

tlT

The Language Teacher

reader's view

- 5 Why Doesn't *TLT* Meet the Needs of Independent and Commercial Instructors? – *Charles Harper*

features

- 7 Enhancing Teacher Development
– *Tim Murphey & Kazuyoshi Sato*
- 11 Shyness in the Japanese EFL Class – *Paul Doyon*
- 17 *Eiga Shosetsu* as a Source of Massive Comprehensible Input for Japanese EFL Learners – *Rube Redfield*
- 21 海外短期留学生のアメリカ生活積極度テスト (アメリカESLプログラム版)
– 藤田智子

educational innovations

- 27 Learner Autonomy Japanese Style – *Scott Bronner*

opinions & perspectives

- 30 What's Wrong with Japanese English Teachers? – *Mike Guest*

a SIG in your life

- 33 CUE - College and University Educators SIG – *Alan Mackenzie*

my share

- 35 Show and Tell – *Chuck Anderson*
- 36 Reviewing with UNO – *Michael J. Crawford*

departments

- 39 Book Reviews
- 41 JALT News
- 42 Bulletin Board
- 45 Special Interest Group News
- 46 Chapter Reports
- 49 Chapter Meetings
- 51 Conference Calendar
- 53 Job Information Center/Positions
- 10 Advertiser Index
- 37 Authors

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1

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、原稿用紙への書き込みに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きをお願いいたします。1頁の行数は、特に指定しません。行間はなるべく広めにおとってください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照ください。また、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字原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

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

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

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

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

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication.

ation, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

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

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

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

Departments

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

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

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

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

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

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

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

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

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

tion 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。原稿の始めに支部会名を明記し、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・ファクス番号を簡潔書きしてください。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。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、一つの欄につき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

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

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

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Why Doesn't TLT Meet the Needs of Independent and Commercial Instructors?

Charles Harper, *Proprietor, Mr. Micawber's English Emporium*

I have been meaning to write for awhile, but had not done so because I felt that I was among too small a minority; the July issue's "Chapter in Your Life" column suggests that I may not be. I am another who is about to let his membership lapse. I have been a freelance ESL teacher in Japan for nine years. At the beginning, in 1990, I was frightfully insecure in a new career, in a new culture. My discovery of *The Language Teacher* was a blessing. It gave me a meaningful perspective on what I was trying to do: it gave me some language theory, it gave me practical teaching activities, and more importantly, it guided me to further resources and to further education. I now consider myself a professional; I am accredited; I teach in companies, language schools, jukus, and at home; and I am grateful to JALT for helping me get started.

The Language Teacher is still my sole contact with the profession; like many others, I think, I am physically and functionally isolated in my community and in my workplace from fellow practitioners. So I rely (more than I should, perhaps) upon *TLT* to satisfy all my needs. Today, however, there is little in it that satisfies, and no longer do I cut out and save items from it. Have I outgrown *TLT*? I certainly shouldn't have: the organ of a professional association should cater to all major sectors of its membership, two of which are certainly neophytes and veterans. Why then do I no longer find articles apropos? I think because its focus has shifted away from the mass of teachers out here (that is, members, ex-members and potential members) and onto the lamentable, interminable woes of the secondary/tertiary instructor. I admit that that is precisely the vocation of most of *TLT*'s current contributors (and of its staff—who else has the free time!?). But I then remind you that those are also the ones who wish

dearly to publish—anything at all—ere they perish. I believe that *TLT*'s primary function should be neither that of convenient place to publish nor of forum to flog political issues.

I would further like to remind our editors that quality should be of some concern; that quality is insight, and not something that can be measured simply by the number of footnotes or length of bibliography. If that quality is not forthcoming at an adequate rate, then I do not need to receive an issue each month; a quarterly would be fine if it were a quality quarterly. Like most teachers of English in Japan, I am working with no benefit package, pension plan, valid contract or tenure, and I am not asking JALT to help get me those things. What I want is logistical support for the teaching process.

There are other things I would like to see in JALT, that would ensure my loyalty. Why is there no interest group for corporate and commercial instructors? (Lest you challenge me to start one, I retort that there has been no information on the starting process included in the "Of National Significance" [recently, "SIG News"—ed.] column for as long as I've been looking for it.)

I have another complaint to the organization as a whole. Why was my address sold to 0061? Why cannot you selectively give out our addresses to firms directly concerned in our profession? We are not the Book-of-the-Month Club with its hundreds of thousands of members; if you cannot be very selective, you are not serving your relatively clearly circumscribed membership. I do want to hear from publishers and presenters; I do not wish to hear—intrusively and repeatedly—from long distance phone companies or any other businesses not directly related to our professional interests. I look forward to your addressing these issues.

The editors reply:

We thank Charles Harper for his thoughtful points and welcome the opportunity to address at some length issues that no doubt concern many members besides him and ourselves. We hope that such a concerned and articulate member will reconsider his decision to leave, and instead, explore some of the other opportunities JALT offers for professional contact and support.

To deal with the questions most peripheral to *TLT* first . . . We consulted JALT Business Manager David Neill, who kindly clarified a few points about commercial use of JALT mailing lists: To forgo *all* bulk mail from JALT list users, members can so request on the

furikae form when joining or renewing. When we asked him about possible dual lists, one supplied to Associate Members only, for those who would like to receive only education-related mailings, the other to Commercial Members as well, Neill pointed out that there are currently only three Commercial Members: two financial services, Banner and Magellan, who make little direct contact with members; and IDC (i.e. 0061). Of all Associate and Commercial Members, only IDC has received members' telephone numbers (once in 1996, and once in 1999), with the strict proviso that they be used once, for one purpose only: a telephone survey of members about JALT96 and

JALT99 attendance, performed gratis, in return for a short commercial plug at the end of each call. Neill reminded us that there are many mail and phone lists—of foreigners, of teachers, of credit-card users, and so forth—circulating through Japan, compiled from various sources, jealously guarded and vigorously sought. (We have found that the surest way to be contacted by *all* such telephone services is to sign up with *one* of them.) Consequently, even repeated calls to members from IDC would not prove their abuse of the agreement. He also noted that members can request that the JALT Central Office not give out their phone numbers. The facts that *The Language Teacher* runs ads for IDC and that members are annoyed by frequent calls from teleservice companies are not necessarily related.

In regards to article quality, Harper's editorial viewpoint is not all that different from our own. We'd like to put before readers and prospective authors a couple of excerpts from a discussion paper we circulated among the Editorial Advisory Board members last spring:

We teach all different kinds of students in all different situations and recognize the limits of repeatability and generality these circumstances impose, taking the more self-assured studies less seriously than they take themselves. On the other hand, as Chomsky remarked somewhere, the hallmark of science is not empiricism but insight, and we try to recognize it in any form it may take. . . .

Publication in our field resembles a monumental edifice less than a conversation. . . . Voices join and leave, ideas are introduced and dropped, but the conversation is one—continuous and self-conscious. . . . Its rules are simply “be polite, be interesting, and tell the truth.” From these three all else follows: Know your audience; don't tell them what they already know; don't pass off others' ideas as your own; don't speak up if you don't know what you are talking about. Use technical language only to clarify, never to show off. Write as a person to other people, not a committee to another committee. . . .

Since *TLT* is the broadest element of JALT, it is especially important that voices be heard here that cannot be heard elsewhere—not only for their benefit, but for our readers. Moreover, it is the members without resources, without experience, without prestigious positions, without a large circle of colleagues, without influence in JALT, who have the most need of *TLT* and the least say in what appears in it. Many of us can remember what it was like when *TLT* was all there was, and how much we depended on it. These colleagues feel that way now.

Since July, 1999, when the first articles chosen by this editorial team appeared, we have tried to publish articles based on teachers' practical experiences. We have been especially pleased to publish a large number

of articles about students views of the classroom experience, since as teachers we rarely hear them enough. While it is true that few of these articles have the commercial school as their milieu, we feel that teachers have much to learn from each other, whether or not we share occupational categories. For example, few of us teach blind students, but as John Herbert observed in “Led by the Blind” (*TLT* 23, 8), what he had to learn to teach a blind student effectively *made him a better teacher of all students*. We would like to have more articles from teachers of children, for example, not only for the sake of readers who teach children, but because of the special insights they can offer all of us, due to their unique perspectives.

The lack of articles specifically by and for commercial language teachers troubles and puzzles us as well, as we expect there would be great interest among the membership. Moreover, such teachers must continually prove their own and their techniques' effectiveness in the market, so we would expect contributions of high quality from them. Perhaps the reason is the same as that for the absence of commercially oriented SIGs. We have frequently asked our colleagues in the commercial field for articles, reports of commercial language school conferences, and so on, with little success. No doubt we could do better, but lacking money or space to publish all the worthwhile articles we *do* receive, under continual pressure to shorten issues, we are no longer able to solicit extra material, however worthwhile—for example, to ask a successful commercial entrepreneur to write a series on creating and sustaining a small teaching enterprise—much as we would like to. (Since Harper's letter was received, we have been able to publish articles on commercial schools in the Teacher Development and Action Research special issues. We also recommend the account of an interesting and unique commercial approach in this month's Educational Innovations column.)

In one sense, however, Harper's main point is uncontested: Whatever satisfaction we take in providing our readers with the best work our contributors send us, we can't reply, “On the contrary, *TLT* *does* meet your needs.” In fact, we do not expect *TLT* to satisfy all of *anyone's* needs as “sole contact with the profession.” Indeed, half of *TLT* every month is devoted to *other* contacts with the profession, inside and outside of JALT: chapters, sigs, conferences, associate organizations events, book fairs, job information, and on and on. (In passing, since this information is timely and arrives on short notice, a quarterly *TLT* would be worthless, even if we did agree that article quality mandated one.) To paraphrase Kipling,

What can they know of *TLT*,
Who *TLT* only know?

This brings us to Harper's thwarted interest in a SIG for corporate and commercial instructors. The rel-

Reader's View, cont'd on p. 31.

Enhancing Teacher Development: What Administrators Can Do

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In this article, we presuppose that administrators, teachers, and learners have several things in common: they are all learners, they don't ever completely know how to go about their jobs, and they can learn from each other. While they are similar in these respects, we also find it useful to realize the extent of their responsibility and the power they have to create learning opportunities for each other. While it is generally agreed that learners (at all levels) have to do most of the work when learning, there are certain structures (top-down) and certain ways of organizing education that will help or hold back these endeavors. That is the bet of education. Unfortunately, we sometimes lose this bet, and people find they learn and grow more easily outside of school than in.

Teacher development (TD) is greatly influenced by the organizational decisions administrators routinely make, which in turn determines how much students will learn. Recent research suggests that the administrator's part in TD is crucial, as it helps to construct the social, political, emotional, and intellectual working environment for teachers. What teachers do within these contexts, however, largely depends upon their initiatives to take action and use the opportunities offered to them. While neither party alone can completely make or break the efforts of the other, they can make great strides when they work together.

(In a sense, of course, all teachers are administrators to some degree. In our own small ways, whether it be directing a school, a teacher education program, a small group of teachers, our own classes or simply contributing our voice in a faculty meeting, we administer.)

We learn continually to administer and manage from role models around us. Moreover, we too, are role models for others, and what we do may impact generations. Thus TD is administrator development as well. Or put another way, we can't do one without the other: like a car pool, one person may be driving at a particular time, but all have to communicate to reach their respective goals.

With reference to the new kinds of learning that are informing the field, Lieberman (1995) summarizes the limitations of traditional approaches to teacher development which shape administrative decisions.

教師教育のために、アドミニストレーターは(a)学習の理論と学習が示唆することについて最新の情報を得、(b)役割、ビジョン、信念を明示し、(c)柔軟でかつ敬意を持ちながら、一貫した行動をとり、(d)学習者のコミュニティを励まし、(e)相互の敬意、開かれたコミュニケーション、挑戦したり失敗したりすることに対する許容、教師の声を真摯に聞くこと、実験と改良など、長所を引き出す環境を作り出すことが必要である。相互の援助的な関係は、教師だけではなく管理者をも消耗させる最も大きな原因となるであろう「孤立感」を減少させることができるだろう。

She lists the following concerns:

- Teachers' professional development has been limited by lack of knowledge about how teachers learn.
- Teachers' definitions of the problems of practice have often been ignored.
- The agenda for reform involves teachers in practices that have not been part of the accepted view of teachers' professional learning.
- Teaching has been described as a set of technical skills, leaving little room for invention and the building of craft knowledge.
- Professional development opportunities have often ignored the critical importance of the context within which teachers work.
- Strategies for change have often not considered the importance of support mechanisms and the necessity of learning over time.
- Time and the necessary mechanisms for inventing, as well as consuming, new knowledge have often been absent from schools.
- The move from "direct teaching" to facilitating "in-school learning" is connected to longer-term strategies aimed not only at changing teaching practice, but at changing the school culture as well. (pp. 595-596)

These concerns highlight a need for a paradigm shift in education. We do not anticipate agreement on all these points; however, discussion alone will go a long way toward clarifying goals and encouraging flexibility and, hopefully, collaboration. We believe administrators can have an especially beneficial impact upon teacher development when they (a) update theories and metaphors of learning, (b) clarify and verbalize mission, vision and beliefs, (c) act coherently with flexibility and respect, (d) encourage a community of learners, and (5) create structures that allow excellence to emerge and highlight the excellence.

Update theories/metaphors of learning: switching from transmission to construction

Recently, Freeman and Johnson (1998) argue for a reconstruction of the knowledge base of teacher edu-

cation, accounting for the teacher as learner, for the social context, and for the activities of both teaching and learning. This is in stark contrast to the old *transmission* metaphor in which university theorists do research, create theory, and then tell teachers how learning happens and how teaching should be done (and in which teachers simply “tell” information to students and test their learning). Instead, those at the forefront of educational change advocate a *constructivist* paradigm (Barfield, 1995) in which teachers are seen as constructing their own knowledge of teaching through their own “apprenticeship of observation” (Lortie, 1975). Their apprenticeship consists of their past experiences as students observing their teachers and their own experiences teaching.

In this new metaphor, speakers do not simply transmit information from their brains to ours; rather we perceive the information in our own way and construct our own understanding of it using our past experiences. In fact, the more ways that we can experience this information the better we are able to construct a robust representation of it in our own minds, using our past knowledge (cf. schema theory, multiple intelligences, modalities of learning).

So for example, in drivers’ education students may read materials and listen to lectures, but they also might see videos, drive in simulators, and then drive in safe zones before venturing out on the highway with a teacher. Learning gradually and through many different modalities obviously enriches and speeds up the learning much more than uni-dimensional “telling about” could ever hope to. Most school learning can afford to be inefficient because failing to learn there is not immediately life-threatening (as in driving), it is merely life-stagnating.

The most robust representation that teachers have of teaching is usually what happens in their own classes and in their own contexts, mainly because they are the ones who are acting multi-modally (speaking, writing, moving, acting, planning, etc.). Theory and methods that do not take teachers own experiences of teaching into consideration have little chance of changing what they are doing.

When administrators realize that teachers don’t learn to implement new information simply by being told (transmission), the need for a period of exploration and experimentation in the teachers’ own classrooms becomes apparent. In discussing innovations and curriculum changes, administrators may also become aware of constraints and capacities in the specific contexts that allow or inhibit change (Sato, 1996).

Switching metaphors for education entrains several other ideas which when adopted together can lead to a more coherent shift in educational culture:

Teachers are life-long learners. Teaching is not simply learned and then done. We can, and need to continually, adapt to new classes and students, new times, and our own personal and professional devel-

opmental time-lines. This continual fine-tuning nudges us to strive for better and to keep our teaching exciting.

It is OK not to know it all. Nobody does. We aren’t perfect. We never will be. Accept it. Get into the habit of adjusting and cultivating flexibility and collaborating with others.

Involve students in a search for better ways to learn and enhance their learning and our learning at the same time. Allowing students to collaborate in the effort to better educate them provides teachers and administrators with valuable information and learning which can greatly enrich the learning-lives of all. It develops student autonomy and collaborative desire. Education too often follows the “one size fits all” myth. Like some irresponsible doctors who don’t examine clients, some educators simply prescribe the same treatment for everybody without a concern for past history, present beliefs and practices, and follow-up reports. Developing a community-of-learners perspective (see below) places learning at the center of the social interaction for everyone.

Clarify mission, vision, and beliefs

When administrators verbalize a mission of on-going “exploratory teaching” (Allwright, 1991) and action research in order to adapt to changing situations, teachers feel supported and dare to experiment and find improved ways to add to their repertoires. Stanovich and Jordon (1998) found that of all the variables they looked at, a school principal’s expressed beliefs in certain classroom procedures was the greatest determinate of teachers’ classroom behaviors. Teachers might espouse certain currently popular beliefs, such as “communicative language teaching,” but their performance more often than not followed the expressed beliefs of their principal. Sato and Murphey (1998) also found that teachers espoused beliefs were not only in conflict with institutional beliefs, but that teacher behavior more often than not followed the latter.

While we strongly believe in bottom-up initiated teacher change, we also realize that without top-down changes in coherently expressed missions, visions, and beliefs, many teachers are unlikely to seriously embrace change on their own.

Act coherently with flexibility and respect.

Clarke et. al. (1998) showed how three teachers with very different methodologies could still create excellent learning environments in which students made extraordinary progress. What these three teachers had in common was typified as “coherence.” They were consistent, organized and showed respect for their students. Their respect and belief in their students was transparent. Because they established certain consistent rules and routines in their classes, students and teachers felt freer to experiment and be flexible when it served their purpose.

Kleinsasser and Savignon (1992) describe two distinct types of cultures of teachers in their research. One was "routine/uncertain cultures," where teachers were uncertain about their instructional practice and thus engaged rigidly in routines. They had few conversations about instruction, and relied on traditional approaches. The other was "non-routine/certain cultures," where teachers were confident about their instruction, and their daily practices were not predictable. Teachers collaborated across departments and incorporated more communicative activities. In short, these two groups revealed the strong relationship between school contexts and teachers' practices.

Both these strands of research emphasize the importance of secure environments for exploration, in which learners and teachers are not simply implementing a method or routine, but rather using their security to dare to explore with flexibility, to establish extraordinary learning cultures.

Idealistically, whatever administrators can do to help construct a coherent, consistent framework which teachers can count on for support, without overly constraining them, will help teachers feel secure enough to experiment and use the flexibility necessary for the improvement of teaching. Perhaps one of the most important contributing elements is the development of rapport and respect between people engaged in communities of learners.

Encourage the construction of communities of learners

Rogoff (1994) clearly outlines the problems with models of purely adult-run or children-run learning situations and proposes a middle road in which all can collaborate in a community of learners. Using Lave and Wenger's (1991) concept of legitimate peripheral participation, in which new participants gradually move into widening fields of participation, Rogoff describes several contexts in which

Learning involves the whole program in a continual process of renewal and change within continuity, as new generations come to play the roles of newcomers and old-timers in the community. . . one is never 'done' learning." (p. 220).

