全国語学教育学会

The Japan Association for Language Teaching

ISSN 0289-7938
¥950

tlt
The Language Teacher

Listening to Learners' Voices

Volume 23, Number 9
September, 1999

9

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。

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

Feature Articles

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

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・　真は、本文の中には入れず、　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、　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　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。

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。　紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

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 We do not publish unsolicited reviews.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

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

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

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

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

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

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

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

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

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

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

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

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

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

Empathy and English Teaching

Bravo to *TLT* for publishing Okuzaki Mariko's piece "Empathy and English Teaching." Empathy is one of those "touchy-feely" concepts that probably gives fits to people with a passion for precision and cool objectivity. My heart goes out to them.

Fact of the matter is that the ability to empathize may well help language students cross the seemingly insurmountable cultural gulf that lies between Japan and the English-speaking world. Yeah, it's hokey and easy to make fun of, but empathy is a vital ingredient in successful human relations. I'd say Okuzaki-san is doing not only her students a valuable service, but the other people with whom those students will interact as well.

Is the word "empathy" part of most native English speakers' daily lexical repertoire? I don't think so. I first learned it from my father, who was a policeman in Los Angeles. The ability to empathize with people in trouble was a tremendous help in his work. I'm not sure, but I suspect he learned about the concept of empathy at some kind of training relative to police work, but I also think my father was naturally blessed with a knack for it. Can empathy be taught? As Okuzaki-san says, it means setting up situations where students will experience values conflicts—conflicts which may cause stress and discomfort. This is something which foreign instructors present in Japan may be loath to do deliberately. In many ways, the onus is on foreign instructors to adapt and learn how to function as smoothly and effectively as possible within the constraints of their respective institutions and Japan's educational culture. Japanese teachers of English, however, can perhaps be a powerful engine for change if, as Earl Stevick and Okuzaki-san say, they examine the values and goals that students find in them and how they teach day by day.

Her article is clearly addressed to Japanese EFL instructors more than to the community of native speaking EFL instructors. A question thus arises: How many of the community of Japanese EFL instructors—secondary EFL instructors especially—are likely to read her article? In the town where I've been employed as an ALT for two years, my guess is not many. Are the perpetually busy teachers I see inclined to deal with the academic level English found in *TLT*? Are they aware of the existence of JALT? I'm afraid the answers to those questions are, in many cases, no.

By writing in English, is she preaching to the converted? Perhaps. While native-speaker EFL instructors would certainly benefit from reading this article, I sincerely hope the ideas it contains can be translated into Japanese so that a wider audience—especially the community of secondary EFL instructors—can be reached. The analysis of elementary school *kokugo* education contained in the article might create just the kind of values conflict for Japanese educators that Okuzaki-san prescribes for language students. Such an experience might initiate a shift from an "ethnocentric" to a more "ethnorelative" point of view.

There's a saying about the wind from a butterfly's wings becoming a raging gale when it reaches the other side of the globe. Just presenting the words "empathy," "ethnocentric," and "ethnorelative" in language classes and introducing the concepts could possibly have as great an impact.

Thank you *TLT* and thank you, Okuzaki sensei!

William Matheny

CRITCHLEY, cont'd from p. 13.

as to the most effective classroom activities where bilingual handouts should be provided.

Finally, for teachers who currently advocate an English-only classroom environment, the results published here, as well as the findings of other available studies, indicate that the English-only paradigm may not be entirely appropriate for Japanese contexts. At least, that's what many of our students are indicating, which should be the primary voice we turn to when evaluating our own classroom practices.

References

Lin, A. M. Y. (1988). Pedagogical and para-pedagogical levels of interaction in the classroom: A social interactional approach to the analysis of the code-switching behaviour of a bilingual teacher in an English language lesson. *Working Papers in Linguistics and Language Teaching, 11.* Language Centre: University of Hong Kong.

Ryan, S. M. (1998). Student evaluation of teachers. *The Language Teacher, 22* (9), 9-11 / 43.

Weschler, R. (1997, November). Uses of Japanese (L1) in the English classroom: Introducing the Functional-Translation Method. *The Internet TESL Journal.* www.aitech.ac.jp/~iteslj/

Related works of interest

Cole, S. (1998). The use of L1 in communicative English classrooms. *The Language Teacher, 22* (12), 11-13.

Eldridge, J. (1996). Code-switching in a Turkish secondary school. *ELT Journal, 50,* 303-311.

Izumi, K. (1995). Translation-aided approach in second language acquisition. *JALT Journal, 17,* 225-237.

Roberts Auerbach, E. (1993). Reexamining English Only in the ESL classroom. *TESOL Quarterly,* 27, 9-32.

Yamamoto-Wilson, J. R. (1997). Can a knowledge of Japanese help our EFL teaching? *The Language Teacher, 21* (1), 6-9.

Learning from the Learners' Voice:

A Consideration of Learner Development

Miyuki Usuki
Hokuriku University

When we talk about "autonomous learners," we may have slightly different features and emphases in mind, but we would probably agree that "learners' taking responsibility for their own learning" (Holec, 1981) is central. Similarly, we would probably agree that "Learner Development" aims to make learners responsible for their own learning processes through planning, monitoring, and evaluation (e.g. Wenden, 1991). And some of us would claim that learner autonomy is necessarily the result of such learner development. However, I read "learners' responsibility for their own learning" as their *self-directed awareness of their role as learners*, whatever the learning situation happens to be. Learner autonomy, then, may not be a consequence of a particular teaching style, itself. Nor, in my opinion, does autonomous learning necessarily mean a complete shift of instructional mode from teachers to learners. Rather, an autonomous learner is one who can learn from various teaching styles and develop and practice autonomy in a number of ways, depending on the context of the classroom.

In short, an essential element of learners' autonomy is their conscious ability to direct themselves: it may be internal, not public (Dickinson 1996), but its basis is the learners' acceptance of responsibility, and the ways of acting, feeling, and thinking such acceptance implies (Little 1995a).

To investigate students' attitudes toward their roles and classroom learning, I interviewed 24 first year private university EFL majors, in small groups. I had never faced them as a teacher. The one-hour interviews, in their native Japanese, were taped in a relaxed atmosphere—so that the students could feel free to express themselves—and later transcribed.

Japanese students are typically described as passive learners, accepting teachers' authority without question or challenge (cf. Purdie, Doglas & Hattie,1996; Pierson, 1996). The following discussions however, give the students a chance to express their own feelings and ideas.

What is the role of the learner in the learning process?

(Group 1: One male, four female students)

S1: The learners' role is to attend class with a motivation to learn more.

S2: If students are motivated to learn, teachers may also be motivated to teach. So, together with teachers, we students should accept our own role of stimulating the class, show our motivation by, for example, asking questions in class. The most important point is that we are motivated.

S3: I would like to expect teachers to be good advisors when we have problems with continuing our studies, not only as far as English is concerned. If teachers think about students, we feel happy.

S2: There should be no barriers between students and teachers.

S1: It is difficult to talk with teachers.

S4: We should make use of opportunities to stimulate one another (teachers and students).

(Group 3: Four female students)

S9: We should show our personality; we should let other students and the teacher know what sort of persons we are. Individual students should open up to others. It may be difficult though.

S10: I am the same as everyone else. We students should act more on our own initiative. We should get what we can. There are various people at university, but most of people are not active enough and just attend the class. People who major in English stop trying to improve once they can speak simple English. They seem to decide to stop. I am doing my best, but sometimes feel bored in class. Is it because of the lesson? If I question myself. . . . University study is different from high school study. There are lots of things to do at home. I can do many things privately outside the classroom. I have many things to do, apart from digesting the lessons.

S8: We should even stimulate the teacher, so he becomes motivated to teach us. For example, if we ask lots of questions, he may realize that students want to know these kind of things. In this way, students stimulate learning. Then, both the teacher and the students create a better atmosphere.

S10: I think there are many students who are doing the minimum. We do not realise that all lesson contents can be used for our future, and there might be lots of useful things for us in our lessons.

S9: The biggest problem is that many people have no particular aim.

S8: Many people do not know what they need to do clearly, so they simply try to get the necessary

自律的学習者という概念は、学習に対する学習者自身の責任の意識化に基づいていると考えられる。言葉を換えれば、あらゆる学習状況における学習者としての役割についての責任の意識化とも言える。この論文では、日本人ＥＦＬ学習者の学習者としての役割と語学教室における学習についての観点が紹介され、真の学習者開発のために何が必要かが考察される。

credits. So, many people think as long as they do the minimum requirement, they will have no problem.

S10: On the other hand, there are some people who try to gain as much as possible because they want to improve themselves. Even though they do not have any clear objectives for their future, they try to do their best for the time being.

What is the role of classroom learning?

(Group 1)

S3: There are some lessons which are not so interesting, and we don't like lessons if we are not interested. But any lesson has some useful points. There is always something that we can use to improve ourselves. I believe that we should not completely hate or reject a class. Teachers try their best to teach us.

S2: There are no lessons which are 100% no good, are there?

S1: No. The point is our motivation.

S2: But there are teachers who never try to change, even though they know our feelings. I understand teachers have their own ways, but students don't follow them. I would like teachers not to speak just about their specialist subjects. Instead, teachers should concern themselves with what and how students learn, and with what students are interested in.

S4: One-way lessons in which teachers talk: These kinds of lessons make it difficult for students to ask questions in class. Even if we wish to make lessons more interesting, it is hard in this kind of situation.

S1: There may be different answers possible, but in this kind of class, we think that we need to follow what the teacher says.

S2: We are not getting anywhere. We keep coming back to the same point.

S1: Maybe, it is possible to apply this to various things.

S2: Teachers also have their plans. So, they must follow their plans.

S1: To the next thing, then the next, like this, teachers go ahead. So, we have to follow, even if we have questions, it is hard to stop the stream of lessons and ask a question.

S3: The atmosphere is too quiet.

S2: If we talk, it seems strange. That is what we feel.

S1: We are shy.

S2: If we express our opinions, it seems to be no good. That's what we feel. That we should not interrupt.

S3: If someone speaks out, that person will stand out.

S1: We are too quiet!

S2: We cannot open our mouths.

S3: I want to ask questions, and also I want teachers to reply to me.

S1: So do I. But everyone is too quiet, so I don't have a chance to do this.

S2: I don't know why it is so quiet.

S4: We don't know people around us very well. We don't know the class members very well.

S1: Because there is a clear distinction between the teacher and students.

S3: The important thing is encouragement. If the teacher says "your essay was very impressive," then I would like to write an even better one next time, and surprise him. So, I will be more motivated. I believe the communication between teachers and students is extremely important.

(Group 2: Two female students)

S7: I prefer the lessons where teachers and students communicate with each other. Not just ones where a teacher talks and we listen, but where we communicate with each other.

S6: I think when the teacher only proceeds with the lesson, there is no arrow from the students to the teacher. So, the teacher should take time to find out whether the students really understand or not. Otherwise, only the content goes to the students and not the meaning. In this case, it is meaningless to go to lessons.

S7: In the past, we had a style of lesson where the teacher talks and students listen. But at university, I want lessons which stimulate me.

S6: We should learn by ourselves. It means that things should not only be taught, but we should think what to learn and how to learn. So, I feel something should be different from the past experience of simply receiving information from the teacher. Maybe, we are now allowed to show our wish to learn actively.

S7: Even if we want to show this, there is a difficult atmosphere.

S6: Probably, everyone wants to show this. So, someone should break the ice.

S7: Whether I can do it or not, at least, I feel something should be changed.

S6: It is hard, isn't it. We need courage to do it. I feel sometimes we should not be like this. We are allowed to change it.

From the above extracts, the students seem to be aware that students and teachers need to make an effort to change the process of classroom learning.

They expressed a need for interaction between the teacher and students. Also, they seem to think the students' role should be that of active learner and teachers' role that of facilitator or advisor. Probably, their behaviour in the classroom is affected by the atmosphere of the class; the class room atmosphere may be influenced by the relationship of the teacher and other students. The interviews show that our students' internal attitudes are often different to their external performance in the classroom.

One Autonomous Learner's Self-Direction

What needs to be considered to promote learner autonomy? I interviewed Fumiko, an apparently autonomous learner, and analysed how she thinks about her own learning in order to clarify aspects of learner autonomy.

On what occasions do you feel frustrated?

When my TOEIC scores or some other test scores didn't improve at all, I felt frustrated. But when I feel frustration, I try to believe in myself. I believe in myself and keep trying very hard. I believe that if I keep trying, I will progress. It is very difficult, but even if I don't concentrate on my studies, I use the time to study English. If there is a person who speaks better than me, I feel frustration, too. But I get ideas from this person as to how he studies English.

She evaluates herself, and if she finds no improvement, she feels frustrated. That is purely her own matter. She compares her present ability to her past ability, not to that of others. Indeed, she sees the superior ability of others as a positive opportunity for her to learn. Also, her belief in her ability to learn seems to lead her to progress and give her independent support.

What is your role inside the classroom?

To get everything from the class, from the teacher. To get everything in that class. To take full advantage of the class. I prepare for the class and review the lesson. So, together this makes a complete class. Some people often say that the level of the lesson is not suited for them, or the content is no good. But you can learn something from any lesson. The matter lies in the learners themselves. It depends on them. Whether people improve in English or not is their own responsibility and due to their own motivation.

She directs her own learning opportunistically. She takes responsibility as a learner to motivate herself. Rather than treat the environment as a given, she makes her own environment suit her learning. She insists on the importance of the learner, rather than the style or method of classroom learning. In addition, she considers her classroom learning as only part of her learning. It forms the core and is supplemented by outside learning. She insists that these two can not be separated and together they constitute her present learning.

What is classroom learning?

Helping each other, I realise what other people do, or think. I can get ideas from the class that I can't think of by myself.

She considers classroom learning a place for interaction. She is aware of learning from her social relationship with others.

What is your goal?

In the future, I would like to have a particular area of work which relates to English, but I am thinking now what I can do with my English. Studying my English is a very convenient way of learning because we can do a small amount each time. We do not necessarily have to set aside a particular time for it. There are lots of things we can do if we use a short period of time each day. I do not want to waste my time. I would like to use 24 hours wisely.

She has a particular goal in mind. She thinks she needs to know exactly what she wants to do and what she can do. She is reflective: She questions herself and deliberately tries to think flexibly. In addition, she is very conscious about time. This attitude seems to be the basis of her learning and thinking.

Implications for Students

Brookfield (1985) identified two major aspects of "self-directedness": (a) the technique of self-instruction and (b) internal changes in consciousness. I would like to consider the latter the focus of learner autonomy. Learner development aims to raise learners' awareness of their role as learners. It may be effective for learners to take charge of their own learning processes, for example, through project work (e.g. Dam, 1995). However, the most important point to consider is how far learners are aware of their own role in *any* learning situation. We cannot deny the possibility or the importance of self-directed learner roles in the traditional classroom. As Crabbe (1996) claimed, "the fostering of autonomy is not necessarily a challenge to a traditional role of teachers. Nor is it necessarily incompatible with all existing practice."

To put it concretely, learners should have the opportunity to consciously reflect and question themselves in the following ways, for example:

- What are my problems?
- What do I need to do in order to overcome my problems?
- How am I doing now?
- How can I motivate myself?
- What can I do in the future?

Learner development ought to promote learners' self-confidence and self-motivation through the language learning process in order to encourage learners to believe in their own potential.

Students themselves need to improve their ability of self-analysis and encourage themselves to trust in their own potential. At the same time, it is extremely important for students to get the teachers' support and understanding. The teachers' role is to make an effort to understand the learners' perspectives, and to trust their potential. Lier (1996) argued that "a teacher cannot simply transmit the sort of skills and attitudes to learning that are required, nor can he or she train learners in the way that recruits are trained to march in step." Fostering autonomy is not just a matter of learning a few techniques—it involves changing the way in which we relate to learners (Hoffman, 1997).

USUKI, cont'd on p. 33.

Bilingual Support in English Classes in Japan:

A Survey of Student Opinions of L1 Use by Foreign Teachers

Michael P. Critchley
Josai International University

In a learner-centred framework, teachers base their choices of program and method upon data that they collect from their students. Although such data are best collected locally through needs and wants analyses, teachers with relatively homogeneous student groups can make informed decisions by referring to published research. In Japanese contexts, there are abundant content and methodology studies of a great variety of clearly-defined homogeneous groups of learners: junior and senior high-school students in preparatory or vocational programs, junior college, *senmon gakko*, and university students, further subdivided among various majors, levels of ability, background, sex, and so on.

To be sure, no two teaching situations are alike; we all know that a single class varies enough from day to day to make generalizations risky. The conscientious teacher, however, can reasonably assess the applicability of the results of others' studies: If the teaching situation is quite similar, and the results point overwhelmingly in one direction, then we would be foolish to ignore them. On the other hand, to the extent that the resemblance is slight and the results inconclusive, we should look further for applicable evidence to inform our judgments.

Within this line of inquiry, few writers have raised questions concerning Japanese-language support by foreign EFL teachers. Of the studies that have been done, most approach the issue from a needs perspective, that is, the studies seek to explain how bilingual support might objectively benefit students. I was curious, however, to explore the question from a wants perspective: What do students want from their teachers in terms of Japanese-language support in EFL classes?

To elicit student attitudes on this topic, I asked a group of first and second year students at Josai International University, "Do you believe you need bilingual support from native-speaker English teachers, and if so, why and for what purposes?" The answer provided was clear: Of the 160 students replying, 91% indicated a preference for some degree of bilingual support in class, with strong agreement that teachers should limit their use of Japanese, and use it primarily in support of activities that are pedagogical in nature.

The Survey:

I conducted the survey using the bilingual questionnaire in Figure 1. I asked two closed questions to identify the amount of Japanese-language support students prefer and two open questions to identify where and why bilingual support should be given. In constructing the questionnaire, I obtained feedback from several colleagues on the original questions, translated the revised questions, and then piloted the bilingual questionnaire on a sample group of 25 students. After administering the pilot questionnaire, I interviewed several students to get further feedback on the clarity of the questions.

After a final analysis and revision, I asked three colleagues to conduct the survey in their English classes. I decided to limit the scope of this study to foreign, native-speaker English teachers to control for possible differences in student expectations of foreign and Japanese EFL teachers' classroom behaviour and teaching styles (Ryan, 1998). Two of the three participating teachers were non-Japanese speakers, and the one teacher who does speak some Japanese does not use it in class. I also ran the survey in one of my own classes, in which Japanese is used.

All classes participating in the study were left intact, and there was no attempt to randomise or match groups, although the male to female ratio was approximately 1:1 in all classes. Six of the seven participating classes were required conversation-based courses, and were higher level classes (Levels 1 and 2 in a range of nine) as determined by the results of the Michigan placement test, which is taken by all students at JIU. None of the students were English majors; however, they were all in the Faculty of Humanities. Learners in these classes generally have a speaking proficiency of lower-intermediate to intermediate and are quite motivated to study English. While these students could be considered slightly higher than the "typical" Japanese university student, no further quantitative data could be gathered as the university administration did not release the Michigan scores that year.

I also chose to include one lower level class to contrast the results from the higher level classes. As it

この論文では、160人の日本人大学生が、外国人EFL教師の教室内における日本語使用に対する態度が検証される。程度の差はあるが、調査対象の91％の学生が二言語による援助を好んでおり、それらのうち、ほとんど学生が教育活動の間に援助が提供されることを望んでいることが示唆される。結論では、教室内でいかにより効果的な日本語による援助が行えるかの提案がなされる。

Figure 1: Student Survey

We are doing some research about what Japanese students think about teachers using Japanese in conversational English classes. We would appreciate your cooperation in answering the following questions.
英会話の授業（例えば、英語１B、２B、英会話等）において先生が日本語を使用することについて、皆さんの意見を聞きたいので、以下の質問に答えてください。なお、このアンケートは、皆さんのこの授業の成績とは関係ありません。名前も記入する必要はありません。

1. If you have a foreign teacher who can speak Japanese, do you think that the teacher should (Please check one):
   A: Never use Japanese　全く日本語を使わない。
   B: Use Japanese occasionally　ときどき日本語を使う。
   C: Use Japanese often　よく日本語を使う。
   D: Use exclusively Japanese　日本語だけを使う。
2. If you chose either B, C, or D, please tell how much Japanese you would like the teacher to use: (e.g., 20% Japanese/80%English).
3. If you chose either B, C, or D, please write some examples of when you think Japanese is necessary in class.
   B、C、Dのいずれかを選んだ人は、授業中のどのような時に日本語を使ってほしいか、具体的に書いてください。日本語で書いてもいいです。
4. If you have any reasons or explanations for your opinion in Question 1, please write them here.

turned out, the contrast was not as significant as I had anticipated, but this will be discussed further on.

A total of 161 surveys were collected, of which only one was unusable due to incorrect math on Question 2. The results of Questions 1 and 2 were tabulated and are illustrated in graphical form below. For Questions 3 and 4, surveys were coded until it became clear that there were no further major categories to be found, after which a total of four classes (88 respondents) were used as a representative sample.

Results of Survey:

Question 1: If you have a foreign English teacher who can speak Japanese, which language should they use is class?

Of the 160 surveys analysed, 87% of respondents indicated that they preferred the teacher to use Japanese occasionally in class (response "B" to Question 2). Only 4% preferred a significant amount of Japanese use in class, while 9% expressed a preference for an English-only environment. There was no support for a Japanese-only environment. These student preferences appear in Figure 2, with class levels and the total number of surveys collected per group indicated.

Responses to Question 1 were similar in most of the classes. The only exception was the Level 6 class, in which no respondents favoured an English-only environment, and the Level 2B class, in which 5 individuals chose the English-only option. Although the 100% preference for Japanese-language support in the Level 6 class is not surprising, there is no way to explain based on the available data why one third of the Level 2 class chose the English-only option, compared to an average of 8% in the remaining higher level classes. One possible explanation is that their teacher is highly successful at providing English-only instruction, so a greater percentage of respondents were able to follow the course content. An alternate explanation is that the linguistic level of the course content was not as challenging as those of the other Level 1 and 2 classes, resulting in a slightly higher-than-average percentile of students who did not feel the need for bilingual support.

Question 2: If you indicated that you would like the teacher to use Japanese in Question 1, please indicate how much Japanese they should use.

As virtually all students who indicated that they preferred some Japanese-language support chose option "B" in Question 1, the remaining analyses will focus entirely on these 140 respondents. As can be seen in Figure 3, the preferred English-to-Japanese ratio was similar for all of the " B" respondents in each group, with the average ratio being 4:1, English to Japanese.

Question 3: When do you think that the teacher should use Japanese in class?

Of a total of 83 questions answered from 88 surveys analysed, a total of 97 responses were coded into 6 categories:

Figure 2: Student preferences concerning bilingual instruction

Level & Class	1A	1B	1-2A	2A	2B	1-2 J	6A
Respondents	14	50	18	20	15	23	20
Only Japanese	0	0	0	0	0	0	0
Much Japanese	1	1	0	0	1	0	3
Some Japanese	11	46	17	19	9	22	17
Only English	2	3	1	1	5	1	0

Levels 1, 2 , & 6 from a (descending) range of 9 levels for entering students, based on Michigan test scores. Classes 1-2A and 1-2J were mixed level classes. All A and B Classes were taught in English only. In the 1-2J class some Japanese was used.

1. When we just can't understand (29)
2. To teach difficult words, grammar, sentences, and so on (24)
3. When giving important information about tests, homework and so on (22)
4. When giving long or difficult explanations about English (12)
5. When explaining lesson content or in-class activities (8)
6. When telling jokes (2).

With the exception of Categories 1 and 6, all of the categories specifically referred to what Lin (1988) calls *pedagogical interaction,* instruction and explanation, as distinct from *para-pedagogical interaction,* anecdotes, jokes, or other language functioning to promote social proximity with students. The teaching of specific linguistic items, explaining about English, and explaining about tests, homework, and classroom activities and objectives accounted for 68% of all responses coded. With the exception of two responses specifically mentioning the teacher's jokes, there was no explicit indication of students wishing teachers to use Japanese during para-pedagogical interactions. Perhaps this is because students do not perceive this kind of classroom interaction as being testable. It is, of course, possible that the 30% of students who would like teachers to use Japanese "when we just can't understand" were considering para-pedagogical classroom interaction, but this conclusion can not be drawn from the data at hand. In fact, all we can infer from this non-specific response is that these learners were not comfortable with classroom discourse that they could not understand.

Question 4: Do you have any reasons or explanations for your choice in Question 1?

Of 88 surveys in the sample, only 50 students gave an answer for Question 4. Most of these 50 responses fell into two broad categories: 44% of responses commented on the ideal amount of English or Japanese that should be used in class, and 54% of responses expressed the need for Japanese-language support to increase general comprehension.

With respect to the first broad category, student opinions could be summarised as "We would like the teacher to use only English, with just a little Japanese when we can't understand." One student wrote:

> This is an English class, and an English class with no English has no meaning. There's definitely a difference between a teacher who uses English and one who doesn't. It helps our listening, so it's best if a class is all in English. Of course, it's a problem when we just can't understand something, so at those times a little clarification in Japanese is helpful.

