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Special Active Learning Issue

3 Introduction
4 An Interview on Active Learning with Dr. James Eison
Katharine Isbell
7 The Living Abroad Interview
Keith Ford
11 Transforming the Cultural Studies Curriculum in Partnership with Students
Miho Kitsukawa, Cheiron McMahill, Mami Nakamura, Akemi Sato, Shizue Shimizu, & Reiko Tagohka
15 Activating Metacognition with Action Logs
Linda Woo & Tim Murphey
19 Graphic Organizers for Active Learning: GOAL for Reading and Writing
Keith Lane
22 教科「日本語表現」を通じてのディベート教育に携わって
岸江信介 (The experience of teaching debate in the Japanese Expression classroom, by *Kishie Shinsuke*)
25 Japanese Students as Active Learners of English Pronunciation
Veronika Makarova

a chapter in your life

29 Gifu (Chapter in the Making)

my share

31 授業内で行なう中学生のための自律的英語読書プロジェクト
堂寺　泉 (An autonomous reading project for junior-high-school students, by *Dodera Sen*)
32 Encouraging Risk-Taking and Spontaneity through "Quick Write"
Bill Perry & David Rehorick
34 Active Vocabulary Review
Susan Tennant
35 Activating Content-Based Assessment
Katharine Isbell
36 Egg-Bombers and Other Flying Devices
Stephan Gilbert

departments

39 Book Reviews
40 Recently Received
41 JALT News
43 JALT99
43 Bulletin Board
44 Special Interest Group News
45 Chapter Reports
46 Chapter Meetings
49 Conference Calendar
50 Job Information Center/Positions
3 Authors
24 Advertiser Index

JALT

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: 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、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

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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、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

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

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

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

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

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

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

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

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

Departments

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

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、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.

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

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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。

This special issue of *The Language Teacher* was conceived as a forum for language teachers to document their research and practice with Active Learning/Teaching strategies. Active teaching strategies include meth-ods that many TESL professionals consciously use in their classes daily. The literature in this area, however, is primarily focused on promoting active learning strategies in mainstream college education. This volume expands the discourse of Active Learning beyond the research literature in higher education.

This special issue should have appeal in the general context of Japanese education as well. In 1997, the Curriculum Council of the Education Ministry issued a report recommending that student-centered approaches to learning replace lecturing on facts. The purpose for these recommended changes reveal clear links with Active Learning: to develop social skills and global awareness; to develop autonomous learning and critical thinking skills; and to promote education based on the needs of a student population. Active learning strategies can transform traditional classrooms where students passively receive knowledge to centers where students are actively seeking information and reflecting on what they have learned.

Katharine Isbell opens this issue with an interview of **James Eison** who lays out some of the background to the field. Following this, **Keith Ford** describes an interview technique to promote listening, speaking, and critical thinking. Next, **Cheiron McMahill** and her students share their experience transforming a university course from a lecture-based format to one that is more experiential. The use of action logs to foster metacognition and learner autonomy is the focus of the contribution from **Linda Woo** and **Tim Murphey**. In the fifth article, **Keith Lane** promotes the use of graphic organizers to help build learner schemata. **Shinsuke Kishie**, a professor of Japanese Expression, describes a course project that makes use of debate to develop skills in argumentation and critical thinking. Finally, **Veronika Makarova** outlines active learning strategies to teach pronunciation to Japanese learners.

We extend our thanks to the authors for staying with us through numerous revisions and to the volunteers of *TLT* for their advice and support. We hope readers will enjoy this issue.

Katharine Isbell, Julie Sagliano, Michael Sagliano, & Timothy Stewart
Active Learning Special Issue Co-Editors

今月のThe Language Teacherは、アクティブ・ラーニングおよびティーチングストラテジーの研究、実践に関する特集号です。アクティブ・ラーニング・ストラテジーはＴＥＳＬで日常的に多く用いられているメソッドですが、本特集号ではアクティブ・ラーニングを広げ、日本の教育をも対象に入れています。１９９７年に文部省の教育課程審議会は講義形式に代わって学生中心に学ぶアプローチを薦めており、この提言はアクティブ・ラーニングとかかわっています。アクティブ・ラーニングは伝統的な知識を受動的に受け取るクラス活動から、学習者自身が能動的に情報を求め、既習のことがらについても再度思案するものです。Katharine IsbellはJames Eisonにインタビューし、この分野の背景を述べ、Keith Fordは聴解、会話、思考を活性化するインタビューテクニックについて著しています。Cheiron McMahillと彼女の学生は講義形式からより経験的な形式に変更した大学での教育について述べています。Linda WooとTim Murpheyは実際にメタ認識や自律学習を育む記録を寄せ、岸江信介は、『日本語表現』の担当教官として、ディベートを用いて反駁力を高めるコースについて述べています。最後にVeronika Makarovaは日本人学習者に対する発音指導のアクティブ・ラーニング・ストラテジーを略述しており、読者の皆様にもお喜びいただけるものと思っています。また、著者やＴＬＴのスタッフに感謝しております。

アクティブ・ラーニング特集号共同編集者
Katharine Isbell, Julie Sagliano, Michael Sagliano, & Timothy Stewart

Authors

Keith Ford has taught EFL in Mexico, Spain, England, and Japan. From 1995-98 he worked at Kanda University of International Studies in Chiba where he contributed to a programme of curriculum renewal and syllabus design aimed at promoting learner autonomy within a classroom-based framework. He currently teaches at Waseda University, Toyo Giwa University, and Tokyo Women's Christian University.

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

岸江信介: 愛知大学文学部文学科国文学専攻卒。宮崎国際大学比較文化学部助教授（日本語表現担当）を経て、現在、徳島大学総合科学部助教授（国語学担当）。専攻分野は方言学、社会言語学。西日本各地の方言調査に根ざした言語研究を行っている。同時に国語教育にも長年携わってきたが、近年、ディベートを国語教育に取り入れようと試みている。主要論文に「昭和における大阪市方言の動態」（『国語学』第１６３号）、「京阪方言の親愛表現構造の枠組み」（『日本語科学』第3号）ほか。

***AUTHORS**, cont'd on p. 18.*

The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, 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.*

An Interview on Active Learning with Dr. James Eison

Katharine Isbell
Miyazaki International College

While visiting the University of South Florida (USF) in February, 1997, Katharine Isbell had the opportunity to talk to Dr. James Eison, co-author with Charles Bonwell of Active Learning: Creating Excitement in the Classroom (1991). Dr. Eison is the founding director of the Center for Teaching Enhancement, which strives to facilitate the instructional improvement of USF faculty and graduate teaching assistants. There, he works closely with instructors to promote the use of active learning instructional strategies.

You wrote in your book that many educators at the tertiary level do not have a very good understanding of the term "active learning" which you define as "anything that involves students in doing things and thinking about the things they are doing" (Bronwell and Eison, 1991, p. 2). Have you seen any change in this situation since your book came out in the early 1990s?

In my opinion, many positive and visible changes in higher education settings have begun to occur. The ERIC database now includes "active learning" as a descriptor term; a simple literature search using the two key terms of "higher education" and "active learning" identifies over 700 articles published since 1988. More and more campuses in the U.S. are sponsoring faculty development workshops on active learning. Increasing numbers of faculty have come to recognize that listening to instructors' lectures will not help students achieve fundamental liberal arts goals such as learning to communicate skillfully in written and oral forms, engaging in critical and creative thinking, making informed value-decisions, and behaving in ethical ways. In addition, over the past decade, an increasing number of campuses have begun significant initiatives to involve students in such things as collaborative, cooperative, or team learning projects, learning communities, service learning, or internship experiences.

How can teachers who are unfamiliar with active learning begin using it?

First, I'd remind teachers that the term "active learning" refers not to merely one thing, but rather to all instructional strategies that involve students in doing things and thinking about the things they are doing. Active learning embraces a wide range of instructional activities that students can do either individually or in groups. Further, these activities can be done either during class time or at home. These two dimensions provide teachers with a large mix of different instructional possibilities to choose from.

I personally recommend that teachers begin with what Chuck [Charles Bonwell] and I have described in our book as "low risk" active learning activities. Low risk activities are: (a) relatively brief—they do not require too much class time; (b) clearly structured—the tasks are well defined and described in writing; (c) involve course content that is relatively familiar and concrete—students commonly have greater difficulty working with unfamiliar and abstract course material; and (d) familiar to students or which students have been given adequate opportunities to learn—students get better at using active learning approaches with instruction and through practice.

Let me describe one low risk active learning strategy that teachers who primarily use lecture approaches and are unfamiliar with active learning can begin using immediately. It is called the "pause procedure" and it involves pausing for approximately two minutes on three occasions during a fifty-minute lecture, i.e., every 12 to 18 minutes. During the pauses, students work in pairs to discuss and rework their notes without instructor-student interaction. This procedure has been shown to significantly improve students' short term and long term retention; in one study the mean score comparison between the pause procedure treatment group and a control group was large enough to equal two letter grades (Ruhl, Hughes, & Schloss, 1987).

Does active learning require more work for the teacher?

The use of active learning strategies requires a somewhat different type of course planning and preparation. Instead of asking, "What important information should I cover in today's class?," active learning practitioners are more likely to ask themselves in pre-class preparation: (1) "What knowledge, skills, and attitudes do I want students to examine and employ?"; (2) "What exercises or assignments can I have students complete to demonstrate their understanding of, skills with, and beliefs about important course content?"; and (3) "What instructional materials might I prepare to help maximize student effectiveness and efficiency in achieving these important learning outcomes?"

What are the students' responsibilities in an active learning environment?

In "Seven Principles of Good Practice in Undergraduate Education," Arthur Chickering and Zelda Gamson assert

> Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves. (1987, p. 3)

This perspective suggests the following set of responsibilities for both instructors and students. Faculty might be expected to: (a) create a classroom climate that is conducive to and supportive of students' efforts to engage in active learning; (b) design challenging instructional activities that actively involve and engage students in learning course content; and (c) provide detailed supportive and corrective feedback to students about their progress and accomplishments. Students in an active learning environment might be expected to: (a) prepare course assignments in advance of class sessions; (b) attend class sessions regularly and participate actively; and (c) when possible, offer detailed supportive and corrective feedback to faculty about ways to make learning more effective and efficient. Both faculty and students should be willing to take risks as they collaboratively explore this alternative way to approach teaching and learning.

How do students benefit from active learning?

Active learning instructional approaches place greater emphasis on developing student skills than on instructors transmitting information. Students will be more likely to engage in higher order thinking (analysis, synthesis, evaluation), and problem solving and student motivation will increase. In addition, students can explore their own attitudes and values.

Can active learning principles be applied to large classes of 60 or over?

While some active learning strategies are clearly less appropriate for and less effective in large classes, a large number of low risk active learning strategies can be highly effective in large classes. For example, "Think-Pair-Share" (Olsen & Kagen, 1992) is a brief collaborative learning strategy that can be used in very large classes to encourage students to be reflective about course content, to foster higher-order thinking skills and to stimulate both small and large group discussion. A Think-Pair-Share exercise often begins with information that is initially provided to students through a reading assignment, a short lecture, or a videotape. The instructor poses a question and provides a few minutes for students to privately reflect about the question and to note their response in writing. Students then turn to a partner and share their responses. This can end the sharing or the pair may turn to another pair and share again in groups of four. The instructor may select some pairs to share their responses with the whole class.

There are dozens of published articles that describe other types of active learning strategies, including discussion techniques, writing activities, informal small group work, role plays, and demonstrations in even the largest of classes.

Can the same amount of material be covered in a course using active learning techniques as compared to one using "traditional" methods?

Faculty who regularly use active learning strategies typically find other ways to ensure that students learn and master assigned course content. For example, one can readily focus, direct, and monitor student learning of important course content through the use of frequent at-home reading and writing assignments and through the use of well-designed periodic classroom examinations. Then, instead of using class time to present an oral version of class text, active learning advocates use class time to engage students in further exploration of course content by providing unique and valuable experiences that can only occur when the instructor and students are assembled together as a group.

Japanese high school teachers have to teach to a national curriculum where a certain amount of material needs to be covered. Do you think it is possible to use active learning in this situation?

Whether there is a nationally prescribed curriculum or an instructor- or department-defined curriculum, active learning strategies are best viewed as a large repertoire of instructional strategies to maximize student learning and success. In my experience, the implied incompatibility of "covering course content" vs. "actively involving students" is simply not valid. As Alexander Astin (1985) has noted, "Students learn by becoming involved . . . . Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience" (pp. 133-134). Thus, we should anticipate that increased time and energy devoted to the completion of well-designed course activities and assignments will give rise to increased levels of student achievement.

Japanese education is notorious for lectures and student silence. However, the Ministry of Education has stated through its Curriculum Council that beginning in 2003, teachers will be expected to change their methods of instruction to become more experience- and activity-based. Nurturing self learning and the ability to think as an individual will be emphasized. In practical terms, how would you advise them to proceed? What kinds of processes need to be in place for this goal to be realized?

Reading selectively within the resources that exist is an excellent place for many faculty to start. In addition, highly effective faculty development workshops on this topic are created when a workshop facilitator skillfully demonstrates and models ways to maximize participant learning through the use of active learning strategies. I

EISON, *cont'd on p. 9.*

The Living Abroad Interview: An Encounter Project for Fostering Learner Independence

Keith Ford
Waseda University

A new theme-based programme of study designed for intermediate-level freshman English majors at Kanda University has as its core a project-learning framework similar to that outlined by Legutke and Thomas (1991). Each theme-cycle consists of three stages: (1) input —topic orientation; (2) project—research, data collection, analysis, and presentation; and (3) reflection—evaluation and self-assessment. The programme requires high levels of active participation, cooperation, and negotiation as learners collect and analyze data, and give feedback to their peers in the form of a presentation. This process engages learners in real-world management tasks, interdependent and interactive language learning, self and peer assessment, and making choices about content and language within the parameters of a particular theme. In this way the overall programme goal of developing learners' communicative competency (Ford & Torpey, 1998) is supported. This paper will describe one theme-cycle: the Living Abroad Interview Project.

The Living Abroad Interview Project

The Living Abroad Interview Project is an example of an *encounter project* in that it "involves face-to-face encounters with speakers of the target language, while the preparation and making sense of data collected is firmly embedded in the classroom" (Legutke & Thomas, 1991, p. 161). An encounter project has the following features indicative of active learning:

1. It takes learning beyond the classroom.
2. It raises learners' awareness of the importance of process in language learning, and extends their procedural and organizational skills.
3. Learners make decisions and carry out plans while using the instructor as a source of advice and guidance.
4. It requires the pragmatic use of language for carrying out real-world tasks such as arranging interview times and negotiating the use of resources with their instructor.
5. Awareness-raising, exploration, and self-discovery in language development are given precedence over teacher explanation following the Observe-Hypothesize-Experiment paradigm (e.g., Lewis, 1993), rather than a traditional teacher-directed Present-Practise-Produce paradigm in which the teacher gives explicit instruction and controls class pace and content.

Overview and Goals of the Project

The students, in classes of approximately 30, meet for 90 minutes four times a week. Each theme-cycle requires 12-16 class periods to complete. Students receive a handout outlining the project requirements (see Appendix). In groups of three, they arrange, conduct, record, and later transcribe a 15-minute interview with a native or bilingual speaker of English about the speaker's experiences outside their native country. Learners are encouraged to find interviewees outside the university environment. Though the project is described as an interview, it is hoped that the encounter will be conversational and interactive in nature rather than simply a question and answer session.

The main objectives are for students to gain insights into the potential difficulties of adapting to a different culture, to increase awareness of what cultural stereotyping is, and to collate information that might help students live abroad in the future. Analyzing the transcription is expected to improve students' ability to understand spontaneous native-speaker discourse, with its hesitation markers, fillers, false starts, and occasional grammatical slips.

Stages of the Project

Input stage: Prior to the first class, learners are assigned reading homework and vocabulary preparation which highlight some of the key issues related to living abroad. The six classes that make up the input stage are as follows:

目標言語が学習者にとって外国語である状況で行う海外生活インタビューというエンカウンター・プロジェクトを紹介する。学習者は、目標言語の母語話者とのインタビューを準備し、実行するためにクラス以外で目標言語を使わなければならない。まず、このプロジェクトの論理的根拠として積極的学習の一般原理を概略する。つぎに、いくつかの目標を設定し、それらをこのプロジェクトの各段階（インプット、プロジェクト、反省）と関連付ける。最後に、プロジェクト学習が学習者のコミュニケーション能力を向上し、学習者の自立や相互依存を促すということを述べる。

1. Discussion and vocabulary. This class focuses on promoting discussion in small groups about living abroad, homestay experiences, cultural differences, gaffes, and stereotypes. The students are encouraged to use the vocabulary from their reading preparation (i.e., *culture shock*, *first impressions*, *homesick*, *host country*, *appropriate behaviour*, and *social customs*).
2. Listening. A five-minute tape of five native speakers responding to the question, *"What advice can you give us for travelling or living abroad?"* taken from tapes made by students from previous years is played. Learners working in groups of three answer comprehension questions, discuss and evaluate the advice given, and then choose one of the responses to transcribe. The students analyse the transcription for examples of native speaker discourse fillers and hesitation markers such as *well*, *err*, *let me see*, and *I guess*.
3. Split video viewing. Half of the class watches a video interview about an Australian teacher's experience of living in Papua New Guinea while the other half watches an interview of an American teacher's experience of living in Indonesia. These interviews were also from a previous year. The students analyse the model interviews for both content and for positive examples of the interviewer's skill in maintaining conversational interaction, asking appropriate follow-up questions, and giving appropriate responses and supportive comments such as *Really?* and *I see*. After viewing the videos, the two groups come back together and work in pairs comparing the interviewees' experiences.
4. Dictogloss. A grammar dictation, using Wajnryb's (1990) dictogloss format, about a foreigner's first impressions and culture shock on arriving in Japan for the first time is given.
5. Reading and Values Clarification - Learners discuss and evaluate the appropriacy of a set of questions taken from Whitsell (1989) which Japanese students are known typically to ask including "Can you use chopsticks?", "What are you doing here?", and "When are you going home?" With teacher guidance, the learners conclude that while such questions might be appropriate for tourists, they are not appropriate for foreigners who reside in Japan.
6. Review. This class period is for completing supplementary reading tasks about experiences of Japanese people living abroad and any unfinished class work. The instructor summarises the main points covered during the input stage and clarifies the project stage requirements.

Project stage: Students spend one class working in their interview groups preparing interview questions and determining the logistics (time, place, and subject) of the interview. They have a deadline of four weeks to conduct and record the interview. The students use small hand-held tape recorders with built-in microphones to record the interviews, many taking place off campus. During this time, work on a different theme-cycle begins.

With the completion of the four-week interview period, learners have two classes in which to prepare the feedback session. First, they select a three- to four-minute section of their interview to use as the basis for their presentation. The instructor assists learners by explaining difficult linguistic structures and vocabulary items, checking the accuracy of transcripts, and offering criteria (interest level, language used, and variety of input to peers, for example) to help students make their selections. Then, students transcribe this section, write a summary of the rest of the interview, identify and check new vocabulary, and prepare listening comprehension questions to ask their peers. The feedback classes (as well as all listening activities) are held in a classroom equipped with ten portable tape recorders and thirty headphone sets. Listening activities are done interactively in groups of three.

In the feedback session (two class periods), learners form groups of three with classmates who have conducted different interviews. Each learner in the group has about 25 minutes to make a presentation to the other two students (see Appendix for details). Each group of three concludes the feedback session with a short discussion about their feelings and experiences about the project. The whole process is repeated with different partners in the second feedback class. Therefore, each participant listens to four different interviews and presents twice.

In the past, a variety of input and interviewee experiences have been presented. In addition to advice for living abroad and aspects of culture shock, feedback topics have included first impressions, embarrassing incidents, expectations, stereotypical images, prejudice and discrimination, experiences in the workplace, and strategies for language learning.

As a homework task, learners exchange tapes with classmates and listen to the interviews they did not have a chance to hear during the feedback classes. They write comments on the quality of the interviews as part of an ongoing listening diary assignment (based on Fujiwara, 1990, p. 208). For this assignment, learners keep a weekly record throughout the semester noting dates, times, content, and vocabulary learned for all audio/video activities done outside of class.

Reflection stage: In the final reflection stage of the project (one class and assigned homework), learners evaluate their preparation and feedback performances. In particular, they focus on how appropriate the interview questions were, the kind of information collected, the quality of the interaction, and how well they managed to conduct a conversational style interview. Learners then complete a self-assessment sheet for both the process

and product aspects of the project, commenting on group and individual contributions. The instructor also evaluates learners using the same criteria.

The input and orientation materials are evaluated on the basis of how well the materials raised the learners' awareness about stereotyping and cultural differences, and on the usefulness of the materials in helping the students to prepare for the interview. Finally, in learner diaries, the students summarise what they learned from the project, in terms of both content and language.

Conclusion

Many Japanese students come to university from an educational background which has trained them to be passive recipients of knowledge transmitted by the teacher. However, educators can encourage learners to take a more active and independent role in developing their language skills. The Living Abroad Interview Project is designed with this in mind. By involving learners in the decision-making process, they became both researchers and peer teachers.

Giving learners the opportunity and responsibility of contributing to the class proves to be a major factor in generating high levels of motivation, participation, and communication in the language classroom. Project learning should continue to be an option for fostering the development of learners' communicative proficiency.

