

全国語学教育学会

The Japan Association for Language Teaching

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

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

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照ください。日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

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

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

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10~15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

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

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

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to

500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

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

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

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

Departments

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

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

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

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

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

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

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

JALT 公認の National Special Interest Group で、毎月のお知らせを掲載したい方は、N-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 N-SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the

presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

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

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

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

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

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

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

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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In addition to *The Language Teacher*, JALT offers the following forums in which to volunteer and publish: *JALT Journal*, *JALT Applied Materials*, *JALT Conference Proceedings* (in conjunction with conference publications).

JALT Journal, the research journal of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*), welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian, and international contexts. Contributions should provide readers with a link between theoretical and practical issues, especially those addressing current concerns in pedagogy, methods, and applied linguistics. Articles should be written with a general audience of language educators in mind, with statistical techniques and unfamiliar terms clearly explained or defined.

Detailed guidelines are available from Sandra Fotos, *JALT Journal* Editor: Senshu University, 2-1-1 Higashi Mita, Tama-ku, Kawasaki, Kanagawa 214-0033

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JALT Applied Materials is targeted at improving the quality of research and academic writing in Japan and Asia by publishing collections of articles on subjects of interest to classroom teachers which are theoretically grounded, reader-friendly and classroom oriented. In the series thus far are *Language Testing in Japan* edited by James Dean Brown and Sayako Yamashita; and *Classroom Teachers and Classroom Research* edited by Dale T. Griffee and David Nunan.

For additional information on *JALT Applied Materials* contact:

Dale T. Griffee, Series Editor: Seigakuin University, 1-1 Tosaki, Ageo-shi, Saitama-ken 362-0053

JALT Conference Proceedings offers presenters at the annual International JALT Conference on Language Teaching/Learning a forum to publish papers on their presentations.

The Language Teacher

In addition to feature articles, TLT welcomes contributions to our occasional columns:

Educational Innovations

Creative Course Design

The Region

The Language Teacher Recruitment Policy

To make staff positions widely available and to encourage as many candidates as possible, *The Language Teacher* will now recruit staff continuously. We encourage readers with interests in editing and publishing—experienced and inexperienced alike—to send a letter indicating those interests and availability, along with supporting material to William Acton, Publications Board Chair. As a staff position becomes vacant, the Publications Board will review the pool of applicants (including current staff members) and offer the position to the best-qualified willing candidates in succession, until the vacancy is filled.

Staffing *The Language Teacher* mandates frequent recruitment and rapid promotion: to provide opportunities for professional development to as many members as possible, to distribute the work load reasonably, and to serve readers with as large and as well-qualified a staff as we can.

Consequently, filling vacancies through promotion often creates further vacancies. Moreover, positions often become vacant unexpectedly. TLT can ensure the fairest selection among the best-qualified candidates by recruiting ahead of time. Successful applicants can thus expect, regardless of entry position, a variety of experiences in editing and publishing appropriate to their interests, aptitudes, and commitment.

The Language Teacher will continue to announce all regular vacancies as they are anticipated and the Publications Board will consider candidates from both the pool of prior applicants and those who apply specifically for advertised positions.

Applications should be addressed to:

William Acton, Publications Board Chair: Nagaikegami 6410-1 Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872

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JALT Central Office, Urban Edge Bldg., 5f, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; tel: 03-3837-1630; fax: 03-3837-1631.

Since last year, nearly all of the work of editing, compiling, and proofreading *TLT* has been transferred from phone, fax, and postal mail to e-mail. As a result of these efforts, we been able to cut production costs significantly and we hope, produce a more professional looking, cutting edge publication.

Thanks to the work of our staff translators and editors (see their names on page 3), we have also been able to provide readers with articles, news, and information in both English and Japanese. To continue this trend, the more bilingual support we can get from contributors and volunteers, the more we can provide you. We welcome, and urge you to contribute announcements, reports, opinion pieces, and letters in Japanese as well as in English. Help *TLT* continue to be a cutting edge publication with your contributions.

Our web page, faithfully maintained by **Bob Gettings**, offers a regular sampling of *TLT*'s pages to online readers and potential subscribers. If you haven't paid it a visit, you'll be impressed when you do. Find it at: <<http://langue.hyper.chubu.ac.jp/jalt/pub/slt>>. *TLT* online is another reason for readers to be proud of *TLT* as a cutting edge publication.

Our first issue of 1999 opens with an interview by **Nathan Edwards** of **J. R. Martin**, a leading researcher in the field of register and genre theory and its practical applications to teacher training and curriculum design. Martin shares his views on functional grammar in the classroom. The next article, by **Pádraic Frehan**, discusses the roles of background knowledge and prediction skills in improving reading skills. **Phillip Markley** and **John Herbert** introduce their work with Local Area Networks (LANs), in which entire writing classes take part in real-time conferences.

In response to concerns over the misuse of questionnaires in research being conducted by classroom teachers and others in Japan, **Dale T. Griffiee** has contributed an article which introduces basic procedures for constructing questionnaires that are in at least some ways valid and reliable.

Kyoko Yamada presents her high school English language classroom curriculum which addresses illegal drug issues in Japan and abroad.

Carol Browning, **Kawagishi Masako**, and **Seto Haruko** introduce their year-long university course which examines ten world cultures. They present a number of activities they use in class and include a list of the materials they have found to be successful.

Our Japanese language feature article this month by **Umeda Hajime** reports the results of a research study of Japanese students in regular academic programs at American universities and their attitudes toward their studies.

Finally, **Stephen Ryan** reports on the 1998 TESOL Russia—Far East International Conference, held in September in Khabarovsk, Russia.

Next month, we bring you a special issue of *TLT* on the topic of World Citizenship, guest edited by **Michael Higgins**.

Laura MacGregor, Editor

昨

年来、私たちはTLTのほとんどの編集、校正の作業を、電話、ファクス、郵便を介したのから、e-mailを使ったものへと変えてきました。これにより、私たちは明らかに編集コストを削減することができました。今後もさらにTLTをより専門的で、かつ最先端の出版物にしていこうと考えています。

翻訳、そして編集に携わってくれたスタッフのおかげで、私たちは論文、ニュース、インフォメーションなどを英語と日本語で読者の皆さんに提供することができるようになりました。この編集方針を続けるためには、バイリンガルによる編集をサポートしてくださる皆さんの助力が今以上に必要であり、それが得られれば、さらに多くのものを読者の皆さんに提供することが可能となります。私たちは、英語同様、皆さんからの日本語によるお知らせ、レポート、意見や手紙を歓迎いたします。TLTが最先端の出版物でありつづけるために、是非ご協力ください。

Bob Gettingsにより維持運営されているWebページでは、オンラインでの読者及び将来の購読者のために、TLTのサンプルを掲載しています。まだ、ご覧になっていない方は、<<http://langue.hyper.chubu.ac.jp/jalt/pub/slt>>にて、是非ご覧ください。きっと皆さんの脳裏に焼き付くものとなるでしょう。同時に、TLTをWebで公開しているということは、皆さんにTLTが最先端の出版物であると印象づける理由ともなるのではないのでしょうか。

1999年の最初の号は、Nathan Edwardsによるレジスターとジャンル理論の第一人者であり、同時にそれを教師教育とカリキュラムデザインに應用しているJ. R. Martinのインタビューで始まります。彼は教室における機能文法観について述べています。次のPadraic Frehanの記事では、読解技能を向上させるための背景知識と予想能力の役割について議論をしています。Phillip MarkleyとJohn Herberはローカルネットワーク(LAN)を用いて、作文のクラスでリアルタイムな議論を行う試みについて紹介しています。Dale T. Griffieeは、教師などによって日本で実施されているアンケート調査の誤用について言及し、妥当性と信頼性を上げるいくつかの方法を用いて、アンケート調査を計画する基本的な手続きについて述べています。Kyoko Yamadaは日本および海外における不法な薬物問題に焦点を当てた彼女の高校の英語教育カリキュラムを紹介しています。Carol Browning、川岸雅子、瀬戸晴子は10の文化を検証する1年単位の大学コースについて紹介しています。記事では、彼らが使用し成功した教材のリストを含め、教室で使用する数多くの活動を紹介しています。

梅田肇の日本語論文では、米国の大学における正規プログラムでの日本人学習者及び彼らの学習に対する態度についての調査結果を報告しています。

最後に、Stephen Ryanが9月にロシアのハバロフスクで行われた1998 TESOL Russia—極東国際会議—について報告しています。

来月はMichael Higginsをゲスト編集者に迎え、World Citizenshipを特集いたします。

The Language Teacher is the monthly publication of the Japan Association for Language Teaching (Zenkoku Kokugo Kyokai Chikan). Edited by Laura MacGregor, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

Note: TLT follows the recommendation of the Japan style sheet that Japanese names be given in traditional order, surname first. This convention is occasionally reversed, at the author's request. For more information, see Japan style sheet: The SWET guide for writers, editors, and translators (pp. 33-36). Berkeley, CA: Stone Bridge Press. ISBN 1-880656-30-2.

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Better Grass-Roots Communication

Recently on the SIGNIF listserver, there was an extensive discussion of "Proposition 9," a proposal for offering new members different options for joining JALT: a national membership only, national plus chapter, or plus one gratis NSIG group, etc.

I think this is an important issue: I also think it's important that all JALT members know about it and know it's under discussion, preferably before any decisions are made.

Is it possible to have the issue and the proposals concisely and clearly laid out in a not too distant edition of *The Language Teacher*? As far as I know, this is the only medium of communication that reaches all JALT members. Not all JALT members have email or have joined the JALT discussion lists. Not all JALT members can attend the conference or the AGM.

If a channel could also be provided for grass-roots members to make their feelings known, members would feel encouraged to participate. JALT needs to actively seek input from as many members as possible so that any decisions on subjects of such importance are well-informed and objective.

On the issue itself, I think that JALT can be flexible in meeting the needs of its membership and that providing different

membership options would be a positive step. I would like the option of having my primary membership go to a SIG.

Chris Doye, Materials Writers NSIG

TLT is eager to play a role in informing the membership of JALT issues affecting them. Some members may not know that these issues are covered in the Jalt Executives Newsletter (JENL), which they may now obtain online at <http://www.seafolk.ne.jp/kajalt/jenl.html> as well as from their chapter officers. Those who are online and wish to observe or participate in the JALT email list discussions that eventually result in JENL issues should consult their chapter or NSIG officers about joining. To keep off-line members as up to date as possible, TLT is currently looking for stringers to summarize online discussions for our JALT News column. If interested, please contact the editor. Unfortunately offline members are at a disadvantage in many ways. For example, the process of submitting, reviewing, revising, and editing TLT manuscripts is so much easier for online contributors that they outnumber offline contributors considerably. Moreover, ease of online communication tends to keep online members in touch with one another and isolated from the offline membership. We hope this letters forum will help redress some imbalances in communication and hope readers will send in suggestions for other remedies.

ESP: Some caveats

Thanks for your ESP issue, which highlights the importance of this approach to our situation here. However, many foreign teachers may find their ESP proposals viewed with suspicion. This is not because of ESP, but rather, because of the current curriculum reforms.

After WWII, the university system had 3-4 semesters of general education, after which the students moved to their individual faculties. Thus, a general education faculty (*kyouyoubu*) arose. This all changed with the recent curriculum reforms, ordering schools to reorganize these faculties. Most did so by merely renaming their Kyouyoubu with trendy names. These departments are trying to stay independent, but other faculties, both seeing the advantage of ESP and wanting more direct control over the curriculum, want to break up these departments and have the affiliated faculty reassigned. The faculty are unhappy about this, not only because of the loss of prestige, but also because they will become lone English teachers in science faculties, for example.

It is against this background that all curriculum recommendations are made. Thus, many faculty viewing ESP as an attempt to disband general education, react violently when it is proposed. At Hokudai, the foreign faculty members' work in ESP (Glick, Holst and Tomei, 1998(1) and Glick, Holst and Tomei, 1998(2)) has gone on largely without the support of the majority of the Japanese faculty.

This is generally true in multi-faculty universities. In single faculty schools, (e.g., medical schools) teachers can easily see the increased motivation that ESP can bring and view these proposals as worthwhile.

Thus, foreign faculty, already in a precarious position concerning renewal of contracts, should carefully evaluate the way an ESP proposal is taken by other faculty members. Caveat magister!

Joseph Tomei, Kumamoto Gakuen Daigaku

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Glick, C., Holst, M., and Tomei, J. (1998). English communication skills for Japanese medical students. *Journal of Higher Education*, 4, 40-44.

It was with interest that I read the article on ESP by Thomas Simmons in the November TLT.

I can fully appreciate that Mr. Simmons was trying to clarify some of the more "obscure" terms used in the field for general readers of TLT. Unfortunately, in trying to be so kind, he occasionally runs the risk of appearing to be a little condescending. For example, do we really need to be informed that "Genre," which he tells us "are specific and complete communication acts," have "a beginning, a middle, and an end," or that the category "expository" concerns "explanation"? Moreover, I wouldn't be at all surprised to learn that most readers of TLT are aware that "semantics" has something to do with "word meaning."

Sincerely,

Colin Sloss, Kanazawa Chapter, J/S High N-SIG

November 1998 ESP Special Issue Editor Thomas Simmons

responds: I appreciate the time Joseph Tomei took to compose his answer. It constitutes a constructive contribution necessary for further work in this area. I am already circulating this missive among others who are familiar with the education systems in Japan and hope to have a comprehensive response in the future.

To Colin Sloss: In compiling the issue, I knew it was necessary to meet many people at very different places in their understanding of the issues involved. JALT is a teachers' organisation and not devoted to the academic papers that many of us have read in years past and then laid aside as we concern ourselves with the duties and complexities of teaching. It is not really possible to know where everyone is at any one point in time. My conversations with literally thousands of teachers in the past 12 years have made it clear to me that I should not assume too much background information. "Genre," for example, is a word that has been significantly altered in applied linguistics from what it traditionally means in mainstream studies in literature. Starting simple and working to the complex was, in my estimation, the best approach for JALT. In this way, I run less of a risk of leaving any one behind in the discussion.



Functional Grammar, Register, and Genre Theory in the Language Classroom: An Interview with James Robert Martin

Nathan Edwards

Tokyo YMCA College of English

J. R. Martin is a lecturer in the Linguistics Department at the University of Sydney, Australia and is internationally recognized as a leading researcher in the field of Register and Genre Theory and its practical applications in both teacher training and curriculum design. He has also worked closely with the linguist and founder of functional grammar, M. A. K. Halliday. Professor Martin shared his expertise and experience in the field of applied linguistics in a recent interview for *The Language Teacher*.

Professor Martin, could you explain for our readers what is meant by functional grammar and outline some of the key concepts involved?

The main objective of a functional grammar is to explain language in terms of what people do with it, how they use the language to live. It tries to do that by adopting more of a semantic and pragmatic orientation inside the grammar. It does not see semantics and pragmatics as extra levels of organization but sees them as integral to the organization of the grammar. The way in which Halliday has handled this is to say that the grammar of all human languages is organized with respect to three purposes or three different types of meaning, and he refers to these as metafunctions.

Could you please describe these metafunctions?

These are highly generalized functional orientations to meaning in the grammar. One is called *interpersonal meaning* and that has to do with the speaker's resources for interacting in dialogue and for expressing his or her opinions and attitudes. The second dimension, which he calls *ideational meaning*, involves grammatical resources for constructing peoples' theories of experience and how people construct reality in ways that seem natural to them. The third function is the *textual meaning*, which he calls the "information flow management function," having to do with the problem of organizing what you have to say with respect to what you've said and what you're going to say, and making what you've said relevant to the context in which you're speaking. So it's a kind of management function, I suppose, that you encode into interpersonal and ideational meaning. The textual meaning manages ideational and interpersonal meaning and distributes them into a flow of information that's digestible.

What is distinctive about the organization of functional grammar?

I think the notion of looking at the clause or the nominal group or any different part of the grammar from three points of view and asking what it's doing interpersonally, textually, and ideationally is what is distinctive about the organization of functional grammar.

What is meant by register and genre and how are they related to functional grammar?

The register of a text is defined in terms of the three register variables of *field* (the topic of an activity or ideational meaning), *mode* (the role of language or textual meaning) and *tenor* (the power and solidarity relations between speakers or interpersonal meaning). The level that we refer to as genre deals with how the grammar can be related to the higher levels of discourse such as narratives and expositions. I think that the strength of a functional grammar is that it looks at grammar from the point of view of meaning, and so the grammar gives you quite a nice semantic and pragmatic interpretation of what's going on in the discourse. Then you can begin to think about other discourse considerations. You can think of what a narrative is or what an exposition is—as bundles of meaning, particular configurations of grammatical choices that people recurrently use in the culture in order to get certain kinds of work done. So in terms of first getting into functional grammar, the notion of genre, the culturally specific order of actions (greetings, requests, etc.) used by participants to complete certain tasks such as purchasing something in a service encounter, is the easy way in for teachers. Functional grammar can then be used to examine register sentence by sentence as you work through a text, analyzing and labelling the field, mode, and tenor. Texts written in the same genre, for example that of a scientific report, may show some variation in the sequence of stages and register.

Could you please summarise both the origin and development of functional grammar?

Halliday first worked on Chinese and he is often accused of making English look like Chinese. He is a scholar of Chinese in the first instance—he studied and worked in China. He was trained by a Chinese linguist, Wang Li and was also a student of J. R. Firth, the first major distinctive British linguist, the founder of the London School, and the first professor of linguistics in Britain. Halliday's inspiration comes from him.

Halliday was also influenced by various European scholars such as the Prague School, and the Danish lin-

guist, Hjelmslev. So there are some cross-cultural influences in his work. Firth was mainly a phonologist; since Halliday was mainly a grammarian, you can say that he developed Firth's ideas in his description of grammar. As a member of the third generation of scholars in this tradition, we are moving on into discourse beyond grammar, and looking at discourse and context relations.

In my own students you can see developments in terms of work across languages and specialized studies in different registers of English. The whole area of evaluation is also quite exciting: the study of speakers' opinions and attitudes, and their subjective intrusion into what they say.

What advice would you give those interested in developing a functional grammar for analysing the Japanese language?

There's been quite a lot of work done, including a very recent outstanding thesis by Kazuhiro Teruya (1998), which is a detailed grammar of Japanese. He has presented Japanese in functional terms the way native speakers use the language. I think you could say it's even more detailed than Halliday's (1994) grammar of English!

Could you please describe the current state of research into different languages?

The challenge in this kind of work is to not simply interpret other languages as a version of English. We've suffered in linguistics for centuries, everyone treating languages as if they were some version of Latin. Now it's English that holds sway. I think it's very exciting that we now have systemic functional descriptions of so many languages. We have descriptions of two Aboriginal languages in Australia: Gooniyandi and Pitjantjatjara. I've worked myself on Tagalog, the major language in the Philippines (Martin, 1981; 1983; 1985; 1986; 1996). There are descriptions of German, French, Finnish, and Indian languages such as Urdu. It's quite an exciting period for work across different languages.

Please relate and evaluate your own experience training ESL/EFL teachers in the use of functional grammar in the classroom. What kind of feedback have you received?

I think that the teachers I've worked with here [in Australia] generally have a semantic orientation. They've been influenced by communicative language teaching and the functional-notional syllabus. The question is how to give that something that has some teeth so you can manage it and put it to work. My experience is that coming in at the level of genre in terms of the global social purpose of texts and recognizing different text genres, recognizing the kind of staging that genres have is a very useful way in. It allows the teachers to relate to the needs of their students in terms of social purpose—what kinds of genres do these students need to manage. The students have to be handling meaning, dealing with whole texts.

We've had a lot of success at that level across all sectors of education: primary, secondary, tertiary, adult education, second language teaching. However, here in Australia when it comes to the grammar, the functional grammar itself which supports the genre teaching, it's much more of a struggle. The current generation of teachers in Australia has been trained in such a way that they have perhaps no knowledge of grammar whatsoever. They may even have been taught that knowledge of grammar is of no use to them, that a knowledge of grammar gets in the way of students' learning. I think that's nonsense. It's been proven to be nonsense (Williams, 1998a). Without a grammar base you're starting from "zero." However, the attitudes of teachers change once they become involved with the work and see the results.

How can functional grammar and an understanding of register and genre be applied to everyday classroom language teaching?

I've tried to show the critical role that literacy plays in learning science, history, economics, etc. Models have to be provided and most students need help in learning them. Some kind of needs-based assessment is necessary in terms of what the students need to learn in English, genres students have to learn, and the expectations of the curriculum. Every subject area has specialized genres that it uses and there may be quite different parts of the grammar that are highlighted. For example, in science we find reports and explanations featuring identifying clauses used to define technical terms; in history on the other hand there are very few technical terms, and history genres featuring action processes are used to chronicle events and relate causes to effects (see Christie & Martin, 1997; Martin & Veel, 1998). There are also vast differences between written and spoken English. Halliday's done a lot of work looking at the use of nominalized English in scientific discourse (Halliday & Martin, 1993).

The genres identified by the students should be ranked in terms of priority in a needs assessment. Careful thought should be given to how these genres can be modeled for the students. Teachers need some support and assistance from linguists familiar with Halliday's work—someone with experience to go in on and off over a period of a few weeks to work with the teacher in the classroom. That gives them the confidence to re-orient what they're doing. Adequate funding is crucial in order to make a systemic change in the way language is taught in the school system.

I also favour what's called front-loading in the curriculum. You make very clear to the students what the goals and objectives are and provide very good models of what you expect the students to be doing. I find a lot of teachers are reluctant to provide models and the students are left continually searching for what it is they are supposed to be doing. There is also an im-

Interview, cont'd on p. 14.

Pádraic Frehan
The British Council Tokyo

This paper argues that drawing students' attention to the advantages of activating their background knowledge and helping them to activate and start developing their prediction skills, both at the pre-reading stage and during reading of a text, can help them develop into more effective readers.

The students who were the subjects of this study were already capable of utilizing bottom-up processing skills acquired in past learning environments but were deficient in, or unaware of, the benefits of utilizing top-down skills. Since they consistently used a word-for-word text approach, I decided to focus on the top-down skills of predicting and activating background knowledge in order to provide them with a wider range of skills when reading a text. I will demonstrate that, when provided with alternative approaches, students are capable of processing a text more efficiently. Evidence will be based on written feedback from the participants and observations of what occurred during the study, which took place during one three-hour lesson at The British Council English School Tokyo. The retrospective written work was submitted by the students the week following the study.

Beyond the Sentence: Finding a Balance Between Bottom-Up and Top-Down Reading Approaches

日本でリーディングを教える際の最も一般的な方法は、学習者が注意を払うべき最大のユニットがセンテンスレベルである、データを駆使したボトムアップアプローチである。この分野で指導的立場にある研究者が指摘しているように、このアプローチは、学習者の総合的読解力の大事な要素の一つになっている。しかし、学習者が優れた英語の読解力を身につけるためには、ボトムアップのスキルだけでは十分だとはいえない。本論では、英国大使館英語学校東京校の学生を例にとり、トップダウン（概念-駆使）のリーディングスキルに学習者の注意を向け、またその練習をし、さらにそれをすでに学習済みのボトムアップスキルと一体化することで、さらに有能な読者になることができるという事を示している。本論では、学習者がこの二つのスキルをバランスよく使えるようなリーディングの相互作用モデル(interactive model of reading)を提案している。

The Reading Process

A brief synopsis

The last four decades have seen the emergence of three reading models. In the *bottom-up* (data-driven) reading process, the reader decodes, letter-by-letter, word-by-word the written symbols in the text and then reassembles the pieces to form meaning. However, this process creates problems such as fragmentation and memory overload because the reader attempts to store too many separate pieces of information without any higher-order relationship between them (Carrell, 1988b). Despite these deficiencies, the bottom-up approach has remained popular in the teaching of reading in Japan (Kitao & Kitao, 1995).