Far from being either authoritarian dictators or permissive teachers lacking structure, teachers within communities of learners provide structure and flexibility and allow themselves the space to learn. Rogoff's key points could very well be applied to administrators and teachers as well as adults and children:

- adults serve as leaders and facilitators rather than direct instructors,
- instruction emphasizes the process rather than just the products of learning,
- teaching builds on inherent interest in activities and responsibility for making choices,

- evaluation of student progress occurs through working with the child and observing, and
- cooperative learning occurs throughout the whole program. (p. 220)

Kleinsasser and Savignon's (1992) research showed that there were indeed communities of teachers who were able to work together securely with flexibility. Rogoff's work contributes more to a fuller description of the characteristics of such communities and provides points of departure for administrators as they replace a desire to control results with a desire to collaborate with teachers and learners and improve education together.

Create structures that allow excellence to emerge and then highlight the excellence

Within classrooms, Murphey and Woo (1998) found that when they provided ways for students to contribute more to the program, the students invested more of themselves in learning. Like employees who have stock in their employing company, students invest more in doing a good job because they understand that their actions do have an impact on the direction of the whole group. When teachers also feel they can contribute to administrative decision making, they also feel more part of a community and want to contribute even more.

Finding ways to highlight the different voices also seems crucial to developing the feeling that one is not "subject to" the administrative discourse but rather "subject of" and a shaper of this discourse (Peirce, 1995). Small-group discussions, reports, newsletters, and open email discussion lists are just a few of the ways that this can be done. With more voices and ideas available, our choices expand, and we have more flexibility in the directions we take. It is obviously crucial to acknowledge the source of these ideas and to let participants know that they are influencing administrative directions and their peers. Access forums for the elaboration and celebration of new ideas might also take the form of school mini-conferences and larger publications that publish teachers action research reports and shorter work (Murphey & Sasaki, 1998; Murphey, in press).

Darling-Hammond and McLaughlin (1995) pose a set of questions which themselves can be "inter-viewed" (i.e. subjected to further questions), to determine how much administrators are concerned with TD when making policy decisions. For example:

- Does the policy reduce the isolation of teachers, or does it perpetuate the experiences of working alone?
- Does the policy encourage teachers to assume the role of learner, or does it reward traditional "teacher as expert" approaches to teacher-student relations?
- Does the policy provide a rich, diverse menu of opportunities for teachers to learn, or does it focus primarily on episodic, narrow "training" activities?

- Does the policy link professional development opportunities to meaningful content and change efforts, or does it construct generic in-service occasions?
- Does the policy establish an environment of professional trust and encourage problem solving, or does it exacerbate the risks involved in serious reflection and change, and thus encourage problem hiding?
- Does the policy provide opportunities for everyone involved with schools to understand new visions of teaching and learning, or does it focus only on teachers?
- Does the policy make possible the restructuring of time, space, and scale within schools, or does it expect new forms of teaching and learning to emerge within conventional structures?
- Does the policy focus on learner-centered outcomes that give priority to learning *how* and *why*, or does it emphasize the memorization of facts and the acquisition of rote skills? (p. 604)

Were administrators to consult such a list regularly when forming policy, TD might stand a better chance of integrating itself into the routine running of schools.

Conclusion

Obviously we still don't know everything about how we can facilitate the forming of communities of learners, and much research remains to be done. However, we do know such communities exist in a variety of forms and that they are possible. We have indications of some of their ingredients: mutual respect, structures for open communication, permission to explore and fail, security that voices will be taken seriously, the encouragement of experimentation and improvement. The endemic isolation of educators is probably a major cause of burnout not only for many teachers, but for administrators as well. Forming mutually supportive collaborative relationships in the workplace can go a long way to alleviating these problems and exciting professional and personal development. Administrators are well positioned to help create, contribute to and participate in communities of learners when they choose to inform themselves and to enlist collaboration from teachers and students.

Editor's note: Due to budget constraints, this article did not appear in its intended venue, the November 1998 special issue on Teacher Development, TLT 23, (11). We wish to thank Tim Murphey for graciously agreeing to the article's appearing in a later issue.

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Shyness in the Japanese EFL Class: Why It Is a Problem, What It Is, What Causes It, and What to Do About It

Paul Doyon
Asahi Daigaku, Gifu

Success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between people in the classroom.

—Earl Stevick, *A Way and Ways*

When I ask my Japanese students to raise their hands if they think they are shy, almost all the hands in the class go up—all but about two or three in a class of thirty. Unfortunately, many of us teachers may either ignore it, not know what to do about it, or even actually exacerbate the problem.

Why is Shyness a Problem?

In a language conversation class, teachers for the most part agree, in order for students to make gains in the spoken language, they need to actually communicate in the target language. Unfortunately, in many conversation classes, students are reluctant to speak out. In researching Western language teachers in Japan, Fred Anderson (1993) found that the following traits troubled the teachers most: Their Japanese students (a) rarely initiated discussion, (b) avoided bringing up new topics, (c) didn't challenge the instructor, (d) seldom asked questions for clarification, and (e) didn't volunteer answers. He goes on to state that

they seldom volunteer answers, a trait that many Western instructors find extremely frustrating. Most Japanese will only talk if specifically called upon, and only then if there is a clear-cut answer. But even if the answer is obvious, it may be preceded by a pause so long that the instructor is tempted to supply the answer first. This type of pause—or even a true silence—does not necessarily signify an unwillingness to comply, but may simply indicate that the student is too nervous to respond, or too uncertain of the answer to risk public embarrassment. (p. 102)

Many articles in *The Language Teacher* and the *JALT Journal* address Japanese students' shyness or unwillingness to speak. (See, for example, C. Williams (1994), Miller (1995), Nimmannit (1998), and Mayer (1999)).

Craig Williams (1994) connects *student reticence* to Japan's educational system, which as he notes

has often been cited as a reason for a student's inhibition about speaking during class activities.

Traditionally the technique employed in most classrooms is of a lecture style, where the teacher remains standing behind a desk at the front of the class and the students receive information as the teacher lectures. Little input is ever solicited from the students, and it is instilled that a classroom is a place where one listens and learns but does not speak. (p. 10)

The evidence that "Shyness" is a "problem" is not limited to the anecdotal and impressionistic folk wisdom of expatriate teachers. According to Philip Zimbardo (1977), a psychology professor at Stanford University who has done extensive research with regards to shyness,

Our studies show that shyness is more prevalent in Japan and Taiwan than in any other culture we surveyed. Among the Japanese, 57 percent reported being currently shy, as compared to 53 percent of the Taiwanese. For three-fourths of the Japanese, shyness is viewed as a "problem," over 90 percent report having labeled themselves as shy in the past or currently, and, more than any other nationality, the Japanese report feeling shy in virtually all social situations. . . . [Although] more Japanese subjects than any other group reported that they like being shy and extolled its positive consequences. . . this twenty percent of the population is, nevertheless, in the minority. (pp. 212-213)

My own classroom research supports this conclusion (Doyon, 1996). In a survey, when I asked my students, "Do you think shyness is a positive or negative quality?" 25 students said it was a negative quality, 11 said that it could be both negative and positive, but *none* of the students said that it was purely a positive quality (p. 18).

Zimbardo (1977) states that "shyness can be a mental handicap as crippling as the most severe of physical handicaps and its consequences can be devastating" (p. 12). Kumiko Nakamiya (1993), in her highly personal paper describes the same sentiments with regards to herself:

When people speak to her, she sometimes feels that they are not talking to her, but to a person

心理学的にも、第二言語教授理論でも、そして教師、日本人学習者においても、シャイネスが一般にL2の有効な学習と彼らの自己達成へ障壁であることに意見が一致するであろう。本稿では、様々なシャイネスについて概観し、社会の構成要素を記述し、教師のために、シャイネスをなくし、より早い第二言語習得が進むような役割、関係、環境を創造する方法を提言する。

who is one of the *handicapped* people (non-natives). It is difficult for people to see her as she is, because her *handicap* (second language & quietness) is so visible to them. . . . Therefore, she who is handicapped also begins to be unable to see her true self who has potential. [italics added] (p.11)

As teachers who respect and care about our students as individuals and hope to honor their choices of learning and social styles, some of us may be reluctant to address this issue of shyness, and hence, not attempt to mediate in helping those students overcome the feelings and behavior that constitute what is titled as “shyness.” And indeed, well-intentioned but misguided approaches to shyness can exacerbate the students’ suffering, as we shall see.

Nevertheless, in foreign and second language learning and teaching, shyness does pose problems for both teachers and students. If our students wish to interact with foreigners, travel to foreign countries, and in general live productive lives reaching their full potentials, it is in their best interests to overcome these feelings; and by addressing this issue, teachers can start to play active roles in helping their students.

The fact of the matter is that most shy people don’t like being shy and actually do feel handicapped by it.

A Closer Look at Shyness in the Classroom

Zimbardo (1981) defines *shyness* in depth as

a mental attitude that predisposes people to be extremely concerned about the social *evaluation* [italics added] of them by others. As such, it creates a keen sensitivity to cues of being rejected. There is a readiness to avoid people and situations that hold any potential for criticism of the shy person’s appearance or conduct. It involves keeping a low profile by holding back from *initiating* [italics added] actions that might call attention to one’s self. (p. 9)

In *A Way and Ways* (1980), Earl Stevick strikingly employs the same terms of *evaluation* and *initiative* in describing the *alienation* felt by students in many EFL classrooms:

But the teacher’s own urge to become “an object of primacy in a world of meaningful action” can lead her to carry any of these five legitimate functions to undesirable excess. Cognitive primacy may become an assertion of infallibility; the responsibility for structuring time may lead to a demand of omnipotence, and also to excessive defining of goals. Together, they are the principle ingredients of the *evaluative* manner that is so effective in stifling the *initiative* of students. [italics added] (p. 21)

Combining these viewpoints shows us the teacher’s power to either evoke or allay these feelings in her students.

Many Shades of Blue

For everybody who has ever felt shy or believes that they are shy, the feelings of shyness and the situations that elicit these feelings are a little different. One of my students wrote the following:

Most Japanese think themselves shy. So do I. But I think that feeling or thinking shy is different in each person. And it is even more so if the country is different.

While the reasons for shyness are highly complex and individual, there are common threads to what induces it.

Zimbardo (1981, p.15) distinguishes a number of different kinds of shy people in his research: *chronic*, *true-blue*, *situational*, *introverted*, and *extroverted shy people*.

Of those who feel chronically shy (in most situations), *true-blue shy people* will feel shy in all situations and with all people. Other people will feel shy depending on the situation. *Introverted shy people* appear obviously shy to other people, and will usually prefer to shun the company of others.

Extroverted shy people, on the other hand, usually do not appear shy to others and usually do enjoy the company of others. Yet, they do not feel as others perceive them. One student I interviewed, who always appeared very outgoing in class, put it this way:

So you think you are shy and you have always been this way?

—Yes.

In the classroom you didn’t appear to me as being shy. But you believe yourself to be this way?

—Yes.

Compared to everyone else you think you’re shyer?

—Yes.

Why do you think so?

—Because I don’t have confidence. When I stand in front of everybody my heart is beating like crazy.

How about in everyday life?

—Well, being called to this interview has made me feel nervous.

Whether one feels shy in many or few situations, the label one gives oneself and the reasons one attributes to the feeling are essential distinctions.

What Causes Shyness?

How many times have you heard yourself or others implore students with the phrase, “Don’t be shy!”? Yet this is easier for the teacher to say than for the student to do, because shy people do not feel in control of these feelings. Zimbardo (1977) likens the extremely shy person to having two mentalities in one head—that of the *guard* and his *prisoner*.

In the classroom, there are students who know the answer and want to make a good impression on the teacher, but something keep their hands down and stifles their voices. They are inhibited from acting because of inner commands from the guard-self: "You'll look ridiculous; people will laugh at you; this is not the place to do that; . . . you'll be safe only if you are seen and not heard." And the prisoner-within decides not to risk the dangerous freedom of a spontaneous life and meekly complies. (pp. 2-3)

What seems to happen—for most starting early in childhood—is that the approval that one desires from parents at first, then teachers, and eventually peers, is given sparingly, if at all, and is contingent on behaving in a specified manner. The result is hesitance in one's actions for fear of disapproval from those important others. I recall a student in a course I was taking who told his classmates that after he brought home a report card with all A's and one B, his father threw it across the room and admonished his son to never bring home a report card with a B on it again. Zimbardo (1977) goes on to state that

we find children are made to feel that their worth and the love they desire from adults is contingent on their performance. They have to prove they are deserving in a world where success is modestly taken for granted and rewards are given sparingly, where failures are magnified in the spotlight of shame. Children of shyness-generating societies are often not encouraged to express their ideas or feelings openly, nor given adequate opportunity to interact with adults or play freely with their peers. (pp. 220-221)

Zimbardo (1981) believes that shyness is explicitly and ultimately caused by a combination of low self-worth, labeling, and shame. Stevick discusses what he calls the *Evaluational Paradigm* in the classroom:

Most traditional classroom activity, in any culture that I know anything about, follows the Evaluational Paradigm, which consists of variations on a single formula. In this formula, the teacher says to the student—cynically or warmly, threateningly or reassuringly—"Now try to do this so I can tell you how well you did," Mistakes are pointed out—harshly or gently, immediately or after some delay—and the students response to the task is evaluated. The student generally comes away feeling that he himself has been evaluated—positively or negatively—along with his product. We may be offering the student a "world of meaningful action," but by our evaluation we deny his primacy in it. If our evaluation is negative, we also cast doubt on his adequacy within that world. (p. 23)

Teachers therefore hold the potential to either alleviate or to intensify the feelings of shyness in their

students. Adopting the role of evaluator is most likely to accomplish the latter. To achieve the former, we may need to adopt a position of what Carl Rogers (1969) calls "unconditional positive regard." What this means for me is that the "being" of one accepts the "being" of another in a positive manner and without judgment—unconditionally; and this, while perhaps difficult to achieve 100% of the time, it is something we teachers should try to aim for (not just in the classroom, but also in our lives as well).

In Japanese Society

As Stevick and Zimbardo point out, and as we all can perhaps recall from our own schooling, shyness is endemic to the evaluational paradigm, a paradigm which is found throughout the world. Teachers in a specific culture, especially those new to it, should keep in mind the elements of that culture which contribute to shyness.

Interactional domains. Takie Sugiyama Lebra (1976) has demarcated three domains which account for different kinds of behavior in Japanese people: the *ritual*, *intimate*, and *anomic*.

The *ritual* domain is characterized by formalities, conventional rules, manners, and etiquette, and highly *guarded* behavior. These stem from the high value a participant places on the approval of those who partake in or observe the interaction. Reticence is a natural form of defensive behavior employed in this domain to protect the participant from making any errors which might incur an unfavorable opinion. A conventional classroom situation, especially in interactions between teachers and their students, is a familiar and illustrative example.

On the other hand, behavior in the *intimate* domain, for example, among family, friends, and co-workers, is characterized by a "communication of unity" and "display of spontaneity": The participants have created an emotional bond allowing them to relax and to act spontaneously due to their knowledge that the other participants won't find their behavior objectionable.

Behavior in the *anomic* domain is characterized by both social distance and a lack of concern for the opinion of others. There is no need for formalities and no desire for intimacy. People driving cars or riding the subway can be said to be operating in the anomic domain.

Control and initiative. Japanese society has tended to be highly controlled and regimented, and within the educational system this control and regimentation starts early in kindergarten and continues throughout high school. Stevick talks about how the teacher's overuse or misuse of control can stifle the student's initiative:

What so often happens, of course, is that the teacher, in the name of "exercising control," also

monopolizes initiative, telling the student which line of the drill to produce, which question to ask (or how to answer it), whom to talk with, or so on. (p. 20)

What he is saying here is not that a teacher should relinquish all control in the classroom, but that a teacher should allow students to make choices and decisions about their own learning, and hence, their own lives. I don't think that we have seen too much of that in the Japanese educational system or in Japanese society in general—although this is starting to change.

Amae. Another highly plausible contributor to shyness in Japanese society is the Japanese characteristic of *amae*, which Takeo Doi popularized in his book *The Anatomy of Dependence* (1971). In the introduction to the book, John Bester states the following:

The Japanese term *amae* refers, initially, to the feelings that all normal infants at the breast harbor toward the mother—dependence, the desire to be passively loved, the unwillingness to be separated from the warm mother-child circle and cast into a world of objective “reality.” (p. 7)

The related verb *amaeru* is often rendered in English as “behave like a spoilt child” or “to take advantage of [another’s kindness]; presume upon [another’s kindness].” This behavior is said to be caused by an “over-indulgence” in childhood producing a passive dependence in the child and later adult to those in higher positions, and this behavior is said to permeate all vertical relationships and levels in Japanese society. An outgrowth of this passive dependence is a relinquishing of responsibility. And as Zimbardo states generally, “the more you foster dependence in a child (or anyone else for that matter), the more you foster shyness” (1981, p.59).

Sempai-kohai relationships. In Japanese human relationships each person’s position is delineated on a Confusionist vertical ladder: younger defers to older, woman defers to man, and student defers to teacher. These interactions pervade all aspects of the society and, naturally, elicit the guarded behavior characteristic of the ritual domain.

Uchi-soto relationships. Orthogonal to this vertical demarcation is the distinction of who is in-group who is out-group: To an extent which may surprise foreigners, Japanese people find it unnatural to make contact with or even talk to one who is not considered part of the group, unless there is specific reason to do so. Moreover, when one does actually do so, the interaction is often marked by great formality of both behavior and speech. Given this tendency, one’s opportunity to feel at ease practicing certain social skills is restricted.

Shame. In the Japanese language the words for *shy* (*hazukashigariya*) and *shame* (*hazukashisa*) are almost the same. Since any act violating the expectations of

those “important” others might bring on this sense of shame, then naturally the feelings of constraint will inhibit the taking of initiative.

The Way. In many aspects of Japanese culture, especially those having to do with learning or accomplishment, more emphasis is placed on the proper way of doing than on attaining a useful or practical result. The word *do* means “way” and is evident in such words as judo, kendo, aikido, *sado*, and *kado*. In these arts, one must be taught “the way” by a master. People are not encouraged to find their own way—a virtual contradiction in terms—and when faced with an unfamiliar situation, many will become immobilized, and experience feelings of shyness, or even panic, having not been shown “the way,” and hence, not know how to act.

Mistakes. For many Japanese people in many situations, there seems to be an intense fear of making mistakes. Naturally, in a language class, the fear of making mistakes can be a major deterrent to conversation.

