の論文を募集いたします。発表は45分で使用機材は事前に指定する必要があります。発表の曜日の希望がある場合には明記して下さい。要旨に関する詳細は、JALT Hokkaido <http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/>をご覧ください。日本語論文は英語要旨を添付してください。もし可能なら英語論文も日本語要旨を添付してください。提出先、詳細は英文の連絡先をご参照ください。

The Language Teacher Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require

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

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

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

edited by robert long

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

ご自分の部会の活動等についてお知りになりたい場合にはコラム後に掲載のコーディネーターまでご連絡ください。

If you missed the last issue and are interested in cross-cultural behavior and intercultural communication, please contact David Brooks. He is forming a new Special Interest Group on this area and its impact on language learning. David Brooks is at Kitasato University, 1-15-1 Kitasato, Sagamihara, Kanagawa 228-8555; t: 042-778-8052(w); f: 042-778-9233; dbrooks@tkb.att.ne.jp.

異文化環境における行動とコミュニケーションに興味のある方で、前号の会報を逃してしまった方は、David Brooks (連絡先は英文参照) までご連絡ください。現在この分野での研究部会の設立を目指しております。

Regular Announcements

OLE—OLE NL 15 is now issued, containing its statement of purpose in four languages, extensive JALT 2000 submission information, an idea file, the coordinator's 1999 report, and publishers' information. OLE will organize the Matsuyama Chapter April 9, 2000 meeting. There will be four presentations by Professors Chi, Kamie, Kurihara, and Toriishi about the teaching of the four languages (Korean, German, French, and Spanish) in four different teaching contexts, i.e. national university, college, private university part-time, and private classes, and with four different teaching methods, i.e., textbooks, computers, culture learning and conversation. Anyone interested is cordially invited. Of course, we can also organize similar workshops in other parts of Japan. For information call the coordinator.

OLEは、先に会報第15号を発行。掲載内容は、4カ国語による設立趣意書、JALT2000年次大会への参加案内、アイデア集、コーディネーターからの1999年の活動に関する報告及び新刊情報など。OLEは2000年4月9日に松山例会を企画。興味をお持ちの方は是非ご参加ください。もちろん同様の企画を国内の他の都市で行なう用意もあります。詳細はコーディネーターまで。

FLL—The FLL SIG is pleased to announce that new members have come forward to act as Treasurer, Membership Chair, and Webmaster in the SIG. We are working on ways to continue to increase membership and become more active in 2000. We look forward to your input, and thank you for your support in a year that looks most promising for the FLL SIG.

幸いにも新入会員が役員として立候補していただきました。2000年はこれまで同様、会員数の増加と活発な活動を目指しております。ご意見とご協力をお願いいたします。

CUE—ON CUE, the journal of the CUE SIG, requests submissions of articles in the following categories. Features: APA referenced articles with a focus on language education and related issues at tertiary level of up to 2000 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 up to 600 words. Cyberpipeline: descriptions of websites that might prove useful for language teaching and professional development; length depends on how many sites are reviewed. Opinion and Perspective: 650 words max.; point-counterpoint articles are possible. Focus on Language: asking and answering common questions about language that are of interest to teachers and learners, up to 250-600 words. Length guidelines are flexible. If you have an idea or a specific proposal, don't be afraid to contact the editor, Michael Carroll.

大学外国語教育部会の会報「ON CUE」では、特集記事、授業指導案紹介、書評、ウェブサイト紹介等様々な記事の投稿を募集しております。詳細は、編集長Michael Carrollまで。

Teacher Education—Weekend Action Research Retreat: *Teacher Autonomy, Learner Autonomy* in British Hills, Fukushima. When? Saturday April 22-Sunday April 23, but try to arrive Friday evening if you can. A series

of participant-centered workshops on action research, led by Andy Curtis from Hong Kong, and in association with JALT's Teacher Education and Learner Development Special Interest Groups. Workshops will be geared to people both new to action research and familiar with action research. There will be plenty of time and chances for pair and group discussions, as well as plenary sessions, informal networking, and socializing. Sessions will include such themes as doing classroom-based/action research in classrooms in Japan; identifying areas for exploration and change; designing and conducting research studies; working with classroom data; designing ways of collecting, analyzing and presenting such data; and writing about AR and sharing with a wider audience.