Appendix: Project Outline

Living Abroad—The Interview Project

1. Main Requirements

- you need to arrange an interview with a native (or bilingual) speaker of English who has experience living abroad
- your interview should be about 15 minutes long
- you need to record it on audio tape

2. Preparation and Interview

- thoroughly prepare the questions and check them with your teacher
- make sure you have enough questions to last 15 minutes
- get used to using any equipment before the interview
- tell your teacher when you know the time of the interview and book the necessary equipment: hand-held tape recorder, microphone, etc.
- when you arrange the interview you should make the purpose of the interview very clear, and you should explain that you need to record it
- during the interview, try to respond naturally to the interviewee's answers and make it into a conversation when appropriate - it should not be simply a question/answer format

3. Analysis of Recording

- try to understand everything that was said by your interviewee and get your teacher to help you if necessary
- select a 3-4 minute section of your recorded interview to present to a small group of classmates
- transcribe this section, get your teacher to check it, and then type it
- give your teacher a copy of the completed transcript, and a copy of your tape
- prepare some questions and exercises for your classmates based on the content of your 3-4 minute section

4. Feedback Classes

For the feedback classes each person will need the following:

- 6 typed copies of your transcript
- 1 copy of your 3-4 minute tape (A tape to tape recorder is available in my office)
- 1 copy of notes for giving a 2 minute summary (not to be read)

Each person in the feedback group should (for a total of about 25 mins each):

1. Give a short summary about who they interviewed and what they told you, but do not tell them about the content of the 3-4 min section;
2. Present your classmates with any difficult vocabulary used in the 3-4 min section;
3. Dictate 4 or 5 comprehension questions (including multiple choice and True/False);
4. Play the tape twice and then ask the questions and discuss the interview with your partners;
5. Have a concluding conversation about your feelings and experiences of arranging and doing the interview;
6. Hand out transcripts and play the tape again (if you have time).

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***EISON**, cont'd from p. 5:*

have described in greater length my thoughts on how this goal can be realized (Eison, Janzow, and Bonwell, 1990). I personally have been involved in facilitating programs and I know from post-workshop participant feedback that such events can make powerful contributions to a faculty member's ongoing development as a classroom instructor. Depending upon setting and context, these programs have varied in scope and length from 90 minutes to ten days; the longer the time frame, the greater the level of faculty change and transformation one might expect.

Dr. Eison concluded the interview by stressing that active learning does not equal group learning or group grades. Active learning activities must include a way to measure individual accountability. He also cautioned that students must be taught how to work in groups. Instructors using group activities for the first time are often not successful because they fail to take this into consideration. And finally, he urged all teachers to try active learning strategies in their classes, claiming that a successful experience will convince them to use these strategies more frequently.

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Transforming the Cultural Studies Curriculum in Partnership with Students

Miho Kitsukawa, Cheiron McMahill, Mami Nakamura, Akemi Sato, Shizue Shimizu, & Reiko Tagohka

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Introduction (Instructor: Cheiron McMahill)
This article describes the challenges of transforming a lecture course in British and American Affairs into one in which students learn about culture and ways to teach culture experientially and empathetically. The course is required for second-year students at Gunma Prefectural Women's University intending to be certified as junior high and senior high school English instructors. It is a year-long, four-credit course that meets once a week for ninety minutes. Past enrollments have been between 60-80 students.

I understand active learning to be a student-centered approach which requires the teacher to be an active facilitator of learning, constantly in touch with the students' progress, modifying the tasks, and offering guidance as needed (see Chastain, 1980; Krahnke, 1987; Nunan, 1989). My large classes make such monitoring seem logistically impossible. Although I receive feedback from students in their journal entries and end-of-year questionnaires, I wanted to include the students' participation in a more in-depth evaluation of my teaching. Drawing on participatory action research (Auerbach, 1993, 1994) and participatory curriculum development (Kerfoot, 1993), I decided to meet with a focus group of five students over a period of three months while the course was in progress.

I selected these students because they participated actively and enthusiastically in class and worked well together as a group. Two of the members were outspoken graduate students who frequently took charge as discussion leaders. We met weekly to discuss these topics about the course: their expectations, their perceptions of my goals, problems I was having, problems they were having, and possible solutions. At the same time, in order to examine active learning in other contexts, we each read and summarized two articles I had used as background in preparing the class.

I had proposed that we write an article together because I felt their reactions to active learning would be useful to other English teachers. Since they were all considering careers in English teaching, I also hoped to demystify research paper writing in English for them. We recorded our discussions on cassette tape and the students took turns transcribing and summarizing the recordings. They selected which quotes they wanted to include in the article, while I edited and wove these together, chose selections from their class work as examples, added the introduction and wrote up the reference list. We then met several times to revise this article together. The following is our joint reflection about the course including what facilitated and hindered active engagement and critical thinking, written from the students' perspective.

Benefits of Active Learning (Students: Miho Kitsukawa, Mami Nakamura, Akemi Sato, Shizue Shimizu, and Reiko Tagohka)
We expected that British and American Affairs would be taught lecture style. In addition, the title of the class suggested that the lecturer would give us information on sociological aspects of only the United States and Britain, such as history, geography, and culture. Some students were naturally attracted to such themes as we are English literature majors. However, we found the class was completely different from what we expected, because we were asked to put ourselves in the place of others and not only think about issues, but try to empathize with others.

First, we were shocked when the instructor introduced the topic of minority cultures with articles on how binational children and Korean people were bullied and discriminated against in Japan. We had known about Koreans in Japan from newspapers and magazines, but had never focused on how they feel. We were asked to remember any classmates from our childhoods who were handicapped, or of a different ethnic background or nationality, and to recall how they were treated by others in our school. We then role-played a conference between a binational child who refused to go to school, her teacher, and her mother. Discussing serious social problems in the context of our own lives in this way is far from the culture of young Japanese women.

Second, we were led to respond to such issues in movies we watched. In doing so, we drew not only on factual information but on emotions and metaphors. For example, we started the class with the metaphor of the "culture tree," in which the branches and roots

学習者が異文化間コミュニケーションや人権問題に積極的に取り組み始めるようにするために行うカリキュラム改編について論じる。まず、教師は、各授業についての意見や感想を述べてくれる５人の学生を募る。そして、その学生達と定期的に会い、共同学習、問題解決学習、フィールド調査、ポートフォーリオ評価など、クラスでの積極的学習を促進するために行った様々な方法についての教師と学生達の認識を比較検討する。これを通して、教師と学生達はお互いに積極的学習に対する理解を深めるのである。

represent visible culture, the trunk represents hidden culture, and the roots show the historical and environmental bases of culture (Fujiwara, 1995). We used this paradigm to illustrate and examine the conflicts between the deaf and hearing characters of Sarah and James in the movie *Children of a Lesser God*. Next, we discussed where the responsibility for communication lies between hearing and hearing-impaired people.

In the second semester, we drew on metaphors of freedom and oppression from the poetry of American women of color to analyze how Celie unlearns her internalized oppression in the movie *The Color Purple*. We were asked to respond to the movie by writing our own poems about freedom and oppression using different metaphors that had personal significance for us. We read our poems in small groups in the class, and then each group chose one poem to perform for the whole class with gestures and dance.

Third, we worked in groups to research minority cultures in Gunma, Saitama, and Tokyo based on a similar project used with Spanish language students at an American university (Robinson-Stuart and Nogon, 1996). In this project, we had to conduct and transcribe an interview with a member of a minority group in Japan, describe the interview process, and record our observations and reflections using excerpts from Donan (1997) as guidelines. We also had to create a lesson plan for teaching about that minority group in an English class when we become English instructors. We presented this lesson plan eight times to other groups in our class during a day-long poster session and lesson swap.

Although the instructor gave us contact information on various groups for this ethnographic research project, the specific focus and actual implementation were up to us. That is, we had to find members of a minority group to research, divide tasks among us, plan, carry out, and write up the research completely outside class. At first, it seemed complicated and overwhelming. Drawing on our experiences with the kinds of learning we had done in elementary school however, helped us to put the project in context. Akemi, a focus group member, observed,

> In Japanese elementary schools, it is common to do similar kinds of projects at a simpler level, such as group work, field trips, and interviews. By the time we get to junior high, though, classes change to lecture style in preparation for entrance exams.

We regret this, because working on group projects and doing research in the community gives us more chances to learn than just by listening to a lecture. We feel more involved when we are given the chance to take risks, make choices, and innovate according to our particular interests.

We understand now that the instructor is using a problem-posing approach in the class (Auerbach, 1993, 1995; Auerbach and Wallerstein, 1987). That is, she is presenting us with real and difficult problems related not only to people in foreign countries but to us here in our own university and community. As another member, Mami, deduced, "The instructor wants to change this class from being about just English cultures into worldwide culture, because now English-speaking people are increasing more and more all over the world." The instructor gives us the opportunity and tools to look, think, feel and act by ourselves to solve problems, and to express our opinions in a variety of different modes.

In this course, for example, one of the main themes is cultural relativity and the conflict between cultural rights and human rights. This theme seems abstract, but through active learning we were able to connect it to our own lives. Akemi put it this way: "I think that prejudice is deeper than politics and the economy, and that the problem of prejudice is similar throughout the world. I really think the problem is in myself." Each culture naturally emphasizes certain values over others. Value judgments give rise to conflicts, and as people from different cultures spread out more and more throughout the world, these conflicts cannot be kept at a distance.

One example from our class is the problem of female genital mutilation (FGM) which our instructor introduced through the documentary film *Warrior Marks*. People from cultures that practice FGM are now living around the world, even in Japan. Should they be allowed to continue the practice here? How should we cope with women who have already experienced FGM and who need medical care in Japan? We debated these topics heatedly and wrote letters to then Prime Minister Hashimoto expressing our opinion.

Is there no resolution for such problems? Or is there some way to get around them? The instructor showed us many conflicts in Japan and in the world, and gave us just a few examples of how to solve them, drawing on sociology, psychology, and international ethics and law (Joseph, 1996; Reardon, 1995). We were encouraged, however, to reach our own answers through deliberate discussion. Having to come up with our own solutions forced us to discuss even more earnestly.

Problems With Implementing Active Learning

(Students)

We were surprised at some of the things our instructor worried about in relation to our class. For example, she was concerned about structuring and monitoring group work, how to evaluate us, and class content, all of which we were satisfied with. We were more concerned with the pace of the class, which we felt was too fast, and the amount of homework, which we felt was too much. We recommended she cut the amount of material and homework by half the next year, speak more slowly, and give us more time to take notes and work on projects in class.

It seems in general that our instructor feared that she was giving us too much freedom, but we felt the problems that came up could be solved by fine tuning rather than overhauling her methods. Modeling as-

signments and providing clearer examples would have helped groups that were floundering. Furthermore, although it is true that some groups failed to work cooperatively, and a few members ended up doing all the work, that was also part of the learning process. Bringing up such problems for class discussion and asking students for solutions would have been a better approach than the instructor deciding who should be in groups or intervening directly in particular groups. We also didn't agree with Kinsella (1996) that the instructor needs to be sensitive to the learning styles of students when introducing group work because this was the only class in which we had to work in groups in the university, and we had many opportunities to work individually in other classes.

The instructor was also concerned about the difficulty level of the authentic materials and whether she should be using a textbook designed for EFL students instead with lots of language-related exercises. We discouraged her from switching to an EFL textbook as it would remind us too much of our English communication classes and detract from the excitement we felt at encountering the English-speaking world directly. It is important to have classes like this in which we do not learn English per se but apply the English we have already learned. Moreover, we felt the content of the class was important regardless of which language we used to interact with it. If some students needed to use Japanese to clarify the content, carry out the projects, and discuss their opinions, that was okay. They were still getting a lot out of the class.

Finally, the instructor wanted to know whether we were satisfied with the portfolio method she used for evaluating our written work and class notes (McNamara and Deane, 1995). We answered that we preferred it to a written test because it gave us the satisfaction of seeing how our opinions became clearer over the year. We also countered that it would be impossible to test the course content objectively anyway, as the whole premise of the course was that we could come up with new and creative solutions for problems that hadn't occurred to the instructor. We could have improved our written work and learned even more, however, if we had had a chance to exchange our journals and reports with our classmates and give each other feedback before turning them in.

Conclusions

Students

We expected to take it easy in British and American Affairs and listen to some interesting lectures. Instead, we spent countless hours inside and outside of class thinking and writing in our journals and planning and carrying out an ethnographic research project. Despite the extra effort however, we feel that an active learning approach was the best way to critically examine social problems in our own and other cultures. Trying a different learning style, one that we hadn't used since our childhood, also forced us to reflect on our learning in general. As Shizue noted, "Usually in my classes at this university, I do my homework and attend the class and go over it at home. It's a very passive style, I think." After taking British and American Affairs this year, we long for more variety in teaching methods and wish we had the opportunity to state our opinions more freely in other classes as well.

Why do most courses remain lectures? We can't deny that the traditionally high status of teachers in Japanese culture perpetuates this tendency in spite of our growing dissatisfaction. As Akemi complained, "I want to have more opportunities to speak in class. Instructors are friendly to us here compared to other universities, but we can't break through the hierarchical relationship between instructors and students."

Are our expectations and behavior as students also partly to blame? Our instructor asked us if we respected a teacher who didn't totally control the class. We can't speak for all students, but we at least respect teachers for helping us to learn rather than for simply being authorities. Mami put it this way: "I don't care whether the instructor controls the class or not, as long as the instructor expects a lot of us. The worst thing is when instructors underestimate our abilities to think critically and do sophisticated work." In our opinion then, more open communication and trust must be developed between instructors and students before active learning can occur.

Instructor

The approach to participatory curriculum change we have described here is limited in that it involved only five hand-picked students. However, anonymous written course evaluations, while giving each student an equal chance to voice her opinion, usually don't give instructors enough information to feel confident in making ambitious changes in course format and teaching style. Also, because of their very anonymity, questionnaires may relieve students of responsibility for giving thoughtful input. Finally, even when a student provides comments or suggestions it is impossible to follow up on them or respond to them with that student, so that the instructor may end up merely puzzled.

In contrast, the focus group students and I built up a deeper rapport and understanding of each other's concerns and needs that made it possible to discuss the course without threatening each other's egos. I can't deny that I sometimes felt very vulnerable during this process as I forced myself to listen patiently and nonjudgmentally to their discussions. In the end, however, I felt they helped me untangle certain instructional issues I had been deliberating for years.

In addition, beyond the British and American Affairs course, my understanding of the term active learning has also changed. I now think it is not something I get students to do, but is rather a byproduct of my own active development as a teacher. My question to myself

***TRANSFORMING**, cont'd on p. 18.*

Activating Metacognition with Action Logs

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Learner diaries have been employed by many second language acquisition researchers to investigate variables contributing to the development of language proficiency (Fujiwara, 1990; Matsumoto, 1989; Schmidt & Frota, 1986). They have also been an ideal resource for gaining insights on what goes on in the minds of learners as they write about their thinking processes. Learners evaluate tasks, their efforts in doing tasks, their progress, and the socio-affective factors that contribute to or impede their progress. While many times ostensibly done for the researcher's own interest, diaries are capable of greatly intensifying the learner's own awareness and control over learning processes.

Hobson calls metacognition the "essence of active and independent learning" (1996, p. 45). When students are encouraged to think about their own learning processes (Flauvell, 1976; Schoenfeld, 1987) by "doing things and thinking about the things they are doing" (Bonwell & Eison, 1991, p. 2), they gain more control over their learning because they become aware of the cognitive, metacognitive, and socio-affective gaps that exist in their own knowledge. This knowledge, once internalized, stimulates learners to plan for progress, making them more successful learners.

To encourage metacognition in our students, we use a learner diary called action logs (Murphey, 1993; Murphey & Woo, 1998). While action logs can be used for a number of different purposes in the classroom to enhance an active learning environment, this article will focus on the use of logs to stimulate student metacognition and its impact on affective variables. First, we will provide a rationale for a metacognitive approach with diaries as a way of encouraging autonomy in students. Then, we will look more closely at the affective impact. Finally, we will discuss how we respond to the logs and describe a newsletter we develop composed of student comments drawn from the action logs.

Metacognition Through Diary Writing

Instruction in metacognition often has students think reflectively about their learning (Hobson, 1996; Oxford, 1990). Having students write their responses regularly in diaries can deepen this process in at least four ways:

1. While doing activities during class, students usually don't have the time to reflect on how they are doing. They can do this after class in their action logs.
2. Writing slows down and consolidates inner speech (Vygotsky, l962) and clarifies and creates more thought. The more often students do this, the more natural it becomes, and thus learners can become more metacognitively aware.
3. Doing this over time gives learners a record to see how they are changing and to further reflect and appreciate these changes and plan for more. This self-evaluating and planning are two self-regulation abilities that typify autonomous learners (Dickinson, 1987; Wenden & Rubin, 1987).
4. In our experience, the more often students reflect about their learning, the more natural this process becomes, and the more they are regularly metacognitively aware.

While writing and re-reading one's own log can greatly increase learning awareness, reading other classmates' action logs can also intensify the process. When students read others' feelings, beliefs, and strategies, they can re-evaluate their own from a new perspective. In addition, giving them classmates as models creates a collaborative and supportive environment, satisfying many affective needs in the classroom (self-esteem, acceptance or willingness to take risks and make mistakes, for example), which then allows them to focus even more of their cognitive resources on learning.

Affect and Activating Learners

In our classes, students are required to write about each class every week for homework, adhering to an entry log structure which we provide on the first day of class (Appendix A). Action logs can be used for a variety of class types and levels. We have used them for English conver-

action logsと呼ぶ学習者の日記の効用について論じる。学習者は各授業についてどこが好きでどこが嫌いか、授業から何を学んだのか学べなかったのかをaction logsに記録する。これによって学習者のクラス参加が量・質ともに向上した。まず、彼らは彼らの率直な意見がこれからの教室活動に影響を与えるという事を知って、積極的学習者になったのである。また、教室活動の記録をつけることによって彼らは自分がどのように学習しているのかを意識化したのである。なぜならもっとも効果的に学習するのを助ける方法や環境について学習者自身が考えるようになったからである。

sation, content-based, writing, listening, and general education English classes. The students must list the activities conducted in class for the day and evaluate the activities on a scale from 1 to 5. Then they comment freely on the activities, telling us what they liked or disliked and from which activities they could or couldn't learn. Cognitively, this helps students better retain the concepts or language points presented because they have to recall and reformulate the information again. More importantly, it helps students develop metacognition and autonomy because in order to evaluate classroom activities students must think about the circumstances and methods that help them learn most effectively. As we will demonstrate, this indirect approach for drawing out students' metacognitive processes is very effective and at the same time easily comprehensible for students to accomplish.

The following comments were taken directly from the action logs of two students enrolled in a content-based class on e-mail and WWW communication. The students commented on their ability to complete Netscape task activities with their partners, using handouts written in English.

Student 1:
I really enjoyed speaking English with my partner. At first I was a bit afraid whether I could speak English all the time or not, because we had to do two things at the same time—using the computer and speaking English. When I was concentrating on the computer, I just saw the screen and any English word didn't come up. However gradually I was getting able to speak English. So I feel confident about speaking English in class.

Student 2:
Today whenever I talked to my partner in English, he always talked back to me in English. With him I could achieve the target English.

We use action logs to have students think about the affective variables which contribute positively to their language learning. Research has recently emphasized the importance of socializing (Harris, l995; Peirce, l995), group dynamics (Dörnyei, 1997), emotional intelligence (Goldman, l995), and the multiple intelligences of inter- and intrapersonal intelligence, i.e., the importance of understanding self and other (Gardner, l993). The basic conclusion is that, far from being separate faculties, our thinking and emotions are intimately connected, and the socio-emotional environment plays a significant role in generating the direction, scope, and success of thought processes. Affective variables can affect how students process cognitive understanding of language by determining the amount of effort they put into learning in the first place (Gardner & MacIntyre, 1995). When students are positively motivated, they put more effort into learning. Thus, the development of facilitative attitudes and behaviors are crucial to language learning. These, too, can be effectively acquired through increasing metacognitive awareness stimulated by the students' use of action logs.

Responding to Logs

Written responses

We usually read logs weekly and respond directly to our students' comments only briefly, circling or writing short comments about the things they say that impress us. We do not give weekly grades on the action log homework so that students can feel free to write anything they want about the class and their learning. At the end of the semester, we ask students to evaluate and give themselves a grade for their effort in writing action logs. We combine this grade and their other grades from classwork, homework, and tests to calculate a final grade.

Classroom responses

Students see the bulk of our response in how we change instruction. When we make changes to something in class, we explain that students' comments about this or that have directed us to try something a new way. We may also announce that we are continuing something because of positive feedback. From this, students feel they are contributing to the class and see a return on their "investment" (Peirce, l995), and will be motivated to invest more.

Action newsletters

Another way we respond to student feedback is through class newsletters. While reading our students' comments, we find an abundance of excellent learner behaviors and ideas from which other students could also benefit. We create newsletters to highlight these for the others. A typical class newsletter (Appendix B) is an A4 page of excerpts we have selected which describe learner behaviors or ideas we would like the other students to think about. The newsletters are particularly effective because the comments take on more meaning since they have been written by peers in the same class and, as a result, are especially personalized.