The other broad category is well represented by the following two comments:

> It bothers me as there are times when I just can't understand the teacher's explanations.
>
> When we are told things in English and we can't understand, and then we are tested on it, it's a problem, so a little Japanese is helpful.

That is, these respondents expressed concern that without some Japanese-language support they sometimes can't understand what they consider to be essential aspects of the lesson, for which they are held accountable.

Figure 3: Mean English-Japanese ratio preferences (total = 100%)

	Level & Class						
	1A	1B	1-2A	2A	2B	1-2 J	6A
E:J	87:13	76:24	81:19	78:22	88:12	72:28	77:23

Mean responses of those answering "Some Japanese" in Figure 2.

Issues of validity

As I pointed out earlier, this survey was meant primarily as a qualitative study of if and when students prefer bilingual support. There were, however, some validity concerns. The first, which became apparent following the data collection, was the potentially leading effect of the example percentages given in Question 2. As can be seen, the mean percentages given by respondents was 80% English to 20% Japanese—exactly the same as the example. Although my first thought was that students had been led by the question, there was adequate evidence that this was simply a coincidence. First, quantitatively, the range of responses provided by students in Question 2 was large: The lowest mean ratio was 66% English to 34% Japanese. The highest mean ratio was 94% English to 6% Japanese. The average standard deviation for all classes was 8.41. That is, student responses varied considerably within the range that one would expect from students who chose answer "B" to Question 1. Second, qualitatively, students wrote comments such as, "It's best [for the teacher] to use as much English as possible, but when there is an insurmountable problem, it's OK to use Japanese," which reflected the low to moderate amount of bilingual support desired. That is, these qualitative results were consistent with the quantitative results mentioned above.

I was also concerned that external validity might suffer from students' choosing answers in order to please their teachers: that my students might strongly support Japanese use because I normally use Japanese in class, or the students of the remaining teachers might strongly favour the English-only option as a reflection of their teachers' English-only approach. In fact, the results of Questions 1 and 2 do not show any apparent differences between my class (1-2J) and the other classes. This does not, of course, mean that no reactive effect was present, and a more controlled

study could reveal some pattern. As far as this small-scale, qualitative inquiry reveals, however, any reactive effect, if present at all, was minimal.

Implications

The results of this survey indicate the amount (quantity) of bilingual support that these university students feel they need to make EFL instruction more comprehensible (quality) in areas involving pedagogical activities (condition).

Quantity: Students prefer teachers to provide bilingual support, provided the primary language of instruction is English. This may even apply to students who indicate that they prefer an "English-only" environment.

Both relatively high level and low level students prefered some degree of bilingual support in EFL classes. There was, however, a very clear message from each that such language support should be limited.

There was also ample evidence that student conceptions of an English-only classroom are different from the definition commonly understood by teachers. For teachers, "English-only" means that all instruction and classroom language is in English, with an emphasis on strategies to eliminate the need for Japanese. For many students, however, "English-only" seems to mean something like "English-only except when we can't understand." For example, one student surveyed checked "Never use Japanese" in Question 1, and then went on to explain:

> Of course it depends on the level, but if we know our teacher understands Japanese, we stop trying to use English, but when we can't understand a word, or if there is something which is difficult to express in English, at those times I think a little Japanese is OK.

Thus, I believe for students who have come from a Japanese-based high school English program, a class which is conducted primarily in English is, for all intents and purposes, an English-only environment.

Quality: Teachers should use Japanese to help scaffold student understanding. That is, to make existing input more comprehensible.

As Weschler (1997) points out, the time a student spends in class is only a fraction of the time necessary for a person to gain even a moderate degree of fluency in a second language, and that "this is especially true if the teacher wastes half that time by limiting input to incomprehensible messages in the target language" (p. 2). The results of this survey reflect Weschler's argument: Students indicated a need for limited support to help them understand classroom language. It would seem that the students were aware that being in an English-only environment is a waste of time if they cannot follow what is happening in the class. Timely use of Japanese-language support can help students "tune in" to the message of the class when they are lost, and therefore make a greater percentage of the input they are receiving comprehensible.

Condition: Bilingual support should be aimed first and foremost at pedagogical activities. When asked to identify areas where Japanese-language support is most needed, the majority of respondents specifically indicated the need for support during interactions such as explaining specific language points and making sure that students understand what is expected of them on tests and homework. Almost no specific mention was made of para-pedagogical uses of Japanese (cf. Lin, 1988). This does not necessarily mean that students always want non-pedagogical interactions in English, but it does mean that students consider pedagogical interaction as being most in need of bilingual support. The students mentioned the following specific areas where teachers could provide bilingual support either through timely use of Japanese or bilingual handouts:

- to make lesson objectives, and the criterion for success in the unit of work clear to all learners.
- to support new vocabulary to be introduced in class.
- to support linguistic or cultural explanations.
- to explain any points concerning tests or homework where non-comprehension would cause a student to be disadvantaged.

It is important to stress here that students only request bilingual support within a class which is conducted primarily in English. This balance can be difficult to achieve, particularly for bilingual teachers who have little difficulty code-switching themselves. One way of maintaining this balance is to tape oneself during a class and then use the tape as a source of feedback. Teachers may be surprised to find that they spend more time in the L1 than they would care to admit.

Conclusions

This study was a first step in understanding the attitudes toward bilingual support of the participants, and by extension, the attitudes of similar groups of Japanese university-level EFL learners. More experimental research will need to be done, however, to elucidate the effects of level, gender, major, type of university, class size, etc. on attitudes toward bilingual support in university contexts, as well as for other learner groups.

For this particular group of learners, the results were unambiguous: 91% of students indicated a preference for some degree of bilingual support in English classes, with a majority specifying pedagogical interaction as the most appropriate place for that support. This means that while non-native Japanese teachers who can speak Japanese should feel confident that their bilingual support is appreciated, they also need to be conscious of the quantity and conditions under which that support should be given. For teachers who cannot speak Japanese, the qualitative results offer guidance

CRITCHLEY, cont'd on p. 3.

A Technical Writing Course Aimed at Nurturing Critical Thinking Skills

Masao Kanaoka
Kagoshima National College of Technology

Designing effective technical documents requires insightful and well-designed thinking strategies. Experienced writers—usually good problem solvers—practice critical thinking to identify the problems arising out of conflicting goals and agendas. Problem solving starts with problem finding (Flower 1994), and critical thinking plays a vital role in achieving the resultant writing goals. This article describes the function of critical thinking and its practical application in a technical writing course in an occupational setting. A solid understanding of critical knowledge will enhance novice writers' capability of handling problems and making appropriate decisions.

Critical Thinking in a Complex Society

While critical thinking is the subject of some of our oldest pedagogical studies, the dialogues of Plato, recent literature on critical thinking begins with Bloom's taxonomy in 1956. He classified critical thinking into six categories: knowledge, comprehension, application, analysis, synthesis, and evaluation (Halonen 1995). Since Bloom's taxonomy, many definitions and descriptions of critical thinking have appeared in a variety of occupational contexts. Nevertheless, they tend to have common or overlapping characteristics: Kuhar (1998) simply states that critical thinking is "thinking about thinking" (p. 80). Carole Wade (1995) defines it as "the ability and willingness to assess claims and make objective judgments on the basis of well-supported reasons" (p. 24-25). According to Angelo (1995), most formal definitions characterize critical thinking as "the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation" (p. 6). Rather than fastening onto a single prescriptive definition, Paul (1990) suggests we remain open to wide-ranging conceptions of critical thinking, since the concept is so complex in our increasingly complicated society.

In higher education, Glen (1995) claims preparation in critical thinking is essential for "true autonomy" in such a society (p. 170). He explicitly calls for introducing and exploring self-motivation and creativity-based critical thinking in the classroom. If, as its etymology suggests, a liberal education is an education suitable for free persons, we need to develop pedagogies enabling our students to acquire critical knowledge as the backbone of their "intellectual maturity" (p. 170). Higher education, as Glen suggests, usually involves bringing a student to the front line of current social discourse in a given, particular discipline. The nurture of each student's critical knowledge, on the other hand, demands a flexible and wide-ranging educational setting, mindful of a variety of social and political forces. Ever-changing social, economic, and political situations require higher-order practical thinking skills.

While fast-growing technology helps our society become more informed, it demands enhanced critical knowledge to make well-informed decisions: the power to identify and analyze problems, generate ideas, and distinguish accurate from flawed information sources in the daily blizzard. In the US, for instance, the Scholastic Aptitude Test (SAT) now includes not only reading and math but critical thinking skills, and President Clinton has called for new ways to assess such skills in schools. In an interview at the 6th International Conference on Thinking, at the Massachusetts Institute of Technology, Robert Swarts, University of Massachusetts Boston psychology professor explains: "If you make a choice and can't come up with reasons for that choice, or if the choice leads to a lot of negative consequences, it's easy to judge that it wasn't a good choice" (Academics, 1994). The quality of thinking, particularly in higher education, must be evaluated based on critical knowledge (creativity, self-motivation, well-reasoned argument for good ideas, and insightful judgment) to establish intellectual autonomy.

Cognitive and Metacognitive Components of Critical Thinking

Critical thinking involves both *cognitive* and *metacognitive* elements. According to Hanley (1995), cognitive skills take information, data, as their object: they encode data, transform, organize, integrate, cat-

効果的な専門文書をデザインすることは、洞察に満ち、かつよく構造化された思考ストラテジーが必要とされる。経験を積んだ書き手- 通常は良き問題解決者- は、矛盾した目標や計画から生じた問題を同定するために、批判的思考を行う。問題解決は問題探査から始まり、批判的思考は文章の目標を達成するために重要な役割を果たす。この論文では、批判的思考の機能と、職業的な場面における専門作文コースでの実践的な応用を記述する。批判的知識の確固たる理解は、初心者の書き手が問題を操作し、適切な決定を下す能力を高めることができる。

egorize, store, and retrieve them: familiar examples are the 3 R's, outlining, memorizing, recognizing and recalling, following a method or algorithm.

Metacognitive skills, however, are skills in monitoring and controlling one's own mental processes and states of knowledge; that is, they take as their object the cognitive skills themselves: "Metacognition is the awareness, monitoring, and control of one's cognitive processes" (King, 1995, p. 16). For example, Kuhar (1998) mentions two components: "identifying and challenging assumptions" (p. 80). We might add examples like weighing and assessing our judgments, choosing among heuristics or methods of problem-solving, judging whether one's unaided skills are sufficient to the task, whether more research or a new approach is necessary. In short, metacognitive skill involves the deliberate control of what to think about and how to think in order to maximize progress and minimize error.

While this theoretical distinction may aid planners of critical thinking curricula, in practice, cognition and metacognition are intertwined: Even as a strictly cognitive process, critical thinking is *recursive*, in that students discover problems, make inferences, reach tentative conclusions, then apply their cognitive skills to their own conclusions as new problems in turn, as they approach their goal. Underwood and Wald (1995) point out that critical thinking, knowledge, and skill are all interdependent. As we will see, those activities that Hanley calls "cognitive" often have a metacognitive dimension as well.

In technical writing, for example, writers need to recognize the importance of audience awareness. And they need to recognize the gaps between that inferred cognitive state and their own. This metacognitive skill plays a crucial role in the cognitively appropriate identification, discovery, encoding, and organizing of information. If they fail to identify the audience level, their writing usually misses the target, communicates with no specific purpose, and fails to meet the audience needs. This applies to most business and technical documents. Writers in the workplace, for instance, take *deliberate approaches* to *audience analysis* (individual-to-group level, needs, current problems, possible adverse effects, etc.) while *collecting* information and *comparing* with the past records. In doing so, they *find problems* (in the past, the current, and prospective in the near future), *develop* practical *assumptions* and finally *make* well-assured *decisions* to attain the goal. Metacognitive and cognitive critical thinking reciprocally reinforce each other throughout.

Enhancing Critical Thinking through Case Study Writing

The terms *case study* and *discussion method* are often used interchangeably for role-plays, written exercises, and other realistic simulations (McDade, 1995). *Case study* refers to the use of a case (a written description of a problem or situation) to present a problem for analysis; *discussion method* focuses on the process of the pedagogy—the method of facilitating a structure or preplanned discussion for students through analyzing a piece of material. A case is "a story about a situation that is carefully designed to include only facts arranged in a chronological sequence" (McDade, 1995, p. 9). The function of a case study is to create realistic laboratories in the classroom to apply research skills, decision-making processes, and critical thinking abilities.

In teaching technical writing, case study pedagogy is useful in nurturing what McDade calls "first-person analysis": identifying the sources and nature of conflicts and the dynamics of behavior, preparing solutions, anticipating and assessing possible results through decisions and actions (p. 9). Students design and apply theoretical constructs in a recursive, empirical manner, going back and forth between theory and practice. The more realistic the occupational setting—business title, assigned job, specific audience current business and technical constraints at workplace, etc.—the more sophisticated and strategic the students' self-motivation, self-insight, and critical knowledge will become. As a professional education course, technical communication seeks situations which emphasize hands-on writing and problem-solving skills. Consequently, the quality of case pedagogy, especially in professional courses, depends on the extent of the instructors' discourse-minded preparations—how practically and realistically occupational settings can be presented in the classroom.

The benefits of case studies can be summarized as follows:

- Emphasizing the process of analyzing information.
- Contextualizing understanding.
- Identifying and challenging assumptions.
- Imagining alternatives and exploring them for strengths and weaknesses.
- Promoting integrated learning by incorporating theory into practice and practice into theory.
- Developing critical listening by listening to diversified thinking processes of others.
- Developing and testing theories of audience and organization function.
- Learning cooperatively—teamwork, job, and collaborative learning, working together in small groups and in the classroom to solve problems, then to serve the most goals.
- Experiencing, exploring, and testing alternative ways of thinking.
- Considering different perspectives as various team members present ideas, analyses, and solutions beyond the reach of any single writer.

The case study method will ruin itself, however, if it oversimplifies problem solving, provides inadequate guidance for its social dimensions, or ignores its highly

conflicted nature in everyday life. Bernstein (1995) concludes that any theory of problem solving or critical thinking as an aspect of problem solving "must be grounded in a more socially based view of knowledge and cognition" (p. 23). Problem-solving does not take place in a social vacuum.

For example, written assignments stimulate classroom writers to enhance their active learning spontaneously, but only if they are designed with care: Wade (1995) suggests that writing is an essential ingredient in critical thinking instruction, since it promotes greater self-reflection and the taking of broader perspectives than does oral expression. But for writers to get their full benefit, consequently, written assignments must leave time for reflection and careful consideration of reasons for taking a position or making an assertion. Writers need enough reflective time to (a) examine evidence (b) avoid personal and emotional reasoning (c) avoid oversimplification.

(Wade actually lists more criteria for critical writing but acknowledges the limitations of working memory and realistic achievement in a semester course that must also cover basic content: (a) ask questions and be willing to wonder, (b) analyze assumptions and biases, (c) examine evidence, (d) avoid emotional reasoning, (e) avoid oversimplification, (f) consider alternative interpretations, and (g) tolerate uncertainty.)

In examining evidence, students need to appreciate the difference between evidence and speculation and to recognize that ideas and opinions may vary in validity according to the strength of evidence. One approach is to show students a variety of print or online materials or audiovisuals to cite as evidence. To discourage oversimplification, or overgeneralizing from limited data, ask students to look for competence gaps in work performance: For instance, what are the points of distinction between pieces by writers accustomed to high-tech writing and those who are not? Or between experienced writers and novice ones working on the same project? They will soon grasp that fact-based reasoning, not emotionally-tainted opinions or speculation, results in superior argumentation and decisive conclusions.

Internet Writing Assignment in My Tech Writing Course

In my technical writing class, I provide science and technology news from the Internet. Most stories are related to daily life technologies such as automobiles, electric appliances and computers and focused on Japanese industries. In a bid to stimulate the students' critical thinking activities with their accumulated information and knowledge of technologies, I usually prepare two opposite stories—for example, one success story and one failure—in the same business field. Through the Internet, for instance, I picked up a successful cost-cutting and energy-saving story of the Honda of America Manufacturing (HAM) plant (Honda, 1999). Meanwhile, I presented a news article covering the sluggish business performance by a Honda arm in Thailand. Juxtaposing these opposite stories helps students recognize the critical, distinctive and decisive points in technology and business management: finding and analyzing major problems and their source or nature. Referring to the data provided in the stories, my students examine numerical evidence and related facts and are further encouraged to assess evidence critically, avoid oversimplification, or emotional or personal speculation.

I urge my students to work on a purpose analyzer—a sheet with four critical questions in writing—to clarify each student's thoughts on the paper. (See figure 1.)

Figure 1

Before writing, use the Purpose Analyzer to clarify your thoughts:

Purpose Analyzer

1. Why are you writing?
   —Can you specify your writing goal?
2. What do you want to accomplish with your writing?
   —To inform, persuade, share experience, or what else?
3. What action do you want your readers to take after their reading?
   —Taking up a new action, reflecting on experience, or what else?
4. What challenge do you hope to bring about?
   —Readers will adopt your proposal; they will change their ideas and behaviors; or what else?

This is quite helpful in designing goal-directed statements of purpose which often appear in the opening paragraphs of technical reports. Finally I give them some writing assignments in a related case:

> Honda's head office in Japan is thinking of closing down its Thailand factory if it cannot drastically improve its cost-cutting efforts, including energy saving. The staff in Tokyo cite HAM's drastic energy reduction as something applicable to the Thai plant. As a staff member at the Tokyo office, your job is to write an informal technical report that eventually urges the Thai factory to follow HAM's successful energy-cutting strategies.

Here is the overall problem-solving writing process to achieve the writing goal—designing a short technical document under a case:

- Make a digest of the Internet news (Honda of America Manufacturing's energy- saving story) then understand the whole text.
- Check technical terms and mark the parts related to this writing assignment.
- With the Purpose Analyzer clarify the writing goal.
- Design a short technical report with an argumentative statement of purpose.

Assessment of Critical Thinking and Writing

It is difficult to evaluate each case-assisted writing assignment as a whole unit. I instead try to focus on each student's goal-directed critical thinking strategies that can be recognized through the paper. My evaluation therefore emphasizes the critical, logical and argumentative context armed with scrutinized evidence rather than writing with few mechanical errors or various information just listed to support the student's ideas. To this end, it might be useful to ask the students to submit diagrams describing the dynamics of their critical thinking processes from the initial information gathering level to the final decision making stage. Consequently, such evaluation can lead to good writing. "Good writing is a process of thinking, writing, revising, thinking, and revising, until the idea is fully developed" (Franke, 1989, p. 13). In other words, writing is not a static thing but a rapid changing technic (Mathes and Stevenson, 1991). Writing must be a challenge for the nurture of our critical knowledge and intellectual maturity.

Conclusion

Through the case study writing assignment, my students in technical writing course recognize the importance of critical thinking and problem solving activities. Most students, as a result, claim that they have understood the mission of technical writing as a reader-centered written communication. In fact, writing must be a metacognitive act aimed at identifying the writing goal with a clear-cut rhetorical situation. In this sense, critical thinking is the key to a successful problem-solving strategy.

Critical thinking, starting from "thinking about thinking" (Kuhar), plays a vital role in professional writing. Because of its solid link with ever-changing science and technology, technical communication requires us to earn advanced problem solving skills. The more developed information technological society we have, the more sophisticated critical knowledge and intellectual maturity we need to assess and cope with various problems arising from our complex society. "The ability to think clearly about complex issues and solve a wide range of problems is the cognitive goal of education at all levels" (Pellegrino, 1995, p. 11). To this end, case study helps novice writers—unfamiliar with how to solve problems in an occupational setting—develop their goal-directed critical processes. A case, however, needs to be designed within a realistic occupational setting. A major role of using cases, especially in a technical writing course, is to empower the students' problem solving skills, including information gathering, data analysis and evidence examination. Writing assignments therefore need to be carefully designed without ruining the case study benefits aimed at fostering critical knowledge. "Writing is a problem-solving activity—response to a rhetorical situation where problems arise out of conflicting goals and agendas" (Flower and Ackerman, 1994, p. 17). Consequently, the final goal of critical thinking and case study writing is to make students good questioners and good thinkers. When attaining this goal, students will be able to make their thinking visible not only to others but to themselves.

Further Developments

The appearance of interactive technologies and telecommunications, like the Internet, digital cameras, computer graphics, satellite-assisted communication networks, etc., has brought extensive opportunities to change the conventional text-based linguistic communication style. As thinking tools, these pictorial and graphic media would be integrated into the new development of critical thinking strategies. In fact, Pellegrino (1995) notes that this challenge has already began in technology education:

> Teachers at all levels of education need to encourage their students to use multiple-representational strategies and explore new ways of thinking, such as switching back and forth from linguistic to visual-spatial representational displays. If we do not teach our students how to master these new "media of thought," they cannot benefit from the multimedia, interactive technology that is increasingly being developed and used. (p. 11)

As Pellegrino suggests, technology lets us focus on the logic of what we are doing rather than keep track of all the details. Our thought, in both memory capacity and its conscious manipulation, is severely limited. Technology therefore has been developed partly to facilitate and extend our problem solving strategies. This is the crucial point of technology-assisted critical thinking instruction:

> Students need to be explicitly taught how to use technology to relieve complex processing demands so that they can focus on finding solution paths, instead of using their limited information-processing resources to maintain information in working memory. (p. 11)

As a result, in critical thinking class, the instructor's knowledge and the capability of new technology will need to be emphasized as new criteria in pedagogy.

In addition to case study, several approaches are available in teaching and modeling thinking processes. The discussion method urges students to make their ideas visible by sharing their thinking paths with the teacher and classmates. Like case study, the learning outcomes will be focused less on the facts than on thinking processes and problem solving strategies. Similarly, the conference-style method supports students' critical thinking skills in an interpersonal context, in which they consider the interrelations among their thoughts and those of others. In the conference method, students need to read assigned materials,

KANAOKA, cont'd on p. 37.

Music in the Classroom:

Uniting Folk Songs and Holidays for Interesting Variety

Leslie Miller
Pusan University of Foreign Studies

Music touches all of us in fundamental ways. It awakens interest, evokes emotion, and stimulates the imagination. Music stirs memories, banishes boredom, and creates a harmonious atmosphere in the classroom. With all of that going for it, imagine how useful it can be for a class that is studying English as a foreign language. In this article I give a brief overview of music in the classroom, then discuss the fruitful pairing of folk music and holidays in some detail. Finally I discuss ways of presenting songs for learning, and as an appendix offer an annotated list of some useful resources for teaching language through song.

Music in the Classroom

Music and rhythm help with memorization. Isn't it easy to remember the alphabet song or *B-I-N-G-O* from your own childhood or English study? Probably everyone who has ever studied a foreign language, if they remember nothing else, can still sing the first song they learned in that language. Music and rhythm are effective techniques for vocabulary acquisition and phonological learning (Medina, 1990; Karimer, 1984).

Songs naturally introduce pronunciation, grammatical structures and idiomatic expressions of the language.

With proper selection, songs can be used at any level of language skill. *B-I-N-G-O* works well with the smallest children, whereas *Starving to Death on a Government Claim* might be best held in reserve for more advanced students who have had some work experience so they can empathize with the farmer in the song.

Children, especially, sing while working or playing, but the prevalence of sea chanteys in the American Northeast and farmers' songs in Japan show that this practice is not restricted to the young. Even such simple things as nursery rhymes help language and speech development because of pitch awareness, dynamics, tempo and meter (McCarthy, 1985). Since they are often highly repetitive and melodically simple, action songs help to build good listening and speaking (or singing) skills which, in turn, aid clear and effective reading ability.

Teenagers are of course attracted to music, as well. They spend a lot of time listening to popular music, on TV or with personal cassette or disc players. Capitalizing on this interest, Murphey (1987) has developed a number of music related activities for an international sports and language camp in Switzerland. He includes the study of music appreciation, group and individual reports about musicians, and reports about the music industry.

The teacher who uses music can also take advantage of the affective aspects of group singing. It lowers the walls between people, subdues competitive instincts, and builds camaraderie in their place. Even students who are very shy, who may never sing above a whisper, are still participating in the class activity, still belong to the group and contribute to its song.

One variation of singing is choral reading. A chant, a poem, or a song without music can be used. McCauley and McCauley (1992) note four factors affecting children's language acquisition that are enhanced by choral reading: (a) a low-anxiety environment, (b) repeated practice, (c) comprehensible input, and (d) drama.

Interest and motivation are enhanced through the use of music in the classroom. A well-prepared lesson with a novel approach can be much more vivid, thereby more memorable, for the learner. Many different kinds of music have been used in language classes, including classical, pop, rock, rap and jazz. One especially suitable musical form for language teaching is folk song.

Students who sing are involved in enjoyable exercises in pronunciation, vocabulary, language structure, and rhythm. Students who sing folks songs are also connecting with cultural messages: the hopes and frustrations, joys and sorrows, history and values, even geography of the people and land they sing about.

Teachers who want to include a multicultural dimension to their classrooms will find that using American folk songs, for example, in their lessons can convey a sense of the many cultures which American culture comprises while teaching the English language.