The second model, the *top-down* (concept-driven) reading process, arose out of psycholinguistic research by such scholars as Goodman (1971) and Smith (1971). In this model, the efficient reader does not need to use all of the textual cues (Carrell, 1988a). Goodman (1971) described reading as a "psycholinguistic guessing game" (p. 135) and later wrote that the better the reader is able to make correct predictions, the less confirming via the text is necessary (Goodman, 1973, in Carrell, 1988a).

The third model is the *interactive* processing approach, developed in response to the deficiencies of both bottom-up and top-down approaches. In this model interac-

tion refers to the constant interaction between bottom-up and top-down processing skills (Eskey, 1988).

Stanovich's (1980) *interactive-compensatory* model deals with the shortcomings of both approaches. The bottom-up model assumes background knowledge cannot be activated before lower level decoding while the top-down model does not allow lower level processes to influence or direct higher level ones. The basic premise of Stanovich's model is that reading involves an "array of processes" (Grabe, 1988, p. 61). Therefore, a reader who is weak in one particular skill area will compensate by bringing into effect other reading processes. Grabe's (1991) interpretation of an interactive approach is one that takes into account the critical contribution of both lower level processing skills (identification) and higher level comprehension and reasoning skills (interpretation). The process then, is reciprocal.

Advantages of an interactive approach

An overemphasis of either a bottom-up or a top-down approach will not realize a reader's potential for comprehension of a text. Developing readers must work at perfecting both their bottom-up recognition skills and their top-down interpretation skills. Thus, the reading process can be viewed as a combination of interactive bottom-up and top-down procedures (Clapham, 1996). Readers often decontextualize and just think about the words so that by the time they reach the end of a page they have forgotten what the top was about (Eskey & Grabe, 1988). This was a pronounced problem with the students in this study: Their word-by-word text approach resulted in a very slow comprehension rate. Such a slow reading process can cause *tunnel vision* because the brain is overloaded with visual information when the reader is reluctant to use non-visual information and/or when the reader is unwilling to predict what may follow in the text (Smith, 1985).

Kitao and Kitao (1995) found that most Japanese students read by replacing all English words with Japanese words *one by one*. Students ascribe equal importance to each word and use only their syntactic knowledge to understand the sentence. They work very slowly through the text and struggle to comprehend its overall message (Kitao, Kitao, Nozawa, & Yamamoto, 1985). The reading experience my students bring to class reflects the above. Further, they tend to read a passage through from beginning to end without surveying the reading beforehand or making predictions based on the title or illustrations (Kitao, 1994). The present study focuses on this last point.

The Study

The subjects

The subjects for this study were eight Japanese students in an Academic Study Skills class, whose average age was 26. Their English level was lower advanced and their primary reason for attending was to prepare for postgraduate study in the U.K. Since

the focus of the class was on developing academic reading, writing, listening, and speaking skills, only a limited time could be allocated to reading.

Materials

The subjects were provided with a selection of reading materials drawn from Japanese (L1) and English (L2) magazines and a number of texts from our coursebook, *Campus English* (Foreman, Donoghue, Abbey, Cruden, & Kidd, 1990). I also transferred two of the texts from the coursebook to overhead transparencies (OHTs) in order to display them separately on the whiteboard and thus facilitate the elicitation of prediction ideas from the class as a whole.

Procedure

I began by asking students to choose an article to read from a selection of L1 magazines (*Executive*, *Newton*, and *Online Today Japan*). Next, we repeated the procedure with the L2 magazines (*The Economist*, *New Scientist*, and *New Statesman*). Students discussed their choices together, first the L1 articles, then the L2 articles, focusing on *what* they chose and *why*, and *how* they made their choices. I then summarized the results on the whiteboard under the headings *L1 magazines* and *L2 magazines*. The class discussion which followed revealed that the students applied similar strategies when choosing both the L1 and L2 articles. The students thus realized that the selection strategies which were applied in L1 had similar and useful applications in L2. The points noted were:

- they knew something about the topic already and wanted to know more
- they became curious about the article after reading the title
- they had a personal interest in the topic
- they already had some idea as to the focus and contents of the article and wanted to clarify this and pursue it further.

The students were thus activating schemata (Rumelhart, 1980) relevant to the topics chosen. Furthermore, the activity demonstrated that they were activating their prediction skills *unconsciously* in L1 and in L2 in order to make a choice which in turn led to conscious thinking about the articles they had chosen.

After establishing that certain skills were identical or similar in L1 and L2 prior to reading the text itself, the next set of exercises focused on prediction from titles of texts.

Prediction from titles

I shall regard prediction in its general sense as outlined by Tadros (1994), which is guessing or anticipating what will come next in the text based on the reader's common-sense knowledge of the world.

I wrote the title of an article from *The Economist* magazine on the board, "Webbed Flight" (*The Economist*,

1997), and asked the class to predict the contents of the article. Key words from their predictions were written under the title. I then placed the article on the overhead projector (OHP) and asked the students to scan the article for the key words to check if their predictions were correct. Most were, but not all. Rather than predicting correctly *all* the time, it is more important for readers to be actively involved in the processing of the possible contents and meaning of the text (Nuttal, 1996).

I repeated the activity twice, each time using new material, once as a group exercise, then individually. Following this, students came up with the following advantages of prediction: (1) It recalls what you already know about the topic and so can help prepare you better for the reading; (2) you are thinking about the topic before you begin to read so this can help you associate what you already know with the contents of the text; (3) it makes it easier to understand new information if you already know something on the text; (4) it may help improve reading speed; and (5) the reader can feel less anxious approaching a text due to the familiarity already established between reader and text.

Prediction from within the sentence and paragraph

Next, I used an exercise, "Prediction within the sentence" (Nuttall, 1996, p. 14) which consisted of group discussions followed by class consolidation. Students applied their syntactic (e.g., third person singulars) and semantic knowledge (e.g., collocation) to predict what words would follow consecutively in the sentence, thus speeding up their progression through the sentences. This was an important awareness-raising exercise: Since the word order in English sentences is different from Japanese, students usually replace English words with Japanese ones to make (Japanese) sentences before trying to comprehend meaning (Kitao & Kitao, 1995).

Using an OHT projection of Nuttall's, "Predicting our way through a text" (1982, p. 13) I conducted a class discussion, monitoring comprehension using the questions provided in the text, drawing the students' attention to both the syntactic and semantic relationships within the text, and reiterating that predictions were not always correct. The purpose of the above exercise was to make the students more aware of an interrogation factor which Swales (1990) refers to as "a reciprocity of semantic effort" (p. 62), so as to instill in the students the necessity to continually question the direction of the author and thus place themselves in a better position to comprehend the text as it unfolds.

Finally, I gave the students a complete text with title from their coursebook and asked them to apply the strategies they had practiced. After this, a class discussion took place reviewing all the exercises. To conclude, I invited feedback from the students on their impressions and thoughts of the strategies covered. This mainly revolved around the points written on the board during the previous exercises.

As a follow-up task, students wrote their opinions and comments on these exercises for homework, three examples of which appear in Table 1.

Table 1: Students' retrospective comments on the exercises (unedited)

- Student #3 The method you've introduced us made me conscious my subconscious. I tended to read a text word for word until then, being afraid to misunderstand the contents. Now I'm trying to skip as many words as possible even when I'm going to read about something not familiar, and I am picking up some key words when I am going to deal with the text I've already had quite a few knowledge.
- Student #4 I have never noticed the importance of prediction in reading without your lecture. So far, I have paid attention to the sentence structures and the word meanings rather than the whole meaning of a story. Therefore, it takes a long time for me to read through a whole story. I am afraid that the English classes which I have attended in Japan made me read like this.
- Student #5 There are many positive aspects of using "prediction skill". Firstly, we immediately thinking about the topics helps us to understand contents of articles. Secondly, we can improve our reading speed by predicting the following contents. Thirdly, we can associate our knowledge we already have concerning the topics and it can help to make our learning much more easier.

Evaluation

The students' written feedback suggests that they became more aware of the positive roles that activating background knowledge and prediction can play in the L2 reading process: "I learned ... that predicting is one of the most important aspects in reading" (Student #1); "I have understood and reconfirmed that the 'prediction,' or the 'active reading' is very important and useful skill" [*sic*] (Student #2).

In the "prediction within the sentence" exercise, students focused on how words can be anticipated and chunked together rather than on the individual meaning of each word. It showed students how to read fewer words and hypothesize more.

The extended "prediction within the paragraph" exercise helped students become more aware of how a writer's ideas can progress in the paragraph. One student commented, "So far, I have paid attention to the sentence structures and the word meanings rather than the whole meaning of a story."

It is difficult to judge whether the students really began to utilize the skills just introduced during the final reading exercise. However, because they were more willing to discuss the possible overall meaning of the text than on previous occasions, because the exercise took less time than previous exercises of this kind,

and because the students refrained from using dictionaries during the reading of the text, it is reasonable to assume that they were beginning to utilise these new skills. The above points, supported by the students' retrospective comments on the exercises, illustrated their increased confidence in approaching and reading a text with a more balanced reading approach.

Conclusion

Students have different reading abilities, possess different background knowledge, and have different linguistic competence. The focal point of the study was highlighting the positive benefits in the activation and use of the two skills *regardless* of the different elements present in each student's reading and linguistic background.

No substantial changes can be expected after one or two lessons, but it is important to set such reading strategies in motion and to give students ample exposure to them. Reading skills develop gradually and the reader does not become fluent suddenly. Instead, fluent reading is the product of long term effort and gradual improvement (Grabe, 1991).

Teachers need to continually adapt their teaching methodology to their teaching environment, regardless of what is currently fashionable in ELT. By taking into account the learners' background learning experiences we can adapt our teaching to allow for the maximum benefits to our students.

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Interview, cont'd from p. 10.

portant stage where the students do joint writing with the teacher, who uses an OHP for example. They also craft a text together with the teacher before they write on their own. It is important for the teacher to first work with and guide the students in their production of a certain text genre such as an exposition. Given models and scaffolding, it is amazing what students of all ages are capable of doing!

Thank you for sharing your expertise in this fascinating field.

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Over the past twenty years, computers have been used with ESL/EFL students in a number of ways, mostly involving reading, grammar, or word processing software. Since the early 1990s, networks have been used to access the Internet in the form of electronic mail, discussion lists, and multiple object oriented interfaces (MOOs), a system by which Internet users converse and move around a virtual world (Davies, Shield, & Weininger, 1998). More

recently, local area networks (LANs) have been used to link all the computers in a classroom without accessing the World Wide Web (WWW). With LANs, students are able to take part in real-time conferences, in which all participants are logged onto a closed network at the same time. The purpose of this paper is to discuss four pedagogic advantages of using LANs in Japanese EFL classrooms: (1) Students can actively take part in discussions at their own pace; (2) large numbers of students can communicate at the same time; (3) students use language in meaningful ways; and (4) LANs can be used flexibly in a number of different configurations.

Local Area Networks: Online Communication in the Japanese EFL Classroom

Overview

Computer-assisted classroom communication (CACC) has been used in foreign language programs in the United States for several years now.

A widely used software program is

the *Interchange* application of the *Daedalus Integrated Writing Environment*, which runs on Macintoshes or PC-compatibles connected to a LAN (Slatin, 1998). Details on cost, memory requirements, and installation procedures are available at the Daedalus website: <<http://www.daedalus.com/info/diwe/techspec.html>>.

At our university, 40 computers have been linked together to form a network using the Daedalus software. *Interchange* has been used in first-year English writing-related classes at our university since April 1997 with high level students (with TOEFL scores from 480-530), low-level classes (with TOEFL scores between 400 and 450), and returnee students who have spent time overseas (with TOEFL scores between 480 and 640). Students do not need extensive computer skills. They simply need to know how to type, and how to use a scroll bar and a mouse.

The CACC in the Classroom

How does *Interchange* work? Students in the computer laboratory log onto the Daedalus program by typing in their names and a password and choosing the *Inter-*

過去20年間、コンピューターは、主にリーディング、文法、あるいはワープロソフトとして、ESL/EFLの学生に様々な形で使われてきた。1990年代の初期から、電子メール、ディスカッションリスト、インターフェイスを中心とした多様な目的(MOOs)つまりインターネット使用者が仮想の世界で話し活動するシステム(Davies, Shield, & Weininger, 1998)等の形で、ネットワークはインターネットにアクセスすることに使われてきた。最近では、地域のネットワーク(LANs)がワールドワイドウェブ(WWW)にアクセスしなくても、クラスのすべてのコンピューターをつなぐことに使われ始めている。LANで、学生は同時に閉鎖ネットワークにログインされているリアルタイム会議に参加することができる。本論の目的は、日本のEFLのクラスで、LANをつかうことの四つの教育学的利点を述べることである。それらは、(1) 学生は自分のペースでディスカッションに積極的に参加できる、(2) 大多数の学生が同時にコミュニケーション出来る、(3) 学生は意味のある方法で言語を使っている、そして(4) LANは多くの違った形態で柔軟性を持って使える、という事である。

change application in the "message" menu. The procedure for both receiving and sending messages is simple: The screen is split horizontally into two windows, a bottom window and a top window. Students type their contributions in the bottom window and click the "send" button. Messages appear in the top window in the order they were sent, with the sender's name at the head of each message. Students can use the scroll bar to read all the messages in a session at their own pace. Table 1 is an example of what appears in the top window of the screen, here a response to a reading passage entitled "Private Space" (Hall, 1991), which compares the American and German sense of space. These five sample entries by advanced students (their names have been abbreviated) and the instructor's prompt are replicated here exactly as written.

Table 1: Five sample entries

Teacher: Describe the basic differences between the German and American concepts of space.

1. KK: German tend to like more spaces as communicating with people. On the other hand, Americans like closer spaces.
2. RN: Space means more important to the German than to American. For example, for most of times the German keep their doors closing whereas American keep thier doos opening.
3. KN: German tend to secure private space. American are more open about space.
4. YY: Private space is more important for Americans than for Germans
5. YU: In America, privacy is granted whether it is actually present or not. They think that the space should be shared. On the other hand, in German, people are highly respect others privacy, and they sense their own space an extension of the ego.

Four Advantages of Using LANs

Working pace

First, all students can work at their own pace: they can read what others have written, formulate an answer in the editing window, and send it when they feel confident to do so. While computer conferencing is not the same as oral discussions, the system allows even reticent students to participate, and encourages across-class participation. In a survey conducted by Bump (1990) about the use of the *Interchange* application in his American CACC classes, 81% of the graduate students, 84% of the seniors, and 50% of the freshmen felt that its primary advantage was that it allowed all members of the class to participate. This supports findings by Ortega (1997) that CACC tends to produce a more equally distributed discussion among the participants than a traditional oral classroom discussion (see also Beauvois, 1992; Kelm, 1992; Kern, 1995; Sullivan & Pratt, 1996; Warschauer, 1996).

Large classes

Second, the CACC using a LAN allows the whole class to take part in a computer conference at the same time. Since the entire class participates, students have a much wider audience for their views than in a face-to-face discussion class. A greater exchange of information and opinions results, which is particularly valuable for pre-composition writing. The implications of increased student output are great when we note Stevick's assertion (in Larsen-Freeman & Long, 1994) that productive practice in the target language promotes the transfer from second language learning to second language acquisition. Moreover, as Ortega (1997) notes, Swain's (1985) comprehensible output hypothesis predicts that language production plays a vital role in second language development.

Completed discussions which took place during the class are stored on disk so that the teacher can check to see whether all the students have participated. The teacher can then direct specific questions in the next *Interchange* to those who did not participate. In addition, the teacher can review the discussion and see what kinds of language problems students are experiencing and address them in the next session.

Meaningful communication

The quality of thought that goes into producing meaningful communication improves, since students have a wider audience and less pressure to produce a response quickly. Therefore, they can spend more time constructing expressive sentences and monitoring their own work. Once their thoughts are organised, they communicate them to the class. Linn (in Streibel, 1986, p. 157) suggests that forcing students to restructure information into precise, systematic, logical units enhances the learning process. Furthermore, Slatin (in Markley, 1992, p. 8) stresses the importance of self-monitoring as a key component in both thinking and communicating. We have observed that students have delved deeper into issues in the CACC format than would have been possible in face-to-face discussion groups.

Table 2 presents two authentic, uncorrected examples from each of the three different levels we teach. The first excerpt is from a CACC discussion by a high level first-year English class about an assigned reading of *Hair* (Malcolm X, 1991).

The second example is taken from the low-level first year English class that used the CACC approximately once every six classes, or once every three weeks. While no specific reading article had been assigned prior to this session, students had spent two previous classes completing both listening and speaking exercises on the topic of living conditions.

The third example is taken from the first-year returnees English class that used the CACC every week for one semester in a reading and writing course. The CACC was about the circumstances surrounding the death of Princess Diana, which was a current news

item at the time. The question posed to the class was whether laws against paparazzi should be enacted or not and who they thought was to blame for the Princess' death. No background reading material was assigned for this discussion.

Table 2: Three levels of first-year English students (two examples for each level)

Example 1: High level

Teacher: Malcolm X believed that by straightening their hair, Black people were trying to look white. Therefore he was against any action or human mutilation which changed his appearance. So what about piercing the ears or about operations to make one's eyes look rounder?

1. YU: I don't think Japanese who pierce the ears trying to look white. Although piercing the ears have brought from America or European countries, we are just to make ourselves pretty or good looking.
2. MT: I think Malcom X was basically against changing the appearance. However, it is only myself who can decide if I change my appearance or not. Noone has right to tell me to have an operation or not to. And the purpose of changing one's appearance is not always to look like the white.

Example 2: Low level

Teacher: What are the good and bad points about life in Japan? Think about population, land area and housing, education, employment, general way of life, etc. You can compare Japan with another country if you want to.

1. YS: I think that good points about life in Japan is security of life compared with other countries such as America because Japan has low rate of accidents about guns and bad points is most Japanese people do not enjoy their life and they have stress about business, education system and school etc.
2. ST: I think Japanese education system don't make children who are rich in personality. In school, they have to act similarly wearing the same uniform. If they against the rule, they are pressed by teachers. I think their personality ought to be more respected.

Example 3: Returnees

1. MS: Conclusion. I guess many people in this class are against paparazzi. Well, I don't know if I should blame paparazzi only, because the driver was drunk, too. It is easy to blame paparazzi but we should think about we could cause Lady Diana's death by our curiosity to her life. We don't need her picture when she was killed by the accident!!
2. KM: I changed my mind. Now I think that the death of Princess Diana can not be blamed on the paparazzi. They were just doing their job and the

Diana's death was just an accident. The paparazzi has been working to fill our curiosity. If there's a law to protect celebrities privacy, the paparazzi will not be able to make their living.

Flexibility

Interchange is extremely flexible for a number of reasons. We have already seen how large numbers of students can take part in computer conferences simultaneously. However, at a certain stage, the amount of written material in the discussions can become too much for students to keep up with. This problem is easily solved by dividing students into groups and creating separate discussion forums. Alternatively, the instructor can give students a choice of two or more related topics and set up separate forums for conferencing using the subconference facility. This allows one section of the class to concentrate on one issue and another section of the class to discuss a separate or related issue. Students can move freely between the two. In addition to offering choices for discussion, subconferencing allows slower students to work at their own pace on one topic and lets faster students take part in two conferences during the same class. Students who join a subconference in progress can use the scroll bar to read the earlier entries.

Conclusion

The CACC is a flexible tool for use in the foreign language classroom which can provide an excellent learning environment for Japanese students. It allows large groups of students to have time-efficient communication in a non-threatening atmosphere, even when the class is composed of students of mixed levels. Students have the opportunity to think carefully before giving their opinions and to produce meaningful language, thereby enhancing communication in the language classroom.

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Many teachers are becoming interested in classroom research (Griffiee & Nunan, 1997), and one popular way of doing research is to use data generated from questionnaires. There are many advantages to using questionnaires: (1) You can collect a large amount of data in a fairly short time (Brown, 1988, p. 3), (2) they are easier and less expensive than other forms of data collection (Seliger & Shohamy, 1989, p. 172), (3) questionnaires can be used to research almost any aspect of teaching or learning (Nunan, 1989, 62), and (4) they can be easily used in field settings such as classrooms (Nunan, 1992, p. 142).

Nunan (1992, p. 143) raised the issue that the creation of valid and reliable questionnaires is a specialized business. A teacher cannot simply make a questionnaire, administer it, and report the results. Before a questionnaire can be used for research purposes, it must be reported how the questionnaire was constructed, how it was piloted, what the results of the pilot were, and what, if any, revisions were made based on the pilot questionnaire results. The purpose of this article is to provide basic procedures for making a questionnaire instrument that has some claim to being valid and reliable.

Questionnaire Construction and Classroom Research

Key Terms

Validity is usually taken to mean that the questionnaire is in fact measuring what it claims to measure (Brown, 1988, p. 101; 1996, p. 231). *Reliability* is information on whether the instrument is collecting data in a consistent and accurate way (Seliger & Shohamy, 1989, p. 185) and is usually reported as a coefficient from zero to one hundred. Of the various different types of reliability, I will deal with the type known as internal consistency, and I will discuss coefficient alpha (also known as Chronbach's alpha) because it has the advantage that scores can range (i.e., Likert scale) or be dichotomous (Pedhazur & Schmelkin, 1991, p. 97). *Alpha reliability* is the relationship between the number of items and the correlation between items. The *instrument* is the test or questionnaire and *item* refers to a question on an instrument (not all items, however, are questions). More specifically, an item is an examination of a mental attribute the answer to which is taken as a degree of performance in some psychological construct (Osterlind, 1990). *Construct* (following Pedhazur & Schmelkin, 1991, p. 52) refers to a theoretical abstraction that organizes and makes sense of the world. Constructs familiar to language teachers are proficiency, motivation, listening, confidence, and anxiety. A *Likert scale* is a way of marking a questionnaire by marking or circling one of a range

本論では、語学教師の間でほとんど話題にのぼらないアンケートの作り方の問題点について述べている。主な用語を定義づけた後、本論は有効なアンケートを作るのに必要な三つの主要な段階について論じている。最初の段階は、項目を書くこと、次に項目をテストし、そして最後に有効性の証拠を報告することである。本論であげたい主要な点というのは、データ収集のためにアンケートが使われる前に、これらすべての段階をふまないといけないという点である。アンケート作製は、決して軽んじられてはならない専門の仕事として述べられている。

of possible answers, such as *strongly agree*, *agree*, *undecided*, *disagree*, and *strongly disagree*.

Step One: Writing the Items

I will discuss four parts to step one: stating the construct, brainstorming items, asking a panel of experts to review the items, and asking students review the items. Stating the construct involves writing out what you plan to measure (i.e., the purpose of the questionnaire). This sounds deceptively simple, but is often hard to do. Take, for example, a questionnaire that I wanted to create to measure student confidence in speaking English as a foreign language (Griffee, 1997). Stating the construct does not mean writing a sentence that says the goal is to measure confidence in speaking English as a foreign language. Rather, it means, to state what you mean by the construct of confidence.