The Japanese Educational System: A One Way Street. In many respects, the Japanese educational system (at least from junior high school on up) fosters passivity in its students. Information is transferred in one direction from teacher to student.

Japan’s educational system has often been cited as a reason for a student’s inhibition about speaking during class activities. Traditionally the technique employed in most classrooms is of a lecture style, where the teacher remains standing behind a desk at the front of the class and the students receive information as the teacher lectures. Little input is ever solicited from the students, and it is instilled that a classroom is a place where one listens and learns but does not speak. (C. Williams, p. 10)

In many cases, students are not active learners nor interactive learners: they do not act on what they learn nor do they interact with their peers during class. One of my students had the following to say about his education:

It’s one-way. . . It’s one-way from teacher to student. Students have no place to express themselves. Due to this, it’s natural that students will feel shy when they want to express themselves. . . We’ve been conditioned to be passive for so long that one will feel shy when [wanting to express oneself].

Another student expressed it this way:

They teach everybody at the same time. They don’t give importance to the individual—the individual character. They cut out the students that stick out.

Too Busy to Learn Social Skills. Another reason for the predominance of shyness in the Japanese culture may be the sheer busyness of its people. Children’s

schedules are usually very full with things like swimming lessons, piano lessons, English lessons, on top of cram school. With all this there is very little time left over to play “freely” with one’s peers and develop those highly important social skills. The importance of free play has been relegated to the back seat with a predominance placed on those more “purposeful” activities.

What To Do About It

Moving Toward The Intimate Domain In The Classroom

Probably one of the most powerful things we can do to help our students is to create a classroom atmosphere which is conducive to the *intimate domain*. In calling for this approach, C. Williams states that

in an intimate situation, a Japanese person is released from cultural or institutional restraints and free to explore the use of the target language. . . . The EFL teacher who works toward a more relaxed and intimate atmosphere in the classroom can, I believe, expect better results during free conversation exercises. (p. 11)

What specifically can the teacher do to bring about this process?

Creating Intimacy Between the Students

First of all, a teacher must look for ways to create intimacy between the students. In order to accomplish this, C. Williams suggests that teachers choose “topics that will explore each student’s personal background such as childhood memories, vacations, dreams, etc.” (p. 11). He also suggests (a) the changing of partners, (b) the use of pair work, and (c) the use of ice-breaking activities. By revealing personal things to each other, students create an atmosphere of intimacy. Since students will usually sit next to someone with whom they are already familiar, I like to have the students change partners from the start of a class. Since rules of communication are subconsciously defined early on in a relationship, the rule of using English is more likely to be implemented with another student with whom one is unfamiliar. Another activity which can facilitate intimacy is the use of language learning journals, where students write down their true feelings about learning the foreign language after each class, and then share these entries with other classmates. The truth is that the majority of students do want to improve their English, but often feel that they will appear foolish in front of their peers. However, when they find that their peers have the same desires and fears as they do, and are hence, in the same boat, then they are much more apt to use the target language. Another device in the classroom for creating intimacy is the use of first names, and not only between the students themselves, but also between the students and the teacher.

Removing the “Teacher’s” Mask

A traditional Japanese classroom epitomizes the ritual domain, and the teacher, in light of his position on the vertical ladder, is almost certain to elicit feelings of shyness in his students. While students will more likely talk freely with their peers, they are less likely to approach their teacher, and when and if they do, their behavior is likely to be more guarded, and hence, more awkward. It is for this reason, that the teacher remove the “teacher” mask as much as possible, both inside, and even more so, outside of the classroom when interacting with students. Stevick also recommends leaving the teacher’s role from time to time as one step in creating a positive interpersonal atmosphere in the classroom:

Yet I have seen a few teachers who are able to come out from behind this Teacher mask, at least during “free conversation.” They have generally been among the best language teachers I have known. They escape the teacher mask through changes in voice, posture, and facial expression. Their non-verbal behavior is the same that they might use at home in the living room. (p.28)

In moving from the “ritual” to an “intimate” situation, C. Williams also gives the following advice:

In order to change from a ritual situation to an intimate one, intimate behavior needs to be displayed. . . [in] an intimate situation, unity and spontaneity are the two principle elements; therefore the EFL teacher wishing to effect this change should develop ways to communicate both. . . . Methods of communicating such ideas can depend largely on the individual personality of the teacher; however, tone of voice, body language, and conversational style are important tools. (p. 11)

Of course, as Stevick even recommends, in order to maintain a certain level of control, a teacher cannot always wear the Ordinary Person mask: “It is a supplement for the teacher mask, not a replacement for it, and it is, afterall, a mask” (p. 29). On the other hand, it may be even more essential with “shy” students to remove the “teacher” mask more often than not.

In response to a survey I took in one of my classes toward the end of a course I taught several years ago, many students circuitously hinted that I should do just this in order to help them overcome their feelings of shyness:

- Become friendly with us. S27
- Mix in more small talk, jokes. S44
- Actively engage us in conversation. S26
- Talk to us on a one to one basis. S31

In following up the survey with interviews, I asked S27 to explain more clearly what he meant by the statement “become friendly with us.” His response was that during the lesson, I should not portray the feeling that I was “The Teacher.”

Moving Away From the Evaluational Paradigm

If we hold that feelings of shyness or the fear of taking initiative stem from one's sensitivity to and concern about the evaluation of them by others, then it also becomes clear that we as teachers must move away from a climate which puts students in the spotlight of evaluation. And this goes for both positive and negative evaluation:

Most teachers are willing to agree that negative evaluation can sometimes be harmful to the student, but I have found few who are ready to see that *positive* evaluation is almost as dangerous a tool. It seems to be the evaluative *climate*, more than the content of the evaluation, that does the damage. (Stevick, p. 23)

What students seem to really *need* and *appreciate* is a genuine interest in them as people and in what they are doing, and not an evaluation of them and their products. In a review of research carried out on *feedback*, M. Williams and Burden (1997) state the following:

Too much praise was seen as detrimental by the learners, who preferred teacher interest in their work. For any sort of comment to be effective, reason's for the teacher's approval or disapproval needed to be stated. One further factor which emerged clearly was that teacher's opinions about what would or would not prove to be effective motivators often differed markedly from those of learners. (p. 135)

The trick seems to be in being able to have students feel good about themselves without the feeling that they are being evaluated.

Mistakes and Error Correction

While on a conscious, "intellectual" level, most students will say that they want to have their "mistakes" corrected (and most teachers feel that this is an important part of their job), on a subconscious, emotional level, it can actually inhibit students from freely expressing themselves. It is for this reason that teachers should (a) wait until a certain level of trust has been established between themselves and the student, (b) wait until they feel the student can handle error correction, and (c) take less obtrusive routes in their forms of error correction.

A teacher should develop a feel for how a student will react to overt error correction and should have certainly built up some kind of trust within the relationship before attempting it. Also, there are a number of indirect modes to error correction which can be utilized. A direct mode of error correction may be construed by the student as a critical evaluation of his performance, whether or not this is really the actual intention of the teacher or not. While I recognize that at some point the students will have to become aware of their errors, I also realize that the fear of making

mistakes should not inhibit the students from speaking out. It is for this reason, that I encourage students not to worry about making mistakes. One student offered this comment:

Until now I had resistance to speaking English. The reason being that I wasn't sure if my English was correct or not. But what I realized was that, more than things like pronunciation, what is important is that one conveys what he is thinking to the other person.

Another student wrote this after the first class of a conversation class that I was teaching, in which I told the students not to worry so much about making mistakes, and that I would forgive their mistakes in English if they forgave mine in Japanese:

I was a little nervous but I think that I'll get used to it quickly. Not worrying about grammar and just talking in this class was different from other classes. It seems like I'll be able to speak English easily. Since it's okay to make mistakes, I want to try to speak English as much as possible.

Changing Those Labels

An important distinction between people who believe they are shy and those who don't is the difference in from where they attribute the causes of their feelings coming. People who consider themselves shy will see it coming from inside themselves, whereas people who don't consider themselves as being shy will attribute the causes from coming from the external situation or environment.

Wayne Dyer, in his book, *Your Erroneous Zones* (1976), calls it "The I'm Circle":

1. I'm Shy
 2. Look at that attractive group of people.
 3. I think I'll approach them.
 4. No! I can't.
 5. Why not?
- Because
1. I'm Shy (p. 100)

Since a good majority of Japanese students carry this label with them, it is important for teachers to get them to realize that everything changes and for them to affect positive change within themselves, they must be able to change what might be considered negative self-descriptors of themselves. And in my opinion whatever prevents students from reaching their full potentials and leading fulfilling lives, can be construed as negative.

Graded Anxiety Desensitization

Given that certain transactions that occur in the classroom will cause either more or less anxiety for students than others, it would seem reasonable to assume that by introducing activities where these

Doyon, cont'd on p. 37.

Eiga Shosetsu as a Source of Massive Comprehensible Input for Japanese EFL Learners

Rube Redfield

Eiga shosetsu (movie tie-in novels) are popular movies transformed into print, faithful to the movie but with the sights and sounds transformed into dialog, interior monologue, narration, and description. They appear after movie releases and fit somewhere between graded readers and trashy, popular fiction. In outward appearance, they are indistinguishable from other popular fiction in paperback form. *Eiga shosetsu* are not movie transcripts, they are a novelized form of the movie itself.

Underpinnings of the *Eiga Shosetsu* Program

Theoretical. The *Eiga Shosetsu* Program is based on the idea that comprehension is a requisite for learning. Simply put, learners must in some way or another understand the meaning of what they encounter in their learning environment, be it in written or oral form, if they are going to learn. Regardless of whether one is inclined to support the strong version of the Interaction Hypothesis (Long, 1983a), asserting that comprehensible input leads directly to language acquisition (Krashen, 1982), or the weaker version of the hypothesis, that comprehensible input under certain restraints can, but does not necessarily, lead to acquisition (Ellis, 1986), both researchers and professional foreign language classroom practitioners would agree that without comprehensible input no meaningful language acquisition is likely to take place (but also see White, 1987). A corollary of this need for comprehensible input is that more input is better for learning than less input. The amount of comprehensible input in other words, matters. Reading *eiga shosetsu* seems an ideal vehicle for supplying this needed comprehensible input, because once the movie has been viewed, understanding is assured. It then becomes a matter of sitting down and reading the accompanying *eiga shosetsu* through.

Anecdotal. Personally, I was a hopeless classroom foreign language learner, but now I am fluent in four foreign languages. Back in the days when foreign languages were a required part of the US curriculum, I never passed a single final exam in my first foreign language, German. Memorizing article paradigms and verb declinations, what I like to call 'spreadsheet German,' was beyond me. I was interested in using the

language, not studying it. Of course when I went to Germany I couldn't speak a word. Every morning I diligently attended my beginning German class at the university, where we transformed active sentences into passive, present tense phrases into the past tense, and direct speech utterances into indirect speech. While the other students presumably went home after class to pour over their spreadsheet German texts, I went to the movies. In those days you could see a double feature 'Macaroni Western' for 25 cents US. I saw four or five a week. The westerns were pretty basic and soon I found myself understanding the dialog. After about four months I still couldn't pass any of the written grammar tests we were given, but I could understand spoken German way better than my more 'serious' classmates. Watching movies, and paying attention to meaning rather than form, was the key, I now believe.

A second key was learning how to read. A French classmate told me that if I really wanted to learn German, I would have to 'sacrifice' five books. By sacrifice she meant slog my way through without real understanding. No dictionaries, no grammar texts, no translations, just pure reading. I didn't understand the first novel at all, nor the second. A bare glimmer of understanding came with the third novel. I could understand some of the fourth book, and most of the fifth. At the end of that time (and it took time, maybe six months), after duly sacrificing five well-known novels, I found that not only could I now really read German, but that all my other language skills had improved as well. So reading was the second key. (See Smith, 1979, for a discussion on reading).

Being in a country where the language was spoken, playing rugby with a German club, attending classes at the university, all of course were contributing factors to my success in German. Nevertheless, I think the two keys in my particular case were watching movies and reading novels. I believe now that the real key was the massive amounts of comprehensible input that accompanied these activities. I went on to learn Spanish, French, and Japanese the same way, without even the dubious (for me) value of having studied those languages formally in a classroom before traveling abroad. If watching movies and reading novels (among other

理論、実験、そして個人的経験は全て、読解を通じた理解可能なインプットが、言語学習において、有益で、おそらく本質的であることを強く示唆している。本稿では、学習者がビデオ録画された映画の一部を見て、その後、理解可能なインプットのために映画の小説化を読むという授業について記述する。学習者はこの授業を楽しんだだけでなく、いかに学習すればいいかの手助けを得ることができた。

things, to be sure) helped me learn, perhaps the same activities would help my Japanese students learn English as well.

The *Eiga Shosetsu* Program

Students enrolled in the *Eiga Shosetsu* Program saw the first ninety minutes of six contemporary films (such as *Top Gun*, *An Officer and a Gentleman*, *The Dead Poet's Society*,) at one month intervals throughout the academic year, at the rate of one film per four week cycle. The rented videos were shown during the first class meeting of each monthly cycle. Students were also instructed to read the six corresponding *eiga shosetsu* outside of class (approximately 1500 pages), and encouraged to watch the complete video at home a second time, paying attention to the spoken English. Each subsequent class period (one per week for the traditional ninety minutes) began with a fifteen minute silent reading period, in order to give the instructor the opportunity to see how the learners were progressing in their reading, and to give learners an English warm up period before the oral part of the class began. As an additional reading check, and to fulfill the composition requirement of the course, five-page movie/book reports were to be handed in each month, one for each movie/book. The learners were also required to read one additional novel as homework over summer vacation. The rationale behind the program was, of course, to provide massive amounts of comprehensible input, in order to facilitate language acquisition.

The Survey

Instrument. A twenty-five item, five point Likert-type classroom evaluation survey was employed to measure participant satisfaction with the *Eiga Shosetsu* Program. The instrument consists of twelve pairs of mirror items, one part of the pair worded positively ("This class was too easy for me") and the other negatively ("This class was too hard for me"), plus one additional positively worded item. The areas covered by the survey include the famous four skills (listening, speaking, reading, and writing), plus items on culture, methods, materials, teacher and general class evaluation, the grading system, and learner-perceived usefulness, learning, and interest. Each of the items is weighted equally, and a converted 'Class Evaluation Score' is determined (see Larson & Redfield, 1998).

Class Evaluation Score. The Class Evaluation Score for the *Eiga Shosetsu* Class was 91.21. The Class Evaluation Score was designed to be immediately interpretable to anyone familiar with the standard A-B-C-D-F, 100-point scoring system prevalent in educational institutions. The learners (N = 47), in other words, thought the *Eiga Shosetsu* Class worthy of an "A." This should be seen as a strong endorsement of the movie tie-in class.

Written evaluation. Learners were also asked to evaluate the *Eiga Shosetsu* Class in a more subjective,

free-form manner. All of the participants (N = 47) took advantage of the final twenty minutes of class time allotted for this written evaluation, some writing a sentence or two, most a full paragraph. Excerpts citing the most common themes are cited below by category. I have taken the liberty of correcting only the spelling. The rest of the words are the students' own.

Reading

1. I have good experience, because I can read without dictionary. I thought I can't read English book.
2. Reading books are so hard, but at last I feel it get's easier just a little. I don't know my speed of reading became faster or not, but it was good experience. I'll last reading.
3. This class is very hard! I had pressure to read many foreign books and write my opinion, but reading them was very good experience.
4. I think it is good for us to read English paper book every month. By doing that, could touch English.

These students found the reading segment of the program quite hard, but also very useful. It is doubtful if many (or any) of them had ever read an English novel in its entirety before, so they naturally found it difficult. Having finished several books, however, their confidence began visibly to grow.

Writing

1. I wrote my own words of English which was important for me.
2. But to write book reports was good to translate thinking myself into English.
3. After we watched video of each stories, we write about that story, which is very nice. By reading novel, I can't only memorize the word but also read and write easily.
4. I don't like writing, but this class is fun.

Writing in English does not come easily for these students (many said it was hard to write five pages per month) but the *Eiga Shosetsu* Class at least gave them something to write about. Several commented favorably on how the program gave them the opportunity to write in their own words.

Listening

1. At first I couldn't understand that the instructor said. But thanks to a lot of conversation time, I gradually could understand English.
2. I got power listening to English more than ever, and writing, too.
3. When I hear Americans speaking in the tape, I thought I should study English.
4. And when I look at movies, I can hear English rather than before.

There were many comments as to how hard it was to understand authentic spoken English at the begin-

ning of the year. As shown above, however, learners soon began to understand more of what they heard.

Integrated skills

1. This class is different from the others. In this class, we can learn 'English Conversation.' And it is interesting for me to read "Eiga Shosetsu." Although writing "book review" is very difficult. And when I look at movies, I can hear English rather than before.
2. This is the writing class but not only writing. The reading, speaking and listening I learned.
3. In this class, we could see some interesting movies. So I enjoyed it very much. But it was hard for me to write five pages report, because I didn't have enough time to read the book. But I could learn many things, for example how to speak, how to read and so on.
4. This class is like a communication class, I think. Through this class, I often watch foreign movies! I believe it is good for studying English.

The *Eiga Shosetsu* Class was not just a writing class. Writing was one of the four skills integrated into a whole language program. Language cannot truly be divided into separable skills, but is best learned as a 'whole.' Several of the students seemed to appreciate that.

Method

1. I thought this class was the best class in this college. I want to increase the class like this class. I felt I studied real English in this class.
2. And it is good to read movie-book and write for the report. By the way, I can understand more the story. I hope to see you next 3 grade again.
3. This class is better than any other English class. Especially I like the teaching method. The teacher's speech is very interesting. And I think that women are superior to men in this class.
4. I like his teaching way. For his teaching way is different from the way I had ever learned in school.

The *eiga shosetsu* teaching method seemed popular. Through watching popular films and then reading movie tie-in stories, learners received the input necessary to acquire English. The oral part of the class was devoted to listening and speaking out on topics of contemporary interest, which thereby gave the learners the opportunities necessary for comprehensible output. The combination proved to be both effective and, according to the students' own evaluations, highly popular as well.

Interest/usefulness

1. This class was very interesting and useful for me. I thought this class was the best class in this college.
2. I had a very good time this class. Other writing class. . . my friend said not interesting. I enjoyed. I think this class is the most useful for my future.

3. This class was so different from other English class. It was so interesting and stimulating for me. I want to take your class again.
4. This class was very different from others. It was interesting.

These particular students thought the *Eiga Shosetsu* Class was quite useful, more interesting than their other classes, and in fact one of the best classes offered in the institution. To me this is a very ringing endorsement, especially coming from the people who really matter, the course participants.

