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Foreword

JALT has always been a passionate organisation, and watching some of the 'e-brawls' that take place periodically could leave observers wondering if we really are united by common goals. However, once a year a truce is drawn as we gather together to enjoy the fellowship of our annual conference. This month's issue focuses on JALT2000 in Shizuoka, providing a selection of articles by the main and featured speakers that are sure to whet your appetite. In the centre, you'll find a pullout supplement that gives you everything you need for easy early registration. If you are thinking of coming, why not come a day earlier and enjoy rubbing shoulders with the rich and famous at some of the excellent pre-conference workshops.

Special thanks for this issue go out to Bill Lee, who assisted with editing the articles, Beverley Lafaye and Steve Snyder, for handling the mammoth amounts of proofing, and Abe Emika for taking care of all the translation work.

Malcolm Swanson
TLT Editor
<tlt_ed@jalt.org>

ＪＡＬＴは常に非常に情熱的な組織であり、定期的に行われる口論のようなやりとりを見ている人たちは、本当に共通の目標を有しているのだろうかと疑問を感じることもあるようです。しかしながら、年に一度の年次大会の席上においては、我々は集い、そして共に仲間であることを享楽するのです。今月号では、静岡で開催されるJALT2000に焦点をあて、メインスピーカーと特別スピーカーの記事を特集しています。冊子の折り込み記事をご覧になれば、あなたがご希望のもの全ての情報が盛り込まれており、簡単にそして早めに申し込みができるようになっています。行ってみようと考えていらっしゃる方は、ぜひ一日早くいらして、豊富で著名な大会前のワークショップをお楽しみください。今回の編集に多大な尽力をいただいたBill Leeに、そして、大量の校正作業をしてくださったBeverley LafayeとSteve Snyderに、翻訳をしてくださった阿部恵美佳に心から感謝を申し上げます。

抄訳　衣川隆生

contents

Retraction

The current editorial staff retract the following article which appeared in The Language Teacher, Vol. 20(9): Ahmad Abu-Akel (1996) "The role of schemata in ESL reading comprehension." Portions of this article were taken directly and without appropriate attribution from the original work published previously by Patricia L. Carrell & Joan C. Eisterhold entitled "Schema theory and ESL reading pedagogy," in TESOL Quarterly 17(4), 553-573, in 1983. At the request of Bar-Ilan University, Israel, we also retract identification of Mr. Abu-Akel with Bar-Ilan University, since he was not associated with that institution in 1996.

The editors

Correction

In my article "TOEFL Scores in Japan: Much Ado About Nothing" in the May issue of TLT, I made reference to a JALT Journal article written by Bern Mulvey (Mulvey, 1999). As has since been pointed out to me, my unfortunate phrasing with regards to this citation gives the impression that I was accusing Mulvey of both attacking Japanese as "poor language learners" and using TOEFL scores inappropriately to support this assertion. The truth is, Mulvey never makes such claims, and his usage of TOEFL figures (a minor part in his overall argument) differs significantly from the type of indiscriminate usage I refer to (and criticize) in my article.

Sean M. Reedy

Obituary

Angus Lindsay

It is with great sadness that Obirin University colleagues and friends cope with the loss of Angus Lindsay. He passed away at the age of 51 on May 25th in Britain, having been diagnosed in Tokyo with a brain tumor in early April.

Angus arrived in Japan nearly 20 years ago and for much of the time since then was an active member of the JALT community. After four years at ILC, Angus came to Obirin University to help a small group of committed teachers get a new English Language Program off the ground. He soon became the Director, and remained so for 10 years. Throughout this very formative period, Angus was the ELP's guiding light, overseeing the growth of a fledgling collection of courses into one of the most highly esteemed English Language Programs in Japan.

As a Director, Angus managed our multitude of voices with sensitivity, clarity and commitment to evolution. He gave his colleagues not only direction, but also the space to try things out. He was, above all, proud of the ELP, enthusiastically sharing its struggles and triumphs with a wide range of fellow teachers through his JALT presentations and workshops. For him, this was truly a labor of love.

As a teacher, Angus nurtured his students' self-reflection and educational exploration, always through the filter of engaging, accessible lessons. He was passionate about his courses in *Mythological Thought* and Mozart's *Marriage of Figaro*, and transferred that passion to his students. In fact, Angus was passionate about so very much—architecture, wine, genealogy, poetry, theatre, cooking, opera—he was an amazing resource of knowledge for both students and colleagues. It is particularly poignant that he recently began to weave these diverse strands together through his work on a Ph.D. in Psychology with Union Institute. He derived immense satisfaction from this academic journey.

Angus leaves behind so many students, former students, colleagues and friends who loved and respected him, and who are better for having known him. We will all miss him deeply.

Steven Gershon
Director
Obirin University English Language Program

JALT2000 Main Speakers

Anne Burns

Action Research and Applied Research: What are the Relationships?

Currently there is considerable interest in action research (AR) in the language teaching field. The December 1999 issue of *The Language Teacher*, for example, was devoted entirely to this subject. Action research is now frequently promoted as a new way for teachers to develop professionally and to investigate their classroom practice. But, despite the growth of new publications now discussing action research, would-be teacher researchers are not always necessarily clear about what action research is, or how it relates to other kinds of applied research in the second language teaching field with which they may already be familiar.

Take, for example, the following comment from a teacher with whom I recently worked on an action research project (see Burns, 1999).

> My experience of doing action research is that it is difficult to grasp or explain the concept until one is in the process of doing it. It is in the doing that it starts to make sense and become clear. (Jane Hamilton, personal communication)

On the JALT Teacher Education SIG action research listserv, Dale Griffee recently raised the issue of how AR relates to other kinds of research that aim to have applications to second language teaching and learning:

> What is the difference between AR and applied research? The answer has to be a characteristic that is not the case for applied research. I don't think we can say that AR is done by teachers, and that is its defining characteristic, because applied research is also done by teachers all the time. What are the characteristics that set AR aside and mark it as different?

This question is useful and challenging. In my experience, it is one that is frequently asked by teachers new to action research: How is action research different from other research? Action research and applied research are in some ways similar and overlapping, but there are also important differences between them. In this article I will attempt to draw out some of these similarities and differences, and address, in particular, the question of what characterises action research. I'll focus this exploration by first considering two hypothetical examples of research that might be carried out on the topic of classroom strategies to enhance oral interaction.

Example 1
As part of the introduction of a new syllabus, a researcher wishes to know whether the use of group work will improve students' ability to speak English. The researcher first consults the literature on this area of research and decides on the approach and methods to be used. The researcher's hypothesis is "Group work will increase the development of both fluency and accuracy in oral tasks." The researcher assigns one group of students in a school to an experimental group, where all classroom tasks are conducted through group work for a period of two months. An equal number of students (the control group) are taught using the same tasks through a whole-class, teacher-fronted approach for the same period. In order to ensure that the students in the experimental group are not at higher levels of language learning to begin with, the researcher first administers a test. She then assigns students to the groups on the basis of the test results. At the end of the two months, each of the groups is given a further identical test in order to see whether the use of group work has resulted in higher results for the experimental group. The results show that the students assigned to group work have performed at a higher level in relation to fluency, but that their performance on some aspects of grammatical accuracy is lower than the control group. The researcher publishes the findings of the study in a journal.

Example 2
As part of the introduction of a new syllabus, a researcher decides to move away from the use of

アクション・リサーチに興味を持っている教師は、しばしば実践に応用されるリサーチとアクション・リサーチとの関連を知りたいと思っている。本論は、アクション・リサーチと応用リサーチの相違点や類似点を検証する。また、アクション・リサーチの特徴も明記する。

whole-class speaking activities in his classroom. He decides to introduce more group work for certain tasks and to observe how the students react. He assigns students to groups and keeps a journal noting down his observations over a period of two weeks. At the end of this period, he notes that some students are not participating in the group tasks and are increasingly reluctant to work in groups. He decides that students are unused to this approach and need more practice. He increases the use of group work and assigns students to the same groups. He also asks the students to complete a survey on their responses to group work. His own observation and journal entries, as well as the surveys indicate that students are becoming even more reluctant to do group work. The teacher discusses the problem with some colleagues who suggest he tries letting students choose their own groups. The teacher tries this strategy over a further period of one week and notes that students are less reluctant. He also observes that the groups do not remain static, but appear to change according to the task. He decides to try a further approach of giving students a choice of tasks. This approach works even better and interaction amongst the students increases noticeably.

You may have already decided (correctly) that the first is an example of applied research, while the second reflects an action research approach. Both of these examples are, of course, simplified and idealised, but they do perhaps serve to draw out some of the essential similarities and differences between action research and applied research.

The first thing to note is that both approaches adopt a scientific perspective (Cohen and Manion, 1994) on the issues they are investigating. In other words, they are both concerned to go beyond intuitions or assumptions, and to use a systematic approach to asking questions, collecting data, analysing the data, and drawing out conclusions and interpretations from the findings. However, there are differences in the approach. The first study adopts an objective stance in which the researcher attempts to control variables that may affect the findings and to identify possible relationships between the treatment (group work) and the outcomes (increases in fluency and accuracy). The action researcher is not interested in establishing relationships of this type, but instead wants to find the best possible ways of setting up new classroom activities. This is a more subjective perspective, concerned with exploring different ways of teaching and deliberately changing conditions in the classroom.

Second, they are both concerned with language learning and teaching and aim to find answers to issues that concern practice in the classroom. However, they differ in the way these answers may be applied. The first example is likely to have as one of its goals a contribution to a body of existing knowledge about effective teaching and learning; its findings may be applied in classroom teaching, but these applications may not be immediate. In the second example, the goal of the researcher is much more focused on addressing concrete issues of practical and personal concern. In other words, this research has immediate application; it focuses on discovering more about a specific teaching issue which has significance for the researcher in relation to his own classroom and students.

Third, each researcher adopts a different approach to selecting and using the research methods. The first researcher applies a structured and controlled set of methods, using control and experimental groups and guarding against threats to validity through pre- and post testing. This is because one aim of the study is to generalise beyond this specific research situation to other comparable situations. The second researcher uses a much more open-ended approach, selecting and changing the methods as needed and as new insights emerge. His concern is with his own situation and with the solution of practical classroom issues.

A fourth area to consider is that of theory. Both applied and action research may be concerned with theory, but the theoretical ideas will probably be developed in very different ways. Applied research will usually be concerned with connecting with and testing out a body of existing theory; it will draw substantially upon the literature in a particular research area, in order to provide a theoretical base for the study. This is why the researcher in the first example consults the literature and draws from this the methodological approach for the research. In contrast, the action researcher is interested in understanding what his explorations reveal. In other words, personal knowledge becomes the basis for developing one's own theories about teaching and learning (see Burns, 1996 on teacher theories).

This brief discussion highlights some of the major differences and similarities between the two types of research. Each type could well be carried out by the same person, who may also be a teacher at the school (although, in comparison with academic researchers, teachers often find it difficult to obtain the time and resources to carry out experimental applied research - but that's another whole discussion!). The main point is that the overall approach adopted is very different in each case and is used for different purposes.

What then can we say about what characterises action research? For me, action research has the following distinguishing features:

1. It emerges from concrete problems, issues, puzzles or questions that are of importance and concern to the people involved within their own social context. From an educational perspective,

these people may include teachers, students, program administrators, parents, curriculum developers, teacher educators and others. Action research is not, however, confined to classrooms. Studies have been carried out in prisons, hospitals, community groups, businesses and industry and so on.