Many teachers use questionnaires to determine to what extent students approve of their course. In that case, the problem isn't so much defining the construct approval as it is in stating the goals and objectives of the course because it is from the course objectives that questionnaire items are constructed.

Brainstorming the items could involve writing the items by yourself, writing with the help of colleagues, or basing them on other questionnaires that measure the same construct.

The next stage is to ask several colleagues to look at your items to see if they make sense. An expert is a colleague who has enough training and experience to offer a reasonable opinion, but does not have to be a person who wrote their doctoral dissertation on your subject. Since I wanted to balance nationality and gender on my panel, I asked three male and three female English speaker teachers, and three male and three female Japanese speaker teachers. I gave each colleague the definitions of my construct followed by a list of the brainstormed items and asked them to rate how well each of my items was measuring the construct. Next, I talked to them to find out why they objected to certain items, and in some cases I was able to more clearly understand their objection and revise the item accordingly. This is an example of validation evidence, that my items were looked at by some colleagues and judged as adequately measuring the theoretical construct. It is however weak evidence because it gives us information about the instrument rather than on the data obtained from the instrument (Angoff, 1988, p. 27). I then asked some students of the type for whom the questionnaire was planned to look at each of the items and circle any word they did not understand. After making adjustments based on their feedback, I was ready to pilot my questionnaire.

Step Two: Piloting the Instrument

The underlying strategy of step two is to create more items than you will eventually use, and to pilot the questionnaire to determine which items to keep and

which items to revise or eliminate. I will discuss two parts to this step: piloting the questionnaire, and analyzing the results. Keeping in mind that you cannot ask the same students to do both the pilot study and the main study, select a group of students for the pilot. Piloting is not an optional step. It is necessary to get results to analyze to help you decide which items to keep and which items to cut.

I will discuss four possible ways of analyzing the results. The first is simple correlation (see Reid, 1990, p. 325). If you wrote two items that you intended to measure your construct, and they had a high correlation, you could argue that the students understood the items in the same way. If they did not correlate, you would assume that at least one of the items was not understood by the students in the way you intended, and was therefore not measuring the construct. You might take these items back to your panel and ask them why they thought your students did not interpret them in the same way. Alternatively, you could pilot your questionnaire with Near Native Speakers (NNS) and students. Assuming that the NNS understand the items, items that do not correlate highly can be cut.

A second way to analyze the results of the pilot is to calculate the alpha reliability for the separate sections of the test. If one of the sections gets low reliability, you should take the items back to your panel for revision. A third way to analyze your results is to give the questionnaire to a student. Ask the student each question (or let them read it), and then ask them to tell you what they think the item means. Items which are not clear to the student or are understood in ways not intended are candidates to be cut. A fourth way to analyze the results of the pilot is Factor Analysis (FA), which is a form of multivariate correlation. FA is decidedly superior to simple correlation, but it requires advanced knowledge of statistics and a higher number of students in your pilot study. Some researchers (Boyal, Stankov, & Cattell, 1995) call for at least 10 participants per item. Revised items should be piloted again until you are satisfied that all items address the construct.

Step 3: Reporting the Final Validation Evidence

You are now ready to administer your instrument. The underlying strategy of step three is to find out if the revised items are functioning well. If your items are not functioning, you have to decide to use them as they are, or to revise them and pilot again. If you are satisfied, you can report the content results of your questionnaire. (For a discussion of adequate reliability see Griffee, 1996, p. 283, and also Pedhazur & Schmelkin, 1991, p. 109).

The above three steps should be reported in summary form in the materials section of your paper to show that your questionnaire is valid and to what extent. The mean and standard deviation for each item should be included. If you use a Likert scale, you may wish to report the responses as percentages.

This article assumes that you have access to a computer, and a statistical program or a spreadsheet program that includes descriptive statistics, correlation, factor analysis, and alpha reliability. As my statistical program does not include alpha reliability, I adopted a formula (Brown, 1996, p. 196) to a simple spreadsheet.

Conclusion

Validation is the process of item creation, piloting, and item testing to determine whether the items are measuring what you claim they are measuring. No single test or observation constitutes validation; rather it is a series of checks, each of which must be reported. Validation should be built into the foundation of the questionnaire, not added on as an afterthought. Validation is a never-ending process and one never finally validates a questionnaire. You can expect to spend months if not years validating your instrument before you administer it for research results. This is a sobering realization. This article can only suggest the time and steps necessary. As Nunan said, making a questionnaire is a specialized business and should not be undertaken lightly.

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Young Japanese people's perception toward illegal drugs is going through dramatic changes these days, but little has been done so far at schools (Nagashima, 1997, pp. 62-64) or at homes ("Yakubutsu kyoiku," 1996) to meet these new challenges. This paper proposes that English language classrooms address illegal drug issues. I will discuss why and how this should be done based on a course I have taught.

The students were upper-intermediate level seniors at Doshisha International High School. Last year, more than 90 percent of the 59 students (divided into two

classes of 29 and 30) were returnees who had experienced life in English-speaking countries. There were three reasons why I felt drug issues deserved a place in my course.

First, illegal drugs are not only internationally high-profile issues but are recently becoming a serious domestic problem. The result of a government questionnaire on Japanese high school students' perceptions toward drug abuse revealed that 8.3 percent of second-graders have wanted to use illegal drugs in the past ("Yakubutsu tsukattemitai," 1998, p. 38). This, as well as the more frightening news of a seven-fold rise

("1996 haul," 1997) in the number of stimulants confiscated in 1996 from 1995 and a doubling in the number of high school students' arrests for stimulant abuses in 1996 from 1995 ("Yakubutsu ranyo," 1998) indicate that illegal drug issues are now here to stay. Naturally, because of the increasing amount of media attention, many students are interested in learning about drug issues, and this forms the second reason for dealing with them in Japanese EFL classrooms.

The third reason stems from the increasing possibility that young Japanese will experiment with illegal drugs when they visit a foreign country and that they will end up behind bars on their return to Japan ("Deta ai," 1996; "Gakusei no," 1998). If English teachers can offer learners a chance to get to know the language used to discuss illegal drug issues and the disadvantages attached to illegal drug use, they can help students make informed choices.

Teaching Drug Issues

As illustrated by the failure of the anti-drug campaign in the U.S., "saying no" is no longer effective in keeping young people away from drugs (Buchsbbaum, 1997, p. 6). Even in Japan, such a strategy would likely fail, as the growing minority of young people believe that trying drugs is all right "because it is not a nuisance to others, so it should be left to the individual's own free will" (Mizutani, 1998, p. 111; "Yakubutsu shiyo," 1997). Keenly aware of this, I chose to present

Illegal Drug Issues in the Classroom

日本の若者の違法薬物に対する認識は最近大きく変わりつつある。本論ではそのような変化に生徒達に対応できるように、学校・家庭教育で取り上げられることがあまりない違法薬物の問題をいかに英語教育の場で導入していくか論じる。まず、日本、米国、オランダの違法薬物問題と政策について学び、ディスカッションを行う。3国の違法薬物事情、政策を比較、対比していくなかで、薬物問題が個人、そして社会全体に与える影響についても考えていく。さらに、マリファナに対する異なった見解を持つ人達に生徒達自らが扮するロールプレーディスカッションを行い、マリファナ使用に付随する諸問題を議論する。これらのプロセスを経て、違法薬物に関して各自どのような姿勢をとるべきかを確認すると共に、将来違法薬物を勧められたとき正しい判断が下せるように生徒達を指導する。

drug issues as social problems that affect not just the well-being of individuals but also that of free and democratic societies. To achieve this effect, I decided to teach the illegal drug policies of Japan, the U.S., and the Netherlands, in order to compare their strengths and weaknesses and to have students participate in a role-play discussion where people having conflicting views about marijuana use discuss their points of view. The whole process took about eighteen 45-minute classes.

Drug Issues and Policies in Japan, the United States, and the Netherlands

Japan

I gave two 45-minute lectures in English on drug issues and policies in Japan. In the first lesson, I outlined the history of illegal drug abuse to show how it has corrupted personal freedom. For example, during World War II, the Japanese government administered stimulants to laborers working at state-run military factories. In the second lesson, I touched on the health effects of illegal drugs (stimulants, sleep-inducing drugs, morphine, cocaine, and cannabis) and the Japanese laws regulating them. I supplemented the lectures with a four-page handout in English which I wrote (see Koseisho, 1997; Nakamura, 1993).

The United States

I spent eight lessons on drug policies of the U.S. federal government and teen drug abuse issues. Information from drug-related articles ("Kids and Drugs," 1997; Nakamura, 1993), newspaper articles, and the Internet, especially the home page of Department of Justice Drug Enforcement Administration (<<http://www.usdoj.gov/dea/>>) were helpful resources. The lessons revealed that the number of U.S. teen drug users is increasing with marijuana being their choice of drug (Buchsbaum, 1997, p. 4). The government's response has been to appeal to them not to use drugs ("The General's War," 1997, p. 7).

One class was spent on the history of drug abuse in the U.S. from the Civil War, when morphine was used as a pain-killer ("Ten Claims," 1997), through the Vietnam War and student movements in the 1960s and 1970s to the present (Nakamura, 1993). I distributed a time-chart for this lecture ("Ten Claims" (ibid.); Nakamura, 1993, pp. 43-50; "DEA History," 1997; Schaeffer, 1979; Tsuge, 1989). Following the lecture, students formed groups of three to five to exchange their opinions.

In the following class, I gave a ten-minute lecture on how differently illegal drugs are treated by the federal and state governments: Though the federal government may take a tough approach toward hard and soft drugs, some states like California ("State-By-State List of Marijuana Law," 1998) and Colorado ("State-By-State List of Marijuana Law," 1998) decriminalize the use of soft drugs. Then I showed a 15-

minute video on Denver high school students' drug abuse, which was aired as part of The MacNeil/Lehrer news hour (Crystal, 1996). In it, eight high school students shared their views on teen drug abuse. Some of them had apparently tried illegal drugs before, and even those who hadn't were rather tolerant about them. After this program, students formed groups of three to five and discussed how they felt about the American students' views. Three dominant opinions emerged: The majority of students were not pleased with the Denver students' lax attitude. The second group of students stated that since drugs are more accessible in the U.S. than in Japan U.S. teens are compelled to experiment with illegal drugs. The third and smallest group said that there was nothing wrong with their wanting to try drugs.

The Netherlands

Drug policies in the Netherlands are among the most liberal in the world. This country tolerates the sale of soft drugs such as cannabis in coffee shops. I spent three classes on the Netherlands. In the first lesson, I used a periodical published and distributed by the Ministry of Health, Welfare, and Sports of the Netherlands to promote their drug policy ("Drug Policy in the Netherlands," 1997). We spent one lesson reading the main sections.

Next, students broke into groups to discuss their impressions of the Dutch drug policy, and I went around the class to hear what they had to say. The majority felt the Dutch system was special, but did not support it. A small group felt it was a good and interesting policy.

In the next class, I gave a lecture on the problems surrounding the coffee shops ("Introduction and definition of the problem—complications and new trends," 1994-1995). I made a chart comparing the annual budget of the Dutch, Japanese, and U.S. federal governments in dealing with drug problems which showed that even if the Dutch system was workable, it would require very generous amount of tax payers' money to maintain it ("Drug policy in the Netherlands—Estimate of the annual financial implications of the policy document on drugs," 1994-1995; "Kids and drugs: The facts," 1997; M. Shimomura, Department of Health and Welfare of Kyoto Prefectural Government, personal communication, October, 1997). Students commented that such a heavy tax burden would meet opposition in Japan. I pointed out that coffee shops are no longer immune to the influence of organized crime ("Policy on soft drugs and coffee shops—Regulation of coffee shops," 1994-1995)—the very thing the Dutch government wanted to avoid—and that many Dutch municipalities are now trying to reduce their number (ibid.; "Drug policy in the Netherlands," 1997).

I discussed the situation in Colombia where democracy has long been threatened by a handful of drug

cartels (Nakamura, 1993, pp. 50-53). The digression was made to encourage students to see illegal drug issues not simply as issues involving personal choice, but as those having to do with defense of freedom and fundamental human rights from criminal organizations which attempt to control us. Then, I suggested that those attempting to sell drugs in Japan are also related to criminal organizations: More than 90% of illegal drugs sold in Japan have connections with *boryokudan* (Japanese gangsters) (Mizutani, 1997, p. 51). I stressed the fact that Japanese government bans the use, possession, and sales of illegal drugs not because it wants to stifle personal freedom, but because it wants to protect its people from dominance by criminal organizations.

Role-Play Discussion

The last phase of the unit on drugs was a role-play discussion on a problem encountered by an imaginary Doshisha University sophomore Taro Yamada, who was an exchange student at the prestigious Amherst College, Doshisha's sister school. The scenario which I created is as follows: One evening at a party, Taro is offered marijuana by his best friend Rod. But because he does not know how to respond, nine people offer him advice: (a) Josh Allison, a former drug addict (Diconsiglio, 1997, pp. 10-12); (b) Barry R. McCaffery, the director of the Office of National Drug Control Policy ("The General's War," 1997, p. 7); (c) Naomi Campbell, a mother of a college student, who tried drugs in the sixties; (d) Takuya Kimura, a father of a college student, who has never tried drugs before; (e) Ichiro Suzuki, Taro's law professor at Doshisha University; (f) Miwa Yoshida, Taro's girl friend at Doshisha University; (g) Abby Olsen, and (h) Tracy Ortega, participants in the Denver drug discussion in The MacNeil/Lehrer news hour (Crystal, 1996), who support the use of illegal drugs; and (i) Vincent Van Gogh, Ambassador of the Netherlands to the U.S.

Students read the scenario (Appendix), then divided into nine groups of two to five, each group representing one of the nine people who tried to give advice to Taro. Groups then formed opinions for their assigned "character" by rereading the materials that were distributed to them throughout the lectures and by answering the questions, inspired by Verderber (1994, p. 457), on the agenda: "What is Taro's problem?" "What might happen if Taro decides to smoke marijuana?" "What might happen if Taro decides not to smoke marijuana?" "What might be the possible solutions to Taro's problem?" "Which solution will reduce the problem?" and "How will the solution be carried out?" It took about three class periods for the groups to read, discuss, and come to a consensus on the advice they would give Taro.

For the role-play event, students formed a large circle by groups. I placed a large card in front of each group with the name of the person they were repre-

senting. Over two class periods, students discussed the agenda and I took the role of the chairperson. Because there were six questions on the agenda, every group member was told to serve as his/her group's spokesperson at least once. Most students read their answers from prepared notes, but some acted out their roles in character. The discussion of each of the agenda items was followed by time for questions and answers during which some students actively defended and attacked each other's views. For example, when the group representing the Doshisha law professor suggested that Rod would not mind even if Taro rejected his offer because a good friend would respect individual's values and decisions, Takuya Kimura, a father and a non-drug user, questioned whether somebody who offers marijuana is really a good friend in the first place. In the end, the class reached the consensus that Taro should refuse his friend's offer. Even after this discussion the debate continued. The group that played the role of Barry McCaffery attacked the Dutch ambassador and demanded an explanation for his country's tolerant drug policy. Student feedback showed that the role-play discussion was a positive experience:

- *I learned (that) discussion is quite fun. I thought nobody will [sic] give their opinions, but I was wrong. It really looked like a real discussion.*
- *... although this was a small discussion, there were a lot of arguments and disagreements between the groups. So I learned that there are all kinds of people who has [sic] different opinion[s], and it is important to listen [to] their opinion without spoiling it.*
- *I learned that discussing a topic would lead us to think more deeply about the problems and solutions than just being taught and studying.*

Conclusions

I recommend that teachers who would like to teach illegal drug issues in their English classes should keep the following in mind:

1. Create an open atmosphere where students can express their views without fear of being punished. However, dispassionately challenge tolerant views some students might have about illegal drug use.
2. Present data as objectively as possible. Contrast the situation in Japan with information about other countries.
3. Emphasize the link between personal choice of using drugs and the effect that might have on society.
4. To do the role-play discussion in a larger class, create more roles.

Though these drug lessons required a lot of research and preparation, I felt my hard work had paid off when I read the following comment written by one student after the lessons: *I used to think that taking drugs was not such a bad thing, and I nearly tried it in Australia, but I didn't. Now I feel so happy that I did not do it.*

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Appendix

Taro Yamada is a sophomore at Doshisha University, majoring in law. He has graduated from Doshisha International High School, but prior to that he lived in Los Angeles for five years. Now he is back in the States for the first time in four years this time as an exchange student at Amherst College. Unlike what his senpai (i.e. his senior) has told him, his life at Amherst is not as stressful, and so far he has made many close friends.

One Saturday night in early November, he is invited to a party at his best friend Rod's apartment. The lights are dim, the food tantalizing, and the drink so soothing that he is in the mood for an adventure. He walks over to a beautiful blonde girl sitting alone by the windowsill. Butterflies are in his stomach, but he plucks up his courage and clumsily introduces himself. To his surprise, the girl responds with a big smile. "She is interested in me!" Taro chuckles to himself. "Who knows? This could be the beginning of a new romance!"

Just then, Rod interrupts. "Hey, Taro, you wanna try something neat? Here." Out from his brown bag he takes a couple of sloppily-rolled cigarettes, not the kind Taro has seen in grocery stores. While he is trying to make sense of what they are, Rod turns to the beautiful blonde girl and offers one to her:

"Hey Judy, want one?"

"You bet, Rod. You know I was waiting for this."

"Yeah! Call it the dessert of the evening."

While he is listening to this conversation, a thought flashes through his head. Yes. What he has been offered is marijuana. "Come on, be a good sport. It won't hurt you!" Rod slaps him on his shoulder; he knows he is just trying to be nice. "Come on, Taro. Everybody's doing it," whispers the beautiful blonde girl in her sweet gentle voice.

Taro does not want to put his friends off, but he does not want to get into trouble, either. What if someone at this party tells on the police? What if he likes it and wants to try more? What if it becomes a habit? What if someone back home learns about it? With these thoughts circling in his head, he freezes on the spot But he has to act quickly. What should Taro do?



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Comparative Cultures Course: Education in Ten Countries

本論では、大学のコースである、比較文化 (Comparative Cultures)について述べ批評する。どの社会もその独自の文化の有能な一員となるように子供を教育する。生まれてから結婚まで、この社会化の過程は意欲的な市民を作り出すことに焦点をあてている。その社会の公的、非公的な教育の両面を調べることによって、その社会の規範、価値、憶説、哲学が明らかになる。幼児教育は社会を反映している。多くの日本人学生は外国の文化を深く知りたいと思っている。この要求を満たすコースや教科書はあまりない。このComparative Cultureコースは、日本、中国、アメリカの幼児教育の実践と哲学を比較する。また、このコースでは、インド、アフリカの特定の国、ヨーロッパ、中近東の国々における家族構成、女性の役割の変化と初期の社会化についても考察する。日本は国際的視野におかれているので、学生は自分自身と自国の文化を学びながら、民族中心主義的な偏見をはっきり認識するべきである。

Japanese students are increasingly curious about the world beyond their borders and motivated to acquire more than a superficial understanding of how and why other societies function as they do. Students are applying to foreign universities, joining exchange programs, experiencing homestays in other countries, traveling outside Japan on their own, and interviewing with multinational companies. However,

there are few courses that nurture a meaningful awareness of other cultures together with a deeper understanding of their own. Many English language textbooks that deal with cross-cultural issues are superficial. To fill this void, we have developed our own year-long university course which looks at the cultures of ten countries. It is constantly changing, and it is our intent that each year it will become more effective (see Appendix A for an overview in Japanese and Appendix B for a list of materials in use).

Course Description

The focus of this course is on the socialization processes, both formal and informal, which societies

use to educate their children. Students analyze cultural assumptions, beliefs, expectations, attitudes, norms, and values, as well as obvious behavior.

One objective of the course is to introduce students to a number of anthropological and sociological concepts which they can subsequently use as “hooks” upon which to hang their observations and analyses about China, India, Japan, the United States, and selected African, European, and Middle Eastern countries. Another course purpose is to enable students to understand and respect differences (i.e., to analyze cultures objectively while withholding value judgments). A third goal is to nurture within students a sense of similarity to peoples everywhere, a sense of empathy with all human beings.

There are dangers in tackling ten countries in one year: Generalizations, stereotypes, and oversimplifications are potential pitfalls which we try to minimize through our debriefing sessions, held after watching the videos and playing the simulation games. Another potential danger is that societies are not fixed but are in constant flux, as certain amounts of diversity exist within all societies. Despite these dangers, the authors believe the risks are worth taking, because Japanese students seem to lack understanding about other cultures and peoples, yet hunger for meaningful reasons why others behave as they do.

A variety of learning and teaching methods are used during each 90-minute class. They include dis-

cussions of readings and videos, simulation games, perception/misperception activities, talks by guest speakers native to the culture being studied, and field research projects.

Readings and Videos

A typical class might begin with a discussion of readings assigned the previous week. The readings are short articles from the CITE World Cultures Series written by native authors of the cultures being studied (Clark, 1996; 1997; Clark & Strauss, 1981; 1995; Johnson, Johnson, & Clark, 1992; Johnson, Johnson, Clark, & Ramsey, 1995; Minear, 1994; Pearson & Clark, 1993a; 1993b). Topics include birth rituals, early childhood development practices, education, family structure, parents' roles within the family, women's and men's roles in the community, courtship practices, and marriage ceremonies. During these discussions, the teachers and students clarify unfamiliar vocabulary, unusual expressions, or problems of meaning. Sometimes these discussions focus upon similarities and differences between Japanese society and the culture being studied. Other times students compare the society being discussed with a culture already studied.

The teacher might then show a short video clip which relates to the readings just reviewed. Some of the videos might be home videos from personal libraries. Prior to the screening, the teacher poses objective and subjective questions for students to consider as they watch. For example, in *Preschool in three cultures* (Tobin, 1989) the answer to the objective question, "What is the teacher/pupil ratio in the Japanese kindergarten class?" is a ratio of 1:28; that is, one teacher per twenty-eight pupils. A subjective response to the question, "Why?" might be that Japanese society relies more upon peer pressure than a single authoritarian figure, and a Japanese teacher's role is not to control the pupils or to intervene in their disputes. Responses like this might be extrapolated into a general discussion about peer pressure in Japanese society, individual and group behavior in Japan as well as in diverse societies, and education in homogeneous and heterogeneous societies.

Kawagishi Masako suggested the following discussion activity: The teacher preselects a video and writes a list of possible discussion topics on the board, then divides the class into groups of four or five. Each group selects a different issue to analyze and confirms understanding of the issue and what to look for. After the screening, students discuss the issues within groups. The groups then select a spokesperson to report to the class.

The video clips highlight similarities and differences in societies, encourage students to discover the dominant meaning systems of various cultures, and to actively interpret the "whys," which can be traced over thousands of years. The postviewing debriefing sessions reduce the natural tendency of students to make

value judgments, generalizations, and oversimplifications. Seto Haruko noted that videos can be very powerful and effective, but they can also reinforce stereotypes. Teachers must be aware that it is natural for students to react emotionally to a video, branding that culture as one they "like" or "dislike," rather than asking, "Why do these people behave as they do?"