(In this paper I discuss the holidays and songs most familiar to me—those of the United States and North

歌を歌うことは語学学習者にとって、発音、語彙、構造、リズムを練習させるために非常に有効であることはよく知られている。歌は年齢を問わず、学習者にとっては魅力的であり、興味深いものである。特に、フォークソングは、文化的なメッセージを伝え、多文化的な側面を教室でのディスカッションや作文に持ち込むことができ、そしてより深い世界の理解が可能となる。しかしながら、いかに実りの多い方法で教室で歌を紹介することができるのだろうか。筆者は祝祭日とフォークソングを構成要素として統合することを提案する。教室内での使用例は、合衆国の学校歴に基づいている。歌詞の素材も紹介されている。

America. But readers no doubt will find it easy to substitute comparable themes, holidays, and songs from other countries. A topic for another paper could be "Throughout the year, throughout the world: Thematically linked folk songs and holidays of many nations.")

Folk music, in particular, accommodates the dimensions of history and culture that holidays introduce. It provides many opportunities for discussion and cultural awareness. And it is usually easy to sing or play.

Folk music has been defined as music, instrumental and vocal, which has become so much a part of the heritage of a group or nation that there is a feeling of common ownership, whether or not the composers are known (Daly, 1987). As a carrier of a group's culture, folk music is an ideal medium for introducing cultural referents into the EFL classroom. Additional characteristics of folk music are that it is (a) representative of a group, (b) functional: recording history, expressing emotion, helping people work or play, and telling a story, (c) orally transmitted, (d) simply constructed, and (e) prone to change and variation. These are all traits that make it suitable for the classroom, especially the last.

American folk songs have not just originated on the North American continent, but come from all over the world. The goals, motives, outlooks, and traditions of a people are mirrored in their music, and immigrants brought their music with them to America. Some of these have then become characteristic of regions where they settled: French Acadian influences in the South, English ballads common in the Northeast and Appalachia, and Latin influences in the music of the Southwest. African rhythms and music forms have spread across the continent in spirituals, jazz, and the blues.

While folk songs carry these general impressions of a people, they also focus on common men and women. When students sing these songs they "step into the shoes of the people they sing about." (Seidman, 1985). The songs provide insight into the values of the people who sang them, whether long ago or more recently.

Folk songs are also historical documents, they preserve a memory of working conditions, the trials and triumphs, the hopes and hardships of their originators. As Ames (1960) observes, however, songs may contain a mix of humor, bitterness and pessimism that hide heartache behind the laughter. That' s a rich field of discussion ready for plowing by the enterprising language teacher.

Every section of the country has its own songs that can be used to introduce regional differences to learners. Geography, history or occupations can be addressed through regional music. Other songs take in the entire country and express the love and pride that Americans have for their nation. *America the Beautiful* and the more popular verses of *This Land is Your Land* (originally a protest song) are two that voice these emotions particularly well. Let your students take one of these and rewrite it for Japan. How about *"This land is your land, this land is my land, from Fujiyama to Okinawa, from Nagano's forests to Sakurajima , this land was made for you and me"*?

Holidays as an Organizing Factor

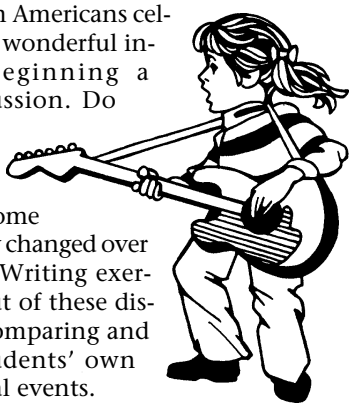
For teachers who may need to explain their methods and choices of lesson material or may wonder how to use and organize music, here are some suggestions and some organizing ideas.

Holidays provide a very natural reason for introducing music into the EFL classroom. They are celebrated for a variety of reasons, religious and secular. They provide diverse perspectives on life and death, work and leisure. If highlighted at their appropriate time during the year, their intermittent appearance helps keep interest high and builds excitement.

Holidays are an appropriate time to do something different, something special. Holiday celebrations can alter the school schedule and raise a number of questions for the non-native student. What is this holiday all about? Why do people recognize this particular day? How is it celebrated? Are there any special gifts, ceremonies, clothes, food, music associated with it? What meaning does it have for individuals?

Questions like these can be addressed through discussions of the songs used to recognize each holiday. If there is no traditional music for a particular holiday, you can use music that ties into an appropriate theme. For example, the birthday of Martin Luther King, Jr. has only recently been established as a national holiday so it has no music traditionally associated with it. However, it brings to mind the plight of the African slave who was brought to America, the long struggle to gain freedom, the civil rights movement of the 1960s, and the ongoing effort to eliminate racism in America. One or more of these ideas can be targeted for classroom discussion.

Vocabulary lessons and spelling exercises naturally evolve as lyrics are introduced to the class. Grammar points can be highlighted, as well as poetic style. You can easily extend a lesson into related themes, for example, explore idioms that come from baseball after singing *Take Me Out to the Ball Game,* or geography after singing *This Land is Your Land*.



Exploring how North Americans celebrate a holiday is a wonderful introduction for beginning a multicultural discussion. Do other countries have similar holidays? Where did the American holidays come from? How have they changed over time and location? Writing exercises readily flow out of these discussions: perhaps comparing and contrasting the students' own holidays or historical events.

Holidays provide the teacher with a wide spectrum of topics to choose from, and a variety of approaches to the topic. They allow someone to dip into the pool of history at critical times or at interesting turning points: discovery, settlement, the Revolutionary War, the Civil War, the civil rights movement. Folk songs can give a glimpse of life through many eyes: children, farmers, cowboys, patriots, slaves and protesters. They can cover the territory from sea to shining sea.

Everyone looks forward to a holiday. Students, in particular, look for a break in the routine, and their natural curiosity can be used to enhance music-centered lessons when tied into the calendar.

Holiday Suggestions

Listed below are some selected American holidays in the order they occur in the school calendar. (The school year begins in the Fall and ends in late Spring.) Some possible themes and accompanying songs are suggested as examples. Usually, a class can handle one or two new songs at a time, so don't use all the songs at once. Learn some ahead of time, or build your repertoire over the years. Some additional ideas pertinent to that day or topic are given.

Labor Day—First Monday in September
In the United States, most schools begin right after Labor Day in Autumn. It's the unofficial end of summer, celebrated mostly as a day off from work, a last weekend for going to the beach, and the last big day for picnics. The original idea of honoring laborers is slowly being lost.
Theme: work ethic in America.
Songs: *Pop Goes the Weasel; I've Been Working on the Railroad; Drill, Ye Tarriers, Drill; Starving to Death on My Government Claim.*

Columbus Day—Second Monday in October
Themes: U.S. geography, love of country, Italian-American culture.
Songs: *This Land is Your Land; America the Beautiful*

Thanksgiving—Fourth Thursday in November
Theme: history, religious values
Songs: *My Country' Tis of Thee; God Bless America*
Other: The Pledge of Allegiance to the Flag; "In God We Trust" printed on all money.

Christmas—December 25
Theme: family values
Songs: *Over the River and Through the Woods; Santa Claus is Coming to Town; I'm Dreaming of a White Christmas; Rudolph the Red Nosed Reindeer*
Other: *The Night Before Christmas,* traditional story.

Martin Luther King, Jr. Birthday—Third Monday in January
Theme: African American history, civil rights, protest and the ability of people to change the government.
Songs: *Many Thousands Gone; Swing Low, Sweet Chariot; We Shall Overcome*
Other: Martin Luther King' s speech "I Have a Dream," Lincoln' s Gettysburg Address

President's Day—Third Monday in February
Theme: History of the Revolutionary War, democracy, freedom
Songs: *Yankee Doodle*
Other: The Bill of Rights, Preamble to the Constitution. The Declaration of Independence

Memorial Day—Last Monday in May
Theme: history of the Civil War, remembrance of the dead
Songs: *Dixie; Battle Hymn of the Republic*
Other: The Gettysburg Address by President Abraham Lincoln

Independence Day—July 4
Theme: independence, love of country, summer activities
Songs: *The Star Spangled Banner; Take Me Out to the Ball Game*
Other: The Declaration of Independence

Getting Started in Your Classroom

To introduce the novelty of singing in school, begin singing with the class for a while before you try a lesson plan based on music. Start with an occasional song at the end of the week, either related to a topic or just for fun. Once the class is accustomed to the activity, and have a small repertoire of songs they enjoy, they are ready to turn their attention to more of the meaning that can be gotten out of a particular song. The novelty won't overwhelm the content and you can move fairly smoothly into the lesson with less distraction.

Lessons can follow a common format, whatever their theme and treatment. Begin with a song or two, clear up vocabulary and expressions, then sing them again a couple of times to become more familiar with them. Following that, work with whatever material has been prepared (culture, history, geography, values, expressions, reading, writing, discussion, etc.), and finish with a song.

If students already know one song, add another, but don't overload the class with new material: two new songs is plenty. Sometimes, it doesn't take much to frustrate slower learners and they may just hum along instead of singing the words, so watch how they' re doing.

Non-musicians need not be stymied in their desire to use music in their classrooms. In fact, Cox (1991) says that "students prefer that I murder the song in front of the class for them. . . . The worse I sing the more I captivate my audience." The aim, however, isn't to be an entertainer, but to get the students actively involved. The main point is to sing with them, not to sing to them.

If you don't play an instrument, use recorded music. One of the advantages of recorded songs is that they have a much fuller sound than you can produce alone in front of the class. One of the disadvantages of recorded music is that you don't have the flexibility to vary the tempo, slowing down on difficult passages and speeding up as students get comfortable with the chorus. Perhaps you have old records laying around, or students might be willing to loan ones they have. Tapes of old songs are often fairly inexpensive in big music stores. Here again folk songs have an advantage; most are in the public domain, so cheap but fully adequate generic recordings are plentiful.

If you know someone who plays an instrument, record the music before class. Record it twice, first at the normal tempo, then at a slower one. In class, listen first, reading along with the words at the normal tempo. Then use the slower tempo to learn and practice. Finally, it's easy to rewind to the beginning and sing it up to speed.

Perhaps you could get a musician to come and help you, a guitarist or someone who plays a banjo, saxophone, electronic keyboard, or any other portable instrument. There may be music students in your school who could come in during their free time. Make arrangements with the music teacher to give them extra credit.

Better yet, learn to play the guitar yourself. It's not really a matter of talent, it's more a matter of nerve. Learning a few simple chords and a couple of rhythmic strumming patterns allows you to play hundreds of songs, and they can be mastered in a few weeks. Setting the rhythm, pace and tune is the main thing.

Whatever your source of music, be sure to include sufficient repetitions when introducing a song. Think how many times you hear a song before you feel comfortable with it. On the other hand, don't beat it to death with too much practice. Three times through is usually plenty. Remember, you can use the songs anytime, so you'll get more practice as time goes on.

Put the words on big sheets of paper and post them at the front of the room. That's better than individual song sheets, because then everyone has their chin up for singing, and eyes up front where the teacher can monitor progress. Make individual song sheets for later, when you've got a repertoire to work with.

Do the vocabulary work at the beginning, in the middle, or at the end, wherever it's most appropriate for the song and lesson. Vary it to keep things fresh. Try a fill-in-the-blank sometime, letting them listen for the words you sing, or have them add their own words.

Add gestures of one kind or another to add to the fun, and to the learning. People have different learning styles, so motion is particularly appropriate for tactile learners. Besides, everyone enjoys the opportunity to move around a bit.

Folk music and holidays, what a wonderful combination for language learning and cultural awareness: Build up your nerve and try it in your classroom, you're sure to be pleased with the results.

References

Ames, R. A. (1960). *The story of American folk song*. New York: Grosset & Dunlap Publishers.

Cox B. (1991). "Comma comma." Letter to The Round Table: Words and music in the English classroom. *English Journal, 80* (8), 77.

Daly, C. L. (1987). Integrating social studies and folk music: Resource guide 3. Albany, New York: New York State Education Department. (ERIC accession number: ED 287 784).

Karimer, L. (1984). Can Southeast Asian students learn to discriminate between English phonemes more quickly with the aid of music and rhythm? In *Language key to learning. Selected papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/ Bilingual Education*. (12th, 1984. Vol. V. pp. 41-48). (ERIC accession number: ED 263 783).

McCarthy, W. G. (1985). Promoting language development through music. *Academic Therapy, 21* (2), 237-242.

McCauley, J. K. & McCauley, D. S. (1992). Using choral reading to promote language learning for ESL students. *The Reading Teacher, 45* (7), 526-533.

Murphey, T. (1987). English through music: Singing TPR, walking labs, & music matter. Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language. (21st, Wetende, Belgium, April 12-14, 1987). (ERIC accession number: ED 287 292).

Seidman, L. T. (1985). Folksongs: Magic in your classroom. *Social Education, 49* (7), 580-587.

Some Useful Resources

Hyman, W. & Diefenbacher, L. (1992). *Singing USA: Springboard to culture*. Boston: Heinle and Heinle Publishers. A textbook with eight detailed lesson plans including two songs each, vocabulary exercises, and discussion questions. They are appropriate for listening and speaking, and for cultural awareness components of an ESL class.

Griffee, D. (1992). *Songs in action*. Englewood Cliffs, New Jersey: Prentice Hall. A book that gives 76 suggestions, rather than details, for vocabulary, listening, singing, writing, and discussion exercises in the language class.

George, L. (1976). *Teaching the music of six different cultures*. West Nyack, New York: Parker Publishing Company. This book provides a number of lesson plans for introducing the music of six American subcultures. Although this book was written for music teachers and music classes, it has many useful ideas that can be used in the language class.

Internet Resources

The International Lyrics Server Search Page.
www.lyrics.ch/search.html

All-Music Guide
www.allmusic.com/index.html

Billboard Online
www.billboard.com/

Grendel' s Lyric Archive
homepage.seas.upenn.edu/~avernon/lyrics.html

The Ultimate Band List
www.ubl.com/

University Students' Perceptions of Pair Work Tasks

Peter Burden

Teachers have for many years used pair work as a panacea for large classes and the accompanying problem of individual speaking time. Long and Porter (1985) outline some arguments for pair work, noting that it gives students greater practice opportunities and allows students to escape from traditional teacher-fronted lessons where the teacher often asks questions to which the answer is already known. It also individualises the lesson, as the student is away from the public arena and is thus free to speak without inhibition with classmates rather than practicing language for its own sake. Slightly more complicated is the claim that pairwork involves negotiation of meaning or communicative consensus which leads to grammatical learning: Arguing that "attentiveness and involvement" are necessary for successful communication Gass and Seliger (1991) maintain, "It is precisely active involvement that is the facilitator of communication in that it charges the input and allows it to penetrate deeply" (p. 219).

However, do our students share our enthusiasm for the pedagogical and psychological raison d'être for pair work, or do they see it in such terms as the chance for the teacher to have a rest from doing the talking? Are our students in Japan, often using pair work in monolingual dyads, equally convinced of its value? Many have come through a rigorous university entrance exam, preparation for which often entailed traditional, teacher-fronted lessons, and so perhaps have not been socialised to pair work as a learning tool. This paper aims to examine learner perceptions and attempts to explain teacher and learner mismatches.

Background: The penguin in the tuxedo

In two English Conversation classes at different universities I assigned the same pair work activities in the same week. Students each received a handout which I had prepared of symbols ranging from everyday traffic signs to fairly obscure symbols found on packaging. The object of the task was (in pairs) to use modals (such as *may, might, could* etc.) and adverbs (*probably, perhaps,* and *maybe*). The students were to ask and answer, agree and disagree, concede opinions and explain interpretations and generally to "negotiate meaning."

Students in Class A attend a small, private university. There were only twelve students, second-year or above, studying English as an elective subject. Class B consisted of fifty-two freshmen at a national university studying English as a compulsory subject. They were all education majors, many of whom told me that they hoped to become English teachers.

Class A managed to fulfil the goals of the activity most satisfactorily. I had to draw the exercise to a close, as the students were so engrossed in attempting to communicate their ideas and to share opinions that the exercise went over the allotted time. It created a humorous atmosphere and the task obviously stretched their imagination. A symbol of a penguin wearing a bow tie and tuxedo led to some interesting speculations. The students were aware of, and sympathetic towards their partners, attempting to keep conversations going and paraphrasing when misunderstandings occurred.

However, in contrast, many students in Class B seemed to display a poor motivation to learn. Using Good and Brophy's (1990, p. 47) definition, this meant a tendency to find the task meaningless, which led to a low persistence in on-task behaviour. In short, many students did not seem to want to put their language skills to communicative use, consistently choosing the quickest route to close the conversation, often without any negotiation. I did observe students engrossed in conversations, but in their mother tongue, and not about the task, while many were desultorily flicking through pages of their textbook or looking out of the window. Perhaps most unfortunate of all, some were studiously ignoring their partners, indicating that they probably had not even attempted to start the task. Overall, they seemed to be waiting for the "proper" lesson to resume. During the subsequent class discussion I was asked for my interpretation of the penguin in a tuxedo. Recalling the imaginative responses of Class A, I replied that I did not know for sure but it could mean a public restroom, or a refrigerated area or perhaps directions to a ballroom for social dancing. This was evidently an unsatisfactory answer for some students, one of whom flung down his pen in exasperation as if to say, "Now, what was the point of that exercise?"

ペアワークとコミュニカティブな活動は、学習者中心の教室においては、興味を喚起するものであるが、それらはまた、学習者と教師がその活動の目標と動機付けを共有していなければ、退屈で非参加型の活動ともなりうる。本研究では、学習者がクラスに期待していることと、いかにすればペアワークがそれらの期待に合ったものになるかについて、示唆している。

Why is there a gap between teacher intention and learner interpretation?
Nunan (1990) writes that the effectiveness of a programme depends on the expectations of the learners, and if their subjective needs and perceptions related to the learning process are not taken into account, there can be a "mismatch" of ideas. Kumaravadivelu (1991) in agreement notes that "the narrower the gap between teacher intention and learner interpretation of a given task, the greater are the chances of achieving desired learning outcomes" (p. 98). Class B, therefore seemed to have misconceptions and some possible explanations are summarised below:

Strategic Misconception
This refers to teacher and learner perceptions of the objectives of learning tasks. Ellis (1988, p. 202) draws a distinction between a "content" syllabus which states the target knowledge as a product, and a "procedural" syllabus which describes the kind of behavior which the learner will have to undertake in order to develop second language knowledge. In the "penguin in a tuxedo" exercise, learning was seen as a cognitive task which needs automaticity and integration of skills through meaningful opportunities for students to demonstrate understanding of modals and adverbs. The aim of the task was to generate discussion and negotiated conversation. All too often the students used the simplest strategies to reach a conclusion as quickly as possible, since they interpreted the accomplishment of the task to be its successful completion, rather than sustained discussion.

Pedagogic Misconception
The students' observed confusion of process and final product led them to perceive me as the ultimate supplier of the correct answer at the end of the task. Therefore, the students felt that they did not have to try very hard or persist in coming up with an answer during the exercise. This led to the frustration I noted earlier of a student flinging down his pen when I stated that I was unsure of a symbol's meaning. The students did not have the satisfaction of a concrete answer in front of them.

Methodological Mismatch
Good and Brophy (1990, p. 409) note that task relevance is the learner's perception of how instruction is related to their personal needs or goals. Those instrumental needs are served when the content of the lesson matches what the students themselves believe they need. Some students may prefer traditional types of learning with a desire for accuracy and a clear sense of progression. When students value error correction highly, the communicative approach, with its game-like activities and pictures, may seem artificial and be relatively unpopular.

Learning Style Mismatch
Oxford et al. (1992, p. 440) write that learning styles are "biologically and developmentally imposed sets of characteristics that make some teaching methods wonderful for some and terrible for others." Reid (1987), Hyland (1994), and Ozeki (1995) conducted questionnaire surveys and concluded that Japanese university students prefer visual, auditory, kinesthetic, and individual learning to pair or group work. Many of the students' classroom orientation influenced their behaviour particularly in terms of value placed on and attention given to learning tasks.

Student Mismatch
Some students in class B were ignoring their partners, displaying a lack of "learner receptiveness" (Allright and Bailey, 1994, p.158), whereby "able" students may feel "they have nothing to gain" from interacting with "less efficient" students who in turn feel demoralised by the perceived superior performance of their partner.

Motivational Mismatch
Berwick and Ross (1989) write that the pressure of university entrance exams channels motivation to learn into proficiency with little communicative value. This extrinsic motivation drops off when the student enters a university and English is often seen as having little purpose.

"Mug and Jug" Theory
Arguably, previous learning experiences during high school, with the near synonymous grammar-translation approach, with its overemphasis on language rules, have influenced the students. Even though the Monbusho seems to support more communicative teaching (Ministry, 1997), teachers have complained that approved textbooks are boring and lack authentic language and communicative activities (Templin, 1997). High school education is based essentially on the traditional "mug and jug" theory (Rogers, 1983, p. 136), in which the teachers ask themselves, "How can I make the mug hold still while I fill it from the jug with these facts that the curriculum planners and I regard as valuable?" The freshman student may see the role of the teacher to impart knowledge, and so the communicative classroom, where feedback and correction play less of a role, may call for a cultural leap and thus disconcert students.

The Rationale for the Questionnaire
To get some tentative data about these questions, I decided to give a questionnaire based on attitudes towards pair work to a third group of students, national university freshmen at the end of their first semester. Would the students, as Hyland (1994) observed, be more accepting of pair work over a period of time, or would the findings back up the observations of Class B that pair work is not always seen as a valid learning instrument?

Questionnaire

Question 1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I like to learn by . . .					
Reading	20	52	23	5	1
Studying grammar	8	39	21	28	4
Talking with the teacher	32	40	19	6	1
Listening to the tapes	20	42	28	8	3
Repeating after the teacher	18	37	34	11	1
Pair work	35	42	21	3	1
Translating from Japanese	7	32	43	15	4

Question 2

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Pair work is good because I can practice new words and grammar	11	47	27	13	0
Pair work is not good because I don't like talking in English with a Japanese person	1	5	19	53	22
Pair work is good because I can learn new words from my partner	10	40	34	16	1
Pair work is not good because my mistakes are not corrected	4	22	26	33	16
Pair work is good because I can choose the words I want to say	29	46	24	8	1
Pair work is not good because I like working alone	0	4	8	45	43
Pair work is good because I learn better by doing something	19	61	17	3	19

Question 3: In pair work when you or your partner don't understand, what do you do?

	Never	Rarely	Sometimes	Often	Always
Give up	12	34	43	11	1
Try to find a different word	4	14	29	42	11
Speak in Japanese	1	8	39	45	8
Guess your partner's meaning	0	10	37	40	12
Start the conversation again	2	22	36	32	8
Gesture or mime	11	24	29	29	8
Translate from Japanese into English	3	22	41	30	3
Use a dictionary	22	28	19	21	10
Just wait. Maybe your partner will help	8	25	40	24	4

Question 4: In pair work, how often do you . . . ?

	Never	Rarely	Sometimes	Often	Always
Ignore your partner	71	13	14	2	0
Talk about something else in Japanese	9	35	34	22	1
Sleep	91	8	1	0	0
Read the next few pages of your textbook	39	35	17	8	1
Do other homework	81	13	2	2	2
Look at your diary	68	15	14	2	1
Look out of the window	44	37	14	5	0
Sit quietly and do nothing	52	23	19	5	0

About the students	1	2	3	4	5	mean
Did they like the course	0	1	7	10	5	3.8
Enthusiam in studying	0	3	6	6	8	3.8
Did they preview the material	2	5	8	6	2	3.4
Did they understand content	0	4	7	9	3	3.7
Were they satisfied	0	2	4	7	10	3.7

Recent interest in learner-centered education implies that all who participate in learning have a legitimate interest in its quality and progress. Students are often the most logical evaluators of the quality and effectiveness of course elements. The Monbusho (1997) also recognises that improvements in both lesson content and teaching method rely on self-monitoring by teachers and student evaluation of the extent to which classes are meeting their expectations.

Results

There were 161 replies, which were converted to percentages. Due to rounding, the figures do not always total 100%.

After 15 weeks the students appear to have become acclimatised, to a degree, to the teaching methods of foreign teachers. There is a spread of learning styles with only translation being seen as less than beneficial. It is clear that the preferred learning instrument is talking to the teacher, with pair work also highly favoured. In the absence of direct contact with the teacher, pair work is seen as the next best option.

This seemingly contradicts Reid's (1987) results that Japanese students had a dislike of group work, as 80% stated that they learned better by doing something, with 88% disagreeing that working alone is good. However, over 40% doubt whether pair work provides sufficient practice, and 48% say that they doubt whether they could learn new words from their partner, indicating that they perhaps undervalue, or are unaware of, the benefits of negotiating meaning. Perhaps students need to be shown the cognitive benefits of negotiation, which would encourage greater on-task persistence.