For example, one of our priorities has been to create an "English Mostly" environment in the classroom. We have found action logs and the newsletters particularly instrumental in promoting this idea. The instructional cycle that we follow consists of presenting a positive behavior, in this case speaking "English Mostly" in class. This first phase generally produces at least three or four comments from different students in their logs. We pull these comments from the logs and make a one-page newsletter. Students read the newsletter the following class; some are impressed and want to imitate their peers. The following week there are more student comments in the logs on the highlighted behavior. These are looped back into the class with another newsletter. Generally, the more positive comments they read about something, the more they begin to think, "This is something I should try." As a result, after doing this cycle for four or five weeks, most of the students in the class are commenting on, and more importantly, producing the positive behavior that was brought to their attention.

Although anonymous, the individuals whose comments are used in newsletters are pleased to see that their contributions are actually being used in class. As a result, their self-esteem and investment in the class grows. They also become more committed to the goals they have set in their action logs when they find their comments valued and made public. Other students who may have doubted the efficacy of an activity may give it a second chance when they read their classmates' positive evaluation of it. Still other students may identify with the sentiments expressed and feel more part of the group. Students are usually more believable sources for each other than their teachers and newsletters can intensify this near peer role-modeling (Murphey, l996). The instruction cycle using action logs develops a collaborative atmosphere of praise and encouragement, creating the kind of classroom community (Sutherland, 1996) that enables active learning to take place.

Conclusion

While active learning activities like discussion, debate, role-plays, and presentations may be used in many of *TLT* readers' classrooms, we feel that these can be even more productive and conducive to learner autonomy through action logging. Needless to say, it is also an excellent form of teacher development as the teacher's own awareness of what is happening in the classroom is enriched with the multi-perspectivity provided by student comments.

The explicit goal of action logging is for students to provide regular feedback to the teacher who can then better shape instruction based on the needs of students**.** In turn, it also gives students a voice in the classroom and increases the quality and quantity of their involvement. Through the process of highlighting selected behaviors and ideas from the logs in newsletters, students are learning, not only from one another, but also more about each other as they share their successes, disappointments, frustrations, and goals. This develops a social climate that encourages collaborative involvement among students and may be the most important effect of action logging.

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Appendix A:

A condensed version of action log instructions we give students and a sample entry

Action Log Requirements

At the beginning of every class write your English Target. At the end of class write how much you USED. After every class, as soon as possible, write a short evaluation of the class. 1) List briefly the activities and evaluate them, and 2) comment briefly about what you **learned** and what you **liked**. Comment on those you could especially learn from, and on those you couldn't. Your feedback is needed by the teachers so that we can teach you better. We read your Action Logs and **appreciate your suggestions** and will try to use them.

Interesting scale: 1 = really boring 2 = not much 3 = OK
4 = fun 5 = very fun

Useful scale: 1 = not at all 2 = not very 3 = maybe
4 = useful 5 = very

Sample entry:

April 30 (written April 30)

English Target 75%
English Used 80% WOW!

DID	***Interesting***	***Useful***
1. listened to story	*3*	*3*
2. read passage	*3*	*4*

3. discussed passage	*4*	*5*
4. lecture	*3*	*4*
5. had quiz	*2*	*3*

Comments:

I didn't understand some of the points in the reading. I could read all the words because the vocabulary was not too difficult but I don't understand chunking. What is chunking?

I enjoyed the story. There is a similar story in Japan. Do you know Momotaro? This is a famous Japanese story about a boy in a peach, too. Please tell us a story again. Sometimes you spoke too fast. Slower please! Especially in front of the whiteboard.

My partner today was Yuki and it was fun to get to know her. She has been to America! We talked about the story. It was interesting but we didn't have time to finish all the questions. I will do them at home. We enjoyed talking to each other about other things so we didn't finish.

We got a lot of homework, but it looks like fun. I'm looking forward to the next class. I will prepare more for quizzes. Today was our first quiz. I studied, but I only memorized the vocabulary meanings. I should read the passage again, too.

If you have anything else that you think the teacher should know (which influences your learning) please write it.

Appendix B:

Excerpt from "Week Two Newsletter" showing comments on "English Mostly"

I was really glad that you mentioned speaking English. I have always wanted to speak English in workshop class. . . . I am doing so far so good. I hope to catch up with the class and speak as much as possible.

% of English used 60% - but I want to use English %80 next class.

I think that it is a really good idea to do something in English while we are waiting. We can have lots of chances to speak English. It is too boring just to sit and wait until the screen changes.

Our conversation was almost %100 in English!

***TRANSFORMING**, cont'd from p. 13.*

has subsequently shifted from my initial, "What's wrong with my students?" to a potentially more fruitful one: "How can I create a learning environment in which students can become active and autonomous?" I believe more than ever that this question can only be answered in partnership with students.

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Graphic Organizers for Active Learning: Reading and Writing

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Through my work in academic EFL program I am familiar with the problems that low proficiency students face when assigned reading and writing tasks. These students devote much of their effort to lower-level processes, such as word recognition, sentence-level comprehension, grammar, and spelling. As a result, attention to higher-level cognitive tasks (global comprehension and expository writing) is limited. This imbalance appears in student written work as a lack of distinction between levels of relevance and generality, and a lack of grammatical control. In frustration, students may resort to coping strategies inappropriate to an academic setting, such as plagiarizing.

While many students may not be at the linguistic skill level necessary to make a smooth transition to academic reading and writing tasks, it is not always practical to delay instruction in the principles of these tasks (see Kinsella, 1997; Pearson, 1981). In purely pedagogic terms, the delay may be inadvisable because the general proficiency levels, performance, and motivation of the students can be improved through training which develops their critical thinking skills. How can we create a bridge that extends from student competencies to mastery over more difficult tasks?

A review of the literature indicates that graphic organizers are convenient tools for extending students' cognitive abilities by helping them comprehend, assimilate, and express ideas (Dillon & Johnson, 1998; Kinsella, 1997; Mohan, 1986; Ramos & Shachat, 1998; Short, 1994; Tang, 1997). I have also found this to be true. When teaching young adults, ESL/EFL instructors should consider making extensive use of graphic organizers in conjunction with *challenging* reading and writing tasks.

What are Graphic Organizers?

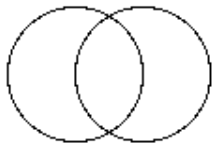

Figure 1. A Venn Diagram

The term graphic organizers refers to a body of graphic representations of information. We may refer to them as graphs, diagrams, or illustrations; however, graphic organizers are commonly left blank for students to fill in. Figure 1, for example, is a Venn diagram. It allows students to compare two people or phenomena by writing similarities in the overlapping space and differences in the distinct spaces. This can be done as they read about and discuss assigned material. Then the diagram can be used as the basis for developing an analytical paragraph (see Short, 1994). While Venn diagrams demonstrate relationships of comparison and contrast very clearly, and can be used in many ways, they are less flexible than mind-maps (Figure 2).

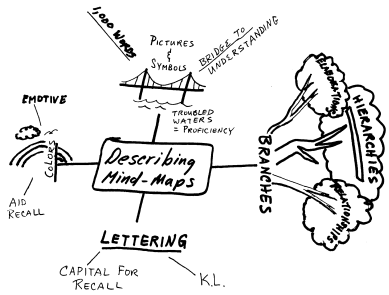

Figure 2. A Mind-map

This mind-map is about the topic of mind-maps. In preparing it, I have adopted and elaborated on information from other sources (Ramos & Shachat, 1998; Supercamp, 1987) but, as is the goal with mind-maps, individual decisions produce the actual organization of ideas. Complete sentences are not required to indicate the relationship of ideas to each other because this is demonstrated visually. As students interact with this mind-map to generate writing (Figure 3), they are involved in the recursive practice of summarizing without any interference from the source text. That is, by giving students a way to extract meaning from texts,

本論ではgraphic organizersの効用について論じる。graphic organizersとは情報を視覚的に表現したものを指し、グラフ、図、mind-maps、イラストなどが含まれる。それらは、教師が指示を与えたり、学習者が自分の考えを表現したりするとき助けとなる。本論では学習者がより簡潔に正しく作文するのにgraphic organizersがいかに役立つかを述べる。最初、学習者は教師の作成したgraphic organizersを使って作文をしているが、次第に自分自身で少しずつgraphic organizersを作るようになる。学習者が必要に応じて自分で独自のgraphic organizersを作り、作文をするのが最終目標である。

The Features of Mind-Maps

Mind-maps have their topic at the center, and other information is organized around it using certain features. Branches radiating from the center of a mind-map are used to identify main ideas or priority information. Secondary branches can be used for supporting information and elaborations. The purpose of the branching system is to illustrate relationships and hierarchies of ideas. Pictures and other symbols are ideal means to represent ideas in mind-maps because they can be used to further compress information, are easy to recall, and circumvent the need to have the exact words.

Colors are also very useful but often overlooked. They can be used to register emotional reactions to certain information, and this perhaps explains their tendency to aid recall. An environmental branch can be outlined in green, for instance.

Lastly, the actual lettering used can be very important. Bold, capital letters help trigger recall. Simplification into initials, especially if they form a mnemonic, is also useful. It is important to convey the importance of the short-hand nature of graphic organizers; they are generally much less convenient if whole sentences are used. Students need to gain confidence with a process in which their minds and graphic organizers are extensions of one another.

Figure 3. The Features of Mind-Maps

we help them write authentically.

Mind-maps illustrate many of the common features of graphic organizers: spatial relationships, visual symbolism, non-prose language, and the use of color. In graphic organizers, these features are combined with a mental subtext without marrying them to verbatim language and linear order.

Why Use Graphic Organizers?

Graphic organizers help students activate higher order thinking skills (top-down processing) when reading (Jones, Pierce, & Hunter 1989; Short, 1994; Tang, 1997). Not only does this support the ease of reading, it enhances the value of reading. A difficult text is made easier and more rewarding with recognition of the structure of a text and the intention of the author. Graphic organizers provide clear frameworks that help students recognize information in texts and, therefore, read more fluently and purposefully (Mohan, 1986, p. 88). Their use activates and practices analytical processes that, over time, students may apply spontaneously when reading. When students feel successful using graphic organizers, they often adopt them as a personal learning strategy.

Graphic organizers can also support expository writing because they help break down the linear order and verbatim expressions of source materials, important skills in summary writing. Kirkland and Saunders (1991) explain that summarization is a key function for other "more complex assignments involving the incorporation of source material. . ." (p. 105). That is, well-practiced summarization skills can help learners glean the main ideas of longer readings, manage the tasks of note-taking, and choose the relevance of various arguments from multiple sources. Further, "teaching summarization skills may be the most appropriate context for training students both to superordinate and to adopt top-down processing" (Kirkland and Saunders, 1991, p. 111). They support the use of various visual devices, such as graphic organizers, to breakdown the linear and verbatim forms of information to allow greater "recursion and transformation" (p. 115). While authors (Kirkland and Saunders, 1991; Leki and Carson, 1994; 1997), acknowledge the difficulties of extensive summarization and paraphrase practice for students in pre-academic ESL environments, Pearson (1981) notes that the underlying principles of expository writing are teachable at lower language levels.

Introducing Graphic Organizers

Graphic organizers should be introduced to the class incrementally, as developing competence with them takes time and practice. Jones, Pierce, and Hunter (1989) offer some guidelines: (1) present at least one finished example of the graphic organizer to be taught; (2) walk students through the steps of creating the graphic organizer; (3) provide procedural knowledge to encourage students to view graphic organizers as more than a classroom task; and (4) encourage peer support by having students work in pairs and groups with task variations.

A mind-map could first be introduced as a classroom brainstorming activity with the teacher constructing the mind-map on the blackboard with ideas elicited from students. Initially topics should be easy, for example, "My Partner." Elicit enough suggestions to build up a mind-map that satisfies the goals for an interview. It is best to tell students that the graphic organizer works as an aid. The students need not ask about every topic, and they are free to ask additional questions. As the mind-map develops, the teacher can explain many of the lettering, symbol, wording, space, and color conventions described in Figure 3. When the students interview each other, they again interact with the mind-map. The mind-map helps them remember question topics and, as a result, they can better monitor accurate language use.

At first, students use graphic organizers that have been completed by the teacher. The point at which they become ready for more control depends partly on their language proficiencies. Jones, Pierce, and Hunter (1989) suggest that once students have learned a variety of graphic organizers, one classroom task could be to identify the appropriate graphic organizer for a given assignment. Through skimming and scanning, and reading headings, introductions and conclusions, most students should be able to identify which graphic organizer is most appropriate for the text. The next step is for the students to construct their own graphic organizers.

Using Graphic Organizers: Reporting a Field Trip

In this activity, low English proficient Japanese college students in a team-taught Introduction to History course visited a history museum with the assignment: (1) choose five exhibits of interest, (2) draw the exhibits (to serve as graphic organizers) and write any information in English or Japanese which would be important for a report, and (3) select three exhibits to write about regarding the process of change and/or the relationship of the exhibit to other events occurring in Japan or the world at the same time.

One student had copied pictures of Japanese dwellings illustrating the changes that occurred over thousands of years. The Japanese text which accompanied the exhibit hardly mentioned the substantial differences shown in the pictures of the dwellings. It described only the changing subsistence patterns of the people without reference to the houses except to say, repeatedly, that they were "homes made of straw." I encouraged the student to look at the pictures and ask questions such as "How/Why is the Yayoi house different from the Jomon house?" and "Which house would you want to live in?" As a result of the combined use of graphic organizers and a process approach to writing, the student was able to write:

> *This exhibit shows differences in homes in different periods. In the* [early] *Jomon period people made simple homes of straw and large branches, but they were very small and weak. They were hunters and often moved, so houses were temporary. Yayoi houses were also straw and wood, but they were much stronger and larger because the people were farmers and stayed in one place. The designs of Kodai Period houses were sophisticated and look warmer and larger. Perhaps they had a genkan and larger families.*

As understanding of the goal of this exercise improved, the students were able to clarify their ideas and experienced gains in grammar, rhetorical organization, spelling, and mechanics.

Using Graphic Organizers: Summarizing a Chapter

Graphic organizers were regularly used in conjunction with the course reading assignments. To accompany a complex reading assignment of several pages on human evolution, I developed an essay template (Appendix A) to help students learn the material through the process of writing a directed essay. The essay template began with an introductory paragraph in which students inserted certain key words followed by gaps for paragraphs, marked only by a topic or introductory sentence. Before the actual writing, the students orally created sentences based on information presented in a table from the reading (Appendix B). This enabled students to understand and practice the grammatical collocations of the various subject and predicate pairs in the table. Then the students were able to complete the essay template without teacher assistance.

To finish the activity, students read each other's essays. Comments to peers were predominately that their summaries were clear and original. The students agreed that verbatim inclusion from the source reading would not have made their essays better and expressed appreciation of the utility of graphic organizers.

Conclusion

Graphic organizers help wean students from dependence on verbatim text and linear order and develop their ability to collect, organize, and relate information. Using graphic organizers provides students with an opportunity to think about class materials and assignments from a higher order perspective, and that in turn assists them with word-level and sentence-level processing. Prior to this approach, the students confided that they had found their lack of writing success frustrating, and they had little practice with the issues of organization, priority, generality, and relevance because they had treated writing and reading exclusively as a coding and decoding problem. Success in the history class motivated students to begin using graphic organizers spontaneously in other classes. From the teacher's perspective, the students made great improvements during the course in all aspects of their performance: comprehension, motivation, grammar, vocabulary knowledge, expression, notetaking, and expository writing skills.

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Appendix A

The Human Family Tree

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

Japanese

Japanese

Japanese

Recently in Japanese language education courses beginning at junior high school, oral training is a required part of the curriculum. Often this oral practice centers around activities such as debate and speech making. I have found that Japanese students generally don't have many opportunities to make presentations and learn the ways of logical thinking throughout their twelve years of education. I chose to introduce debate in my Japanese Expression class at Miyazaki International College to help students make progress in their ability to present information with confidence and clarity, and to examine information with a critical eye. The course project described in this article focuses mainly on acquiring the proficiency of building up a logical frame of reference by supporting arguments with evidence. To learn this skill, Japanese students must be allowed a great deal of time when preparing for a debate in order to become familiar with it.

Japanese Students as Active Learners of English Pronunciation

Veronika Makarova
The University of Edinburgh

Active learning is presently becoming one of the most influential trends in second language teaching theory. An "active learner" is defined as one who "participates frequently in classroom interaction" (Ellis, 1995, p. 511). Active learning as a teaching methodology fosters a behaviour when "learners' intellectual engagement in class is very high" (Bonwell & Sutherland, 1996, p. 4). Active learners are "not merely exposed to the language, but come to grips with it" (Lee, 1982, p. 56). They seek out learning opportunities and positively engage in language practice exercises (Naiman, Frohlich, Stern, & Todesco, 1978). Active learning techniques provide the teacher with feedback about student comprehension of materials; keep student attention focused; develop students' higher-order thinking skills; motivate students; reach a broad range of student learning styles and emphasise students' responsibility for their own learning (Bonwell, 1996). It has been demonstrated that an active learner will achieve more than a passive learner (Gardner, 1980). It has been shown that active involvement on behalf of the learner is beneficial for successful second language acquisition on the whole (Richardson, 1992), as well as for learning grammar and conversation (Smith, 1996).

There have so far been very few attempts to develop a theory and practice of active pronunciation learning (Makarova, 1997b). This paper explores the specific challenges of pronunciation teaching in Japan and suggests a few practical ways of tackling these challenges through the application of active learning techniques. It introduces a few activities aimed at enhancing students' motivation and involvement in pronunciation learning. While the approach described here was developed and tested in a Japanese university context, the activities may be applicable to a wider range of pronunciation learners.

The Challenges of Pronunciation Teaching in Japan

Several factors complicate the process of pronunciation teaching in Japan. First, the large number of students in many Japanese foreign language classes excludes the possibility of a close interaction between the teacher and the student. This is a vital point for pronunciation teaching since pronunciation errors are more resistant to auto-detection and auto-correction than other L2 errors (Makarova, 1997b).

Second, the emphasis on the written language and translation method in the Japanese school system (Ratzlaff, 1980) inhibits the improvement in pronunciation. Research indicates that students relying on the written form of language fail to pronounce individual words correctly, and artificially separate the stream of speech into individual words (Pennington, 1996).

Third, Japanese students often lack the personal initiative which is understood to be crucial to success in any learning situation (Catford, 1969; Ratzlaff, 1980).

Fourth, the abundance of English loan words in modern Japanese and *katakana* transcription of foreign words is harmful for pronunciation learning because the system for representing the sounds of borrowed words in the native language is a source of additional interference (Pennington, 1996). Japanese students relying on *katakana* transcription are hard to persuade that *biiru* or *kohii* are unintelligible to non-Japanese speakers of English.

Finally, although pronunciation is taught to Japanese high school and university students, the teaching is fragmentary, and attention is mostly given only to segmental features. Pronunciation, and suprasegmentals (stress, intonation, etc.), in particular, remain one of the most neglected areas in EFL programs in Japan (Matsui, 1998).

Advantages of an Active Learning Approach

Teachers can overcome the above-mentioned obstacles by introducing the following elements of active learning in pronunciation classes: motivating students by appealing to their emotions and artistic sense, playing active pronunciation learning games, and implementing student-produced materials.

With Japanese students, the lack of personal initia-

日本の大学生への英語発音指導の問題点について論じる。英語発音指導において、学習者の積極的参加を促すことが最も効果的な手段である。本論では発音指導のためのアクティブタスクを紹介する。

tive can be compensated by the advantages of group initiative (Aoki & Smith, 1996). In addition, active learning is a powerful motivating tool. Research on using active approaches in conversation classes suggests that motivating students can help them to successfully overcome speech inhibition problems (Smith, 1996). As will be shown later with a practical example, active learning tasks can also help students to reduce their reliance on *katakana* transcription. Students can progress at their own pace and choose the means of learning best suited to them. Further, motivation of students improves since the teacher is seen as someone who values students' opinions and trusts them.

Factors Favourable for Introducing an Active Approach into Pronunciation Teaching

There are some factors that encourage the introduction of active learning methods into pronunciation teaching in Japan. One is the fact that Japanese students have been shown to take an interest in pronunciation learning (Makarova & Ryan, 1997). Also, Japanese students have been reported to react very positively to their teachers' efforts to promote active approaches to learning in conversation classes (Aoki & Smith, 1996; Smith, 1996). We may, therefore, assume that the same strategies will also work in a pronunciation class.

The transition to active learning in pronunciation classes is made easier by the availability of materials that implicitly encourage initiative and active involvement on behalf of learners (see Bowen & Marks, 1992; Hancock, 1995).

It is advisable for teachers to use activities in which students can explore their own special skills. The next section of this paper illustrates this point with five examples from my own pronunciation classes.

Suggestions for Active Pronunciation Learning

Appeal to students' emotions

Emotional appeal can motivate students, since "at the heart of all thought and meaning and action is emotion" (Brown, 1987, p. 49). While introducing British vowels, for example, I discussed with my students vowel colours and images as described by Arthur Rimbaud in his poem "Voyelles" (Rimbaud, 1989). A translation of the French original into English is available both in prose (Rimbaud, 1986), and in verse (Ahearn, 1983). The poem describes vowels as coloured ("A black, E white, I red, U green, O blue") and tangible, having material or astral origins. The students were asked to put forward their own perceptions of British and Japanese vowel colours in comparison. They were very active in a vigorous discussion of vowel contrasts between the two languages. This colour analogy helped the students to concentrate on the differences between British and Japanese vowels.