Debriefing sessions are most successful when students and teachers sit in a circle facing each other. The teacher, as facilitator, poses questions but does not offer answers. Many Japanese students seemed shocked by the open toilet scene in the Chinese kindergarten in the video *Preschool in three cultures* (Tobin, 1989). To minimize the value judgment that Japanese privacy is better than Chinese openness, the teacher can facilitate a discussion about why these two ancient cultures treat this activity differently. Such a discussion can also lead to a comparison of the general American response to the Japanese public bath and the different American and Japanese notions of nudity. What are the historical and religious reasons for these behaviors? Why are they different? What does it mean within the context of the whole society? The purpose of such discussions is to encourage students to think critically and to withhold personal value judgments.

Simulation Games and Perception/Misperception Activities

Cross-cultural simulation games and perception/misperception activities can be powerful learning and teaching methods. Experiencing an activity such as a simulation of a fire drill creates a situation that is life-like. In *Bafá-Bafá* (Shirts, 1977), students divide into two groups and go to separate rooms. Each group represents a different culture and learns the rules for proper behavior in that culture. After practicing the behavioral patterns of that culture until they become somewhat natural, each group exchanges visitors. The visitors do not understand the behavior they observe, yet they must try to get along in the new culture. Upon returning to their own culture the visitors describe what they observed and try to interpret what it means. With more clues than their predecessors, another set of visitors is exchanged. All students have a chance to become visitors.

After the simulation, students sit in a circle for the debriefing session. First, each group describes and interprets the other group's behavior. Then, each group explains its own culture's rules and rationale. Students are encouraged to talk about their feelings. Those who have actually experienced culture shock, frustration in communicating with nonJapanese, or problems living in another culture are encouraged to share their experiences with the class. This cross-cultural simulation game requires the entire 90-minute session to complete.

An effective perception/misperception activity is an exercise (cf. Clark, 1996) in which the class is divided into two groups. One group leaves the room, while the

teacher shows the other group a simple black and white sketch of a woman. The teacher carefully preconditions the students to see a poor old woman by pointing out her hooked nose, protruding chin, and ragged clothes. The teacher may ask how old the woman might be, whether she is happy or sad, rich or poor. Then these students leave the room and think of adjectives to describe the woman. The other group returns, and this time the teacher preconditions these students to see a chic young woman in the same sketch by calling attention to her delicate facial features, her long eyelashes, and fashionable clothing. The teacher also asks students to estimate the woman's age, her social status, state of happiness, and to think of adjectives to describe her. Finally, both groups come together, sitting in a circle, where the teacher facilitates the discussion. Both groups describe what they saw and why. A stimulating discussion develops about perceptions, misperceptions, cultural preconditioning, stereotypes, and ethnocentrism—all basic concepts of the course.

Guest Speakers

Guest speakers native to the cultures being studied are occasionally invited to class. They share personalized descriptions of life in their countries. They generally bring supplementary materials such as slides, photographs, traditional clothing, and folk music to enhance their presentations. Sometimes they discuss their own culture shock in adapting to Japanese society.

The discussion period is always lively. Students ask questions ranging from, "How do you like Japanese food?" to "Do you think requiring women in some Middle Eastern countries to wear a veil in public is discriminatory?" The guest speakers do not necessarily defend their own cultures; rather, they explain the reasons for that particular cultural behavior.

Field Research Projects

Each semester, students conduct a field research project involving a mother-child and a father-child interaction observation. In the first semester, students observe a mother and her child or children interacting in a public place for 30-60 minutes. They write a detailed, objective description of what they saw, focusing on the parent's control of the child, physical contact, rewards and punishments, peer pressure, and socialization factors other than those with the mother. Next, students make a subjective analysis of their observations, adding their personal opinions about the behavior they observed: what they liked and/or disliked, and why. As an option, they can relate what they observed to their own childhood, or to how they hope to parent.

During the second semester, students complete a father-child interaction observation. The purpose of these projects is to create opportunities for students to objectively observe their own society as cultural anthropologists by conducting field research, and to con-

sciously analyze their reactions. Generally, students enjoy these field research projects and often comment on how interesting it is to "people watch," and how much they learn about themselves by analyzing what they see every day, yet rarely reflect upon.

Student Evaluations

Students evaluate the course at regular intervals: after each simulation game, at the conclusion of each unit, and at the end of each semester. The following are typical responses from the course evaluations done at the end of each semester:

1. What did you like most about this course?
 - Until then I thought that the center of the world is Japan.
 - Middle East and African cultures because I have chances to know about European and American cultures.
2. What did you like least about this course?
 - I wanted more chances of speaking my ideas and listening to other's ideas, but this class is too large.
 - English in some videos is too difficult.
 - One year is too short.
3. Did this course meet your expectations?
 - Yes. The observation Mother-Child and Father-Child Interaction was especially interesting.
 - Bafá-Bafá gave me a shock, but it was fun.
 - Yes, I could get a wider sense of thinking than before.
4. What suggestions do you have to improve the course?
 - Receiving much guests from various countries makes students discuss more.
 - Nothing, I enjoyed this class because we didn't compare only the cultures of Japan and America but also Africa, Middle East, India, and China.
 - I became an international person.
 - Need more discussion.

At the end of each semester students rate the course on a scale from 1-10, 10 being excellent. The course ratings average 9.1 for small classes (approximately 20 students or less) and 8.2 for large classes (more than 50 students), based on some 800 student evaluations from 1988-1998. These ratings indicate that students in smaller classes enjoy the course more, perhaps because the discussions can be more frequent, personalized, and reach a deeper meaning.

Conclusion

In this course, Japanese students learn to "take off their Japanese glasses" and to look through African, American, Chinese, European, Indian, and Middle Eastern eyes as they examine these cultures. They learn to recognize and respect differences and to feel empathy and to discover a common humanity. When they again "put on their Japanese glasses" they have an expanded

vision of who they are, because they place themselves in an international perspective, understanding more about the common humanity that all people share.

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Appendix A

半年間という短い期間ではあったが、Dr. Carol Browningの比較文化の講義にアシスタントとして参加した。

講義は主に、(1)プリントによる予習(話題となる国の社会背景・文化に関するプリントが事前に学生に渡されている)、(2)プリントの内容把握のための質疑応答、(3)ビデオ、(4)小グループに分けてのディスカッション、(5)ディスカッションの内容報告、という流れで行われた。生徒数60人を越える大クラスであり、小グループに分かれてからの指導が行き届かないため、講師の友人で各々英語の仕事に携わる4人の日本人アシスタントがディスカッション・リーダーとして参加することとなった。講義は英語であったが、内容を重視したいという講師の要望で、ディスカッションは日本語で行われた。(1)～(3)においては学生同様、しかし(4)(5)においてはむしろ指導者というユニークな立場であり、これまでになかった視点でひとつの講義を観察する好機となった。

比較文化教育の必要性は、すでにDr. Browningから述べられている。以下は、むしろディスカッション・リーダーの役割を果たしながら感じたその問題点についてである。

講義では、各国の社会・文化を紹介するビデオが頻繁に用いられた。ビデオは、視覚的に未知の情報や既得の知識に信憑性かつ意外性を与える有効な教材である。確かに、映像によるインパクトの大きさは文字によるそれとは比べものにならない。しかし、時には(受け手の知的レベルにもよって)そのインパクトの強さが逆に真実を見る目を閉ざしてしまう危険性を伴っていることも忘れてはならない。

ビデオに当てる時間は、一つの国に関する学習時間のほんのわずかである。にもかかわらず、ディスカッション中の学生たちの意見のほとんどがビデオの映像に関するもので、「好き」「きれい」

「住みたい」「いや」「汚い」「気持ち悪い」といった感情的なレベルのことが多い。しかもそれらは、結局ビデオをみる以前にすでにその国に対して持っていたイメージを強めたものでしかない。例えば、中国=共産主義、アメリカ=自由、アフリカの国々=未開、というステレオタイプのイメージを強める映像のみがその他の多くの映像の中から無意識に選択され、イメージの再構築及び補強作業をしているのである。

比較文化を学ぶ基本姿勢は、異なった文化や価値観の相違を感情的な善し悪しを交えず冷静に知ることである。そして、自分が所属する社会の文化やその中で自然に形成された価値観を客観的に分析できる目を養い、自己を発見することが到達点であろう。この姿勢と意義について、講師は年度始めのイントロで十分に述べているし、その後何度も繰り返している。だが、自分の価値観で異なった社会・文化をはかることから脱却できない学生が多く、イメージの強化というむしろマイナスともいえる結果を招いてしまうことは、比較文化教育の在り方がいかに難しいかを物語っている。指導者は、いつもこの危険性を念頭に置き、毎回の講義が一方向的にならないようにすると平行して、講義の期間を通し、受け手の心の変容を追い導く必要があるだろう。

では、具体的にどのような方法が可能であるかについて、同じようにアシスタントとして講義に参加した川岸氏から述べる。(瀬戸晴子)

高等学校における英語教育の中に「比較文化」の理論を適用できないかという観点に立脚し、その実践の試みとして一年間 Dr. Browningのアシスタントとして、「比較文化講座」に参加した。以下では、主として下記の3つの視点から一年間を振り返ってみた。

1. ビデオについて
2. ディスカッションについて
3. ゲストスピーカーについて

1. 先に瀬戸氏が述べているように、ビデオは Visualであるため、学生に与えた影響は非常に大きかった。全てのビデオが英語によるもののため、listeningの力の低い学生の場合、内容把握が困難な状況も見受けられた。今回はアシスタントがディスカッションの段階で、内容について補足、説明をするようにしたが、ビデオ上映の前に日本語による概要説明があれば、その後に行われたディスカッションもその核心に至るものとなったのではないだろうか。

2. 毎回行われたディスカッションは、20分という時間内で授業のはじめに出された5つの質問の全てに対して行われた。各グループは12～15名で構成されていたため、各質問に対し、各々が十分に意見を発表し、討論するまでには至らず、表層的な意見の取りまとめに終わることが多かった。このディスカッションの真の意義が客観的視野の下で各文化を比較し自分の立場を冷静に把握する目を養うことであるのを考慮すると、より入念な準備が必要とされる。

- ・質問を予めプリントして配り、各学生が事前に自分の意見をまとめておく。
 - ・グループは5名位を1単位として組み、一人一人が十分に意見を述べる環境を整える。
 - ・質問をグループ毎に振り分ける。
- などの工夫により、さらに活発な意見交換がなされるのではないかと。

3. 一年間の講義の中で、3名のゲストスピーカーが招かれ、自国の文化、習慣を紹介する講義が行われた。アフリカのマリ出身の女性の講義では、結婚・食生活・男女の役割分担などがスライドを駆使して説明され、学生たちの興味を誘発し、生活に密着した有意な質問が多く出された。これらの講義が学生たちに与えたインパクトは多大であり、ビデオや資料からは習得できないコミュニケーション

を交えた真の文化比較が個々の学生の意識の中で自然に行われていくのを見ることは感動的であった。授業の進行の度合い、講師の確保など困難な面もあろうが、今後もより多く異文化の生の声を提供していった欲しい。

比較文化を客観的な視野に立ち、学んでいくことは確かに容易ではない。しかし、この一年間の講義を経験し、毎回重ねられていった異文化との遭遇は、結果として潜在意識の変容をもたらしていったと確信している。将来において、種々の体験を通してここで学んだ事柄が思い起こされ、異文化間の相互理解につながっていくならば、それこそが比較文化教育の本来の目的なのではないだろうか。そうして、それは、大学のみならず、中学、高校の外国語教育の中でも適用され、活用され得るものであり、そうすることが将来を担う子供たちに与える外国語教育の役割の重要な一端であると考えらる。(川岸雅子)

Appendix B

Course Materials

Cross-Cultural Simulation Games

Shirts, R.G. (1976). Rafá-Rafá. Del Mar, CA: Similie II.

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Africa

Gardner, R. Harris, H., & Breidenback, G. (Producers). (1970). *The Nuar*. Film Study Center of the Peabody Museum, Harvard University. (Available from Multi Media Center, Marriott Library, University of Utah)

Jacobson, D. (Director). (1989). *Women and work in Africa south of the Sahara*. (Available from The Upper Midwest Women's History Center, Hamline University)

China

Bingham, M.W. & Gross, S.H. (Directors). (1980). *Women in China*. (Available from The Upper Midwest Women's History Center, Hamline University)

Tobin, J. (Director and Producer). (1989). *A video companion to preschool in three cultures: Japan, China, and the United States*. (Available from Family Studies, University of New Hampshire)

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Hungary

Kis, J. (Director). (1984). *Music belongs to everybody: The Kodaly method. Vols 1 & 2* [Hungarian with Japanese subtitles]. Keszült a Pannónia Filmstudio Video/Film Műtermében. (Available from Godai no Ongaku Kyoiku Seisaku Iinkai)

India

Jacobson, D. (Director). (1992). *Women and work in South Asia: India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan*. (Available from The Upper Midwest Women's History Center, Hamline University)

Jacobson, D. (Director). (1980). *Women in India*. (Available from The Upper Midwest Women's History Center, Hamline University)

Public Broadcast Associates, Inc. (Producer). (1981). *Dadi's family*. (Available from Indiana University Instructional Support Services, Franklin Hall)

Sedwyn, T. (Director). (1980). *Principles of caste: A production for The Open University*. (Available from Indiana University Instructional Support Services, Franklin Hall)

Japan

Bingham, M.W., & Gross, S.H. (Directors). (1986). *Women in Japan*. (Available from The Upper Midwest Women's History Center, Hamline University)

Tobin, J. (see China)

Middle East

Amideast (Producers). (1988). *Introduction to the Arab world: An overview, Islam, and the Arab society today*. (Available from Amideast)

Cross, S. (Director). (1976). *The traditional world of Islam: Nomad and city*. (Available from Multimedia Center, Marriott Library, University of Utah)

Davis, M.L. (Director). (1976). *Some women of Marrakech* [Arabic and English with English subtitles]. (Available from Multimedia Center, Marriott Library, University of Utah)

Encyclopedia Britannica Educational Corp. (Producers). (1984). *Family matters: The role of the family in the Middle East*. (Available from Multimedia Center, Marriott Library, University of Utah)

Ferne, E. (Director and Producer). (1982). *Price of change* [Arabic with English subtitles]. (Available from Multimedia Center, Marriott Library, University of Utah)

Jacobsen, D. (Director). (1980). *Women in the Middle East*. (Available from Multimedia Center, Marriott Library, University of Utah, Salt Lake City)

United States

Tobin, J. (see China)

General Videos

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Mead, M. (Director). (1980). *Comparisons: Four families India, France, Japan, Canada*. (Available from Multimedia Center, Marriott Library, University of Utah)

The Media Guild. (Producer). (1992). *Gender matters: India, Gambia, Peru, and Sudan*. (Available from Multimedia Center, Marriott Library, University of Utah)

Contact Addresses for Audio-Visual Resources

Amideast. 1100 17th Street N.W., Washington, D.C. 20036 USA; t: 202- 785-0022.

Godai no Ongaku Kyoiku Seisaku Iinkai. Seijo, 1277 Setagaya-ku, Tokyo 157, Japan; t: 03-3416-1538.

Indiana University Instructional Support Services. Franklin Hall. Bloomington, IN 47405-5901 USA; t: 812-855-2103; 800-552-8620.

University of Minnesota Film and Video. 1313 Fifth Street S.E., Suite 108, Minneapolis, MN 554141524. USA; t: 800-542-0013 within Minnesota or 800-847-8251.

University of New Hampshire, Family Studies. Durham, NH 03824. USA; t: 603- 862-2146.

University of Pennsylvania, South Asia Regional Studies Center, Center Film Library. 82 Williams Hall. Philadelphia, PA 19104-6305. USA; t: 215-573-9368.

University of Utah, Multimedia Center. Marriott Library. Salt Lake City, UT 84112. USA; t: 801-583-6283.

The Upper Midwest Women's History Center. Hamline University. 1536 Hewitt Ave., St. Paul, MN 55104. USA; t: 612-644-1727.

Japanese

Japanese

Japanese

Japanese

The purpose of this research is twofold: (1) to examine how Japanese students feel about studying in regular academic programs at American universities, and (2) to investigate in what ways these students enjoy and benefit from studying and looking for academic degrees in the United States. In order to conduct this research, a questionnaire including six questions was sent by e-mail to 267 Japanese students studying for bachelor's degrees in five different U. S. universities, of which 93 were completed and returned. The data have been collected and analyzed. The results demonstrate that the students are well-motivated and are working diligently to earn bachelor's degrees. In addition, it has been found that some of these students have a totally different opinion about current English education in Japan.



Markley & Herbert, cont'd from p. 17.

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1998 TESOL Russia—Far East International Conference September 22 - 24, 1998, Khabarovsk, Russia

Reported by Stephen Ryan, *Eichi University*

"See you in Khabarovsk in 1998," we had promised at the end of the first International Conference organised by TESOL Russia—Far East in Vladivostok two years ago. It had been said more in hope than anything else. The original conference had been a triumph of hope over adversity: organised on one telephone line and a lot of good-will, it had been a great success, bringing together English teachers from throughout the Russian Far East for their first ever conference, an emotional as well as a professional occasion. But who knew what the next two years would bring?

Well, they brought a creeping sense of economic recovery and political stability, and then in mid-August, 1998, the dramatic crushing of hope and dreams as the rouble collapsed and banks all over Russia closed their doors. Nevertheless, a month later, we did indeed meet again in Khabarovsk for the second International Conference, organised by the newly re-named Far Eastern English Language Teachers Association (FEELTA).

Teachers arrived by train and by plane, 13 hours up the track from Vladivostok, a day and a night by bus and train from Nikolaevsk-on-Amur, 24 hours of flights and departure lounges from Western Siberia. Over 400 in all, hungry for professional contact and new ideas. Many more though, did not make it. Sponsorship money failed to arrive; hotel and travel expenses suddenly became unaffordable; a difficult, hungry winter loomed.

We gathered in Khabarovsk, on the banks of the Amur River, within sight of China, on the edge of the taiga (which has burned for most of the summer, sending huge clouds of smoke over the city at times). It is a spacious city with a bustling main street and European-style architecture. The State Pedagogical University and the University of Economics and Law were our hosts.

After welcome speeches, musical performances and opening plenaries, one by Mary Speer from the US Information Service and one by myself, the conference divided into six themed parallel sessions: Phonetics, Grammar, Vocabulary, and Literature; Cross-Cultural Issues; ESP and Business English; Video and CALL; Teacher Education; and Teaching English in Secondary Schools.

I followed the Cross-Cultural Issues strand and found it to be concerned mainly with the problems of translators, interpreters and those who train them. There was particular emphasis on words in Russian and English which seem to be untranslatable. "Demonstration" was offered as an example. Apparently it is an old saw that Americans demonstrate against things and Russians in favour of things, so the word has quite

different connotations in English and Russian. A member of the audience pointed out that this is no longer true, that increasingly Russians are holding demonstrations *against* the government. This pattern repeated itself many times: claims about differences between Russian and English were moderated by remarks on the changing connotations of Russian words. The Russian language, it seems, is keeping pace with the rapid changes in Russian society as a whole, leaving translators gasping to keep up.

In other strands of the conference, a major point of discussion was the role of grammar in English teaching. Should it be central, as it has been in the past? Should it become somehow peripheral? If so, what is to replace it at the centre: communication? culture? There was a real sense that teachers were engaging with and learning about issues which preoccupy them in their professional lives.

For a visitor from Japan, the quality of teachers' English and the breadth of familiarity with English texts was no less than astonishing. Russian higher education is still adept at turning out teachers who not only know English but are also true connoisseurs of the language. Visits to university classrooms revealed that small classes are one of the secrets of this success: four students in a conversation class; 11 in a discussion, in English, of the role of the United Nations; 14 in a lecture, also in English, on lexicology.

It was not all work. There were thoughtfully organised social events as well: a tour of the city, a cruise on the Amur, an opening reception and closing meal, at which old friendships were renewed and new contacts made.

The conference organisers, led by FEELTA President Galina Lovtsevich, are to be congratulated on their flexibility and perseverance in organising a highly successful and enjoyable conference in times of growing adversity. See you again in Vladivostok in 2000.

Upcoming Special Issues

Feb 1999	Global Issues in Language Education
May 1999	Active Learning



A Chapter in Your Life

edited by joyce cunningham & miyaomariko

All JALT Chapters are warmly invited to submit a 900-950 word report (in English and/or Japanese) describing their many fascinating special activities, challenges, experiences, achievements, and opinions. This month, Toyohashi's President, Richard Marshall, and founding president, Nozawa Kazunori outline how their chapter fought back from the brink of death.

Toyohashi



初代豊橋支部長として支部を振り返る

1978年海外留学から戻り、名古屋に就職後、すぐに会員になったが、翌年から名古屋（旧東海）支部の会計委員として支部運営に協力し、活動に積極的に参加した。1982年の豊橋への転居後は、時折名古屋支部の

例会に参加していたが、時間的な問題もあり、居住地域での支部設立を考えた。当時の支部設立条件はAffiliateとしては一般会員25名でよく、筆者の勤務先の同僚や非常勤先の関係者に協力を求めたり、地元の英語学校などに足を運び、会員確保に奔走した。約1年間の努力の成果であろうか、何とかAffiliateとしての条件を満たし、少ない予算の中、できる限りのプログラムを提供した。しかし、支部でなければ、本部からの財政的な援助も少なく、魅力あるプログラムなど提供できないと考え、団体会員を幾つか獲得したりし、必要人数の50名を揃え、1986年に支部となった。1987-91年の全国運営委員（渉外担当）としての貢献に加え、1993年まで初代豊橋支部長として支部運営にも積極的に携わった。東三河の地方都市2つを中心に支部設立をし、年8〜11回の月例会を開催して、地元へ貢献した訳だが、その道程は決して容易ではなかった。講演者旅費・謝金の限界、ボランティア精神旺盛な役員の不足、保守的な地盤での一般会員獲得の困難さなどあったが、他の支部に負けないプログラムを提供し、直接・間接的に地元教育界に貢献したと言える。設立後10数年たっても存続し、活発に活動している状況からも、支部設立の意義はあったと回顧している。今は離れた地域に在住するが、益々の支部発展を願うものである。

（野澤和典 初代豊橋支部長）

Chapters, particularly smaller chapters like Toyohashi, are organic entities. They have a life cycle like any organic entity. They begin to exist, grow rapidly at first, and evolve into mature and stable entities. They go through mid-life crises, and either develop into a stronger chapter or wither away and die. Toyohashi has experienced all of these phases except death, although it was in the intensive care unit for some time.

When I became the president of Toyohashi, we had a constant membership of around 30 members. Monthly meetings were well at-

tended. We had a full slate of officers and a number of people willing to serve as officers. We had a wonderful centrally located place to hold meetings and sufficient funds to bring in attractive speakers. Everything was going well. Appearances, nevertheless, can be deceiving.

Slowly, we were unable to replace the members we lost. The revised chapter grant formula resulted in Toyohashi receiving a smaller grant from JALT. Hence, we had to cut back on meetings. We lost our meeting place. Fewer people were willing to serve as officers. Year after year, the same members served as officers. For some, it was not by choice. They wanted to give up their positions, but no one was willing to replace them. Gradually, the cohesiveness which held the chapter together in its early years disappeared. Two years ago, we touched bottom. We had only 13 members. Unless a miracle happened, it was probable that Toyohashi would lose its chapter.

Fortunately, things began to improve. Over the last eighteen months, several long-time members began to take responsibility for the running of our chapter. People who had never served as officers volunteered their services.

In the past, we had not placed much emphasis on recruiting new members. This changed.