Learning to learn

1. American native teacher taught and taught us how to study English.
2. I found the way to study English from you, and I think it's really useful. I'll try to do. I wanted to study how to study English more and more.

The most gratifying of all the quite generally favorable comments on the *Eiga Shosetsu* Program, to me as a professional language educator, were the two comments on learning to learn. We know we have done our job when our students learn how to learn by themselves, and no longer need our guidance.

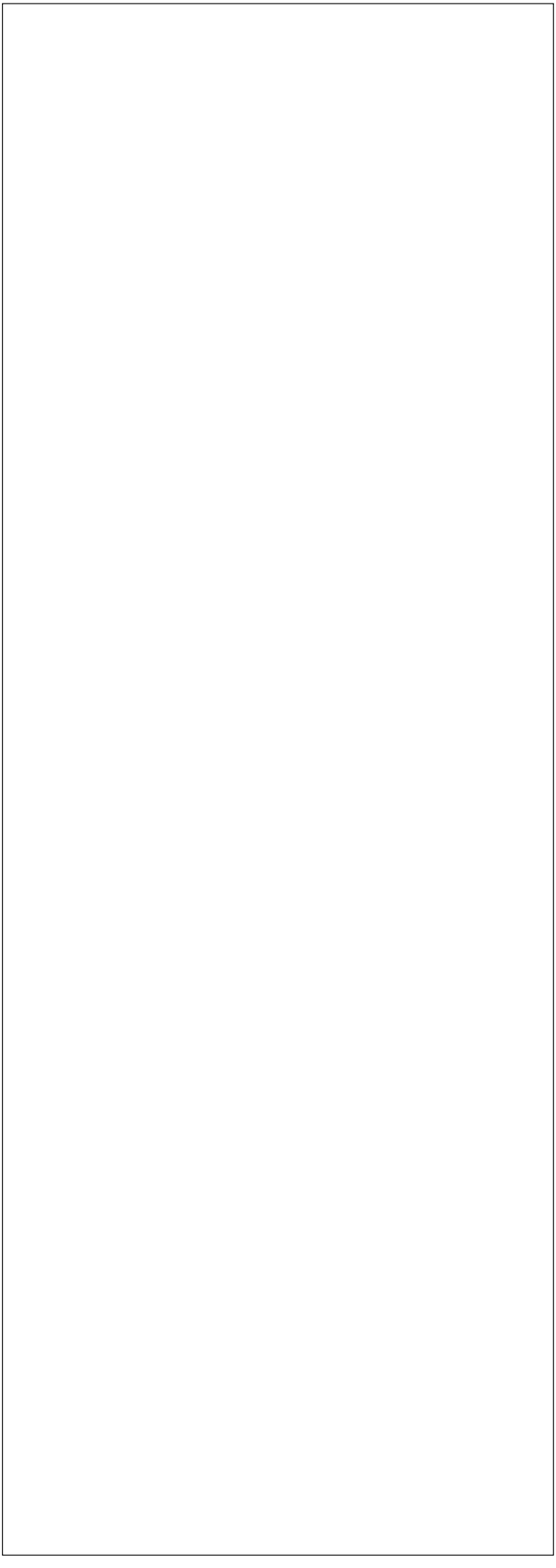
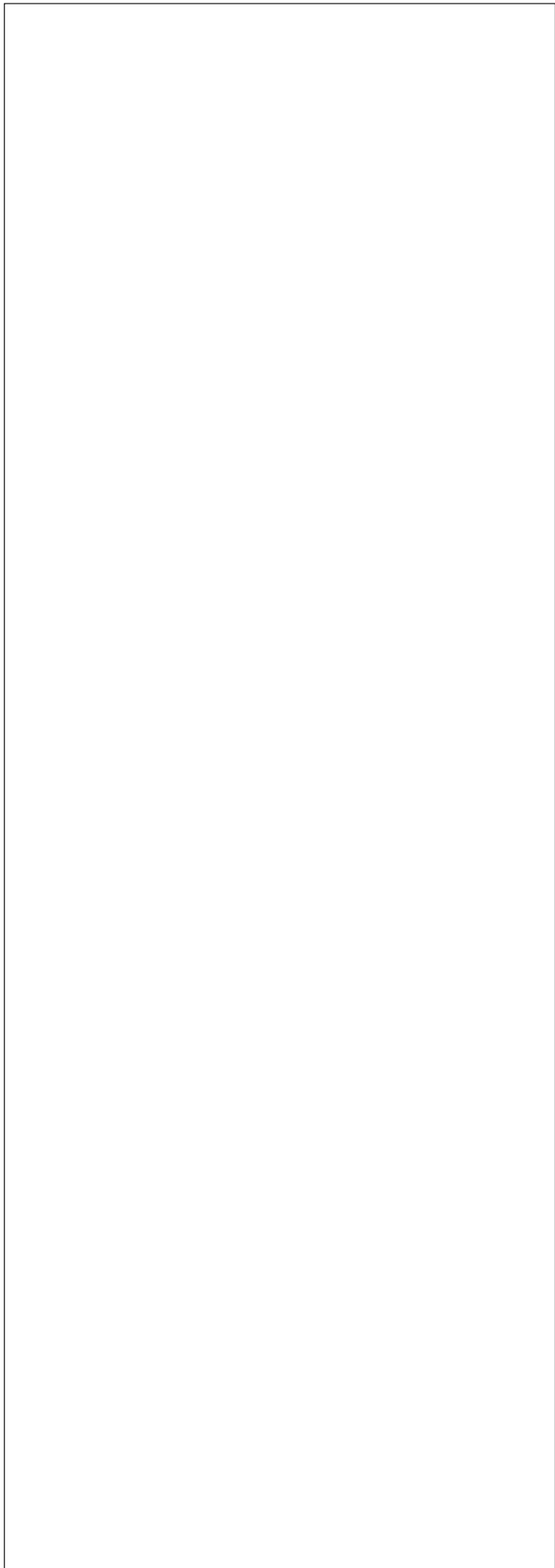
Conclusion

At its core, the *Eiga Shosetsu* Program consists of supplying meaning through video and then having the learner connect the acquired meaning to the English found in the accompanying movie tie-in novel. The results from the survey above show, I hope, how promising this approach can be. More research, both quantitative and qualitative, with different learners in different situations, is of course necessary to insure that that promise is reached.

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JAPANESE

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Private language schools in EFL settings are expected to conquer daunting challenges. These include lowering personal “affective filters,” catering to individually-preferred learning styles, coping with the distinctive characteristics of a range of age groups and proficiencies, accommodating the professional and personal schedules of these groups of learners, and presenting the language to be learned in a way consonant with modes of learning and teaching generally most accessible to members of the native culture of the learners. This article describes a curriculum intended to meet these challenges that has been developed at a school charged with such an undertaking. The approach employs techniques derived from concepts of learner autonomy, visualization, massive input, and sensitivity to cultural influences on preferred learning strategies.

Learner Autonomy Japanese Style: The “Think in English” Approach

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Much has been written about the importance of promoting learner autonomy and teaching learner strategies: The whole September 1999 issue of *The Language Teacher*, for example, was devoted to “Listening to Learners’ Voices.” There has also been much discussion about the importance of affective factors, which was fostered by the coining of the term “affective filter” by Krashen (1977). What often seems absent or insufficient is an in-depth consideration of how learner autonomy and affective factors may differ among cultures. Instead, it appears that learners are expected to adjust to the English teaching and learning style of a native-speaker instructor, rather than the teacher adjusting to the different cultural modes of teaching and learning of the learners. Whereas this may be unavoidable in an ESL setting, it is not inevitable, nor practical, in an EFL environment such as Japan.

In other words, teachers can try to find approaches to teaching that are most suitable to the culture in which they are teaching. It is natural for cultural differences to be discussed, and some students may desire a different style of teaching from the norm of their native culture. However, we should not assume that all students will be able to adjust to and benefit from a Western-style, communicative, autonomous-learner approach. Rees-Miller (1993) gives evidence of the dangers of this assumption, citing a study of Asian learners taught Western learning strategies who actually performed more poorly than the control group, since they tried not to use “their own well-developed strategies for rote memorization” (p. 683). Additionally, Hyland (1994) and Reid (1987) have found that Japanese learning styles have some unique differences from most other cultures. I was unaware

that there were other significantly different options to either a Western-style communicative or Japanese-style grammar-translation approach until I started to work at T.I.E. (Think In English) Institute of Foreign Languages.

Background

T.I.E. was started by “Bob” Nishizaki, a Japanese learner and teacher of English. He taught at the Kanda Institute of Foreign Languages and experimented with a variety of types of language learning and teaching. He found that he and other students were often frustrated at the perceived insensitivity of native teachers to the Japanese culture and learning style. At that time, the teacher provided the motivation through entertainment and then expected students to do activities that many found embarrassing to do in front of others. This led to a lot of frustration for a large percentage of the students. Even today, Japan ranks near the bottom of nations in TOEFL scores. Without delving into the Japanese educational system’s role in this, a key question for language schools is what can be done for the adults who have come through this system? Many of them have been discouraged by the meager results of six plus years of studying English, yet they are also not ready to be put in an embarrassing position in front of others. Considering these factors, Nishizaki developed a system that emphasizes visualization, learner autonomy, developing a good foundation, sensitivity to the Japanese milieu, and encouraging learners with many small successes (Nishizaki, 1990).

T.I.E. Methodology and Curriculum

T.I.E.’s clientele consist mainly of adults, including business people, homemakers and students. From the

T.I.E. schoolは日本での英語会話学校における独特なカリキュラムを提供している。プログラムは日本人学習者のニーズに沿うように注意深く構成されているが、同時に、学習者が多くの時間に自立的な学習が行えるようになっている。そのため、学習者は自分自身のペースで学習を進め、彼らの必要とされる現実的な状況で、英語母語話者の教師からのリソースを引き出すことができる。この組み合わせは、学習者に快適さを感じさせ、その結果、情意的障壁を下げるため、コミュニケーションングを進展させられる。

first day they are taught the methodology and philosophy in Japanese, and the Japanese English teachers continue to reinforce the rather novel concepts. Surveys show that most learners desire some such support (Critchley, 1999). The novel concepts are difficult to teach to beginning learners in a target language, yet without knowing the "method to the madness," learners' affective filter may prevent a new approach from working.

Learners who come to T.I.E. are informed from the start that learning will be up to them. They are given a check-off sheet and guidance as to which part of the curriculum to do first. As they progress, many options become available, which the learners then choose, based on their interests. The majority of their time is spent in self-study with cassette tapes and other resources. After they have finished each small step, they then go back to a native speaker to practice and receive correction or other helpful input.

Since the learners are monitoring their own progress, with the help of Japanese teachers as needed, going at their own pace, and then practicing with teachers who know the curriculum, there is no need for a formal, classroom environment with performance in front of others. Therefore, they can come at any time on any day for up to five hours with no advance notice and go to any branch. This flexibility fits in well with the hectic pace of working life in Japan.

The main emphasis of the T.I.E. approach is to start with a solid foundation of the basics of English using an "imaging" approach rather than direct translation. Thus, learners are not given a level check, but all must start at the beginning with vocabulary photo cards. Sets of twenty-five cards must be memorized well enough to say each card correctly to a teacher who is flipping them rapidly enough to disallow time for translation. None of the cards have any words; learners learn first with a teacher, and then with a tape. Due to the confusing symbol/sound relation in English, learners are encouraged to listen carefully while looking at the image, rather than remember the spelling of the word. Teachers are trained then to help with pronunciation and other difficulties.

Learners initially go back and forth through various parts of a set curriculum. Other vital elements include going column by column through a children's picture dictionary. Learners memorize the sentences, most of which have pictures next to them. Then they are given a book with just the images and must remember the sentences. In line with research done on acquisition sequences (Dulay, Burt, and Krashen, 1982), learners are informed that, like children, they must be exposed to the basics, since many have learned advanced words without the ability to structure and use them naturally. To facilitate this process, they are taught a new way of looking at grammar. Each part of a sentence is given a question word to represent it. Nouns answer "what" or "who"; adjectives answer "what kind of" or "how,"

depending on sentence position; "a/an" is "how many"; "the" is "which," etc. Learners are taught then to diagram sentences. Questions are asked to test comprehension and go beyond the text for advanced learners.

After memorizing, students recite to a teacher and then are asked questions for comprehension. By both breaking down the sentences and being asked questions, the students build a solid foundation. Often students report having an "ah-ha" moment of understanding a basic idea or use of a word that was unclear through all their English training.

From the photo cards, picture sentences are made. Students memorize these and learn to ask a series of questions about each sentence. The questioning approach is encouraged throughout students' learning at T.I.E., making them more independent learners. Another text that uses pictures is then memorized part-by-part to increase their ability to use and manipulate phrasal verbs. This is a crucial part of everyday speech that is a notorious weakness among learners in Japan.

Simultaneously with the above, learners are memorizing dialogs that have pictures for each conversational turn. The dialogs are practiced with a teacher, and comprehension questions are asked. This helps learners put their growing knowledge into action. Although the set dialogs may seem stifling, learners learn patterns from these and are encouraged by questions that go beyond the text to engage in an unprepared dialog.

Learners also rewrite dialogs that they only hear on tape. This encourages them to develop flexibility and indicates true comprehension or misunderstandings. At the end of each day, they must also write a made-up story using what they have learned during the day. This helps them consolidate their knowledge. After having the story checked, they must then memorize it for the next day they come, an excellent way to maintain continuity.

For learners who enjoy the class environment as well, there are very non-threatening classes on culture, pronunciation, listening and questioning. Again, learners may choose whether to go or not.

Teacher training not only teaches the T.I.E. philosophy, but also guides teachers as to how to encourage learners without pampering them. Because of the one-to-one environment, teachers are encouraged to selectively correct mistakes, while also praising areas of improvement. The training does not take long because the methodology is set, and the learners are responsible for much of their own learning. Thus, teachers can really concentrate on affective factors, as well as helping language improvement.

Learners have extensive access to tapes, videos, and books to maximize their English input. From Krashen (1985) to Redfield (1999), evidence has mounted for the positive impact of massive, comprehensible input. The structure of the T.I.E. approach gives concrete steps for learners to take, so that they are getting

immense amounts of input for the two to five hours they study each day at T.I.E.

One aspect of the T.I.E. methodology which should not be overlooked is the one-to-one approach. The unique structure allows learners to get tailored advice, correction and practice, at their convenience. Instead of having an intense, 90-minute private lesson, learners can study at their own pace and practice when they feel ready. By not performing in front of others, learners tend to drop their guard, be more relaxed and be much more receptive to help and correction. Difficulties of the individual learners, whether they be pronunciation, semantic, pragmatic, or otherwise, are much easier to ferret out in a one-to-one approach than in a classroom. Additionally, most conversation in the real world is one-to-one anyway. Discussions can also stimulate individual interests.

Evidence for Improvement

T.I.E. has done surprisingly little research as to the benefits of its approach. Most of the evidence that follows is thus from observation, and discussion with learners and teachers. Though it is hoped that more "concrete" evidence can be developed in the future, current research paradigms in teaching include a place for such active observations (Lo Castro, 1994).

Unsolicited mail from former learners at T.I.E. is one strong indication of the method's success in the Japanese environment. Reports of dramatic increases in TOEIC listening scores are commonplace. Several email messages from learners who are now in Western U.S. and Canada have mentioned that they spoke and listened to more English at T.I.E. than they do in their current school. Though a large concentration of Japanese learners exists in North America, it is clear that the T.I.E. methodology has enabled learners, even while in Japan, to be exposed to an immense amount of English input. Other letters and e-mail messages comment on how learners have been able to apply the imaging technique successfully in many other learning settings.

Affective factors are also often mentioned. Learners frequently mention how they were so shy in speaking English when they first came, but then came to really enjoy it. "Thank you"s for the encouragement and friendliness of teachers abound. Many mention the frustration experienced in previous approaches in contrast to successes experienced at T.I.E.

From observations while teaching here, which are easy to make in the relaxed environment, I have noticed many learners who are very shy at the start slowly come out of their shells and really improve. Some improvement may be assumed natural in any approach, but this one seems tailored to the Japanese study style and psyche. Learners can alternatively relax and study hard at their own pace. As I hear other teachers offer advice to learners, my own ideas on how to help improve pronunciation, grammar, and the like increase. Since I am at a desk, at times waiting for

learners, there is ample time for reflection, that was rarely available in other situations. With individual encouragement and the curriculum emphasizing small successes, I have seen many "I-can't-learn-English-well" learners blossom.

Teachers interviewed who have taught at other language schools also report that they have seen repeated successes in learners who are so shy that they would not make it elsewhere. In addition, the intensive input time allows advancements to be made at a faster rate. One teacher said, "You'd never get Americans to pay to self-study most of the time just to have short practice sessions with native speakers. Yet in Japan this approach really works as it fits the study style here."

Applications to Other Environments

The major lesson to be drawn from my experience here has been the importance of adapting approaches to the culture. Many elements of the T.I.E. approach are those that research has found to be critical to good language learning, e.g., massive input, high learner autonomy, and a good affective environment. However, these have been interpreted into a format that is uniquely Japanese. Some elements of the program may seem too rigid and rote from a Western point of view. Given that adult learners have already developed a culturally specific style of learning, though, it would seem advisable to play to the strengths of that style.

Other more specific lessons that could be applied elsewhere include the check-sheet approach to learner autonomy. Though not unique to T.I.E., this approach really emphasizes who is responsible for learning. The balance of a rather firm curriculum outline with learner choice also seems ideal for the Japanese environment. The check-sheet also helps learners to see their successes. With so many opportunities for success, encouragement becomes natural.

The one-to-one approach in a setting with many learners may be difficult to implement in the same way elsewhere, but it is an encouragement to build creative opportunities for one-to-one contact with students. This could involve outside class assignments to converse with the teacher or other native speakers who would be willing to assist language learning or building an in-class environment including pair or group activities which allow time for the teacher to interact one-to-one with students.

The library of videos, books and tapes is another great asset for intensive input that is relatively easy and low cost. Depending on location, students may already have access to some of these resources, but the videos without subtitles may need to come from elsewhere.

The importance of building a strong foundation of basic elements of English, like phrasal verbs, is another easily transferable concept. Though learners may be intent on learning words that match their native

What's Wrong with Japanese English Teachers?

Mike Guest

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Over the past twenty years in ubiquitous Letter-to-the-Editor columns, English teaching conferences, Monbusho backrooms, and endless scuttlebutt emanating from the after-hours haunts of foreign English teachers in Japan, the demonizing of the Japanese English teacher has been relentless and complete. So much is this so that it is almost difficult to find even one so vilified, a Japanese English teacher him- or herself, who has much good to say about his or her English language ability or teaching skills. It has become so commonplace to complain about the state of secondary school English teaching in Japan that it now serves as a topical “given,” the default departure point for the familiar litany of complaints.