The results here can be interpreted positively with only a small percentage of students claiming that they never use strategies when there are misunderstandings in pair work. However a majority of students admitted they at least sometimes gave up and over 90% spoke in Japanese. In other words, most learners at some point can not adjust their speaking to make the speech production comprehensible to the listener and are thus reducing chances of language acquisition. Varonis and Gass (1985) note that learners will not acquire language by being talked at; they have to be actively involved in negotiating both the quality and the quantity. Comprehensibility is crucial in determining whether spoken language works as input.

Letting the students into the picture

Looking back, Class A fulfilled the task-goals and was highly motivated. As eight of the 12 had undertaken a homestay, they perceived the similarities between pair work and "real world" dialogues, while Class B was unaware of the objectives at either the curriculum or individual lesson levels. Although they have preconceptions about what form a learning experience should take, they may be ambivalent about expressing them, in the belief that it is the teacher's job to teach. If the teacher adopts a less authoritarian role, the students may feel that the teacher is not doing the job properly. Since students often translated or talked about something else during pair-work, they may well have felt that the purpose of the activity was relaxation rather than promotion of language acquisition. Therefore it should be no surprise for learners to let L2 communicative opportunities pass if it is more convenient to use Japanese. Yet by doing so, they are missing opportunities to create modified output.

In addressing a range of learning styles which are modified by the teacher when explaining the value of "communicative" activities, Tarone and Yule (1989, p. 9) talk of ways in which both teacher and student can fulfill their expectations of what counts in the learning experience: "fight 'em, join 'em, or channel 'em," with the last being perhaps the most effective, Brown (1994, p. 176) refers to "setting the climate": impressing on the students the necessity of pair-work practice for future success. When students feel that the directions for a task are not clear, or are unsure of the purpose, "you are inviting students to take short cuts via the native language." Therefore the teacher needs to encourage knowledge of the most frequently used rubrics and using them in an initial learning exercise or game should ensure future understanding. Brown goes on to say that appealing to motivational factors is necessary for the learners to see the real uses of English in their own lives. Stevick (1980) has noted that successful communication is dependent on attentiveness and involvement in the discourse by all the participants, leading to necessary "charge."

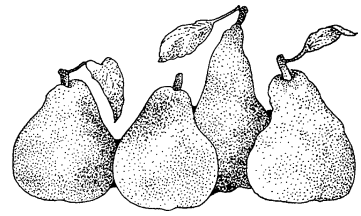
As learning takes place through voluntary interaction, the threat of the classroom can be alleviated if learners are psychologically prepared. In order to impress upon students the importance of practice for success, the teacher could prepare a handout for the first class written in the native language for the students to read because they will be more willing to participate if they understand how classes operate.

Appropriate pair work tasks

Interestingly, Pica (1987) shows that modified social interaction was not an inevitable outcome of students' working together, but instead was conditioned by the nature of the classroom pair or group work activities in which they participated. During the "penguin in a tuxedo" activity, participants did little work to clarify or confirm message content, or check comprehensibility. This leads to nonparticipation, truncated dialogues and low on-task persistence. Although there is a sense of pleasure in stating meaning that is felt to be one's own, there is a danger of frustration as meanings are neither well defined nor easy to articulate. Both Prabhu (1987) and Pica recommend information-gap activities, involving the transfer of information in

front of each student, rather than having them always come up with their own. The participants must work equally and cooperatively to complete the task and to reach a successful conclusion; individual participants cannot withhold information, nor can contributions be ignored. A classroom event is created in which students strive to make themselves understood.

Hancock (1997) has noted that during pair work of participants of the same mother tongue, the speakers switch between a "literal frame" as their normal selves and a "non-literal frame" when they are speaking the target language. The latter implies a performance and is "on record," suggesting that it is for an audience. When participants are tape-recorded they attempt to keep off-record asides off the tape, and so during regular pair work practice there is a need to heighten task-awareness to encourage extended discourse. The idea of an audience keeping the student "on record" is crucial, yet it is impossible for the teacher to be everywhere at once. An idealised listener needs to be created, with tape recorders one solution. If using recorders is not practical, using dummy microphones or appealing to imagination to create such an idealised audience can also be tried.



Keeping the students in English

Pair work does not always succeed in creating natural patterns, as task design often makes learners so intent on "formulating their contributions as determined by the activity rubric" (McCarthy, 1991, p. 128), that they pay little attention to the contributions of others. This leads to students ignoring the natural patterns of back channel and utterance completion. Richards and Schmidt (1983) show that pair work conversations consist of Q-A-Q-A exchanges. Learners need to answer, then give extra information and then follow up by asking another question. Awareness training in how turns are given and gained may help sustain on-task concentration, and tape recording of pair work interactions may be useful here as well. Students can be asked to consider communicative problems and evaluate the success of various strategies. Lexical realisations of turn management can be taught directly, and paralinguistic drop in pitch, head turning, eye contact and gesture can all be made apparent through authentic video highlighting the students' own communicative lack and significant cultural differences. The teaching of "conversation" requires more than parroting dialogues, in lip service to communication through situational encounters; it also must focus on strategies for conversational interactions requiring more than correct, grammatical sentences. Elicitation devices to receive topic clarification, echoing parts of sentences for recycling and topic shifts can be covered by considering both the transactional and interactional uses of language.

Before undertaking a role-play exercise, brainstorming and topic generation through whole class discussion of related language establishes schemata and should cover vocabulary that the student will want to say. After introductory activities, the students practice a dialogue that serves as a model, and then perform a role-play with cue cards that have been prepared by the teacher from authentic dialogues. The students then listen to, or preferably view on video, native speakers performing a role-play and then compare the differences between language functions and meanings. Feedback leads to heightened awareness and the learners can introduce effective means and a range of expressions into their strategic competence.

Conclusion

Questionnaire data can yield varied interpretations, along the lines of the half full or half empty glass, and indeed looking at the tables one could be optimistic about students' beliefs about the value of pair work tasks. However the tendency to give up or to speak in Japanese indicates perhaps that some students do not have a clear grasp of the key reason for pair work: that languages are not learned through memorisation of language, but by internalising language that is made comprehensible through persistence and an emphasis on understandable conversational interactions. Therefore, the classroom teacher needs to raise students' awareness of the importance of pair work and to teach strategies enabling the student to continue the conversation. After all, simply put, one learns how to "do" conversation by practicing it, and it is only when there is an incentive and a need to communicate that the necessary communicative "charge" is introduced.

(An earlier version of this paper was presented at the January 1999 Okayama chapter meeting.)

References

Allright, D. & Bailey, K. (1994). *Focus on the language classroom.* Cambridge: Cambridge University.

Berwick, R. & Ross, S. (1989). Motivation after matriculation. Are Japanese learners of English still alive after exam hell? *JALT Journal, 11* (2), 193-210.

Brown, H. D. (1994). *Teaching by principles*. Englewood Cliffs, NJ: Prentice Hall Regents.

Ellis, R. (1988). *Classroom second language development*. Hemel Hempstead: Prentice Hall.

Good, T. & Brophy, J. (1990). *Educational psychology*. New York: Longman.

Hancock, M. (1997). Behind classroom code switching: Layering and language choice in L2 learner interaction. *TESOL Quarterly, 31* (2), 217-235.

Hyland, B. (1994). Learning styles of Japanese students. *JALT Journal, 16* (1) 55-74.

Kumaravadivelu, B. (1991). Language-learning tasks: Teacher intention and learner interpretation. *ELT Journal, 45* (2) 98-107.
Long, M. & Porter, P. (1985). Group work, interlanguage talk and second language acquisition. *TESOL Quarterly, 19* (2) 207-228.
Monbusho (Ministry of Education, Science, Sports and Culture) (1997). Remaking universities: Continuing reform of higher education. www. monbu. go. jp.
McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
Nunan, D. (1990). Hidden agendas: The role of the learner in programme implementation. In R. Johnson (Ed.), *The second language curriculum*. Cambridge: Cambridge University Press.
Oxford, R. et al. (1992). Language learning styles: Research and practical considerations for teaching in the multicultural ESL/EFL classroom. *System, 20* (4) 437-456.
Ozeki, K. (1995). Learning styles of Japanese students. *Proceedings of the 1995 JALT conference* pp.120-125.
Pica, T. (1987). Second-language acquisition, social interaction, and the classroom. *Applied Linguistics,8* (1) 3-21.
Prabhu, N. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
Reid, J. (1987). The Learning Style Preferences of ESL students. *TESOL Quarterly, 21*(1) 87-111.
Richards, J. & Schmidt, R. (1983). Conversational analysis. In J. Richards & R. Schmidt (Eds.), *Language and communication* (pp. 2-29). London: Longman.
Rogers, C. (1983). *Freedom to learn for the 80's*. New York: Macmillan.
Stevick, E. (1980). *Teaching languages. A way and ways*. Boston: Heinle & Heinle.
Tarone, E. & Yule, G. (1989). *Focus on the language learner*. Oxford: Oxford University Press.
Templin, S. (1997). Monbusho-approved textbooks. *The Language Teacher, 21* (6) 7-15.
Varonis, E. & Gass, S. (1985). Non-native/non-native conversations: A model for negotiation of meaning. *Applied Linguistics, 6* (1) 71-90.

USUKI, cont'd from p. 9.

Implications for Teachers: My Learning as a Teacher

Although teachers and learners must both struggle with their limits and potentials, it is my belief that promoting learner autonomy does not necessarily mean a complete rejection of teacher authority, or that teachers and students should have equal positions of power. It is a fact that power differences between the teacher and the students exist. As Widdowson(1987) notes, "the learner really exercises autonomy only within the limits set by teacher authority." For both teachers and students, learner development is a challenge for self-realization, in opposition to the limitations of the status quo, and it is the means by which they can become aware of this struggle. Pennycook (1997) also insisted on students' empowerment: "To become the author of one's world, to become an autonomous language learner and user is not so much a question of learning how to learn as it is a question of learning how to struggle for cultural alternatives" (p45). Enhancing learner autonomy should not be undertaken merely in order to make teachers and learners appear equal in power. Instead, we should consider the importance of trust between the teacher and the students. Basically, if students and the teacher do not accept each other, the lessons will not be organized properly.

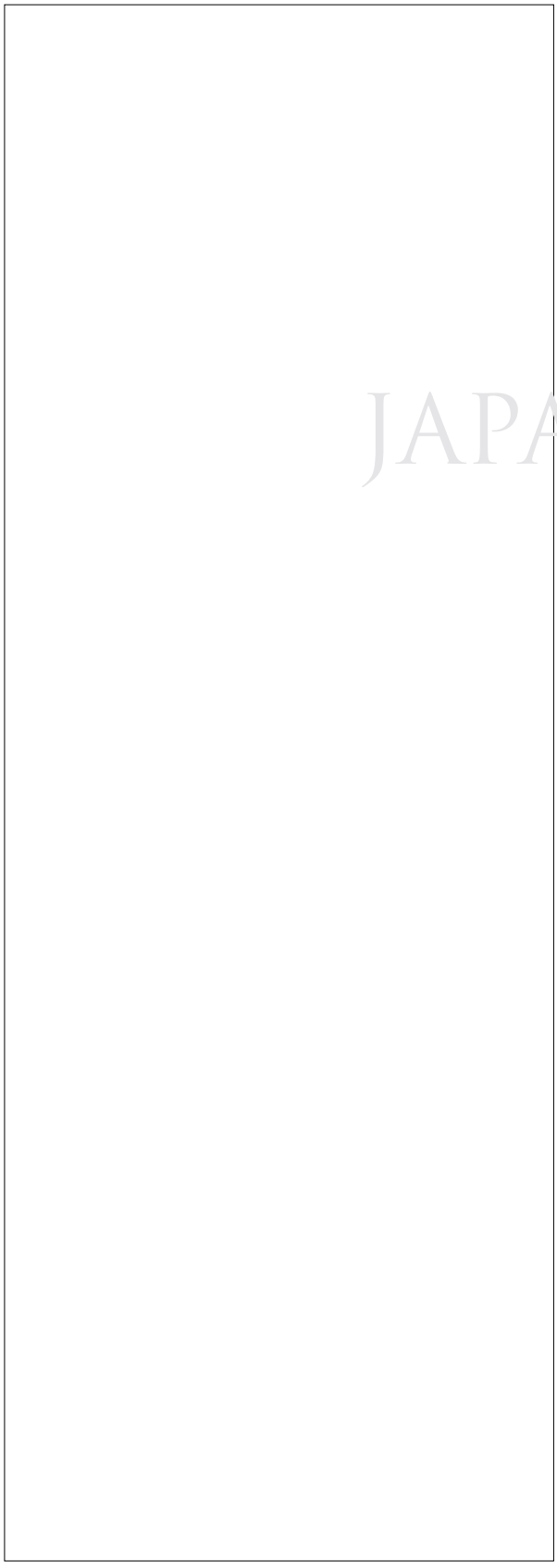
As for us, most Japanese teachers have been taught a language teaching method that involves one-way knowledge transmission. So we teachers ourselves need to reflect critically on our past learning experience. But this does not mean a total rejection of teacher-centeredness. Reflecting on my teaching diary, I feel now a complete rejection of teacher authority might be dangerous. I believe that the most important thing to consider is the responsibility of a teacher as a teacher and a learner as a learner; self-direction of their own roles as teachers and learners.

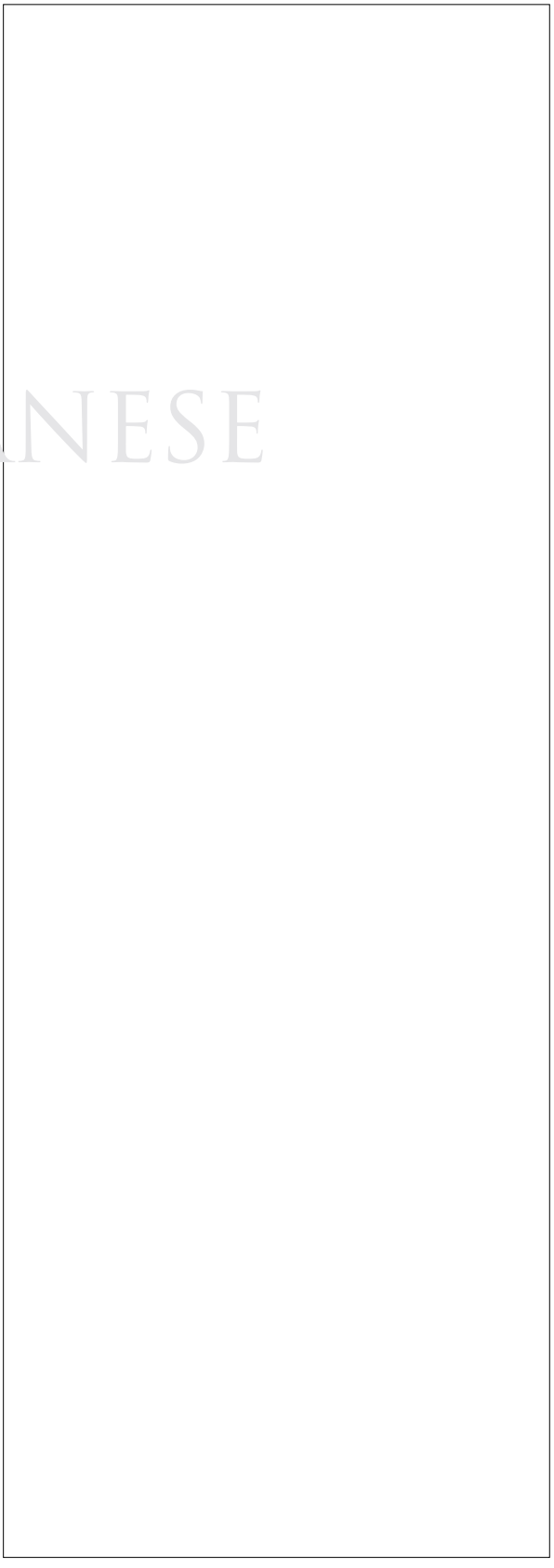
(An earlier version of this paper was presented at the JALT98 Annual Conference in Omiya, Japan on 22nd November, 1998)

References

Brookfield, S. D. (1985). Analysing a critical paradigm of self-directed learning. *Adult Education Quarterly, 36*(1), 60-64.
Crabbe, D. (1996). Examining claims for autonomy and seeking evidence. *International Conference Proceedings Autonomy 2000: The development of learning independence in language learning*. Nov. 20-22, 1996, Bangkok, Thailand.
Dam, L. (1995). *Learner autonomy 3: From theory to classroom practice*. Dublin, Ireland: Authentik.
Dickinson, L. (1996). *Learner autonomy 2: Learner training for language learning*. Dublin, Ireland: Authentik.
Holec, H. (1981). *Autonomy and foreign language learning*. Pergamon Press.
Hoffmann, A. (1997). Conference report: Symposium on learner autonomy— AILA 11th World Congress, Finland, 4-9 August, '96. *Newsletter of The AILA Scientic Commission on Learner Autonomy in Language Learning (LALL)*. Issue #3, March.
Lier, L. O. (1996). *Interaction in the language curriculum*. Longman: London and New York
Little, D. (1995a). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System, 23*(2), 175-181.
Little, D. (1995b). *Learner autonomy 1: Definitions, issues and problems*. Dublin, Ireland: Authentik.
Pennycook, A.(1997). Cultural Alternatives and Autonomy. In Benson, P. & Voller, P. (Eds.), *Autonomy & independence in language learning*. London and New York: Longman.
Purdie, N., Doglas, G. & Hattie, J. (1996). Student conceptions of learning and their use of self-regulated learning strategies: A cross-cultural comparison. *Journal of Educational Psychology, 88*(1), 87-100.
Wenden, A. (1991). *Learner strategies for learner autonomy: Planning and implementing learner training for language learner*. Prentice Hall, English Language Teaching.
Widdowson, H. D. (1987). The roles of teacher and learner. *ELT Journal, 41*(2), 83-88.

JAPANESE


JAPANESE



JAPANESE

This paper discusses the role of *Nihonjijou*, or "Japanese culture and affairs," in interpersonal communication. In interpersonal communication among people with different cultural backgrounds, the differences tend to add *noise,* which interferes with accurate translations and interrelations. Nihonjijou can be taught to provide Japanese language learners with pertinent information about Japanese culture, to ease or eliminate cultural noise, and to enable them to communicate smoothly. The culture to be taught in this kind of Nihonjijou is neither academic nor specialized, but what is common knowledge among ordinary Japanese people, since such knowledge seriously affects foreigners' interaction with Japanese in everyday situations. Together with linguistic knowledge and ability learned and acquired through Japanese language courses, cultural knowledge taught in Nihonjijou helps learners communicate smoothly in Japanese.

KANAOKA, cont'd from p. 19.

practice formulating analytic questions, think aloud about challenging issues, all while respecting other participants' intuitions (Underwood and Wald, 1995). In designing the occupational setting, careful selection or integration of these pedagogical methods will become more critical for the benefits of critical thinking education in a growing complex society.

References

Angelo, T. A. (1995). Beginning the dialogue: thoughts on promoting critical thinking. *Teaching of Psychology, 22* (1), 6.

Academics mull art of critical thinking. (1994, July 22). *The Boston Globe,* p. B-2.

Bernstein, D. A. (1995). A negotiation model for teaching critical thinking. *Teaching of Psychology, 22* (1), 22-24.

Bloom, B. S., Jr. (1956). *Taxonomy of educational objectives: Handbook 1. The cognitive domain*. New York: McKay.

Flower, L. (1993). *Problem-solving strategies for writing* (4th ed). Texas: Harcourt Brace Jovanovich.

Flower, L., & Ackerman, J. (1994). *Writers at work*. Texas: Harcourt Brace & Company.

Franke, E. (1989). The value of the retrievable technical memorandum system to the engineering company. *IEEE Transactions on Professional Communication, 32* (1), 27-32.

Glen, S. (1995). Developing critical thinking in higher education. *Nurse Education Today, 15,* 170-176.

Halonen, J. S. (1995). Demystifying critical thinking. *Teaching of Psychology, 22* (1), 75-81.

Hanley, G. L. (1995). Teaching critical thinking: Focusing on metacognitive skills and problem solving. *Teaching of Psychology, 22 (1),* 68-71.

King, A. (1995). Designing the instructional process to enhance critical thinking across the curriculum. *Teaching of Psychology, 22 (1),* 13-16.

Kuhar, M. (1998). Critical thinking--a framework for problem solving in the occupational setting. *AAOHN Journal, 46,* 80-81.

Mathes, J. C., & Stevenson, D. (1991). *Designing technical reports* (2nd ed). Massachusetts: Simon & Schuster.

McDade, S. (1995). Case study pedagogy to advance critical thinking. *Teaching of Psychology, 22 (1),* 11-12.

Paul, R. W. (1990). *Critical thinking: What every person needs to survive in a rapidly changing world.* Rohnert Park, CA: Center for Critical Thinking and Moral Critique.

Pellegrino, J. (1995). Technology in support of critical thinking. *Teaching of Psychology, 22 (1),* 9-10.

Underwood, M. K. & Wald, R. L. (1995). Conference-style learning: A method for fostering critical thinking with heart. *Teaching of Psychology, 22 (1),* 17-21.

Wade, C. (1995). Using writing to develop and assess critical thinking. *Teaching of Psychology, 22 (1),* 24-28.

Program Evaluation

The Aoyama University English Department 50th anniversary lecture series by Alister Cumming

During the week of May 24, Alister Cumming gave a series of lectures and workshops at Aoyama University, Tokyo, as part of the English Department's 50th anniversary celebrations.

"Education is an inexact area of activity, so evaluation is a way of appreciating the art of teaching," said Cumming. "Evaluation creates an awareness of the richness, the creativity, and the philosophies of the people involved."

Best known for his research into second language writing, Cumming heads the Modern Language Centre at the Ontario Institute for Studies in Education (OISE), University of Toronto. Past editor of the journal *Language Learning,* he is on the Writing Team of the TOEFL 2000 Project, and he has served as a consultant on some 20 different program evaluations, including a recent survey of language development in 25 countries.

"In North America, these surveys are in the newspapers all the time because everyone's concerned about which country is on top. That's kind of misleading, a 'racehorse approach.'

"For the top third, the scores are so similar that the differences don't matter and are often the result of the tests used. The lower third should be concerned about their education but usually these are countries with a lower socioeconomic state of development and they don't have the resources or the values of the upper third."

According to Cumming, the real value of comparative surveys was to describe different approaches in education and to develop descriptive models of the process. He drew one such model on the blackboard, a simple interaction between four different variables. They met like streets at an intersection. From within these terms, he described education as the intersection of teaching, learning, a social context, and a content or subject matter. In the case of EFL, the content was language education.

Cumming distinguished the purposes of evaluators from those of researchers in education: An evaluation may yield valuable insights into the educational process, but its purpose is to gather information in order to make decisions about a program. He then listed seven benefits of evaluation: (a) validating educational innovations, (b) informing program development, (c) ascertaining what students learn, (d) illuminating the perspectives of a particular group, (e) clarifying an educational rationale, (f) proposing ethical criteria, (g) appreciating the art of education.

When asked, "What's the best method of teaching language?" he emphasized the importance to learners of using a language for communication in meaningful, relevant ways, and he stressed that language learning took a very long time and great efforts. But Cumming challenged the assumption of a single approach even within a single curriculum. He differentiated between the *intended achievement* of a language education program, the *implemented curriculum,* and the *achieved curriculum.*

"When you talk about a method, that's at the level of the intended curriculum—what you're supposed to do. When you study teachers, you find out they do a lot of different things. And even if the method or the textbook is supposed to be the same, students attend to different things."

Cumming described how he had been involved in an assessment of a new program in Ontario and found a complete mismatch between expectations and results.

"What the teachers thought they were doing was very different from what the program described. The problem was that after the program had been developed, there was no money left for implementation, for teacher training. The teachers were just given the curriculum guides."

In another case, he took part in a four-month evaluation of ESL programs in Vancouver. One decision which would emerge from the assessment was a common one in North America: Should the growing ESL student population have a separate program or be mainstreamed into regular classrooms—a cheaper alternative? One part of his study showed that some regular classroom teachers were coping with ESL students in their classes. Although he did not recommend it, one year later, the provincial government used this finding as a rationale to cut ESL programs.

Ideally, Cumming explained, evaluation can be an important tool in improving the quality of education. Among its benefits he reviewed, evaluation could illuminate the perspectives of a particular group: In Japan for example, returnees are functionally bilingual in English but lack the equivalent academic skills. Evaluation can also clarify the educational rationale for a program and make the goals clearer to the staff, freeing teachers to pursue them by drawing on their own knowledge and experiences.

"An English language teacher I studied a few years ago was very musical, and she organized her classes around musical themes. Her students repeated things in choruses and she would orchestrate them. She put them into groups like little ensembles performing for other people."

Noting that individual teachers, consciously, or not, often work in terms of metaphor, Cumming added, "she was getting her students to rehearse so they could perform as university students in their second language."

Reported by Gregory Strong

edited by sandra j. smith & oishi harumi

My Share—Live!