Members began to ask their colleagues and friends to come to meetings, realizing that they had to contribute to the success of the chapter or lose it. The last few months have been good ones. Our membership is up substantially. In October 1998, we had 33 members, more than in years. New people have volunteered to serve as officers. We have a new president. The future looks bright for Toyohashi.

So what have I learned from Toyohashi's travails? When I became president, I thought my job was simply to ensure that we had a speaker for our meetings, a place to hold the meetings, and that the various reports JALT requires were filed on time. I was wrong. That is the smallest and least important part of a president's job. A president's main job, particularly in a small chapter, is to cajole, persuade, frighten, (whatever it takes) the members of the chapter to realize that a chapter will only be a success if all the members contribute to its success.

Richard J. Marshall
Toyohashi President
(1995-1998)

The Poster Preview Task

Keith Ford, Waseda University

This paper describes an interactive poster session which was introduced into the process of preparing whole-class presentations. It generated dynamic learner interaction at a time when learners had previously been preoccupied with individual memorization of speeches. It also provided learners with valuable peer feedback. The poster became the focal point of a presentation *pre-view* activity in which participants engaged in a lively and informal exchange of ideas about their chosen topic.

Setting

The learners involved in the Poster Preview task were mixed ability Freshman English majors who meet four times a week (90-minute classes) at Kanda University of International Studies in Chiba, Japan. These learners work in a project-oriented classroom, with an emphasis on learners developing their communicative proficiency and ability for self-direction. The syllabus, guided by the principles of high levels of interaction and interdependence, consists of thematic cycles of input, project (preparation and performance of presentations), and evaluation/assessment (Ford and Torpey, 1998). Therefore, learners are regularly engaged in the task of researching a chosen topic within the parameters of a particular theme. In the *Travel* unit they may be preparing to present a simulated guided tour of a country; in *Advertising*, they may be creating and promoting their own product. This preparation involves four to five 90-minute classes.

The Rationale for the Task

Prior to the introduction of the Poster Preview task, it was noted that on their final preparation day learners tended to become unduly preoccupied with trying to memorize their individual speeches. This resulted in very little interaction or communication between pre-

sensation group members.

This raised the question as to how this period could be made more dy-

namic and interactive so that learners were using the target language naturally and spontaneously, while at the same time getting some of the practice they needed for giving their presentations. Furthermore, after working in small groups for an extended period of time, could a sense of classroom community and shared experience be reintroduced?

The solution was the introduction of an interactive Poster Preview task where learners gave some of their peers a *preview* of their presentation content. Done prior to the final day's preparation, it can provide valuable peer feedback, assisting in further refinement of presentation content and style. As such, it promotes learners' awareness of the value of reviewing, recycling and reformulating both content and language in preparing their final product.

The Poster Preview

As part of the project assignment, related to the theme of *Travel*, learners were given the outline of the Poster Preview task shown in Figure 1.

At the beginning of the penultimate day of preparation for the presentations, half the class displayed their posters around the classroom. The class of thirty learners were working in ten presentation groups of three. Five groups presented their posters for the first half of the ninety-minute class while the others rotated every fifteen minutes in their groups to view them. In the second half of the class, roles were reversed and the process repeated. In a forty-five minute period groups presented their poster three times.

In order to encourage contingent interaction, learners were not permitted to hold notes or scripts. All presenters and viewers were required to contribute, standing closely together around the poster in order to ease interaction and conversation.

Figure 1: Poster Preview instructions to students

The Poster Preview

You should spend about 30 minutes out of class preparing your poster:

- include an outline of a map of the country
- do NOT write the name of the country on the poster
- in one corner of the poster you should draw the flag of the country
- also include at least three cultural symbols of the country—they might be food, sport, dance, traditional greetings, festivals, types of traditional transport, historical figures (people), famous buildings, or words from another language, etc.

Groups will take it in turn to view and present their posters.

Groups presenting posters should:

- explain their symbols
- describe the content of their presentations
- answer any questions

Groups viewing posters should:

- find a group who is standing by their poster
- guess what country is on the poster and discuss the cultural symbols
- ask questions about the presenters' chosen country
- move to a new group after about 15 minutes
- view three different posters.

Remember, this is not only a practice of your presentation. It is a conversation about your chosen country and about your poster.

Learners' Comments

Learners' reactions to the Poster Preview activity were positive both from the perspective of presenting and viewing the posters. Primarily, they considered it useful for further refining their presentations, perhaps as a result of viewing a particularly well-informed and well-prepared group, or by recognizing the need to do further research after having been asked an appropriate question about their topic that they could not answer. As such, it had a positive affective value in that it acted as a confidence-building mechanism for the subsequent whole-class presentation.

The poster itself became a greater focus of attention than in a formal presentation, giving learners the opportunity to express, and receive praise for, their creativity and artwork. The informal atmosphere of the

Poster Preview task results in the kind of exchange of information, experiences and views which the formality of the whole-class presentation does not allow for. As one learner described it, "It was kind of like visiting a lot of stores."

References

Ford, K., and Torpey, M. (1998). Principles and practice of materials design for promoting interaction and interdependence in the EFL classroom. *The Journal of Kanda University of International Studies* 10, 397-436.

Quick Guide

Key Words: Communication, Learner-Learner Interaction

Learner English Level: Low Intermediate and above

Learner Maturity Level: All

Preparation Time: 30 minutes of student time (as part of process of preparing presentation)

Activity Time: 90-minute class

Jigsaw Crossword Puzzles for Conversation Management and Lexical Review

Keith Lane with Roberta Golliher, Miyazaki International College

The jigsaw crossword puzzle is a cooperative learning activity which provides students a combination of conversation practice and lexical review. Groups of four students have to devise and give each other oral hints in order to complete a crossword frame. In the process they practice turn taking, repair, negotiation of meaning, and circumlocution, all aspects of good conversational competence. Vocabulary is reinforced when students recall the needed vocabulary after listening to their classmates describe it. At the same time, the meanings of words and their relationships to other words are elaborated throughout the process of reflection and explanation.

Here is how to prepare a jigsaw crossword puzzle. First, the teacher must create an original crossword frame. This sample frame consists of words in a reading on flamingos that the students would have studied.

Once the teacher has the basic frame, he is ready to make it a "jigsaw" crossword puzzle—one that provides four students with different pieces of the puzzle which they must fit together during the activity. The

teacher should make four blank versions of the crossword frame and include and omit some of the words in each. Each student in a group of four will get one of these. In the sample frame above there are fifteen words and each student should get half of these words (seven or

eight), but no two papers should be identical. The end result should guarantee that each word is provided to two students and is left

blank on the pages of two students. My method for doing this is fairly simple, though initially teachers may find it rather labor intensive. Take the four blank sheets. One paper is 'EE' (even across, even down). On this page all even numbered words are included, all odd numbered words removed. The next paper is 'OO' (odd across, odd down); all odd numbered words are included and even numbered words removed. The third paper is 'EO' (even across, odd down). The fourth

Figure 2: Crossword Jigsaw

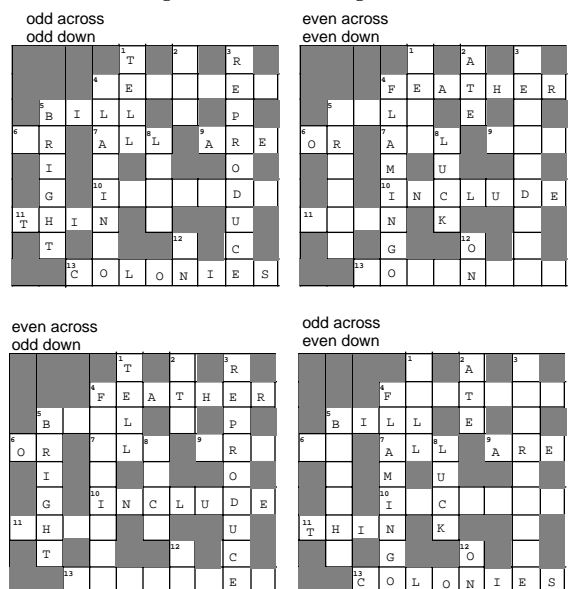
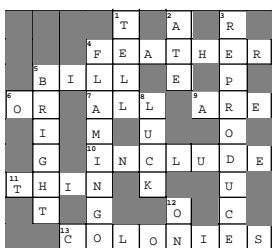


Figure 1: Sample Crossword



paper is, logically, 'OE' (odd across, even down). The flamingo puzzle above would be parsed like Figure 2:

The effect of this division is that all participants have fifty percent of the puzzle completed and fifty percent to complete. Also, each word appears on the sheets of two students. This is important. Sometimes students will not recognize the meaning of a word well enough to explain it, and the result of only one student having that particular word could easily cause the activity to come to a halt. On the receptive end a similar process is at work. The probability of successful recall is increased when two are guessing. Often one student's incorrect guess will trigger another's correct guess. Weak students and strong students are not as imposed upon as when working together in two-way information gap activities. Here is how the flamingo puzzle may play out, for instance:

- EE: Who has number seven down?
 OO: I do. It means 'make babies.'
 EO: Flamingos do this by laying eggs.
 OE: (guessing) Is it 'reproduce?'
 OO: Good. Yes.

Notice in this exchange that EE does not direct her question to OO but to the entire group. This is because she does not know exactly who has an answer for the question. While the teacher knows that EE and OO are completely complementary, and that EO and OE are, too, this information is not given to the students nor are they aware of who in the group is OO, EE, etc. Both OO and EO are obligated to answer EE. OE listens, too, because she also has a blank seven down; it is actually she who guesses the answer and either OO or EO could confirm it. This creates a very interesting and collaborative dynamic among the participants more or less equally. A fifth or even sixth student (an extra EE and OO, for example) can be added to an unsupervised group without it disintegrating into two 'camps'. Once the word is said, it can be written down, and students should be encouraged to ask about and confirm spelling. This is a nice, additional interactive gambit.

The best words to select for the puzzle are those which have been taught in class at some point. Reviewing vocabulary reinforces retention but also contributes to the 'culture' of the class, an important affective feature. Additionally, you will want to include words which are very easy. In the examples the words 'or', 'ate', 'on', and 'are' were included not because the students needed reinforcement with these words but because they provide additional explanation practice and, when added to the puzzle, provide letters in some of the boxes to help students recall the harder words. Words which students are likely to have little or no familiarity with are to be avoided; this is an activity for reviewing vocabulary rather than introducing it.

Additional suggestions: The first time this activity is tried, the puzzle creator and the students will both feel more satisfied if the puzzle is shorter and easier rather than longer and harder. Do not imagine that you will be able to fit each and every one of the review vocabulary words into your puzzle; you will get frustrated. Crossword puzzle software programs, such as Mindscape's Crossword Magic, can relieve a lot of preparation frustration, but even these will require a degree of low-tech pencil and paper work. Finally, this discussion assumes an English-only rule. However, with exceptionally low-level students, or secondary school classes, teachers may want to consider using this as a translation exercise. In that case the hint for number four across would be *hane*. Of course some of the conversational value of the activity is reduced if this is done, but it still elicits recall of the item and can be more motivating than merely working from a list of words.

Quick Guide

Key Words: Vocabulary, Conversation Skills
Learner English Level: All levels
Learner Maturity Level: Jr. High - Adult
Preparation Time: Varies
Activity Time: Varies

Pass It On: A Flexible Activity

Stu Ruttan, *Hiroshima Suzugamine Women's College*

The following activity helps students learn language and content while actively involving them in speaking English. In addition, it is flexible enough to be accommodated in a variety of courses. Using words or phrases on index cards, student pairings, and 10—15 minutes of class time, the teacher can both observe and evaluate how the students are performing with respect to the course materials and their language skills, and instill in the students a certain responsibility to communicate with their classmates. I describe below the

general procedure of the activity, followed by variations of it for reading, writing, and discussion courses.

General Procedure

Prepare index cards by writing key words or phrases, one per card, which are important to the topic being studied in a particular course. You will need enough cards for half of the class as this activity is best done in pairs. Gather the students and have them stand in a group, or two groups if you have more than thirty students. Next, give half of the students one card each.

Instruct all students that a student with a card will join one without a card. The partners read the word or phrase and then try to talk about it as much as they are able in English. I ask students to consider questions such as the following: What does the word or phrase mean? How did we use it when we studied the topic? What does this word make you think of about the topic? Can you remember any details or important information? (I usually write questions like these on the board.) A two-minute time limit per card is wise because it keeps the students focused. Next, tell the students that first had the cards to give them to their partners. The student that receives the card then finds another partner without a card and begins to talk. Repeat this activity a number of times until the students have had a chance to talk about most of the cards.

In a Short Story Reading Course

Level: Beginner to Intermediate

The purposes of the activity that follows are to develop vocabulary understanding and reading comprehension. After assigning one or two chapters of a story, I want the students to talk and think about the important vocabulary and sections. I prefer my reading classes to be quite oral so that I can quickly assess how well the students are understanding the material. Additionally, I believe that in beginner to intermediate levels oral activities increase confidence in students as they experience their reading, when, for instance, each comes to realize that others share their struggles to understand the story.

I like to begin class with the activity outlined in the "General Procedure" above, as it gets the students on task, focusing on the story; key words, new vocabulary, and phrases from the story are useful topics for the cards. To gauge how the students are doing with the reading materials, I walk around and listen in on the students and assist them if they are really struggling with pronunciation, expression and understanding, and if they have any questions. However, I try to stay out of the communication process and allow the students to talk, in English, as freely as possible.

In a Writing Class

Level: all

I have used this activity with all levels of students in various writing course contexts, but it is especially useful in content courses as a way of generating ideas for students to write about and write with. On a set of cards (one set = 10 cards for 20 students) I write composition topics or themes that are related to the content and genre of writing I wish my students to produce. For example, if the focus is personal writing, then topics could include "your family" or "your high school life." Usually, the number of topics is smaller than the number of students, so the same topic may be written on two or three different cards. One slight change from the general procedure is that students take notes on a

piece of paper as they share ideas with their partner. You will need to allow some extra time for note taking. Also, I encourage students to think positively about repeating discussion about a topic since each person may have different ideas, and they might be helping each other gain new perspectives. This is an excellent opportunity to talk with higher level students about how different ideas are encouraged in writing. Thus, the activity of sharing the cards can act not only as a communicative activity, but also as a great opportunity to talk with the students about the importance of having one's own ideas and perspectives in writing.

In a Discussion Skills Course

Level: High-beginner to Lower Advanced

In a discussion course, students need to learn a variety of language strategies, such as asking for agreement. Along with these strategies are particular phrases and vocabulary that must be studied, for example gambits like "Don't you agree?" To assist the students in remembering the gambits, I write various strategies such as "Asking for Opinions" or "Interrupting" on cards. Using the general procedure described above, I then ask the students to try to recall as many gambits as possible with their partner by instructing them to think about the following: "Can you understand the strategy? What are some examples of this strategy? Can you use the examples in different sentences?" Additionally, I stress that they need to know when a particular word or phrase is used. Therefore, I ask them to try to talk about when a particular gambit is used in a discussion. Obviously, this last activity is quite difficult as I am asking my students to talk about usage. However, even by considering the language and its uses without being able to articulate their ideas in English, they involve themselves in language learning processes.

Conclusion

"Pass It On" remains a fixture in my repertoire of activities. Though this article has outlined only three language learning contexts, the general procedure can be used in a variety of ways for a variety of purposes. You may, for instance, wish to treat it as a pure language activity, such as improving vocabulary skills, or you may want to observe how students in a new class will interact. "Pass It On" can be applied in a range of language learning situations and course contexts, from beginning students to more advanced, and at any time in a particular class. I often find that the students enjoy this activity and it really does help them understand what they know and what they do not know.

Quick Guide

Key Words: Student Interaction, Consolidation Activity

Learner English Level: All levels

Learner Maturity Level: Jr. High - Adult

Preparation Time: 15 minutes

Activity Time: Varies

Standing Committee on Employment Practices: Report from the JALT President by Gene van Troyer

The January 1996 Annual General Meeting at the Hiroshima JALT conference approved a "JALT Policy on Discrimination," Section 2 of which read:

The President, in consultation with the Executive Board, is empowered to appoint and fund a Standing Committee on Employment Practices. The committee shall reflect the cultural diversity of JALT. The responsibility of this committee shall be to advance recommendations to the President for action plans. (For the complete text of this policy, please see the 1998 *Information & Directory of Officers and Associate Members*, p. 4; for a list of the committee members, p. 19.)

Some members of JALT have expressed frustration that it has taken so long for the recommendations to materialize. This is a fact of life when dealing with committees: the process of considering issues takes time. It took three months to assemble a balanced team that met the criteria mentioned above, and three meetings over the course of 1997 to put together the realistic set of action plans outlined below. Moreover, a major purpose of committees is to put the brakes on the possibly rash actions of a single individual.

Before getting onto the matter of the SCOEP recommendations, I would like to clarify what the policy actually means: the SCOEP is the President's committee. He appoints and funds it, with the approval of the Executive Board, and it reports to the President. Only members of the SCOEP have a vote on the committee. Non-committee members have no say in what issues the committee will deliberate; they ARE welcome to offer input and attend meetings, but they have no vote on the recommendations that are advanced to the President as action plans; nor can the President be compelled to act on those recommendations without the approval of the Executive Board. After the SCOEP was assembled sometime in December 1996, I forwarded the following overview of what the SCOEP is about to all committee members:

JALT President's interpretation of the mandate

The specific purpose of the Standing Committee on Employment Practices is to recommend action plans to the President who, if they are accepted, implements them. In my view it is of utmost importance that such action plans be realistic, that they be workable within the context of Japan, and that they not involve direct labor advocacy actions. While I believe that JALT has every right to express an organizational view (or opinion) about issues that affect the professional lives of its members—indeed, a professional responsibility to recognize these matters and to have a public stance concerning them—I do not believe that the organization can afford to become directly involved in labor disputes or labor union-like activities. This is because JALT is a *gakkai*, not a *kumiai*, on the one hand, and because it lacks the resources (both money and expertise) to function effectively in labor issues.

The question is, what can we do that is realistic, appropriate, and will not cause us to be shunned by education boards and members or potential members who may fear that association with JALT might cause them potential problems? One thing I believe we can do is to issue position papers, press releases if you will, expressing how we as a professional organization feel about employment issues that have a professional impact on our members.

As to the nature of closed as opposed to open meetings: yes, of course all meetings in JALT are open. However, in terms of e-mail listservers or chatrooms, I believe they should be restricted to committee members only. Keeping it open to anyone who wishes to come on will possibly result in counterproductive debates between committee members and non-committee members that could lead to gridlock. This is what happened with the Ad Hoc Committee on Faculty Terminations—everyone on the routing list thought they were committee members, when actually only 5 or 6 people were directly appointed, as opposed to the other 30 to 40 who were invited to offer input. It is sufficient that you be open to input, but in my view it is not necessary to allow non-committee members to participate in the committee's internal discussion process.

Since the motion directly empowers the JALT President to appoint a committee to recommend action plans to the President, this means that administratively you come under the office of the President and therefore that you report to the President. It also means that I am *de facto* a member of the committee. However, I do not plan to actively contribute to the discussion in major ways; your purpose is to advise me and through me, all of JALT.

It is imperative that all committee members maintain the utmost, professional and collegial regard and decorum for all other members. I believe that we are all, ultimately, moving towards the same goal, which is to serve the membership of JALT in the best way possible. The question is not the goal, but how best to achieve it.

I hope this gives everyone something more specific to work with. I should also mention that as a Standing Committee, the Committee on Employment Practices can make proposals to the floor, which can become motions if a voting member of the Executive Board sponsors them, even if the President disagrees with them. The Committee Co-Chairs are appointed national officers, and have the right to make proposals. This is important because if there is a split between the views of the President and the Committee, it means the Committee still has an avenue of redress. Don't forget: the President is just a human being (and this President, me, is something of an administrative technocrat who wants to get things done for the benefit of the broadest base of members); as a human, the JALT President is not perfect. That's why the President needs a committee like this.

The SCOEP operated under the above overview

What follows are the recommendations only. As of this date I have yet to determine which of them I can act on

right now, without further approval of the JALT Executive Board (EB), and those which require careful consideration and approval by the EB. Clearly, recommendations II, III and VI require such approval because they involve an

expenditure of JALT funds. Until I have made this determination, they will remain what they are: recommendations and advice. In my view, there are many excellent, doable ideas among these recommendations.

SCOEP Recommendations

Action Plan

Proposed by the Standing Committee on Employment Practices (SCOEP) submitted to the JALT National President January 24, 1998:

With the mission of reviewing the concerns of the JALT membership regarding employment practices, the SCOEP has held an open session at the Hamamatsu conference, several closed sessions, e-mail exchanges, and phone meetings. After almost a year, the SCOEP would like to recommend the following eight proposals to the JALT President:

1. JALT Employment Practices Information Package

The committee recommends that JALT assemble a resource kit for its members, available for a nominal fee or reference at the JALT Central Office. We could solicit contributions from the membership at large, and involve the PALE N-SIG as a resource for items. Any information pertaining to employment practices in Japan could be included in the kit.

Sample Items: 1) Press Clippings: Goeff Morrison's recent TESOL Matters article, "Protecting Yourself in the Japanese Workplace" 2) Fact Sheet: Procedure for Filing a Grievance 3) List of Lawyers for filing a grievance (American Embassy) 4) Testimonials and Suggestions from JALT members who have taken legal action 5) General Suggestions 6) Information on Labor Unions which organize language teachers

2. JALT could fund a part-time position or pay a stipend to a person who would be responsible for compiling and maintaining current information for the resource kit.

3. JALT could retain a lawyer to serve the organization's membership on a part-time basis. This lawyer would be engaged to provide an initial free consultation, probably by phone, to members who would like to use this service. Any subsequent consultations would have to be paid accordingly by the individual.

4. In order to provide the membership with the fullest information about employment opportunities, the Job Information Center and JALT publications should continue to publicize the ads they receive with a disclaimer statement reiterating JALT's non-discrimination policy.

Employers who agree with the JALT non-discrimination policy could be invited to endorse it publicly, and their names could be compiled onto a list and published in the JALT publications. As the list grows, hopefully, more employers would want to comply with JALT policy and to add their names to the list.

5. JALT could create a research grant for members to encourage them to pursue research into professional issues affecting employment practices, such as performance evaluation.

6. JALT could create a national officer position for JACET (Japan Association of College English Teachers) Liaison. The goal of this Liaison Officer would be to maintain open communication with a largely Japanese group and exchange information on employment practices. This recommendation is based on the feeling expressed by our membership that JALT needs more communication with Japanese professional organizations, in Japanese.

7. JALT could offer to work with schools and the Monbusho in drafting new policies concerning employment practices. The committee felt it was important to explore possibilities for collaboration. We hope that this would be a positive step toward addressing the dismantling of the tenure system and the increasing use of fixed-term contracts.

8. The committee agrees that JALT should not take sides in any particular dispute, either for or against teachers or their employers. JALT is not an advocacy organization, nor a labor union. However, in order to address the interests of a constituency within JALT who are interested in advocacy, we feel that the organization could establish networks for sharing information with advocacy groups. Formal ties could be established in two specific ways:

A) Appoint ad hoc JALT Liaison Officers to work with groups advocating the rights of teachers and foreign residents.

B) JALT could contact groups representing other intellectual professions in view of forming a group of representatives which would work together as a lobby. Other groups which have encountered discrimination in Japan include foreign lawyers, journalists, teachers, researchers, and exchange students. The foreign Chambers of Commerce, especially the ACCJ, could be invited to play an umbrella role in uniting these groups as a lobby.