Use students' artistic skills

Many Japanese students are skilful artists. Drawings help them memorise phonetic transcription symbols. I also encourage students to make pictures illustrating words with certain sounds, for example, a picture of a pot for <0>, a cart for <a:>, etc. The pictures are later utilised in a game of "slap." This game is played in groups. Students from one group challenge students from another group by saying the definition of a sound (For example, "The sound you have to look for is a back, half-open, lax, rounded vowel"), and the definition of the object (For example, "The object you have to look for is an animal that guards people's houses"). Students from the challenged group then look for a picture to "slap" which matches both—the sound and the object (A picture of a dog would be the answer in the above example). The student who slaps the picture has to say the word in the picture, and make a sentence with it. The game helps students actively practice sound production, perception and classification. The pictures made by students can also be used for the task of sorting and pronouncing contrasted sounds like the short and long /o/.

Use games to motivate learners

Many party and language teaching games are suitable for pronunciation teaching (Makarova, 1998). Games seem to work better and are more fun if first introduced by the teacher. For example, the class plays "phonetic hangman" (sounds of a word, not letters, are to be guessed) with the teacher's word. After that, pairs compete against each other using their own words. In organising game activities, attention should be paid to the active participation of every student.

Use student-produced materials

Various kinds of student-produced materials can be employed in class activities. Besides student-produced illustrations and games, I have also used student-produced stories. Each student individually, or in groups, makes a story with a maximum possible number of a certain sound or tone. The stories can be exchanged to practice reading or for role playing. Also students can be given home assignments to find recordings of interesting English accents.

I mentioned in the introduction that *katakana* transcription is one of the factors responsible for the sufferings of Japanese students in their struggle to speak English. After introducing the concept of phonetic transcription to students I encourage them to work with pronunciation dictionaries. They make lists of words that are similar in English and Japanese and where *katakana* pronunciation is misleading, like coffee and *kohii*, bag and *baggu*, cup and *koppu*, bike and *baiku*, and many others. The resulting lists of sometimes over twenty word pairs convince their makers of the necessity of phonetic transcription.

Introduce self-learning discovery tasks

Students can be asked to induct a rule from presented material. For example, while introducing the concept of stress I play tapes of native speakers saying polysyllabic words in English and Japanese. The words can be

grouped into minimal pairs to strengthen the effect. In this activity, students are asked to concentrate on what makes the difference in English and in Japanese in word pairs like *hashi* (bridge) and *hashi* (chopsticks), *import* (verb) and *import* (noun), etc. Next I play the same words spoken with a strong foreign (Japanese and English respectively) accent. The task for students is to find the differences between stressed and unstressed syllables in English, and describe what makes a foreign accent in word prosody (phonetic means of maintaining the word unity like stress in English, or pitch accent in Japanese). Finally, students' observations are summarised into sets of distinctive features of English stress and Japanese pitch accent.

Conclusion

Students are more likely to internalise, understand, and remember material learned through active engagement in the learning process (Bonwell & Sutherland, 1996). As Otto Jespersen wrote, "The essence of language is human activity - activity on the part of one individual to make himself understood, and activity on the part of the other to understand what was in the mind of the first" (cited in Ratzlaff, 1980, p. 11). Communication in writing, which Japanese students sometimes favour in class, is not an acceptable substitute for oral communication. To be successful language users they have to become active participants in a speech act, since "languages are learnt by using them" (Lee, 1982, p. 56). The very nature of successful language usage and acquisition therefore demands active involvement and initiative.

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***GRAPHIC**, cont'd from p. 21.*

Instructions: Fill in the missing words in the first paragraph. Then do the same for the following topic sentences and finish the paragraphs using information from the table "The Human Family Tree."

The human family tree extends back ______________ years ago in history. Several important themes characterize human e______________n. One of these is b______________m, the ability to walk on two legs instead of four. This made larger, "brainier" heads more practical and adaptive. The greater intelligence led to the use and manufacture of ________________s and other technological advances such as employing fire. We can trace this process by examining four main stages in human evolution.

Australopithecenes appeared as early as ___________ years ago. (Cont.)

About two and a half million years ago ______________. . .

Homo erectus was another improvement.

Modern man, known as homo sapiens, _______________

Homo sapiens can be very successful adapting to other climates, and this led to their distribution to nearly every corner of the Earth. Seventy thousand years ago ________

Appendix B

The Human Family Tree

(Taken from Greenfield, 1994)

7-5 mya* **Australopithecenes**
- bipedal
- several species
- Africa only (some disputed finds outside Africa)

2.4 mya **Homo habilis**
- tool-making
- larger brain size

1.8 mya **Homo erectus**
- increased brain size
- use of fire
- more sophisticated tools
- systematic hunting
- longer period of dependence on parents
- spread through Africa and Eurasia

115,000 ya **Homo sapiens**
- increased brain size; thinner rounded skull
- rapid technological changes
- art
- language
- replacement of other hominid populations
- adaptation to climates throughout the globe

*mya—million years ago

edited by joyce cunningham & miyao mariko

All JALT chapters are encouraged to submit a 900-950 word report (in English and/or Japanese) about the ongoings of their chapter. This month, Paul Doyon highlights the efforts in Gifu to form a new chapter. Also, Sugino Naoki extends a warm welcome to all in Japanese.

Gifu JALT: A Chapter in the Making

Gifu JALT is in the germination phase of becoming a budding chapter. The lifeless seed so long dormant under the cold, hard Gifu winter soil has at last begun to stir, to grow, and to sprout in the warm spring sun.

Some of you might ask, "Where is Gifu?" Gifu Prefecture is located in the central part of Honshu and is surrounded by Aichi, Shiga, Fukui, Ishikawa, Toyama, and Nagano prefectures. While the majority of Gifu Prefecture is mountainous, Gifu City, its capital, lies in the flat southern portion of the prefecture and is its largest city with a population of approximately 400,000. The beautiful Nagara River straddles Gifu City, and is famous for *ukai* or cormorant fishing. The city sits in a basin surrounded on three sides by a breath-taking view of jagged mountains. While winters are relatively mild, summers are some of the hottest in Japan. To the south lies the city of Nagoya, only a twenty minute ride on a JR express train from Gifu Station.

Gifu Prefecture has quite a number of universities and colleges (14), with most in the vicinity of Gifu City (12). Among these are Gifu University, Asahi University, and Shotoku Gakuen University, to name a few. In addition, Gifu (like many other cities in Japan) also has more than its share of language schools. While the majority of active JALT members in Gifu are from university circles, there is strong potential for recruiting future JALT members from language schools, high schools, junior high schools, and *jukus*, as well as the JET program.

At present, we, the JALT members in Gifu, become members of the Nagoya Chapter by *default*, since Nagoya is geographically the closest chapter. Now, Nagoya is a wonderful city, and the Nagoya Chapter is also a wonderful chapter. However, Gifu City is located in Gifu Prefecture and Nagoya is located in Aichi Prefecture. Making it to Nagoya chapter meetings is quite demanding for many of the Gifu City members, and even more so, for those living outside Gifu City.

I have been living in Japan now for over ten years. After my first four years of language teaching in Japan, I decided to pursue a Master of Arts in Teaching (MAT) degree in TESOL from the School for International Training (SIT) and at around the same time I also became a full-fledged member of JALT. For someone who was approaching burnout from long hours of arduous language teaching, starting a graduate program and joining JALT were like two jolts of fresh Gifu mountain air. JALT opened my eyes to the sharing of ideas and expanded my knowledge of teaching and learning. It also uncovered a multitude of new avenues for me to explore in the classroom. I became *thrilled* again about teaching. In effect, I was jolted into action by JALT.

Amazingly, no one had ever attempted to start a Gifu JALT chapter before, and so, around two years ago I decided to try. After a number of setbacks, it may finally be coming together. Along with other like-minded teachers in Gifu, I saw not only great potential for JALT to improve the quality of language teaching in the greater Gifu area, but also an opportunity for us educators in Gifu to form a more closely knit community. With the encouragement of JALT President Gene van Troyer, who also lives in Gifu, I decided to send out a mailing to all members asking them for their signatures to support its formation. Since then, I have also telephoned and e-mailed members soliciting their approval. Moreover, Bill Lee (editor of *TLT* and a professor at Gifu University) has helped by encouraging people to respond. As I write this, Gifu JALT has almost obtained the 25 signatures needed to become a forming chapter. Last year we successfully held two unofficial JALT Chapter meetings. The first discussed the formation of Gifu JALT; at the second, Bill Lee gave a highly informative presentation on *writing for publication*. Both meetings were well attended. At present, we have just secured a permanent site at Asahi University to hold our meetings. Special thanks go to Ali Haider of Asahi University for achieving this crucial step. Next in line is the procurement of a few more signatures, then the selection of officers, and finally the writing of a constitution. Following that, only our status as a chapter requires approval at JALT's next Executive Board (Ex-Bo) meeting.

While Gifu is only in the germination phase of becoming a chapter, in order for it to survive, it will have to put down strong roots deep into the soil. Dedicated teachers will have not only to cultivate strong professional connections, but also strong friendships with each other. JALT is not just what one gets out of it, but also what one puts into it.

At present, we are actively recruiting members and if you know of anyone interested in joining a great group of enthusiastic, warm, and determined teachers, please contact me, Paul Doyon, by phone, fax, or e-mail.

Wish us luck!

Paul Doyon; Asahi University; t/f: 058-326-2607;
<doyon@alice.asahi-u.ac.jp>

JALT岐阜支部では、正式な支部設立に向けて準備を進めています。現在岐阜地区の会員は名古屋支部の会員となっていますが、同地区内には朝日大学・岐阜大学等１２の高等教育機関があり、相当数に上ると見込まれる会員の交流と対話を促進するためにも、同地区独自の支部設立が望まれています。既に、Doyon氏ら有志により支部設立に向けての活動が開始され、昨年度中には非公式ながら２回の支部大会も開催されています。同支部の早期成立のためにも、岐阜地区のより多くの会員の参加と、全会員のご支援を願いします。なお、同支部に関する日本語での問い合わせは杉野直樹(岐阜大学地域科学部; t/f: 058-293-3086 (w); 〈gwisno@cc.gifu-u.ac.jp〉) まで。

授業内で行なう中学生のための自律的英語読書プロジェクト

堂寺　泉　東京大学大学院、元恵泉女学園中学校教諭

日本の中学校における英語の授業では、生徒が教科書以外の英語の本にふれる機会が少ない。副読本を用いている場合も、せいぜい年間1～2冊を時間をかけて精読するのが普通であろう。こうした授業ばかりを受けている生徒は、英語で読むことイコール逐語訳による精読、と思い込みやすい。また教科書の英語は「生」の英語ではなく、日本人生徒のために「加工」されたものである。まだ英語学習を始めたばかりの中学生にとっても、自分がこれまでに獲得した英語力が、そうした「生」の英語と接触するときにどの程度役に立つのか、実地に試して自らの学習状況を客観的に眺めることは重要である。この学校では従来も私立学校の特性を活かし、外国からのゲストが行事で来校した際の簡単な英会話や、外国の学校の生徒との英語文通などをそのような実地体験学習の機会として活用してきたが、これらは単発的な活動で、相手に主導権がある場合が多く、また一部の生徒しか参加できなかった。そこで、全員の生徒が自律的に関わることができ、通常の授業に継続的に組み入れやすい英語読書プロジェクトを、書きことばとしての「生」の英語にふれる機会として中学３年生を対象に計画・実施した。

プロジェクト概要

出版社のグレイデッドリーダーズを利用した個人読書プロジェクトの実施例はすでにいろいろ紹介されている。本校では、図書予算、司書の配置等において学校図書室が充実しており、絵本を中心とし、比較的新しいもの、英語文化圏以外の国を扱ったもの、生徒の興味に見合ったものなどを補充した英語図書の蓄積があった。絵本については、生徒たちが以前日本語で親しんでいたものが多く、語学力の不足する生徒にも興味を喚起できると判断し、生徒たちにこれらの本を手に取るきっかけを与えるため、図書室の蔵書を基本図書として活用することにした。生徒に最初に行なう説明では　1) 読むたびに逐語訳を書きとめなくていいこと、2) 本は各自の興味により、図書室のもの、家にあるもの、人に借りたものなどから選ぶこと、3) 本の内容は、文章の量が極端に少ない絵本であってもよいが、自分にとってのその本の難易度を３段階で自己判定し、その数(1～3、数が多いほど難しい)を冊数にかけ合わせ、得られたポイント数を競うゲーム方式であること、4) 獲得数の多い者には賞品が出ること、を伝える。

配布する用紙は、ポイント数を記入する記録カード(Ｂ６ 版) と、「ブックレポート」用紙(Ｂ5版)の2枚である。記録カードは、マスが30並んだすごろくのようなもので、取得ポイント分のマスに色をぬるためのものである (このアイディアはトキワ松学園英語科作成の "HelpYourself: A Resource Book for English Teachers", 1991による)。「ブックレポート」用紙には以下の記入欄がある。1)生徒のクラス、番号、氏名、2) 読んだ本の作者名、画家名、題名、出版社名、出版年、3) 読み始めと読み終わりの日付け、4) あらすじ(日本語も可)、5) 自分の最も気に入った箇所の抜き書き(英語) 、6) この本が好きか嫌いか (I [ ] this book,のブランクに英語で記入させる)、またその理由(becauseに続けて短く英語で説明させる)、7) その本の難易度数とその時点での本人の累計ポイント数。用紙は授業でも随時配るが、多めに印刷したものを所定の場所に保管し、自由に持ち出せるようにする。

経過

教師はレポートを受け取るごとに各自の進み具合を記録し、時々生徒側の記録と突き合わせ、ポイント計算に正確を期す。一応最低2冊分をノルマとしたが、平均的な生徒は4 ～5 冊読む一方で、1 冊分のレポートもなかなか出せない生徒もいた。内容がよくわかるように書かれたレポートや、さし絵を描くなど、その本への愛着を感じさせるものがあった一方で、中には雑なレポートもあったが、これについては評価を避けた。むしろ、時々授業の合間に数人ずつ図書室に行かせて借り出す時間をつくったり、個人的にアドバイスするなどして、英語の本を手元に置くという経験そのものを奨励するようにした。司書教諭からは、これまで見かけなかった生徒が図書室に出入りするようになったり、英語の本の貸し出し件数が飛躍的に伸びたり、生徒同士で本の内容について話し合っていたり、といった波及効果が報告された。

口頭発表

数ヵ月間のレポート提出期間も半ばを過ぎた頃、口頭発表の予告を行なった。これは、各自が自分の読んだ中からクラスメートに推薦したい本を一冊選び、その内容を実物を示しながら英語で紹介する、というもので、いわゆる "Show and Tell" のような活動を目指したものである。発表は平常成績に組み入れることをあらかじめ知らせ、強制力を持たせた。各自が少なくとも一冊、気に入った本と出会い、その内容をきちんと理解するための努力をしてほしかったからである。結果的に、それまでほとんど読んでいなかった生徒は必要に迫られ読み始め、発表の際の英語の表現について質問に来る生徒も出てくるなど、長期のプロジェクトの中だるみを防止する役割を果たした。発表する本はクラス内で重ならないよう事前に調整する。基本的には「ブックレポート」に書いた情報を中心に、少しふくらませて話す。質問を受ける時間も含め一人2～3分とし、毎回の授業の始めに３人ずつの発表をあらかじめ割り当てておく。担当の生徒は書名や登場人物の名前などを板書して発表をし、教師は聴衆側にまわって聞いた。発表者以外の生徒は、実物の本を見ることで興味を持ち、何とか内容を聞き取ろうとしていた。英語で質問が出ることもあり、席に戻った発表者に周囲の生徒が本を見せてくれるよう頼む光景がよく見られた。また発表が進むにつれて、はじめに登場人物の絵を指しながら一人ずつ紹介したり、あらかじめ開いて見せるページを決めておいたり、といった効果的な発表の方法を工夫する生徒が多くなった。この発表によって教師側も、生徒が国語の教科書で読んだ本や、日本語訳で親しんでいる本、好みのキャラクターの出ている本などについて情報を得ることができた。またこの学年にはアメリカ人の母親を持つ、英語と日本語のバイリンガルの生徒がいた。普段は聞くことがない彼女の英語に、生徒たちは真剣に聞き入っていた。生徒の感想では口頭発表が面白くためになった、というものが予想以上に多かった。

結果

平均的生徒の総ポイント数は約４ヵ月の期間で２０ポイント程であったが、６０ポイント以上と飛び抜けて多い生徒も何人かいた。最後にクラスでポイント数の多い数人の生徒を表彰し、シールなどのささやかな賞品を贈った。修了後の生徒の感想は大部分(一学年161名中複数回答で累計231) が、達成感や楽しさなど、満足感を表明している。改善へむけての要望 (同19) や、自分の関わり方についての反省(同43)、負担を表明するもの (11) もあったが、プロジェクト自体を拒否するような意見はほとんどなかった。教師側の反省として

は、本の選択や口頭発表の準備においてもう少し個別に援助できればよかったが、通常授業と並行して行なっていたため余裕がなかった。しかし「生」の英語にふれるきっかけを作る、という当初の目標は十分達成できたと考えている。このプロジェクトの成果は次の３点にまとめられよう。1）生徒全員が英語の本に接するきっかけをつくり、取捨選択の権利も与えたことにより、英語の本への抵抗感をやわらげた。また教科書にはない英語らしい表現を、ストーリーや絵などのコンテクストにおいて味わう機会を提供した。2）英語のリーディングを、レポート提出でのライティング、口頭発表でのスピーキング／リスニングと、簡単な形ではあったが内容伝達を重視したコミュニケーション活動に結びつけ、その難しさや達成感を経験させることができた。3） 各家庭の蔵書やバイリンガル生徒という、これまで授業に組み入れにくかったリソースを有効活用できた。

以上の点はすべて通常の教科書を使った授業では達成しにくく、こうしたプロジェクトを組み合わせることによって、授業がより多面的な領域をカバーできることを確認した。

This article reports the procedure and results of an extensive reading project for 3rd year junior high students, which can be incorporated into the mainstream English lessons. The project aims to encourage the students to experience the whole process of autonomous reading, in which the learners themselves can decide books to read, time to read, and evaluate the books.

The students' duties in this project are 1) to fill in a form of book report for each book they read; 2) to save the points indicating their attainment in this project; and 3) to give a show-and-tell type of oral presentation on the book they recommend in English.

Most of the students liked this project and they read 6 to 8 books in 4 months on average, though some enthusiastic students read 20 to 30 books. Almost all of the students tried hard to give impressive presentations and also enjoyed listening to their peers' talk on other stories.

The project is found to be especially compensative for ordinary English classes at the JHS level in the following three ways: 1) English books become more accessible to students since they are reading books of their own choice, and they also had chances to appreciate authentic English within contexts of stories and pictures. 2) English reading activities were connected to writing, speaking and listening activities by the tasks of book report. 3) The project prepared a naturalistic context in which many students could make use of the hidden resources of English, that is, students' homes and a bilingual student in this case.

Encouraging Risk-Taking and Spontaneity through "Quick Write"

Bill Perry, ***Miyazaki International College***
David Rehorick, ***University of New Brunswick***

The importance of risk-taking in successful language learning has been well-documented (Ellis, 1986, p. 122), but too often learners are reluctant to take risks and experiment with ideas, especially in writing. Quick Write is our version of freewriting, a means of stimulating fresh ideas and of developing fluency in writing, also known variously as "rapidwrite," "ink shedding," "freewriting," "loopwriting," and "flashwriting" (see Jacobs, 1986, p.282). Quick Write activities give students an opportunity to form opinions quickly and record their ideas immediately in writing without concerns about accuracy. From our experience, we have found that this technique increases the amount of student writing and encourages students to take more risks in the writing process.

Here, we explain the Quick Write technique that we developed in a college-level, team-taught sociology class for intermediate-level students of English. Since one of the course themes was cross-cultural comparisons, we selected an article from *The Daily Yomiuri* (Karoji, 1997) about the advantages and disadvantages of sleeping on beds and futons. The article, which served as the stimulus for thinking about the cultural issue, was reduced in length and adapted somewhat for the proficiency level of our students (see Appendix). The entire Quick Write activity was completed in a single class period (approximately two hours).

Following the seven steps outlined below, this Quick Write technique can easily be adapted to a wide range of teaching situations.

1) Connecting to personal experience

First, we asked the students to clear everything from their desks except for a pen and paper—no pencils, no erasers, and no dictionaries. Once the desks were clear, each student was asked to write a personal response to two questions: (a) At home, do you sleep on a bed or futon? and (b) Which do you prefer, and why? After five minutes of writing, the students set the individual written responses aside and did not return to them until the final step in the process. The opening activity encouraged each student to reflect on and record something of personal relevance. This beginning activity provided a basis for students to assess changes in their own thinking at the end of the process.

2) Introducing the content

To stimulate the students' interest in the topic, the adapted article was read in a dramatic fashion to the entire class by one of the instructors. The students were asked to discuss the main ideas of the story in small groups. After five minutes, students from each group shared their understanding of the reading with the class.

Since students did not have access to the written text of the reading at this stage, introducing the content

through a whole-class listening exercise prompted group members to talk about what they thought that they had heard and to negotiate for meaning. This procedure also reduced the pressure and anxiety that some students may have experienced when they have not had an opportunity to clarify their understanding before trying to share ideas with the rest of the class.

3) Expanding comprehension and encouraging spontaneous contributions

The adapted reading was read a second time. Students were asked to add new information to what they had understood after the first reading. To stimulate spontaneous contributions, the instructors encouraged students to guess at what they thought they might have heard. Students then received a written copy of the adapted text and had approximately 15 minutes for individual reading and further group discussion of the article.