4月22日、23日の両日、「教師の自立、学習者の自立」をテーマにアクション・リサーチ会合をBritish Hills (福島県)にて開催します。

Pragmatics—The Pragmatics forming SIG newsletter *Pragmatic Matters* (No.2) has been issued. This issue includes an interview with Masako Hiraga, feature articles by J D Brown and others, research watch, conference watch, book and web watch and more! Join the Pragmatics forming SIG or subscribe to the newsletter. Contact the membership co-chairs, Eton Churchill (eton_c@yahoo.com) or Yuri Kite (ykite@gol.com). For more information, contact the coordinator Sayoko Yamashita (yama@cmn.tmd.ac.jp) or t/f: 03-5803-5908.

For SIG Coordinators, please send your reports by email, long@dhs.kyutech.ac.jp or by fax: 093-884-3447. Thank you.

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Chapter Reports

edited by diane pelyk

Ibaraki: November 1999—Reflection Diaries by Watanabe Mayumi. The presenter discussed the practice of using reflection diaries in general English courses. According to Watanabe, reflection diaries can help raise the students' consciousness to the necessity of actively participating during class time. They also offer the teacher valuable information regarding students' learning difficulties, impressions of the activities, vocabulary expansion, and students' preferences. The reflection diary is a more useful way of focusing on and learning about individual learners than standardized questionnaires. Participants at this presentation were encouraged to discuss the possibility of using reflection diaries in their own classrooms. Depending on the level of students, these diaries can be written in either English or Japanese. For lower level students, Watanabe believes that reflection diaries have more impact if they are written in Japanese because such students are able to express themselves without language restrictions and can honestly reflect on their language learning strategies.

Reported by Neil Dunn

Kitakyushu: November 1999—Home-Grown Texts

by Malcolm Swanson. The presenter began by having the audience divide itself into those in favor of and those opposed to textbooks. The groups then brainstormed the advantages and disadvantages of commercially published textbooks. Advantages included giving students a sense of organization and accomplishment, whereas disadvantages included the closed nature of most activities and the sameness of the layout unit after unit.

Swanson then introduced the notion of a home-made textbook printed in a ring binder format. Such a text allows for spontaneity, adaptability to student abilities and interests, student input in syllabus planning, inclusion of timely materials, and a ready-made, clear-cut assessment resource. The remainder of the presentation was devoted to a discussion of how to avoid plagiarism, collaboration, and the factors to be considered when setting a textbook price.

Kitakyushu: December 1999—*Designing Interactive Gambits* by Robert Long. Long was first attracted to DiPietro's notion of strategic interactions as a way of combating teacher and student boredom. He found that such interactions helped develop student confidence, fluency, linguistic accuracy, and four types of pragmatic competency, namely self-orientation, socialization, problem solving, and conflict resolution. The method provides context for language in order to help students develop a personal grammar (the grammar they feel the need for in order to express themselves).

In his own EFL classroom in Japan, Long arranges students in long lines of pairs so they can quickly change partners to gain additional practice without numbing repetition. In step one, a student exchanges worksheets with her partner who will then record her comments regarding various opinions, questions, and observations which are read aloud. Step two builds fluency as students respond to the same questions and comments in shorter and shorter periods of time, ultimately without reference to notes. Step three introduces the constraints of particular settings, attitudes, and prompts. Finally, step four involves a consolidation of the student-corrected grammar found on the worksheets, formally or informally, by the teacher.

Both reported by Margaret Orleans

Nagasaki: December 1999—*The Beginnings of English Education in Japan* by Brian Burke-Gaffney. The presenter closed out the millennium by tracing the arc of English language usage and education back to its beginnings in the Nagasaki of the Edo and Meiji Periods. Burke-Gaffney explained how the initial period of contact with foreign languages and cultures was characterized by fears of aggression and a hesitant embrace of trade connections with the outside world. He described how the Portuguese penetrated society at a local level in the 16th century, leaving scores of loanwords before their combina-

tion of Christianity, trade, and political influence was brutally suppressed. He then described the succession of the Protestant Dutch as being of minimal linguistic importance, mainly because the Dutch agreed to confine themselves to trade and were in fact physically confined to the prison island of Dejima next to Nagasaki port, making most informal exchanges impossible.