2. It has a practical focus (the action component) which involves identifying the area of concern and acting to change it. This means acting to improve something or to do something more effectively, and systematically observing the effects of the action (the research component).
3. It is (usually, but not always) small-scale, focusing on local needs and the immediate context, with all its complexity, as the environment for the research. In other words, it does not attempt to control that environment in any way, but looks at how issues can be addressed as they exist in that environment.
4. The processes and outcomes of the research should relate to the goals, values and beliefs of the people in the environment and be compatible with their social and working conditions. In other words, the research should provide a sense of personal meaning and development for those involved.
5. The methods should be feasible and within the scope of the researcher's usual practice. Ideally, the action researcher should choose a range of methods which are achievable and do not interfere too much with daily practice. In my own work with teachers, I usually stress that many teaching techniques (eg. surveys, interviews, journals, recordings) can be adapted for data collection.
6. It involves cycles of action and reflection which are linked by the data collection and the researcher's developing knowledge. It is difficult to determine a finishing point for these cycles; they could continue for as long as the individual or group feel that the research is producing change and improvement in the social context.
7. It is a reflexive activity which brings to light unconscious ways of doing things and enables the researcher to develop personal theories based on goals, values, and beliefs about practice (personal, here, also refers to those shared by groups involved in collaborative research).

Many teachers, busy enough already with program and lesson preparation, teaching loads, marking, and the demands of the syllabus set out by the organisation or Monbusho, feel quite daunted by the thought of taking on the extra role of researcher. To do research, after all, is not why you may have become a teacher!

However, action research is an approach which—as many teachers I have worked with have said—is not only feasible, but gives an exhilarating edge to their teaching. I have often heard comments about the sense of empowerment and affirmation that action research provides. It seems to me that this is because action research focuses on learning through action in order to understand better what you do as a teacher and why you do it. It is a way of refreshing your teaching practice and enhancing your knowledge about teaching in the living laboratory of your own classroom.

If you would like to try some action research, but are not sure where to start, why not get together with some of your colleagues and have a go at completing some of these statements. I can guarantee that pretty soon you'll find something to research!

- We don't know enough about...
- Our students don't seem to... What can we do about this?
- I'd like to change the way my students... Does anyone else have this problem and what do you do about it?
- I'd like to integrate more ...into my class. How could I do this?
- We'd like to try out ... What would happen if we ...?
- I've noticed that some students in my class... and others ... How could I find out what is happening here?
- I'm really puzzled by ... What do others think is going on? What could I do about it?

Note

Anne Burns will be a plenary speaker at the JALT2000 conference in Shizuoka from November 2 to 5. If you have questions about action research that may be addressed in this plenary, please email her on anne.burns@mq.edu.au

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Gabriele Kasper

Pragmatics in EFL Contexts

In discussions of how pragmatics can be integrated into English teaching in Japan, I have often encountered skepticism. In a *second* language context, it is argued, learners have rich exposure to the target language and ample opportunity to use it for real-life purposes. In a *foreign* language situation such as ELT in Japan, however, students lack the need and opportunity of genuine communication in the target language; therefore, it is nearly impossible for students to develop pragmatic ability—the ability to interpret utterances in context, especially when what a speaker says is not the same as what the speaker means; to carry out communicative action effectively and interact successfully in different environments and with different participants.

These arguments bring me back to my own learning history as a nonnative speaker of English and language teaching professional. As a continental European with German as her native language and Danish as her second language, I started learning English in an EFL context in 1960. During nine years of compulsory ELT at a public school, my teachers were other native speakers of German, holding equivalents to MA degrees in English and state teaching certificates based on extensive theoretical and practical education in general pedagogy and foreign language teaching. They all had an excellent command of spoken and written English. During English lessons, English was the language of classroom communication rather than only an object of study. Students acquired the ability to talk and write at length about complex issues in English, but no particular focus was given to everyday interaction outside the classroom and to language functions beyond reference.

In the early 1970s, the educational debate in the Federal Republic of Germany called for a fundamental reform of school curricula. The overall educational goal was redefined as fostering in students the interest and ability to participate actively and critically in society, developing critical awareness of historical, economic, social, and political forces and engage in social transformation. Thus, when language teaching in the public schools began to 'turn pragmatic' in the early 70s, this was not an isolated movement but part and parcel of a more comprehensive reorientation of educational theory and practice. The educational reform in general and the revision of foreign language curricula in particular were strongly inspired by social philosopher Jürgen Habermas' theory of communicative competence (1971; 1984). Habermas' notion of communicative competence acquired the status of an interdisciplinary model at all levels of curricular decisions. But in order to serve as a guiding construct for foreign language teaching, the notion of communicative competence had to be specified into components that could be learnt, taught, and assessed.

In order to reevaluate the role of ELT in developing students' communicative competence in English, it was necessary to examine students' communicative ability at the end of an EFL curriculum that was not specifically oriented towards developing their pragmatic ability. This was the goal of a comprehensive research project on the pragmatic skills of German EFL learners (1976-1980; cf. Edmondson, House, Kasper, & Stemmer, 1984). We found that after nine years of instruction, these learners had the grammatical, pragmatic, and discourse ability to participate in a variety of conversational tasks, but very often their ways of speaking were not socially appropriate in the given context, their contributions did not align well with those of their conversational partners, and they transferred pragmatic and discourse strategies from German to English when such transfer was not effective. Consistent with my own experience, the students had participated in EFL instruction which was predominantly conducted in the target language, and which required that they discussed complex subject matters (such as literary texts and debate issues) in spontaneous classroom interaction. However, their EFL classes had not prepared them to participate successfully in conversations where the social (interpersonal) dimension of communication is particularly important.

Our findings thus indicated that many aspects of pragmatics in EFL settings are not automatically acquired, as a by-product of a focus on grammar and content. A number of subsequent studies have examined what opportunities for developing pragmatic ability second and foreign language class-

日本の英語教育への語用論の取り入れ方についての議論に対して、懐疑的である。第二言語環境では、目的言語にさらされ、現実の生活のために語用論を使う機会が多数あるが、日本の英語教育のような外国語環境では、目的言語での真のコミュニケーションをする機会がほとんどない。したがって、学習者が語用能力、つまりとくに話し手の言葉とその意味するところが違うときその文脈において発言を解釈する能力、効果的にコミュニケーション活動をする能力、様々な環境で様々な人々とうまくつきあっていく能力を習得することがほとんど不可能ではないかと考えている。

rooms afford when pragmatics is not a planned learning objective. This research shows that especially in teacher-fronted teaching, such opportunities are quite limited (Kasper, in press). Inevitably, this raises the question of whether pragmatics *can* be taught in foreign language classrooms—or is pragmatics not a feasible goal to achieve through instruction, as the skeptics claim (Kasper, 1997)?

As all aspects of language learning, the issue of whether pragmatics can be taught is an empirical question that must be examined through rational inquiry. Fortunately, an increasing number of studies demonstrate that most aspects of pragmatics are quite amenable to teaching in foreign language classroom, but not all approaches to teaching pragmatics are equally effective. I will review this research in my talk (cf. Rose & Kasper, in press).

Curriculum revision is not complete without an integrated assessment component. Unless teachers also know about methods to evaluate students' progress in pragmatics, they may be reluctant to focus on pragmatics in their teaching. Fortunately, a number of assessment instruments for pragmatics is now available. At the Department of Second Language Studies (formerly ESL) at the University of Hawai'i, my colleagues J.D. Brown and Thom Hudson developed several measures of pragmatic ability, which were subsequently tested for their use in EFL (Yoshitake, 1997) and JSL contexts (Yamashita, 1996). Currently, our doctoral candidate Carsten Röver (in progress) is developing measures for web-delivered tests of pragmatics for EFL and ESL students. Finally, oral proficiency interviews, a long-standing measure of spoken ability in a foreign language, have also been examined with a view to the information they yield on candidates' pragmatic skills (Norris, in press). In my talk, I will report on the progress that has been made in the assessment of foreign language learners' pragmatic ability.

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Jane Sunderland

Research into Gender in Language Education: Lingering Problems and New Directions

Gender is simultaneously everywhere and nowhere. Everywhere, because as social experience, all human experience is arguably suffused with gender; nowhere, since gender is often so naturalised that it is invisible. Because gender is so wide-ranging, it spreads into every corner of the language classroom (and indeed of language education). Hence the need for research: for description of gendered experience, for raising teachers' and students' awareness of gender issues, for the promotion of change where equality of opportunity does not exist. And indeed research into gender and language education has been widespread see Sunderland, 2000, forthcoming, for a 'State of the art article'), often drawing on 'answers' to research questions asked of other curricular subject areas. Influenced by the modern women's movement, the motivation for some research has been a feminist one, that is, a desire to expose female disadvantage, or to challenge inequality of opportunity. Areas of research and language education in which researchers have looked at gender difference with a less explicit feminist focus include language learning style and strategies (Oxford, 1994), performance (Arnot et al., 1996), 'ability' (Klann-Delius, 1981; Ekstrand, 1980; Clark, 1998), and student-teacher perceptions (Powell and Batters, 1985; Muchnick and Wolfe, 1992).

Research on gender and language education, through widespread, is however strangely patchy and often thin. Research on gender and language classroom interaction, for example, is sparse compared to research on gender and interaction in other subject classrooms (though see Good, Sykes and Brophy, 1973; Yepez, 1994; and Sunderland, 1998 on gender in whole-class work; and Gass and Varonis,1988; Provo, 1991; and Holmes, 1994, on pair and groupwork). In this area in particular, more research is clearly needed (see also Vandrick, 1999; Willett, 1996). Research into gender representation in language textbooks (e.g. Porecca, 1984; Jones, Kitetu and Sunderland, 1997), on the other hand, has been prolific, and has extended to grammars (Stephens, 1990), dictionaries (Hennessey, 1994) and language tests (Sunderland, 1995a). In addition to its relative paucity, I see two problems with current research on gender in language education. One is common, I would argue, to research in gender and education in general; the other applies specifically to language education. I will deal with the latter first.

As indicated, much research on gender and education has focused on different sorts of educational disadvantages experienced by women and girl learners, for example male dominance in the classroom; 'differential teacher treatment by gender,' by which males get more, and arguably better, teacher attention than females; and representation in textbooks in which female characters are variously stereotyped, trivialised, or rendered relatively invisible.

However, language education research is in a rather uncomfortable position as regards gender if viewed through a 'disadvantage' lens. While male dominance, differential teacher treatment and textbook bias have also been shown (in some research) to be true of some language classrooms, they are largely not reflected in performance, in that in many cultural contexts women and girls tend to obtain the better results (e.g. Arnot et al., 1996), to choose languages more when there is subject choice, and to be better represented as students in University Language Departments, and as language teachers in schools and in Higher Education.