4) Quick Write (Part 1)—Reacting to someone else's thoughts

Having established a shared context in class, the next sequence of activities helped to promote thoughtful commentaries on the content. The central goal was to encourage spontaneity and fluency in writing rather than contemplation and preoccupation with correctness of expression.

The task for each student within the groups was to react quickly in writing to another student's statement. The result was a sequence of four statements within each four-person group. We asked that the students write in pen only (no pencils and no erasers). All responses were recorded on a single worksheet that identified the group members, contained the initial prompt and had space for the group writing activities.

The prompt was "What is your reaction to the story about why it is better to sleep on a futon than on a bed?" The first student responded to the question briefly, and the other three students responded to each other in order. The result was a composite group worksheet with separate, yet thematically related responses. Most students generated a single sentence; some wrote two or three sentences.

5) Quick Write (Part 2)—Processing reactions in a group

Each worksheet was passed to another group with the instructions: a) one member of your group should read all the statements aloud; b) talk about what you've heard, and then generate one collective response to the ideas, and c) write the response on the worksheet. This feature of Quick Write promoted within-group negotiations for the meaning of what others had said as well as the need to negotiate a common response.

6) Quick Write (Part 3)—Reflecting on another group's comments

The responses were returned to the original groups for them to read and discuss. Groups were encouraged to request clarification and explanation of what the others had written.

7) Re-connecting to personal experience

Students retrieved their personal responses to whether they sleep on a bed or futon, which they prefer, and why. In this final step, they reflected on their original statements in light of the ideas generated during the activity. It also served as a comprehension check since the students indicated their current thinking in relation to the new ideas that had emerged. Using the same sheet of paper on which they had recorded their original statements, students wrote their personal reactions to what they now thought about sleeping on futons versus beds. Many students made significant changes to their original statements based on their experiences during the Quick Write activity. In all cases, the actual volume of writing had increased.

Our version of Quick Write, described in seven steps, encourages all students to think and write in English. Students began by writing about something grounded in their own personal experience. Next, they were exposed to new ideas through a text that was presented orally and discussed prior to individual reading. In steps 4 through 6 above, by interacting with each other in writing, the students gained more confidence in their ideas and in their ability to express them in writing. By the final step, the students became comfortable with the content and, at the same time, became more willing to take risks in their writing.

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Appendix

Futons vs. Beds

Adapted from an article written by Sumie Karoji

Source: *The Daily Yomiuri*, June 25, 1997

I just recently moved into a new apartment from a traditional Japanese-style house. I thought that I would take advantage of the change to try out a new way of sleeping on a North American-made bed. At first I found the bed very comfortable. I liked the flexibility of the mattress, and I didn't have to put it away every morning.

However, this feeling of comfort and satisfaction didn't last very long. Within a few months, I noticed that my shoulders were getting sore and stiff. I had trouble with my stomach and toothaches became more common. Eventually I went to a doctor because I had so many problems. They did many tests, but couldn't find anything wrong with me.

I was happy to hear that nothing was wrong, but my condition did not improve. When I got up each morning, my back ached and I felt exhausted. My legs began to feel numb in the morning. I decided to get regular massages and physical therapy to help the problem. I also started thinking about what the pos-

sible causes could be. I began to wonder if the problem was caused by my new bed.

I thought that the softness of the mattress might be the cause of the backaches. I decided to put a wooden board under the mattress and a *shikibuton* and a *kakebuton* on top. These changes in the bed seemed to help all of my problems. The pain in my back and the stiffness in my shoulders quickly disappeared. I was surprised that such small changes could make such a big difference.

Now what I sleep on is a combination of a Japanese futon and a North American-style bed. This is much more comfortable, and my health problems have ended. I have heard that many European and North American people are trying this new combination.

Quick Guide
Key Words: Writing
Learner English Level: Low intermediate through advanced
Learner Maturity Level: High school through adult
Preparation Time: Varies
Activity Time: One to two hours

Active Vocabulary Review

Susan Tennant , ***Miyazaki International College***

Teachers, both novice and experienced, are sometimes surprised to find how few words and concepts students seem to retain from one lesson to the next, making review of previously learned material essential. Vocabulary/concept review is also useful to give slower students a chance to catch up, compensate for student absences, approach material from a new direction, and ensure that there is a solid base from which to launch into new materials. Review activities provide feedback to both teachers and students. They give teachers an opportunity to assess the effectiveness of their teaching and to determine problems which need to be addressed. At the same time, students are given an opportunity to assess their understanding of materials previously taught.

Word Grid 1

This is a flexible review activity that can be done with any number of words/concepts which the teacher wishes to review. It may be of particular use in content-based English instruction. I chose 36 words/concepts from a content-based course in Political Science; the topic was Pacific Rim countries.

1. Write the words selected for review in two numbered lists, List A and List B. Lists can be based on daily or weekly work or even on the work of a full term. The words in List A and List B are the same, but the order of the words is different.
2. Prepare a large numbered grid with one square for each word listed; in my case, 36 squares. Each team of students receives one copy of this grid.
3. Divide the students into groups of four. Each group of four consists of two opposing teams, Team A and Team B. Use discretion when forming the groups of four; at times it is good to pair students of mixed ability levels, while at other times it is effective to group students of similar ability together.
4. In order to model the activity to the students, on the board, draw a sample four-cell grid and write a list consisting of only four words. Using this simplified version, show students how the activity is done.
5. In each group of four students, give Team A one copy of List A and Team B one copy of List B. Give each team one copy of the number grid.
6. Play begins with Team A saying a number between 1 and 36, such as "13," and Team B reading the corresponding word from List B, which for my class was "mining." Team A must then make a sentence that shows that they clearly understand the meaning of that word within the context of what has been studied in the course. For example, Team A players might say, "There is copper mining in Chile." Team B players must listen carefully and decide whether to award 1 or 2 points for the sentence based on its appropriateness and grammatical correctness; students receive 0 points if they are not able to make any sentence. The answering team, Team A, then writes the number of points awarded in the corresponding box on their grid and cannot request that number again.
7. Team B then names a number, Team A gives the word to be used, and the play continues.

Students find this activity challenging and fun and are fair about awarding points. As the teacher moves from group to group, she can help by giving hints about words that no one remembers, or she can jot down words students have forgotten and re-teach them later. She can also write down grammatically incorrect sentences that she hears and use them later for teaching purposes.

The activity can be done at many levels. For junior high school students, the words listed can be simple ones such as "dog" and students can be expected to make sentences such as "A dog is an animal."

Whole Class Variation

This activity is also very effective as a whole class ac-

tivity when run with a quiz show format. The teacher prepares a numbered list of words previously learned and at the time of the activity, draws a numbered grid on the blackboard. Students are divided into teams so that there are four or five teams in all.

One member from each team goes to the front of the class, and each representative in turn chooses a number from the grid. When the corresponding word is read aloud by the teacher, the person requesting that number has the first opportunity to use the word in a sentence, but if s/he is unable to do so, a representative of another team is allowed to attempt to answer. If no one at the front can use the word correctly, the play passes to other team members still in their seats. The team which uses the word correctly is awarded points at the teacher's discretion. After each person at the front has chosen a number, a new group of team representatives is seated at the front and the play continues. The teacher has many opportunities to clarify and reteach poorly understood words and concepts when the activity is done in this manner.

Notes

1. The idea for this activity grew from an article, "Card Games: Flexible Tools for Active Learning," by M. Sagliano in *Comparative Culture: The Journal of Miyazaki International College, 3*, 1997, pp. 12-15.

QUICK GUIDE
Key Words: Review, Vocabulary
Learner English Level: Intermediate to Advanced
Learner Maturity Level: Junior high school to adult
Preparation Time: 1 hour to create word lists
Activity Time: Varies; average 30-60 minutes

Activating Content-Based Assessment

Katharine Isbell, ***Miyazaki International College***

For the last few years, I have been using content-based teaching modules in my English for Academic Purposes classes. While a firm believer in using instructional strategies that promote active learning, I recently found myself slipping into the traditional "talk and chalk" lecture approach. Upon reflection, I realized that I had become fixated on the idea that the students had to master the content, and by focusing on this aspect, I was neglecting the development of the students' language and academic skills.

The following assessment activity is an attempt to integrate the two objectives, content-mastery and skills development, while at the same time, allow more student involvement in the classroom. I last used this assessment activity when I was teaching a unit on folktales and myths. The students worked with a reading on some of the more prominent *kami*, or gods, in Japanese mythology.

Materials

You will need a reading on a topic of student interest. The students work cooperatively to learn the material, so the reading should be one that can be easily divided up into sections. (See Kagan, 1989; Johnson & Johnson, 1985; and Bourman, 1989 for more information on cooperative and jigsaw learning activities.)

Pre-assessment Procedure

Since my class was small, each student had a different section of the reading. The homework assignment was for each student to read his or her section and be prepared to summarize the main points in a brief oral presentation to classmates. Students were encouraged to use their own words and not read from the paper. At the next class meeting, I stressed that all the students were responsible for all of the information, and as the students listened to each other's presentations, they took notes. After the presentations, I gave out slips of paper and asked each student to write three to five wh-questions on the information from the reading s/he covered in the presentation. As the students were writing their questions, I circulated, checking on language and content accuracy, then I collected the questions. The presentations and question writing took one class period, and at the end of the class, I gave each student the complete reading.

Here are some examples of the students' questions: "Why did *O Kuni Nushi* go to the underworld?"; "How did *Susanowo* try to kill *O Kuni Nushi*?"; "Why didn't *Tsuki Yomi* like the meal that *Uke Mochi* made?"; "What does *Daikoku* do?"; "How did the other gods and goddesses get *Amaterasu* to come out of the cave?"

Assessment Procedure

1. Divide the students into teams of four to six students. Arrange the classroom so that each team can easily work together. Each student will need the complete reading that s/he may refer to at any time except when competing as a contestant. Each team will field one contestant for each round. Place as many chairs as there are contestants near the quiz show host. The quiz show host may be either the instructor or a student.
2. Explain to the students that they will be participating in a quiz show. Team members will take turns being contestants and will try to correctly answer questions on Japanese mythology. If the contestants cannot answer a question in the allotted time, they return to their teams and the question is returned to the question pile. The team then tries to prepare for the next time the question comes up by

scanning the reading for the answer.
3. Ask the first round contestants to come to the front of the class.
4. Shuffle the questions and ask the contestants the first question. A contestant should indicate if s/he knows the answer by using an agreed-upon signal. In my class, the contestant had to ring a bell; however, a contestant could simply raise her or his hand. If the contestant answers correctly, a point is awarded to that team. If none of the contestants can answer the question, they return to their teams and the question is returned to the pile. The second round contestants are asked a new question.
5. Encourage the teams to try and find the answer for unanswered questions in the reading so that they will be able to answer it when asked again later. Questions may be recycled as many times as needed until they are answered.
6. Keep the pace of the quiz show moving and give everyone more opportunity to become familiar with the content of the reading by having a short time limit for answering questions. However, consider your students' language abilities when setting the time limit.
7. Continue to go through the unanswered questions until they have all been answered, keeping score as you go. You may wish to score on both language and content accuracy.

Follow up

In order to determine individual accountability for the material, you could follow up with a short quiz or a written summary of the complete reading. Group activities could include a survey of people outside the class and their knowledge of *kami* myths, a dramatic rendition of a myth or a research project comparing Japanese myths to myths from other cultures.

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Quick Guide

Key Words: Content-based, Assessment
Learner English Level: Low intermediate to advanced
Learner Maturity Level: High school to adult
Preparation Time: Time for students to prepare questions; usually 15 minutes
Activity Time: Varies; usually 45-60 minutes

Egg-Bombers and Other Flying Devices: Hands-on Team Project

Stephan Gilbert

Expressing opinion is one of the more vital skills our learners need to acquire. However, as many teachers have certainly experienced in the past, Japanese students are often extremely reluctant to venture their opinion in front of their peers. By designing a practical problem to be solved in small teams and letting the students negotiate among themselves the tasks to be achieved, the Egg Bomber Project generated plenty of discussion and provided many opportunities for students to express ideas. It also allowed weaker students to perform easier communicative tasks involving basic patterns often troublesome for Japanese learners. The following hands-on project was used in a class of 16 intermediate to advanced student pilots studying at the Civil Aviation College in Miyazaki Prefecture. The task was chosen as a natural extension of the students' knowledge in the field of aviation, although such knowledge is not a prerequisite for the success of this activity.

Task

The students are given one hour to build a device that will carry one egg from the third floor to the ground without breaking it. There are no design restrictions; in other words, it doesn't need to be an airplane. Parachutes, airbags and other less conventional devices are all acceptable as long as the device is in free flight (not lowered to the ground). Option: The task can be set up as a competition with points given for distance covered from launch point and condition of the egg after landing.

Objectives

Communication
1. provide opportunities to express opinions
2. problem solving in English

Grammar
1. review modal verbs (might, may, should, could)
2. practice sentence patterns with borrow/lend
3. use permissions and requests such as "May I use your scissors."

Materials
1. used cardboard boxes, of the type found in grocery stores; one for every 4 or 5 students
2. one plastic bag (big garbage bag is fine, clear plastic is preferable)
3. about 6 feet (2 meters) of light string
4. one small bottle of paper glue
5. one roll of masking tape
6. 30 office-type rubber bands or other rubber string
7. scissors, paper cutters, a few chopsticks (*waribashi*)
8. one raw egg for each team (an extra egg is a good idea as some teams may accidentally break theirs while in the "testing" phase)

9. for safety's sake, a small first aid kit

Students should bring their own pencils and rulers. Most of the items above can be found in the trash bin or borrowed from supportive colleagues, as only a small amount of each is needed for the project itself.

Preparation

Students may need practice with the use of the verbs "lend" and "borrow" before the activity. Modal verbs should also be reviewed, as well as common expressions of disagreement, according to the teacher's evaluation of the students' needs in particular areas.

The kits containing the material available to each team should be assembled prior to class. The key to the success of this activity is to ration the supplies and create a gap between each team. For example, one team may get a cardboard box but no paper cutter or tape. Another could get a clear plastic bag but no string. Team members will then have to negotiate or trade necessary supplies and to borrow the tools they need. Only the materials provided in the kit should be used; no supplies present in the classroom or in the students' possession are allowed. Beware: this activity gets really competitive and some team members desperate to win may start "removing" or "borrowing" school property!

Procedure

Ask students to form teams of 3 to 5 members. Each team is then given a handout explaining the activity. Supplies available to the students should also be set at the front of the class so that while you are explaining the activity, they can more readily visualize what you expect of them. (To avoid messy mishaps, you should make sure they understand that it is a real egg they are working with.) Allow for a question period; when you are sure that all students understand what they will be doing, distribute the kits.

In order not to influence the design process, I usually do not mention any specific devices. I do not want them to build what I think will work but rather what they themselves agree on building. Students should be given a few minutes to inspect the supplies they received and should also at this point walk around and find out what the other teams have that they may be able to use. Then, they are asked to put their ideas for a design on paper. A rough sketch will do. They can then start assembling the supplies they need to build their device, trading and borrowing from other teams.

Depending on the number of teams, sufficient time should be allocated to launch their "flying machines" and then clean up afterwards. With 16 students, we needed about 20 minutes, although 30 minutes would have been more comfortable.

Options

A small prize can be given to the winning team. I have also used light coercion in the form of a "fine" for speaking Japanese, although no money was collected. As I circulate around to answer questions, I keep an ear on the language being used and assess fines if appropriate; for example, each team member can put a nominal amount in the middle of their work area (say 50 yen).

Suggestions

While this is not the only activity that involves hands-on use of English, it is simple and cheap to prepare. A technical background is not necessary; anybody can come up with a few ideas to incorporate in a successful "flying machine" based on everyday life products, such as airbags, motorcycle suspensions, or parachutes.

Should teachers develop similar problem-solving, team-based activities, I would offer this advice:

1. It should not be a one-solution-only problem. There must be many ways to succeed. It is less frustrating for students if they do not have to provide the one and only perfect solution to the problem before them.

2. The task should have gaps built in. The only way to a solution should be through communication that involves negotiation (borrowing tools, trading supplies and developing a prototype for the device combining all team members' ideas and suggestions, for example).

Conclusion

There was a lot of talk generated and the ingenuity of the devices produced always surprised me. The students loved this kind of activity as it allowed them to use their English to create something concrete. They had to explain and defend their opinions, bargaining with other teams, all the while dealing with the excitement and worries associated with the outcome of the contest. The final test came at the end, at the "Drop Zone."

Quick Guide

Key words: Speaking, learner-centered
Learner English level: Intermediate to advanced
Learner Maturity level: High school to adult
Preparation time: One hour
Activity time: 90 minutes

Book Reviews

edited by katharine isbell & oda masaki

Business in Action. William Gould and Shiro Sato. Tokyo: Seibido Publishing, 1998. pp. 123. ¥2,000. ISBN 4-7919-1265-9.

As visiting professor in the Faculty of Economics at Dokkyo University part of my job is to help lay the groundwork for the teaching of Business and Economics in English. I chose *Business in Action* (*BIA*) because it teaches general business terminology and economic concepts. I also chose it for its attractive layout which includes many sidebars, illustrations, and captions. Now that I have completed a course using the book, I can report that I was not disappointed with my selection.

Four American corporations are introduced: McDonald's, Ford, Coca-Cola, and Boeing. In the brief introduction the importance of each company is stated. For example, "Every day about 2.5 million passengers travel on aircraft manufactured by The Boeing Company" (p. 82). Then the story of each company is told, by first focusing on the founder(s). Such an approach, besides being inherently interesting, gives the chapters a human touch. The historical context of each company's origin and the circumstances which have influenced its growth are described as well. For example, it is noted that Coca-Cola got a huge boost in the 1920s from Prohibition. This personal and chronological approach helps students see that business success stories are the products of individual genius and favorable conditions.

The four companies are presented more as global operations than strictly American enterprises. Moreover, the main competitors to each company are described; thus the readers do not feel that they are reading advertisements. Besides information about each company in the main text, the blue sidebars and numerous graphics give additional facts and figures, and these are often in tabular form as is common in business and economic publications.

I find the readings to be genuinely interesting and my students appeared to enjoy reading in English about companies they have some familiarity with. Given this familiarity, it is easy to make planned asides to cultural topics and to launch discussions. The prominence of the companies means that there is no lack of articles in the printed press and on the WWW which can be used as supplements. For example, the President of Ford Motor Company visited Japan while I was using *BIA*. To help my students, I compiled a list of WWW articles for each chapter which can be viewed at (http://www2.dokkyo.ac.jp/~clec0002/reading.html).

Each chapter is about 20 pages long. My students could get through about 10 pages per 90-minute class period, but a colleague using *BIA* went at a slower pace. My technique was first to field questions from the students over each assigned portion. This usually took up little class time because most of my students were reticent. I then queried them orally using a mix of detail and global comprehension questions. I added my own explanations of terms and concepts. In most cases I was not making up for deficiencies in *BIA*, rather I was attempting to extend the range of the textbook material to other contexts. To liven things up a bit during our work with the Coke chapter, I conducted a blind taste test of three colas. This sparked some discussion of beverages in general. My probing about Japanese car preferences in conjunction with the Ford chapter was another move that got students talking.

A feature I greatly appreciate about *BIA* is that while its style is simplified for the benefit of the non native speaker audience, the content is not simplistic. Sophomore students at this university are beginning their business and economics studies in earnest, so by using *BIA* they were meeting some of the same content in English that they were getting in other classes in Japanese. In this connection the yellow sidebars/panels are of special note because it is in them that the business terms and ideas are explained. This is done iteratively, but not repetitively. For example, *competition* is explained in each chapter (pages 25, 45, 78, 79, and 87) and each installment takes a slightly different angle.

For me *BIA* has no serious drawbacks, but I will point out a few things which may be of concern to other instructors. The glossary is in Japanese. It is generally good, but there are a few omissions and I have had to supplement some of the entries. For example, "venue" on page 21 is translated as *basho* in the glossary. This is inadequate at the least and potentially very misleading. There is no gloss for "*striking*" on page 40. British spelling is used throughout the book (e.g. kerbside, labour) and numerous British terms appear: high days (p. 21), death duties (p. 57) and off-licenses (p. 66). There are no end-of-chapter comprehension questions nor is there a teacher's guide. This lack of pedagogical aids may be a problem for instructors with a heavy teaching load.

Instructors who are looking for a high-beginner to low-intermediate level reading textbook for introductory business English should seriously consider *Business in Action*. Those who use books as springboards to other activities will certainly find it to be a useful tool.

Reviewed by Warren B. Roby, Ph.D., Dokkyo University

Thailand: A Handbook of Intercultural Communication. Kerry O'Sullivan and Songphorn Tajaroensuk. Sydney: National Centre for English Language Teaching and Research Macquarie University, 1997. Pp. ix + 107. $26.35 (AUD). ISBN-1-86408-219-4.

Tidily organized into eleven topic-specific chapters, *Thailand: A Handbook of Intercultural Communication* begins with an overview of Thailand and the Thai people (chapters 1-5), proceeds to the Thai language and communication strategies (chapters 6-9), and concludes with chapters entitled Doing Business in Thailand and Thailand in the Future. Accessible to a variety of readers for its straightforward approach and readability, it is factually accurate and balanced in its coverage. Sidebars, graphic organizers, and chapter-end To Think About pages aid comprehension by highlighting main points and discussion topics.