The arrival of a British ship during the Napoleonic wars in 1908, followed by American Commodore Perry's "Black Ships" in the 1850s, ended the *sakoku* period of closure, while demonstrating in a vivid manner the need for the government to encourage English studies in order to deal with a threatening outside world. Burke-Gaffney went on to outline subsequent ups and downs in the troubled relationship between the English-speaking world and Japan, through the days of foreign enclaves and extraterritorial laws, industrial modernization, World Wars, the American Occupation, and into the test-based mania of the *juken* period. He closed by expressing a hope that the new millennium will see us on the threshold of a new period of English studies and motivation.

The Nagasaki Chapter welcomes members and non-members alike in 2000. For a copy of our monthly email newsletter, contact us at allan@kwassui.ac.jp.

Reported by Tim Allan

Nagoya: November 1999—*Using Timed Conversations* by Brad Deacon. Many teachers are constantly searching for new ideas on how to get their students talking more freely and developing their language abilities. Deacon's approach involves EFL university students engaging in timed conversations with several different partners. At the beginning of their course, students are encouraged to speak to their classmates up to a minute using freely chosen topics. The time is gradually increased, so that by the end of the course students are able to converse comfortably for over five minutes or more. Since conversation involves more than merely chatting, Deacon also gives students activities that practice discourse skills such as opening and closing, asking for clarification, turn-taking, and turn-giving.

This approach has many advantages. All students are speaking English at the same time and therefore feel less intimidated by the activity. Building up to longer conversations over time also helps students become more aware of their progress. Because topics are selected by students, interest and involvement is more easily sustained. The teacher is free to circulate, monitoring performance and making notes on weaknesses to be dealt with in subsequent lessons. Timed conversations also help contribute to the social atmosphere of the classroom, as they require students to converse with a number of different partners, rather than working in cliques. Deacon asks his students to keep a journal detailing

their reactions to timed conversations. Many of them have reported increased confidence and pleasure in speaking English.

Reported by Bob Jones

Chapter Meetings

edited by tom merner

Fukui—Increasing Involvement and Motivation in Conversation Classes by Richard Walker, Pearson Education Japan. The aim of this workshop will be to show that it is possible to motivate and teach communicatively, even in large classes. Activities and techniques will be taken from new materials from Longman, appropriate for junior high school students through to adults. *Sunday March 12, 14:00-16:00; Fukui International Activity Plaza.*

ロングマンの新教材を使って大クラスでもうまく動機付けをしながらコミュニカティブに指導する方法が学べるピアソンエジュケーションによるワークショップ。参加費無料。

Fukuoka—A Crash Course in Teaching Public Speaking by Dennis Woolbright, Seinan Women's Junior College. This dynamic presenter will demonstrate his method of teaching public speaking which allows for student autonomy while integrating the teaching of the four skills. The process also includes teaching emotion, rhythm, gestures, intonation, stress enunciation, and a chance for the students to do research and yet express their own original ideas. *Sunday March 19, 14:00-17:00; Aso Foreign Language College (see map on Fukuoka's website); Contact: J. Lake, j@bamboo.ne.jp; Bill Pellowe, t: 092-883-3688.*

作家であると同時に教師でもあるマイケル・ヘスラー氏が、「完全公開：短篇小説の創作と出版の方法」という題目で、実践的な示唆に富むワークショップを開催します。

Hokkaido—Full Disclosure: Writing and Publishing the Short Story by Michael Fessler, an American writer and teacher, whose work has appeared in such journals as *New Orleans Review*, *Kyoto Journal*, *Atlanta Review*, *Modern Haiku*, *Hawaii Review*, *Ikebana International*, *Wingspan*, and many others. *Sunday March 26, 13:00-16:00; HIS International School; 1-55, 5-jo, 19-chome, Hiragishi (5 mins from Sumikawa Station); one-day members 1000 yen.*

Kanazawa—Evaluation of the New Gakushushidou Yoryo (Mombusho Revised Course of Study) from the Perspective of SLA Theory (in Japanese) by Yamato Ryosuke, Hokuriku University. The speaker will discuss how SLA theory is reflected and utilized in the new course of study. His discussion will include the role of attention and awareness in SLA, language learning strategies, and the new roles required of language teachers. *Sunday March 19; Shakai*

Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members 600 yen.