First and foremost among these is the widespread argument that, despite six years of formal teaching, most Japanese students still have difficulty in carrying out conversations with native English speakers. Why this should come as a shock to anyone is the real question. If one argues that an ability to apply an academic skill comfortably to real life situations should be expected of high school graduates, why are teachers of physics, chemistry, history etc. not likewise criticized? After all, given six years of sociology how many high school graduates can apply this knowledge in a productive way in society? After ten years of math or science, how many high school graduates would feel comfortable designing a bridge or predicting the effect of climate on flora? The point is . . . do *any* high school subjects lead to students being able to use the fruits of those lessons on a daily basis in society? No! So why then is it expected that students who have studied English are expected to maintain a functional, or even expert, native-like level of skill in society?

Next comes the oft-heard claim that Japanese English teachers are rooted in either outdated audio-lingual paradigms or mired in the (gasp!) grammar-translation method. Unfortunately, this over-generalization leads to not a small amount of smugness on the part of newly arrived foreign teachers in Japan, oozing with sophomoreic hubris in being able to show the Japanese English teachers, many of whom have ten to twenty years classroom experience, how to “do it right.” If some resistance is felt by the veteran Japanese English teacher to the newcomers fresh out of their home country’s college system, it is entirely understandable.

I have given or been involved with presentations geared towards Japanese secondary school teachers all

over Japan for some years now and have been pleasantly surprised by the willingness Japanese teachers have shown to attend these seminars (despite their very busy schedules), and to make concerted efforts to adapt new methodologies to their classes. Doubtless, vestiges of unshakable tradition remain entrenched, but the sense of change in classrooms over the past decade has been palpable. The image of the hapless Japanese English teacher, still believing that the grammar-translation method is current and effective, is quickly becoming an outdated stereotype.

Third, and perhaps most interestingly, I wonder if all such methodologies and practices are really so utterly hopeless. I ask this because noted English scholars such as Michael McCarthy, Michael Lewis and Terry Shortall are currently restating the value of drills and the use of grammatical prototypes as a classroom necessity. McCarthy has argued that basic rote memorization is just about the only way a vocabulary foundation can be established, a solid basis that will then allow for more complex and varied lexical development at later stages. Lewis has often criticized the shortsightedness of the “communicative method” as carried out by many teachers assuming to be “progressive.” After all, Lewis argues, if the teacher is merely providing “motivating” contexts for the students to chat in, where is the new language input? Won’t students simply regurgitate the tired old, incomplete vocabulary, structures and discourse patterns they’ve been stuck with for years? Shortall has pointed out the value of utilizing grammatical prototypes, despite popular ridicule that certain models of language are not particularly representative of real-life discourse. He argues that grammatical prototypes are perfectly acceptable as classroom texts at an early stage, because they provide good support for cognitive linguistic categories (provided that learners then proceed to authentic texts thereafter). Moreover, numerous scholars are now recognizing the importance of a phonological “loop” in language acquisition, further legitimizing the role of drills and rote memorization.

Finally, what is the purpose of English education in Japan’s secondary schools? Monbusho itself seems somewhat schizophrenic on this question, paying lip service to the necessity of “communicative skills” while doing little to lessen teachers’ curricula burdens nor using much muscle in influencing the design of university entrance exams. But one has to wonder why so many unquestioningly believe that the primary purpose of

日本人英語教師の時代遅れのメソッドと伝統的な態度は日本における言語教育のフォークロアの一部である。しかしながら、実際には、これら教師の成果は好意的にあらゆる科目に他の教授と比較されている。コミュニケーションに教えるということと試験のために教えるという矛盾に関わらず、日本人英語教師は、基礎教養を身につけさせるといふ彼らの仕事を行っており、それは成功している。改革のために、どう正しく行動するかについて議論する時期に来ているだろう。

secondary English education should be to produce people who can communicate to the world in English? After all, the primary purpose of teaching geometry is not to produce students who can apply these skills to engineering or architecture!

Rather, it would seem that the purpose of educating students in secondary schools is the belief that it gives them a grounding in general cognitive discipline that provides a foundation for real learning at a later stage. (One could refer to it as “learning how to learn.”) So then, why should English be treated differently and thus scapegoated for its supposedly outdated and unproductive methods? Why is the success of English alone measured as if it were a vocational school subject?

Are Japanese English teachers really that bad? No. When my students arrive at the university level they have a basic grounding in grammar, vocabulary, spelling and pronunciation, just as they are expected to display rudimentary, not expert, skills when they begin their university biology or history courses. If the students arrive with these basic skills, and we should really expect no more, I think it’s high time that we start talking about what the secondary school English teachers are doing RIGHT!

Reader's View, cont'd from p. 6.

evant published information, in the JALT bylaws found in the April 1999 *Directory Supplement*, concern *criteria*, rather than procedures, for SIG formation. But there is ample official and unofficial guidance available for those who look. Probably the best way to get a SIG started—or to undertake any JALT project or role—is to ask those who have recently done so. Three new SIGs have formed in the past year, and those who represent them in the contact information section of “SIG News” doubtless have a great deal of knowledge and experience to share. Again, consulting the *Directory Supplement* will furnish interested members with the names and contact numbers of over 400 volunteers who are eager to share their knowledge and assistance, including Peter Gray, the SIG Representative Liaison, whose contact numbers are listed under the Bilingualism SIG contact information in this issue.

Up-to-date information does not circulate easily throughout JALT, which comprises many quasi-autonomous, non-coordinated parts. (See the Recording Secretary’s message in JALT News, this issue.) Most volunteers have all they can do to carry out their tasks. Taking the additional initiative to write them up and find a way to disseminate them is hypervoluntarism. It is surprising that so many do go the extra mile to update manuals, create informational websites, write databases, press releases, and so on, *in addition* to their usual volunteer duties. (One such hero has cited the *Directory*

Supplement as “the most useful JALT publication” for finding information and contacts.)

In all cold realism, the only sure way to see something happen in JALT is to change the beginning of the question from “Why doesn’t JALT . . . ?” to “How can I help to . . . ?” and find the right person to ask. It’s also a great way to break down isolation. When you reach the right people, you’ll find they’ve been hoping all along for the right person to call. Perhaps the most difficult yet most empowering realization for members to experience is that *there is no transcendental JALT, separate and aloof from the member individuals and organizations.*

Finally, the relevance of articles on labor issues: First of all, episodes of institutional governmental job discrimination like the Kumamoto Prefectural University case are deemed worthy of front page coverage by *The New York Times* (“Japan’s Cultural Bias Against Foreigners Comes Under Attack,” November 15, 1999). Certainly they are proper subjects for the publication of the victims’ own professional organization.

We question Harper’s claim that most English teachers in Japan are “working with no benefit package, pension plan, valid contract or tenure.” As Suzanne Yonesaka pointed out in the November issue, each year over 1000 new teachers *join* the ranks of public secondary school English teachers alone (*TLT* 23, 11). Perhaps the claim should be interpreted as “most *expatriate* English teachers in Japan.” While some—David Paul and William Gatton come to mind—have made a disproportionately large contribution to JALT, proprietors of small independent businesses like Harper himself are relatively few in number compared to secondary and tertiary language teachers—in JALT and in Japan.

We know that instructors in commercial schools have few benefits as a rule, and little protection from arbitrary employer decisions, and we would welcome articles on improving their working conditions, which may often fall far short of those in secondary and tertiary positions. However, articles about secondary and tertiary school labor conditions *are* of interest to many commercial instructors, precisely because they aspire to positions in schools and colleges which do offer benefit packages, pension plans, health insurance, and the other routine perquisites of salaried professional employment. (Note, for example, the response from self-employed instructor James Scott (*TLT* 23, 11), responding to Aldwinckle’s (*TLT* 23, 8) piece on “10+ Questions” for university job seekers.)

Thus it is in the interests of not only current but aspiring tertiary teachers for *TLT* to publish articles like “A New System of University Tenure” (Aldwinckle, Fox, & Ishida, *TLT* 23, 8). This was *TLT*’s first coverage of the *Ninkisei Hou*, a law passed in 1997, with literally unprecedented consequences for native Japanese and expatriate college teachers—and *the relationships between them*. We have no doubt published and no doubt will publish articles of little value or importance to most members, but this was not among them.

A SIG in Your Life

CUE - College and University Educators SIG

CUE is on a roll! Our publication *On CUE* is a huge success. Our membership is up as well. We are building a strong international profile and a closely-knit online community. We have laid the foundations for a successful mini-conference in 2000 and are planning to publish projects through 2001. From a largely passive past, the College and University Educators SIG has just had one of its most active years yet, and is looking forward to being even more active this year.

CUE's odyssey began as one of the first and largest SIGs when first created way back in the mists of time (about six years ago). Since then, it has generally filled the requirements of what a SIG should do/be but has never really extended itself, or fully accessed the power of its vast membership. CUE has regularly held its CUE Forum at the JALT national conference, which has always been well attended, and has sponsored several featured speaker presenters over the years including Susan Steinbach last year and Amy Tsui in 1998. CUE has also published *On CUE* three times a year and maintains an information-rich webpage at <http://www.wild-e.org/cue/>. The aim of the current executive board is to attempt to mobilize the near 300 members of CUE around the country to contribute concretely to the development of the organization and to help it grow in both stature and influence. Our vision for the future is of a dynamic national and international network of university educators making a real difference in tertiary education. We want to create both an autonomous support mechanism for all university educators teaching in a language that is not their students' first, in Japan or elsewhere, and to provide communication channels through which educators with specific interests come together for research, developmental and social purposes.

At the beginning of this year, we re-launched our newsletter, *On CUE*, in a new format, for it is our editors' priority to move towards upgrading *On CUE* to "journal" status. To this end, we obtained an ISSN registration and hope, through the institution of an editorial board, to make *On CUE* fully peer reviewed in the coming year.

We believe that *On CUE* has the potential for becoming a world-class teaching publication for College and University Educators. We also believe that CUE can become more international. One project that we would like help with is contacting organizations with a focus on colleges and university in other countries. With the expansion of the Internet, the possibilities for international collaboration on publication, research and conferences are endless. In addition, to aid professional collaboration, we are currently working on the me-

chanics behind a research database which will simultaneously be a kind of online CV for CUE members and a way to locate others with similar research interests for collaborative projects.

Our membership has increased slightly but more importantly, people have become actively involved. On several fronts, we are experiencing explosions of activity in CUE. At our AGM this year, many of the over twenty participants volunteered their services for the new editorial board and PR work (perhaps due to the free wine?); we thank them deeply for their help. Our mailing list CMN-talk has finally lifted off and is now enjoying a lively mixture of discussion on a number of topics. Recently, we have been discussing the state of EFL in Japan, discourse styles, and different formats for conferences and presentations within conferences on this list. There is no shortage of opinions, but after a less than harmonious start, the list appears to be policing itself well. Anyone perhaps scared off by earlier, overly argumentative discussions may want to sign on again to experience the gentler, but no less analytical tone the list is now taking.

A lot of interest has also been expressed in our main activity for the year 2000, the CUE mini-conference: "Content and Language Education: Looking at the Future." This major event is being hosted by Keisen University in Tama Center, Tokyo, where we are hoping to attract 250-300 participants for a two-day exploration of content-centered teaching and learning including presentations, workshops, and student and teacher poster sessions. The deadline for submitting proposals for the conference is February 29th and the pre-registration deadline is April 1st. Detailed information can be found at the CUE website: <http://www.wild-e.org/cue/conferences/content.html>.

All in all, we are in for a busy year: the mini-conference, our usual strong presence at JALT 2000 and various regional events, continuing publication of *On CUE*, mini-conference proceedings (hopefully free to all CUE members) and the launch of the CUE Research Database in the spring. I think you'll agree we are worth your 1500 yen. However, we can always use more hands. CUE (and of course JALT) only works because individuals decide to help out. The more involved the membership, the better the organization and the more those involved members benefit from their membership. Please consider getting more for your money by contacting Alan Mackenzie: asm@typhoon.co.jp to discover what you can do for CUE and what CUE can do for you.

Alan Mackenzie



(Editors' Note)

In this issue, Alan Mackenzie talks in glowing terms of the CUE SIG and invites aboard all interested. The coeditors of this column encourage 800-850 word reports (in English, Japanese, or a combination of both) from chapters and SIGs alike.

Show and Tell:**A Practical Approach to Lower-level Speeches**Chuck Anderson, *Athenee Francais*

Presentations are standard activities in upper-level EFL/ESL classrooms. In lower-level classes, it is possible to have students give speeches if the standards and expectations are set to the language level of the students. "Show and Tell," from elementary schools in North America, provides a workable model for presentations by beginning through pre-intermediate students. The purpose of this paper is to present an approach to Show and Tell that has been very successful.

Introducing Show and Tell

I explain that Show and Tell comes from an elementary school activity in which students bring something from home to show the class and talk about. I mention that it is also an idiom for a meeting where people share things they have been doing. I also emphasize that it is not "Tell and Tell"; they must have something to show. Next I do a Show and Tell from a trip I've taken to Pennan, Scotland, the location of the movie *Local Hero*. I include large photos of the village, a short segment of the movie that shows the town, and a map of Scotland.

I list types of things they could show with actual examples from what other students have done. I emphasize that whatever they choose should be interesting and that their presentations should be from one to three minutes long.

Things they can show:

Something from a Trip: One time a student showed us a ring that a woman he met in Paris had given to him and told how they met.

Something from a Hobby: One student first showed us her collection of cat figurines, then reached in her book bag and brought out one of her live cats!

A Video Tape: One student, a ballet teacher, showed us a video of ballet and stopped the tape to explain different dance steps. Another brought in his snowboard and after telling about his hobby showed us a video of himself snowboarding. Two students have shared videos of themselves on national TV. For video and audio tapes, I make it clear that no more than one minute of tape should be used.

Photographs: One student did a presentation on an outdoor theater in Ireland that he had been to. As he presented his photos, he joined them together on the board until they made a montage of the theater. There is one strict rule: no small photo-

graphs. I show a small photograph to make my point: "Can you see it? Is it interesting?"

Photographs must be at least B5 size. Enlarged color photocopies are quicker and cheaper than prints.

Recipes: One student showed us how to make miso and then let us sample her homemade product. Many have treated us to cookies and cakes.

Why?

Next I explain that they need to be able to explain why they are showing the thing to us. I give this example: A student brought in a chunk of masonry. We thought that a piece of rock wasn't interesting at first, but then he said, "I want to show you this because it almost killed me." He went on to explain that he had been walking through the Familia Basilica in Barcelona when he heard a crash behind him and turned around to see a pile of rubble. If he had been a little slower, he would have been killed.

Show and Tell Calendar

If possible, I recommend that students give their presentations to the whole class throughout the school term. Best is one or two presentations per class session. In a large class with limited time, students could give presentations to small groups of four or five, simultaneously. However, doing a presentation in front of a large class leaves the students with a greater feeling of accomplishment.

The Presentation

As the student comes to the front, most are nervous, so I take a few minutes to talk to the student in front of the class:

Ladies and gentlemen, this is Marie. Marie, what is your family name? What does it mean? Where is your hometown? Do you still live there? Where do you live now? Do you like living there?

It's almost always the same, but for those that are more nervous I may stretch it a little to give them a chance to get composed. Then I introduce the student and say, "Let's welcome her." The other students and I give a welcoming round of applause. We applaud again at the end.

Evaluation

The best evaluation is the applause of one's classmates. For our classes at Athenee Francais, there are speaking and listening tests, so Show and Tell is merely for fun. If evaluation is needed, I recommend that students be

rated Excellent / Very Good / Good in two categories, Interest and General Presentation. The main point is to let them have a chance to see what they can do with the English they have.

Audience Participation

During a presentation students are encouraged to listen. I choose a different person each time to listen and ask a question at the end of the presentation. Other students are encouraged to ask additional questions. In most cases, the Show and Tell object is passed around the room.

At the Finish

At the end of class I make a point of thanking the presenters again for their Show and Tell. The message is that they have given us something of value and we appreciate it.

In Conclusion

Students have told me at class parties and on other occasions that, at first, they hated Show and Tell, but after they did it, they found it a wonderful experience. It gives them and me a chance to know more about the others in the room. Just recently, two dull-looking businessmen surprised us with their presentations. One was a glass blower on weekends and showed us 10 professional-level pieces he had made; the other was a racecar driver in his spare time!

Quick Guide

Key Words: Public Speaking

Learner English Level: Beginner to Low Intermediate

Learner Maturity Level: Junior High School to Adult

Preparation Time: 30 to 60 minutes

Activity Time: 1 to 5 minutes per student

Reviewing with UNO

Michael J. Crawford, *Hokkaido University of Education*

UNO is a simple and popular card game that most readers are probably familiar with. Although the game originated outside of Japan, it is now popular here and most people know at least the basic rules of play. Here is a review activity that can be used with UNO.

The UNO Game

First of all, although UNO can be played using a regular deck of playing cards, it is easier to use the deck of cards made especially for the game. The cards are readily available in Japan and come with instructions in Japanese. The basic aim of the game is to get rid of all of your cards by discarding cards which match the color and/or number of the top card in the discard pile. If you cannot discard, you must pick up a card from the stockpile and wait until it is your turn again. The first person to get rid of all of his or her cards (without forgetting to say “uno!” when down to only one card) is the winner.

The Review Activity

Before the students begin the game, give each of them a numbered question sheet which covers grammar points, vocabulary items, or topics that you would like to review. Tell them to play the game as they normally would but with one addition: Each time that they cannot play a card, they must refer to the question sheet and ask one of their classmates a question before play can continue. For an example, please refer to the sample question sheet below. Let us say that after dealing out the cards, play begins and the players are able to discard

for the first two rounds of play. On the third round, however, one student, Yuki, is unable to discard. She

looks at the card on top of the discard pile and sees that it is a five. Accordingly, she looks at the question sheet, finds question number five, and asks one of the other players, “You aren’t afraid of snakes, are you?” After the question is answered, Yuki picks up a card from the stockpile and play continues.

Miscellaneous Points

The game works best with groups of five to seven students. With large classes, if you have several sets of cards, you can have several different games going on simultaneously.

If a student makes a mistake asking a question and it is noticed by another player, a penalty of one extra card can be assessed. In the example above, if Yuki had said “You have a pet snake, are you?” and one of the other students noticed that this was incorrect, instead of taking one card from the stockpile she would have to take two.

Students often seem to have their own “variations” on the rules for the game. I find that it is useful to let the students explain their variations, and then let the group negotiate whether or not to use them.

Sample question sheet: Reviewing tag questions

0. _____, didn't she?
1. _____, can't they?
2. _____, aren't I?
3. _____, should we?
4. _____, won't they?