*Submitted to JALT President Gene van Troyer by:
Virginia Hamori-Ota & Sandra T. Nakata
SCOEP Co-Chairs*

In closing, a somewhat different version of this report and the recommendations was originally intended to appear in the JALT98 Conference Handbook. Unfortunately the deadline was missed. I believe the editors might have

found a way to fit it in if I had pushed the matter, but I felt it really more appropriate to make it available to the entire membership, rather than only to the 40% who attended the conference.

Book Reviews

edited by katharine isbell & oda masaki

The Standby Book. Seth Lindsromberg (Ed.). England: Cambridge University Press, 1997. ¥3,500. Pp. xii + 249. ISBN 0-521-55860-3.

There is no getting around it, sometimes even the most well meaning, thoughtful, tried and true textbook becomes old as students and teacher trudge diligently along week after week. Remember Sisyphus and the rock? *The Standby Book* is a worthwhile addition for any teacher who wants to engage those students who stare into space during the most fascinating of lessons. Containing 110 classroom activities from 33 EFL teachers, this book is designed to supplement the regular class textbook. It could also be used alone, perhaps for short intensive language studies.

Aimed at teenagers and adults of any language level, the activities in this book get students moving and learning. The activities can be used as warm-ups helping ease the students into the day's lessons, or to break up the class routine. Often it is very difficult for some students—especially those in compulsory English classes—to sit, listen to, or practice English for ninety minutes. Classes using *The Standby Book* will be participating and learning without realizing it.

A sampling from the book's 12 sections shows how varied the book is: Warm-Ups: Short Energizers, Using Magazines and Newspapers, Language through Literature, Music and Imagination, and Not Just for Business People. There is even a section on grammar entitled, Grammar and Register: Practice, Reflection, Review. Within each section, the book offers ways to excite students in different types of classroom settings, for example, content-based or traditional language classes.

Activities in the book can create a positive mood and *genki* feeling. My students especially liked a game called Newspaper Bash, which reinforces words in a lexical group, for example, animal names. The appointed basher stands in the middle of a circle of seated students. First, students decide on the animal they will represent and, going around the circle, call out that animal name. The students will use the same animal name for the entire game. Next, the basher calls out any animal named, for example "Chipmunk!" The student who is the chipmunk must say another animal name really quickly—so quickly in fact that if he doesn't say it quickly enough, the basher bashes him with the rolled up newspaper. Then the bashed student becomes the new basher. If the chipmunk is successful in calling out, "Tiger!" the tiger must call out another animal name before getting bashed. Oh, it's a lot of fun!

While Newspaper Bash may appear violent (especially its name), Jane Revell, the contributor, writes, "Amazing though it seems, people seem to really enjoy being bashed on the head with a newspaper" (p.17). It has always been a positive, playful experience in the many groups that I have used this activity with. One student of mine commented, "... this game is useful to remember the names. As the game went faster and

faster, everyone went panic. Everyone looked getting excited. Person who had simple animal's names looked hard because these names were easy for everyone to come up with. Most of the students became basher and had a nice time. . . ."

A word of caution: some of the games were so much fun, we had trouble getting back to more "serious" or "academic" topics. For example, our scheduled textbook activity for this day was to discuss discrimination. After such a high from the game, it was really impossible to get going on a heavy topic. So when using these activities to supplement a textbook, organizing the correct place for the game during class can be challenging.

I have also used *The Standby Book* in my intermediate-level conversation class (20 students) in the following way. I introduced the book and asked students to choose a partner. Each week a pair of students would be responsible for leading the class in a new language activity. After each week's game, the presenting group would pass the book on to a new pair of students. (A goal of mine is to have students decide course content whenever possible.) After the first few weeks, I knew the activities were a sure-fire hit. Many students began to tell me how much they enjoyed the activities and how they looked forward all week to our Friday morning (8:50 a.m.) class when we would play a new game. After each pair presented their game to the class, I asked them to write a response as to how well they thought the activity went. Student comments once again reinforced the benefits of *The Standby Book*.

Reviewed by Mark Lewis, Tsuda

English for Business Communication. Simon Sweeney. Cambridge: Cambridge University Press, 1997. Student's Book. Pp. 155. ¥2,980. ISBN 0-521-44620-1. Teacher's Book. Pp. 120. ¥2,980. ISBN 0-521-44621-X. Cassette or CD. ¥5,100. ISBN 0-521-44622-8.

English for Business Communication is a business text that focuses on improving speaking and listening skills for intermediate students. It is divided into five modules: Cultural Diversity and Socializing, Telephoning, Presentations, Meetings and Negotiations.

According to the author, there is a reason for the order of the five modules. The first module helps establish the teaching and learning approach used in the course while the second module teaches British and American telephone language. The third module, Presentations, is a precursor to the following modules because the skills presented in this module are often needed when participating in meetings and negotiations. The fourth module contains many recommendations for effective communication strategies in business that help to build vocabulary. The final module integrates the language and communication strategies covered in the previous two modules.

Each module is divided into two or three units of three to eight pages in length. Sweeney states that each unit, depending on the ability of the students, should take about three hours—not including optional material or the end-of-the-unit Transfer Tasks. However, some of the units include readings that provide extra informa-

tion about the module topics. These are rather long, from 18 to 36 lines, but can be beneficial as homework to get the students thinking about the topics.

Each unit has four listening exercises which use authentic language, contain English speakers from around the world, and have a real communicative purpose that is clear to the students.

Every unit uses a flow chart containing prompts of the language focus for that particular unit to show the dialogue pattern. There is also a listening exercise based on the flow chart. I used the flow charts with engineers, and the charts were quite successful because the engineers often organize information in this manner. In addition, they were able to compare their dialogues with that of a native speaker and discuss the differences.

At the end of each unit is a section called Transfer Tasks. In this section, students practice target language in communication contexts that relate directly to their immediate environment: their home, their studies, or their work. As Sweeney puts it, "Transfers aim to create a bridge between the classroom and the student's world." I found this section useful because it is less controlled than the other activities and students can check if they are able to use the language.

There are also useful references at the end of each unit: Language Checklist and Skills Checklist. The Language Checklist is a summary of the key language that has been introduced in the unit and can be referred to in practice tasks. The Skills Checklist summarizes the key points of technique for effective communication skills as introduced in each unit and can also be used as a quick review.

The teacher's manual contains answer keys, ideas to extend activities and photocopiable tapescripts. As an aside, the student's book does not have tapescripts, and I found this inconvenient because I like to use tapescripts in class, but I do not like making many copies. Nevertheless, I thought the teacher's book to be very helpful when planning lessons.

English for Business Communication covers specific areas related to business English, but because it is designed for a general audience, ESP teachers may have to supplement the material to make it more relevant for their students. However, this can be done with minimal effort since the book already contains a solid foundation.

Many business texts use similar formats, but *English for Business Communication* presents the material in a unique way. So, if you are looking for something new, this book might be the one for you.

Reviewed by Sam Cornett, Sumikin Intercom, Inc.

Good News, Bad News. Roger Barnard. New York and Oxford: Oxford University Press, 1998. Pp. viii + 72. ¥1,600. ISBN 0-19-434873-3. Teacher's Book, pp. viii + 104. ¥1,900. ISBN 0-19-435057-6. Cassette, ¥3,000, ISBN 0-19-435058-4. CD, ¥4,000, ISBN 0-19-435059-2.

The title, though catchy, is rather misleading. Although the stories in the book were genuine news stories with sources given, they are neither good nor bad, but are more accurately, timeless, light-hearted stories, none of which I could remember having read or heard. This is a good point, however, because it means the sto-

ries do not become dated, as would more serious, better-known news stories.

The stated aim of these course materials is "to help intermediate and pre-intermediate students improve their general listening and speaking abilities while focusing on the skills needed to understand broadcast news" (p. v). Each of the 18 three-page units is built around one news story. I used some of the units with university students of different levels and the lessons went very well. We followed the clear directions in the book and did the tasks as suggested. My students were fully engaged in the various activities throughout the units.

The stories are interesting and gently amusing, the book is attractively designed and the activities clearly presented. Each unit starts with useful visual and vocabulary pre-listening exercises called "Tuning-in." Three while- and post-listening exercises guide the students to understand the main idea of each story and then to develop a deeper comprehension. Under the heading "Signing-off," there are speaking or role-play activities that expand on the story the students have just heard. At the back of the book, billed as "extra practice," are the scripts with cloze exercises "to consolidate new vocabulary" as the blurb on the book cover puts it. This is an effective way to round off either the listening tasks or the whole unit if you do it after the speaking tasks. Being at the back of the book, it gives teachers flexibility over whether to do this exercise before or after the speaking task, or whether to use it at all.

I especially liked the accompanying tape and CD. The stories are delivered at an excellent pace, natural but not too quick and I was delighted to hear there are a variety of voices, both male and female with different accents, reflecting the fact that the stories and the characters in them come from all parts of the world.

I would offer one caveat: The picture of the microphone on the cover and the small pictures of radios and mikes used throughout the book give the impression that the material will be delivered in broadcast style, but this is misleading. Although the materials are definitely designed primarily for listening, the stories are not written in broadcasting style; clearly they are newspaper stories which have been slightly adapted and voiced. This need not be a problem unless you want examples of broadcast news items.

The thorough teacher's book includes suggestions on expansion activities and points to discuss when going through the material with the students. It also has photocopiable pages, including introductions to the English used in newspaper headlines. While useful, these are most suited to newspaper studies; in any case, one headline rule is just wrong—a verb's past participle is *not* used in headlines for an event that happened in the distant past, but when it is passive.

I would not use this book as a sole coursebook because the contents are rather lightweight, but in tandem with something else or as material to provide a break in the class, I recommend this book as engaging listening material for pre-intermediate and intermediate classes from senior high school age up.

Reviewed by Tim Knight, Ferris University

First Light: Songs for English. Ken Wilson. Hong Kong: Macmillan, 1993. Pp. 68. ¥2,970. ISBN 0-333-58944. Cassette ¥2,550.

First Light is a collection of 30 songs on cassette with an accompanying teacher's resource book. The songs are specially written for 10- to 14-year-old EFL learners. The title supplements the Macmillan *Compass* series. Each song is referenced to a specific unit of *Compass* but can be used as a supplement to any coursebook for the same target learning group. While each song and accompanying task take about thirty minutes, additional teaching suggestions are provided, so that it is possible to devote an hour of class to music.

The teacher's resource book is an A4-sized ring binder, and each song has a two-page entry. When opened, the left-hand page contains teacher's notes and the right-hand page is a photocopiable worksheet. The format of the teacher's notes is:

- Summary box: Song title, Musical style, Language point, Lexis, and Notes.
- Teaching suggestions.
- Song lyrics.

The worksheet format varies, but typically contains a cloze exercise and one additional exercise, such as putting pictures in order or giving personal responses to the song content.

The language focus of each song is either functional or grammatical and, apart from the final song (present perfect continuous), corresponds to the junior high school English language syllabus.

Thus, the language of the songs is not "authentic" since the songs either have a grammatical structure or a language function as a basis. The diction of the performers is also unusually distinct. The graded and well-enunciated language clearly distinguishes these songs as pedagogic. The songs are, however, well written and well produced. A number of my learners have asked who the performers were, so perhaps only teachers will notice that these are not "real" songs. The graded language also makes the tasks more manageable than using authentic song material.

As a supplement, *First Light* provides the teacher with listening material which, being in song form, is potentially more motivating for learners of junior high school age. The songs are enjoyable and catchy—quite a few of my learners were occasionally heard humming the tunes or even sometimes singing the odd line. This is an encouraging indication that students are internalizing the lyrics, and for that reason I recommend *First Light*.

*Reviewed by Julian Whitney,
Tsunan Town Board of Education, Niigata*

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 January. Please contact: Publishers' Reviews Copies Liaison (address p. 2). 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

!Cronin, J. (1998). *English through the year* (student's, teacher's, cassette). Kyoto: Artworks Int.

!Gareis, E., Allard, M., Gill, S., & Saindon, J. (1998). *A novel approach: The Shawshank Redemption* (student's guide, teacher's). Ann Arbor: University of Michigan Press.

*MacGregor, L. (1999). *Pathfinder 1* (student's, teacher's, cassette). Tokyo: Macmillan.

*MacGregor, L. (1999). *Pathfinder 2* (student's, teacher's, cassette). Tokyo: Macmillan.

Reading

Aylmer, J. (1996). *Darcy's story: From Pride and Prejudice*. Great Britain: Copperfield Books.

Lauer, J., & Tsuji, E. (1997). *American presidents and Japan today* (student's, teacher's). Tokyo: Nan'un-do.

Self-study

*Joyce, H. (1998). *Words for work: A vocabulary workbook for vocational English*. Sydney: NCELTR.

Supplementary Materials

!Graham-Marr, A., & Saito, J. (1998). *Photocopiable pairworks for children: An ABAX teacher's resource*. Tokyo: ABAX.

*Stafford-Yilmaz, L. (1998). *A to zany community activities for students of English: For intermediate to advanced ESL students*. Ann Arbor: University of Michigan Press.

For Teachers

!Jamal, M. (1998). *Freestanding: An ABAX teacher's resource*. Tokyo: ABAX.

JALT News

edited by thomas i. simmons & ono masaki

Report on the JALT Executive Board Meeting, November 21st, 1998 and the Annual General Meeting, November 22nd, 1998—At the EBM, Tochigi and Iwate

Chapters were placed on probation for the next six months. Local and national officers will try to rectify problems that have led to decreasing membership, insufficient personnel to administer the chapters, and problems with getting reports in regularly. JALT also restructured its institutional subscriptions to JALT publications for libraries and universities. The annual fee is now ¥16,000. Three motions were passed at the AGM. The first two were passed to facilitate JALT's application to become a registered Non-Profit Organization.

1. MOVED that the AGM authorize JALT to apply for legal Non-Profit Organization Status, to be in compliance with Japanese law. Passed with one abstention.

2. MOVED that the Executive Board may amend this Constitution to comply with the requirements of Japanese Law. Such amendments will take effect immediately and must be brought to the next Annual General Meeting for approval by the membership. (This motion was unanimously passed at the October 4, 1998 EBM, to be sent to

Bulletin Board

edited by david dycus & kinugawa takao

the AGM for ratification.) Passed unanimously.

The third motion was made from the floor by David Aldwinckle: There was no scheduled meeting of JALT's Standing Committee On Employment Practices (SCOEP) at JALT98 and the committee's findings have not yet been published in *The Language Teacher*. The following motion was mooted:

3. Moved that JALT have a meeting of the SCOEP at every JALT Conference. This motion was passed unanimously.

See the SCOEP's report in this issue.

The AGM came to an end with the announcement of the ballot for the Nominations and Elections Committee. Peter Gray was elected in-coming chair, to succeed Keith Lane in 2000. Judith Mikami was also elected to the committee, with Miyao Mariko as first alternate and Caroline Latham as second alternate.

執行委員会会議 (98年11月21日)・年次総会 (98年11月22日) 報告

執行委員会会議(EBM)では、栃木と岩手支部が今後6ヶ月の試行期間になります。その間その支部と全国役員が会員減少、不十分な組織の人員、定期的な報告の提出などの問題に共同して取り組みます。

また、JALTは大学や図書館のJALT出版物の予約講読についても再編成することになりました。定期購読代は16000円となります。

年次総会(AGM)では、3つの提案が通りました。最初の2つはJALTが非営利団体として認可されるよう促すものです。

1. AGMはJALTが非営利団体として、日本の法的に非営利となるよう努める。この提案は1人の棄権を除いて承認されました。

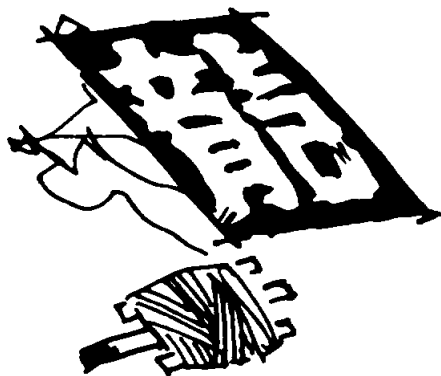
2. 執行委員は日本の法に合うように規約を修正する。この修正は直ちに効力を持ち、次回年次総会で承認事項となります。この提案は満場一致で承認されました。

3点目はフロアーのDavid AldwinckleからSCOEP(採用に関する常任委員会)について提議されたものです。

3. JALTは毎年次総会においてSCOEP会議を開催する。この提案は満場一致で承認されました。

SCOEPについては今月号にレポートが掲載されます。

AGMは選挙管理委員会の投票の案内で幕を閉じました。Keith Laneの仕事は2000年に引き継ぐ次期選挙管理委員長としてPeter Grayが選出されました。また、Judith Mikamiが選挙管理委員として選出されました。Miyao Marikoが第一代理人、Caroline Lathamが第二代理人となります。



Call for Papers: JALT Hokkaido 16th Annual Language Conference

The JALT Hokkaido 16th Annual Language Conference will be held in Sapporo on Sunday, May 30, 1999. 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 any equipment needs must be specified. Abstracts should be no longer than 250 words (English) or 1,000 *ji* (Japanese), and should be accompanied by a cover sheet bearing your name, address, phone/fax/e-mail contact, paper's title, and biodata. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. Submit abstracts by February 15, 1999 by e-mail to: Ken Hartmann, <RM6K-HTMLN@asahi-net.or.jp>, or send in Word format on a floppy disk together with a hard copy to: JALT Hokkaido, 1-2-3-305 Midorimachi, Makomanai, Minami-ku, Sapporo 005-0013.

投稿募集: JALT北海道第16回年次大会—JALT北海道第16回年次大会が1999年5月30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。要旨は英語250語以内、日本語1000字以内で、氏名、住所、電話/fax/e-mail、題目と略歴を記入した表紙を付けてください。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。

Call for Papers: Second Pan-Asia Conference (PAC II) in Seoul, Korea, October 1-3, 1999

The theme of the 1999 conference is "English Teaching: Asian Contexts and Cultures." Interested persons are encouraged to submit proposals for presentations. Please submit a speaker proposal form and 2 copies of your abstract on separate sheets of paper, one with your name and affiliation and one with no name or affiliation. Proposal titles should be no longer than 9 words, and abstracts, which will be included in the program if accepted, should be 150 words or less and carefully edited. Bio data written in the third person and limited to 100 words or less should be included. Do NOT fax any documents. The deadline for receiving proposals is December 30th, 1998, so please allow time for mailing. For confirmation of receipt of proposals, please include an e-mail address or fax number. Notification letters will be mailed by late May, 1999. For a speaker proposal form, please contact Joo-Kyung by e-mail: <joo-kyung@honam.honam.ac.kr>.

Position Announcement for *The Language Teacher*

English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) reside in Japan; (d) have a Macintosh computer (or a computer that can read and write Mac Microsoft Word-formatted files), a fax machine and e-mail access; and (e) be committed to contributing to the production of *The Language Teacher*. 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.
E-mail: <i44993g@nucc.cc.nagoya-u.ac.jp>. Applications
will be accepted on an ongoing basis.

『The Language Teacher』編集担当者募集

1) 英語校正担当者募集—『The Language Teacher』では編集の手
伝いをしていただける英語校正担当者を募集しています。応募資格は
以下の通りです。a) 会費を納入しているJALT会員であること、b) 第
二言語/外国語教授の経験があること、c) 日本に在住していること、
d) Macintoshコンピューター（またはMac MS Word形式のファイルが
読めるコンピューター）、ファクス、e-mailが使えること、e) 『
The Language Teacher』の編集に貢献できること。応募される方
は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡
先は英文をご参照ください。

2) 日本語編集担当者募集—『The Language Teacher』は、Bulle-
tin Board, JALT News日本語記事編集担当者を募集します。応募の
資格は、a) 会費を納入しているJALT会員であること、b) 第二言語教
育の経験があること、c) Macintoshコンピューター（またはMac MS
Word形式のファイルが読めるコンピューター）、ファクス、e-mailが
使えること、d) 日本語、英語でコミュニケーションがとれること、で
す。応募される方は、履歴書と編集の仕事に関わる能力と抱負を書い
たもの（それぞれワープロでA4の用紙1枚程度）を下記の日本語編集
者に郵送してください。応募/問い合わせ先: 〒305-8577 つくば市天
王台1-1-1 筑波大学留学生センター 衣川隆生 t/f: 0298-53-7477;
<kinugawa@intersc.tsukuba.ac.jp>

Call for Guest Editors: TLT Special Issue, Spring 2000—

TLT is seeking a Guest Editor or Editors willing to over-
see the next available Special Issue, slotted for March to
May, 2000. Topics for recent or upcoming Special Issues
include Global Issues, Gender Issues, Video, English for
Specific Purposes, Active Learning, and Teacher Devel-
opment. We welcome proposals for topics of interest
which have not been covered recently. Some past issues
have been largely the work of one N-SIG or another; we
would welcome a proposal from an N-SIG which has
not taken on a Special Issue before. If you are interested
in editing a Special Issue, please contact Associate Editor
Bill Lee (p. 2).

ゲスト編集者募集: 2000年春TLT特別号—TLTでは、2000年3月から
5月の間に予定している次の特別号のゲスト編集者を募集していま
す。最近の、また発行予定の特別号の内容は、グローバル問題、ジェ
ンダー、ビデオ、ESP、Active Learning、語学教師養成です。私たち
はこれまでに特集されていなかった興味深い話題に関する提案を待つ
ています。これまでの特別号の編集は、N-SIGの一部会またはその他
の部会の多大な努力によって行われてきました。現在までに編集に関
わっていないN-SIG部会からの提案を歓迎いたします。ご興味のある
方は、副編集者Bill Lee (p. 2)までご連絡ください。

Free Seminar: Temple University Japan M.Ed. Pro-

gram—Temple University Japan M.Ed. Program offers
the Distinguished Lecturer Series every semester. Part of
the Lecture Series is open to the public free of charge. In
the Spring Semester of 1999, the following presentations
will be open to the public: Sat. Jan. 30, "Teaching and
Research of EFL Writing" by Ulla Connor (Indiana Uni-
versity); Sat. Feb. 27 "Teaching and Researching Listen-
ing" by Michael Rost (University of California, Berkeley);
Sat. Apr. 3 "Theory and Methods of Qualitative Research"
by Sandra McKay (San Francisco State University). Pre-
sentations will be held from 14:00-17:00 at Temple Uni-
versity Japan, c/o YMCA Wexle 1-2-2-800 Bente,
Minato-ku, Osaka 552-0007. If you would like more de-
tails or want to participate in a full seminar that these
presentations are a part of, please contact Temple Univer-

sity Japan, Osaka at t: 06-577-1277 or f: 06-577-1281.