Though this does not mean that findings of differential teacher treatment, male dominance or biased gender representation are irrelevant, or simply wrong - logically, it could be that girls and women would do even better if male dominance, differential teacher treatment and gender-biased textbook representation did not obtain - it is hard to convince teachers in the classroom and on pre-and in-service training courses of their importance, and of their suitability for classroom research, when it may seem that women and girls are doing very nicely. It is also hardly surprising that one focus of current research is why boys seem to be a minority group and/or the poorer performers in language classrooms (e.g. Barton, 1998; Callaghan, 1998). There is nothing wrong with this. However, at the same time, there is no reason to feel that the

ジェンダー（性差）というものはどこにでもあると同時にどこにもないものである。どこにでもあるというのはつまり、社会経験上、人間の経験には至るところに性差があるからである。また、どこにもないというのはつまり、性差はしばしばとても自然なので、見ることができないからである。性差は幅が広いので、言語教育の全ての場面に広がっている。性差別をうけた経験を記録するため、教師、学習者双方の性差問題意識を高めるため、機会均等でないところの変化を促すために、性差の研究が必要である。

battle has been won for women and girls in language education. The apparent superior female performance in languages is not straightforwardly beneficial for women and girls. As regards both first language studies and foreign languages, girls may be being channeled towards being good readers and writers if teachers and girls themselves perceive these as relatively easy options; further, an arts- and humanities-based education may not stand girls in the best stead, career-wise. The implication for research is, then, not only to ask why boys avoid foreign languages and why girls select them, but why boys tend to select maths and sciences and why girls do not.

The second problem, which is shared by research into gender and education in general, but which is possibly worse in research into language education, is the more serious one of operating with two outdated, theoretically unsophisticated concepts of gender: (a) that gender is a simple masculine/feminine binary opposition; and (b) that gender is something 'determined' in a one-way process for or on the individual by a range of experiences. Operating with the first of these means a regrettable continuation of the focus on gender differences - differences between female and male learners in such things as amount of talk, type of talk, language learning styles and strategies, performance on tests and exams, and perceptions (by learners, of themselves, their abilities, the subject, their teachers....).

This is similar to the research questions asked of classrooms in the 1970s which also tended to focus on gender differences, often with the implication that there was a necessary relationship between those differences and (usually female) disadvantage. 'Differences' studies show a (varying) tendency to generalise (and, though this is not their fault, to be generalised from by student researchers), and to give insufficient credence to individual differences. Operating with the second outdated concept, determinism, has meant in particular an unquestioning criticism of gender-biased textbooks and of differential teacher-treatment-by-gender, not only as description but also in terms of the effect these are seen to have. Individual agency, including scope for resistance, has been underplayed. To an extent the quest for differences, and view of gender as something unproblematically and straightforwardly 'determined', have both faded and fallen into disrepute, for a range of good and related reasons. This is true of educational research as a whole. Gender similarities and individual differences (and the importance of these) are now recognised; the corresponding stress on (even obsession with) gender differences is acknowledged as conservative and thus counterproductive; studies of gender 'differences' are carefully framed, acknowledging individuals' own agency, taking care to obviate readings of gender as in any way fixed (which would mean possibilities of change are limited); and language is now more frequently seen as more than a reflection of gender, and as something which might also help constitute it.

Research questions now accordingly tend to be about gender identities and gender representation - the difficulty here for the researcher being not to assume female learners are disadvantaged, but at the same time not to lose sight of the fact that they might be. Some past research on gender in language education can in retrospect be reconceptualised as 'representation', most obviously, the representation of women and men, boys and girls in language textbooks, texts and grammar books, and the representation (or 'gendering') of male and females by teachers, and indeed by male and female students themselves, in talk; the data from these older studies is thus amenable to re-analysis. The idea of 'representation' is close to the important idea in contemporary gender and education research of gender identity, which may be 'shaped' (not determined) by representation. Male and female language learners can be then seen as having different sets of 'identities' - as learners, as language learners, as well as boys/men and girls/women. However, more needs to be done in this direction in gender and language education research.

Research into gender and education as a whole has now also become much more self-reflexive and self-critical. There is now recognition that more teacher attention for males students does not necessarily mean better quality attention; that girls can be quiet for all sorts of reasons; that males talking more or receiving more attention on average is likely to be due to a small subset of boys; that a textbook text cannot simply determine either language learning or gender identity, but may rather simply play a role in shaping; that talk around a given textbook text may be more important that the text itself. It is a good idea to look not simply at textual bias, but how that bias is talked about by the teacher, and indeed how 'progressive' texts are dealt with (Sunderland et al., 2000, forthcoming). Interestingly, research into gender bias in language textbooks as texts alone has experienced something of a decline since the 1970s and 1980s. However, research into gender and language education is still less self-reflexive and self-critical than it should be. Applied Linguistics Conferences still typically include papers on gender differences, and (inexplicitly or explicitly) on how gender bias in language textbooks will 'determine' some aspect of language learning and/or gender identity, as if these were straightforward issues and, in particular, as if learners and indeed teachers did not have either the agency or the wit to resist any potentially shaping influences.

One way research into gender and language education could benefit and draw on current and more

sophisticated understandings of gender is by moving from quantitative approaches to qualitative ones. 'Telling cases' (Mitchell, 1983 in interview data or even classroom transcripts, rather than representative cases, or survey data, can highlight our understanding of gender identity, which may after all be what lies behind much classroom interaction (see e.g. Sunderland 1995b, 1996), subject choice and even proficiency. Meaningful extracts, specially selected, rather than differences, numbers and degrees of statistical significance, may be the most fruitful way forward for the stage of maturity which gender and language education research has now reached.

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Torikai Kumiko

English Language Education in Japan: Past, Present and Future

It is quite striking to see that almost anybody teaching English in Japan finds it not exactly an easy task to teach a foreign language to Japanese students, especially to get them to speak. It is both frustrating and discouraging to language teachers. In order to avoid this kind of feeling from leading to counter-productive results, it is helpful to understand the attitudes of Japanese learners of English toward language, especially English. In order to do this, a holistic view of the English language education in this country is vital, with a historical overview as well as cultural and social implications, and to be aware of problems and issues vis-a-vis English.

Traditionally, as in other countries of the world, the most prevalent method in teaching and learning a foreign language in Japan has been the Grammar-Translation Method. For centuries, the purpose of the study of a foreign language, whether it was Chinese, Dutch, French, German or English, was primarily to understand and learn a foreign culture and civilization, along with science and technology. In order to satisfy this objective, what was most important was to read and comprehend foreign texts, and as such, the Grammar-Translation Method served well for the progress of Japanese society.

Therefore, it is not entirely without reason that the Japanese tend to focus on receptive aspects of a foreign language, especially reading, rather than active skills such as speaking. Even with the native language, the Japanese tend to value written language much more than spoken language, and fundamentally, speech is silver, silence is golden in this country. It is perfectly natural to see this attitude being fostered in a tightly knit and highly contextualized society. There just is not any need for people to speak up; rather, a listener of a dialogue is expected to infer and understand the true meaning of a speaker's message from the minimum amount of her utterance. It is not surprising, then, that communicative competence in a foreign language was not overly emphasized.

However, gradually, with increasing need for communication with the outside world, people became more conscious of the need to speak a foreign language and thus various methods and approaches were introduced in the hope of finding an optimal way to acquire oral abilities, not just reading and writing, but listening and speaking. Even before World War II, there were pioneers such as Harold Palmer and A. S. Hornby, but the trend became sharper especially after the war. Right after the war, a radio program was started with its instructor singing, "Come, come everybody!" inviting people to learn to speak English. Probably for the first time in Japanese history, people became keen on learning to speak foreign languages and language schools flourished all over the country. It is significant to note here that it was mainly these private language institutions which offered classes specifically to improve speaking. Much of what was taught at schools did not change drastically. All through high school and college years, what students did mostly was to read a text and translate it with grammatical analysis. It has been common in high school to prepare students to pass the entrance examinations to get into universities, because most colleges include English as an entrance examination subject. Students would study grammar and memorize vocabulary in English, not really for authentic usage, but for entrance exams. And once they got into college, the average English classes were mostly translating literary works, such as Shakespeare, because traditionally, it was customary for literature professors, not language teachers, to teach English.

Back in 1970s, a congressman named Hiraizumi Wataru questioned the validity of the English language education at that time and pressed the need for a more practical approach to English language education. It was immediately rebuffed by Watanabe Shouichi of Sophia University, advocating the need to teach a foreign language as an intellectual endeavor, and the famous debate continued on for several years, with neither side giving in.

However, the situation started to change somewhat with the advent of the Communicative Approach or Communicative Language Teaching, which in many ways answered the needs of contemporary globalization. Although this whole new method did meet some resistance, social needs and demands from the business sector for English for communicative purposes was much stronger, and in the early 1990s the Ministry of Education announced an epoch-making

第二次世界大戦後の日本で英語は常に論争点であった。しかし、現代日本史上、今ほど注目を集めた時期はなかった。言語教育における大きな変革期を迎えている。それは、高校、大学、小学校さえも巻き込んでいる。これらの変化の概観を述べることによって、実践がしっかりと観察され、21世紀のよりよい言語教育が提案される。

Course of Study for foreign language teaching. The 1993 version of the Course of Study for junior high schools stated that the objective of foreign language teaching is "to cultivate attitudes to actively communicate," and in 1994 the new Course of Study for senior high school stated that the goal of foreign language teaching is "to cultivate practical communicative competence." In order to attain this goal, a new subject of English was introduced in high school curriculum, namely Oral Communication A, B and C.

The Ministry of Education is planning to revise the Course of Study for the year 2002. It has announced that they are going to introduce teaching of International Understanding in the elementary school curriculum. Many elementary schools are already contemplating using this rubric to teach English conversation to children.

Tertiary education is not an exception in this wave of changes, or paradigm shift, in language teaching. The first element that prompted curriculum innovation at universities was a deregulation policy announced by the Ministry of Education in 1991, lifting many regulations that have controlled university curricula until then. The second element is a social one, perhaps more fundamental than the first one: a sharp decline in the Japanese birth rate in past decades, leading to a recent sharp decline in the college-age population. Universities and colleges in Japan are faced with a situation where they have to virtually fight for students who apply and enter college. These two factors urged most of the universities throughout the country to innovate their curricula to meet the needs of society, or to be more accurate, the needs of the students themselves. In terms of language education, universities were obliged to change their language programs from the traditional, literature-oriented grammar-translation method to communicative language teaching. Rikkyo University, for example, instituted a completely new language curriculum in 1997, for the first time in its 125-year history, and the objective of the innovated English language program is to equip students with communicative competence and with the knowledge of intercultural communication to prepare them for a globalized and multicultural society.

This trend will undoubtedly continue for now, as well as in the future, although the future is not exactly issue-free. Among the many issues that are being raised and discussed at present in Japan are the teaching of English to elementary school children, raising the TOEFL score of Japanese learners of English, improving college entrance exams, the possibility of making English Japan's second official language, and the basic question of the purpose of English language education in Japan. To address these issues, a special committee was set up by the Minister of Education in January, 2000. Although a variety of opinions are expressed at the monthly committee meetings, there seems to be a consensus on the need to create some coherence in language teaching in different levels of education: primary, secondary and tertiary. In order to have some consistency in our language teaching, it is of vital importance to discuss why Japanese people need to learn English in the first place. What really is the reason for teaching English? Does every Japanese need to be fluent in English? If so, why? Let's say we do need English, what kind of English do Japanese need?

About three decades ago, Nakatsu Ryoko published an award winning book and gave it a provocative title: *Nande Eigo Yaruno?* (Why Study English?). Although this became a bestseller, nobody really answered her question, even to this day. As language teachers, it is part of our responsibility to step back and ponder for a moment in search of an answer. Yes, English is a global language, a de facto lingua franca, and undoubtedly it is convenient if we know the language and can use it. At the same time, however, it is also true that the present world is moving toward multiculturalism and multilingualism, as was prophesied by Samuel Huntington in his controversial book, *The Clash of Civilizations*. If that is the case, what kind of role will English play in the 21st century? All Japanese you meet will say they would like to speak English and deplore the fact that they don't or can't, but the fact of the matter is the majority of the population in this country survive day-to-day living without English. You can enjoy all sorts of TV programs in Japanese, appreciate American movies with Japanese subtitles, and the bestsellers are translated into Japanese immediately. No wonder it is hard for some Japanese to be strongly motivated to study English. So, why do we teach English in Japan? And when we do, what kind of English should we teach? Unless we can answer these basic questions, teaching English, let alone its success, will have a long way to go.