5. _____, are you?
 6. _____, have you?
 7. _____, is it?
 8. _____, wouldn't they?
 9. _____, hadn't we?
 Draw two. _____, do you?
 Draw four. _____, isn't it?
 Reverse. _____, have they?
 Skip. _____, did you?

Quick Guide

Key Words: Games, Review
Learner English Level: All
Learner Maturity Level: All
Preparation time: about 30 minutes
Activity time: 25-45 minutes

Doyon, cont'd from p. 16.

transactions are graded from lower-anxiety-producing to higher-anxiety-producing, we can desensitize students to the anxiety-producing affects that it causes within the students.

For example, pair-work may be very low on a scale of anxiety producing transactions, whereas giving a speech in front of the class might be very high. By starting out with mostly pair-work activities and gradually introducing activities which are little higher on the scale, teachers can desensitize students to the interactions which are more likely to cause anxiety for them.

Relaxation Techniques

It is also very beneficial for teachers to teach their students how to relax. There are a number of techniques from yoga, to mediation, to biofeedback, which can be useful for students. One technique I had success using in class was to have the students focus on their feelings of anxiety by having them visualize its shape, color, location, and intensity. While it was different for all of the students, it was fascinating to see, for example, a black square with an intensity of ten in the pit of a student's stomach, change into a white circle with an intensity of one float away from the student's body and across the room.

Conclusion

This article examined shyness in the Japanese EFL classroom was examined. A comprehensive definition of shyness was presented with respect to the concepts of initiative and evaluation. An in-depth analysis followed in which shyness was looked at from the angles of why it is a problem, what it is, what causes it, and what to do about it. It is my hope to have shed some light on these complex and often misunderstood phenomena and that by being better informed, teachers will be able to deal with the enigma of shyness in their classrooms.

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Authors

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Book Reviews

edited by katharine isbell & oda masaki

Extensive Reading In The Second Language Classroom. Richard R. Day and Julian Bamford. Cambridge: CUP, 1998. pp. 218. ¥4530. ISBN: 56829-3.

Day and Bamford aim to provide a theoretical and pedagogical foundation for the premise that extensive reading (ER) should be an integral part of second language reading instruction (p. xiii). They define ER as the reading for pleasure of large amounts of self-selected texts, usually books (graded readers), the structures and vocabulary of which are well within the students' linguistic capability. They then provide guidelines on how to set up and run an ER program.

The book is divided into three parts with the first part examining reading theories in general. Research into ER, with particular reference to affect, vocabulary, linguistic competence, writing, and spelling, is reviewed. The authors firmly believe that L1 models are relevant to L2 reading and that interactive models best account for the reading process. As the texts selected for ER need to be well within the students' reading capability, the authors posit an i-1 hypothesis (p. 16), in which the affective filter (Krashen, 1985) is lowered once the students appreciate the pleasure to be derived from the materials.

Part 2 discusses the materials available for an ER programme and, in particular, addresses the issue of authentic texts versus simplified or specially written texts. It is noted (p. 54) that materials writers themselves disagree about what constitutes authenticity. The authors come out very strongly in favour of simplified and specially written materials, arguing that lower-level readers simply do not have the linguistic resources to deal with authentic text written for native speaker readers.

The final section and an appendix account for over half the book and constitute a very useful, practical guide to setting up, running, and evaluating an ER programme. The authors give information on materials that are available, the mechanics of a library, techniques to monitor students' reading, post-reading activities, and programme evaluation. The appendix provides additional detailed reviews of graded readers, briefly outlining the strengths and weaknesses of the various series of books available on the market.

Primarily, this is a practical book, its great strength being the section which looks at how to implement an ER programme. Anyone thinking about setting up such a programme would appreciate the advice given in *Extensive Reading*. My own experience in a Japanese high school leads me to believe that ER is vital. However, each teaching situation is unique, and there is really only one way to find out how ER fits

into any given context—set up a programme—and this book is as good a place to start as any.

Reference

Krashen, S. (1985). *The Input Hypothesis: Issues And Implications*. Torrance, CA: Laredo

Reviewed by Simon Evans, Shumei Eiko Gakuen

Queer Japan: Personal Stories of Japanese Lesbians, Gays, Bisexuals and Transsexuals. Barbara Summerhawk, Cheiron McMahill, and Darren McDonald, Eds. Norwich, VT: New Victoria Publishers, 1998. pp. 216. \$16.95. ISBN: 0-934678-97-9 or 1-892281-00-7.

Summerhawk, McMahill, and McDonald have put together an anthology of short autobiographies entirely in English that is precedent-setting in Japan. The initial catalyst for producing the book was a media report "full of innuendoes and fabricated dialogue" of an elderly lesbian that "reflected the perverted curiosity of a public whose consciousness was yet dimly lit on lesbians and queers in general" (p. 1). If *Queer Japan* were in Japanese, it would be the first of its kind to redress the ignorance of sexual diversity among the Japanese themselves. So far, however, there are no plans for a Japanese edition.

The editors have taken a lot of time and trouble to respectively involve a kaleidoscope of queers regardless of politics. There are 18 stories, between 1000 to 7000 words each (3 to 20 pages), from Japanese lesbians (young and old), gay men (mostly young), bisexuals (young, middle-aged, and married), and a transsexual. All were translated from Japanese into not strictly native English, which may account for the proofreading problems. There appears to have been some attempt to adapt the language to better accommodate Japanese concepts.

The three appendices document lesbian demography, responses to a sexual diversity questionnaire given by Japan's Womyn's BiNet, and the High Court battle between OCCUR and the Tokyo Metropolitan Government. These appendices assure the book a place as a modern historical document.

The book is balanced, well organized, and redresses the low profile of women-who-love-women and of bisexuals. It shows sensitivity to the cultural context of Japan and provides a compassionate picture of queers, warts and all. Perhaps the senior women in this book are the most remarkable, for they have lived through war and great social change. There are, however, no elderly men represented.

Being gay in Japan is not the sin it is in the West. The real sin here is to disrupt social harmony, and pressure to marry increases with age. After six and a half years living in Japan as a gay man, I have come to believe that while there is now more tolerance (less violence) toward homosexuals in Japan, there is less open acceptance than in the West.

As a classroom text *Queer Japan* has some possibilities for two reasons: it is a series of short stories and the English is perhaps at a more comprehensible level than authentic literature. Also, the cultural context is, of course, familiar to our students. While not intended as a class textbook, it is sufficiently flexible, for example, to ask my composition students to summarize a story of their choice. Alternatively, you could assign pairs of students to chapters and ask them to review them. Then after several presentations, the class could draw out similarities and differences between the contributors' experiences and discuss them. This could be followed up by debating any outstanding issues. In any event, I recommend *Queer Japan* as a very good read indeed.

Reviewed by Simon Cole
Institute of Foreign Language Education,
Kurume University

Window on Britain. Richard MacAndrew. Oxford: Oxford University Press, 1998. Video. ¥16,500. ISBN: 0-19-459038-0.

This video on British culture consists of eight units, each concentrating on the most common topics taught in EFL courses: the state, schools, food, homes, sport, festivals, pop music, and London. The topics are explored by a presenter who cheerfully introduces the culture and lifestyle of the British. There is an accompanying activity book for students and a video guide for teachers.

Every unit in the student book is structured according to the same pattern: before, while, and after you watch activities, followed by a section on reading and writing. The pre-viewing section is aimed at eliciting what students already know about a topic. I consider this part important because it gives students a chance to check on the meaning of unfamiliar words and expressions. The section students complete while viewing the video provides a range of activities to help them understand what they see and hear in the video. These activities have both educational and testing value, as students can learn and at the same time assess how much they understand. The post-viewing part focuses on oral speech. Working in pairs and groups, students are supposed to activate their speaking skills.

The teacher's guide provides step-by-step comprehensive instructions, as well as viewing techniques. The detailed comments given for every unit minimize teachers' preparation time.

I showed *Window on Britain* to both first- and second-year college students taking an international culture seminar program. After watching the video and working on the corresponding activities, I asked the students to fill out questionnaires containing a number of questions about the video, topics, and activities.

The level of linguistic difficulty of the video is obviously higher than the "aimed at learners in their first year of English" claimed on the cover of the

activity book. Probably if this were a class of ELS students residing in Britain, this might be true. However, this recommendation is hardly applicable to EFL learners in Japan. My estimation is that this material is useful for EFL students from with upper-elementary to low-intermediate English language skills.

The topics covered in the video are informative and interesting enough for students. The presentation is clear, and the presenter and the people interviewed have good diction—unfortunately, a very rare feature in EFL video these days. Most activities are engaging and quite enjoyable for students. The highest rated ones were puzzles. Pair and group activities also were also popular with students.

I can highly recommend this video for use in colleges and universities. It provides a good basis for developing students' communicative competence and also represents a source of basic cultural information about Britain. Most of my students noted that this video was their first encounter with certain facts of British culture.

Reviewed by Dr. T. Putintseva
Koryo International College, Aichi

Recently Received

compiled by angela ota

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

!Littlejohn, A., & Hicks, D. (1998). Cambridge English for schools: Book four (student's, teacher's, workbook, cassettes, workbook cassette). Cambridge: Cambridge University Press.

!O'Dell, F. (1997). English panorama 1: A course for advanced learners (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

!O'Dell, F. (1998). English panorama 2: A course for advanced learners (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

!Slater, S., & Haines, S. (1998). True to life: Starter (student's, teacher's, workbook, cassettes). Cambridge: Cambridge University Press.

!Spratt, M., & Taylor, L. (1997). The Cambridge CAE course (student's, teacher's, workbook, cassettes).

English for Business

!Jones-Macziola, S. (1998). Further ahead: A communication course for business English (student's, teacher's, workbook,

cassette, workbook cassette). Cambridge: Cambridge University Press.

English for Specific Purposes

Lee, D., Hall, C., & Hurley, M. (1991). *American legal English: Using languages in legal contexts*. Ann Arbor: University of Michigan Press.

Global Issues

*Dougill, J. (1999). *Culture through movies*. Tokyo: Eichosha.

Listening

!Espeseth, M. (1999). *Academic listening encounters: Listening, note taking, and discussion: Content focus, human behavior (student's, teacher's, cassettes)*. Cambridge: Cambridge University Press.

Supplementary Materials

!Hancock, M. (1998). *Singing grammar: Teaching grammar through songs (resource book, cassette)*. Cambridge: Cambridge University Press.

!Obee, B. (1999). *The grammar activity book: A resource book of grammar for young students*. Cambridge: Cambridge University Press.

For Teachers

Leonard, T. (with translation by 須藤詩子) (1999). *East meets west: Problems and solutions: Understanding misunderstandings between JTEs and ALTs*. 東京:大修館書店.

JALT News

edited by thom simmons

Official JALT Communications and Reports

This is an official communication from the outgoing National Recording Secretary to clarify and further communication procedures among JALT members and officers.

Incoming National Recording Secretary—Amy Hawley (2000-01) will assume responsibility to publish the JENL (JALT Executive NewsLetter) and coordinate and keep records of official communications at the national level.

The National Recording Secretary List—Therefore, the Recording Secretary maintains an official internet mailing list, dedicated solely to JALT national level communications and business. To get into and stay in the loop, therefore, each Chapter, SIG, and National Committee needs to designate a person to communicate with the Recording Secretary, shortone@gol.com, this month if they have not already done so. It is this list, not the various discussion lists, that is the conduit for official business—and only official business.

JENL: ExBo Agenda and Reports—Any officers, committees, or members in general seeking to present proposals, reports, or other business before the Execu-

tive Board, JALT's main decision-making body, must first contact the Recording Secretary, who then composes the Executive Board Meeting agenda with the President. With the exceptions listed below, all other news and official information should be communicated to the National Officers through the recording Secretary, both to avoid redundancy and to ensure complete and recorded communication exchanges.

Treasury Reports: Chapter Liaison—Chapter treasurers should contact liaison Barry Mateer, barrym@gol.com promptly, to discuss their concerns and responsibilities. Mandatory chapter year end reports are due at the JALT Central Office Finance Department by April 15, 2000. Barry would like to retire from office on March 31 and welcomes a volunteer from the general membership to receive some training and to take over his duties.

Treasury Reports: SIG Liaison—By the 15th of every month, each JALT SIG must submit an expense report of the previous month to Tadashi Ishida, BYY05562@nifty.ne.jp. Mandatory year end reports are due at the JALT Central Office Finance Department by April 15, 2000. Failure to submit all reports, monthly and annual, by May 15 means that the annual SIG grant will be forfeited.

If JALT achieves a surplus over the balanced-budget target approved by the Executive Board and Annual General Meeting, a reimbursement for membership dues may be given to up to three eligible officers in each SIG. Claims must be made by the SIG coordinator to the Financial Manager in the Central Office by January 28.

Treasury Reports: Financial Manager and Bookkeeper—In general, directors and all officers please be advised that the new Non-Profit Organization Constitution requires an activity report, inventory of assets, balance sheet and statement of revenues and expenditures be made *promptly* by April 15 to the financial manager, Motonobu Takubo, jalt@gol.com and bookkeeper Matsuzaki Yumi, 03-3837-1633. They welcome questions about your group's financial responsibilities and concerns. Any claim for activities older than 3 months will be sent to the finance committee.

Director of the Treasury

Director of the Treasury—Under the provisions of the Non-Profit Organization (NPO) law, the national treasurer is now called the "Director of the Treasury." The Annual General Meeting approved David McMurray, mcmurray@fpu.ac.jp, to fill the office from January 1, 2000 to December 31, 2000. He welcomes questions from the membership and encourages regular and associate members, partner associations, and granting agencies to participate in the current financial recovery plan for JALT. Strategies and results are regularly communicated in the

TLT JALT News column, linked on the www.jalt.org website, and presented at the Annual General Meeting as well as officer meetings and on the JALTEXBO, CHAPREP and SIGNIF listservers.

Fund-Raising and Sales—The NPO law allows JALT to receive donations and perform fundraising activities. Jerry Halvorsen, jerryhal@voicenet.co.jp, would be pleased to hear recommendations for prospective associate and commercial members or fundraising ideas for JALT. All members of JALT, corporations, granting agencies, and other organizations and individuals in the community are kindly reminded they may send in their donations for this fiscal year ending March 31, 2000. The JALT finance department will acknowledge and receipt all donations. Payment may be made by postal *furikae* transfer to the JALT account, by mail to the Central Office, or by bank transfer to: Fuji Bank; Torigoe Branch (# 145); Account Number 1508042; Account Type: Savings (*futsu*); Account Name: JALT.

Bulletin Board

edited by david dycus and kinugawa takao

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

Final Call for Papers and Call for Participation: JALTCALL2000 Conference—The annual national conference of the Computer-Assisted Language Learning (CALL) SIG, JALTCALL2000: "Directions and Debates at the New Millennium," will be held at Tokyo University of Technology from June 9 to June 12, 2000. The deadline for (online) papers is January 15, 2000. All members and nonmembers are welcome. All levels of computer skill are catered for. Both English and Japanese sessions are planned. The main event is from June 10 (Sat) to June 11 (Sun) with extra activities planned for June 9 (Fri) and June 12 (Mon). Hands-on sessions, practical tips, theoretical debate, excellent networking, and CALL materials will be on show—all at a beautiful campus and Japan's most state-of-the-art facility. For more details in both English and Japanese, see website: <http://jaltcall.org/conferences/call2000/>.

投稿・参加者募集: JALTCALL2000 Conference—コンピュータ利用語学学習(CALL) SIGの年次大会、JALTCALL2000「新しいミレニアムにおける方向性とディベート」が2000年6月9～12日に東京工業大学にて開催されます。投稿の締め切りは2000年1月15日です。会員、非会員を問わず歓迎いたします。全てのレベルのコンピュータスキルについても提供することができます。英語と日本語両言語によるセッションを予定しています。詳細は英文をご参照ください。

Call for Participation: CUE Mini-Conference—The CUE (College and University Educators) SIG will hold a mini-conference at Keisen University, Tama Center, Tokyo, on Saturday May 20 and Sunday May 21, 2000. Its theme is: "Content and Foreign Language Education: Looking at the Future." Proposals are invited for presentations, poster sessions, workshops, roundtables, and demonstrations on the theme of content-centered language learning including content- and theme-based education, sheltered-learning, and content classes taught in the learner's second language, with possible connections to skill-based learning and the learning of foreign languages for specific purposes (e.g. ESP). Contact CUE Programme Chair: Eamon McCafferty; eamon@gol.com. Details available at: <http://www.wilde.org/cue/conferences/content.html>. Online submission is available at <http://www.wilde.org/cue/conferences/submissions.html>. The deadline for submissions is February 29, 2000.

参加者募集: CUE Mini-Conference—大学外国語教育(CUE) Sigは、2000年5月20日(土)～21日(日)に、恵泉女学園大学(東京多摩センター)において、Mini-Conferenceを開催いたします。テーマは「コンテンツと外国語教育: Looking at the future」です。内容・テーマ中心の教育、保護学習、学習者の第二言語で教授される内容クラス、ESPなどの技能中心の外国語学習など内容中心の言語学習のテーマについての発表、ポスターセッション、ワークショップ、ラウンドテーブルとデモンストレーションを歓迎いたします。詳細は英文をご参照ください。

Call for Papers: CAJ Annual Conference in Tokyo—The Communication Association of Japan (CAJ) will hold its annual conference on June 16-18, 2000, at Nihon University, Tokyo, Japan. Proposals for papers, mini-symposiums, and workshops are welcome on the conference theme of "Communication, Teaching, and Research for a Global Society" and for all areas involving communication and foreign language teaching. The deadline for proposals is January 15, 2000. For details about the deadline, proposal format, or for more information about the conference and CAJ, contact Takehide Kawashima; Dept. of English, College of Humanities & Sciences, Nihon University, 33-25-40 Sakurajosui, Setagaya-ku, Tokyo, Japan 156-0045; t: 81-3-5317-9707; f: 81-3-5317-9336.

投稿募集: CAJ Annual Conference in Tokyo—The Communication Association of Japan (CAJ)は2000年6月16-18日に日本大学において年次大会を開催いたします。「コミュニケーション、教授、グローバルな社会に向けての研究」というテーマ、およびコミュニケーション、外国語教育に関わる全ての領域についての論文、ミニシンポジウム、ワークショップの申し出を歓迎いたします。締め切りは2000年1月15日です。詳細、問い合わせ先に関しては英文をご参照ください。

Call for Papers: FLEAT IV Conference in Kobe—The 4th International Conference on Foreign Language Education and Technology (FLEAT IV) will be held at the Kobe Bay Sheraton Hotel, Ashigei Rokko Island College, and Rokko Island Center (RIC), Kobe, from July 29 to August 1, 2000. The theme is "Language Learning and Multimedia: Bridging Humanity and Technology."