無料公開講座: テンプル大学JAPAN大阪校教育学修士課程、無料公開講
座—テンブル大学JAPAN修士課程では、毎学期開講されますDistin-
guished Lecturer Seriesの一部を無料にて一般に公開しております。
1月から開講する春期では、以下の日程、テーマにて3回セミナーを
開く予定にしております。参加ご希望の方や、ご質問等はテンブル大
学JAPAN大阪校までお問い合わせください。1月30日(土) "Teaching
and Research of EFL Writing" by Ulla Connor (Indiana University);
2月27日(土) "Teaching and Researching Listening" by Michael
Rost (University of California, Berkeley); 4月3日(土) "Theory
and Methods of Qualitative Research" by Sandra McKay (San
Francisco State University); Time: 14:00- 17:00; Place: テンプル大学
JAPAN大阪校 (大阪市港区弁天1-2-2-800)

*各セミナーとも、土、日と行われ、土曜日の17時以後、及び日曜
日のセミナーに参加ご希望の場合は、受講料¥62,000または聴講料
¥10,500をお支払いいただき、ご参加いただけます。テンブル大学JA-
PAN大阪校 〒552-0007 大阪市港区弁天1-2-2-800 8F YMCA
Wexle内; t: 06-577-1277; f: 06-577-1281

Of National SiGnificance

edited by tom merner

Bilingualism—For information about the Bilingualism N-
SIG and our bimonthly newsletter, *Bilingual Japan*, visit
our website at <http://www.kagawa-jc.ac.jp/~steve_mc/JALT-BNSIG.html>. To learn about our an-
nual journal, *The Japan Journal of Multilingualism and
Multiculturalism*, visit <http://www.kagawa-jc.ac.jp/~steve_mc/jjmm.html>. Both websites contain links to
other websites concerning bilingualism.

バイリンガリズムN-SIGとニューズレター『バイリンガル通信』の
情報が<http://www.kagawa-jc.ac.jp/~steve_mc/JALT-BNSIG.html>
に載っています。研究ジャーナル『多言語多文化研究』の情報が<
http://www.kagawa-jc.ac.jp/~steve_mc/jjmm.html>に載っていま
す。どちらのウェブサイトもバイリンガリズムに関するウェブサイトに
リンクされています。

Computer-Assisted Language Learning—The new CALL
N-SIG book, *Teachers, Learners, and Computers: Exploring
Relationships in CALL*, is now available. Visit the CALL
site at <<http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>> for purchasing details and to find out about
CALLing Asia, the 4th Annual JALT CALL N-SIG Confer-
ence on Computers and Language Learning, which will
meet May 22-25 at Kyoto Sangyo University in Kyoto.

コンピューター利用語学学習部会の新刊『Teachers, Learners, and
Computers: Exploring Relationships in CALL』が出版されました。
本書の購入方法および5月22日から25日まで京都産業大学で開催され
る第4回当部会会合につきましては当部会サイト(URLは英文参照)を
ご覧ください。

College and University Educators—The CUE N-SIG pro-
motes discussion of professional and developmental
issues: L1 and L2 for academic and specific purposes,
employment and career issues, and college-oriented
teaching and research. For a sample of our newsletter,
ON CUE, contact Jack Kimball. Please visit our web site
at <<http://interserver.miyazaki-med.ac.jp/~cue/1.html>>.

当部会は、大学外国語教育における職業上、自己研修上の諸問題、

つまり、学術・専門職のための第一言語・第二言語、雇用とキャリアの問題、大学生向け教授法とその研究等について討論する場です。会報『ON CUE』のサンプルをご希望の方はご連絡ください。

Global Issues in Language Education—The GILE N-SIG's aims are to promote the integration of global issues, global awareness, and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities, and resources from the fields of global education, peace education, human rights education, and environmental education. For more information contact us at the address listed.

グローバル問題、グローバル意識、外国語教育への社会的責任の三者の統合を進め、外国語教師のネットワークを広げ、国際理解教育、平和教育、人権教育、及び環境問題教育の分野から得られる教育活動や教材、教え方のヒントへの気づきを高めるのが当部会の目標です。詳しくは、当部会までご連絡ください。

Japanese as a Second Language—Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese-language teaching and learning.

日本語を教えること、学習することに関心がありませんか。関心のある方は、日本語教育研究部会に入会しませんか。当部会は、日本語教師と日本語学習者のネットワークで、年4回発行の会報、論集、学会や研究会での発表を通して、日本語教育・日本語学習の分野における情報やアイデアを交換し、また課題となっている事項を討論する場を会員に提供します。

Junior and Senior High School—The Jr/Sr High N-SIG welcomes new members and encourages all to contribute ideas and articles to our expanded newsletter. We also will facilitate the development of newsletter articles through peer mentoring. Members with more experience in writing for professional journals will support less experienced members in developing their ideas and contributions to the newsletter. For further details, please contact the coordinator, Barry Mateer.

現在130名の会員をようする当部会では、新しい会員を募ると共に、会発行のニュースレターのアイディアや記事を募集しています。初めて寄稿される方には、ご要望に応じて他の会員が協力いたします。つきましては、この点で協力できる方も広く募集しています。

Learner Development—The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter.

当研究部会は教師と学習者が語学学習者としての潜在能力を十分に発揮できる方法を発見し共有することを目指している教師の集まりです。詳しいことを知りたい方、私達の発行している会報に関心のある方は、ご連絡ください。

Materials Writers—Materials Writers is dedicated to continually raising the standards in the creation of language teaching materials, in all languages and all media. The newsletters this year have had articles concerning copyright and ISBN numbers, among other topics. If you would like to read them or contribute articles, contact the editor, Chris Poel; <cjpoel@zb3.so-net.ne.jp>.

教材開発研究部会は、あらゆる言語とメディアにおける言語教材創

りの水準を絶えず高めていくことを目的とし、献身的活動をしています。ニュースレターには著作権やISBN番号等に関する記事も掲載してきました。ご覧になりたい方、投稿なさりたい方はChris Poelまで。

Professionalism, Administration, and Leadership in Education—The PALE Journal of Professional Issues focuses on teachers, administrators, and communities for all education levels. Concerns include work conditions, legal issues, ethics, and research affecting language education.

『PALE Journal of Professional Issues』は、あらゆる教育レベルの教員、学校管理者、教育団体に焦点をあて、言語教育を取り巻く労働条件、法律、倫理、研究等の問題を取り扱います。

Teaching Children—The Teaching Children N-SIG provides a forum for language teachers of children. Our quarterly newsletter, *Teachers Learning with Children*, addresses practical teaching methods and issues in the field. This past year TLC has focused on Teacher Development, Classroom Management, and The Creative Classroom. Future TLC topics include phonics and reading.

当部会では、児童語学教師の意見交換の場を提供しております。年4回発行される会報『Teachers Learning with Children』は、実用的な教授法を紹介するとともに、この分野における話題を取り上げます。これまでに教師教育、授業運営管理、創造的授業等の特集し、今後フォニックス、リーディングを特集する予定です。

Teacher Education—As a follow-up to the first Action Research workshop, the Ted N-SIG will hold a second event on the 13th-14th of February, 1999. Special interest groups will plan and work together on projects in their own specific areas. Venue: Yamanishi Fukushi Kinen Kaikan in Osaka (15 min. walk from JR Osaka station, or 7 min. walk from Hankyu Umeda station) Cost: ¥12,000 including accommodation (no meals) Details from Merinda Wilson; <m.wilson@suma.kobe-wu.ac.jp>, t: 078-731-6198.

第一アクションワークショップに次いで平成11年2月13-14日に第二ワークショップを開催します。自分の興味ある課題に関する分科会に分かれて、参加者各々の教室における研究計画を進めていきます。場所：大阪市の山梨福祉記念会館（JR大阪駅徒歩15分、阪急梅田駅徒歩7分）参加費：宿泊込で、12,000円（食事別）。詳細は、Merinda Wilson（連絡先は英文参照）まで。

Testing and Evaluation—In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

形は違っても、試験と評価は日本の教育制度に不可欠な部分です。従って、語学教師もそのプロセスから逃れることはまず不可能です。当部会は、外国語能力評価の理論、現行の研究、教室での応用に興味のあるあらゆる人達の意見交換の場となればと願っています。

Video—Would you like to turn an excerpt of your favorite film or television program into a language or culture lesson for your classes? Join the Video N-SIG and learn how. Our newsletter, *Video Rising*, is full of suggestions and advice on how to turn all sorts of video materials into successful lessons. For details and sample articles, visit our homepage at <http://members.tripod.com/~jalt_video/>.

お気に入りの映画やテレビ番組を自分の外国語クラスあるいわ文化クラスの授業にご利用になりたい方、当研究部会に入会すると、その有効な利用が出来るようになります。『Video Rising』と呼ばれる私

達のニュースレターには視聴覚教材の有効な利用法のアドバイスが満載です。ホームページのアドレスは上記英文をご覧ください。

N-SIGs in the Making

Foreign Language Literacy—The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG. Our fourth newsletter, *LAC4*, is now out; see the contact information below to order either a paper or an E-mail copy. Please consider joining this N-SIG when you renew your JALT membership. Thanks for your patience and support.

お陰様で、嬉しいことに当部会の会員数は増え続けています。この会員数増加を受けて正式に部会として承認されることを願っています。会報も第4号が発行されました。購読ご希望の方は、郵便か電子メールで受け取ることが出来ますので、ご連絡ください。JALT会員資格更新時に当部会への入会も考えてみませんか。

Other Language Educators—This forming N-SIG seeks to represent, within JALT, teachers and learners of as many languages and cultures as possible, other than just English or Japanese. In the face of impending restructuring at many Japanese universities, we act as an information network for teachers and learners of other languages and cultures, to help our members develop and sustain the organizational conditions for their work and research.

当部会は、JALT内で、ただ単に英語と日本語だけというのではなく出来るだけ多くの言語と文化の教師及び学習者を代表しようとする部会です。日本の大学のこれからのリストラを前に、会員の就労条件、研究条件の維持・改善を支援し情報交換の場として機能できればと願っています。

N-SIG Contact Information

Bilingualism—Chair: Peter Gray; t/f: 011-897-9891 (h); <pag@sapporo.email.ne.jp>
Computer-Assisted Language Learning—Coordinator: Elin Melchior; t: 0568-76-0905 (w); f: 0568-71-8396 (w); <elin@gol.com>
College and University Educators—Coordinator & Editor, *ON CUE*: Jack Kimball; t/f: 0985-84-4485 (h); <kimball@post.miyazaki-med.ac.jp>
Global Issues in Language Education—Coordinator and Newsletter Editor: Kip A. Gates; t/f: 0857-28-2428 (h); <kgates@fed.tottori-u.ac.jp>
Japanese as a Second Language—Coordinator: Haruhara Kenichiro; t: 03-3694-9348 (h); f: 03-3694-3397 (h); <BXA02040@niftyserve.or.jp>
 Coordinator: Nishitani Mari; t/f: 042-548-7663 (h); <mari@econ.hit-u.ac.jp>
Junior and Senior High School—Coordinator: Barry Mateer; t: 044-933-8588 (h); <barrym@gol.com>
Learner Development—Joint Coordinator: Hugh Nicoll; t: 0985-20-4807 (w); f: 0985-20-2000, ext. 1306 (w); <hnicoll@funatsuka.miyazaki-mu.ac.jp> Joint Coordinator: Aoki Naoko; t: 06-850-6111 (w); f: 06-850-5131 (w); <naoko@let.osaka-u.ac.jp>
Material Writers—Chair: James Swan; t/f: 0742-41-9576 (w); <swan@daibutsu.nara-u.ac.jp>
Professionalism, Administration, and Leadership in Education—Joint Coordinator (Membership and Publicity): Thomas L. Simmons; f: 045-845-8242 (h); <malang@gol.com>
Teaching Children—Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com> (English); <elnishi@gol.com> (Japanese)
Teacher Education—Coordinator: Neil Cowie; t/f: 048-853-4566 (h); <cowie@crisscross.com>
Testing and Evaluation—Chair: Leo Yoffe; t/f: 027-233-8696 (h); <lyoffe@thunder.edu.gunma-u.ac.jp>
Video—Coordinator: Daniel Walsh; t: 0722-99-5127 (h); <walsh@hagoromo.ac.jp>
Foreign Language Literacy—Joint Coordinator (Communications): Charles Jannuzzi; t/f: 0776-27-7102 (h); <jannuzzi@ThePentagon.com>
Other Language Educators—Coordinator: Rudolf Reinelt; t/f: 089-927-6293 (h); <reinelt@llhime-u.ac.jp>



Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Hokkaido: June 1998—Community Language Learning, by David Barker. The presenter examined the changing world of ELT methodology, noting that what is popular one year may fall into disfavor the next. In his overview of methodologies, Barker showed that the shifts in approaches often swing from one extreme to the other. Barker criticized the “all or nothing” manner in which many methodologies are employed. He maintained that dramatic changes often leave teachers confused and dispirited. Barker took special exception to the Communicative Approach, underscoring that using English is different from learning it. The Communicative Approach is now losing ground to the methodologies known as Principled Eclecticism, Task-Based Learning, and Content Learning. An important element of Principled Eclecticism is the teacher’s ability to draw on any combination of methodologies and formulate an approach that works in the classroom.

Utilizing this concept, Barker employed the elements of Community Language Learning (CLL) in a classroom experiment that aimed to find a balance between the use of L1 and L2 in the classroom. Most notably, Barker drew on the CLL principles that advocate the use of L1, give students an element of control, and incorporate periods of quiet reflection into the lesson. For one month, Barker designed classroom activities that allowed students to use the L1 to formulate ideas. Then students were asked to repeat the activity in English. Barker believed this enabled students to use English more effectively since the content and sequence of their ideas were already established. Barker noted a positive reaction to his approach, especially among weaker students who became more confident. The presenter contended there was no single “right way” to teach. Taking the available methodologies into consideration, language teachers should teach according to their beliefs and strike their own balance in the classroom. (*Reported by Jennifer Morris*)

Hokkaido: September 1998—Speaking Activities, by Hattori Takahiko. Hattori presented practical speaking activities for Japanese EFL classrooms based on challenge, curiosity, and control. The correct level of challenge in an activity is crucial. Too little challenge will make students lose interest, and too much may lead them to give up. An activity should intrinsically motivate the students by piquing their curiosity and creatively engaging them. Control over the content of any activity should be split evenly between the teacher and students. Hattori also stressed that being understood is far more useful than speaking perfectly.

Hattori presented an activity called an “introductory interview” in which he has students interview each other in pairs and take notes. Then students introduce themselves to the whole class as if they were their partner. Before introducing themselves, students must write three key words on the board to focus and summarize the information.

Another activity involved using questions as conversation starters. Students work in pairs. They are given a slip

of paper with a thought provoking question to ask their partner. After both questions have been answered, students exchange slips of paper and pose the questions to other partners. A teacher might vary this activity by allowing students to create the questions themselves.

Another activity was simply named "word to speech." In small groups, students choose a card, on which only one word is written, from a stack. They must then give a short speech based on that word.

The final activity was called "picture differences." Using almost identical pictures, students work in pairs comparing the pictures to find all the differences. After finishing, students then imagine a story based on the pictures. For lower level students, teachers might ask questions to help students formulate their stories. (*Reported by Jennifer Morris*)

Nagoya: September 1998—Using the Internet, by Erik Dahlin. Dahlin demonstrated ways in which the Internet can facilitate EFL instruction. This meeting was held at the computer room of Nanzan University. First, participants were shown how to use search engines. When conducting a search, participants were told to use several keywords, employ a mix of general and specific keywords, place multiword phrases in quotes, and to narrow the search, use filters such as dates, locations, and hyphenation. The participants also learned about listserves designed for language instructors. The listserv at City University of New York (CUNY) represents a key resource. Such a service allows for discussion by e-mail in which participants worldwide can read all comments made.

Last, Dahlin provided information regarding useful sites for educators. These included the JALT site at <<http://langue.hyper.chubu.ac.jp/jalt>>, Dave's ESL Cafe at <<http://www.eslcafe.com>>, and the TESOL site at <<http://www.tesol.com/index.html>>. (*Reported by Rich Porter*)

Nagoya: October 1998—Using NLP in the EFL Classroom, by Brad Deacon, Goto Minae, Linda Donan, and Adachi Momoko. The above presenters demonstrated the application of Neurolinguistic Programming (NLP) in the language classroom. After providing an overview, Deacon moderated a discussion among the three other presenters. Finally, the presenters gave examples of NLP based on their respective classroom experiences.

Deacon's overview encompassed brainstorming in groups of three to grasp the meaning of NLP. Then a follow-up discussion helped the audience understand that "neuro" refers to our experience through the five senses, "linguistic" refers to our world views, and "programming" relates to training ourselves to reform certain beliefs.

For Goto, NLP includes a focus on learner self-esteem. Inclusion of this notion fosters a positive atmosphere and engenders a more motivated learner.

Donan discussed the "I Message" as a positive approach. This message represents a viable alternative to scolding or failing a student. The steps include expressing the adverse effects of a student's actions upon a teacher and working towards accepting the student's often creative solution.

Adachi discussed the distressing self-talk, which often burdens students. "My spoken English must be perfect"

and "English is not fun" are examples of negative self-talk. Teachers may alleviate such self-talk by explaining that mistakes are learning steps and by providing fun activities. (*Reported by Rich Porter*)

Okayama: September 1998—The JALT Job Fair, by Craig Sower. In a tight market for language teachers, what is needed to land a job? Craig Sower began the session with a presentation on job-hunting for teachers that covered pointers for those seeking employment in Japanese institutions. The significance of cover letters, resumes, and most importantly, the Japanese-language *rerikisho* were discussed. Then participants were provided with information concerning matters either to be included or left out. For example, employers generally do not want to hear about an applicant's desire to study Japanese culture. Proper behavior at an interview was also discussed. It was pointed out that often the interview really begins with the telephone call that makes the appointment.

Following the presentation and discussion, representatives of local universities received resumes and interviewed interested participants. All of the university representatives stressed that they were not currently seeking full-time teachers. This had also been the case in the previous Okayama Job Fair. However, in the intervening period, two of the universities represented hired full-time faculty members based on the interviews conducted at the fair. This suggests that job-seekers should take advantage of all opportunities, no matter how dim the chances of a job may seem. (*Reported by Christopher Bauer*)

Omiya: September 1998—Activities to Promote Caring Communications, by Donna McInnis. Everyone is aware of recent acts of violence by both American and Japanese young people. The presenter described some ways that EFL teachers can teach skills for peaceful coexistence within their language lessons. She described a curriculum based on "the peaceable classroom." Participants were provided with ways teachers can nurture caring communication and a sense of classroom community through activities emphasizing cooperation, empathy, appreciation for diversity and environmental stewardship. For each activity, McInnis also pointed out some possible language teaching opportunities within the task. Participants were able to experience a variety of activities and were given examples of student work. While some student activities, such as bingo and pair discussion, were familiar to the audience, the combined goals of teaching language and conflict resolution skills was a unique feature. In one lesson, students were asked to work in pairs to complete a list of "peaceful adjectives" with positive connotations. Students then used this positive language to describe themselves and people in their lives. The new vocabulary could be used in the future to express approval and praise. Students not only learned vocabulary, but also hopefully a different way of reacting to others and themselves. (*Reported by Mary Grove*)

Toyohashi: October 1998—Creativity, by David McMurray. The presenter discussed the need for creativity and how it can be developed in Japanese students. There is a need for creativity! This is the cry raised by the corporate society as many recruits seem to hold no opinions of their own, cannot write a simple business letter, and basically have no ideas about their future. These problems arise largely

because students have seldom been challenged to be creative during their academic lives since mere entrance to a university ensures graduation. Data shows that Japanese universities score low on their ability to design innovative products. The process of training for future productivity has almost exclusively been handled by the business world. However, Japan needs a ready work force that has the ability to respond and adjust quickly to changes and to produce new ideas. That message is filtering down to the universities which are charged with the responsibility of adequately training students.

How can creativity be developed? The presenter stressed that we cannot actually teach creativity. However, teachers can provide an environment that fosters creativity. McMurray gave us a few examples. In one exercise, the teacher puts up names and numbers on the board and invites students to guess their meanings. In another exercise, students made drawings in eight boxes that became data for a personality profile. Students might also study English *haiku* poems. In short, students must be given opportunities to be creative, whenever possible. (Reported by James Matchett)

Chapter Meetings

edited by malcolm swanson & tom merner

Akita—*There is no meeting this month. Our next event will be in the spring, once we've thawed out!*

Chiba—**The Effects of Using Authentic vs. Simplified Language in the Classroom**, by Damian Lucantonio, Josai International University. This presentation examines the differences between spoken and written language, as well as between authentic and simplified language. Implications for the classroom are discussed, and ideas for using authentic language offered. *Sunday, January 31, 11:00-1:00; Chiba Community Center; one-day members ¥500.*

Fukuoka—**Book Fair 1999**. *Sunday, January 24, 10:00-5:00; Fukuoka International School, 3-18-50 Momochi, Sawara-ku, Fukuoka City; admission is free; info: Kevin O'Leary, t/f: 0942-22-2221, <ogs@kurume.ktarn.or.jp>, website: <http://kyushu.com/jalt/bookfair99>.*

The Fukuoka JALT Book Fair is Kyushu's biggest ELT event of the year. There will be a special plenary presentation sponsored by Oxford University Press which is entitled "Great Expectations: What Should We Expect Published and What Materials To Provide?" In addition, there are displays and presentations, in both English and Japanese, from Japan's leading ELT publishers and booksellers. The admission is FREE, the workshops are FREE, and the parking is FREE. For a copy of the special issue of the Book Fair 1999 Newsletter, contact Frank Tucker, 092-324-8081, or <fmt@fka.att.ne.jp>

Oxford University出版提供の講演をはじめ、日本語・英語による様々なワークショップや主要出版社各社による教材展示を含む九州最大のELTイベント「福岡JALTブックフェア」を開催します。入場無料です。

Gunma—**Who Needs Teachers?**, by Robert Weschler, Kyoritsu Women's University, Tokyo. In this workshop,

we will discuss the changing role of teachers in an age of increasing opportunities for learner autonomy. We will begin by noting ways to exploit what the students already know best, namely, Japanese language. We will then focus on potential uses of new bilingual technologies such as electronic dictionaries, cable TV programs, and the Internet. *Sunday, January 24, 2:00-4:30; Kyoai Women's Junior College, Maebashi.*

Hokkaido—**Meeting the Needs of Young Language Learners**, by Lisa Hodgkinson. Education ministries and private schools all over Asia now realize the importance of starting second language acquisition at a very young age and are planning to introduce English in kindergartens and primary schools. These young learners and their teachers have very special needs. In order to stimulate young developing minds and create motivating activities in a second language, we must first understand these needs. What are they and how can we meet them? *Sunday, January 31, 1:30-4:00; HIS International School; one-day members ¥1,000.*

Lisa Hodgkinson氏が、アジア各国の幼年期からの第二言語指導の導入を鑑み、児童の必要とするものを理解するとともに、これらに合った第二言語指導法について論じます。

Ibaraki—**Viva La Video**, by Allison McPhee, Oxford University Press. This workshop will offer ways to supercharge your teaching using video via such captivating techniques as information-gaps, picture description, and prediction. The presenter will discuss ideas about how to exploit less obvious aspects of video such as paralinguistic clues, background activity, music, cuts and camera work, and how to train learners to be good video watchers. *Sunday, January 24, 1:30-3:30 (followed by business meeting); Shonan Gakusyu Center, 5F, Ullara Bldg, TR Tsuchiura Station; one-day members ¥500.*

Kagawa—**A Fun Way of Teaching Reading to Children**, by Watanabe Takako, Watanabe English School. First, the presenter will share her experiences and insights gained from raising two bilingual children. Then she will demonstrate how to teach reading using materials she developed for Ladybird's graded readers. *Sunday, January 17, 2:00-4:00; I-PAL Center; one-day members ¥1,000.*

渡辺孝子氏が二人の子供をバイリンガルに育てた自身の経験を述べるとともに、Ladybirdのリーダーを使用した児童への読みの指導方法を紹介します。

Kanazawa—**The Silent Way: An Introduction**, by Don Cherry, Hokuriku University. The workshop will introduce participants to *The Silent Way*, a language teaching approach developed by the late Dr. Caleb Gattegno. The presenter will introduce the theory and philosophy behind the approach and demonstrate the teaching of phonology, as well as use the charts and rods characteristic of the method. *Sunday, January 17; Shakai Kyoiku Center (4F), 3-2-15 Honda-machi, Kanazawa; one-day members ¥600.*

北陸大学のDon Cherry氏がThe Silent Wayを使用した語学指導法とその理論および哲学をロッドやチャートを使用しての音韻指導を通して紹介します。

Kitakyushu—**Learning English Through Video**, by Christopher Carman, Sangyo Ika University. In this workshop, the speaker will present a variety of exercises that can be used to exploit video in the classroom or privately, emphasizing the use of authentic video. *Satur-*

day, January 9, 7:00-9:00; Kitakyushu International Conference Center, Rm 31; one-day members ¥500.