Kitakyushu—Aliens in University Language Teaching Programs by Daniel T. Kirk, Prefectural University of Kumamoto. Mr. Kirk will speak about the labor situation at the Prefectural University of Kumamoto, how the teachers have organized, and are now standing up to the biggest employer in the prefecture: the Kumamoto Prefectural Government. *Saturday March 11, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

熊本県立大学の労働条件に関する講演です。教員がどのように団結し、県で最も有力な雇用者である熊本県庁に対して、今どのように立ち上がっているかが語られます。

Matsuyama—IT BE BAD: An Introduction to Black English for Language Educators by Kathleen Yamane, Sapientia (Eichi) University. The recent controversy regarding the status and teaching of Ebonics in the Oakland schools has sparked a renewed interest in the subject of black English vernacular. Following a general discussion of variation in language, this workshop will explore the linguistic features of BEV, aiming to give teachers a clearer overview of the nature of language. No prior knowledge of linguistics is necessary. *Sunday March 12, 14:00-16:30; Shinonome High School Kinenkan 4F (On Ropeway Street near Matsuyama Castle); one-day members 1000 yen.*

Miyazaki—Individualized Improvement-based Grading by Russell Fauss, Miyazaki International College. The presenter will explore individualized improvement-based grading as a viable alternative to the traditional criterion or norm referenced methods, and show how he organized and used such a grading system in a college-level English course. *Saturday March 25; Nobeoka City; time and place to be announced.*

Nagasaki—Maximizing Involvement, Motivation, and Self-Expression by Richard Walker, Pearson Education Japan. This double presentation will look at ways of involving and motivating students, and teaching oral communication classes effectively. We will then go on to explore methods and materials that can be used to teach and enhance self-expression skills. The presentation is designed to be relevant to teachers at high school through university, with examples taken from new materials from Longman. *Saturday March 11, 13:30-16.30; Nagasaki Shimin Kaikan; free for all. This is a commercially sponsored presentation.*

Nara—Japan and Its Culture in the ESL/EFL Classroom by David Stepanczuk. The presenter will share his experience of designing an ESL course about Japan and its culture, collecting topical and contemporary material himself and assigning students to write original material. *Saturday March 11, 14:00-17:00; Tezukayama College (Gakuenmae Station).*

Niigata—My Share. At this month's meeting attendees will have the opportunity to ask questions and raise concerns they currently have about their own teaching, just in time for the start of a new school year. All are welcome to contribute ideas, and suggest ways they have successfully handled similar problems. After the exchange there will be a goodbye pot luck party for Niigata's 99 Program Chair, Will Flaman. Please bring a dish or drink for the pot luck. *Place and time to be announced.*

Omiya—Listening Skills, Involvement and Motivation in Large Conversation Classes by Richard Walker, Pearson Education Japan. In this workshop, we will first look at the ways students can develop the listening skills they need to succeed in real-world listening outside the classroom. We will then explore how we can motivate our students and teach communicatively, even in large classes. Activities and ideas will be taken from new materials from Pearson Education, appropriate for junior high students through adults. *Sunday March 19, 14:00-17:00; Omiya Jack (near Omiya JR Station, west exit); free for all.*

大人数のクラスで、生徒に意欲を持たせながら、実社会でも通用する聴解力を、コミュニケーションに教える方法をピアソンエジュケーションの教材を参考に紹介します。

Tokyo—The Art of Storytelling by Steven Morgan, Keio University and others. Storytelling is a greatly valued art in many cultures, and English speaking cultures are no exception. A significant amount of general daily conversation relies on recalling and describing events, actions and interactions, in short stories. This workshop explores a variety of storytelling activities that can be used to spark the imagination of students in reading, writing, or conversation classes. *Tuesday March 28, 18:30-21:00; Sophia University (Yotsuya Stn), Room 9-252.*

日常会話の大部分が過去のできごとを物語るということに注目し、学生の想像力を刺激するような様々なストーリーテリングを取り入れたアクティビティーを紹介します。

Yamagata—Using the Internet to Teach English as a Foreign Language by Paul Snookes, Yamagata University. This presentation will give attendees an opportunity to learn about the many ways in which the Internet can change the way nonnative speakers of English can communicate and find information. Opportunities to ask questions and also have hands-on experience with the Internet is provided. *Sunday March 5, 13:30-15:30; Snookes' Study at the Education Department of Yamagata University; one-day members 500 yen.*