FLEAT IV is currently inviting proposals for papers for oral or poster sessions. Presentations are to be in either English or Japanese. Presentation time is 30 minutes for an oral session, including 10 minutes of discussion, and 2 hours for a poster session. Those interested should send an abstract in English (not Japanese) of about 500 words. Abstracts should be sent via email to featproposal@kuins.ac.jp. Accompanying the abstract, include the following information: a) presenter's name: surname, first name, middle initial (if any); b) presenter's affiliation; c) title of the presentation; d) presenter's email address; e) presenter's postal address; f) presenter's telephone and fax numbers; g) coauthor's name(s) (if any); h) coauthor's affiliations; i) coauthor's title(s); j) language of the presentation: English or Japanese; k) type of presentation: oral or poster; l) presentation title (repeated). All proposals must be received by Thursday January 20, 2000. Further conference details will be available at <http://www.hll.kutc.kansai-u.ac.jp:8000/feat4.html>. Unless otherwise specified, all correspondence will be via email. For inquiries, contact Jun Arimoto, Vice Secretariat of FLEAT IV; featQ&A@kuins.ac.jp.

投稿募集: FLEAT IV Conference in Kobe—外国語教育とテクノロジー(FLEAT IV)の第四回国際会議が2000年7月29日から8月1日に開催されます。口頭発表かポスターセッションのための論文を現在募集中です。発表は英語か日本語のどちらか一方で、発表時間は、口頭発表では討論の10分を含む30分、ポスターセッションでは2時間です。発表希望者は500語程度の英語による概要をお送りください。締め切りは、2000年1月20日(木)です。概要は電子メールでfeatproposal@kuins.ac.jpにお送りください。詳細は、英文をご参照ください。

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

投稿募集: JALT北海道第17回年次大会—JALT北海道第17回年次大会が2000年6月10日(土)~11日(日)に札幌で開催されます。北海道支部では日本における言語教授のあらゆる側面に関する英語、又は日本語の論文を募集いたします。発表は45分で使用機材は事前に指定する必要があります。発表の曜日の希望がある場合には明記して下さい。要旨に関する詳細は、1 2月に掲載される

JALT Hokkaido homepage <http://www2.crosswinds.net/~hyrejalthokkaido/JALTPage/>をご覧ください。日本語論文は英語要旨を添付してください。もし可能なら英語論文も日本語要旨を添付してください。提出先、詳細は英文の連絡先をご参照ください。

Join the JALT 2000 Proposal Reading Committee—Here is your chance to do your bit for JALT. Volunteers are needed to read and score proposal abstracts for presentation in the JALT 2000 National Conference. Reading Committee members should be JALT members, should have attended at least one JALT national conference and should be available (in Japan and near your mailbox) from late February through the third week of March. No travel necessary. Just fill out the form below and mail or fax by February 1 to Gwendolyn Gallagher; Takasagodai 6 chome, Asahikawa 070-8061; t/f: 0166-63-1493; gallagher@eolas-net.ne.jp.

Proposal Reader Information

Name:

Mailing address:

Phone: _____ Fax: _____
(Please specify home or work)

Years of language teaching experience:

Current teaching situation:

How many JALT national conferences have you attended?

Do you have any proposal reading experience?

Please circle: I can read and evaluate abstracts in
English Japanese

Are there any dates between February 20 and March 30 when you would not be available to read? If so, please explain.

Call for Papers—The Japan Journal of Multilingualism and Multiculturalism welcomes well-written articles in English or Japanese reporting original research in the areas of bi/multilingualism, bi/multiculturalism, intercultural communication, and other related fields of study. Papers must not have been previously published or be under consideration for publication elsewhere. Feature articles should be no more than 5000 words, typed and double-spaced on A4 paper. The deadline for submissions to Volume 6 is February 1, 2000.

Submission guidelines are available from the editor, Mary Goebel Noguchi; 56-19 Yamashina Kusauchi, KyoTanabe 610-0311, Japan; f: 0774-63-

6003; mnt00328@law.ritsumei.ac.jp.

投稿募集—『多言語・多文化研究』は、バイリンガリズム、異文化コミュニケーションなどについての日本語論文の投稿を受け付けます。投稿する原稿には、すでに出版されているものや他の学術雑誌などに投稿中のものは対象としませんのでご注意ください。原稿は、A4の用紙を用いワープロで横書きにしてください。長さは、1行40字、1ページ30行で10枚以内です。手書きの原稿は受け付けられません。第6巻の投稿締切は2000年2月1日です。お問い合わせ先は以下通りです。

〒610-0311 京田辺市草内山科56-19 野口メアリー・ゲイブル
ファクス:0774-63-6003, Email: mnt00328@law.ritsumei.ac.jp

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

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

研究発表募集: 異文化コミュニケーション研究会創立15周年記念年次大会—異文化コミュニケーション研究会(SIETAR JAPAN)は、2000年4月29日(土)から30日(日)まで桜美林大学(東京都町田市)にて創立15周年記念年次大会を開催いたします。大会テーマはコミュニケーション21世紀への課題:理論と実践の融合で、異文化コミュニケーション理論の実践応用、理論の日本およびアジアにおける汎用性、アジアにおける異文化コミュニケーション研究および理論に関する研究発表を募集しています。

研究発表 応募要項

1. 発表者 氏名
2. 発表者 所属

3. 連絡先(メールアドレス 住所 電話 FAX)
*自宅か勤務先かを明記してください。
4. 研究発表 題名
5. 研究発表 要約(英文300words/日本語は相当する長さ)
6. 大会プログラム記載情報
*要約(英文 50 words/日本語は相当する長さ)
*経歴(英文 25 words/日本語は相当する長さ)
7. 研究発表に必要な機材(OHP/Video/audio)
8. 締め切り 平成12年1月10日(月)

*応募書は英語か日本語で書いてください。

*応募書A4用紙使用、文字サイズ12、字体は自由です。

*応募書は、可能な限り電子メールで提出してください。

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

edited by robert long

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

各専門部会の活動等に関しては、コラム下に掲載の各部会コーディネーターに直接お問い合わせください。

CUE—Deadline for papers for the CUE mini-conference on “Content and Language Education: Looking at the Future” is February 29, 2000. For submission guidelines, see the website at <http://www.wild-e.org/cue/conferences/content.html> or contact the CUE program chair Eamon McCaferty at eamon@gol.com. And don't forget that there is an ongoing Call for Submissions for *ON CUE*, the Journal of the CUE SIG. APA referenced articles of up to 2000 words with a focus on language education and related issues at the tertiary level are welcomed.

Bilingualism—The Bilingualism SIG's two newest publications are now on sale: Volume 5 of the *Japan Journal of Multilingualism and Multiculturalism* and the monograph *Bullying in Japanese School: International Perspectives*. Volumes 2-4 of the journal and our other monographs are also available. You're also invited to attend the Bilingualism and Biculturalism Symposium in Tokyo on January 23, a meeting co-sponsored with West Tokyo Chapter. See details in Chapter Meetings.

「他言語他文化研究第5巻」およびモノグラフ「日本の学校に

おけるいじめ：国際的な視点から」が発刊となりました。論文集 2～4巻および、その他モノグラフもまだ在庫がございます。西東京支部と共催の1月23日に東京で開催される他言語・他文化シンポジウムにもぜひお越しください。詳細は、Chapter Meetingsコラムをご覧ください。

GALE—2000 GALE Symposium and Retreat, Call for Proposals, June 24th-25th (Sat-Sun), Hiroshima City. Let's share our insights, research and inspiration in the relaxing setting of a hot spring hotel. Suggested presentation themes include the construction of gender in EFL classrooms, the inclusion (and exclusion) of alternative sexual orientations in EFL curriculum, and the contribution feminist and masculinist theories can make to content courses and EFL pedagogy. Send proposals online or by post (both disk and hard copy) to the GALE Co-Program Chair, Simon Cole, at saimon@cec.mii.kurume-u.ac.jp; Language Education Institute, Kurume University, 1635 Mii-machi, Kurume-shi, Fukuoka-ken, 839-0851; f: 0942-434797; t: 0942-434411 ext 664. Please check out our homepage at <http://www2.gol.com/users/ath/gale/>

Teaching Children—The Teaching Children SIG is starting out the New Year by focusing on FUN! This issue of *Teachers Learning with Children* is on "Extending Classroom Fun!" It provides teachers with tips and activities on how to make each class more fun, including practical activities you can use as well as tips from our columnists. All of us at the TC-SIG would like to wish you a Happy New Year!

児童部会は「楽しさ」に焦点をあてて新年をスタートします。児童教師に実用的なアクティビティー案等を提供する会報『TLC』最新号がまもなく発行となります。

Teacher Education—On April 22 & 23, 2000 there will be a two-day Action Research Retreat, on the theme of "Teacher Autonomy, Learner Autonomy." The weekend includes Andy Curtis, from Hong Kong Polytechnic University, leading 4 workshops and plenty of time for networking and collaboration. The retreat will be held north of Tokyo at British Hills, near the Shin Shirakawa Shinkansen stop. For more information, contact Lois Scott-Conley at lsc@cheerful.com; t: 042-796-1145.

4月22日、23日の両日、「教師の自立、学習者の自立」をテーマにアクション・リサーチ会合を東北新幹線新白河駅近くのBritish Hillsにて開催します。

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

SIG Contact Information

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

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

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Affiliate SIGs

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Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); reinelt@ll.ehime-u.ac.jp

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Forming SIGs

Pragmatics—Yuri Kite; ykite@gol.com; Eaton Churchill; PXQ00514@nifty.ne.jp

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

Chapter Reports

edited by diane pelyk

Gunma: September 1999—*Why Japanese Students Fail to Learn English* by David Paul. David Paul began by demonstrating student-centered activities that emphasize the role of the teacher as an active facilitator. At first, Paul wrote data about himself on the blackboard, and the participants, by posing questions, had to guess the significance of the information. He responded to questions with a *yes* or *no*, or asked for another question. He challenged the audience to think beyond the standard questions to motivate their classes. In another activity, he had a participant shoot an arrow at a board covered with English words, then

use the targeted word in a sentence. Through such an activity, students can practice English without advance preparation. Paul also demonstrated the relevance of the constructivist approach from the field of psychology and its therapeutic value in the EFL classroom. According to Paul, EFL teachers are still unduly influenced by behavioral psychology. Therefore we create bored and unmotivated students and monodimensional teachers. Through understanding the construct theory as proposed by George Kelly and Jean Piaget in the 1950s, we can make classes more interesting and student oriented. According to George Kelly, we have to teach students to live with uncertainty. By focusing on the student's individual interests and life story, the teacher makes the class more relevant.

Reported by George Ricketts

Hokkaido: July 1999—*Getting Literal: Attending Carefully in Large Classes* by Torkil Christensen. The presenter began with the observation that many language students often experience considerable difficulty in comprehending messages in decontextualized situations, such as listening to public announcements or to a set of instructions. The essential skill required is one of comprehending the literal content of such messages. This can be a challenging task for language learners when information is isolated from its cultural context. But how does the teacher implement this skill, particularly in large classes? The presenter demonstrated a variety of creative and practical techniques that he has used successfully in his own classes to boost the confidence of learners by sharpening their ability to focus on the exact content of the messages and commands. These techniques consisted of a series of simple listening, reading, and writing tests designed to measure students' understanding of what they hear, for example by distinguishing commands step by step. The presenter had the audience draw and write items on paper, in accordance with his oral instructions. In order to complete such tasks, students are compelled to pay attention. The teacher, by looking at students' papers, can quickly and accurately determine if they have understood the instructions. Learning to attend is the key to success.

Reported by Peter Reemst

Nagasaki: September 1999—*English Education in Indonesia* by Christianty Nur. The presenter began by outlining the ethno-geographic realities of Indonesia, before explaining the role of English in the educational system. She related the above information to her own life as a teacher in Indonesia and Singapore. Nur reported that a perceived lack of communicative competence led, in 1994, to a drive towards a more meaningful approach, emphasizing more oral and aural skills. However, reading skills for tertiary-level texts and tests remained the prime movers in EFL education, a situation mirrored in Japan. She described other problems, some of which were also familiar to Japan, such as large class sizes, financial

restrictions, low teacher salaries, student motivation, a stubborn connection to outmoded materials, and ongoing political-administrative uncertainties in the country. Some popular solutions in the offing include cooperative learning and self-access learning.

Reported by Tim Allan

Nagoya: September 1999—*Researching Your Storytelling* by Mario Rinvoluceri. For many of us, storytelling brings back memories of a parent's soothing voice as we lay tucked into a warm bed. Likewise, teachers can use storytelling to help students feel more secure and relaxed in the classroom. Even students at the most elementary level can enjoy storytelling, as Rinvoluceri demonstrated by his use of gesture and body language to help us understand a story told entirely in modern Greek. He also demonstrated an alternative technique showing how the target language and the mother tongue can be used alongside one other to help beginners enjoy a story. One particularly interesting activity involved the presenter relating a story about two houses he had lived in, one loved and the other disliked. The participants were asked to listen carefully and watch the presenter's body language in order to detect his feelings towards the two houses. This was not an easy task for either storyteller or listener, as the presenter adopted a neutral tone, providing only subtle hints of his inner feelings. Such an activity gets everyone listening in the EFL classroom.

Reported by Bob Jones

Omiya: June 1999—*The Shortest Poem in the World* by David McMurray. Through *haiku*, students learn English without being aware of it. The presenter began by explaining the essential elements in *haiku* writing and how it is different from English poetry. It soon became clear that *haiku* has advantages in the classroom. First, students are familiar with it, so writing this kind of poetry seems less threatening. *Haiku* poems are short and use many nouns but few adjectives and verbs, so even students with limited vocabularies can produce them. *Haiku* can transform traditional approaches to teaching pronunciation by motivating the students to discover the number of syllables in a word for their poem. The traditional *haiku*, which has seventeen syllables arranged in a 5-7-5 pattern, has been adopted by international haikuists in Britain. However, in North America, a short-long-short pattern is used. Therefore, students start counting syllables and become aware of accents and mark stanzas naturally. One of the most important elements of the *haiku* is the *kigo* or season word. Each season in Japan has evocative words that, if used in *haiku*, immediately conjure up the atmosphere of the season. These season words and their associations are the main reason why *haiku* can be the shortest form of poetry in the world. In the EFL classroom, *haiku* encourages students to group vocabulary, an activity which facilitates memorization. During the second

Chapter Meetings

edited by tom merner

part of the presentation, we made our own vocabulary groups for each season, discussed some examples of international *haiku*, then wrote our own.

Reported by Evelyn Naoumi

Tokyo: September 1999—Testing Spoken Interaction by Derek McCash and Graham Bathgate. Derek McCash talked about important issues to be considered when constructing a test of spoken interaction for learners of English. He proposed a three-part framework comprising the operations, the conditions, and the quality of output. The operations include what tasks or linguistic features the students are required to master in spoken English. These can be broken down into informational routines which are one-way communications, such as describing a picture, or interactional routines which are two-way communications, such as asking someone for directions. The conditions include the characteristic features of the spoken interaction regarding the context and normal conditions under which the task would take place. For example, describing a picture would be carried out at the request of a teacher. The language required would be fairly simple and would involve no listening. On the other hand, asking directions would be carried out when you are looking for a particular location, while walking on a street, in a shop, or driving a car. This type of task would require interaction, and active listening and speaking, by the questioner and the person giving the information. The quality of output would include what tasks to incorporate into the test, the level of language required to complete the test, what criteria to use to rate it reliably, and how long it should take. Graham Bathgate completed the presentation by providing a brief overview of some examinations for testing the speaking skills of learners of English in Japan. He included the STEP test, the BETA (Businessmens' English Test and Appraisal), and SCORE (Spoken Command of Real English).

Reported by Caroline Bertorelli

Toyohashi: October 1999—Songs in the Classroom by Anne-Marie Tanahashi. Tanahashi conducted a well-received workshop on incorporating song lyrics into classroom activities. Songs have long been recognized as enjoyable warm-up activities, but the presenter, with various handouts, demonstrated how to utilize the lyrics for grammar, vocabulary, pronunciation, and discussions. In small groups, the participants became students working through a variety of fun game-like activities such as a listening bingo game, rearrangement of lyrics by a find-your-partner game, and grammar and vocabulary games. At the end of these activities, the audience shared their own ideas on how to adapt such activities to their own classrooms. This workshop reminded us that making more use of authentic texts can prove to be very appealing to our students, and that we can all enjoy ourselves in the process.

Reported by Laura Kusaka

The season for annual Book Fairs has come and three regions, Chugoku, Kyushu, and Kansai will be hosting Book Fairs with publisher exhibitions and presentations. For details, please refer to the Hiroshima, Fukuoka, and Kobe Chapter announcements.

毎年恒例となりました教材展示会が今年も中国、九州、関西の各地域で開催されます。それぞれの詳細につきましては、広島、福岡、神戸の各地方支部の下記会合予定をご覧ください。

Fukuoka—Book Fair 2000. The largest display of ELT material of its kind in Kyushu. Along with Aleda Krause as plenary speaker, English and Japanese presentations by authors and representatives of Japan's top ELT publishers and book sellers. *Sunday January 30, 10:00-17:00; Kyushu Bldg. 9F (Hakataeki-minami 1-8-31, Hakata-ku, Fukuoka; t: 092-461-1112); free to all.*

Gifu—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 January 23, 14:30-17:00; Asahi University, 10 Shuumen Kinenkan, Danwashitsu #1; one-day members 1000 yen.*

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を紹介します。

Gunma—Action Research on The Shortest Poem in the World by David McMurray, Fukui Prefectural University, past president of JALT. The speaker will share the results of his latest action research project which explores the effects of peer and teacher correction upon the development of poetry-composing skills and language creativity. Students of foreign languages, from elementary through university level, can benefit from using international haiku to learn pronunciation, oral communication, vocabulary, and composition. *Sunday January 16, 14:00-16:30, Maebashi Kokusai Daigaku; one-day members 1000 yen.*

Hiroshima—Hiroshima Book Fair 2000. Hiroshima JALT will host a book fair bringing publishers' materials to the public. In addition to the largest display in the Chugoku Region, several publishers will have presentations on their latest material. *Sunday January 23, 10:00-17:00; Hiroshima College of Foreign Languages (Hiroshima Gaigo Senmon Gakko) 3-15-1 Senda Machi, Naka-ku Hiroshima, next to Miyukibashi; free and open to the public. For more information, contact Mark Zeid; t: 082-241-8900; mzeid@ann.ne.jp.*

Hokkaido—Using Videos to Motivate EFL Students: A Genre-based Approach by Damian Lucantonio, Josai International University. Learn how to motivate ELT learners by preparing high interest video

materials (especially movies) and identify student needs through applied genre theory. *Sunday January 30, 13:00-16:00; HIS International School (5 mins from Sumikawa Station); one-day members 1000 yen.*

Kagoshima—Refer to Fukuoka Chapter's announcement above for details of the **Book Fair 2000**.