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JALT2000 Featured Speakers

Miles Craven
Asking the question "Why?"

Most teachers have favorite, tried-and-tested activities we like to use with our classes: a fun way to introduce a certain structure, or an exciting activity to revise a particular tense. Such favorites are part of our teaching wardrobe just as much as the clothes we wear. They help us feel secure by giving us a safety net to fall back on whenever needed. As our bank of favorite activities grows, so does our self-confidence in the classroom. Yet, there are times when such lessons, ones that are proven time and time again, suddenly and inexplicably fail. We are left drained of all energy, scratching our heads in confusion, feeling cheated, and haunted by the suspicion that the students have somehow, deliberately sabotaged the lesson. For their part, the students may feel guilty, embarrassed that they couldn't follow the instructions, and inadequate, causing them to retreat into a passive learning style. Perhaps they don't want to, but at least it's safe.

It is too easy to dismiss the failure of an activity or lesson as some failure on the part of the students. Storming into the staff room saying "I hate that class!" is not the answer. To save the soul-searching and struggle, some teachers become indifferent, and emotionally detached. "I just teach; it's up to my students if they learn or not. I can't make them learn." But if we remain indifferent, we soon find ourselves dropping into a lonely abyss, unable to relate to our students and dissatisfied in our job.

For me, such failures in the classroom (and I've certainly had my share) are what makes it such an interesting and rewarding place. The classroom fascinates me: Why did this activity work with this class but not that one? Why does one exercise work, but not another? I need to know. Asking the question "Why?" raises so many exciting possibilities. Furthermore, it's not all about examining failure. Asking "Why did this work so well?" is as valid as asking "Why did it fail?"

Teachers who ask the question "Why?" quickly develop an almost sixth-sense, tuning in to the mood swings of their students, their rhythms of learning and patterns of behavior. Being a "good teacher" in the eyes of ones colleagues and students often involves little more than a sympathetic awareness of how students learn, who they are, and perhaps most importantly, of the differences between them.

I believe the key lies in understanding the differences. Finding the differences inherent in different learning situations, and adapting one's teaching style and approach to match, will result in a rewarding classroom experience for both teachers and students.

It is no revelation to say that people in different parts of the world learn in different ways. The world of English language teaching stretches across oceans and seas (Pacific, Mediterranean, Atlantic…). We have to gain an understanding of the differences if we are to make sense of it all: educational systems, curricula, approaches; student educational backgrounds, expectations, needs, wants; teacher backgrounds, expectations, needs, wants… The list goes on and on, so the differences become almost overwhelming.

Clearly, a class of South American students will behave and learn very differently from a class of Asian learners. Walk into classroom of Brazilian students with a brick in one hand and party hat in the other, and you may have the basis for a good solid 50-minute class of debate, role play, story-telling and who knows what else. Do the same in Japan, and you are more likely to sink under waves of perplexed frowns and silence. Within regional groups, differences also show themselves. A class of Taiwanese students will differ in what they learn, at what pace and how they learn it, from Japanese students, or Korean students for example. Each nationality presents us with different challenges and opportunities.

Of course, we can go a step further. We can break such differences down from regional, to national, and finally to the individual level. Different students bring different skills, experiences, knowledge and expectations to the classroom. Each student represents a unique challenge.

So, is it possible to develop a coherent technique in the face of such difference? Or are we left constantly mixing and matching: a bit of behaviorism here, a little NLP there, a bit of translation here, a little grammar there, forever adapting our approach?

Well, using the technique of mind mapping was one way that helped me, when I found myself in front of hundreds of Japanese university students for the first time. I hope to share my years of experience developing mind-mapping techniques in Japan, with you here at the conference. It's an approach not found in many course books, but it's easy to pick up and very effective in the classroom. After asking the question "Why?", mind mapping can help move us on to "How?"

教室における失敗はとても興味深い。あるアクティビティはここではうまくいったが、他のところではどうしてうまくいかなかったのか。また、この練習はうまくいったのに、あれはどうしてダメなのか。このように「なぜ」と問いかけることによって、たくさんの面白い可能性が浮かび上がってくる。さらに失敗に学ぶのみではない。成功例を分析することは失敗例を研究するのと同様価値のあることである。

Chris Gallagher
Writing Across Genres

Some years ago, Percival (1982) published a very successful research report. His "research" explored a variety of breakfast cereals in terms of their "crunch factor" and how this factor interfered with foreign students' understanding of spoken English at breakfast tables. Although the report was in fact a spoof, it was an excellent model of a research report and has even been used for teaching the purpose, generic structure and grammatical features of this genre of writing. This case demonstrates that written genres exist not just as the inventions of linguists, but for specific human social purposes. Percival used the genre to make fun of the field itself, but without the existence of the genre, and his ability to manipulate it, he would have been unable to achieve the same impact.

Genre literacy, which developed mostly in Australia during the last decade, is an attempt to create a new pedagogic space in the writing classroom, and is underpinned by the language descriptions of *Functional Grammar* (Halliday, 1994). In essence it involves a methodology for teaching how a text "hangs together" and creates meaning in its particular context of use. Because of its emphasis on texts, and not sentences, it moves beyond traditional literacy pedagogies that stress formal correctness. It also goes beyond the process pedagogies which stress "natural" learning through "doing" writing (Cope & Kalantzis, 1993). This is not to say that grammar, or the enabling effect of students learning to write by actually writing are ignored—far from it. Instead, it is an approach that raises students' awareness of the linguistic features of a genre and thus allows them to develop literacy across a variety of genres they will encounter in any curriculum, or even in non-school environments.

A genre-based approach to writing is of particular relevance to Japanese students of English. The focus on sentence-level grammar in Japanese English education is legendary in our field, and although they still have problems 'within' the sentence, it is "above" the sentence that presents the greatest challenge for students, particularly when they are placed in a school environment in which they are required to create "whole" texts such as essays, reports, and summaries, to mention just a few most typical genres in college settings. The students often produce incoherent texts which also lack the cohesion necessary for these kind of genres. Attempts to work from the student's text toward the genre often fail because matters of correction are paramount in many writing programs, not the creation of authentic genres. It also difficult to insert a genre structure into a text after it has been created; a little like trying to insert a recipe into a dish that was created without reference to one. In much the same way as the ingredients, procedure and flavor define a dish, the creation of a text is the result of a combination of linguistic resources for a particular communicative purpose.

Consequently, an integral aspect of a genre approach is working with texts from the beginning; authentic texts that represent genres that are used outside the language classroom. Quite often, in dealing with the complexities of teaching writing to second-language students of English, it is possible to get so caught up with matters of process and correctness that the importance of modeling language in use can be overlooked. A genre approach requires that before attempting to write in a particular genre, the students have been exposed to the genre by reading, analyzing and discussing examples of it. The interconnection between reading and writing is stressed in most language programs, though often the genre of the reading is different to that which the students are required to write. For example, students might be asked to write a critique of a short story, without having first had the genre of a critique modeled for them. In this case, of course, the source text will supply the students with language that enables them to write the critique, but the generic features of a critique would clearly not be evident in the short story itself. It should be pointed out also that a genre approach is not a matter of applying formulaic prescriptions of how a text should be structured. Instead, it is based on an analysis of how a text creates meaning in its context of use and then how this knowledge can be utilized by students to write in the same genre themselves.

It may appear from the above that a genre approach is only suitable in a college or university setting. However this is not the case. Work on genre literacy in Australia began with the Disadvantaged Schools Project in Sydney, spearheaded by Jim Martin (1986), and has been applied successfully to all levels of school literacy including kindergarten and high school. An essential aim of the genre approach is to determine what kind of texts are valued (and why?), and also to make these genres accessible to students in both reading and writing. By doing this, students are able to understand the purpose of each genre and its place within a set of genres and this allows students to deal with language shifts of various kinds, a skill most native speakers are well acquainted with.

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Lance Knowles

Integrating Multimedia into Language Teaching

Multimedia has recently become a hot topic among language teachers and program administrators. Computer labs have been equipped with the latest computers, and a variety of software applications have been installed. Users no longer look to multimedia and computers to provide special effects and entertainment. The emphasis now is on effectiveness, reliability and teacher support.

Given the vast differences in how language programs are set up, multimedia is used in many different ways. The effectiveness of multimedia, then, is relative to the particular implementation. In some cases, students are put into a lab and left to themselves, with little or no guidance. In other instances, multimedia is used as a teaching aid in the classroom, with the teacher utilizing the multimedia to present and model the language. Students then work in groups or rotate into computer stations where they can practice on their own.

There are several broad factors to consider when deciding how to allocate the use of multimedia and teacher resources in a program. For example, language-learning software is probably most effective at the lowest language levels (Foreign Service Interview levels 0 – 1+), where repetition and intensive listening and speaking practice are essential, and where students are most dependent on the language models provided for them. At higher levels (FSI 2 and up), reading has a larger role and students become more self-reliant in the language, lessening the need for as much multimedia in the overall mix of activities.

Another important point is that the frequency of study is generally more important than total study time, particularly at the lower levels. With daily practice, 20 to 30 minutes a session, improvement can be quite rapid, especially if these practice sessions are followed up by classroom activities. These activities vary, of course, with language level, student age, learning maturity, and cultural background. And successful classroom integration requires teachers to be involved, motivated, and supported. A good teacher can make a tremendous difference.

Not only can teachers provide an effective learning environment and mix of activities, but also, by taking the generalized language that any multimedia or text based course provides, they can guide students to the specific language needed in their individual circumstances. Role-plays, oral presentations, group activities and even choral repetition are all meaningful, useful activities that promote language learning.

Teacher support and motivation is certainly no easy issue. Teachers in the language teaching profession come with their own agendas, needs and intellectual biases, just as language students do. While some are eager to enhance their skills, a significant number of teachers are reluctant to change anything at all. Teacher support must therefore address a large number of issues, including the most basic introduction of how to turn on and use a computer as an everyday tool.

Those who believe that learners can work on their own and that good teachers are becoming less important need to face the fact that the drop-out rate in self-study programs is very high. Few students are motivated and disciplined enough to stay the long course which language learning requires. Rather, it is the combination of classroom instruction and multimedia study and practice that is most effective.

Effective use of technology requires that teachers have a practical understanding of how multimedia differs from other forms of language input and how it can affect the teaching-learning process. Unfortunately, even recent graduates from MA programs have been given little practical training in how to use multimedia, often because their programs have few, if any, experienced faculty who have the background or training to provide guidance. In particular, the multi-sensory nature of multimedia is often unappreciated when analyzed or presented, and it is this dimension that sets multimedia lessons apart from textbooks and traditional language labs.

When students are really trying to hear a phrase, for example, we note that they often shut their eyes, in effect shutting out visual noise. This shows how auditory and visual input often conflict, for example when a picture and audio are presented together. The visual input dominates. A more effective technique would be to have the student listen first, and then show the visual after a suitable pause. If you say “a red ball,” most people will visualize a red ball, which is a mental act, unless they are seeing a picture of a red ball. When visualization occurs, it

helps to input the language. The delayed showing of the picture serves to confirm whether or not comprehension has occurred, but doesn't interfere with the listening and visualization process.