Sometimes encyclopedic, sometimes advisory, *Thailand* prepares the reader for an intelligent and easy as-

similation of the Thai way of life. This is accomplished through the development of geographical, historical, and cultural literacies. Geographical literacy encompasses absolute and relative location, topographical and human characteristics, interactions between Thais and their environment, and characteristics unifying Thailand with its neighbors. Historical literacy includes a chronological summary of watershed events. Cultural literacy helps the reader make sense of the human elements that have shaped Thailand. Influences from the humanities, economics, sociology, and politics are cited and related to present-day Thailand. In short, the story of Thailand is told in time and place.

These three literacies provide the foundation for an appreciation of the various dimensions of the Thai people. The authors provide valuable information for the immediate practical use of the Thai language by giving careful explanations of the sound system and the basics of grammar. Also included are speech acts such as giving and receiving compliments, offering, and inviting and guidelines on how to use the appropriate register and level of speech given one's interlocutor. One section, "Managing the Body," concisely explains the challenges and constraints posed by the face, head, hands, and feet in social interaction. Since each of us draws on different life and cultural experiences, this handbook helps fill the void where words and gestures do not carry the same meanings. Faux pas which might be committed by the untutored visitor, the most important being the improper expressions of respect for the monarchy or Thai Buddhist traditions, are covered with discreet judgment and perspicuity.

As a brief, readable, and informal supplement, *Thailand* might be incorporated into a content-based course on Thailand or into an intercultural communication program with a focus on Southeast Asia. Students of communication might use the handbook for a quick overview of the language, discourse styles, and interactional behaviors particular to Thailand before approaching other materials of an in-depth analytical perspective. Transforming the reader into an informed explorer on an adventurous expedition to a distant land, *Thailand* is a much-needed addition to the content-area generalist resources on Thailand and a must for the harried traveler who seeks a comprehensively researched introduction to the Land of Smiles.

Reviewed by Robert Baines, Meiji University and Carole Tait, Berlitz Japan, Inc.

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 May. Please contact Publishers' Reviews Copies Liaison. Materials will be held for 2 weeks before being sent to reviewers, and when requested by more than 1 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

Business

*Grant, D., & McLarty, R. (1998). *Business basics: Personal cassettes* (self study cassettes, pocket book). Oxford: Oxford University Press.

*Hollett, V. (1998). *Business objectives: Personal cassettes* (self study cassettes, pocket book). Oxford: Oxford University Press.

Children's Materials

*Macfarlane, M., & Whitney, N. (1998). *Open house: Come in* (student's, workbook, cassette). Oxford: Oxford University Press.

*Macfarlane, M., & Whitney, N. (1998). *Open house: Step up* (student's, workbook). Oxford: Oxford University Press.

Course Books

*Bradley, S., Dyer, W., Hayman, J., Soars, J., & L. (1996). *Intermediate headway: Australia* (student's, teacher's, cassette). Melbourne: Oxford University Press.

*Bradley, S., Dyer, W., Hayman, J., Soars, J., & L. (1997). *Pre-intermediate headway: Australia* (student's, teacher's, cassette). Melbourne: Oxford University Press.

!Brown, D. (1999). *Voyages 1* (student's, workbook, teacher's, cassette). New Jersey: Prentice Hall Regents.

!Chinnen, C. (1998). *English live* (student's, teacher's, cassette). Fukuoka: Intercom Press.

!Cronin, J. (1999). *English 101* (student's). Kyoto: Artworks Int.

*Richards, J. (1999). *Spingboard 2* (student's, cassettes). Oxford: Oxford University Press.

*Soars, L., & J. (1998). *Upper-intermediate new headway English course* (student's, workbook, class cassettes). Oxford: Oxford University Press.

!Wilson, W., & Barnard, R. (1998). *Fifty-fifty 2* (student's, teacher's, cassette). Singapore: Prentice Hall ELT.

Graded Readers

*Dean, M. (1997). *Factfiles: Flight* (stage 1). Oxford: Oxford University Press.

*Hopkins, A., & Potter, J. (1997). *Factfiles: Oxford* (stage 2). Oxford: Oxford University Press.

*Kerr, L. (1998). *Factfiles: Mission Apollo* (stage 3). Oxford: Oxford University Press.

*Vicary, T. (1997). *Factfiles: Kings and queens of Britain* (stage 1). Oxford: Oxford University Press.

*Vicary, T. (1998). *Factfiles: Ireland* (stage 2). Oxford: Oxford University Press.

Listening

!Ardo, S. (1996). *Management English listening* (student's, cassette). Hertfordshire: Prentice Hall Phoenix ELT.

Reading

Heron, E. (1998). *Intensive care: The story of a nurse* (abridged version). Tokyo: Japanese Nursing Association Publishing.

Video

*MacAndrew, R. (1998). *Window on Britain* (activity book, video guide, video). Oxford: Oxford University Press.

*Viney, P., & K. (1998). *An English language teaching adaptation of Wallace and Gromit: The Wrong Trousers* (student's, teacher's, sample video). Oxford: Oxford University Press.

Writing

!Gabbrielli, R., & Harris, J. (1996). *Write about it, talk about it* (student's, teacher's). Fukuoka: Intercom Press.

!Rooks, G. (1999). *Share your paragraph* (student's, teacher's). New Jersey: Prentice Hall Regents.

For Teachers

*Kramsch, C. (1998). *Oxford introductions to language study: Language and culture*. Oxford: Oxford University Press.

!Lewis, P. (Ed.). (1998). *Teachers, learners, and computers: Exploring relationships in CALL*. Nagoya: JALT CALL N-SIG.

Gender Awareness in Language Education

Summerhawk, B., McMahill, C., & McDonald, D. (Eds.). (1998). *Queer Japan: Personal stories of Japanese lesbians, gays, bisexuals, and transsexuals*. Norwich: New Victoria Publishers.

JALT News

edited by thom simmons

JALT National Officer Nominations—Nominate responsible leaders to the following positions:

1. President—Coordinate and chair the Executive Board and Annual General Meetings. Direct and publicize the affairs of JALT.
2. Vice President—Share presidential responsibilities and serve as president in his/her absence. Chair the Administrative Committee.
3. Membership Chair—Oversee JALT membership records. Coordinate the formation of Chapters and SIGs. Be responsible for formulating and implementing membership policies. Facilitate membership growth and retention.
4. Recording Secretary—Record, keep, and distribute the minutes of Executive Board Meetings and Annual General Meetings.

All terms are for two years beginning January 2000. Deadline for nominations is June 21, 1999. When making nominations, please identify yourself by name (family, given in that order), chapter affiliation, and membership number. Please also include your contact information for verification. Please indicate the nominee by name (family, given) and when possible chapter affiliation and membership number. Also provide contact information for the nominee. Candidates should submit their biodata, 300 word statement of purpose in English and Japanese (when possible) and a photo. These materials and nominations may be mailed to Keith Lane, NEC Chair, 3110 Kaeda, Miyazaki-shi 889-2161. Inquiries: 0985-65-0020 (h); 0985-85-5931(w); Klane@miyazaki-mic.ac.jp. Candidates will have an opportunity to address the membership and answer questions at the Meet the Candidates Open Forum during JALT99.

NEC CHAIR Nominations—At the JALT99 Annual General Meeting, nominate a responsible member-colleague for the Nominations & Elections Committee. Voting will take place to fill the office of NEC Chair Designate during 2000, who will serve as NEC Chair during 2001. Two runners-up will complete the NEC as alternates. Further descriptions for all positions including that of the NEC Chair can be found in the Constitution and Bylaws of JALT in *The Language Teacher April Supplement: Information & Directory (of) Officers and Associate Members.*

立候補者募集–先月のJALT Newsでこの募集記事をお読みになっていない方のための2回目のアナウンスです。JALTはリーダーを必要としています。下記の役職に、自薦でも他薦でもかまいませんので、責任のあるリーダーを指名推薦して下さい。それぞれの仕事内容は：

1. 会長：役員会と年次総会で、企画推進することと議長になること、JALTの業務の指揮をとり、広めることです。
2. 副会長：会長の役割を補佐し、会長が不在の場合は会議の議長を務めることと、管理委員会で司会を務めることです。
3. 会員役員長：JALTの会員記録に目を通し、支部、SIGをとりまとめます。ＪＡＬＴの方針を明確にし、遂行する責任があります。会員数を増やし、それを保持していくことです。
4. 書記：役員会と年次総会での議事録をとり配布することです。任期は2000年1月から2年間です。詳しい情報は、「The Language Teacher」の4月号付録－インフォメーションと役員、準会員名簿－の学会定款と定款細則にのっておりますので、ご覧ください。

立候補の期限：1999年6月21日　推薦して下さる方は、ご自分の名前（姓、名前の順）、支部と会員番号を明記して下さい。その他、確認のため連絡先も明記してください。候補者の名前（姓、名前）と、もしおわかりになるのでしたら支部名と会員番号をお書きください。また、候補者の連絡先も明記してください。立候補者は履歴書、所信表明（３００字以内の英語、もしくは英語と日本語）と写真を選挙管理委員長のKeith Lane氏まで送付して下さい。提出先：3110 Kaeda, Miyazaki-shi 889-2161もしくは〈Klane@miyazaki-mic.ac.jp〉。メールまたは電話（0985-65-0020自宅；0985-85-5931勤務先）でお問い合わせ下さい。候補者はJALT99の立候補者公開討論会 〆Meet the Candidates Open Forumｷで所信表明し、質問に答える機会があります。

JALT99の年次総会で、自己推薦あるいは責任のある会員の方を選挙管理委員に推薦してください。2000年中に選挙管理委員長を指名する投票がおこなわれ、選出された方は2001年に選挙管理委員長としての任務をつとめます。次点になった二人の方が代理者となり選挙管理委員会を構成します。選挙管理委員会の職務は、ＪＡＬＴの定款と定款細則に詳しく述べられています。

会計係　デイビッド・マクマレー

役員会で1999年の会員予算目標は、正会員で3,238人、海外99人、準会員70人であることが承認されました。1999年の3月31日までに収支があうのが必要また実質的目標です。この目標に達するために、熊本支部(jtomei@kumagaku.ac.jp)は、会員と寄付の増加の運動に着手したと報告しております。準会員の数を増やすために、昨年より倍の７０の申し込み用紙を送付しています。ＪＡＬＴの企画を支援してくださるような教育関連ビジネスの企業や組織をご存じでしたら、ＪＡＬＴ本部のJunko Fujio 〈jalt@gol.com〉までご連絡ください。準会員の窓口を元にもどすために、専門的マーケティングとマネジメントの援助賛同と得ています。ケンブリッジ大学出版社のJames Hursthouse氏〈cupjames@twics.com〉、オックスフォード大学出版社のPaul Riley氏〈105734.654@compuserve. com〉と、ピアーソン　インターナショナルの Craig Zettle氏 〈craig.zettle @ljkk.com〉が、親切にも1999年のＪＡＬＴ役員会で、自ら良識のあるアドバイスをしてくださいました。Riley氏は1月30日の全国SIG、支部の会議に出席してくださり、彼とHursthouse両氏は5月15日の会議にも出席してくださるそうです。御三人共次回のJALTの役員ニュースレター(JENL）でJALTの役員のためにアドバイスを投稿してくださいます。

The Kumamoto Prefectural University Situation—A Letter of Concern from JALT by Gene van Troyer, JALT President**—**On January 31, 1999 an ExBoard motion was advanced and voted into effect that JALT should send a letter of concern about the situation at Kumamoto Prectural University. The proposal was advanced by Joseph Tomei and sponsored by L. Dennis Woolbright. As JALT President this task fell upon me. The letter and JALT's policy on discrimination follows.

February 27, 1999

To Whom It May Concern:

At the direction of the Executive Board of the Japan Association for Language Teaching (JALT), I have been mandated to write a letter expressing concern about the situation at Kumamoto Prefectural University regarding the treatment of foreign teaching staff. JALT is in no position to determine the merits of the case being litigated between the foreign teachers at Kumamoto Prefectural University and the University itself. We find it highly significant, however, that the Governor of Kumamoto Prefecture was a signatory to a December 1998 statement calling for the end of discriminatory treatment of foreign faculty at Kumamoto Prefectural University. JALT's concern is not one of labor relations, but of education, profes-

sionalism, and the collegian academy in general. If faculty are being threatened with termination for no other reason than that they are non-Japanese, they are unlikely to be able to perform at peak efficiency as educators. Too much of their time will be consumed in fighting an administration that is insensitive to matters of fairness and equality.

This has an impact on the quality of education delivered to the students: time spent by the faculty defending their rights is time taken away from what would otherwise be spent attending to the students' needs. In the end, the students are denied the fullest attention to which they are entitled.

Such disputes are also a public relations disaster for the University. They make the university look mean, petty, arbitrary, and runs counter to the University's mission, which is educate. It conveys the impression that administrators are more important than faculty, the very people who actually foster learning among our youth. This does not speak well for an educational institution. JALT sincerely hopes that the dispute at Kumamoto Prefectural University will be resolved in a way that is mutually satisfactory to administration and faculty, and the University will come to see that discriminatory practices serve only to hinder, not advance the goals of sound education.

Sincerely,
Gene van Troyer
JALT National President

JALT Policy on Discrimination

"JALT is opposed to discrimination on the basis of age, gender, nationality, race, creed, religion, or country of origin."

Clearly, as an organization of language teachers, the primary focus of this policy is on those circumstances that affect the members of our profession. The issue under consideration here is the termination of faculty based solely on the fact that they are foreign nationals. JALT is opposed to this practice as a matter of policy. It is discriminatory and unjustifiable. To the best of our knowledge, there is no law in Japan that restricts any language teaching institution, public or private, from hiring any faculty for any number of years based on nationality or country of origin. There are, however, explicitly stated laws making such dismissals on the basis of nationality illegal. Any teacher who is dismissed, or who does not have a contract renewed on the basis of nationality, is clearly being discriminated against. It is JALT's view that this is a violation of the Constitution of Japan, as well as of provisions of the Labor Standards Law as it pertains to non-Japanese who are legal residents of this country.

JALT believes that such arbitrary, discriminatory practices are ultimately destructive to the educational process. Moreover, such practices cast into doubt the commitment of an institution to offering quality education to the students it purportedly serves. Such discriminatory practices serve only to discourage faculty commitment to the institution in question, and to undermine the ability of both faculty and the institution to offer the best quality education. Beyond this, institutions worthy of the designation "educational institution," especially colleges and universities, are assumed to be committed to a standard of advanced, responsible and enlightened education. It is dismaying when such an institution engages in practices usually associated with poorly educated or abysmally ignorant people.

As an association dedicated to excellence and professionalism in language education, JALT is unequivocally opposed to discriminatory practices of this egregious nature. We urge employers and employees alike to never engage in such practices.

Japan Association for Language Teaching, published in *The Language Teacher*, *21* (6), 50.

This has been sent to all of the major newspapers in Japan, as well as to Kumamoto Prefectural University, as per the directive of the JALT Executive Board, in English where appropriate, in Japanese where appropriate. It has also been sent to embassys and consulates of the governments of the United States of America and New Zealand. As JALT President, I hope this helps our members in Kumamoto. However, I must stress that JALT's primary mission is academic and scholarly in nature. It is not a labor union, and should not be directly involved in labor actions. It should serve as a forum in which people can discuss their professional circumstances.

熊本県立大学の事態についてJALTより懸念の手紙—1999年1月31日2時頃、熊本県立大学の事態についてＪＡＬＴから懸念の手紙を送るべきだという提案と投票による決議がなされたことは記憶に新しいでしょう。その提案はジョセフ・トメイ（Joseph Tomei)によりなされ、デニス・ウールブライト（Dennis Woolbright)により後援されました。そして、 JALTの会長である私にその役目がまわってきました。その手紙と国籍面での差別に関するＪ Ａ Ｌ Ｔ の方針は以下の通りです。（JALT会長　ジーン・ヴァン・トロイヤー）

1999年2月27日

関係各位

外国人教員の扱いについて熊本県立大学に当方から懸念の手紙を書くように、ＪＡＬＴの執行委員会で委任されました。ＪＡＬＴは、熊本県立大学の外国人教員と、大学側で争っている訴訟の理非を裁定する立場にあるわけではありません。しかしながら、熊本県立大学の外国人教員の差別待遇の終結を要求する１９９８年１２月の陳述に、熊本県知事が署名してくださったことは、大変意義のあることだと思っています。ＪＡＬＴの関心事というのは労使関係のことではなく、教育、専門技術的な事と、一般的に大学生全体の事なのです。もし教職員が日本人でないという理由だけで解雇の脅威にさらされるとしたら、教育者として教育に全力投球することは無理だということは目に見えています。公正と平等という点で鈍感な大学当局との争いに多くの時間がさかれてしまいます。これは、学生に対する教育の質に影響を及ぼします。それというのは、本来ならば学生のために使われるべき時間が、教職員の権利を守るために使われてしまうからです。結果的に学生に当然向けられてよいはずの教育的配慮が欠けてしまいます。このような争いは広報活動の上でも大学にとって大きな損失になるでしょう。そのような大学は、品性がなく、卑劣で、横暴で、大学の使命である教育という理念に相反する所だと評価されてしまうでしょう。若者達に実際に教育をほどこしている教員よりも、大学経営陣の方が重要であるという印象を与えてしまいます。熊本県立大学での論争が、大学当局と教職員側の両者が満足のいくような方法で解決し、差別行為は健全な教育をうながすのではなく却って妨害するだけであるということを大学側が認識してくださることを我々は心より願っております。　敬具

ジーン・ヴァン・トロイヤー

付記：　差別に関するＪＡＬＴの方針「ＪＡＬＴは年令、性別、国籍、人種、教義、宗教あるいは出身地にもとづく差別に反対します。」語学教師の組織として、あきらかにこの方針の主な焦点は教育の専門職のメンバーに影響を与えるような状況にあてられています。ここで憂慮されて

いる問題点というのは、外国籍という事実だけで、教員が解雇されているという点です。ＪＡＬＴはこの方針に反する行動に反対します。それは非常に差別的であり、道理に合わないことなのです。私が知っている限りでは、公立私立を問わず、語学教育機関で国籍や出身国にもとづいて教職員をある期間雇うことを制限している法律は日本にはないはずです。一方、国籍にもとづいて解雇することは非合法であると明白にしるした法律はあります。国籍のせいで解雇されたり、契約を更新してもらえない先生は、あきらかに差別の対象になっているのです。これは、この国の合法的居住者である日本人以外の人々に対する労働基準法の条項のみならず、日本国憲法に違反しているというのが、ＪＡＬＴの見解です。ＪＡＬＴはこのように横暴で差別的なことを行なうということは、最終的には教育のプロセスに対して有害であると信じています。更に、このようなことを行なうと、学生にとっては当然である、質の高い教育を与えるという公約は期待薄になるでしょう。このような差別的行為は、問題になっている大学に対する教職員の熱意をなくさせ、教職員と大学が最も質の高い教育を提供するための基盤を危うくさせます。この他に、“教育機関”と称される価値のある機関、特に単科あるいは総合大学は、進歩した責任のある啓発された教育の水準を保っていくために熱意を傾けるものとみなされています。このような機関が、普通ならば教育程度の低い人間や非常に無知な人間のやるようなことを行なっているということに狼狽します。言語教育の卓越と専門的技術に貢献している団体として、ＪＡＬＴはこの種の言語道断な差別行為に断固として反対します。我々は、雇う側と雇われる側共々このような行為を行なわないよう懇願いたします。これは、熊本県立大学を始め、日本のあらゆる大手の新聞に送られました。ＪＡＬＴ執行委員の指示により適材適所に日本語あるいは英語で、また、米国とニュージーランド政府の大使館と領事館にも送られました。ＪＡＬＴの会長として、熊本の会員達のお役に立てればと思っております。しかしながら、ＪＡＬＴの主な使命は学術的、学問的なもので、労使問題に直接関わるべきものではありません。みなさんが専門的な状況を討論できるフォーラムとしての役割を果たすべきものなのです。ＪＡＬＴの代表として私がとったこの行動に反対する方もでてくるかもしれません。私自身も自分ではこのような行動をとらなかったと思います。ＪＡＬＴの執行委員会全員の英知が私にそういう行動をとらせたもので、会長としては執行委員の決定に従う必要があるのです。このような私の行動に反対する会員の皆様も続けて会員になってくださるように切に望んでおります。

JALT99

JALT 25th Anniversary Conference, October 8-11, 1999, Maebashi Green Dome, Gunma-ken. Conference Theme:
“Teacher Belief, Teacher Action: Connecting Research and the Classroom”

√ Maebashi is located near scenic Mt. Akagi and Mt. Haruna, renowned hot spring resorts, just one hour by train from Tokyo and only two hours from Nikko.

√ Join 2,000 language educators from across Japan and the world in a unique teacher development experience to share classroom practice grounded in educational research while expanding and affirming beliefs about teaching and learning language.

√ Attend your choice of over 300 sessions with presentations by distinguished Invited Speakers, a host of Featured Speakers, and hundreds of your colleagues.

√ Join hands-on practical pre-conference workshops by 12 outstanding Featured Speakers on Friday, October 8th.

√ Celebrate the 25th Anniversary of JALT! The Maebashi Green Dome provides an exciting venue for strengthening the sense of community. Come and join the exciting social and celebratory events planned.