Kanazawa—*Ideas That Work* by Colin Sloss & Kamanaka Sechiko from "Motivators," a group of English teachers trying to develop materials and ideas for teaching relatively unmotivated students. Sechiko Kamanaka will show how to enliven high school English classes through the use of authentic news materials. Colin Sloss will demonstrate ways to use conversation cards and video. *Sunday January 16; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members 600 yen.*

Kitakyushu—*Goal Orientations in College Students Learning EFL* by Neil McClelland. In an attempt to better understand his own students, the speaker surveyed 150 sophomore EFL learners about their perceptions of the usefulness of learning English. The orientations that emerged coincide with the findings from research in other EFL contexts, and emphasize the importance of intrinsic factors to the analysis of motivation in foreign language learning. *Saturday January 8; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

4地元大学の150名の2年生の学生に、英語を学ぶ有用性について意識調査をした発表です。

Kobe—*The Third Kansai Book Fair and Mini-Conference*. Cosponsored by Kobe, Osaka, Kyoto, Himeji, and Nara Chapters. *Sunday February 6, 10:00-16:00; Kobe YMCA. For more information contact, Ludlow Gibbons; t: 06-6358-6938; ludlow@inbox.inet-osaka.or.jp.*

Nagoya—*Show and Tell Computer Presentation*. Various instructors who have had experience teaching students in a computer room will share their knowledge. They will offer participants the opportunity to respond to questions you may have about computer software or the use of the Internet. Date and location to be announced. *For further details visit our webpage at www.homestead.com/JALTNagoya/Computer.html or call Y. Nagano at t: 090-4265-0526.*

Omiya—*Writing Workshop* by Neil Cowie, Saitama University and Ethel Ogane, Tokyo International University. A hands-on workshop on approaches to teaching writing, including both process and product. Ideas on giving feedback to students, what to focus on and how to give responses to increase motivation will be shared. There will be plenty of opportunity to share your own experiences, look at examples of student writing, and try out teaching techniques. *Sunday January 16, 14:00-17:00; Omiya Jack (near Omiya JR station, west exit); one-day members 1000 yen.*

英文を書く過程にも焦点をあて、いかに助言するか、いかに英文を書く意欲をかき立てるか等について講演します。

Osaka—*A Drama Method for Teaching EFL* by Marc Sheffner, Theo Steckler, and Ian Franklyn, The DramaWorks. The "Star Taxi" method has been used successfully in colleges, companies, and other settings. *Sunday January 16, 14:00-16:30; YMCA Wexle, 8F Bldg. #2 (Ni-bangai), ORC 200, Benten-cho; one-day members 1000 yen.*

Sendai—*Discover Debate!* by Charles LeBeau. This workshop presents the use of "graphic organizers" as a means to make speech and debate concepts concrete and clear for even the lowest level students. Participants will experience a variety of tried-and-true, fun activities guaranteed to work in the classroom. *Saturday January 22, 13:30-16:30; Seinen Bunka Center, Kenkyushitsu #3 (across from Asahigaoka subway station).*

Tokyo—*Use of L1 in EFL Teacher Discourse* by Yuri Hosoda, Temple University Japan and Dokkyo University. Language teachers' use of students' native language (L1) is often viewed negatively by teachers themselves. An analysis of an EFL teacher's use of the students' L1 reveals that the teacher's occasional use of the students' L1 not only performed a number of social functions but also simultaneously played an important interactional role. *Saturday January 22, 12:00-17:00; Sophia University (Yotsuya Strn), Room 9-252.*

West Tokyo—*AGM & Bilingualism and Biculturalism Symposium*. Annual General Meeting (AGM) from 10:45. Dr. Michael Bostwick speaks at 13:00 on issues surrounding the implementation of English immersion in Japan at Katoh Gakuen. Kazuko Yumoto of Kanagawa Prefectural College of Foreign Studies discusses second language processing and strategies of Japanese children in relation to bilingual models. A case study and panel discussion on family biculturalism follows by David, Shizuko and Tomio Brooks-Yamaguchi. *Sunday January 23, 10:45-17:00; Kitasato University (Shirogane Campus Room H-6, between Hiroo and Ebisu Stations): On site t: 070-5369-1894; one-day members 1000 yen, students 500 yen.*

Yamagata—*English Through Long (Translated) Texts* by Charles Adamson, Miyagi University, School of Nursing. We will discuss a method of teaching EFL based on long texts with L1 translations. Construction of materials and their exploitation will be addressed and illustrated with a variety of texts. The method is appropriate for and can be applied to classes with various levels and goals, either using required textbooks or where teachers can prepare original material. *Sunday January 9, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members: 500 yen for first time visitors and 700 yen for second time and on.*



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Conference Calendar

edited by lynne roecklein and 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, January 15th is the deadline for an April conference in Japan or a May conference overseas, especially when the conference is early in the month.

Upcoming Conferences

March 11-14, 2000—AAAL 2000 Annual Convention: Crossing Boundaries, at the Hotel Vancouver, Vancouver, British Columbia, Canada. Smaller than the TESOL Conference and somewhat more to the right on the practice-theory continuum, the American Association of Applied Linguistics (AAAL) conference offers five plenaries and five colloquia, papers, networking, publisher contacts, and this year, a joint session with the Language Testing Research Colloquium (LTRC). Invited presenters' topics include foreign language rituals, consciousness and culture, constructing college foreign language curricula, L2 pragmatic development, language transfer, and is-

sues in research on task-based instruction. The joint session features six panelists, among them Diane Larsen-Freeman, Bernard Mohan, and Larry Selinker, on the interface of a particular area of applied linguistics with language testing. See aal.org/pages/ltrc.html for the joint session and aal.org/pages/Vancouver.html for details on the AAAL conference. Otherwise, contact Patricia L. Carrell, Program Chair; Department of Applied Linguistics/ESL, Georgia State University, PO Box 4099; Atlanta, GA 30302-4099 USA; t: 404-651-0255; pcarrell@gsu.edu

March 14-18, 2000—TESOL 2000: Navigating the New Millennium—The 34th Annual Convention and Exposition, to be held at the Vancouver Convention and Exhibition Centre, Vancouver, Canada. Besides the usual conference-style paper and poster sessions, plenaries, and colloquia, TESOL 2000 features breakfast seminars, Interest Section academic sessions, Pre- and Post-convention Institutes (special reservation needed), the Employment Clearinghouse, a 280-booth Publishers' and Software Exposition, educational visits in the area, a Fun Run/Walk, art exhibits, and more. See www.tesol.edu/conv/t2000.html or contact TESOL, Convention Department; 700 South Washington Street, Suite 200; Alexandria, Virginia 22314 USA; t: 1-703-836-0774; f: 1-703-836-7864; conv@tesol.edu.

March 27-30, 2000—Ten Years After Cognitive Linguistics: Second Language Acquisition, Language Pedagogy, and Linguistic Theory—the 28th LAUD SYMPOSIUM, at the University of Koblenz-Landau, Landau, Germany. What can the relatively new linguistic approach termed cognitive linguistics say about language acquisition? This conference will consider the interaction between language, cognition and acquisition, the pedagogical implications that cognitive linguistics may favor, and cognitive principles of linguistic, conceptual, organization while acquiring and learning second or foreign languages. See Linguist List Calls, Vol. 10.828 at linguistlist.org/issues/indices/Calls1999r.html for more conceptual detail, or contact Dr. Susanne Niemeier; Universitaet Bremen, FB 10, Postfach 330440, D-28334 Bremen, Germany; t: 49-421-218-7792; f: 49-421-218-4283; sniemeier@uni-bremen.de.

March 27-31, 2000—IATEFL Conference 2000: The 34th International Annual IATEFL Conference, in Dublin, Ireland. Presentations may be talks, workshops, panels, colloquia or posters. Dublin and accommodation info available at www.iatefl.org/Dublin-2000.htm. Mail contact: IATEFL, 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-0-1227-276528; IATEFL@compuserve.com/.

Calls for Papers/Posters (in order of deadlines)

February 1, 2000 (for November 9-12, 2000)—**Communication: The Engaged Discipline—the 86th Annual Meeting of the National Communication Association (NCA)**, will be held at the Convention and Trade Center in Seattle, Washington, USA. As part of this umbrella theme, the Language and Social Interaction Division of the NCA solicits competitive papers and panel proposals concerning the utilization of speech, language, or gesture in human communication including studies of discourse processes, face-to-face interaction, communication competence, speech act theory, cognitive processing, and ethnographic or other approaches to conversational analysis. Completed papers preferred; poster sessions, seminars, etc. also possible. Extensive information at <http://www.natcom.org/convention/2000/call2000.html>. Human contact: Madeline M. Maxwell; Department of Communication Studies, University of Texas, Austin, Texas 78712, USA; t: 1-512-471-1954; f: 1-512-471-3504; mmaxwell@utxvms.cc.utexas.edu.

February 29, 2000 (for May 20-21, 2000)—**CUE Mini-Conference—Content and Foreign Language Education: Looking at the Future**, will take place at Keisen University, Tama Center, Tokyo. The JALT College and University Educators (CUE) SIG invites proposals for presentations, poster sessions, workshops, roundtables and demonstrations exploring how content-centered approaches to language learning, including content- and theme-based education, sheltered learning, content classes taught in the learner's second language and possibly skill-based learning and the learning of foreign languages for specific purposes are being implemented in Japan and neighboring countries, what issues arise from their implementation and what future they have within individual classrooms, institutions, and education systems. Collaborative hands-on workshops are planned for the second day between experienced and neophyte participants to help participants conceive, plan, and implement their own content-centered courses. Details and online proposal submission at wild-e.org/cue/conferences/content.html; or contact CUE Program Chair Eamon McCafferty; eamon@gol.com.

Reminders—Calls for Papers

January 10, 2000 (for April 12-14, 2000)—**A Virtual Odyssey: What's Ahead for New Technologies in Learning? 5th Annual Teaching in the Community Colleges (TCC) Online Conference**. See the general conference homepage at leahi.kcc.hawaii.edu/org/tcon2000 or the proposal site at <http://leahi.kcc.hawaii.edu/org/tcon2000/proposal.html>. Human contact: Jim Shimabukuro, james@hawaii.edu; or Bert Kimura, bert@hawaii.edu.



January 15, 2000 (for July 25-29, 2000)—*Speaking and Comprehending: The Twenty-seventh LACUS Forum*, at Rice University, Houston, Texas, USA. Follow link from <http://fricka.glendon.yorku.ca:8008/mcummins.nsf>. Otherwise: Lois Stanford, Chair, LACUS Conference Committee; Linguistics Department, 4-36A Assiniboia Hall, University of Alberta, Edmonton, Alberta T6G 2E7, Canada; t: 1-780-492-3459; f: 1-780-492-0806; lois.stanford@ualberta.ca.

January 20, 2000 - Alternate Deadline (for July 29-August 1, 2000)—*Language Learning and Multimedia: Bridging Humanity and Technology—Fourth International Conference on Foreign Language Education and Technology (FLEAT IV)*, in Kobe, Japan. Call for Papers at www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html. Further inquiries: Jun Arimoto, Vice Secretary, FLEAT-IV; Kansai University of International Studies, 1-18 Sijimi-cho Aoyama, Miki, Hyogo 673-0521, Japan; t: 0794-84-3572; f: 0794-85-1102; fleatQ&A@kuins.ac.jp.

February 1, 2000 (for August 9-12, 2000)—*The 4th Pacific Second Language Research Forum (PacSLRF 2000)*, in Semarang, Central Java, Indonesia. Visit pacslrf2000.indonesia.jumpeducation.com. Abstracts, etc., to Peter Robinson; Aoyama Gakuin University, Department of English (PacSLRF 2000), 4-4-25 Shibuyaku, Tokyo 150, Japan; peterr@cl.aoyama.ac.jp. Otherwise contact Helena Agustien at Conference Secretariat, Gombel Permai V/105, Semarang 50261, Indonesia; t/f: 62-24-471061; LNUGRAHA@indosat.net.id.

Reminders—Conferences

June 9-12, 2000—JALTCALL 2000: Directions and Debates at the New Millennium, the annual national conference of the Computer-Assisted Language Learning (CALL) SIG, will be held at Tokyo University of Technology. See jaltcall.org/conferences/call2000/ for more details in both English and Japanese.

Job Information Center/ Positions

edited by bettina begole

Happy New Year, and welcome again to the Job Information Center. To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at begole@apionet.or.jp (PLEASE NOTE NEW EMAIL ADDRESS) or call 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.

Hyogo-ken—The Language Center at Kwansai Gakuin University in Nishinomiya is seeking a full-time contract assistant professor of English as a foreign language. **Qualifications:** PhD in TESOL or applied linguistics; knowledge of Japanese language and culture preferred. **Duties:** Coordinate IEP, teach in IEP and graduate program (eight 90-minute classes per week). **Salary & Benefits:** 5,970,000 yen per year; coordinator's allowance; research allowance; subsidized furnished housing; two-year contract renewable for two more years. **Application Materials:** Resume; two letters of recommendation; up to three samples of publications; one copy of diploma(s); a five- to ten-minute videotaped segment of your class. **Deadline:** January 10, 2000. **Contact:** Acting Director, Language Center, Kwansai Gakuin University, 1-1-155 Uegahara, Nishinomiya 662-8501; t: 0798-54-6131; f: 0798-51-0907; tkanzaki@kwansai.ac.jp; www.kwansai.ac.jp/LanguageCenter/IEP.

Iwate-ken—Mizusawa School of English in Mizusawa is seeking a full-time English teacher. **Qualifications:** At least two years experience teaching English in Japan and able to speak Japanese. **Duties:** Teach English conversation to all ages; testing; student report cards; general upkeep of school. **Salary & Benefits:** 270,000 yen/month. **Contact:** Lois Mine; Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate 023-0827; t/f: 0197-25-8860.

Miyagi-ken—Annie's English for Children in Sendai is seeking a full-time English teacher. **Qualifications:** Background in children's education in English; knowledge of phonics-based teaching methods. **Duties:** Teach English to children from infants to 12 years of age (three to five classes per day); assist with the curriculum. **Salary & Benefits:** Good remuneration and negotiable benefits. Visa sponsorship is possible. Fixed-schedule five-day work week. **Application Materials:** Resume with current photo; two references; and a written statement outlining ideas on early childhood English education. **Deadline:** January 31, 2000. **Contact:** Jakki Hardman, General Manager; Annie's English for Children, Sendai Izumi Chuo Eki Biru 5F, Izumi-chuo 1-7-1, Izumi-ku, Sendai-shi, Miyagi-ken 981-3133; t: 022-772-3171; f: 022-772-3172; annie@mwnet.or.jp.

Osaka-fu—Otemon Gakuin University in Ibaraki-shi is seeking three teachers to teach an intensive English seminar from February 21-March 3, 2000. **Qualifications:** Native English-speaker competency; teaching experience; working visa; and university degree. **Duties:** Teach 30 hours/week, plus lesson preparation. Class size will be limited to ten students, but some classes may be combined for team-teaching. **Salary & Benefits:** 400,000 yen plus travel expenses. **Application Materials:** Resume and cover letter; essay outlining ideas for teaching an intensive English seminar. **Contact:** Linda Viswat; Otemon Gakuin University, International Business Manage-

ment Faculty, 2-1-16 Nishiai, Ibaraki-shi, Osaka 567; f: 0726-48-5427; viswat@res.otemon.ac.jp.

Tokyo—The English Department of Aoyama Gakuin University is seeking part-time teachers for conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; minimum three years of experience teaching English at a university; or a PhD and one year university teaching experience. Publications, experience in presentations, and familiarity with email are assets. **Duties:** Classroom duties include teaching small group discussion, journal writing, and book reports. The university is interested in teachers who can collaborate with others in a curriculum revision project requiring lunchtime meetings and an orientation in April. **Salary:** comparable to other universities in the Tokyo area. **Application Materials:** Request in writing, with a self-addressed envelope, an application form and information about the program. **Deadline:** Ongoing. **Contact:** "PART-TIMERS," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Tokyo—Tokiwamatsu Gakuen Junior and Senior High School for girls is seeking a part-time English teacher. **Qualifications:** Native-speaker competency in English; TEFL qualification; experience in a Japanese high school; some Japanese ability preferred; along with a lively and enthusiastic personality. **Duties:** Team-teaching (some split classes) at junior and senior high school levels; oral communication and writing classes; computer expertise helpful. **Salary & Benefits:** Competitive salary, paid holidays, and transportation. **Application Materials:** Resume with photo; two references; a brief essay on interests and thoughts on teaching junior and/or senior high school students. **Deadline:** January 31, 2000. **Contact:** Tokiwamatsu Gakuen Junior and Senior High School; Himonya 4-17-16, Meguro-ku, Tokyo 152-0003; f: 01-3793-2562; no telephone inquiries please; mehara@tkb.att.ne.jp. Interviews will be held in early or mid-February.

Wakayama-ken—English Village International K.K. in Tanabe is looking for a full- or part-time English teacher to begin immediately. **Qualifications:** Teaching experience preferable but not necessary. **Duties:** Teach mostly children at a growing school. **Salary & Benefits:** Visa sponsorship possible. **Application Materials and Contact:** Fax cover letter and resume to English Village International at 0739-26-0710, attention Kathy Sekioka.



Educational Innovations, cont'd from p. 29.

language ability, mastering not only the top 3000 words but also common phrasal verbs, the usage of conjunctions, determiners and the like is essential to communicate well.

The questioning approach emphasized at T.I.E. can easily be employed elsewhere. Learners think of sentences and parts of sentences in terms of what question they answer and also then learn to easily make up questions about any sentence or story. This really facilitates independent learning since they then develop confidence to ask questions both about content and language usage. Whereas in a group environment getting learners to question may be difficult, forcing learners to ask questions one-on-one can be much more successful.

Finally, much can be learned about what encourages learners. By having many opportunities for small successes and encouraging each of these small steps, many discouraged learners often turn around and develop confidence. Affectively, learners are encouraged both by having control over their learning and by having structured steps they can easily follow.

Conclusion

We have much to learn about styles of learning which best suit a particular environment like adult language learning in Japan. Concepts like learner autonomy and strategies that will help learners succeed can vary significantly across cultures and age groups within a culture. Thus, much more fruitful research could be done in the area of culturally specific learning styles and strategies.

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Membership Information

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

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

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

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

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

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

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

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JALT (全国語学教育学会) について

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

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

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

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

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

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

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

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

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