The "My Share—Live!" Materials Swap Meet is happening at JALT99 in Gunma! Bring 50 copies of a homegrown lesson or activity, tried and true, and take home a bundle of good ideas from your fellow swappers. More info from john-d@sano-c.ac.jp; or t: 0283-22-1346 evenings.

Using Crosswords to Teach Explanation Strategies

Mike Guest, *Miyazaki Medical College*

Have you ever been in a position where a student calls you over to their desk and says, "Teacher, how do you say (a Japanese word) in English?" You don't know that word, so you ask the student to explain it. What follows is a comedy of chaos with students offering up similarly obscure words, making vague kanji-like patterns in the air and offering a few free associations that seem to be drawn from outer space.

Or perhaps, if you are Japanese, you have been asked by a non-Japanese speaker what a certain Japanese thing is or what a certain Japanese word means and, not knowing a direct equivalent in English, either start to panic or are reduced to silence.

Such cases demonstrate a difficulty in finding alternate or circumlocutionary strategies for explaining words and ideas. The pressure to find a direct equivalent in English can dominate to the point of paralysis. However, even native speakers in their own languages resort to using alternate explanation strategies when an appropriate or exact term does not come immediately to mind, so why not empower students by teaching them some of these useful strategies? Because of this recurring problem, I have devised a lesson that addresses and aids in developing such circumlocutionary skills.

Procedure

1. Make students aware of the problem by citing samples like those mentioned above.

2. Reveal a list of explanation strategy patterns as follows:

> It is a kind/type of...
> It is similar to...
> It is a part of...
> It is the opposite of...
> It is a person who...
> It is a place where...
> It is a time when....
> It is something used for/when/by....
> It's a way of...
> It's how you feel when...
> It is something you do/say when...
> It's a case in which you...

(Some combination of these strategies should be sufficient to explain almost any word).

3. Go through the list briefly, explaining how each pattern can be used to explain a difficult word (i.e. "'It is a person who' can describe jobs or personality types.")

4. Put the students into groups of three and give them three Japanese words to explain using these strategies. *O-bon*, *enryo*, *irori*, *chindonya*, *hansei* and *mottainai*, for example, provide a varied selection. Half of the groups get three of these words on a slip of paper, and the other half get the other three.

5. Tell students that they should combine two or three of the strategies in order to create a good explanation. Also tell them that it is fine to add an example or extra information to the strategies.

6. After about seven or eight minutes of preparation, put two teams of three together. They give the explanations of their words while the opposite team tries to guess which word it is. This is done alternately until all six words have been explained. Monitor this process.

7. Then, elicit some explanations that were used from students and point out various weaknesses in their strategies. (The most salient is the tendency to begin from a very specific or particular characteristic while ignoring a more general one, such as *chindonya,* "It's a person who makes a lot of noise on the street.") Tell students, for example, that an explanation which moves from general to particular qualities is much easier to process.

8. Proceed to the centre of the lesson—self-made English crossword puzzles (see "Making the crosswords" section below). There are two versions of the same puzzle. One has all the vertical words missing, and the other has all the horizontal words missing. Students are put into pairs such that they will have opposite versions of the puzzle. Instruct students to find out the missing words by asking their partners "What's number X down/across?" The other partner must then explain the word by using some combination of the strategies practiced earlier. When the word is correctly guessed, it is filled in on the crossword until all are completed. (It is important to note here that our goal is not to have students produce exclusive, airtight definitions as much as it is to use a strategy sufficient to communicate the word/concept so that one's partner can comprehend it.)

9. Make sure that students are distanced from other pairs so that they cannot hear others give the answers.

Also, make sure that if students don't understand a word in the crossword, you are able to whisper a Japanese approximation of the meaning to them.

10. Once most pairs are finished, ask students for examples of the most difficult words they had to explain. Give concise samples of how you would explain them.

Making the crosswords

Crossword Creator or any other crossword-generating program will make the task simpler. The number of horizontal and vertical words should be equal; sixteen (eight down and eight across) is optimum. The words should all be known to the students; recently studied vocabulary might be reviewed here. A variety of different part-of-speech words and a combination of abstract and concrete words should be used.

Why it works

This lesson works well for several reasons. There is an obvious need for the language strategies introduced and practiced here, so it has a clear practical application. The students gain a sense of achievement, as the task has clear goals as well as providing a meaningful opportunity to apply the language strategies that they have just learned. The information gap task is easy to understand yet gives students a stimulating challenge. Last but not least, the game aspect of the crossword puzzles makes it fun. Suffice to say that I've never had a student fall asleep during this one!

Quick Guide
Key Words: Speaking, Language strategies
Learner English Level: High Beginner and above
Learner Maturity Level: Almost any
Preparation: 1 hour (1st time only)
Activity time: 50-80 minutes (flexible)

Spontaneous Oral Interaction: The Talk Show Format

Miriam T. Black, ***Kyushu Lutheran College***

In places where young people are exposed to TV, they are also familiar with talk shows. Talk shows range across cultures in variety and purpose, but the general format is the same. The main components are the host, the guest(s), and an audience that participates in the show. To promote more spontaneous oral interaction and maintain student interest in listening to their peers speak in English, this format was adapted in two ways. These activities were used in a class of twenty-five junior high students who were beginners in the language. These students had a basic grasp of question and answer formation. They could also use past, present and future tenses to some degree. The talk show activity was used as a cumulative activity, to give students more integrated practice with these grammar structures.

Talk Show Variations

The first talk show adaptation starts by letting each student choose someone he or she wants to be as a guest on the talk show. Students can choose to be a popular entertainer, historical figure, or a totally fictitious character of their own imagination. They can also choose to be an expert in some area with which they are familiar (for example, a soccer expert or pizza expert). In preparation for being a guest, each student prepares a brief talk (three to five sentences) about his or her character or topic.

The show begins in class by the teacher randomly calling a guest to come to the front of the room to be interviewed. The front of the room can be transformed easily into the TV studio by putting chairs in front, writing the name of the show and an applause sign on the chalkboard, and using a marker for a microphone. After the short interview, with the teacher acting as the host, the teacher then elicits questions from the audience (the rest of the class) which the guest has to answer.

The teacher involves all students by having each one ask at least one question to a guest during the class period. The host's informal and seemingly random method of choosing students to ask questions alerts them to the fact that they might be called on whether they have a question or not. The teacher can also clarify student questions and responses, correct pronunciation in a non-threatening way, and generally keep things moving so that there is no lull in the action. Each guest should be interviewed for no more than five minutes.

Students rise to the challenge by asking difficult questions, hoping to confound their peers, and in doing so make the exchange more challenging. For example, a guest posing as Madonna was asked why she wasn't married and what her future career goals were. Even though some of the students are not so pleased with having to be the guest, the task is not overwhelming for them. Student preparation and teacher intervention help all students to be successful guests.

A second variation of the talk show format is to have groups of students create their own shows and perform them for the class. Groups of four or five students choose the theme of their talk show (sports, entertainment, politics, etc.) and then designate who will be the host and the guests within their group. Next, they collaboratively write the dialogue. The teacher spot-checks the dialogues for errors and comprehensibility.

MY SHARE, cont'd on p. 76.

Book Reviews

edited by katharine isbell & oda masaki

OnLine: The Fast Route to Fluency, Book One. Steven Gershon and Chris Mares. Oxford: Heinemann Publishers, 1995. Student text: pp. 128. ¥2,200. ISBN: 0-435-26008-1. Workbook: ¥1,400. ISBN: 0-435-26009-X. Teacher's guide: ¥3,900. ISBN: 0-435-26010-3.

OnLine Book 1 is a comprehensive textbook for false beginners. It is well planned and aims to help students bridge the gap between their knowledge of English grammar and their ability to communicate. This is done through a variety of listening, speaking, reading, and short writing exercises. Unfortunately, like so many other textbooks which attempt this, *OnLine* offers little that is new. My students were simply not inspired by unit topics such as, "People We Meet," "Working Lives," "Then and Now" or "Life's Ups and Downs."

Each unit is highly structured and begins with a warm-up. The warm-up of "Working Lives," for example, asks students to match photographs of people at work with a list of occupations. Next, the students add words, such as *dangerous*, *interesting*, or *low-paid*, to build a short description of the occupation. A listening activity follows in which two American English speakers discuss their employment searches. The recording is clear, and the students could easily complete the listening tasks, but there is little here which is exciting.

Each unit provides a language menu, that is, a choice of scripted questions and answers. Students are given two or three ways of asking a question about work or school and three or four ways of responding. My students enjoyed building on this and responding with more personal answers; however, the next activity suddenly required them to express themselves. Many of my students were unable or unwilling to make this switch to free expression. Another activity was challenging because the students had to construct more complicated sentences about a topic in which they had little or no interest.

The information gap activity in each unit worked all right for some students while others tuned out completely. The speaking objectives were clear, but by this point, no one in my class could connect the topic to their own lives. A game, quiz, questionnaire, or survey is also included in each unit. These were welcome additions because my students had a chance to walk around and engage in English with the other class members. Each unit ends with a review page that helps students recall and use the new language they learned. It also suggests readings, which are in the back of the book, on the topic.

The accompanying student workbook can be used for homework assignments or extra practice. Four pages of writing exercises, such as crossword puzzles or fill-in-the-blank activities, are connected thematically to each unit in the book. There is also an extremely well-detailed teacher's guide that offers step-by-step procedures and interesting cultural notes to make each lesson flow smoothly. A new or inexperienced teacher will find the information on teaching strategies useful.

Nonetheless, I found *OnLine* to be much too structured to use in my classroom. Learning a language becomes stifling, boring, and ultimately a chore when students are asked to respond in a regimented, sequential way. *OnLine*, in places, attempts to move away from the regiment toward personal expression and ideas, but never goes far enough.

Reviewed by Mark Lewis
Kokugakuin University

Passport Plus English for International Communication. Angela Buckingham and Norman Whitney. Oxford: Oxford University Press, 1997. Student book: pp. 80. ¥1,990. ISBN: 0-19-457397-4. Teacher's guide: pp.111. ¥3,000. ISBN: 0-19-457398-2.

In 1995, when the first text in this series, *Passport*, was released, I was teaching in a travel *senmongakko*. The students were recent high school graduates with low-level English skills entering an accelerated program with heavy emphasis on tourism and travel English. Most of the students opted for a year of study abroad between the first and second year, which required rigorous language and cultural preparation in the first year. We tried a range of English conversation and ESP texts, but had a hard time finding one that met the first-year students' particular needs while holding their interest.

Passport fitted the bill. For readers unfamiliar with the text, it sends five Japanese young adults overseas: a university student goes on a homestay to Sydney, two young women go sightseeing in America, and a young couple takes a business/shopping trip to the UK. All five go through typical travel experiences such as going through customs, reporting a lost item, ordering a meal in a restaurant, and making small talk with a host family.

In *Passport Plus*, the same five characters return to Japan and use English to explain Japan to foreigners. Cross-cultural communication happens while talking about shopping, eating, having a job interview, booking a plane ticket, renting an apartment, or throwing a goodbye party—all high-interest topics to the average 18- to 30-year-old Japanese student.

The Japanese characters experience common and realistic language difficulties in the listening tapes, which use Japanese actors communicating with people from all over the English-speaking world. In a serious attempt to present English as a global language, Canadian, Irish, Singaporean, Australian, American, and British accents are all represented.

The series is very thoughtfully designed. The two-page spreads for each of the twenty lessons contain a

listening activity, a language presentation and practice exercise, a longer listening/dialog activity, and a guided production activity. In the back of the text are a glossary of terms, a tapescript, and bilingual background notes for each lesson. The illustration style is one of the best features of the series. I found the colorful and attractive illustrations to be a gold mine of details which provided ample opportunity for conversation. Besides the pictures in the lessons, there are several pages of large illustrations portraying life in Japan. These further encourage language production.

Because the lessons are relatively short, the teacher has the option of moving quickly through the material in a 40- to 50-minute class format or expanding the material over several lessons by supplementing it with a wide range of optional activities suggested in the accompanying teacher's guide. Many of these activities are photocopiable.

Passport dusted off the shopworn concept of hapless Japanese travelers abroad and gave us solid pedagogy in an attractive, useable package. *Passport Plus* uses the same layout and style to fill that huge missing link in EFL text material—the guided opportunity for Japanese false beginners and novice speakers to talk about Japanese things and indeed to talk about themselves.

Reviewed by Sylvan Payne
Miyazaki International College

Words for Living. Helen Joyce. Macquarie University, Sydney: National Centre for English Language Teaching and Research. pp. vii + 72. $16.95 AUD. ISBN: 1-86408-3107.

Words for Living is a short vocabulary workbook with sixty-four pages of exercises divided into five sections, an eight-page answer key, and a place for notes in the back. An introduction and a two-page explanation of how to use the workbook follow the table of contents.

Section one, "Making Words," contains an exercise about word origins and then delves into suffixes and prefixes. My students thought these exercises were helpful, but they were unable to complete these exercises without the aid of a dictionary. In fact, most of the exercises in the text require a dictionary.

Also in the first section are the first of several learner strategies neatly set off from the rest of the text in gray boxes. These strategies are given as suggestions mostly to be done by the students outside of class on their own. For example, one learner strategy is labeled *Making and remembering compound words*. In the strategy box, there is an example of how a compound word is formed, and there are also two suggestions about writing compound words in the student's personal dictionary.

Section two introduces compound words, trinomials, idioms, and phrasal verbs. It is quite a large number of word groups for just eight pages. Although the words in these groups are important, my students found them difficult and intimidating because learning them required a great deal of memorization.

Synonyms, antonyms, and differences between the spoken and written language are covered in the third section of the workbook, and again, most of the exercises required a dictionary to complete. In addition, differences between American English and Australian English are compared through a written story and a cloze exercise. In the story on page twenty-eight, the word *dickhead* is used and matched in the exercise with the word *idiot*. I disagreed with the need to teach this kind of vocabulary to any learner of English since it has such graphic connotations.

"Putting Words into Action," the next section, includes an exercise that requires the students to predict the words they will hear or write next. The exercise has six sentences, and the directions ask the students to draw arrows between the underlined words. My students had trouble with this, and I had difficulty explaining how to recognize the connection between the words. For example, *The school has after-school care until 6:00pm*. Other parts in this section which are more useful include practical exercises on writing letters and adding details through the writing of noun groups.

The last section includes a guide to the different types of dictionaries and is followed by dictionary exercises. According to the back cover, this workbook is suitable for both intermediate and advanced students; however, many of the activities in this section did not seem appropriate for an advanced-level student. In particular, my students found the alphabetizing activities too easy.

I am not sure which level of Japanese learners would benefit from using this workbook. Even though the learner strategies spread throughout the text might be helpful, I did not find that the text helped students in my class increase their vocabulary. Instead they received lots of practice in using a dictionary, something they were already competent in.

Reviewed by Christopher Bozek
Hokkaido University of Education,
Iwamizawa Campus

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of September. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

*Burke, D., & Harrington, D. (1998). *Street talk: Essential American slang & idioms* (student's). Studio City: Caslon Books.

!Homan, R., & Poel, C. (1999). *Developing expertise in social, intercultural, and recreational English* (student's, teacher's, cassette). Tokyo: Macmillan Languagehouse.

!Shimizu, P., & Gaston, B. (1999). *Marathon mouth plus: A cooperative multi-skills conversation text for large classes* (student's, teacher's, cassette). Fukuoka: Intercom Press.

*Richards, J., & Sandy, C. (1998). *Passages: An upper-level multi-skills course* (student's, teacher's, workbook, cassette). Cambridge: Cambridge University Press.

English for Specific Purposes

*Glendinning, E., & Holmstrom, B. (1998). *English in medicine* (2nd ed.) (student's, cassettes). Cambridge: Cambridge University Press.

Pronunciation

*Hewings, M., & Goldstein, S. (1998). *Pronunciation plus: Practice through interaction* (student's, teacher's). Cambridge: Cambridge University Press.

For Teachers

!Arnold, J. (Ed.). (1999). *Affect in language learning*. Cambridge: Cambridge University Press.

!Brown, K. (1999). *Professional development series: Developing critical literacy*. Sydney: NCELTR.

!Brown, K. (1999). *Professional development series: Monitoring learner progress*. Sydney: NCELTR.

!Brown, K. (1999). *Professional development series: Teaching disparate learner groups*. Sydney: NCELTR.

!Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.

!Cameron, L., & Low, G. (Eds.). (1999). *Researching and applying metaphor*. Cambridge: Cambridge University Press.

!Chamot, A., Barnhardt, S., El-Dinary, P., & Robbins, J. (1999). *The learning strategies handbook*. New York: Addison Wesley Longman.

Davis, P., Garside, B., & Rinvolucri, M. (1998). *Ways of doing: Students explore their everyday and classroom practices*. Cambridge: Cambridge University Press.

!Doughty, C., & Williams, J. (Eds.). (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.

!Joyce, H., & Burns, A. (1999). *Focus on grammar*. Sydney: NCELTR.

McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge: Cambridge University Press.

!Martin, S. (1999). *New life, new language: The history of the adult migrant English program*. Sydney: NCELTR.

Milanovic, M. (Series Ed.). (1998). *Studies in language testing: Multilingual glossary of language testing terms*. Cambridge: Cambridge University Press.

*Sanderson, P. (1999). *Using newspapers in the classroom*. Cambridge: Cambridge University Press.

Ziemer, M. (1999). *Grammar contexts: A resource guide for interactive practice*. Ann Arbor: The University of Michigan Press.

Computers

!Corbel, C. (1999). *Computer literacies: Working effectively with electronic texts*, Office 97 version. Sydney: NCELTR.

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: *JALT Tokyo Metro Mini-Conference*—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading.Visit the website at http://home.att.ne.jp/gold/db/tmmc or contact the program chair (contact information below) for details. Show & Tell (15 minutes) and short papers (20 minutes) submissions are due by Sept. 25. Include a 50-75 word summary of your favorite classroom activity, learning strategy, or game, or present a mini-paper on your teaching and research. See June *TLT* or the website for submission details. Contact: David Brooks, t/f: 042-335-8049; dbrooks@planetall.com. Acceptances will be sent in September.

Call for Presenters: *JALT99 Material Writers SIG Roundtable*—The Material Writers SIG is looking for published authors to take part in their JALT99 roundtable on the theme of "Publishing in Japan." The roundtable will feature representatives from Japan-based publishing companies advising prospective authors on how to get published, as well as published authors who will share their own publishing experiences. We are looking for authors who would like to participate in a roundtable and who can give advice to up-and-coming authors. To take part in the roundtable or for more information, please contact Christine Chinen: Material Writers SIG Program Co-Chair; t/f: 092-812-2668; chris@kyushu.com.

The Language Teacher Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks

themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit a curriculum vitae and cover letter to William Acton; JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; i44993g@nucc.cc.nagoya-u.ac.jp.

Special Interest Group News・研究部会ニュース

edited by robert long

Bilingual SIG—At the JALT99 conference, volume 5 of the *Japan Journal of Multilingualism and Multiculturalism* will be on sale. Volumes 2-4 of the journal and all our monographs will also be available.

JALT99 大会において「多言語多文化研究」5号を販売いたします。「多言語多文化研究」2-4号、また、全てのモノグラフもまだ在庫がございます。

Material Writers SIG—Activities at JALT99 will be our Annual Materials Swap-Meet and our Publishers' Roundtable, this year featuring domestic publishers and self-published textbook authors. We will also be electing next year's officers. Please attend the AGM with your volunteer hat on and join us in setting the future direction of the SIG.

ＪＡＬＴ９９での教材開発部会行事は恒例の「教材交換会」と、「出版社との円卓会議」、後者の本年度特別ゲストは国内の出版社と教材を自費出版した著者達です。総会では次年度の役員選出もありますので、当部会の未来への方向付けに皆様のボランティア精神を発揮してご出席下さい。

Professionalism, Administration, and Leadership in Education SIG—The PALE SIG is currently working on its August issue of the *PALE Journal*,on the heels of its highly-acclaimed April issue on employment issues at the Prefectural University of Kumamoto. More information on our group,its activities, and back issues can be found at www.voicenet.co.jp/~davald/PALEJournals.html.

当部会では、熊本県立大学の雇用問題を特集して好評をいただいた会報の４月号に引き続き、８月号を製作中です。当部会の活動やこれまでの会報については、当部会HP(URLは英文参照)をご覧下さい。

Teaching Children SIG—The Teaching Children SIG needs new officers for the new millennium. If you would like to work for the SIG next year, see the July TLC for details of positions and send your name to Aleda Krause. Elections will be held at the ABM at JALT99. Please join our roundtable: Children Can Read Beyond Words at JALT99 and also the following dinner party.

児童教育部会では、来年度の役員を募集しております。興味のある方は、各役職を紹介した会報７月号をご覧の上Aleda Krauseまでご連絡ください。役員選挙はＪＡＬＴ９９での部会年次総会において行います。ＪＡＬＴ９９での円卓会議および夕食会にもご参加ください。

Teacher Education SIG—Teacher Ed is co-sponsoring the visit of Andy Curtis of Hong Kong Polytechnic University to the JALT99 conference. Please try and catch him at the pre-conference workshop, where he will be presenting on action research and teacher portfolios, or at the conference itself,where he will give a presentation on collaborative research.

教師教育部会は、Hong Kong Polytechnic大学のAndy Curtis氏のＪＡＬＴ９９への招聘を共同で後援しております。アクション・リサーチや教師ポートフォリオに関する大会前ワークショップ及び大会期間中の講演にぜひお越しください。

Other Language Educators SIG—OLE, the SIG for educators of languages beyond English and Japanese, has just sent out its Newsletter 14 for June/July 1999, containing all abstracts and summaries of OLE related presentations at JALT99 both in English and the language of presentation and/or Japanese. *Newsletter 14* also contains OLE's statement of purpose in English, German, and French, and two pages of online dictionaries.

OLEは「会報14号」を発行しました。JALT99(前橋)におけるＯＬＥ関係の各発表の申請時に提出した概要(ａｂｓｔｒａｃｔ)と要約(summary)を全て掲載しており、英語、フランス語、ドイツ語のStatement of purpose、オンライン辞書についての案内も含まれております。

SIG 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

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, September 15th is the deadline for a December conference in Japan or a January conference overseas, especially when the conference is early in the month.

Upcoming Conferences

September 26-29, 1999—*Applied Linguistics Now: The Critical Issues—The Twenty-Fourth Annual Congress of the Applied Linguistics Association of Australia*, at the University of Western Australia, Perth, Australia. An international cast of plenary speakers includes Shirley Brice Heath, Leo Van Lier, Noboyuki Honna, and Janet Holmes. More information at www.ca.com.au/~keynote/conf_pge/cnf6linguist.html, or contact Graham McKay g.mckay@cowan.edu.au; School of Language & Literature, Edith Cowan University, 2 Bradford Street, Mount Lawley, Western Australia 6050; t: 618-9370-6543; f: 618-9370-6608.

September 30-October 3, 1999—*Mediating Japan: Transformations in the Production of Japanese Culture—The 12th Annual Conference of the Japan Studies Association of Canada (JSAC)*, in Montreal, Canada. Papers and panels on "culture" in the Japanese context, Japanese language teaching and learning, culture and globalization, and others. Contact: Fumiko Ikawa-Smith fikawa@leacock.lan.mcgill.ca; Department of Anthropology, McGill University, 855 Sherbrooke Street West, Montreal, Quebec, H3A 2T7; t: 1-514-398-4296; f: 1-514-398-7476.

October 1-3, 1999—*Second Pan-Asia Conference (PAC2) on Teaching English: Asian Contexts and Cultures,* organized by KoreaTESOL, ThaiTESOL and JALT and held at the Olympic ParkTel in Seoul, South Korea. Plenary speakers include Suntana Sutadarat, Penney Ur, Claire Kramsch, Michael McCarthy, Kathleeen Bailey and Kensaku Yoshida. Detailed information at www2.gol.com/users/pndl/PAC/PAC2/PACstart.html, or contact Jane Hoelker hoelker@hyowon.cc.pusan.ac.kr; Pusan National University, San 30 Jangjeon-dong, Pusan 609-735, Korea; t/w/h: 82-(0)51-510-2650; f(w): 82-(0)51-582-3869.

October 7-9, 1999—*The Second Biennial International Feminism(s) and Rhetoric(s) Conference—Challenging Rhetorics: Cross-Disciplinary Sites of Feminist Discourse,* sponsored by the Center for Interdisciplinary Studies of Writing at the University of Minnesota. Participants and featured speakers, among them Deborah Cameron, Robin Lakoff and Suzette Haden-Elgin, will examine new discourse practices emerging as a result of feminist scholarship. For more information, go to femrhet.cla.umn.edu/ or contact Hildy Miller, Associate Director, Center for Interdisciplinary Studies of Writing mille299@tc.umn.edu; t: 1-612-626-7639; f: 1-612-626-7580.

October 7-9, 1999—*Cultural Awareness in the ELT Classroom*, IATEFL Brazil's First International Conference, at the Rio Atlantico Hotel, Copacabana, Rio de Janeiro. Contact: IATEFL Brazil, Tania Dutra e Mello tania@culturainglesa.org.br; Rua Sao Clemente, 258-40, andar, 22260-000, Rio de Janeiro, Brazil.