産業医科大学のChristopher Carmen氏が教室内または個人学習において使用できるビデオを利用した様々な練習を紹介します。

Kobe—Authentic Video: Making it Comprehensible, by Daniel Walsh, Hagoromo Gakuin Junior College. This demonstration/workshop is for teachers in large, multi-leveled classes who want to enhance listening comprehension and ambiguity tolerance. The presenter will show ways to design a range of tasks based on music videos, sitcoms, interviews, and documentaries. *Sunday, January 24, 1:30-4:30; Kobe YMCA, 4F, LET'S; one-day members ¥1,000.*

Kyoto—Educational Options for Bicultural Children in Japan, by Mary Goebel Nogushi, Ritsumeikan University; Carolyn Miyake, Seian University of Art and Design; Stephen Ryan, Eichi University; Yukawa Emiko, Notre Dame Women's College. This roundtable discussion will address the challenges facing parents wishing to bring up their children bilingually. Contributors will share their experiences of bilingual education including: studying in Japanese public schools, attending English classes, being enrolled in international schools, studying at schools in England, and talking in English at home. *Sunday, January 24, 1:00; Kyoto Kyoiku Bunka Center (5 min. from Keihan Marutamachi Station); one-day members ¥500.*

Mary Goebel Noguchi氏ら4名のパネリストを招き、各氏自身の経験にもとづき、子供をバイリンガルに育てる場合に親が直面する問題を討論します。

Matsuyama—Jane Austen: Primogeniture and Gender Stereotypes, by Francoise Carter, Ehime University. In Jane Austen's England, it was usual for the eldest male relative to inherit the estate. With special reference to *Sense and Sensibility*, Carter will examine Austen's attitude to such legal practices and show how she challenges socially constructed gender stereotypes. We shall watch extracts from the BBC video. *Sunday, January 17, 2:30-4:30; Shinonome High School Kinenkan, 4F; one-day members ¥1,000.*

Miyazaki—Shinnenkai. All are welcome to attend Miyazaki JALT's Third Annual *Shinnenkai* (New Year's Party), celebrating the inauguration of our first full year as a fully constituted JALT chapter. This will be a casual potluck dinner affair suitable for families with children. Please bring your favorite dish or drink. Bring your dancing shoes, too. For information and a fax map to the venue, please contact Keith Lane, Roberta Golliher, Gene Pleisch, or Susanna Philippoussis at 0985-85-5931, or fax 0985-84-3396. *Saturday, February 6, 6:30; Nakano Kenshu Center (opposite the Miyazaki Women's College and Miyazaki International College).*

Nagoya—Learning Journals: A Multi Purpose Tool for the Classroom. This presentation will focus on the development and use of learning journals to encourage communication, reflection and review. *Sunday, January 31, 1:30-4:30; Nagoya International Center; one-day members ¥1,300.*

Omiya—English Writing from Summarization to Explanatory Essay, by Yonemushi Kenichi, Jiyunomori Gakuen High School. The presenter will talk about his English writing classes for high school students during

the last 3 years. Participants are encouraged to think about the purpose of English teaching in Japan and hopefully get motivated to have English writing classes for their students. *Sunday, January 17.*

Tokushima—Successful Fast Paced Lessons with MAT (Model Action Talk) for Teachers of Children, by Sam Yang. This presentation will focus on teaching children by demonstrating fast-paced lessons. Attendees will be sample students who are studying a foreign language that is neither English nor Japanese. This will enable the participants to fully understand the dynamics of the speedy rhythm of the Model Action Talk method, and allow participants to appreciate learning a language from a student's perspective. *Sunday, January 17, 1:30-3:30; TBA; one-day members ¥1,000, students ¥500.*

Sam Yang氏が、参加者を生徒にみたて英語・日本語以外の言語をMAT指導法を使って指導することにより、早いペースのレッスンによる児童への指導方法の有効性を参加者に実感していただきます。

Tokyo—1. Teaching Vocabulary, by Roger Jones; **2. A Workshop for Writing Teachers**, by Tokyo Chapter Executive Committee. All writing/composition teachers in the Tokyo area who want to discuss teaching ideas and problems with other writing teachers should come to this meeting. Be prepared to share your curriculum and successful teaching ideas as well as your problems and concerns. Roger Jones will present his ideas about teaching vocabulary in a related talk. *Saturday, January 23, 2:00-5:00; TBA, see newspaper announcements; one-day members ¥500.*

Yamagata—Another Variety of Communicative English, by John Crumpp. The presenter will discuss communicative English based on his working and teaching experience. The focus will be on the difficulties Japanese learners face with speaking and listening. *Sunday, January 24, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

Yokohama—Student Feedback Survey in EFL Classes: A Preliminary Report, by Sugimoto Naomi, Ferris University. This presentation will report results of a recent university-wide survey of English instruction. Teaching styles and instructional materials preferred by Japanese students are identified. It will end with an open discussion with the audience on how we can provide pedagogically sound instruction that is also appealing to students. *Sunday, January 17, 2:00-4:30; Gino Bunka Kaikan, 6F; one-day members ¥1,000.*

フェリス大学のSugimoto Naomi氏が、英語指導に関する調査を通して明らかとなった日本人学生が好む指導法や教材について報告します。また、参加者とともに学生に魅力的なおかつ理論的に確かな指導方略について討論します。

Chapter Contacts

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Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <syuki@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 conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, January 15th is the final deadline for an April conference in Japan or a May conference overseas, especially if the conference is early in the month. See page 3 for contact information.

Upcoming Conferences

January 21-23, 1999—19th Annual Thai TESOL International Conference: Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact: Suchada Nimmanit; t/f: 66-22-186027; <flngsnm@chulkn.car.chula.ac.th>.
January 23, 1999—The 10th Annual Conference on Second Language Research in Japan at the IUJ (International University of Japan) Tokyo Offices in Roppongi. Hear M. Harrington speak on "Figure and Ground in SLA," P. Robinson on "SLA Research in Japan: Issues and Prospects," and Y. Yano on "What Is It To Learn a Foreign Language?" Schedule and bilingual map at conference web site <http://www.iuj.ac.jp/jlp/conferen.html>. For

preregistration and information, contact: Mitsuko Nakajima; LP, IUJ, Yamato-machi, Minami Uonuma-gun, Niigata 949-72; t: 0257-79-1498; f: 0257-79-4441; <conferen@iuj.ac.jp>.

February 5-7, 1999—Self-Expression, Learning, and Fun ("SELF"), WELL's (Women in Education and Language Learning) 4th Annual Conference, at the National Women's Education Centre, Musashi-Ranzan, Saitama. Intent on bringing women's issues into the language classroom and women into the educational workplace, WELL has planned workshops, discussions, and networking to explore connections between the content or goals of the participants' teaching/learning and four particular issues—difficulties faced by disenfranchised groups, student/female empowerment, the how to of activism, and women's roles in the world economy. WELL maintains a web site at <http://www.miyazaki-mic.ac.jp/faculty/kisbell/well/well.html>. For direct information or registration, contact Catherine Payne; t/f: 045-253-1895; <Leiblein@msn.com> (in English), Park Hwa-mi; t/f: 045-841-7632; <hwami@virgo.bekkoame.or.jp>, or Ishihara Mikiko; t/f: 042-576-1297; <zv6m-ishr@asahi-net.or.jp> (both in Japanese).

February 13-14, 1999—The Parasession: Loan Word Phenomena will take place parallel with the **General Session of the Twenty-Fifth Annual Meeting of the Berkeley Linguistics Society** at the University of California at Berkeley, California, USA.

Along with invited speakers Ellen Broselow and three others, participants will consider loan words from various theoretical, sociolinguistic, and typological perspectives and in different areas such as lexical stratification, second-language acquisition, and code-switching. For more information, contact the society at <bls@socrates.berkeley.edu>.

February 24-26, 1999—21st Annual Meeting of the German Society of Linguistics. Should your mind be linguistically interested in word systems and your body be around Konstanz, Germany, drop in at the University of Konstanz where two special workshops, *Change in Prosodic Systems* and *Meaning Change—Meaning Variation* consider, *inter alia*, metric sources of language change, the roles of metonymy, polysemy, etc., and the interaction of psychological, historical and linguistic facts in language development.

March 6-9, 1999—American Association for Applied Linguistics (AAAL) 1999 Annual Conference in Stamford, Connecticut, an hour from New York City. Smaller than the TESOL Conference, the AAAL conference offers rich plenaries, papers, networking, etc., in a quieter ambience. Among the plenary speakers and invited colloquia leaders this year are Paul Meara on vocabulary acquisition, Bambi Schieffelin on literacy, Norman Segalowitz on cognitive and psycholinguistic approaches to SLA, and several persons lecturing specifically on L2 acquisition. Extensive information at <http://www.er.uqam.ca/nobel/r21270/index.html>. Otherwise contact Patsy M. Lightbown, Program Chair; TESL Centre, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8, Canada; t: 1-514-848-2445; <lightbn@vax2.concordia.ca>.

March 9-13, 1999—TESOL '99: "Avenues to Success" at The New York Hilton in New York City, NY, USA. From keynote speaker David Crystal taking a Welsh perspective on the future of English through plenaries addressing an unusually broad range of topics to hundreds of papers and demonstrations plus extras like breakfast seminars and educational visits, the TESOL Annual Convention will no doubt match the standards of previous years. For full plenary abstracts or other information, go to <<http://www.tesol.edu/conv/t99.html>>. For further information, write to TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751, USA; t: 1-703-836-0774; f: 1-703-836-7864; <tesol@tesol.edu>.

March 28-April 1—IATEFL Conference 1999 at Heriot-Watt University, Edinburgh, Scotland. This 33rd international annual conference will offer plenaries, talks, workshops, panel discussions, and poster sessions by international presenters as well as a large ELT Resources Exhibition and the JobShop. See the conference web site at <<http://www.iatefl.org/Edinburgh-1999.htm>> for more information, or contact the organization headquarters at 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; f: 44-0-1227-274415; <IATEFL@Compuserve.com>.

Calls For Papers/Posters (in order of deadlines)

January 15, 1999 (for April 9-11, 1999)—The Symposium About Language and Society-Austin (SALSA) will hold its Seventh Annual Meeting at the University of Texas at Austin, Texas, USA. In addition to four keynote speakers, it invites abstracts on research concerning the relationship of language to culture and society. Research frameworks will be various—linguistic anthropology, sociolinguistics, speech play and poetics, ethnography of communication, political economy of language, etc. Go to <<http://www.dla.utexas.edu/depts/anthro/projects/salsa/>> or write to SALSA; Department of Linguistics, University of Texas at Austin, Austin, Texas 78712, USA; <SALSA@ccwf.cc.utexas.edu>.

January 15, 1999 (for August 2-7, 1999)—The Twenty-Sixth LACUS Forum, sponsored by the Linguistics Association of Canada and the United States and held at the University of Alberta, Edmonton, Canada, will address The Lexicon. The featured speakers will be Joan Bybee and Wallace Chafe. Abstracts are specially invited on any topics relating to the lexicon, including relationships of lexicon and syntax, conceptual categories and lexical categories, and lexical functions. Send abstracts or questions to Ruth Brend, Chair, LACUS Conference Committee; 3363 Burbank Dr., Ann Arbor, MI 48105, USA; t: 1-313-665-2787; f: 1-313-665-9743; <rbrend@umich.edu>. Questions also to Syd Lamb <slamb@rice.edu>.

January 18, 1999 (for August 26-27, 1999)—Brock University in Ontario, Canada will sponsor the International Conference on Storytelling. Abstracts are sought for 20-25 minute talks on some issue of storytelling, for example, language change, language acquisition, audience factors, power and language, etc. For a detailed list of specific

areas of interest and more, go to <<http://linguistlist.org/issues/9/9-1467.html>>. For further information or submission of abstracts (e-mail OK), write to: International Conference on Storytelling, c/o Monica Sanchez; Department of Applied Language Studies, Brock University, St. Catharines, Ontario L2S 3A1, Canada; f: 1-905-688-1912 (attn: Monica Sanchez, ICS); <msanchez@spartan.ac.brocku.ca>.

January 30, 1999 (overseas proposals) (for October 1-3, 1999)—Organized by KoreaTESOL, ThaiTESOL and JALT, the Second Pan-Asia Conference (PAC2) in Seoul, South Korea will focus on Teaching English: Asian Contexts and Cultures. Being held at Olympic ParkTel, site of the '88 Olympics, it is directly accessible by subway from the airport and is surrounded by more than 400 green acres of picnic sites, ponds, and jogging trails. Paper or workshop proposals are sought in 20 topic areas. For a detailed topic listing and other information, see <<http://www2.gol.com/users/pndl/PAC/PAC2/CFP.html>> or contact Jane Hoelker, PAC2 Public Relations Chair, Pusan National University, San 30 Jangjeondong, Pusan 609-735, Korea; p/w/h: 82-(0)51-510-2650; f(w): 82-(0)51-582-3869; <hoelker@hyowon.cc.pusan.ac.kr> or <hoelkerj@hotmail.com>.

February 1, 1999 (for October 7-9, 1999)—The Second Biennial International Feminism(s) and Rhetoric(s) Conference on the theme Challenging Rhetorics:

Cross-Disciplinary Sites of Feminist Discourse, sponsored by the Center for Interdisciplinary Studies of Writing at the University of Minnesota. Participants from a very large range of disciplines, including among the featured speakers Deborah Cameron, Robin Lakoff and Suzette Haden-Elgin, will share theories about and examples of new discourse practices that are emerging as a result of feminist scholarship. Proposals are invited on the rhetorical intersections of gender with race, age, class, sexuality, ability, and professional identities. For

an unusually full treatment of proposal topics, see <<http://femrhet.cla.umn.edu/call.htm>>, and for the conference in general, <<http://femrhet.cla.umn.edu/>>. Send proposals to: Feminism(s) and Rhetoric(s) Conference, Center for Interdisciplinary Studies of Writing, University of Minnesota, 227 Lind Hall, 207 Church St. SE, Minneapolis, MN 55455, USA. Living contact: Hildy Miller, Associate Director, Center for Interdisciplinary Studies of Writing; <mille299@tc.umn.edu>; t: 1-612-626-7639; f: 1-612-626-7580.

February 28, 1999 (for September 9-11, 1999)—Exeter CALL'99: CALL and the Learning Community, the eighth biennial conference on CALL themes to be held at the University of Exeter, offers a forum for experts and all interested persons to meet and discuss problems and progress of CALL in a relaxed atmosphere. Proposals for 25-minute papers are invited on any aspect of CALL, but particularly welcome are topics dealing with CALL and learning in the community, as in distance learning, student-centred learning, or other such modes and approaches. Subsequent submission of papers to the international journal *Computer Assisted Language Learning* is possible. The proposal form and other information



is available at <http://www.ex.ac.uk/french/announcements/Exeter_CALL_99.html>. Send proposals to Wendy Oldfield, CALL'99 Conference; Department of Russian, School of Modern Languages, The University, Exeter, EX4 4QH, UK. For further information, contact Oldfield at t/f: 44-(0)1392-264221; <W.Oldfield@ex.ac.uk> or Keith Cameron at <K.C.Cameron@ex.ac.uk>.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Aichi-ken—ALTIA Corporation is seeking full-time native English instructors for ALT positions in Aichi, Gifu, Shizuoka, Okayama, and Hiroshima to begin from April 1, 1999. **Qualifications:** Minimum BA or BS degree; teaching experience and Japanese language ability preferred; current international or Japanese driving license; willing to relocate. **Duties:** Teach from 20 to 25 50-minute lessons per week; participate in curriculum development and various committee assignments. **Salary & Benefits:** One-year renewable contract; salary of 250,000-306,000 yen per month depending on number of lessons taught per week and experience; generous summer, spring and winter vacations; company car provided for travel to and from school with limited personal use; phone line and phone/fax machine provided; assistance with accommodation; visa sponsorship. **Application Materials:** Cover letter, resume, one passport-size photograph, photocopy of visa, and international or Japanese driving license. **Other Requirements:** After interviewing with ALTIA, successful applicants will also interview with the Board of Education for final approval. **Contact:** Chris Oostyen; ALT Operations Supervisor, 201 Bell Village, Kamishioita 19, Midori-ku, Narumi-cho, Nagoya 466-0051; t: 052-623-8808; f: 052-623-8876.

Iwate-ken—Mizusawa School of English seeks a full-time English teacher for all ages beginning April 1, 1999. **Qualifications:** Teaching experience and spoken Japanese ability. **Duties:** 40-hour work week; maximum 28 contact hours per week. **Salary & Benefits:** Salary of 250,000 yen per month; paid vacations and holidays; teacher's apartment at 47,000 yen/month; one-year renewable contract. **Application Materials:** Letter and resume. **Deadline:** Ongoing. **Contact:** Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; f: 0197-25-8860.

Shizuoka-ken—Katoh Schools and College in Numazu is seeking a full-time preschool teacher for an expanding English immersion program in a private Japanese school to begin from April 1999. **Qualifications:** Teaching certificate and two years teaching experience. **Duties:** Work with three and four year old Japanese children in an immersion (total English) setting. English is not taught as a subject but is used as the medium of instruction for up to 50% of the students' school day. Students acquire English

proficiency naturally as they engage in age-appropriate preschool activities. Working hours and calendar are similar to regular Japanese preschool. **Salary & Benefits:** Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance, and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, and cover letter. **Deadline:** Ongoing. **Contact:** Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

Shizuoka-ken—Katoh Schools and College in Numazu is seeking a full-time elementary school teacher for an expanding English immersion program in a private Japanese school to begin from April 1999. **Qualifications:** Teaching certificate and five years teaching experience. **Duties:** Teach regular academic subjects through the medium of English to Japanese students in a private school. Katoh Gakuen is a private Japanese K-12 school in which the academic curriculum is taught in English; it is not a language school. Working hours and calendar are similar to regular Japanese public schools. **Salary & Benefits:** Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance, and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, and cover letter. **Deadline:** Ongoing. **Contact:** Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

Shizuoka-ken—Katoh Schools and College in Numazu is seeking a full-time junior high school teacher for an expanding English immersion program in a private Japanese school to begin from April 1999. **Qualifications:** Teaching certificate in one of the following subjects: math, science, social studies (geography and economics), music, or art; five years teaching experience; proficiency in computers, Internet, strong background in ESL helpful. **Duties:** Teach junior high school level Japanese children in an immersion program through the medium of English. Katoh Gakuen is not an English conversation school. Working hours and calendar are similar to regular Japanese public schools. **Salary & Benefits:** Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance, and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, and cover letter. **Deadline:** Ongoing. **Contact:** Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

Taiwan—The Department of Applied English of Ming Chuan University in Taoyuan is urgently seeking assistant or associate professors. **Qualifications:** Doctorate in English, education, management, or communications-related field completed by August, 1998. Those with business experience will be given first consideration. **Duties:** Teach English reading, writing, speaking, and/or ESP in university and ex-

tension programs; also some administrative responsibilities. **Salary and Benefits:** Approximately NT\$63,000 per month with 1.5 months salary bonus per year after first year of service; health insurance; paid winter and summer vacations, etc. **Application Materials:** Resume with photo, writing sample, tape recording of speaking voice, and three letters of recommendation. **Deadline:** Ongoing search (ASAP). **Contact:** Irene Shen; Chair, Department of Applied English, c/o Department of Personnel, Ming Chuan University, No. 250 Sec. 5 Chung Shan North Road, Taipei 111, Taiwan ROC; t: 886-3-350-7001 ext. 3210; f: 886-3-350-0995; <ysshenn@mcu.edu.tw>.

Tokyo-to—Aoyama Gakuin Women's Junior College in Shibuya is seeking a part-time teacher to join a staff of 12 foreign teachers averaging 11 years of service in the college's English language program. The position will begin April 1, 1999. **Qualifications:** Resident of Japan with an MA in TESOL or closely related field; native speaker competency, college teaching experience in Japan, basic computer skills (CALL experience preferred), experience in writing classroom materials and tests; Japanese ability sufficient to communicate with administrative staff. **Duties:** Teach eight 85-minute classes (listening, speaking, reading, and writing) over four days a week; attend weekly staff meetings; participate in team-teaching, curriculum development, course design, and course coordination. **Salary:** Based on qualifications and experience; one-year contract with renewability based on performance. **Application Materials:** Cover letter, resume, photograph, visa status including period and expiration date, copies of university and graduate school diplomas and transcripts, names, addresses, and phone numbers of two references, preferably recent supervisors, a list of publications and presentations, and samples of original classroom materials and tests. Application materials will not be returned. **Contact:** John Boylan; Coordinator, English Language Program, Aoyama Gakuin Women's Junior College, 4-4-25 Shibuya, Tokyo 150-8366. No phone calls, faxes, or e-mail, please. Short-listed candidates will be contacted for interviews.

The Web Corner

ELT News has a new web site at <<http://www.eltnews.com>>. Here is a brief list of other sites with links to English teaching in Japan.
 "JALT Online" homepage at <<http://langue.hyper.chubu.ac.jp/jalt/index.html>>. "Jobs" section at <<http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>>.
 "Sophia Applied Linguistics Circle" (Japanese site) at <<http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>>.
 "Teaching English in Japan: A Guide to Getting a Job" at <<http://www.wizweb.com/~susan/mainpage.html>>.
 "ESL Job Center on the Web" at <<http://www.pacificnet.net/~sperling/jobcenter.html>>.
 "Ohayo Sensei" at <<http://www.wco.com/~ohayo/>>.
 NACSIS (National Center for Science Information Systems) career information at <<http://nacwww.nacsis.ac.jp>>.
 "The Digital Education Information Network Job Centre" at <<http://www.go-ed.com/jobs/iatefl>>.
 "EFL in Asia" at <<http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>>.

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices, in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole at 0857-87-0858 or send it to <begole@po.harenet.ne.jp>, so that it is received before the 15th of the month, two months before publication.

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

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

求人広告掲載をご希望の方は、平成10年1月号に載せた用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole, fax: 0857-87-0858; <begole@po.harenet.ne.jp>



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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 4,000. There are currently 37 JALT chapters and 2 affiliate chapters 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 **National Special Interest Groups**, N-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, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

N-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; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (forming); Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-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4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

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

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

支部：現在、全国に38の支部と2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、香川、鹿児島、金沢、神戸、京都、松山、盛岡、長野、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、静岡、諏訪、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、北九州、高知〔準支部〕、宮崎〔準支部〕）

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

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

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

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥5,000）：学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員（1名¥6,500）：勤務先が同一の個人が5名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のと同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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