Yokohama—Regular monthly meeting; the program will consist of short presentations by local members, followed by a social gathering in a nearby restaurant for those who wish to join in. *Sunday March 12, 14:00-16:30; Gino Bunka Kaikan, 6F, in Kannai.*

支部会員数人による講演を行った後、近隣のレストランでの懇親会を催します。

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.ij4u.or.jp .

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West Tokyo—Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp; website <http://home.att.ne.jp/gold/db/wtcal.html>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; yuki@cu.yama.sut.ac.jp
Yokohama—Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein & kakutani tomoko

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

Upcoming Conferences

April 1-2, 2000—Second International Conference on Practical Linguistics of Japanese at San Francisco State University, San Francisco, USA. The conference features a pedagogical workshop as well as the usual paper presentations and poster sessions. Invited lectures will be given by Masayoshi Shibatani of Kobe University and Yasu-Hiko Tohsaku of UC San Diego. For more information, go to the conference website at userwww.sfsu.edu/~yukiko/conference/main.html or contact Yukiko Sasaki Alam (yukiko@sfsu.edu), Conference Chair; Dept. of Foreign Languages and Literatures, San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132, USA.
April 3-6, 2000—The Evolution of Language at the

Ecole Nationale Supérieure des Télécommunications in Paris, France is the third in a biennial series of conferences concerned with the origins of language and the dynamics of its development as seen from investigations by researchers ranging from various types of linguists and anthropologists to computer scientists and various neuroscience specialists. This year's keynote speakers include Frans B. M. de Waal (Emory University), Bernd Heine (Universität zu Köln), Ray Jackendoff (Brandeis University), Sue Savage Rumbaugh (Georgia State University), and Michael Tomasello (Max Planck Institute for Evolutionary Anthropology). For a more complete and ordered topic list and other information, see <http://www.infres.enst.fr/conf/evolang/>. If you plan to attend, email evolang@infres.enst.fr for additional useful information.

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).

April 27-29, 2000—Sociolinguistics Symposium 2000: The Interface between Linguistics and Social Theory at the University of the West of England, Bristol (UWE, Bristol), UK. Colloquia, papers or posters will cover subject areas such as intercultural communication and second/foreign language acquisition, language and gender, language, culture and ethnicity, discourse analysis, intercultural competence, language development, local languages, and more. Extensive information about colloquia topics and all other aspects of the event at <http://www.uwe.ac.uk/facults/les/research/sociling2000.html> or by inquiry to Jessa Karki/Jeanine Treffers-Daller; 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; t: 44-117-976-3842 ext 2724; f: 44-117-976-2626; SS2000@uwe.ac.uk

Calls for Papers/Posters (in order of DEADLINES)

March 31, 2000 (for September 4-7, 2000)—**New Sounds 2000—the Fourth International Symposium on the Acquisition of Second-Language Speech** at the University of Amsterdam, Amsterdam, The Netherlands. Proposals are invited for 20-minute paper presentations or posters on any topic concern-

ing the acquisition of second-language speech. All papers presented to be published in the symposium proceedings. Send 200-300 word abstracts and inquiries to: Secretariat, New Sounds 2000; Department of English, University of Amsterdam, Spuistraat 210, 1012 VT Amsterdam, The Netherlands or by email to newsounds@hum.uva.nl

Reminders—Calls for Papers

March 31, 2000 (for September 4-6, 2000)—*Language in the Mind? Implications for Research and Education*, a conference organized by the Department of English Language and Literature, National University of Singapore. Conference website at <http://www.fas.nus.edu.sg/ell/langmind/index.htm>. Send proposals and abstracts to: Conference Secretary, Language in the Mind? Department of English Language and Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570, Republic of Singapore; or email to: ellconlk@nus.edu.sg