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, plus symposia, workshops, papers, and posters on language change in real time, second language acquisition, and others. More information at momiji.arts-dlll.yorku.ca/linguistics/NWAVE/NWAVE-28.html. Inquiries to newwave@yorku.ca or NWAVE, c/o DLLL, South 561 Ross Building, 4700 Keele Street, York University, Toronto, Ontario, Canada M3J 1P3.

October 15-24, 1999—*Fifteenth International Chain Conference: EFL Methodology, Classroom Interaction/Management and Research Issues*, sponsored by the Society of Pakistan English Language Teachers (SPELT). Uniquely, this conference moves from the inaugurating conference in Karachi (October15-17) to workshops in Quetta, Hyderabad, Abbottabad (October 20-21) to concluding sessions in Lahore and Islamabad (October 22-24). Participants can join anywhere. SPELT is eager to establish links with JALT. Contact: Mohsin Tejani server@clifton1.khi.sdnpk.undp.org; t: 92-21-514531; t/f: 92-21-5676307.

Calls For Papers/Posters (in order of deadlines)

September 18, 1999 (extended deadline) *(for December 17-19, 1999)—**The Annual International Language in Education Conference (ILEC)1999 on Language, Curriculum and Assessment: Research, Practice and Management,*** at The Chinese University of Hong Kong. For information, see www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm, or contact Charlotte Law Wing Yee wylaw@cuhk.edu.hk; ILEC'99; Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong.

Reminders—calls for papers

September 22, 1999 *(for March 27-31, 2000)—**IATEFL Conference 2000: The 34th International Annual IATEFL Conference,*** in Dublin, Ireland. Proposal forms available at www.iatefl.org/Dublin-2000.htm. Contact: IATEFL; 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-(0)1227-276528; IATEFL@compuserve.com.

September 30, 1999 *(for April 1-2, 2000)—**Second International Conference on Practical Linguistics of Japanese***, at San Francisco State University, San Francisco, USA. Conference website: userwww.sfsu.edu/~yukiko/conference/main.html. Contact: Yukiko Sasaki Alam yukiko@sfsu.edu; Dept. of Foreign Languages and Literatures, San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132, USA.

Reminders—conferences

September 9-11, 1999—*Exeter CALL'99: CALL and the Learning Community*, the eighth biennial conference at the University of Exeter, UK. Registration and information at www.ex.ac.uk/french/announcements/Exeter_CALL_99.html. Contact: Keith Cameron; Department of French, Queen's Building, The University, Exeter EX4 4QH, UK; t: 44-1392-264221; f: 44-1392-264222; K.C.Cameron@ex.ac.uk.

September 9-11, 1999—*Second International Conference on Major Varieties of English (MAVEN II)—The English Language Today: Functions and Representations,* at Lincoln University Campus, UK. See www.lincoln.ac.uk/communications/maven, or write The Conference Secretary, MAVEN II; Faculty of Arts and Technology, Lincoln University Campus, Brayford Pool, Lincoln LN6 7TS, UK; t: 44-1522-886251; f: 44-1522-886021; pnayar@ulh.ac.uk.

September 16-18, 1999—*Change and Continuity in Applied Linguistics: 32nd Annual Meeting of the British Association of Applied Linguistics,* in Edinburgh, UK. Use Web link at www.BAAL.org.uk or email to andy.cawdell@BAAL.org.uk.

JALT News Special

compiled by keith lane, NEC

Candidates for JALT National Offices

Elected National Offices include **President**, **Vice President**, **Membership Chair**, **Recording Secretary**, Program Chair, Treasurer and Public Relations Chair. The positions in boldface are to be filled in odd-numbered years, i.e. 1999.

Candidates for President

Jill Robbins

- Assistant Professor in the Language Center of Kwansei Gakuin University.
- PhD in Applied Linguistics, Georgetown University, Washington, DC.
- MA in Applied Linguistics, University of South Florida.
- BA in Linguistics, Barnard College of Columbia University, New York.
- 6 years high school and university teaching experience in Japan.
- 18 years ESL and EFL teaching experience.

JALT Service

- JALT99 Conference Program Co-Chair.
- Nominations and Elections Committee Chair, 1998, Chair-Elect, 1997.
- National SIG Representative 1997, 1998.
- Publicity Chair, Learner Development SIG 1996, 1997.
- Program Co-Chair of Teacher Education SIG 1997.
- JALT Nara President 1995, 1996.

As JALT President my mission will be to improve communication among members and with other professional organizations, to give current members compelling reasons to stay in JALT, and to make membership more appealing to a wider variety of teachers. I believe these issues will be important to JALT in the coming years:

Improved Communication—I see communication with members and other officers as the President's most important duty. Advances in technology mean we are no longer limited by physical distance in our search for connection to others in our profession. JALT should make the best use of technology, such as email lists and Internet-based newsletters, to strengthen our professional community. This will enhance our opportunities to collaborate within JALT and with other international organizations.

More efficient services—Volunteers are the backbone of JALT and should be valued more than they are now. I hope to create avenues of communication that will make more efficient use of the volunteers' time and effort by eliminating tedious paperwork. One way to do this is through encouraging Internet-based reporting and streamlining requirements for officer reports.

Change and Financial health—Japan's weak economy means JALT must make careful plans for an uncertain future. As chapter officer, as SIG officer, and as national officer, I have supported changes based on JALT's goals and fiscal responsibility. As President, I will take advantage of opportunities for making positive changes. I will encourage the wise investment of JALT's resources, both fiscal and human, so it can continue to serve its members. For more info: http://web.kwansei.ac.jp/~robbins.

学歴：
・ニューヨーク　コロンビア大学Barnard Collegeにて言語学学士号取得
・南フロリダ大学にて応用言語学修士号取得
・ワシントンD.C. ジョージタウン大学にて応用言語学博士号取得

職歴：
・関西学院大学言語教育研究センター助教授
・日本の高校、大学における教師歴6年
・ESL/EFL教師歴18年

JALTにおける経歴：
1995年・1996年　JALT奈良支部 支部長
1996年・1997年　学習者ディベロプメントSIG 広報委員長
1997年　教師教育SIG 企画委員長
1997年・1998年　N-SIG代表
1998年　選挙管理委員長
1997年　Chair-Elect JALT99大会企画委員長

所信表明

JALT会長としての私の使命は、次の3点と考えます。 JALT内外のコミュニケーションを改善すること、　　現在の会員が引き続きＪＡＬＴ に参加したいと思える様な魅力的なサービスを提供すること、そしてより広い教師層にアピールしＪＡＬＴに参加を促すことです。
そのためにも、これからのＪＡＬＴにとって以下の事項が大変重要だと考えています。

より良いコミュニケーション

テクノロジーの発展により、私達は同じ職業を持つ仲間とつながりを持つのに物理的な距離に制限されることはなくなりました。 私達教師同士のつながりを強めるために、ＪＡＬＴはこのテクノロジーを最大限に利用すべきです。電子メールのリストやインターネットを利用したニューズレターの発行などがその例としてあげられるでしょう。会員の方々や他の役員達とのコミュニケーションこそが会長の最も重要な任務だと考えます。ＪＡＬＴ内のみならず、他の国際的な教師の団体と協力する機会は私達の周りに沢山あります。会長として私はこれらのつながりを活用し、ＪＡＬＴ会員のみなさんがより大きなネットワークを広げられるようにします。

サービスの効率的な提供

ＪＡＬＴはボランティアの人々によって支えられているのですから、彼らの努力がより報われるようにすべきだと思います。ボランティアの人達が時間と労力をより効率的に使えるように、煩わしいペーパーワークを排除したコミュニケーション手段を作り上げていくつもりです。その案の一つとして、地域レベルから全国レベルへの報告をインターネットで行うよう働き掛け、役員からの報告での必要な手続きを合理化するつもりです。

変革とJALTの財政的健全さ

日本経済が衰退し、ＪＡＬＴは不確かな将来に向けて注意深く計画を立てていくことを余儀なくされています。私は支部、ＳＩＧ、全国レベルの役員としてこれまでＪＡＬＴの目標と財政的責任に基づく様々な変革を支持してきました。会長としても、このような経験を活かし前向きな変革を実行していくつもりです。 JALTが持つ金銭的、人間的資財をより賢明に投資することで会員のみなさんに満足していただけるサービスを続けていくことが可能になるのです。 詳しくはhttp://web.kwansei.ac.jp/~robbinsをご覧下さい。

Thomas Simmons

- Adjunct lecturer at colleges and universities.
- Clinical Doctorate, Cleaveland Chiropractic College, Kansas City, MO.
- MSc Applied Linguistics ESP, Aston University Birmingham.
- BA, University of Missouri, Kansas City.
- Secondary and elementary teaching experience, USA.
- Community and Professional corporate and NGO education, Japan.

JALT Service
- National Recording Secretary 1998, 1999.
- Co-Coordinator and Co-Editor of CUE 1995-1997.
- Founding Coordinator and Editor of PALE 1995-1997.
- JALT97 Conference Site Chair.
- National SIG Representative 1996.
- Coordinator of Ad Hoc Committee on Ageism 1996.
- Special Issue Editor, *The Language Teacher,* August 1997 November 1998.
- TESOL '96 Alternate Liaison.
- TESOL '97 Liaison.

The President actually has only one vote in JALT, which is cast only in a tie in business meetings. The President is a member of all committees but does not, in fact, vote. The President is, in essence then, a team leader and coordinator. The most important thing the President can do is to support the competent folks JALT has on board, helping them get a chance to do their jobs fulfilling JALT's mission. While Presidents do have their hopes for JALT and their favourite goals (you see of a few of these in the statements of the

other candidates) most of what must be done is to insure that JALT's local and national leaders get the support and coordination they need. It is a complex job that has aged many past Presidents. In the next few years, JALT will continue to face needed changes in finances, financial support, leadership recruitment, membership growth, communication, and regional organisation. We have the depth of leadership and our skills will continue to be developed further. What we will need is a National Executive who continues to look to supporting our improvement and our ability to plan for and handle the problems we will encounter. This moral and logistic support, rather than my own goals, would be my primary mission as JALT President.

経歴

・日本での教育歴13年（英会話学校・専門学校・短期大学・大学）
・日本大学講師
・ミズーリ州カンザスシティのクリーブランド・カイロプラクティク大学にて臨床学博士号取得
・バーミンガムのアストン大学にて応用言語学修士号(ESP)取得
・カンザスシティのミズーリ大学にて学士号（初等教育）取得
・米国にて小中学校・高等学校教諭を経験
・日本にて地域型教育施設および職業訓練施設（法人および非政府団体）における教育歴有り
・主な研究分野はEFLと語用論
・論文出版合計24本（専門雑誌および学会発表要旨）、その他論文およびワークショップ開催合計19(JALT、TESOL Inc.、IPrA、UNESCO-ACEID)

JALTにおける経歴:

・書記（1998年、1999年）、JALT News編集委員
・CUE共同コーディネーター/共同編集委員（1995年-1997年）
・PALE創設者/コーディネーター/編集委員（1995年-1997年）
・JALT97会場委員長
・全国N-SIG代表（1996年）
・年齢差別問題臨時委員会コーディネーター（1996年）
・The Language Teacher特別編集者（1996年7月、1997年8月）
・TESOL '97、'98、'99 においてJALT代表

所信表明

会長がＪＡＬＴで票を投じるのは、実はビジネスミーティングで可否票同数の場合に限られています。会長は全ての委員会のメンバーですが、実は通常は投票しないのです。ですから会長は本質的にチームリーダーであり、コーディネーターなのです。会長の重要な役割は他の有能なメンバーがＪＡＬＴの使命を果たすための支援を行うことです。会長としてのＪＡＬＴへの期待や掲げたい目標が（他の候補の発言にも見られるように）あることは事実ですが、肝心なことはＪＡＬＴ本部と各支部の役員が彼らにとって必要な支援と調整が確実に得られるようにすることです。会長職はその任務の複雑さから、これまで多くの会長を疲労させてきました。　　今後数年間、ＪＡＬＴは財源・財政支援・役員勧誘・会員数増加・コミュニケーション・地域編成といった分野で改変の必要性に直面し続けます。指導者の層は厚く、今後もその能力は開発されるでしょう。ＪＡＬＴには、この組織の発展と組織の計画力と問題解決能力を引き続き支援する会長が求められます。私独自の目標ではなく、こうした精神的・物質的支援がJALT会長としての私の使命になると考えます。

Candidates for Vice President

田中喜美代

経歴：
南山大学外国学部英米科卒　学士

JALT 活動：
・JALT 会員16年
・JALT 94 年次国際大会地域運営委員長
・SCOPE member、4 corners tour アシスタント・コーディネーター、JALT 松山支部長（1996-1997）
・現松山支部 Newsletter and home page 編集者。

職歴：
・松山日米英会話学院英会話講師
・愛媛県知事通訳
・現　愛媛大学教育学部　非常勤講師（日本語講師）

趣味その他：俳句の創作、翻訳、ドイツに在住経験あり

所信表明

1. 新世紀に直面するJALT の挑戦のための補佐をしたい。
2. ＪＡＬＴ事務局運営の効率的、効果的、運営のため、経費節減の効果が出るよう最善の努力をしたい。
3. JALT のその多様性を推進していきたい。いかなる言語使用者、いかなる言語教育者であろうと、いかなる職場環境であろうと、その就業期間にかかわらず、すべての語学教育に携わる人にとって助け合いともに学びあうJALTの多様性を推進していくべきである。
4. そのためにも、１日本語教育者として、１女性として、さらには一人の国際的な視野を持った言語教育に携わる者として21世紀へのJALT の活動の中、一つの橋の役割を果たすために、働きたいと願っています。

次世紀へ踏み出づ海橋風光る　　喜美代

Tanaka Kimiyo

- English language instructor at Nichibei English Institute.
- Interpreter for governor.
- JASL teacher at Ehime University 1992-present.
- BA English, Nanzan University.
- Haiku writer and translator.

JALT Service

- Matsuyama Chapter Newsletter and Homepage Editor 1996 through 1999.
- Matsuyama Chapter President 1996, 1997.
- 4-Corners Tour Assistant Coordinator 1996, 1997.
- Employment Practices Standing Committee Member 1997.
- JALT Annual International Conference Site Co-chair 1994.
- JALT member of 16 years.

I believe that JALT should be of service and of value to all language teachers and learners. Those people who desire to make use of or contribute to JALT's services should feel welcome regardless of the language they teach or study, their native language, their length of

service and experience in language education. Regardless also of the nature, level, or location of their language education activities, or the intended term of their residency in Japan, it should be clear that JALT is there for them.

As Vice President of JALT, I will help JALT face the challenges and opportunities of the new millennium. As Administrative Committee Chair I would strive to ensure that the administration of JALT is efficient, effective, and economical: that the Central Office functions are performed at a high level and that the abilities of the financial manager are fully utilized. Therefore I, a teacher of Japanese, a woman and above all a most international person, will do my best to serve JALT as a bridge for the 21st century.

The bridge over the sea.
Toward the 21st Century.
Bright wind. — Kim

石田　正
(西東京支部：会員番号　13494)
学歴：中央大学商学部卒
職歴：
・会計課長（7年）
・留学団体東京事務所長（9年）
・英会話学校経営（17年）
・台東区国際交流委員会理事（12年）
・現在、自校および東京都台東区教育委員会生涯学習事業の英会話講師。

JALT活動：
・西東京支部会計委員(1995-1999)
・分野別研究会会計報告役員(1996-1999)
・年次国際大会会計役員(1997-1999)
・総務委員—ＪＡＬＴ事務局案件に関して現副会長の相談役を務める(1999)

所信証明：
ほとんどのＪＡＬＴ会員と違って、私は大学卒業後、最初に会計業務に従事しました。それから、いくつかの非営利団体の運営にたずさわりましたが、その後、英会話学校を経営する過程でＪＡＬＴを知り、英語教育に関心を持ったのです。最初はただひたすら支部の会合や、国際大会に出席し、英語教育方法の習得に努めました。そして、次第にＪＡＬＴは多くのボランティアーによって運営されている事が分かりました。そこで、私の経歴がＪＡＬＴの運営面で役立たないかと考え、まず会計の知識を生かして、支部および全国レベルでの会計役員を勤めたのです。今回私が副会長に立候補したのは、過去の団体運営の経験が、役立つのではないかと考えたからです。そして、仲間のＪＡＬＴ会員の激励と支持により、最終的に決心しました。

副会長として私がやりたい事は以下の通りです。
1. ＪＡＬＴ事務局の効率的な運営です。明確な指針を出し、就業規則を作ることです。私の学校はＪＡＬＴ事務局へ歩いて行ける距離の所にあるので、事務局員の相談に容易にのれます。
2. 特定非営利活動促進法に基づいて、ＪＡＬＴを再組織化する事です。ＪＡＬＴは東京都に特定非営利活動法人設立のための申請書を提出しました。法人資格の取得はまもなくできるとおもいます。私はＪＡＬＴがその独自性を失わずに、一日本法人として、日本の教育界に安定した基盤を築けるようにしたいと思います。
3. 会計委員長と協力して、JALTの財政を安定させる事です。
4. 会員を増やす方法として下記の事を実行したいと思います。
   1) 国際大会で日本人英語教師のために集中英語口座を開く
   2) 日本人英語教師のために、ＪＡＬＴ独自の外国語としての英語教授法認定制度を作る
   3) 機関誌 The Language Teacherの就職情報ページを、賛助会員およびビジネス会員の協力により拡張する

Ishida Tadashi
- Owner of and teacher in a private language school.
- Teacher for publicly sponsored language programs.
- BA in Commerce, Chuo University.
- Seven years of experience as an accountant.
- Nine years as director of international student exchange programs.
- Seventeen years of experience running a language school.
- Twelve years as director of local government international exchange committee.

JALT Service
- Treasurer of West Tokyo Chapter 1995-1999.
- SIG Treasurer Liaison 1996-1999.
- Assistant Conference Treasurer 1997.
- Conference Treasurer 1998-1999.
- Administrative Committee 1999.

Unlike most JALT members, I started my career as an accountant and later became involved in the management of several organizations. My first encounters with JALT led me to start a third career in English language studies. I studied how to teach English by attending chapter meetings and conferences. Gradually I became aware that JALT is run by many volunteers. Then, I thought I might be of some use and volunteered to serve as a chapter, then as a national-level, treasurer, using my knowledge as an accountant. Now I want to make use of these experiences and with the encouragement and support of colleagues I have decided to run for Vice President.

As JALT Vice President my mission will first include managing the JALT Central Office effectively. I will install clear guidelines and establish office regulations. Consulting with office staff will be easy as my school is within walking distance.

Second, I will reorganize JALT procedures based on Non-Profit Organization (NPO) law. JALT submitted NPO application to the Tokyo Government and is expected to get the status of non-profit corporation soon. I would like to help JALT integrate into the Japanese educational infrastructure and become more stable in Japanese terms without losing its independence.

Third, I will help National Treasurer stabilize JALT finance. In order to increase memberships I want to. . .
- set up an Intensive English program at the annual conference,

- set up a JALT TEFL Certificate program for Japanese English teachers,
- enlarge Job Information pages in *The Language Teacher* with the help of Associate and Commercial Members.

Amy Yamashiro

- Lecturer, Nihon University.
- Three years experience in secondary education, Japan.
- Four years experience with YMCA, Japan.
- Doctoral Candidate in Education, Temple University Japan.
- MA in Teaching ESL-EFL, School for International Training.
- Certificate in Teaching ESL, UC Berkeley Extension.
- BA in Psychology, Yale University.
- Temple University Japan, Editor, *Working Papers in Applied Linguistics and Studies in Applied Linguistics,* 1998, 1999.
- Tokai University Monograph Series, Peer Editor, Volumes 1, 2, and 3, 1997-1999.
- Keio SFC Monograph, Co-Editor, Gender Issues in Language Education, 1996.

JALT Service

- GALE SIG Publicity Chair 1998.
- Teacher Education SIG Coordinator 1996.
- National SIG Representative 1996.
- Guest Editor, *The Language Teacher,* May 1998.
- Contributing organizer of Women in Education and Language Learning (WELL).

The Vice President must actively work to create effective communication and teamwork among National Officers, Representatives, and Central. I can offer JALT my administrative skills and computer literacy, my networking and recruiting abilities to promote JALT internationally and domestically, and my organizational abilities to plan, coordinate, and complete projects.

If elected, I will work closely with the President to coordinate and streamline communication among the various groups and help JALT take advantage of the widespread use of technologies to increase efficiency, reduce paper waste, and cut costs.

I believe JALT should recognize the full range of interests and needs of its diverse membership, including those who teach children, those interested in CALL, and teachers of other languages. Furthermore, JALT should increase its visibility both internationally and within Japan by offering more bilingual support and co-sponsoring events with other language teaching associations.

As a SIG Representative in 1996, I chaired subcommittee meetings at which I worked toward a full participation by clarifying procedures and actively encouraging previously silent voices. That year, the need to raise membership dues and restructure the delegate system made it essential to involve a greater number of members in organizational planning to keep JALT viable.

JALT's most important resource is its volunteers, and my experience in recruiting and supporting volunteers, making duties enjoyable, and developing teamwork would be particularly useful to the organization. It is a job which I believe I could perform with pleasure and with full dedication.

山城英美

ＪＡＬＴの使命である語学教育の向上と発展のためには、副会長は全国の役員、代表、中央事務局のコミュニケーションを潤滑にし、かつチームワークを高めていくよう努めていかなければなりません。ＪＡＬＴの活動を国内外に広めていくにあたって、私が今まで培ってきた事務運営能力、コンピューターの知識、人脈が多いに役に立つことでしょう。また新しいプロジェクトを計画、実行することも得意分野のひとつですので、その力もフルに活用させていこうと思っています。

もし副会長に選出された場合、会長と共に全国の役員、支部、研究部会と中央事務局のコミュニケーションの方法を合理化するように努力していきます。インターネットやＥメールを効果的に活用することにより、能率を高め、紙の無駄をなくし、費用を削減することが可能です。

さらにＪＡＬＴの会員の方々の多様な関心事やニーズに応えていくことにも焦点をおきます。ＪＡＬＴは様々な関心や専門領域を持つ会員によって構成されている学会です。それぞれの会員が自分の関心のある分野がＪＡＬＴに支援されていると感じられることが大切です。また、国内外での知名度を高めるためにも、もっと日・英バイリンガルで情報を供給し、他の語学関係の学会とも提携して合同のイベントを行っていくべきだと考えます。

１９９６～７年度に私は研究部会の代表の一人でした。その際、部会の運営の仕方を明確にし、少数派のメンバーの意見にも耳を傾けることで、より多くの会員の参加を促しました。この年度には会費を上げなければならず、代表が集まって行う執行委員会のシステムも変えなければならなかったのでより多くの会員のインプットが必要だったのです。

現在の役員の方々、また今回の選挙に立候補している各氏の方々と一緒に仕事ができることを楽しみにしています。ＪＡＬＴは多くのボランティアの方々に支えられている組織です。私が今まで行ってきたボランティアの募集や、お互いに協力しあいながら仕事を楽しんで行えるような体制を作るという経験がＪＡＬＴに役に立つことでしょう。この任務に責任感と喜びを持ってあたる決意です。

JALTの運営に関するあらゆる公的なニュースをトム・シモンズ、電話 045-845-8242、malang@gol.com（英語）、あるいは杉野俊子0468-44-5907（職場ファックス） RXE21345@nifty.ne.jp（日本語）まで是非お送りください。毎月1 5 日までに送ってくだされば、翌月号のTLT（約6週間後)に載せることができます。

Candidate for National Recording Secretary

Amy E. Hawley

- On faculty, Shizuoka Futaba Gakuen.
- MA in TESOL, University of Northern Iowa.
- BA in French, University of Northern Iowa.
- BA in Music, University of Northern Iowa.

JALT Service

- National Chapter Delegate 1998, 1999.
- Financial Steering Committee Chair 1998, 1999.
- Shizuoka Chapter President 1997, 1999.
- Shizuoka Chapter Recording Secretary 1996, 1997.

I join the ranks of JALT members who say, "We pride ourselves on being a grassroots organization." To continue to do so successfully, JALT needs to maintain strong connections. National officers must reach SIGs and chapters with the necessary financial, program, and management information they need to maintain and strengthen understanding and effectiveness throughout JALT.

If elected National Recording Secretary, I can build on my experience on the Financial Steering Committee. As Chair of the Committee in 1999, I helped our new finance team put together a balanced budget by communicating with JALT officers and members so that the financial needs of JALT were accurately presented. This is helping to lead JALT soundly into the 21st Century. As National Recording Secretary for 2000 and 2001 I would be committed to compiling and dispersing JALT administrative information to help bring a strongly united and informed JALT into its second quarter-century of service to the teaching profession.