Multimedia provides a means to involve the senses in various ways and in varying degrees of interactivity. Learning to sequence sensory input is a valuable technique that some teachers know instinctively, while other teachers seem to have no sense of it. An awareness of how the senses work or don't work together is especially important when trying to coordinate multimedia with classroom activities and in identifying the roles each kind of instruction should play.

One of the greatest strengths of multimedia lessons is the ability to provide, direct, and monitor effective language practice. Effective language practice is a subject seldom focused on in teacher training programs, yet it is sequenced practice which is at the heart of skill acquisition, whether it be music, language, or playing baseball. An overlapping sequence of general preview, focused listening and speaking tasks, review, extension, and more review—while applying the same sequence to something different—is a powerful prescription for language mastery. This kind of practice, combined with suitable classroom activities and teacher instruction, can greatly accelerate the process of language learning.

As someone who has been involved in multimedia from its start, I deal with the problem of how to orient and support teachers on a daily basis. In response to requests from our clients, we are now offering training programs that help schools and companies as they shift to technology-assisted language teaching. We are also offering shorter courses to teachers who wish to upgrade their skills through organizations such as JALT. These courses allow for considerably more depth and focus than has been possible in commercial or conference presentations, where we have been presenting for more than ten years.

In addition to addressing language teaching methodology, these new courses provide participants with clear, step-by-step analyses of multimedia lessons, different types of interactivity, and practical guidelines of how best to integrate multimedia into a variety of learning situations. Record keeping and computer assisted tests are also presented and analyzed, though time constraints limit the amount of detail that can be covered in any one course. Upon completion, demonstration programs and documentation will be given to participants, along with a Certificate of Completion.

コンピュータやソフトウェアを使って学校、会社、大学は各自の語学プログラムを向上させようとしている。教師は教室とマルチメディアの統合方法や関連の技術に対する研修や支援を必要としている。DynEdインターナショナルはＪＡＬＴなどの団体を通じて、教師養成コースを開催している。このコースでは、教授法、マルチメディア授業の段階を追った分析、様々なアクティビティ、マルチメディアをいかにそれぞれの教授環境に導入するかのガイドラインなどが提示される。記録のつけかたやコンピュータを利用したテストなども論議される。最後にデモプログラムと資料が参加者に提供される。

Steven J. Molinsky

Using Active Communication to Enhance Learning

Using active communication, as opposed to passive study, is an established approach for helping students acquire and develop communication skills. With the proper classroom setting and support, student-centered learning can take place, and a dynamic, motivating learning environment is created. One way to create such an environment is through the use of what I have termed the 'guided conversation' methodology. This methodology takes two traditional approaches to teaching grammar—pattern drills and traditional dialogs—and combines them with student-centered activities to enable students to internalize target structures while actively participating in conversation classes.

In order to understand the theory of guided conversations, it is helpful to examine the strengths and weaknesses of pattern drills and traditional dialogs and see how a blending of these two approaches can be successfully incorporated into conversation classes.

Pattern Drills

The benefit of pattern drills is that they isolate structures and give students intensive practice. However, these types of drills typically consist of single sentences, unrelated to each other, in a unifying, relevant context. Therefore, as students perform these drills, no real communication is taking place. This isolated practice may allow students to memorize target grammar structures but offers no relevant context, therefore having little meaning for the learner.

Traditional Dialogs

Traditional dialogs, on the other hand, may provide examples of contextualized use of language. However, they typically do not focus sufficiently on the target structures. As a result, students are not given sufficient practice with the grammar, thereby slowing the

acquisition process. Traditional dialogs are an effective way to present grammar in context, but students need more focused practice with target structures than these types of dialogs typically provide.

One of the main goals of the guided conversation methodology is to combine the best features of each of these approaches - by providing focused practice with grammar structures, but in a communicative context. In the guided conversation methodology, grammar structures are introduced through short model dialogs, but there is always a clear focus on a particular grammatical structure. As a result, grammar is highlighted, but at the same time is presented in a communicative context.

In the guided conversation methodology, model dialogs serve as vehicles for introducing new grammatical structures. Students then create new conversations based on the structured framework of the model dialog, using new vocabulary and different contexts. As a result, this approach allows for students to practice the grammar structure and vocabulary in context, and then have the opportunity to apply it in a variety of situations.

The ideal situation is for students to practice these models in pairs. This allows for students to actively participate in conversation practice. As a result, the classroom is transformed into a student-centered learning environment.

Using guided conversations is a supportive and enjoyable way to introduce and help students acquire target grammar structures. To maximize use of this approach, there are a few general principles that will hopefully make the guided conversation methodology successful in your classes. Let's look at some of these guiding principles for working with conversations.

Students should speak, not read the conversations
When students are doing these types of exercises, they should avoid reading the conversations, but should instead practice speaking the lines to each other. Even though students will need to refer to the text to be able to practice the conversations, they should not read the lines word by word. Rather, they should scan a full line and then look up from the book and speak the line to the other person. Although this technique is occasionally incorporated into conversation classes, it is important that it be followed and reinforced regularly, thereby allowing it to become second nature to the students.

Intonation and Gesture
Throughout the conversation practice, students should be encouraged to truly act out the dialogs whenever possible. This makes the conversations more enjoyable and more natural. It also serves to help increase students' retention level by maximizing their emotional involvement.

Vocabulary in Context
Vocabulary can and should be effectively taught in the context of the conversation being practiced. Guessing and predicting meaning is a vital skill and should be encouraged as often as possible.

No "Grammar Talk"
Most students have had a lot of formal grammar study and have an understanding of the rules of grammar. Guided conversations should therefore be used to help students use the language and allow them to engage in active communication according to the rules of the grammar structure, without necessarily having to talk about the structure.

Once the framework has been practiced and students have had sufficient opportunity to use it in different contexts, they are ready to take the next step - to use the structures in a freer environment. There are numerous ways to do this, and this is where language learning truly takes place.

The aim of this article has been to take a reflective approach to our teaching and remind ourselves of the importance of creating an effective balance of traditional and progressive approaches in order to enhance learning and create a rich, dynamic learning environment.

受け身学習に対立するものとして積極コミュニケーションを使うというのは、学習者にコミュニケーションスキルを習得させる方法として確立されたアプローチである。適切な教室環境と支援で学習者中心の学習が行われ、動機付けの高い環境が作られる。このような環境をつくる方法として筆者はguided conversation法を使った。

Frank Otto

Second Language Acquisition and Technology: The Time is Now

Today, the developed world has entered an age where technology abounds in all aspects of our lives. The advances seen in the communications industry extend to our communicative learning needs, so that acquiring a foreign language can be made much easier and faster with the assistance of technology.

Japan is a world leader in technology and communications. As founder and executive director of CALICO (Computer-assisted Language Learning and Instruction Consortium), I was pleased to co-host,

with my colleagues, an international symposium with ILS-BBC, on December 2-4, 1985, at the Tokyo International Hilton. This was our most successful international conference in my ten years of leadership at CALICO.

There has been considerable interest expressed in designing and implementing a variety of exemplary programs to teach courses in numerous disciplines with the assistance of a computer. As we study the feasibility of such projects, we must determine objectively in what ways and to what extent computer-assisted instruction (CAI) can make a significant contribution to teaching concepts more effectively, by providing teachers, administrators, and students with options that would not otherwise be available.

It has been my pleasure to direct CAI materials development projects designed to teach foreign and second languages since 1975. In the course of this research, several conclusions have been reached concerning ways in which language teachers and administrators can remain in the forefront, as CAI curricula are designed, implemented and evaluated:

1. Competent teachers and administrators must be centrally involved in designing and managing the teaching-learning process,
2. The letters CAI stand for *computer-assisted instruction*; that is, the purpose of the computer is to assist, not replace, the teacher.
3. A major trend in teaching and learning during the past 10 years has been toward the individualization of instruction through the use of interactive multimedia courseware. We refer to this innovation as CAI/IL, (Computer-Assisted Instruction/Interactive Learning). This has not only altered the basic classroom situation, but the roles of teachers and students as well.

In the early days of interactive learning, there were pedagogical materials such as books, audio tapes, movies and visual aids. Today, interactive multimedia incorporates full-motion video, audio, voice recording, graphics, animation, and interactive text. Multimedia is defined as the sequential or simultaneous use of a variety of these media formats.

Access to technology, and access to computers in general, is constantly increasing. Well-designed multimedia software should manage a variety of multimedia, be easy to use, be exciting to look at, and most importantly, be pedagogically sound. Premium products in this area provide tutorial, simulation, practice, gaming, evaluation and training.

The teacher's role is stronger than ever, especially when using multimedia software. People make this work. The instructor's role is to teach, familiarize, integrate into the current curriculum, and to manage and evaluate students.

During this workshop, participants will quickly review the history of CAI/IL and explore how this technology has improved over the years. They will be able to **work firsthand** with software programs that exemplify the technologies discussed. Teachers will learn how best to integrate technology into their existing English training curriculum, and how to augment their teaching using these technologies.

I have found that, in the traditional classroom, 30 to 35% of the information is retained in the classroom. On the other hand, using interactive software, there is a 90 to 95% retention rate in one-half the time. Multimedia courseware attains the following major instructional goals: relevance, attention, confidence, satisfaction, and participation.

Throughout my career, my goal has always been to enhance the learning environment. I have served as a language teacher, language program director, a language school owner, a teacher educator, a materials-development specialist, a project director or principal investigator for numerous grants and contracts from government agencies desiring to apply technology to the teaching and learning of languages, and as the founder-owner of a software company dedicated to designing and developing products for learners of ESL/EFL at all levels.

Whatever our future may be in CAI/IL, the extent to which we will be successful depends more on teacher participation than upon any other single variable. We hope that you will accept the challenge to become involved in a way that is meaningful to you. Please join us for this workshop. I look forward to participating again in JALT's international conference this year.

先進国ではテクノロジーが生活のあらゆる面にあふれている時代になった。コミュニケーションインダストリーに見られる進歩はコミュニカティブ学習ニーズにまで広がっている。その結果、外国語を学ぶことはテクノロジーの援助でより簡単に速くなっている。従来の教室では情報の30～35％は授業で記憶される。一方、双方向ソフトを使うと90～95％の記憶保持率が1/2の時間で行うことが出来る。

"Wow, that was such a great lesson,

I really want others to try it!"

「すばらしい授業！、これを他の人にも試してもらいたい！」

Every teacher has run a lesson which just 'worked'. So, why not share it around? The My Share Column is seeking material from creative, enthusiastic teachers for possible publication.

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor <tlt_ms@jalt.org>

詳しくは、〈tlt_ms@jalt.org〉へご連絡ください。

Jack C. Richards

Exploring How Teachers Change

The nature of teacher change is crucial to the field of second language teacher education. As Bailey (1992) and Jackson (1992) have pointed out, change can refer to many things including knowledge, beliefs, attitudes, understanding, self-awareness, and teaching practices. In order to better understand the nature of teacher change a study was sought to clarify the following questions:

How do teachers see their teaching as having changed over time?

What were the sources of change?

A questionnaire was administered to 112 second language teachers. (Only a part of the data is summarized here. See Richards, Gallo and Renandya (1999) for further information). Information was collected concerning the changes teachers reported in their approach to teaching, and the sources teachers reported for those changes.