March 31, 2000 (for September 7-9, 2000)—*Language Across Boundaries: 33rd Annual Meeting of the British Association for Applied Linguistics (BAAL)* at Homerton College in Cambridge, UK. Details about abstracts and submissions available at <http://www.BAAL.org.uk/baalr.htm>, or write to BAAL 2000; c/o Dovetail Management Consultancy, 4 Tintagel Crescent, London SE22 8HT, UK; or email Andy.Cawdell@BAAL.org.uk

Reminders—Conferences

March 11-14, 2000—*AAAL 2000 Annual Convention: Crossing Boundaries* at the Hotel Vancouver, Vancouver, British Columbia, Canada. See aaal.org/pages/Vancouver.html for details. Otherwise, contact Patricia L. Carrell, Program Chair; Department of Applied Linguistics/ESL; Georgia State University; t: 404-651-0255; pcarrell@gsu.edu

March 14-18, 2000—*TESOL 2000: Navigating the New Millennium—The 34th Annual Convention and Exposition* at the Vancouver Convention and Exhibition Centre, Vancouver, Canada. See www.tesol.edu/conv/t2000.html or contact TESOL, Convention Department; t: 1-703-836-0774; f: 1-703-836-7864; conv@tesol.edu

March 27-30, 2000—*'Ten Years After' Cognitive Linguistics: Second Language Acquisition, Language Pedagogy, and Linguistic Theory—the 28th LAUD Symposium* at the University of Koblenz-Landau in Germany. Contact: Martin Puetz (puetz@uni-landau.de); Institut für Anglistik, Im Fort 7, University of Koblenz-Landau, 76829 Landau, Germany; t: 49-6341-280-1762; f: 49-6341-280-376.

March 27-31, 2000—*IATEFL Conference 2000: the 34th International Annual IATEFL Conference* in Dublin, Ireland. Info available at www.iatefl.org/

Dublin-2000.htm. Mail contact: IATEFL, 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; IATEFL@compuserve.com

March 30-April 1, 2000—*The Bilingual Brain: The Biannual GASLA (Generative Approaches to Second Language Acquisition) Conference* sponsored by The Center for Bilingual and Bicultural Studies (CBBS), Massachusetts Institute of Technology, and by Boston College, Cambridge, USA. See <http://web.mit.edu/fil/www/news/Conf.html>, or contact Suzanne Flynn; Massachusetts Institute of Technology, Foreign Languages & Literatures, 77 Massachusetts Ave, Room 14N-303, Cambridge, MA 02139 USA; t: 1-617-253-7821; f: 1-617-258-6189.

June 15-18, 2000—*People, Languages and Cultures in the Third Millennium* the third international FEELTA (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/ Positions

edited by bettina begole

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.

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. Experience 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 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: 0120-528-310; siojapan@poporo.ne.jp

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

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 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/

Tokyo—The English Department of Aoyama Gakuin University is seeking part-time teachers for conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** resident in

Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications, minimum three years of experience teaching English at a university, or a PhD and one year university teaching experience. Publications, experience in presentations, and familiarity with email are assets. **Duties:** Classroom duties include teaching small group discussion, journal writing, and book reports. The university is interested in teachers who can collaborate with others in a curriculum revision project requiring lunchtime meetings and an orientation in April. **Salary:** comparable to other universities in the Tokyo area. **Application Materials:** Request in writing, with a self-addressed envelope, an application form and information about the program. **Deadline:** ongoing. **Contact:** "PART-TIMERS," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at begole@po.harenet.ne.jp

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

EFL, ESL and Other Teaching Jobs in Japan at www.jobsinjapan.com/want-ads.htm

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

ELT News at www.eltnews.com/jobsinjapan.shtml

JALT Online homepage at www.jalt.org

Jobs and Career Enhancement links at www.jalt.org/jalt_e/main/careers.html

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

ESL Cafe's Job Center at www.pacificnet.net/~sperling/jobcenter.html

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

NACSIS (National Center for Science Information Systems' Japanese site) career information at nacwww.nacsis.ac.jp/

The Digital Education 差別に関する Network Job Centre at www.globe.com/jobs/teacher

EFL in Asia Job Information Center (Tokyo) Flats/7947/eflasia.htm

Jobs in Japan at www.englishresource.com

Job information at www.ESLworldwide.com

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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, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate).

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

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

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

Central Office

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JALT (全国語学教育学会) について

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

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

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

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

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

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

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

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

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