Marking an 'X' beside my name on the postcard ballot will give me the opportunity to continue networking with our members and officers through the *JALT Executive Newsletter* (*JENL*) and JALT News column in *The Language Teacher*. The *JENL* assists members who attend the Annual General Meeting and the officers' Executive Board Meetings by providing an agenda, minutes, and action reports. It is important that these documents be compiled by the Recording Secretary in a timely manner to reach chapters with information concerning items being discussed and acted upon. The JALT News column informs all JALT members about what is happening in JALT. These two publications need to be clear and informative to strengthen understanding within JALT. The position of National Recording Secretary needs someone who can fulfill these responsibilities. I can do it with your vote.

経歴

・ノーザン・アイオワ大にてフランス語と音楽の学士号及びTESOL修士号取得。
・現在、静岡雙葉学園英語講師。

JALT活動

・JALT静岡支部書記 (1996-98)
・JALT静岡支部長（1998-）
・JALT本部役員会（EBM）静岡支部代表（1997-）
・JALT財政運営委員長（1998-）
・全国支部代表委員（1998-）

所信表明

ＪＡＬＴがすばらしい「草の根組織」であり続けるためには、会員同士の強い連体が必要です。組織全体がよりよく理解し合い、機能するために、本部役員は各部会や地方支部に目を配り、財政、活動、運営等に関する大切な情報を提供していく必要があります。

今年、財政運営委員長として委員とメンバー間のコミュニケーションを促進し、ＪＡＬＴの活動に必要な予算がバランスよく配分されるよう務めてきました。

２０００年から２００１年にかけての本部書記の任務を任せていただけましたら、ＪＡＬＴ運営に関する情報をみなさんに伝達するという仕事を通して、ＪＡＬＴの団結と相互理解を深め、この組織が２１世紀の教育に貢献していくためのお手伝いをしたいと考えています。

投票用葉書にあります私の名前の横に×を書いて投函していただければ、JALT役員会報（JENL）やThe Language Teacherのニュース欄を通じて、ＪＡＬＴのメンバーと役員とのネットワーク作りを更に進めていきたいと思っています。

＊ＪＥＮＬ誌には、年次総会や役員会への出席者のための議事予定・議事録・活動報告などが掲載されます。こういったことについてのタイムリーな情報が各支部にすぐ送られ、そこでの話し合いや実践に役立つことを願っています。

＊The JALT News columnはJALTに関する最新のニュースを会員の皆さん全員にお伝えするものです。

この二つの会誌・コラムを、わかりやすく情報豊かなものにすることによって、会員の相互理解が深まる助けになればと思っています。その意味で本部書記の任務は重要です。一票をよろしくお願いいたします。

Candidate for National Membership Chair

Joseph George Tomei

- Assistant Professor, Kumamoto Gakuen University.
- MA in Linguistics, University of Oregon.
- BA in Linguistics, minors in French and music, University of Southern Mississippi.
- Teaching experience in Japan, France and Spain.

JALT Service

- Kumamoto Chapter President 1999.
- JALT Hokkaido, May 1995-1998.
- JALT Kumamoto, July 1998-1999.

This is my 10th year in Japan (out of a possible 38). My first 5 were as a JET in Miyagi prefecture, and my last two years on the program, I worked in the Prefectural Board of Education as a liaison between them and incoming JET participants. After returning to the US to do my MA, I was employed by Hokkaido University for three years as a visiting professor before accepting my present position.

I feel the role of Membership Chair is not merely to boost membership but to make JALT as relevant and accessible to as many people as possible. I will be advocating a number of priorities:

- A restructuring of the grant formula to better encourage recruitment.
- Trying to find ways to bring the membership fee down to ¥8,000. I will explore doing this by developing a stable and predictable renewal process.
- Encouraging chapters to find better and more efficient ways to reach their membership and attract new members, with a goal of working towards equal participation by foreign and Japanese members.
- Identifying groups which have not been reached by JALT chapters and trying to bring them in. These groups include secondary school teachers, teachers to children, and JET program participants. Targeting these groups means developing chapter based efforts to bring these people into JALT.
- Arguing that while JALT should not take sides in any ongoing labor dispute, it should provide information to JALT members on labor issues and argue for equal treatment for foreign academics.

If you agree that these sorts of structural changes are necessary, support my candidacy.

経歴：

・熊本学園大学の講師
・MA　言語学　オレゴン大学
・BA　言語学　南ミシシッピ大学

JALT活動:

・熊本支部の部長　1999
・JALT熊本会員 1998-1999
・JALT北海道会員 1995-1998

所信表明

日本に来て今年で10年になります(38歳)。最初の5年間は、宮城県でＪＥＴプログラムで英語を教えていました。その後、オレゴン大学にて言語学修士号を取得し、北海道大学の外国人教師として3年間勤めました。昨年より現在の職に就きました。Membership chairの仕事は、会員数を増やすことだけではなく、できるだけ多くの人々にこの会に関われるようにすることと思いますので、組織の改善をいくつか提案します。

・会員数をより増やすために、全国ＪＡＬＴから支部に配分される予算の再検討。
・会費を８．０００円に戻す方法を検討する。これについては、確実で、予測可能な会員更新手続きを考案して対応することを試みたい。
・ＪＡＬＴに現在関与していないグループを探し、その人達にも入会を呼びかける。たとえば、中学校高等学校の教員、幼児教育関係者、ＪＥＴプログラム参加者(英語指導助手)など。これらのグループに入会してもらうには支部会ごとの活動が必要となる。
・ＪＡＬＴは現在進行中の労働問題に関して、特定のブループの支持をすべきではないにせよ、ＪＡＬＴ会員には労働問題に関する情報提供や外国人学会員に対する平等な待遇について議論すべきである。

本学会のこのような構造改革案について賛同いただけるのであれば、どうかご支持の程宜しくお願いいたします。もちろん、これらに賛同いただけないのであれば、他の意見を主張する候補者の支持のために投票をしてください。

(下記の文は先月号の訳文です。)

JALT会計委員長からの最新報告

資金とプロフィールを改善するために、ＪＡＬＴはこの夏いくつかの補助金申請を出しました。インドネシアからのアジアの学者のためにある、より権威のある日本財団等です。会計検査の専門であるディロイト・トーシュ・トーマツ会計事務所が6月24日にJALTの帳簿の検査を始めました。公平さと正確さを確約するよう書類をチェックするために雇われました。その他に、ＪＡＬＴの簿記操作や財政管理やその他の運営が スムーズにいくため、どのような事をしたらよいかについてのアドバイスをふくんだ経営報告も出してもらうことになっています。会計委員長、会計検査委員会、財政委員会からのすべての報告書は、各支部やＳＩＧ委員あるいはインターネット www.seafolk.ne.jp/kqj alt/jenl.html.を通して入手可能な JALT運営委員会ニュースレター(JENL)でご覧になれます。6月22日に各支部とＳＩＧに補助金が送られました。会費と補給品用の預金が集められました。これらの運営委員会で承認された予算の振替が終わった時、１９９９年6月２２日の時点で、ＪＡＬＴ支部の郵便貯金残高は13,173,959円、SIGは5,516,780円で、総合計は18,690,739円となりました。各支部で、一番低いところは仮申請中の岩手支部の１４７,４２３円で、一番高い支部は最近評判の良い学会を主催した北海道支部の1,003,058円です。SIGの郵便貯金の残高は一番低いところでは、外国文学の13,631円で、JALTにその補助金を逆に献金してくれました。高いところでは、非常に出席者の多かった京都での学会を主催したCALLの991,803円となっています。

デイビッド　マクマレー、JALT会計委員長

JALT99

edited by dennis woolbright

New for non-native speakers of English at JALT99

Sheltered English professional development workshops will be offered to non-native speakers of English throughout this year's conference.

Non-native speakers of English sometimes have difficulty participating fully in English workshops at JALT. Both linguistic and cultural differences can play a part in why native English speakers seem to dominate while non-native speakers often take a more passive role. Throughout this year's JALT99 Conference, in Room 502, special presentations will be made

in English by professional language teachers which will be open only to non-native speakers of English.

Organizer Sean Conley says, "Presenters will apply common sheltered English techniques not only to make meaning clear but also to serve as a model of what can be done in the EFL classroom. These techniques include using a VAK (Visual, Auditory, Kinesthetic) approach to presenting ideas that involves participants learning *visually* through the use of models and illustrations that help make the meaning clear, *kinesthetically* through hands-on activities that connect the ideas to personal experience, and *auditorily* through English presentations that are sensitive to the rate of speech, use of idioms, and contextualized use of less common vocabulary, abbreviations, and buzz words."

Fourteen presenters will give 45-minute workshops on such topics as the following:

- Easing into Authentic Materials by Stages
- Graded Readers in the EFL Classroom
- Skill Building and Awareness-Raising Activities
- Making Music a Part of Your EFL Class
- Mind-mapping as a Key Tool for Learning How to Write in English
- Teaching with Fairy Tales
- Vocabulary
- Creative Writing
- E-mail in the EFL Classroom
- Public Speaking

Chapter Reports

edited by diane pelyk

Hokkaido: April 1999—*Task Based Learning* by Alan Cogen. Cogen focused on using tasks to provide a framework for classroom language use. In task based language learning (TBLL), a task is defined as "an activity with non-linguistic outcomes." The aim of using such tasks is to provide actual context for language learning. Examples of tasks include using the telephone to obtain information or making a map from directions. TBLL is very goal-oriented. Cogen described the use of tasks as a four-step process. The first step is pre-task. The topic is introduced and the task is described, with objectives and instructions provided. The second step is the task. The third step involves planning and rehearsing a report on how students completed the task and their results. The final step involves making an oral report to the class. After the task is completed, the teacher practices new words and language that came up as a result of the task. Through practice, students gain confidence, realizing that language is recyclable.

Overall, Cogen sees the following benefits of TBLL: (a) Language used when completing a task is creative; (b) Task use provides a systematic framework, so students know what to expect from the TBLL pattern; (c) Students learn that there is a time and place for using their own L1, focusing on form, and practicing what they have learned. *Reported by Jennifer Morris*

Shizuoka: April 1999—*Demystifying the STEP Interview Test* by Laura MacGregor. Nearly three million Japanese people take the STEP tests every year, yet the development and evaluation of the tests are shrouded in secrecy. The Society for Testing English Proficiency (STEP) was established 35 years ago, but there remains little communication between test-givers and test-takers. The interview section of the tests was changed last year with the aim of making it more communicative. The reading passages and times given to candidates were shortened. The kinds of questions asked and evaluation criteria were altered.

This presentation was based on research conducted during interview tests in Sapporo. Nationally, 10% of examiners are native speakers, and Japanese speakers are supposed to have studied abroad for six months. How did examinees prepare for the interview? Twenty percent did not study at all, 16% received help from Japanese teachers, 23% used commercially available study materials, and the remaining 40% studied with a friend or used whatever materials they already possessed. Examiners and examinees agreed that the 20-second reading time should be increased to 30 seconds. Examiners were also unhappy with the warm-up questions and felt they should be standardized. They also felt that evaluation criteria on the exam were not objective and clear. Examinees were not aware that the warm-up questions were evaluated and did not know that marks were given for attitude.

MacGregor concluded with some recommendations of her own. More information should be available to test-takers, and there should be more communication between STEP examiners and examinees. Interview tests should have two raters instead of one. Examiners should be able to give verbal feedback, and the attitude section of the exam should be redefined. *Reported by Barbara Geraghty*

Four Corners Tour

by Robin Nagano
Four Corners Tour Coordinator

This month's column highlights an exciting event that involves chapters around the nation—the JALT chapter-sponsored Four Corners Tour. The Four Corners Tour takes place prior to the International Conference each year in the autumn. During the tour, that year's main speakers and Asian Scholars visit various JALT chapters. This is a valuable opportunity, especially for members who will not be attending the conference itself. These invited speakers have generously agreed to take the time from their already crowded schedules to go on tour, sharing their experience and expertise with JALT. The Four Corners Tour has moved from an extensive whirlwind lecture tour, known to exhaust more than one speaker in the past, to a slower-paced, regionally-based tour. This year's more intensive tour is patterned on the very successful tour of Hannah Pillay, the JALT98 Asian Scholar.

As the speakers will be spending two or three days with each host chapter, the chapters have been encouraged to plan not only a chapter presentation but also to arrange opportunities for speaking to other local institutions or groups. In addition, many chapters are arranging school visits and providing opportunities to meet informally with local educators. Not only does this relaxed schedule allow the chapter members and local language teachers more contact with the speakers, but the speakers gain a more comprehensive introduction to the place of foreign language teaching in Japan, a valuable orientation prior to the conference.

There are three groups whose efforts are essential to the Four Corners Tour. The first is the sponsors. As the tour is chapter-sponsored, funding is limited on the national level. However, the national officers, notably Program Chair Joyce Cunningham and Treasurer David McMurray, have been very active in contacting potential sponsors, who provide much appreciated donations to cover most of the transportation costs, the largest expense of the tour.

This year, our sponsors, generous even in tight times, are:

- The British Council
- The United States Embassy
- Cambridge University Press
- Pilgrims Ltd.
- Tuttle Publishing
- Meynard Publishing
- Canadian Airlines
- Minnesota State University-Akita
- Intercom Press
- Eltnews.com
- Sportsworld
- LIOJ (Language Institute of Japan)

Please take the time to stop off at their booths at JALT99 or talk to their representatives personally and thank them for their support.

The second group consists of the local coordinators of the tour. These are the people who arrange the itinerary for each speaker. They handle all of the details involved in moving speakers from one chapter to another, making sure that there is always a contact person, that tickets are in hand, and that the speakers know what will be involved at each stop. The efforts of this year's local coordinators, Keith Lane, Joy Jarman-Walsh, and Robert Baker are much appreciated. These coordinators work closely with the third group, the chapter officers and members. The local chapter arranges presentations, venues, and other activities for the speaker. This year most of the chapters are also providing homestays for our speakers. Special touches like this are certain to make the Four Corners Tour a memorable experience for all concerned.

Look for Four Corners speakers in your area during late September or the first week of October.

このツアーは、大会の招待講演者を日本中のＪＡＬＴ支部にお招きして、会員のためにワークショップ・講演を行うと共に、日本の語学教育事情を講演者によりよく伝えることを目的にしています。今年のツアーは２０カ所以上の会場を、５名の講演者が分担して廻ります。

このような大規模なツアーを実施するには多くの方々の協力が必要となりますが、上記の企業・機関の後援を受けております。厚くお礼申し上げます。

日程を組んだり、支部間の移動を担当しているのは各地のコーディネーターです。各支部では、会場の手配からホームステイの提供まで、その支部の役員や会員が協力しています。多くの方々がツアーに関わり、ツアーの成功に貢献しています。そのおかげで、今年も4コーナーズ・ツアーでは、９月下旬から１０月上旬まで、講演者が全国を廻ります。この機会を逃さないように、ぜひお出掛けください。

This column celebrates JALT's many varied and vibrant chapters and SIGs. The co-editors, Joyce Cunningham and Miyao Mariko, encourage 800-850 word reports (in English, Japanese, or a combination of both).

Chapter Meetings Special

The Four Corners Tour: Bringing JALT99 to the Chapters

Every year, thanks to the generous support of Associate Members, the JALT Annual International Conference Speakers and the JALT Asian Scholar give presentations and workshops at participating chapters throughout Japan. Drawing on the resources of three groups—the Conference team, the Associate Members, and the Chapters themselves—JALT can bring scholars and teachers of international caliber to our smallest and most remote chapters, to meet and exchange ideas with members and offer them either a preview of JALT99 or a partial substitute. As well as thanking the sponsors listed beneath their respective speakers for their financial help, JALT extends warm thanks to John Moore of Tuttle Publishing for his logistical support and to the Language Institute of Japan (LIOJ) for arranging a Visiting Scholar Visa for this year's Asian Scholar, Christianty Nur, as they do every year. This year, the JALT99 Main Speakers and Asian Scholar will visit the following local chapters prior to the Maebashi conference, according to the schedule below (For further details, please contact the local chapter program chair listed in the Chapter Contacts or the contact persons listed below.):

毎年、一部賛助会員のご支援のおかげで、ＪＡＬＴ年次総会講演者及びＪＡＬＴアジア教員助成基金受領者が全国各地の支部において講演やワークショップを行います。 年次総会企画委員会、賛助会員、地方支部の協力により、国際的にも知名度の高い学者や教師を遠く離れた小さな地方支部にまで招き、地元会員との意見交換とともにＪＡＬＴ９９の予告または部分的な代用となるものを提供しております。ＪＡＬＴでは、以下に掲載させていただいた後援賛助会員の皆様の費用面での援助に感謝するとともに、このツアー全体の準備にご尽力いただいたタトル出版のJohn Moore 氏、今年度アジア教員助成基金受領者Christianty Nur氏のためのビザの手配を例年同様に請け負っていただいたLanguage Institute of Japan(LIOJ)に感謝しております。今年は、下記スケジュールにそってＪＡＬＴ９９基調講演者およびアジア 教員基金受領者がJALT99前橋年次総会前に以下の各支部を訪問いたします。詳細につきましては、下記各支部担当者へ直接お問い合わせください。

Richard Allwright (Lancaster University, UK)

Chiba: ***Why Classroom Language Learning and Teaching are So Difficult***. Sunday, October 3, 11:00-14:00; Josai International University, Language Education Research Center, Naruta, Chiba. If you wish to participate, please email or fax your name and contact address to Bradley Moore; bmoore@jiu.ac.jp or Yuko Kikuchi; f: 043-256-5524.

Ibaraki: ***The Power of Social Processes in the Classroom.*** Tuesday, October 5, 19:00-21:30; Ibaraki Christian College, Hitachi, Omika. Contact: Robert Baker; 0294-54-2979 (h); rbakerjr@jsdi.or.jp.

Yokohama: ***The Power of Social Processes in the Classroom.*** Wednesday, October 6, 18:00-20:30; Gino Bunka Kaikan.

(Sponsored by Tuttle and at JALT99 by the British Council)

Elizabeth Gatbonton (Concordia University, Canada)

Hokkaido: ***A Matter of Beliefs: Can Communication Activities Ever Be an Effective Learning Tool?*** Wednesday, September 29, 7:00-9:00; HIS International School, 1-55, 5-jo, 19-chome, Hiragishi (5 mins from Sumikawa Station); one-day members ¥1,000.

Sendai: ***Creative Automatization in Communicative Language Teaching.*** Saturday, October 2, 1:30-4:30; Seinen Bunka Center.

Yamagata: ***A Matter of Beliefs: Can Communication Activities Ever Be an Effective Learning Tool?*** Sunday, October 3, 13:30-16:00; Yamagata Kajo-Kominkan.

Niigata: ***Creative Automatization in Communicative Language Teaching.*** Tuesday, October 5, 7:30-9:00; Sanjo High School, Sanjo City; one-day members ¥1,000, students ¥500.

(Sponsored by Tuttle/ELT News and Sportsworld, and at JALT99 by Canadian Airlines.)

Anna Uhl Chamot (The George Washington University, USA)

Akita: ***Thinking about Language Learning.*** Tuesday, October 5, 19:00-21:00; Minnesota State University-Akita.

(Sponsored by Minnesota State University-Akita and the United States Embassy.)

Mario Rinvolucri (Pilgrims Ltd, UK)

Nagoya: ***Researching Your Story-Telling.*** Sunday, September 26, 1:30-4:00; Nagoya International Centre, 3F, Rm 1.

Hiroshima:

(1) ***Researching Your Storytelling.*** Monday, September 27, 18:30-19:30; International Center, Crystal Plaza 6F.

(2) ***Grammar: The Skeleton of Language***. Tuesday, September 28, 12:00-13:30; Hiroshima University.

(3) ***Using NLP Exercises in the Language Classroom***. Tuesday, September 28, 17:00-19:00; International Center, Crystal Plaza 6F.

(4) ***Using Japanese in the Classroom***. Monday, October 4, 19:00-20:30; International Center, Crystal Plaza 6F.

(5) ***Researching Voice.*** Tuesday, October 5, 10:00-11:00; Yasuda Women's University.

Tokushima: Details not available at time of printing.

Matsuyama: Details not available at time of printing.

Osaka: ***Researching Voice.*** Wednesday, October 6, 6:00-8:30; YMCA Wexle, ORC 200-bangai 8F, Bentencho; one-day members ¥1,000.

(Sponsored by Tuttle and Meynard, and at JALT99 by Pilgrims Ltd. and Cambridge University Press-UK.)

Asian Scholar Tour

Christianty Nur (JALT99 Asian Scholar; STBA University, Padang, Indonesia)

Material Designs and Development for Indonesian Learners: As in Japan, the national Indonesian curriculum has recently sought to replace grammar-focused approaches with more communicative ones. Since most textbooks are written by local writers and published by local publishers, these groups must reconsider how they approach their tasks. On the other hand, colleges and universities plan and decide their own curricula, using books from major foreign publishers, some of which do not meet all the requirements of local students. Consequently, teachers in Indonesia proposing to write and publish their own textbooks must first conduct a needs analysis to find out what kinds of books need to be written. For further details, please visit kyushu.com/jalt/nur.html.

Nagasaki: Wednesday, September 29, 6:00-8.30; Nagasaki Shimin Kaikan; one-day members ¥1,000.

Kumamoto: Friday, October 1, 6:30-8:30; Kumamoto Gakuen Daigaku. Contact Joe Tomei; 096-360-3858(h), 096-364-5161 x1410(w); jtomei@kumagaku.ac.jp.

Miyazaki: Sunday, October 3, 2:00-4:00; Miyazaki Municipal University; one-day members ¥750. Contact Keith Lane; 0985-65-0020(h); klane@miyazaki-mic.ac.jp.

Kitakyushu & **Fukuoka**: Tuesday, October 5, 7:00-9:00; Kitakyushu International Conference Center, room 22.

Shizuoka JALT with **LIOJ**: Thursday, October 7, 6:30-8:30; AICEL 21. Members of JALT & Staff of LIOJ free, one-day members ¥1,000. Amy Hawley; t/f: 054-248-5090; shortone@gol.com

(Sponsored by Tuttle/ELT News, Intercom Press, and LIOJ.)