In describing changes, many teachers described their teaching as more learner centered, more focused on students' purposes for learning, more related to students' interests and daily lives, and more individualized. Teachers mentioned eliciting student contributions, opinions and views during lessons, showing more respect for students' ideas, treating students as individuals who learn differently, and providing more activities such as pair and group work.

Table 1: Changes in Approach to Language Teaching

Category	Frequency	Percent
Learner centeredness	62	22
Basic teaching philosophy	60	21
Materials and resources	43	15
Language learning activities	33	12
Teaching grammar	28	10
Teacher confidence	25	9
Other: Learner errors	9	3
Teaching the language skills	9	3
Teacher effort	7	2
Teaching procedures	4	1.4

The second most common change was in basic teaching philosophy. This category includes changes in methodology, activities, the focus of lessons, and assessment. Many indicated that they now use a mix of methods and strategies when teaching. Some mentioned an emphasis on strategies, processes, thinking, and creativity. Several respondents mentioned using a more interactive teaching style, with task-based, activity-based and project-based lessons.

There were also many comments about the use of a much greater range of resources for teaching. Instead of relying on the prescribed textbooks, teachers use more authentic texts and teacher-made materials. Another change in the area of resources is the introduction of information technology. Many wrote that they now use IT for teaching and lesson preparation.

A fourth category of change was the types of learning activities used in the language classroom, with a greater use of communicative activities, group work, role play, and games during their English language lessons. Grammar teaching was another area of change, with less time spent on grammar rules or drilling, because of a shift in focus from accuracy and grammar to fluency and communication. Others mentioned using an inductive approach such as a focus on consciousness-raising, and teaching and testing grammar in context.

A final category of change related to teacher confidence. Teachers were more approachable and open with students, had better rapport with colleagues and supervisors, and were more able to relax in class.

The respondents were also asked to identify the sources of the changes they reported.

Table 2: Sources of Change

Item	Frequency	Percent
In-service courses	55	49.1
Seminars/conferences	47	42
Student feedback	46	41.1
Self-discovery	39	34.8
Trial and error	37	33
Collaboration	36	32.1
New texts/curriculum	23	20.5
Contact with others	20	17.9
Research	10	8.9
Tired of doing the same thing	9	8
Other	8	7.1
Teaching journal	6	5.4
Feedback from supervisor	5	4.5

The responses indicate that in-service courses, seminars/conferences, and student feedback are the top three sources for the changes the teachers reported. It is not hard to understand how teachers learn and then change based on student feedback. What was surprising, however, were the two highest responses, which may be linked to the fact that the respondents were attending in-service courses at the time they answered the survey.

Of the next three sources of change—self-discovery, trial and error, and collaboration—the first two involve teachers reflecting on their own performance. Another source that spurred reflection was reading. The importance of collaboration was also stressed by a number of teachers. The next two categories—new texts/curriculum and contact with others—also proved to be useful catalysts for change.

Conclusions

The study confirms that teacher change is multi-dimensional and triggered by many factors. The clear thread running through many of the responses received is that collaboration with colleagues, students, trainers, presenters, and other collaborators offers the support, ideas, and the encouragement necessary to implement positive change. Additionally, reflection and self-appraisal are clearly beneficial for inducing change. A focus on teacher change and how change comes about is thus an important focus for teacher development activities. Teachers can monitor how their own beliefs and practices change through such activities as journal writing, case studies and other methods for reflective analysis. Opportunities to share experiences of positive change can also provide a valuable source of input for in-service courses and teacher education activities.

教師が変わるということは第二言語教師養成の分野で大切なことである。教育現場での変化を描写すると、教師の多くは、彼らの教え方がより学習者中心になり、学習者の学習目的により合ったものになり、学習者の興味や日常生活とより深い関連をもち、個人ベースに近くなっていると述べている。また、教師は、授業中に学習者の意見や考えを引き出し、学習者の考えをさらに尊重し、それぞれ違う方法で学ぶ個人として扱い、ペアワークやグループワークなどのアクティビティをさせると述べている。

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Jill Robbins

Teaching Listening and Speaking Strategies in Japan - CALLA style

Foreign and second language education in 21st century Japan is moving toward the goal of learner autonomy. In this major paradigm shift, teachers are seen as facilitators who allow students the freedom to choose what, how, when and why they study. Yet, to use that autonomy effectively, learners need to have both knowledge about the learning process and the tools to apply that knowledge. This is the main reason for providing strategy training in foreign language classes.

This article describes a synthesis of approaches to teaching second language learning strategies that I have developed in response to the special needs of Japanese learners. I will demonstrate how these approaches can be applied to a listening lesson in a Japanese EFL classroom. This approach is based on two decades of research and practice by a group of dedicated educators. The most influential work in this area has been done by research teams led by Chamot and O'Malley (1994). Based on their research they have developed the CALLA approach, which integrates content-based language instruction with metacognitive awareness of the learning process and learning strategies. Another team of researchers led by Cohen (1998) developed the Strategies-Based Instruction (SBI) approach, which integrates both implicit and explicit instruction in strategies into the course content.

CALLA "is an instructional model that integrates current educational trends in standards, content-based language instruction, learning strategies, and portfolio assessment" (Chamot, Barnhardt, El-Dinary & Robbins, 1999, p. 7). CALLA provides teachers with a task-based five phase instructional design that helps them combine language, content, and learning strategies in a carefully planned lesson. The five phases of CALLA lessons are:

Preparation - activate background knowledge of strategies

Presentation - teacher models the use of the new strategy and explains how and when to use it

Practice - students practice the strategy in class activities

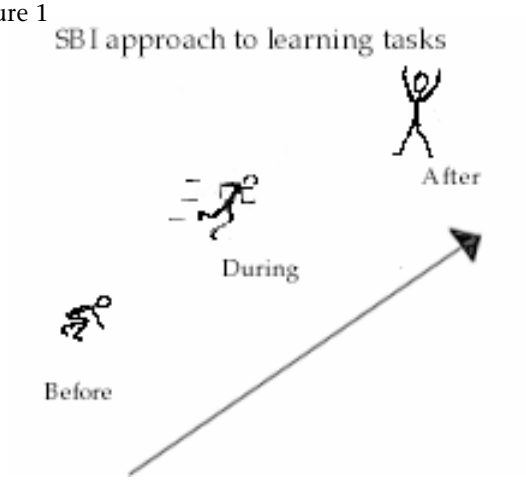
Evaluation - students evaluate their use of the strategy and its effectiveness for the task

Expansion - students extend the use of the strategy into new situations or tasks

SBI makes a distinction between language learning and language use strategies. *Language learning strategie*s are "the conscious thoughts or behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language" while *language use strategies* "help students utilize the language they have already learned to whatever degree" (Cohen 1994, p. 68). The need for *language use strategies* is apparent to teachers at the college level in Japan, whose students have a vast knowledge of English vocabulary but little or no experience in the type of conversation in which that vocabulary might be used. One aspect of the SBI approach is to show how strategies can help at three points in performing a language task: before, during, and after.

This approach allows students to separate the task into manageable elements. It is similar in intent to the metacognitive approach to strategic learning illustrated through a mountain climber's story in Chamot, Barnhardt, El-Dinary & Robbins (1999, p. 89).

Figure 1



Following is a lesson plan for a listening lesson that applies SBI and CALLA.

Preparation phase: Ask students to think of how they approach a listening task by having small groups fill out a handout like the one shown. Have a representative from each group report the strategies students already use in listening.

Presentation phase: Model the focus strategy for performing a task similar to that which the students will tackle in this lesson. "When I am driving and get stuck in a big traffic jam, I sometimes try listening to the traffic report on the radio. I don't try to understand everything that's said about all the places in the city. I just listen casually until I hear the name of the road I'm on. Then my ears perk up and I listen harder for what's keeping me from getting where I want to go. This is selectively attending. I know what I need to hear the most and I decide to only pay attention to that part. I'm listening for the name of this road I'm on, then I listen harder."

Figure 2: Handout

Talk with your classmates. Imagine you have to listen to a news story in English. What do you think about or do at these times? (possible answers given in italics)

Before listening
what the story will be about (from previews or headlines)

While listening
what the point of the story is

After listening
what I think about the story

(Choose someone from your group to report your answers to the class.)

Practice Phase: Remind students of the strategies studied previously for before, during and after listening. In small groups, ask the students to form groups, and give each group a map with cities marked on it that are in the weather report. Ask each group to listen for the weather in a specific city. Students should be reminded to selectively attend while they are listening.

Evaluation Phase: Ask each group to present the weather they heard for their city. If the group was able to get all of the weather information, ask if they felt selectively attending helped them.

Expansion phase: Ask students to give examples of other times and places when they selectively attend; for example, when attendance is being taken or when waiting for a train. Suggest situations in school where selectively attending can be helpful. Assign an outside listening activity that requires selectively attending. Keep a poster on the wall as shown in Figure 3 to remind students of the listening strategies.

Figure 3: Strategic Approach to a Listening Task

Before listening
Set a goal
Activate background knowledge
Predict
While listening
Selectively attend
Make inferences
Use imagery
After listening
Clarify
Summarize
Elaborate
Personalize
Check goal

If time is limited, these phases may be carried out during consecutive class sessions. The author's research on how learning strategies are taught in Japan (Robbins, 1999) suggests that, while teachers are trying to create more learner-centered classes, and provide some strategic training, there remains a need for more encouragement of self-evaluation and monitoring. I hope that this synthesis of approaches helps teachers to take further steps in providing their students with the tools of more effective learning.

21世紀、日本の外国語教育のテーマは、学習者自律へと移っていくであろう。このような変化に伴い、学習者に学習目的、学習方法、学習内容などの選択を促すことが教師の役割となるであろう。学習者は、効果的に自律するために学習プロセスの知識やその知識の生かし方について知る必要がある。そのために、外国語教育の現場でストラテジートレーニングを行うのである。

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The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

Norma Shapiro

Travelling the Road to an Active Vocabulary

I remember my first night as a neophyte ESL (English as a Second Language) teacher in a program for adults. I was armed. I brought with me a huge calendar, a collection of plain, colored paper, flashcards of numbers, and a series of pictures of weather scenes (painstakingly cut out the night before). This was my lesson plan for the evening. I would say the word, show the picture and they would repeat it. These were simple words. That should be enough.

The next evening I was ready with more pictures but my students could barely remember anything from the evening before. After talking to my colleagues, I learned I had completed two weeks worth of lessons in one night! But just how long can one spend teaching numbers, colors, or any topic for that matter? I asked. Students already know the concepts in their language. Isn't it a matter of supplying them with the new words—much like teaching new vocabulary in a history class or a science class?

I didn't know it, but this was the beginning of a personal professional quest—what does it mean to know a word? Just to be able to repeat it when looking at a picture? Obviously not. To be able to choose it from a list for a cloze exercise? Or to write it when translating a passage? Perhaps we can say that students know **the** word if they can understand it when listening to a radio or television broadcast or use it correctly in a discussion with a native speaker.

As often happens in any professional journey, one question leads to another. Why *are* my students learning English? Do they want to be fluent speakers or to be able to read an English newspaper? In my classroom, of course, they needed English to be able to survive. But they didn't just want to conduct their daily business in their new country, they wanted to be able to express opinions, negotiate, **and** persuade in their new language. In other words, they wanted to use language to communicate higher-level thinking skills.