√ Educational Materials Exhibit: 3 days to browse displays on the Green Dome floor. Post-Conference Retreats from October 11-12 at local onsen resorts extend the experience.

√ Look for the pre-conference special edition of *The Language Teacher* in June. Pre-registration forms and materials will be included.

jalt99@passwordmail.com
http://www.jalt.org/conferences

Bulletin Board

edited by david dycus & kinugawa takao

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

Call for Participation: NLP Training Courses—NLP (Neurolinguistic Programming Association) and MetaMaps are proud to announce courses to be given in Nagoya and Tokyo by Richard Bolstad and Margot Hamblett, Master NLP and Hypnotherapy Trainers from New Zealand. In Nagoya, at Nanzan University, they will offer a two-day Introductory Course with bilingual interpretation from July 31 to Aug. l, followed by a four-day Educational Hypnosis Course from Aug. 2 -5. Participation in the Educational Hypnosis Course is restricted to those who have completed the Introductory Course or who have a NLP Practitioner Certificate. In Tokyo, at Tokyo Jogakkan Junior College, they will again offer a two-day Introductory Course from Aug. 7 - 8, followed by the four-day Educational Hypnosis Course from August 9-12. The same restictions noted above apply to the Educational Hypnosis Course. For those wanting the NLP Practitioner certification, further training is available August 14-19 and 21-26th. For more information in Japanese contact: Momoko Adachi; tel/fax: 052-833-7968. For information in English, contact: Linda Donan; tel/fax: 052-872-5836; <donan@hum.nagoya-cu.ac.jp>; or Sean Conley; tel: 0427-88-5004; <Sean.Conley@sit.edu>.

Call for Papers: TLT Special Materials N-SIG Issue—A special issue of *The Language Teacher* focusing on materials is scheduled for publication in March 2000. Almost every teacher is involved with materials in some way, either by using materials, creating their own materials for the classroom, publishing materials themselves, or publishing materials professionally. We especially invite submissions in either English or Japanese (if possible, please include an abstract in English) of feature, opinion, and perspective articles that provide a principled framework for materials production. We are hoping for articles with a broad appeal, ranging from materials for children to adults. Any materials publishers with new textbooks or course books

(at any level) for the 2000 academic year are invited to submit them for a materials survey review. Current reviews of books related to materials are also being sought for the reviews column. Please submit your manuscripts by June 1, 1999. Materials from publishers should be received before September 1, 1999. Send submissions and inquiries in English to: Kent Hill; Kimigatsuka Haitsu 2-D, Minami Kimigatsuka Machi 20-14, Onahama, Iwaki-shi, Fukushima-ken 971-8169; tel/fax: 0246-54-9373; <kentokun@mail.powernet.or.jp>; in Japanese to Hagino Hiroko, 5-26-31-101 Nakano, Nakano-ku, Tokyo 164-0001; tel/fax: 03-3319-0046; <hhagino@twics.com>.

Call for Presentations: JALT Tokyo Metro Mini-Conference—The Tokyo Metro Chapters will hold a regional mini-conference on Sunday, December 5, 1999 at Komazawa University on the theme Classroom Practice: Forging New Directions. Extensive computer facilities (Windows/Mac) allow for several hands-on CALL and Internet presentations simultaneously. Please note that due dates differ according to presentation type. **1) Due by July 15**: Abstracts for papers, workshops, discussions, and demonstrations on any aspect of language teaching, for anonymous vetting. Abstracts should be no longer than 250 words (English) or 1000 *ji* (Japanese). A program summary of 50 words is also required, and Japanese papers should have an English summary. Please specify time blocks of 40, 80, 120 minutes and equipment/computer needs. **2) Due by Sept. 25**: Show & Tell submissions (15 minutes) to explain your favorite classroom technique, learning strategy, or language game. Include a 50-75 word summary with a descriptive title. Send submissions by e-mail or on disk in RTF format and include the following information: name, address, tel/fax/e-mail contact information, presentation title, type of presentation, teaching level or intended audience (as applicable), time block, equipment needed, abstract, summary and biodata (25 words). Send to: David Brooks; JALT Tokyo Mini-Conference, 1-13-27 Tamacho, Fuchu, Tokyo, 183-0002; <dbrooks @tkb.att. ne.jp>; <http//home.att.ne.jp/gold/db/tmmc>. Acceptance notification will be made in September.

Call for Participation: LTRC 99—The Japan Language Testing Association (JLTA) will host the 21st Language Testing Research Colloquium (LTRC) at the Tsukuba International Convention Center from Wednesday, July 28 through Saturday, July 31, 1999. The theme of this year's conference is "The Social Responsibility of Language Testing in the 21st Century." A panel discussion, symposia, research papers, and poster sessions will be given by over 40 scholars from around the world. Among the featured speakers are: Alan Davies (University of Edinburgh), Elana Shohamy, (Tel Aviv University), Bernard Spolsky (Bar-Ilan University), Tim McNamara (University of Melbourne), Ikuo Amano (Center for National University Finance), Nancy Cole (President, ETS), Hiroshi Ikeda (Educational Testing Research Center, Japan Institute of Lifelong Learning), Lyle Bachman (UCLA) and Charles Alderson (Lancaster University). Contact the secretariat by e-mail at <youichi@avis.ne.jp> or see the JLTA WWW site at <http://www.avis.ne.jp/~youichi/JLTA.html> for more details.

Sophia University 26th Seminar for High School Teachers of English—This seminar is for Japanese teachers of English who wish to broaden their professional knowledge in an intensive week of study and discussion. The seminar will be held from July 26-August 1, 1999 at Jochi Karuizawa Seminar House in Nagano-ken. Participation is limited to 30 native Japanese full-time high school teachers of English. Participation fee is ¥60,000. Application deadline: May 21, 1999. Contact information: Seminar for High School Teachers of English, c/o Kensaku Yoshida, Department of English Studies, Sophia University, 7-1, Kioi-cho, Chiyoda-ku, Tokyo 102-8554; t: 03-3238-3719; yasuko-w@hoffmann.cc.sophia.ac.jp.

Special Interest Group News・研究部会ニュース

edited by tom merner

As a second installment of the introduction to the newly approved SIGs, we bring you Other Language Educators SIG. They have submitted their Statement of Purpose as their own introduction. Also, we have CALL and Teacher Ed. SIGs announcing their upcoming events below.

新たに承認された準研究部会紹介の第２回目として、他外国語教育研究部会をご紹介します。以下は、同部会の設立趣意書です。また、CALLおよび教師教育両部会の会合案内が続きます。

Statement of Purpose of the OLE SIG

(Other Languages Educators' Special Interest Group) Updated (1999) version

1. Background and aims of OLE

For the goal of world peace and international understanding it is necessary to allow as many individuals as possible to come in contact with, learn or teach different languages and cultures in the most effective and meaningful ways. Additionally, in the face of the impending restructuring at many universities, it is vital that such teachers and learners, as yet not represented professionally on a nationwide scale, be given the opportunity to share their ideas and views with others with related concerns and interests. The organizational form of a SIG (i.e. Special Interest Group) open to teachers and learners of all other foreign languages within JALT, so far comprising about 3000 teachers and learners of English and Japanese, seems appropriate.

2. Goals and Activities of this SIG

Our first priority is to enable all interested teachers, learners, researchers, material developers and administrators to exchange ideas through meetings and publications.

2.1. Workshops, forums and presentations:

- to show that teaching, learning and research in languages and cultures beyond English and Japanese are dynamic and widespread activities throughout Japan, and that these endeavors are very beneficial to Japanese society.
- to improve the teaching of such languages by devising methods that can be used by all teachers, regardless of background or origin, and to encourage research and sharing of ideas, activities and materials among educators of specific languages.

2.2 *OLE Newsletter* and other publications:

- to gather and disseminate information on all aspects of the teaching and learning of languages and cultures beyond English and Japanese, and especially,
- to help such teachers and learners, by developing a network of friendship and mutual support, to arouse interest in their field and to provide information and material to enable them to optimize the organizational conditions for their study, work and research to the best of their abilities.

3. Contact address

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

世界の平和と諸国民の相互理解のためには、できる限り多くの人々が出会い、互いに異なる様々な文化や言語を効果的に教え学ぶことが望ましく思われます。さらにまた今後の予想される大学の諸改革を考慮すると、それら多くの言語や文化の教育者や学習者の意見を全国的な規模で分かち合う機会を設けることが不可欠です。 ＪＡＬＴ（全国語学教育学会）において英語・日本語以外の全ての言語の教師や学習者のための他外国語(英語と日本語以外の外国語教師) 分野別研究部会を設置することが適切であると思われます。

現在次のような活動に取り組むことを予定しています。

－日本では英語・日本語以外の言語の学習や研究も精力的かつ広範に行われていることを示し、またそのような活動は日本の社会にとって有益であることを示します。

－そのような言語・文化についての教授法等の環境を整備させるため、様々な意見交換の場を整えること.

－「OLE Newsletter」（OLE機関紙）等の刊行物を通して多言語・文化等のあらゆる面についての情報の収集・提供や意見交換を進め、この分野への興味を抱かせる有益な情報を発信できるようにします。

Upcoming Events of other SIGs

CALL

<http://jaltcall.org>

CALLing Asia 99, the 4th annual CALL SIG conference, is May 21-24 at Kyoto Sangyo University in Kyoto <holmes@nucba.ac.jp> and will be followed by the Basics of CALL, a hands on mini-workshop for (Jr. & Sr.) High School teachers of English, June 12 at Tokyo Metropolitan Institute of Technology <jwada@krlcal56.tmit.ac.jp>. Submissions are being accepted until July 31, for "Recipes for Wired Teachers" <ryan@gol.com>. All SIG details at <http://jaltcall.org>.

コンピューター利用語学学習部会の第４回会合「CALLing Asia 99」を５月２１日から２４日まで京都産業大学で、また、中高校英語教員を対象としたワークショップを東京都立工業大学で６月１２日に開催します。連絡先は英文を参照してください。

Teacher Education

<http://members.xoom.com/jalt_teach/>

On June 19th and 20th we will be hosting a two day conference and workshop on "testing and assessment for learners, teachers and trainers" at the Kyoto International Community House. Please note the change of dates from earlier notices. For a copy of the call for papers, registration material, or further information contact Janina Tubby at <janina@gol.com>, or c/o Sumikin Intercom. 7-28 Kitahama 4-chome, Chuo-ku, Osaka 541-0041. t: 078-845-5768.

当部会では、京都国際コミュニティーハウスにおいて「学習者、教師、トレーナーのための試験および評価」に関する会合およびワークショップを6月19-20両日開催します（日程が変更となりましたことご注意ください）。論文募集要項、登録資料等くわしくはJanina Tubby（連絡先は英文参照）までご連絡ください。

Special Interest Groups Contact Information

Bilingualism-*Chair*: Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>
Computer-Assisted Language Learning-*Coordinator*: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(w); <holmes@nucba.ac.jp>
College and University Educators-*Coordinator*: Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp >
Global Issues in Language Education-*Coordinator and Newsletter Editor*: Kip A. Cates; t/f: 0857-28-2428(h); <kcates@fed.tottori-u.ac.jp>
Japanese as a Second Language-*Coordinator*: Haruhara Kenichiro; t: 03-3694-9348(h); f:03-3694-3397(h); <BXA02040@niftyserve.or.jp>*Coordinator* : Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); <mari@econ.hit-u.ac.jp>
Junior and Senior High School-*Coordinator*: Barry Mateer; t: 044-933-8588(h); <barrym@gol.com>
Learner Development-*Coordinator*: Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>
Material Writers-*Chair*: James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>
Professionalism, Administration, and Leadership in Education- *Membership Chair*: Edward Haig; f: 052-805-3875 (w); < haig@nagoya-wu.ac.jp >
Teaching Children-*Coordinator*: Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com>(English); <elnishi@gol.com>(Japanese)
Teacher Education-*Coordinator*: Neil Cowie; t/f: 048-853-4566(h); <cowie@crisscross.com>
Testing and Evaluation-*Chair*: Leo Yoffe; t/f: 027-233-8696(h); <lyoffe@thunder.edu.gunma-u.ac.jp>
Video-*Coordinator*: Daniel Walsh; t: 0722-99-5127(h); <walsh@hagoromo.ac.jp>

Affiliate SIGs

Foreign Language Literacy-*Joint Coordinator (Communications)*: Charles Jannuzi; t/f: 0776-27-7102(h); <jannuzi@ThePentagon.com>
Other Language Educators-*Coordinator*: Rudolf Reinelt; t/f: 089-927-6293(h); <reinelt@ll.ehime-u.ac.jp>
Gender Awareness in Language Education- *Coordinator*: Cheiron McMahill; t: 0274-82-2723(h); f: 0270-65-9538(w); <chei@tohgoku.or.jp>

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Kanazawa: *February 1999*—**A Successful Start in April**, by David McMurray. McMurray demonstrated ways to start planning for new classes in April. He helped us design an efficient syllabus for a 14-week course. We explored effective ways to group students for teamwork, and to understand their organizational behavior.

McMurray stated he could successfully teach to the individual needs of about 160 students at one time by identifying their learning styles. According to the presenter, interest and creativity seem to be important factors for success. We worked on a question sheet based on an MBA program and participated in a class survival program.

The workshop provided us with ideas on introducing ourselves, getting to know students, and discovering the preferred learning strategies of our students in the first few weeks of classes. (*Reported by Kanamaka Sechiko*)

Kitakyushu: *December 1998*—**Pooling Teachers' Insights**, by David Pite and Robert Long. The presenters revealed the results of their year long study of the insights gained by language teachers during their years in Japan. Twenty-seven subjects, all native speakers of English, mostly men in their mid-thirties to early-forties, participated in the interviews.

The researchers identified ten themes from their re-

search results: 1) struggles to implement communicative activities; 2) process over product (better to instill a love of English than insist on acquisition of specific material); 3) underlying motives in teaching (global issues, women's rights, religious and moral education); 4) problems with the system; 5) Japanese students as language learners; 6) teacher's age (whether experience compensates for a perceived generation gap); 7) bridging cultural differences; 8) adaptation (perceptions of Japan and how one is perceived by the Japanese; 9) internationalization (not sufficiently emphasized); and 10) moving on (over 50% of interviewees intend to leave the profession or the country). (*Reported by Margaret Orleans*)

Kobe: *January 1999*—**Authentic Video: Making It Comprehensible**, by Daniel Walsh. Practical was the keyword as we were introduced to a variety of authentic video content and original class worksheets to boost comprehension at a range of levels and encourage students to discuss and better understand the target culture. The presenter included exercises with music videos, television comedies, interviews, and documentaries. He showed how to activate students and led some thought-provoking discussion on various related topics. (*Reported by Brent Jones*)

Kyoto: *January 1999*—**Educational Opportunities for Bilingual Children in Japan**, by Mary Goebel Noguchi, Carolyn Miyake, Stephen Ryan, and Endo Yuka. This presentation dealt with the challenges facing parents wishing to bring up their children bilingually. The presenters recounted their frustrations and successes. Among the approaches discussed were attending Japanese public schools and international schools, arranging small private Saturday group classes with friends, speaking English at home, and homestays with grandparents.

All the panelists agreed on the importance of parents reading aloud to their children in English, until eventually the children choose to read by themselves for their own pleasure. They also strongly recommended that a child learn how to read in English first; their children all experienced a withdrawal from English reading upon realizing how easy and predictable kana was compared with English's irregular pronunciation. Most of the children are eventually comfortable reading in both languages.

Ryan and his wife sent their 6-year-old daughter to England for a few months to stay with his parents and to start primary school there. She missed a few Japanese kindergarten events while away, but returned with confidence in her ability to make friends in a new environment.

Depending on the parents' Japanese ability, Japanese public schools are a great way to be integrated into the community. While many parents were concerned about the long commute to an international school, it doesn't seem to be a problem for the children as they meet up with their friends along the way.

With opportunities to visit and/or live in other countries, children will seesaw back and forth between English and Japanese as the main functional language. They may slip into passive bilingualism at home, listening and understanding one language but preferring to respond in the other. (*Reported by Colette Morin*)

Matsuyama: *July 1998*—**Teachers & Students as Storytellers**, by Rex Tanimoto. Tanimoto demonstrated how storytelling can be used to help students write, present, and listen to their own stories with confidence. Storytelling is one interesting way for students to overcome the fear of making mistakes.

Tanimoto began by explaining a type of self-introduction called the "Name Poem." Name poems use the letters of a person's name to begin each line of the poem. First, Tanimoto directed participants to make their own name poems. Then they formed groups of four people and presented their poems. Next, Tanimoto focused on body language in storytelling. The purpose was to get students comfortable with body language and to build confidence in using it to tell stories. The participants played the game of "Charades" for practice, after which some volunteers presented their name poems using body language. Tanimoto also explained how to teach pronunciation practice using tongue twisters.

Finally, he distributed some structure stories to use for pronunciation practice, presentation and listening comprehension. (*Reported by Tamai Satomi*)

Tokyo: *January 1999*—**Teaching Vocabulary**, by Roger Jones. According to Jones, we only need a vocabulary of 2,000 English words in order to understand 95% of the language produced in an English-speaking community. Such lists can be found in English learner dictionaries for students. One way of attempting to learn this list is for students to make vocabulary cards for unknown words, including information such as sample sentences and collocation. Testing and recycling these words are essential to assist students in learning them. (*Reported by Caroline Bertorelli*)

Chapter Meetings

edited by malcolm swanson & tom merner

Regional Events

***Kyushu Region*, Speaking of Speech,** Charles LeBeau These workshops cover both the content and the techniques of teaching speech and debate to low-level learners. Participants will experience a variety of fun activities guaranteed to work in the classroom. In application, students will develop fluency, communication skills, confidence, and a fondness for English. The basic skills of public speaking and debate also support expression and comprehension in writing and reading. Attendance at this workshop will provide teachers with valuable techniques and activities for their classes and training students for speech contests. *All venues: JALT members free, one-day members ¥500; more info: <http://kyushu.com/jalt/lebeau.html>*

Charles LeBeau氏が、初級レベルの学生へのスピーチやディベートの内容や技法の指導について論じます。このような指導により、学生に流暢さやコミュニケーション技法、自信をつけさせるのみならず、スピーチコンテストへの準備にもなるとしています。

Fukuoka JALT—*Saturday, June 5, 4:00-6:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24.*

Nagasaki JALT—*Sunday, June 6, 1:30-4:30; Russell Kinenkan, 2nd floor (next to Kwassui Women's College and*

Oranda Zaka, 1-50 Higashiyamatemachi, Nagasaki 850-8515).