Chapter Meetings

edited by tom merner

Akita— *Implications of the New Study Guidelines for English Education in the 21st Century* by Yoshida Kensaku, Sophia University. The presenter will discuss the central content of the new Ministry of Education guidelines, present two well-known models of foreign language teaching, and argue for the need to bring about a qualitative change in the way teachers think about teaching English. *Saturday, September 11, 2:00-4:00; MSU-A (GH-300); one-day members ¥1,000, students ¥500.*

新指導要領の中心的内容について考えた上で、２つの良く知られた教育モデルを提示し、そして、最後に、教師の英語教育に対する考え方に「質的変化」をもたらすことの必要性について論じます。

Fukui—*How to Make Your Classes Communicative and Fun!* by Yamanaka Junko, Trident College of Languages. In order to learn how to communicate, students need to communicate. In this workshop, the presenter will demonstrate original activities that make students enjoy real communication in the classroom. The focus will be on speaking and listening, but reading and some writing will be included. *Sunday, September 19th, 2:00-4:00; Fukui International Activities Plaza, one-day members ¥1,000, students ¥500.*

学生がクラスでコミュニケーションそのものを体験できるようなアクティヴィティーを紹介します。メインはスピーキングとリスニングですが、リーディングとライティングについても触れます。

Fukuoka—*Getting a Manuscript Accepted for Publication.* Ed Roosa of Intercom Press will give insight from a publisher's point of view on getting a manuscript accepted by a publishing company. The workshop will provide many tips for a writer when dealing with a publisher. *Sunday, September 12, 2:00; Aso Foreign Language Travel College.*

Intercom PressのEd Roosa 氏が、出版社の観点から、原稿出版に関する助言を提供します。著者と出版社との関わり方の秘訣等を講演します。

Hamamatsu—*Celtic Culture and Japan* by Neil Day. The presenter is the chairperson for Celtic Festival Japan and will give a seminar on an aspect of Celtic culture and the Irish in Japan. *Sunday, September 19, 13:00-16:00; Create Hamamatsu; admission fee ¥1,000, first time attendees free.*

Celtic Festival Japanの代表でもある講演者がケルト文化と日本在住のアイルランド人に関するセミナーを行います。

Hiroshima—*JHS and SHS Teaching Ideas: Issues for Discussion* by Iguchi Tomoaki and Fujioka Mayumi. *Sunday, September 5, 3:00-5:00; International Plaza (Building next to Museum/Peace Park), 3F.*

Kagoshima—*CE, RO, AC, AE: Which Learning Style Are You?* by Jane Hoelker, Seoul National University. Workshop participants discover which learning style they are: CE the intuitive learner; RO the reflective learner; AC the logical learner; or AE the active learner, and will analyze their special strengths and weaknesses. Next, the Experiential Learning Cycle will be applied to design the perfect lesson plan which leads learners through all four steps of the learning cycle, so that all can practice their strengths and improve weaknesses. *Sunday, September 12, 1:00-3:00; Iris Kyuden Plaza, second floor of the I'm Building; one-day members ¥500.*

ワークショップ参加者はそれぞれ小グループに分かれて問題を解決し、Experiential Learning Cycle理論によるとそれらがどの学習スタイルになるのかを見出していきます。

Kanazawa—*Filling the Curriculum With Fun*. Michelle Nagashima, Editor of the JALT Teaching Children SIG newsletter, *TLC*, and director of her

own school, Koala Club, will present a variety of fun activities that enable students to learn English as they enjoy a host of diverse classroom activities from rhythm and movement to art and crafts. *September 19, 2:00-4:00; Shakai Kyoiku Center (4F) 3-2-15 Hondamachi, Kanazawa; one-day members ¥600.*

リズムと体の動きから絵や工作といった、楽しみながら子供たちが英語を習得できる様々なアクティビティーを紹介します。

Kitakyushu—*CE, RO, AC, AE: Which Learning Style Are You?* by Jane Hoelker, Seoul National University. For details of the presentation, refer to the Kagoshima Chapter announcement above. *Saturday, September 11; Kitakyushu International Conference Center, room 31; one-day members ¥500.*

講演内容の詳細は上記鹿児島支部の講演内容を参照ください。

Miyazaki—*Large-Scale Survival Language Training: Some Peace Corps Insights* by William Perry, Miyazaki International College. The presenter will give an overview of the Peace Corps mission, describe Peace Corps language training programs in general terms, and provide a close look at the most recent developments in the language programs. The competency-based curriculum and the newly developed "Language Coordinators Resource Kit" will form the central focus. *Saturday, September 4, 2:00-4:00; Miyazaki Shogyo (Commercial) High School (3-24 Wachigawara, Miyazaki City); one-day members ¥750.*

平和部隊の目的とその言語指導プログラムの概略を説明するとともに、「Language Coordinators Kit」等、最近の動向を論じます。

Niigata—*Pair Discussions: Contextualizing Communication* by Barry Mateer, Nihon University Buzan Jr/Sr High School. This presentation introduces a student initiated and monitored "Pair Discussion" approach for giving context to communication in junior and senior high school English classes. Goals of this method include promoting independence, interaction, and integration of English into real communication of student ideas while helping them negotiate the complexities of face-to-face interaction. *Sunday, September 19, 1:00-3:30; Sanjo High School, Sanjo city; one-day members ¥1,000.*

中学・高校の英語授業において内容のあるコミュニケーションを導入するための「ペアディスカッション」アプローチを紹介します。

Omiya—*Consciousness Raising Tasks* by Noel Houck, Temple University Japan. Recently, there has been a movement among advocates of communicative language teaching to include a focus on form within communicative classrooms. The consciousness raising (CR) task is one type of activity that has been proposed for teaching grammar within a communicative approach. In this presentation we will look at the theory underlining CR tasks, determine the characteristics of CR tasks, and practice creating a CR task, focusing particularly on common problems in designing such tasks. Finally, the usefulness of these tasks in Japanese classrooms will be discussed. *Sunday, September 19, 2:00-5:00; Omiya Jack Bldg., 6F (t: 048-647-0011); one-day members ¥1,000.*

自分をよく知り意識昂揚を図るConsciousness Raisingは、会話を通して文法を　教える一手段です。ＣＲの重要性、特色、実践方法、そしてCRを組み立てていく中でよくぶつかる問題点を特に取り上げるとともに、日本での授業でのCRの利点も話し合っていきます。

Shizuoka—*Dramatically Improve Your Classes* by Louise Heal and James R. Welker. Drama is an ideal means to stimulate and motivate your students to use English. This presentation will have two parts. The first will show ways to dramatize communicative activities such as role-plays and textbook dialogues. The second half will introduce improvisational theatre activities guaranteed to liven up the classroom. *Sunday, September 19, 1:30-4:00; Shizuoka Kyoikukaikan; one-day members ¥1,000.*

前半はロールプレイや教科書のダイアログをいかにドラマ化するかを、後半は授業に活気を与える即興劇を取り入れたアクティビティーを紹介します。

Tokyo—*Testing Spoken English Ability.* Derek McCash of the British Council School, Tokyo, will give a presentation on a tried and tested three-part framework for testing speaking ability. Please come, enjoy the presentation and participate in post presentation discussions. *Saturday, September 25, 2:00; Sophia University (please note room change to Library in Room 812).*

既に試用・分析されている三部から構成される会話力を試す試験について講演します。

Yamagata—*Activity Oriented English Conversation* by Mark Anthony. The presenter will introduce a variety of activities useful for small to medium sized groups of moderately motivated or malleable students at the university level. Lesson and course design for activity oriented conversation teaching will also be discussed. *Sunday, September 12, 13:30-16:00; Yamagata Kajo-Kominkan (t: 0236-43-2687); one-day members ¥700.*

大学レベルの比較的モチベーションの高い柔順な学生の小中規模のグループに最適なアクティビティーを紹介するとともに、アクティビティーを中心とした会話指導における授業及びコース計画について議論します。

Yokohama—*Reading and Discussion Challenges* by Thomas C. Anderson. In this presentation, we will examine an actual Reading and Discussion course taught at a university by the presenter. Challenges facing an instructor in such a situation will be looked at, as well as means by which the solutions can be dealt with. Audience comments and feedback will be warmly welcomed. *Sunday, September 26, 2:00-4:30; Gino Bunka Kaikan, 6F; one-day members ¥1,000.*

講演者が実際に大学で指導している読書と討論の授業を評価しながら、このような授業において教師が直面する問題とその解決方法を議論します。

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

Akita: Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp
Chiba: Bradley Moore; bmoore@jiu.ac.jp
Fukui: Maurice L. Splichal; t/f: 0776-66-6833; maurice@fukui-nct.ac.jp
Fukuoka: Kevin O'Leary; t: 0942-32-0101; f: 0942-22-2221; oleary@oleary.net; http://kyushu.com/jalt/events.html
Gunma: Wayne Pennington; t/f: 027-283-8984; jk1w-pgtn@asahi-net.or.jp
Hamamatsu: Brendan Lyons; t/f: 053-454-4649; bren@gol.com
Himeji: William Balsamo; t: 0792-54-5711; balsamo@kenmei.ac.jp
Hiroshima: Joy Jarman-Walsh; t:082-878-9931; jjarman@pent.yasuda-u.ac.jp
Hokkaido: Ken Hartmann; t/f: 011-584-7588; rm6k-htmn@asahi-net.or.jp; http://www.bekkoame.ne.jp/~gettings/JALT/
Ibaraki: Neil Dunn; t: 029-254-6230; ndunn@call09.hum.ibaraki.ac.jp
Iwate: Suzuki Izumi; t/f: 0196-35-6416; mfp@nnettown.or.jp
Kagawa: Alex MacGregor; t/f: 087-851-3902; canstay@niji.or.jp
Kagoshima: Sophia Shang; t: 0995-43-1111; f: 0995-43-1114; shang@kwc-u.ac.jp
Kanazawa: Bill Holden; t: 076-229-6140(w), 229-5608(h); holden@nsknet.or.jp; http://www.jaist.ac.jp/~mark/jalt.html
Kitakyushu: Chris Carman; t: 093-603-1611(w); 592-2883(h); carman@med.uoeh-u.ac.jp; http://www.seafolk.ne.jp/kqjalt/
Kobe: Brent Jones; t/f: 0797-31-2068; CXK05226@niftyserve.or.jp
Kumamoto (Affiliate Chapter): Andrew Shaffer; t: 096-339-1952; andmirs@try-net.or.jp
Kyoto: Ishikawa Katsumi; t: 075-581-3422; f: 593-6988; vivid@mbox.kyoto-inet.or.jp
Matsuyama: Robert Oettel; t: 089-941-4136; f: 089-931-4973; ottel@shinonome.ac.jp
Miyazaki: Mike Guest; t: 0985-85-5369; michael@post1.miyazaki-med.ac.jp
Nagasaki: Tim Allan; t/f: 095-824-6580; allan@kwassui.ac.jp; Sarah Apedaile; t/f: 095-844-1024; sarah@bronze.ocn.ne.jp
Nagoya: Claire Gelder; t: 052-781-0165; f: 052-781-4334
Nara: Larry Chin; t: 0745-73-5377; f: 0745-73-2453; lschin@gol.com
Niigata: Robin Nagano; t/f: 0258-47-9810; robin@vos.nagaokaut.ac.jp
Okayama: Judith Mikami; t/f: 086-696-0126; mikami@mx1.tiki.ne.jp
Okinawa: John Dickson; t/f: 098-893-7557; dickson@southernx.ne.jp
Omiya: Okada Chikahiko; t/f: 047-377-4695; chikarie@orange.plala.or.jp; Mary Grove; t: 048-644-5400; grove@tuj.ac.jp
Osaka: Nakamura Kimiko; t/f: 06-376-3741; kimiko@sun-inet.or.jp
Sendai: John Wiltshier; t: 0225-88-3832; BXU01356@niftyserve.or.jp
Shizuoka: Dean Williams; t: 0543-66-1459; deanw@iris.dti.ne.jp
Shinshu: Mary Aruga; t: 0266-27-3894; mmaruga@aol.com
Tochigi: Jim Chambers; t/f: 028-627-1858; JiMiCham@aol.com
Tokushima: Nora McKenna; t: 0886-41-4980(h); 0886-65-1300 ext. 2375(w); f: 0886-65-8037; nora@shikoku-u.ac.jp
Tokyo: Beth Kerrison; mememk@gol.com; Suzuki Takako; t/f: 0424-61-1460
Toyohashi: Laura Kusaka; t: 0532-88-2658; kusaka@vega.aichi-u.ac.jp
West Tokyo: Kobayashi Etsuo; t: 042-366-2947; kobayasi@rikkyo.ac.jp; http://home.att.ne.jp/gold/db/wtcal.hmtl
Yamagata: Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi: Shima Yukiko; t: 0836-88-5421; yuki@cu.yama.sut.ac.jp
Yokohama: Ron Thornton; t/f: 0467-31-2797; thornton@fin.ne.jp

Job Information Center/ Positions

edited by bettina begole

Welcome again to the Job Information Center. Don't forget to come and visit us at JALT99 in Maebashi. You can submit resumes directly to advertisers, arrange interviews at the conference with some advertisers, network, and just generally check things out.

Employers can set up interviews, collect resumes, advertise, and have access to a pool of extremely qualified language-teaching professionals. If your school or company would like to advertise at the conference, please get in touch with Peter Balderston, the JIC JALT99 conference contact, at baldy@gol.com or 203 Akuhaitsu, 105-1 Iwanami, Susonoshi 410-1101.

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@po.harenet.ne.jp or 0857-87-0858. The notice should be received before the 15th of the month, two months before publication, and contain the following information: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. (Please note that both JIC contact data in the April Directory Supplement are out of date.)

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

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

Chiba-ken—The Department of English at Kanda University of International Studies is seeking a full-time professor, associate professor, or lecturer beginning in April 1999. The level of appointment will be based on the applicant's education and experience. **Qualifications:** Native-speaker English competency, with at least one year university teaching experience in Japan; MA (PhD strongly preferred) including academic qualifications in one of the following areas: Applied linguistics, speech communication/communication studies, American studies, British studies, American literature, or British literature. **Duties:** Teach English, content courses; administrative responsibilities. **Salary & Benefits:** Three-year contract; salary dependent on age, education, and experience. **Application Materials:** CV (request official form from the university); two letters of recommendation; abstracts of dissertation/thesis and publications; a copy of dissertation/thesis and publications; a copy of diplomas and/or transcripts indicating date of graduation (undergraduate and graduate); one-page (A4) description of university teaching experience, with reference to class size and level, specific courses, objectives, and textbooks. **Contact:** Yasushi Sekiya; Chair, Department of English, Kanda University of International Studies, 1-4-1 Wakaba, Mihama-ku, Chiba 261-0014; t/f: 043-273-2588.

Ehime-ken—The Business Administration Faculty, Matsuyama University is seeking a full-time EFL instructor to begin April 1, 2000. **Qualifications:** Native-speaker competency with an MA in TEFL/TESL/TESOL; knowledge of Japan, experience in teaching Japanese university students would be helpful. **Duties:** Teach six 90-minute classes per week. **Salary & Benefits:** Two-year non-renewable contract, salary of approximately ¥4,300,000 per year, airfare to and from Matsuyama, partial payment of health insurance, and ¥630,000 for research. **Application Materials:** Resume, transcripts, copy of diploma, and up to three publications (these will not be returned). **Deadline:** November 5, 1999. **Contact:** Dean of Business Administration Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578 (no email or telephone inquiries, please).

Fukui-ken—Fukui Prefectural University is seeking a full-time associate professor or lecturer. **Qualifications:** PhD or equivalent, or MA with experience in teaching at university level; some Japanese ability an asset. **Duties:** Teach English to undergraduate students. **Salary & Benefits:** Commensurate with qualifications and experience. **Application Materials:** CV with a recent photograph; publication list with abstracts; three published academic articles/books; letters of recommendation. **Deadline:** September 30, 1999. **Contact:** Mr. Toda; Academic Affairs Office, Fukui Prefectural University; t: 0776-61-6000.

Fukuoka-ken—The Department of English at Chikushi Jogakuen University in Dazaifu, near Fukuoka, is looking for a full-time English teacher beginning in April 2000. **Qualifications:** MA, MPhil, or PhD in linguistics, native-speaker competency in English, and university-level teaching experience in Japan. Experience in the field of syntax, semantics, pragmatics, or cognitive linguistics preferred; computer literacy also preferred. **Duties:** Teach six to eight 90-minute classes, three to four days a week (speaking, writing, reading, etc.) with linguistics courses possibly added later; no administrative duties. **Salary & Benefits:** Position is *tokunin*, with a one-year contract, renewable up to four years. Depending on qualifications and experience, salary is either ¥350,000 for *jokyouju*, or ¥316,000 for *koshi* per month, plus bonuses, housing allowance and transportation allowance; overtime pay for more than six classes per week. **Application Materials:** CV that includes a specific list of works either published or presented, and letters of recommendation. **Deadline:** September 10, 1999. **Contact:** Yasuhito Ishii; Chair, Department of English, Chikushi Jogakuen University, 2-12-1 Ishizaka, Dazaifu, Fukuoka-ken 818-0192; f: 092-928-6254.

Kanagawa-ken—Keio SFC Junior and Senior High School in Fujisawa-shi is looking for two full-time English teachers to begin April 1, 2000. **Qualifications:** MA in TESOL or related field, native-speaker competency with conversational Japanese and junior or senior high school experience preferred. **Duties:** Teach 18 hours/week, 16 core courses and two electives; five-day workweek; shared homeroom responsibilities; other duties. **Salary & Benefits:** One-year contract, renewable annually up to three years. Salary based on age and qualifications; commuting and book allowance; optional health insurance plan; furnished apartments close to school available for rent (no key money). **Application Materials:** Cover letter, CV, transcripts from all post-secondary schools attended, copies of teaching certificates and degrees, details of publications and presentations, if any, and at least one letter of recommendation from a recent employer and/or a professor in TESOL. **Deadline:** October 15, 1999. **Contact:** Santina Sculli; English Department, Keio Shonan-Fujisawa Junior and Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111x2823; f: 0466-47-5078.

Kyoto—The Department of English at Doshisha Women's College is seeking a full-time contract teacher. **Qualifications:** Native-speaker competency in English, MA or equivalent in an area related to English education. **Duties:** Teach a minimum of eight 90-

minute classes per week. **Salary & Benefits:** Salary based on the salary scale at Doshisha Women's College, excluding bonus and retirement allowance; shared office space; health insurance. Transportation allowance at the beginning and completion of contract will be paid only for travel within Japan. **Application Materials:** A4-size resume with photograph, list of publications, and two letters of reference. Send application materials by registered mail. **Deadline:** September 10, 1999. **Contact:** Contract Teacher Search Committee, c/o Hiroshi Shimizu; Chair, Department of English, Doshisha Women's College of Liberal Arts, Kyotanabe-shi, Kyoto 610-0395.

Niigata-ken—Keiwa College, a four-year, coeducational, liberal arts college with about 1000 students in Shibata, is seeking two or three full-time visiting instructors to begin April 1, 2000. **Qualifications:** MA in TESL or related field, or certificate in TESL/ESL; teaching experience. **Duties:** Teach university-level English language classes in a skills-based, coordinated curriculum; 20 teaching hours per week; about seven months per year. **Salary & Benefits:** ¥250,000 per month, 12 months per year; subsidized, furnished housing near campus; health insurance; transportation and shipping expenses to Niigata will be provided; two-year contract. **Application Materials:** Cover letter, resume highlighting teaching experience, copy of degree/diploma, letters of reference. **Deadline:** October 30, 1999. **Contact:** Joy Williams; Coordinator, English Language Program, Keiwa College, 1270 Tomizuka, Shibata-shi, Niigata 957-8585; t/f: 0254-26-3646. Short-listed candidates will be contacted for interviews.

Niigata-ken—The International University of Japan in Yamato-machi is seeking a full-time assistant professor in EFL beginning April 1, 2000. **Qualifications:** MA in TEFL/TESL or applied linguistics; at least five years teaching experience at the university level; and teaching and administrative experience in intensive English programs. **Duties:** Teach 12-15 hours per week; teach graduate-level students studying international management, relations, or development. Also, curriculum development and course design, course coordination and program management, and committee duties are included. **Salary & Benefits:** Gross annual income around six million yen; research funding. One-year contract, renewable subject to performance and budget. **Application Materials:** Cover letter highlighting qualifications, experience, and research and describing current employment status and situation, along with reasons for applying; detailed resume including qualifications, teaching and other professional experience, research; and the names and contact information of two (preferably three) references. **Deadline:** As soon as possible. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Niigata-ken 949-7277; iep@iuj.ac.jp. Short-listed candidates will be contacted in time for autumn interviews.

Shizuoka-ken—Greenwich School of English Japan in Hamamatsu is seeking both full- and part-time English teachers who are able to teach British-style English. **Qualifications:** Teaching qualification and teaching experience. **Duties:** Teach English, attend meetings, check homework. **Salary & Benefits:** ¥250,000 per month before tax, comfortable accommodation. **Application Materials:** CV and copy of diploma. Contact: Keiko Asano; 95-16 4F Chitose, Hamamatsu, Shizuoka 432-000; t: 053-455-6851; f: 053-456-6610.

Tokyo-to—A language school in Tokyo is seeking a manager/teacher. **Qualifications:** Cheerful, self-motivated, English professional with minimum three years experience; Japanese ability a plus. **Salary & Benefits:** Excellent remuneration; visa sponsorship possible. **Application Materials:** Curriculum vitae. **Contact:** f: 03-3608-1773 during business hours; shibuya@crisscross.com.

Tokyo-to—The Department of Economics at Daito Bunka University is seeking an English-speaking contract lecturer beginning in April 2000. **Qualifications:** MA in TEFL/TESL, economics, or related areas. **Duties:** Five-day attendance in office, mainly in Higashimatsuyama, per week; teach eight 90-minute English lessons per week; assist with testing and curriculum planning; advise on exchange programs; other engagements related to English teaching. **Salary & Benefits:** Salary from approximately ¥3,500,000 to ¥5,250,000 per year before taxes, depending on experience and education; yearly salary increase scheduled; Japanese health insurance; two-year contract renewable twice for one-year extensions. **Application Materials:** Resume; publications; reference(s); photo; cover letter. Please write "Application for the post in the Department of Economics" on the envelope. **Deadline:** November 1, 1999. **Contact:** Norio Yoshida; Faculty of Economics, Daito Bunka University, 1-9-1 Takashimadaira, Itabashi, Tokyo 175-8571; t: 03-5399-7326.

Tokyo-to—The Department of Japanese at Daito Bunka University, Tokyo, is seeking a part-time English teacher for all ages to begin September 21, 1999. **Qualifications:** MA or PhD in TESL or applied linguistics, native-speaker competency in English, one year of teaching experience at a university. **Duties:** Teach three courses on Wednesday from second to fourth periods (second language acquisition, presentation skills/discussion/debate, and intermediate writing). **Salary & Benefits:** Based on qualifications and experience; transportation fee provided. **Application Materials:** CV, list of publications, one recent passport-size photograph, photocopies of university diplomas, and cover letter which includes a short description of courses taught. **Deadline:** Ongoing. **Contact:** Etsuo Taguchi; 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272 (h); taguchi@ic.daito.ac.jp.

JIC, cont'd on p. 76.

Saturday, October 9

Pre-registration deadline: **September 10**

Pre-registration form: **Attached on the inside back page**

Saturday, October 9

For Friday, October 8 events (Featured Speaker Workshops), see page 74.

Pre-registration deadline: **September 10**

Pre-registration form: **Attached on the inside back page**

Sunday, October 10

Pre-registration deadline: **September 10**

Pre-registration form: **Attached on the inside back page**

Sunday, October 10

Pre-registration deadline: **September 10**

Pre-registration form: **Attached on the inside back page**

Monday, October 11

Pre-registration deadline: **September 10** ***Pre-registration form:*** **Attached on the inside back page**

Featured Speaker Workshops: October 8, 1999

Friday morning (10:30~13:30)

Terry Shortall: The Sequencing of Grammatical Items in Coursebooks

Christopher Candlin & Ken Koebke: Designing Tasks for Language Learning

Andy Curtis: Connecting Hands, Head, and Heart through Action Research and Portfolio Creating

Susan Steinbach: Culturally Speaking: Bowling, Basketball, and Rugby

Chuck Sandy: Learning to See—The Power of Peer Observation

David Nunan: Teacher Research in the EFL Context

Friday afternoon (14:00-17:30)

Michael McCarthy: Creating Discourse-Based Grammar Materials

Richard Day: Developing Comprehension Questions

Kensaku Yoshida: From Interpersonal to Intercultural Communication

Robert Homan & Chris Poel: Applying Cooperative Learning to EFL Materials

Steve Mann: The Search in Research: Articulation & Cooperation

H. Douglas Brown: Teachers as Collaborators: What Can We Learn from Each Other?

Please refer to the June issue of *The Language Teacher* for details.

JIC, cont'd from p. 69.

Tokyo-to—Clarke Consulting Group of Tokyo is seeking a full-time trainer/consultant. **Qualifications:** Fluency in Korean and English, three years intercultural training (not language) or advanced intercultural academic degree, familiarity with corporate work environment. **Duties:** Training/consulting in intercultural relations and communications. **Salary & Benefits:** As appropriate to candidate. **Application Materials:** Resume and/or cover letter. **Deadline:** Open. **Contact:** J. David Boyle, Director; f: 03-3468-3956.

Web Corner

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

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

You can receive the most recent JIC job listings by email at begole@po.harenet.ne.jp

ELT News at www.eltnews.com

JALT Online homepage at langue.hyper.chubu.ac.jp/jalt/index.html.

Jobs section at langue.hyper.chubu.ac.jp/jalt/features/jobs.html

Sophia Applied Linguistics Circle (Japanese site) at www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm

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

ESL Job Center on the Web at www.pacificnet.net/~sperling/jobcenter.html

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

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

The Digital Education Information Network Job Centre at www.go-ed.com/jobs/iatefl

EFL in Asia at www.geocities.com/Tokyo/Flats/7947/eflasia.htm.www.englishresource.com

MY SHARE, cont'd from p. 41.

When the skits are performed for the class, the host, now one of the students, announces and interviews each guest according to the script. Then he or she will move away from the script and field questions from the audience for the guests. The guests will have to answer the questions, and if they do not know the real-life answers, they will need to create answers on the spot.

Benefits

In the talk show dialogues, the students have many models in their real-world knowledge of the way the host, guests, and audience talk and perform. This gives the audience clues to content and helps with comprehension. In using these structures, students receive a chance to practice sociolinguistic aspects, such as using the appropriate register and gestures—aspects of the language that would normally not be available to them. This was evident in the talk show skits as students played the roles of celebrities and host in my class. One group even staged a fight in their skit between rival boxers who were guests on their show.

These activities motivate and make students responsible for listening to their peers speak in English. Communication is successful because the tasks are based on students' real-world knowledge. Students are free to write dialogues about their own topic and use language at their own level, as they would in real-life communication in their first language. These aspects further assist peer comprehension and ensure the success of this activity.

Quick Guide
Key Words: Oral presentation, Listening
Learner English Level: Beginning to advanced
Learner Maturity Level: Junior high school to Adult
Preparation Time: None
Activity Time: One to three 40-minute class periods

Authors

Peter Burden is an Associate Professor at Okayama Shoka University. He is particularly interested in research into perceptions of language lessons from the student as client point of view. Peter Burden can be reached at burden-p@osu.ac.jp if you have any comments.

Michael Critchley has been teaching EFL and Canadian Studies at Josai International University for the last 7 years. Before arriving in Japan, he spent several years engaged in language study and teaching in Italy, Berlin and England, and he is currently working on a distance Masters of Education degree through the University of Wollongong. Michael Critchley can be reached by email at: mike@jiu.ac.jp.

Leslie Miller has been teaching at Pusan University of Foreign Studies in South Korea for four years. He is also an occasional teacher-trainer for the city Board of Education. Before that, he taught at a community college in New Jersey, USA, where his guitar became a familiar part of the classroom routine. He has a Master of Arts in Teaching ESL, and is a past vice president of the Pusan chapter of KOTESOL.