Slowly, I amended what I thought it meant to "know" a word and corrected the error of my ways. I listened more to my colleagues, went to conferences, read, and paid more attention to my students. Each of the four skills, (listening, speaking, reading and writing) needed to be practiced. From Patricia A. Richard-Amato (1996), in discussing Krashen and Terrell's natural approach, I learned how to ask more questions before asking them to

talk. From Tricia Hedge (1988), I learned how to encourage my students to practice the words in writing. From Jayme Adelson Goldstein, my future writing partner and author of *Listen First* (1991) I learned to incorporate focused listening activities. And even that wasn't enough. To use vocabulary to express higher-level thinking skills, students had to practice negotiating meaning, persuading others, **and** offering opinions (Richard-Amato, 1996).

I became a full-fledged proponent of a plethora of new weapons: the communicative approach, competency-based learning, the natural approach, TPR (Total Physical Response) and other methods as well. I had learned how to create activities in the classroom so that students felt **a need** to speak, (Allen, 1983, pp. 9-10), how to provide natural language listening situations so that students can understand what they hear (Celcia-Murcia, 1979), and 00how to give group assignments so students had to negotiate with each other (Larsen-Freeman, 1986).

When Jayme Adelson-Goldstein and I sat down to write activities that would support learning the vocabulary in the Oxford Picture Dictionary Program we defined what we saw as the various stages students go through when learning vocabulary:

Stage 1 - classroom comprehension
Stage 2 - retention
Stage 3 - recognition out of the original context (listening and reading)
Stage 4 - production (speaking and writing)
Stage 5 - higher-level thinking skills

After we decided on the topics, the words for each topic, and the pictures that would provide the meaning, we set about providing activities for each stage of vocabulary acquisition. As I looked back, I saw how far I had come from that first night eighteen years ago. But as experienced as I might think I am, I am always impressed with what my fellow educators are doing. Every time I think I know all there is know about conducting a role play or an interview, I hear about another strategy. "After we do interviews, I have my students chart the results," one high school teacher recently told me. "I never do a role play unless at least five of my twenty students tell me this would be very useful for them, " a teacher at a community college said. Many times after a workshop in a new city I find myself writing down all of the suggestions I have heard that day.

I am really looking forward to coming to JALT and exchanging ideas with fellow teachers of English. I have never met a teacher who didn't have something to teach me.

筆者は、教師になりたての頃、学習者が語彙習得にかかる時間を少なく見積もっていた。同僚や学習者の協力を得て、筆者達は、語彙ディベロップメントの5 段階を開発した。それは、授業理解、記憶保持、文脈からの認識、産出、高度思考スキルでの使用である。十八年後、筆者はなおも新しいスキルを習得している。

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Brian Tomlinson

A Multi-Dimensional Approach

When reading or listening in our L1 we do not understand the meaning of an utterance or a text just by understanding the meaning of its words. In fact we do not understand the text at all but rather our mental representation of it. For this representation to become meaningful and memorable we need to make use of all the resources of our mind. We need at least to:

- achieve sensory and affective experience of the text;
- connect the text to our previous experiences of language and of life;
- fill in the gaps in the text to achieve our own continuity and completion;
- relate the text to our own interests, views and needs.

In other words we need to achieve multi-dimensional representation of the text in order for us to give it meaning and for it to achieve a durable impression on our minds (Masuhara, 1998, 2000).

If this is true in the L1, it is even more important when listening or reading in the L2. In order to interact effectively with the speaker or the writer (and to utilise the opportunity for language acquisition), we need not only to decode the words but to represent them through sensory imagery, inner speech and affective responses in our minds.

The role of multi-dimensional representation is just as important in language production. Prior to, during, and immediately after speaking or writing, we repre-

sent mentally what we want to say publicly through a combination of sensory images, inner speech and affective impulses. The words we then use are a means of trying to represent to others what is in our minds.

A multi-dimensional approach aims to help learners to develop the ability to produce and process an L2 by using their mental resources in ways similar to those they use when communicating in their L1. Doing so not only helps learners to maximise their brain's potential for communicating in an L2 but it also maximises their brain's potential for learning. We seem to learn things "best when we see things as part of a recognised pattern, when our imaginations are aroused, when we make natural associations between one idea and another, and when the information appeals to our senses." (Berman, 1999, p. 2). In other words, using affect, mental imagery, and inner speech is not only what we do during language use but also what we do to learn.

The Principles of a Multi-Dimensional Approach
My Multi-Dimensional Approach is based on the following principles of learning and communication.

Affect is the key to understanding and to learning. An "experience with a powerful attachment to emotions or feelings is more likely to be retained in the long-term memory" (Berman, 1999, p. 4), and so is an experience which we have positive attitudes towards and which helps to raise our self-esteem. Such experiences are likely to be more meaningful and more fully understood than experiences in which affect is not involved. Affective appeal is therefore a pre-requisite for effective communication and for durable learning to take place.

Making connections between a new experience and previous experiences is necessary both for communication and for learning to take place. Such connections are made by firing neural paths in the brain and are stimulated by sensory, motor, cognitive and affective associations.

Relevance is a key factor in the gaining and paying of attention and in contributing to the deep processing which is essential for long term learning to take place. Relevance is achieved through the stimulus of affective responses and the making of multiple and salient connections.

Sensory imaging plays a vital role in the creation and understanding of language use and is instrumental in the making of connections and the achievement of relevance. During language use in the L1 we touch, smell, hear and, above all, see things in our minds. If we do not experience such images whilst learning an L2, our learning will be impoverished and our ability to understand and produce the language will be impaired (Sadoski and Paivio, 1994; Tomlinson, 1998a).

The inner voice is used in the L1 to prepare for and to interpret outer voice communication. Developing an L2 inner voice not only helps learners to understand and to make themselves understood but it helps them to make the connections and to achieve the relevance which are crucial for learning to take place (Tomlinson, 2000a, 2000b).

Paying attention to language use helps learners develop language awareness and users of a language to achieve effect. This is particularly so if they have been engaged affectively and have managed to achieve connection and relevance.

The Objectives of a Multi-Dimensional Approach
My Multi-Dimensional Approach aims to help learners to

- make full use of their mental resources in the process of learning to use an L2.
- learn an L2 in both experiential and studial ways.
- learn an L2 by utilising the same mental processes as they use when communicating in their L1.
- develop the ability to make full use of multi-dimensional representation when understanding or producing the L2.
- become accurate, fluent, appropriate and effective users of the L2.

Some of the Procedures of a Multi-Dimensional Approach
Engaging Affect – The three aspects of affect (i.e. emotional involvement, positive attitudes towards the learning experience, and self-esteem) can be engaged by

- encouraging learners to remember and recount relevant emotive experiences in their lives prior to or after participation in an activity.
- encouraging learners to think about and articulate their views about a relevant issue prior to or after participation in an activity.
- providing reading and listening experiences which have the potential for involving the learners emotionally. "It is emotions, not logic, that drive our attention, meaning-making and memory. This suggests the importance of eliciting curiosity, suspense, humour, excitement, joy and laughter. Story telling can provide an ideal means of achieving this" (Berman, 1999, p. 2).
- encouraging learners to express their views, attitudes, opinions and emotions in writing and speaking activities.
- creating an environment in which learning is a stimulating, enjoyable and successful experience (by, for example, avoiding activities which are mechanical, bland, trivial, or designed to trap, and by using activities which start from what the learners understand and then help them to deepen their understanding) .
- providing activities which offer an achievable challenge.
- catering for differing preferred learning styles by providing a varied choice of activities.

See Arnold (1999) and Tomlinson (1998c, 1999) for other suggestions.

Imaging
An "overwhelming amount of empirical evidence seems to show that imagery is a remarkably effective mediator of cognitive performance, ranging from short-term memory to creativity." (Kaufman, 1996, p. 77). It is also a means of stimulating and responding to affect, of connecting with prior experience, of predicting the development of a text , of achieving mental representation and of "accessing the right side of the brain, where creativity, intuition, spontaneity, and even healing capacities are said to reside." (Berman, 1999:3)

Learners can be encouraged to create mental images through

- imaging activities in which the teacher guides the learners to see, smell, hear or touch things in their minds.
- imaging instructions for language activities (e.g. "As you read the article try to imagine what the Maldives look like now and what they might look like if the seas continue to rise."; "Try to see your ideal house in your mind. Then describe what it looks like to your partner.").
- activities which involve imaging as an initiating move (e.g. drawing what happens in a story, miming the actions in a story you are listening to, following a recipe, following instructions in order to play a new game).

See Tomlinson (1998a) for other suggestions.

Using the Inner Voice
Knowledge of a language is the ability to use that language; and the primary use of language is in thought. Knowing a language is being able to think in it. Learning an outer language involves the incorporation of that language into one's inner language. (Harman, 1981, p. 38)

On many language courses learners never really develop an inner voice in the L2 because they are constantly being urged to produce in the outer voice, because they are rarely given the time or the incentive to think in the L2, because many of the activities they take part in require little mental preparation or response, and because they often focus all their processing energy on perfecting their utterances in their outer voice.

Learners can be helped to develop an L2 inner voice by

- postponing language production activities until the learners have had the opportunity to start to develop an inner voice through comprehension activities which require mental and physical responses.
- providing activities which require learners to talk to themselves before talking to others.
- providing activities which require learners to talk to themselves whilst listening or reading.
- encouraging learners to talk to themselves in the L2 for "homework."

See Tomlinson 2000a and 2000b for other suggestions.

Kinesthetic Activities – Early stages of my Multi-Dimensional Approach use Total Physical Response (TPR) to provide learners with meaningful experience of the language in use. The learners follow spoken instructions to perform actions, play games, mime stories, make models, make meals etc. That way they do not have to worry about producing correct language before they are ready and they begin the process of multi-dimensional representation as they represent the instructions in their minds before trying to carry them out.

Once the learners are ready to start producing language in the L2, TPR Plus activities are introduced in which the first phase of some lessons consists of a physical response activity, and the subsequent activities build on from it. Thus, a lesson might start with the miming of the first scene in a story from the teacher's reading of it. Then the learners might develop their second scene and write or act it. And finally the learners might read the story.

See Asher 1994 and Tomlinson 1994b for other suggestions.

Connection Activities
These are simply (but usefully) activities which ask students to think of connections between a topic, theme or text and their own direct and vicarious experience of life. They can be done as pre-, whilst- or post-reading/listening activities and can be private mental activities or pair or group discussions.

Process Activities
Instead of being given a text to read or listen to carefully in order to answer questions on it, the learners are helped to create a version of the text themselves. Some of the procedures which can help them are:

- Shouting out the next word when the teacher stops whilst reading a story.
- Writing the next word of a text as the teacher builds it up word by word on the board or OHP.
- Filling in blanks in a text by choosing from a number of acceptable alternatives.
- Writing a text as a dictation and then writing the next line in a group whenever the reader stops.
- Reading a story page by page and drawing a picture to illustrate their predictions for each next page.
- Miming a scene from a text as the teacher reads it and then in groups preparing and miming the next scene.

All the activities above are designed to activate the minds of the learners and to ensure that their

eventual experience of the original text will be multi-dimensional rather than decoding focused.

Inferencing Activities – These are activities in which learners are presented with a gap which has been left by a writer or speaker for the receiver(s) to fill in. The gap can initially be filled in through sensory imaging and inner speech and then articulated through discussion or writing.

Awareness Activities – These are activities in which learners are helped to experience a text through multi-dimensional representation and are then asked to discover things about how the language has been used to achieve accuracy, appropriacy or effect. Such activities can involve investigating features of grammar, vocabulary, pragmatics, discourse, style, genre or text type. These are cognitive, studial activities but they succeed best if they have been preceded by activities which stimulate affective, experiential responses to the text.