Kitakyushu JALT—*Tuesday, June 8, 7:00-9:00; Kitakyushu International Conference Center, Rm 22, 1-1 Asano, Kokurakita-ku, Kitakyushu.*

Kumamoto JALT—*Wednesday, June 9, 6:30-8:30; Kumamoto Gakuen Daigaku Oe 2-chome, 5-1, Kumamoto.*

Miyazaki JALT—*Thursday June 10, 6:00-8:30; Omiya High School, Hyakushunen Kinen Kaikan, 1-3-10 Jingu Higashi, Miyazaki.*

Kagoshima JALT—*Saturday, June 12, 2:00-4:00; Kagoshima University, Faculty of Education Building, Rm 101, 20-6, Korimoto 1-chome, Kagoshima.*

Chapter Events

Akita—How to Survive the New Millennium, by Erika Vora, St. Cloud State University, Minnesota. Vora will make a presentation on Intercultural Communication: Our Survival in the 21st Century. The seminar focuses on how to develop intercultural understanding and approaches toward learning and teaching intercultural communication. *Sunday, May 30, 2:00-4:00; MSU-A; one-day members ¥1,000, students ¥500.*

Chiba—Learner-Centered Activities to Develop Oral Communication Ability, by Shiozawa Yasuko, Shumei University. The speaker will discuss two activities to enhance speaking ability. In Modified Oral Interpretation, the learner interprets text and reproduces it orally after little or no editing. With Interactive Theatre, the audience will participate in a play dealing with controversial issues. These process-oriented activities are entertaining, and integrate all four skills. *Sunday, May 16, 11:00-1:00; Chiba Community Center, 6F.*

Fukui—TASK, by Masaki Date, Fukui University. The importance of TASK in teaching English is increasingly drawing attention as a tool for honing the communicative skills of students. The speaker will demonstrate examples of TASK activities (public speech, newspaper and textbook reading, drama, making commercials, and parody skits) which he has successfully employed in the classroom, and offer helpful suggestions for introducing TASK. *Sunday, May 16th, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500.*

福井大学のMasaki Date氏が、学生のコミュニケーション力を向上させるための英語指導におけるタスクの重要性が注目されていることを考慮し、自身の教室において成功したタスク例を紹介するとともにその導入方法を助言します。

Fukuoka—EFL for Children and the Role of Games, by Aleda Krause, Teaching Children SIG Coordinator. The first presentation will introduce games that have been adapted to the language learning situation. The second presentation is titled: "A Philosophy of EFL for Children and the Role of Games" in which participants will examine and evaluate various statements of teaching philosophies, and then experience and evaluate a selection of games and activities. *Sunday, May 30, 2:00-5:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24; one-day members ¥1,000.*

JALT児童教育部会会長のAleda Krause氏が語学学習に使用される様々なゲームを紹介し、EFLの場面における様々な児童言語指導方略を検討するとともに使用されるゲーム等を評価します。

Gunma—Use of Literature in English Education, by Thomas Cogan, Waseda University. The presenter will discuss his interest in Japanese literature, and the use of literature in language education. His publications include the translation of *Soga Monogatari*. *Sunday, May 9, 2:00-4:30; Nodai Niko High School, Takasaki; one-day members ¥1,000, students ¥200.*

Hamamatsu—A Hidden Agenda: Motivation, Fun, & Learning, by Aleda Krause. Motivating children by doing the things they like to do in both their own and a foreign language is the point of this presentation. The presenter will demonstrate numerous games and activities that are fun, yet practice specific learning points. *Sunday, May 23, 2:00-4:30; Create Hamamatsu; one-day members ¥1,000.*

Hokkaido—Active Research, Active Teaching. The 16th Annual Hokkaido Language Conference. This year's conference hosts twenty-five academic presentations, covering a broad range of practical and theoretical aspects of teaching languages under the theme of Active Research, Active Teaching. In addition, there will be educational material displays and a dinner party at a nearby beer garden. Contact the Hokkaido JALT Office for a copy of the program and registration form. *Sunday, May 30, 9:30-5:30; HIS International School, 1-55, 5-jo, 19-chome, Hiragishi (5 min from Sumikawa Station); one-day members ¥2,000.*

Ibaraki—1. You Got Your Students' Scores? What's Next? by Cecilia Ikeguchi, Tsukuba Women's University. This presentation aims to demonstrate what teachers can learn from students' scores, and how to continually explore these to gain greater insights about their students.—**2. We Got It on Tape!** by Joyce Cunningham, Ibaraki University. This presention is on a collaborative video exchange project carried out with Canadian colleagues. *Sunday, May 23, 1:30-5:00; Shonan Gakusyu Center 5F, Ulara Bldg (next to JR), Tsuchiura; one-day members ¥500.*

Kagoshima—Graphic Organizers for Active Learning, by Keith Lane & Jeff Maggard, Miyazaki International College. Graphic organizers are visual aids that can help students recognize information, organize it, and express it in their own words. The presenters will introduce a number of graphic organizers, discuss their merits, and give advice about using them in classes. Participants will have an opportunity to develop their own mind-maps, and explain them to the group. *Sunday, May 23, 2:00-4:00; Iris Kyuden Plaza, I'm Building, 2F; one-day members ¥500.*

宮崎国際大学のKeith Lane, Jeff Maggard両氏が、特定の情報に気付き、それらを整理しながら表現するのに役立つグラフィック・オーガナイザーをいくつか紹介するとともに、その利点と授業への導入方法を紹介します。

Kanazawa—Oral Communication Workshop, by Michiyo Hirano, Ibaraki University. The author of the Oral Communication A/B/C textbooks for high schools will give a workshop sprung from Theatre and Performance Studies theories. The participants will experience hands-on activities which have been practiced at college level. The application to junior and senior high school EFL classrooms will be discussed. *Sunday, May 24; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members ¥600.*

Kitakyushu—Using Concordances from Small Corpora:

Video Transcripts and Newspapers, by Bill Pellowe, President, Fukuoka JALT. This workshop will introduce participants to CONC, a freeware concordancing program for Macintosh. Practical applications of this software will concentrate on its ability to provide comprehensive, interactive "indexes" of all the words in any particular text. *Saturday, May 8, 7:00-9:00; Seinan Jogakuin Computer Lab; one-day members ¥500.*

Kobe—Textbook Enhancement with Cooperative Learning, by Christopher Poel & Robert Homan, Macmillan Language House. The authors will explain and demonstrate several cooperative learning activities that they have found useful. The focus will be on speaking and listening skills, and working effectively in pairs and groups. Ideas and activities will be drawn from D.E.S.I.R.E. (Developing Expertise in Social, Intercultural and Recreational English). The audience will have the opportunity to ask questions and share their own experiences. *Sunday, May 23; 1:30-4:30; Kobe YMCA, 4F LET'S (078-241-7205); one-day members ¥500.*

Macmillan Language HouseのChristopher Poel, Robert Homan両氏が、スピーキイングや聞き取りとともにペアやグループで効果的に学習する社会的スキルに焦点に置きながら、いくつかの共同学習(CA)の形態を紹介します。

Kyoto—CALL-ing Asia. An International Conference with over 50 presentations on computers and language learning at Kyoto Sangyo University. Presentations on *Saturday, May 22 and Sunday, May 23 with pre-conference activities on the 21st and post-conference activities on the 24th. Co-sponsored by CUE, FLL, and CALL SIGs, Kyoto JALT, and LLA Kansai. For further info: <http://jaltcall.org> or <r_penner@kufs.ac.jp>. Members ¥5,500, one-day members ¥6,500.*

JALT大学語学教育、外国語リテラシー、コンピューター利用語学学習各部会および京都支部共催による国際大会CALL-ing Asiaが5月21日から24日まで開催されます。コンピューターや語学学習に関する50以上の講演が予定されております。

Miyazaki—Panel on Vocabulary Teaching and Learning, by Roberta Golligher, Miyazaki International College; Michael Guest, Miyazaki Medical College; Steven Snyder, Kyushu University of Health & Welfare. Everyone agrees that vocabulary is an essential part of any complete language learning syllabus, but many teachers are unsure as to which vocabulary is most relevant, how it should fit into a larger syllabus, and how to most effectively teach vocabulary in context. The three presenters will offer practical advice on how to approach and deal with these problems.*Tuesday, May 18, 6:00-8:00; Miyazaki Shogyo High School, Multiple-Use Room #1 (3F), 3-24 Wachigawara, Miyazaki; one-day members ¥750.*

Nagasaki—Nature and Environmental Issues in the Classroom, by Greg Goodmacher, Kwassui Women's College. Author of *Nature and the Environment* (Seibido, 1998), the presenter will demonstrate games and activities that bring language skills, nature topics, and environmental issues together in ways that interest and challenge students. Participants will learn to create communicative lessons for their reading, writing, speaking, and listening classes around a variety of environmental issues and nature topics. *Friday, May 14, 6:00-8:30; Nagasaki Shimin Kaikan; one-day members ¥1,000, students ¥500.*

Nagoya—Storytelling in the English Class, by Linda Donan, Nagoya International University. Learn how to use stories for listening, motivation, grammar review, and much more. Also, learn how to create stories in this hands-on workshop. *Sunday, May 23, 1:30-4:00; Nagoya International Centre, 3F, Rm 2.*

Niigata—Loanwords; The Built-In Lexicon, by Frank Daulton, Niigata Women's College. Teachers may be surprised to hear that Japanese students are already familiar with more than a third of the most useful words of English. The presenter will show how English loanwords aid the acquisition of English vocabulary, and that the high correspondence between loanwords and a corpus of 1,942 high-frequency English words will open possibilities for new teaching approaches. *Sunday, May 16, 1:00-3:30; new venue to be announced in JALT Niigata Newsletter.*

日本人学習者が使用頻度の高い英単語の３分の１以上を借用語を通して既に知っており、この事実から借用語を利用しての新たな単語習得指導方法の可能性を新潟女子大学の Frank Daulton氏が論じます。

Omiya—Motivation and EFL Learning, by Dean Warren Sotherden, Seigakuin University. Motivation plays an indispensable role in EFL learning. What accounts for the great diversity of motivation levels among EFL learners? What steps can teachers take to ensure maximum motivation levels among students? These are some questions that Sotherden hopes to answer in his presentation on a topic of relevance to all teachers. *Sunday, May 16, 2:00-5:00; Omiya Jack (048-647-0011), 6F; one-day members ¥1,000.*

Osaka—Versatile Card Games, by Kawaguchi Yukie, Zenken World Academy. Kawaguchi will explain why picture and word card games are helpful—even essential—for learners aged 3-15, or from beginners to advanced, and will demonstrate basic games and how to create variations and extensions thereof. An exchange of ideas will be welcomed. *Sunday, May 16, 2:00-4:30; YMCA Wexle, ORC 200-bangai 8F, Benten-cho; one-day members ¥1,000.*

Zenken World AcademyのYukie Kawaguchi氏が３－１５才のあらゆるレベルの生徒の指導にフラッシュ・カードがいかに役立ち、欠くことのできないものであるかを論じ、基本的なゲームやその応用方法を紹介します。

Shinshu—Tenth Annual Suwako Charity Walk. Let's think ecologically! Rain or shine, we will walk to Lake Suwa's farther shore while listening to expert commentary. Then we will tour the control room of the Kamaguchi Water-gate and enjoy a forum during which you will hear, while eating lunch, lectures by environmental specialists. Those who want to stay at our members' houses should contact us immediately. *Sunday, May 16; meet at Yagai Ongakudo (Open-air Theater) in Suwa-shi on JR Chuo Line at 8:10 a.m. Walk starts at 8:50 a.m. Fee: none (donations for the Suwa Environmental and Town Planning Seminar appreciated).*

Tokushima—Reaching Everyone: Using Perceptual Modalities, by Chris Brennan-Mori, Seibo Girls' Junior & Senior High School. Research clearly indicates we all have different learning styles, strengths, and preferences that make it imperative for us to be taught in such a way that we can access information and retain it. In this workshop, the presenter will show how important, useful, and easy it is to integrate auditory, visual and kinesthetic modalities in our lessons. *Sun-*

day, May 23, 1:30-3:30; TBA; one-day members ¥1,000, students ¥500.

Tokyo—Helping Students Be Better Learners, by Padraic Frehan, British Council, Tokyo. This presentation will attempt to show that Japanese learners are capable both of working in environments independent of a teacher, and of conducting their learning autonomously in a positive, organized, and self-critical fashion. *Sunday, May 9, 2:00-5:00; Sophia University, Bldg 9 (Room TBA); one-day members ¥500.*

British CouncilのPadraic Frehan氏が、日本人学習者が教師から離れて独自に、また、自身の学習を自主的また積極的に進めることができることを論じます。

Yokohama—Movement Exercises, by Holly Kawakami, Kanda Gaigo University. We usually use logical thinking to learn language. In this workshop, however, we will be asked to 'tap' the rhythm inside our bodies to communicate with each other more deeply through affective and intuitive feelings. *Sunday, May 23, 2:00-4:30; Gino Bunka Kaikan, Rm 603, Kannai; one-day members ¥1,000.*

Yamagata—Composition & Cognitive Processes, by Jerry DeHart, Aizu University. The presenter will look at writers and their personalities as they approach the writing task. Why some students do well with some teachers, and others don't, will also be explored. *Sunday, May 9, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Malcolm Swanson; t/f: 093-962-8430; <malcolm@seafolk.ne.jp>.

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Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit information in Japanese or English to the respective editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, May 15th is the deadline for an August conference in Japan or a September conference overseas, especially if the conference is early in the month. *Please note*: A full announcement will run only once per major category.

Upcoming Conferences

May 21-23, 1999—Language Change in Japan and East Asia, a workshop at the University of Sheffield, UK. This forum seeks to put changes in one language within the context of all East Asia. Of special interest are neologisms, loanwords, English influence, the fate of dialects or minority languages, and the role of *kanji.* Contact: T. E. McAuley; School of East Asian Studies, University of Sheffield, Floor 5, Arts Tower, Western Bank, Sheffield S10 2TN; t: 44-114-222-8400; f: 44-114-222-8432; <t.e.mcauley@sheffield.ac.uk>.

June 13-16, 1999—Pragmatics and Negotiation (PRAGMA99), an International Pragmatics Conference at Tel Aviv University and Hebrew University of Jerusalem. Topics such as cross-cultural and cross-gender (mis)communications, argumentation practices, and effects of assumptions and goals on negotiating strategies will be of special interest during plenary addresses, regular paper sessions and organized panels. Among the plenary speakers are E. Ochs, I. Rabinovitch, E. Schegloff, and D. Tannen. Contacts: Pragma99, Faculty of Humanities, Tel Aviv University, Tel Aviv 69978,

Israel; f: 972-3-6407839; <pragma99@post.tau.ac.il> or Nomi Shir at <shir@bgumail.bgu.ac.il.

June 19-20, 1999—Communication Theory Research and Applications to Education at Hamamatsu University School of Medicine. The Communication Association of Japan invites you for papers, mini-symposia and workshops on the theory and its applications in all areas of communication and second language education. Contact: Eloise Hamatani; t: 0426-77-1111; f: 0427-84-9415; <eloise@gol.com>.

June 19-20, 1999—Testing and Assessment for Learners, Teachers and Trainers at Kyoto International Community House, Kyoto, Japan, sponsored by JALT's Teacher Education SIG. With colleagues, expert trainers and assessment professionals, take a fresh look at approaches, issues and implications of current testing and assessment methods, including how assessment of teaching can be used for one's professional development, how to train both new and more experienced teachers in alternative assessment methods and the assessment of teachers in training. For details, contact Janina Tubby at (t) 078-845-5768 or <janina@gol.com>.

June 22-25, 1999—Second Language Teaching: Reading, Writing and Discourse, at Hong Kong University of Science and Technology (6/22-23) and Guangdong University of Foreign Studies (6/24-25). Plenary speakers, demonstrations, papers, and workshops on the theme as related to multimedia applications, language policies, and medium of instruction, self-access learning, language needs (e.g. EAP, ESP), etc. Registration by May 29. More information from <http://lc.ust.hk/~centre/conf99.html> or Nick Noakes at <lcnoakes@usthk.ust.hk>.

June 21-July 30, 1999—The Linguistic Society of America's **1999 Linguistic Institute**, this year at the University of Illinois at Urbana-Champaign, Illinois, USA. This biennial tour-de-force overflows with full-credit 3 or 6 week courses, thematic sessions of varying lengths of time, evening lectures by big names on diverse topics, numerous smaller association meetings, concurrent symposia, workshops, and more. If your plans include time in the U.S., do check this out. For flavor and details, go to <http://www.beckman.uiuc.edu/groups/cs/linginst/general.html>. Direct contacts: <linginst@uiuc.edu>; t: 1-217-333-1563; f: 1-217-333-3466; 1999 Linguistic Institute, Linguistics Department, UIUC, 4088 FLB, 707 S. Mathews, Urbana, IL 61801, USA.

Calls For Papers / Posters (In order of deadlines)

May 31, 1999 (for November 25-27, 1999)—**International Conference on Language Testing, Evaluation and Assessment: Language T.E.A. for Thinking Schools** at Nanyang Technological University in Singapore. Paper and workshop proposals are welcome, particularly on such strands as national & international assessment, self-assessment, relationships among creativity, thinking and language learning, language program evaluation, and culture and testing. Proposals and inquiries: Dr. Khong Chooi Peng; School of Applied Science, Nanyang Technological University, Nanyang Avenue, Singapore 639798; f: (65)792 6559; <ascpKhong@ntu.edu.sg>.

June 15, 1999 (for October 14-17, 1999)—NewWAVE 28, **the 28th Annual Conference on New Ways of Analyzing Variation**, sponsored by York University and the University of Toronto, in Toronto, Canada. Keynote addresses by D. Cameron, W. Labov and D. Sankoff, symposia, workshops, papers, and poster sessions on language change in real time, variation theory and second language acquisition and others. More information and proposal specifications at <http://momiji.arts-dlll.yorku.ca/linguistics/NWAVE/NWAVE-28.html>. E-mail abstracts to: <newwave@yorku.ca>. If impossible, fax to 1-416-736-5483 or mail to NWAVE, c/o DLLL, South 561 Ross Building, 4700 Keele Street, York University, Toronto, Ontario, Canada M3J 1P3.

Reminders

May 20-23, 1999: **International Conference on Language Teacher Education** at the University of Minnesota, Minneapolis, USA. (full entry 4/99 *tlt*)

May 21-22, 1999: **The Fourth Regional Symposium on Applied Linguistics: Socio-Cultural Issues** at the University of the Americas, Puebla, Mexico. (full entry 4/99 *tlt*)

May 22-23, 1999: C@LLing Asia 99: International Conference on Computers and Language Learning at Kyoto Sangyo University, Kyoto, Japan. (full entry 4/99 *tlt*)

May 24-26, 1999: **MELTA (Malaysian English Language Teaching Association) Biennial International Conference: English Language Teaching in Challenging Times** in Petaling Jaya Selangor, Malaysia. (full entry 4/99 *tlt*)

June 9-13, 1999: **Digital Libraries for Humanities Scholarship and Teaching**, sponsored by the Association for Computers and the Humanities and the Association for Literary and Linguistic Computing, at the University of Virginia, Charlottesville, Virginia, USA. (full entry 11/98 *tlt*)

Job Information Center/ Positions

edited by bettina begole & natsue duggan

(**Tokyo-to**) Two profitable, long-established language schools in Tokyo are available separately or as a package. Additional Information: t/f: 03-3770-6249 during business hours;<shibuya@crisscross.com>.

(**Tokyo-to**) Keio University's Faculty of Business and Commerce is seeking one full-time tenured associate professor or lecturer for their English section to begin April 1, 2000. The level of appointment will be based on education and teaching experience. Classes will primarily be held at the Hiyoshi campus with some classes at Mita. **Duties**: Teach English, research, office hours, curriculum development, and administrative responsibilities. **Deadline**: Application materials received by May 15, 1999. **Additional Information**: For more information, please request an "Announcement of Opening for Faculty Position, English Section" from the secretary's of-

fice. Please send a stamped, self-addressed envelope (¥80 stamp) to: Secretary's Office, Dean, Faculty of Business and Commerce; Keio University, 2-15-45 Mita, Minato-ku, Tokyo 108-8345. No enquiries by phone or e-mail, please.

(**Tokyo-to**) Robin English School in Yokohama is looking for a part-time English teacher. **Qualifications**: A sincere, pleasant, helpful, friendly, and responsible teacher. Preference will be given to applicants living close to relevant branch schools. **Duties**: Teach English conversation. **Salary & Benefits**: ¥3,000 for a one-hour class plus transportation. **Application Materials**: Resumé. **Deadline**: As soon as possible. **Contact**: Mr. K. Hamazaki; Robin English School, 2-4-1 Nagatsuda, Midori-ku, Yokohama 226-0027; t/f: 045-985-4909.

(**Tokyo-to**) The Department of Japanese at Daito Bunka University in Tokyo is seeking a part-time English teacher for all ages beginning in April, 1999. **Qualifications**: MA or PhD in TEFL/TESL is required, as well as native-speaker competency in English, and university-level teaching experience. **Duties**: Teach three courses on any one day from Monday through Wednesday. The courses are an introductory course in second language acquisition, a course in presentation skills, discussion and/or debate, and a course in intermediate-level writing which includes some basics in business writing. First class begins at 9:00 and all classes are 90 minutes. **Salary & Benefits**: ¥26,000 to ¥30,000 per course depending on teaching experience and education, and transportation fee (maximum ¥4,000 per trip to school). **Application Materials**: Resumé, reference, one passport-size photograph, photocopies of diploma, and a cover letter including a short description of courses taught and how they were taught. **Deadline**: Ongoing. **Contact**: Mr. Etsuo Taguchi, 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272; <etaguchi@sa2.so-net.or.jp>.

(**Tokyo-to**) The English and business departments at Aoyama Gakuin University are seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: Resident of Japan with an MA in TEFL/TESL, English literature, applied linguistics, or communications; minimum three years experience teaching English at a university; alternately, a PhD and one year university experience. Publications, experience in presentations, and familiarity with e-mail are assets. **Duties**: Classroom activities include teaching small group discussion, journal writing, and book reports. Seeking teachers who can collaborate with others on curriculum revision project entailing several lunchtime meetings, and an orientation in April. **Salary & Benefits**: Based on qualifications and experience. **Application Materials**: Apply in witing for an application form, enclosing a stamped, self-addressed envelope. **Deadline**: Ongoing. **Contact**: Gregory Strong; Coordinator, Integrated English Program, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

(**Tokyo-to**) Saxon School of English in Setagaya-ku is looking for a part-time English teacher. **Qualifications**: Native-speaker competency. Duties: Teach English conversation, prepare students for tests (Eiken, TOEFL, etc.). **Salary & Benefits**: ¥3,000 per hour, travel reimbursement; income taxes withheld by employer. **Application Materials**: Personal history. **Contact**: Saxon School of English, 2-12-6 Nozawa, Setagaya-ku, Tokyo 154-0003.

(**Korea**) The Colorado International Education and Training Institute is seeking full-time teachers for two new programs in Korea at two separate locations. The new venture will establish both an intensive English program and an international business and culture program in Seoul and Taejon, about two hours south of Seoul. Anticipated starting dates are April 19 for the Seoul campus and between June 19 and the end of July for the Jochiwon campus. **Qualifications**: MA in ESL or related field, with overseas experience preferred. Additional qualifications for the business program are: Experience teaching business communications; additional degree in business and/or anthropology preferred. **Duties**: Teach 20-24 hours a week. Teachers will be expected to arrive in Korea no later than 10 days before the beginning of the program. **Salary & Benefits**: US$1,800-2,000 per month; furnished housing; round-trip airfare. **Application Materials**: Resumé, cover letter, and three letters of reference. **Contact**: Ron Bradley, President; Colorado International Education and Training Institute, Inc., PO Box 9087, Grand Junction, CO 81501 USA; f: US+970-245-6553. **Additional Information**: Ron Bradley; t: 970-245-7102; <cieti@iti2.net>.

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.

To list a position in *The Language Teacher*, please send the following information by fax or e-mail: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. Faxes should be sent to Bettina Begole at 0857-87-0858, e-mail messages to <begole@po.harenet.ne. jp> so that they are received before the 15th of the month, two months before publication.

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、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティ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、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

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

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

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

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