See Tomlinson (1994a) for a discussion and an example of this approach.

Conclusion

A multi-dimensional approach does not need any special materials or techniques. It can be used very effectively by collecting a bank of potentially engaging reading and listening materials (perhaps selected from a coursebook) and then designing activities which involve multi-dimensional responses to them. The following flexible framework has been used to develop a principled and connected series of multi-dimensional responses to a text:

1 Readiness Activities (i.e. imaging, inner speech and connection activities aiming at activating the mind in readiness for experiencing the text).
2 Experiential Activities (i.e. experiencing the text through visualising, inner speech, affective associations etc. (Tomlinson, 1998b)).
3 Intake Response Activities (i.e. expressing affective responses to what has been taken in from the text; sharing mental representations with other learners).
4 Development Activities (i.e. language production activities which use the text as a base - and thus also deepen understanding of it).
5 Input Response Activities (i.e. interpreting the intentions of the speaker/writer).
6 Awareness Activities (i.e. making discoveries about salient linguistic, pragmatic or stylistic features of the text).

For other discussions of aspects of a multi-dimensional approach see Masuhara, 2000; Tomlinson, 2000c, in press.

母語で読んだり聞いたりするとき、ただ単語の意味を理解することによってその意味を理解しているのではない。実際、本文を理解しているのではなく、頭の中の記号を理解しているのだ。この記号を意味があって記憶できるものにするために、頭の中のすべての機能を使用しなければならない。少なくとも以下のことをしなければならない。本文に対する知覚的で感情的な経験を達成すること。本文と私たちの生活経験や言語経験を結びつけること。連続性を達成するために本文のギャップを埋めること。興味、見識、ニーズと本文を関連づけること。

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Sally Wehmeier

Dealing With the Evidence: How dictionaries make their case

I am greatly looking forward to participating in the JALT conference. This will be my first JALT conference and also my first time in Japan. Japan was where, over fifty years ago, A.S. Hornby created, for his Japanese students, the dictionary that was to become the first edition of the *Oxford Advanced Learner's Dictionary*. I welcome the opportunity to share here, perhaps more than anywhere else, my own work as editor of the recently-published sixth edition of the dictionary. One of the things I missed most when I took up lexicography after ten or so years as a teacher was the immediate feedback that is an integral part of the teaching situation. Lexicographers meet the users of their dictionaries only occasionally during the course of their long projects, and opportunities for discussion of the final product are thus especially welcome.

I hope the participants in my workshop at JALT will benefit from insights into, and hands-on experience of, dictionary compilation. I shall be talking very much as a practitioner rather than as a theorist. The Advanced Learner's is only a medium-sized dictionary, but in preparing it I have had, nevertheless, to wrestle with the individual complexities of a large subset of the lexicon. And I have read the dictionary from cover to cover (a good read, if rather disjointed!).

I think of the process of creating dictionary entries as being in distinct stages. Perhaps these stages can be seen as similar to those needed for the preparation of a case in a court of law. First the evidence is marshalled, then it has to be sifted and interpreted, then ordered and presented. And the strongest case may fail to convince if it is poorly presented.

Marshalling the evidence

Evidence in a court of law may be patchy and unreliable. Dictionary writers, in contrast, have benefited over the last decade or so from the availability of the large language corpora that can supply them with hard evidence of the most convincing kind. They now have objective information to help them make authoritative statements on frequency and collocation, and on meaning as it is revealed through context. Having worked on dictionaries both pre- and post-corpus, I know the value of corpus evidence cannot be disputed. How to use this evidence is also far less problematic than, say, the question of how evidence from corpora, and especially spoken corpora, should be integrated into coursebook materials and classroom teaching. The corpus reveals facts about the language that were not accessible before. And this point has to be stressed—they were previously absolutely not accessible. Thinking harder or thinking better did not help. No native speaker of English, for example, can tell you 'off the top of their head' whether someone or somebody is more frequent in written English. (In fact, someone is about five times more frequent in the British National Corpus.)

Interpreting the evidence

A lawyer working on a case must construct an interpretation of the evidence that is to the advantage of his or her client. Similarly, a good lexicographer is working to produce a version of the facts that is appropriate for a particular identified audience. Several factors will influence the selection of material - is the dictionary aimed at learners or native speakers of a language, at beginners or advanced students, at specialists or non-specialists? There will be different 'truths' for each. And the corpus evidence may be adapted in order to increase the usefulness to the intended audience. For example, I would defend, and indeed encourage, the use of 'pedagogical' examples, thought up by the lexicographer, where these best illustrate a grammatical point.

Presenting the case

The same case presented by different lawyers may not be equally convincing. Not all dictionary entries are equally useful, even if they are based on the same corpus evidence and interpretation. For example, the defining language or style may be inappropriate, or the grammatical information may be presented in a way which baffles rather than illuminates. The organization on the page (or computer screen), even the typographical specification, may facilitate or hinder the users' reception of the content.

The jury is out…

There are many questions which preoccupy me as I think ahead to new projects. Electronic dictionaries will free lexicographers finally from the obsession with space and the need to conserve it. But will this necessarily mean better dictionaries? Is there not a case of 'less being more'? For example, with corpus evidence we can say a great deal about -ed adjectives and -ing adjectives and nouns. Do we want to? Or rather, are the interests of the learner served by our doing so? Are there things we should be leaving out of our dictionaries, rather than aiming to put more in? And, most importantly, do we know enough about our users and their reference skills and needs? Have we thought enough about

what experience of the world they bring to their use of the dictionary and do we know how to construct our entries accordingly? I hope the workshop at JALT will be a forum for raising these and many other questions, including the consideration of what role dictionaries have in classroom teaching.

Summary
Corpus evidence of language in use needs sorting and interpretation before it can form part of a dictionary entry. The presentation of information is all-important. There are still many questions about what it is appropriate to include in learners' dictionaries, and these will be raised at the workshop.

辞書の見出し語を作るプロセスは、独特な段階であると思っている。これは、法廷での訴訟を準備するのによく似ている。第一に証拠が整理され、次に論点に合うように変えられ解釈され、効果的に並べられて発表される。発表の仕方が悪ければ、どんなに強力な訴訟でも負けてしまうのである。

David Willis

Making Decisions for Task-Based Learning

Task-based learning (TBL) can be seen as a two stage process. The first stage is to involve learners' communicative tasks. The second stage is to look closely at the language involved in carrying out a task and learn from that language.

Nunan (1993) defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form." J. Willis (1996) defines a task as an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome." Here the notion of meaning is subsumed in "outcome." In a communicative task language is used to bring about an outcome through the exchange of meanings.

Let us look at a prediction task based on a short text:

Can you complete the following text in not more than 30 words?

Stick at nothing

My three year old brother, who had been playing outside all morning, came into the kitchen, begging for a snack. I gave him a slice of bread and peanut butter. Holding the bread carefully in both hands, he started to leave, but when he reached the closed kitchen door, a puzzled expression came over his face. He was too small to open the door without using both hands to turn the doorknob. After a moment's consideration, he found a solution. He . . .

In order to solve the problem, students first need to read the text with understanding. There will be a focus on meaning, and there is an outcome, the identification of a possible ending to the text. Put yourself in the position of a student. Think about a solution to the task and prepare to discuss it with others. (The actual ending of the text is at the end of the article.)

In helping students to work with a task like this, there are class management decisions to be made. We need to decide whether the task is to be done individually, in pairs or in groups. There are organisational decisions about how these working units are to be handled. How much preparation time will they have? Will they be given the chance to compare solutions with other groups? In order to answer these questions we need to think carefully about the parameters of classroom organisation and about possible staging of a task as students work towards a solution.

There are also teaching decisions to be made. We also need to decide how much help to give students before they undertake the task. Because of possible difficulties with vocabulary you may need to introduce some items before the students read the text. You could possibly do this by giving a them simplified spoken version of the text accompanied by appropriate actions.

The second stage in a task-based methodology has to do with language. We need to look carefully at a text and ask two questions. The first question is what language is there that would be useful for my students at their present stage of development? Looking at the text above we can readily identify a number of possibilities, for example:

Relative clauses: "My three year old brother, who had been playing outside all morning"

-ing forms: "who had been playing outside all morning"; "begging for a snack"; "Holding the bread carefully in both hands"; " without using both hands to turn the door knob."

Past perfect:"who had been playing outside all morning"

Double object verbs: "I gave him a slice of bread and peanut butter."

If we are to make good decisions here we need a model of language to guide us. There are, of course, a number of different ways of looking at language.

The important thing is that we have a systematic way of looking at the possibilities in a text.

The second question involves considering which of these possibilities we should focus on in the context of this particular text. This will depend on our learners, involving factors such as their level of competence, their previous learning experience, their native language and the way it relates to English, and so on. Having identified elements for language focus work, we need to set up activities to enable students to think carefully and critically about the points we have identified by looking at language they have encountered in previous tasks and texts. Almost certainly they have encountered many uses of -ing forms, for example, in their previous learning. How can we use that experience to help them look critically at the way these forms are used in English?

It is therefore possible to break down a complex process, in this case task-based learning and teaching, into basic stages. It is then possible within those stages to identify the kinds of teaching decisions which have to be made. Having identified crucial decision-making points, we can access knowledge which will help us make good decisions: knowledge to do with language structure, classroom management and teaching techniques, knowledge about students, their previous learning and their first language. For experienced teachers a lot of this knowledge is already in place. The trick is organise it systematically and make it work for us. By analysing classroom procedures and identifying what is required at each stage we can bring hard-won experience and expertise to bear on extending our range in the classroom.

Once these procedures have been established we are in a position to learn rapidly from experience, adjusting tasks and the accompanying language work in principled ways to find out what works best for a particular groups of students, to build on successful teaching sequences, and to adjust and reorganise less successful sequences.

タスク中心学習は２つの段階に分かれている。第１段階では、学習者のコミュニカティブタスクが必要である。第２段階では、タスク実行のために使用された言語を検証し、それから学ぶのである。

Note

1 The final sentence of the text reads as follows: "He plastered the sticky side of his bread to the wall, used both hands to turn the knob, peeled his bread off the wall and went out happily to play."

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Helping Your Students to Listen with Bilingual TV

Bob Jones, *REJ English House*

This classroom activity grew out of my own attempts to improve my Japanese listening ability. In the early days of my Japanese studies, I found I could follow the controlled dialogues on my course book tapes and could usually understand Japanese friends when they spoke to me directly. However, put me in a situation where I had to listen to Japanese conversing with each other, or sit me down in front of a Japanese TV program, and I'd be completely lost.

Somewhere along the way I acquired a bilingual VCR and one day, after listening to an American movie I had recorded, I decided to try listening to the Japanese version. Familiarity with the content enabled me to follow much of the dialogue and pick out a large number of utterances. From then on, this bilingual approach to Japanese listening became a regular part of my self-study program and, in time, I was able to wean myself away from the bilingual support and begin to enjoy many mainline Japanese programs.

The benefits I experienced from using bilingual TV were something I wanted to share with my students and, in order to introduce them to the idea, I developed the activity described below.

Preparation

1. Record a popular bilingual English TV drama on a bilingual video recorder and choose a five minute scene depicting some simple everyday activity such as a family sitting down to dinner or somebody shopping for clothes.
2. Jot down 10 to 12 utterances from the English version of the chosen scene.
3. Find the equivalent phrases in the Japanese version and jot these down too, enlisting the help of a Japanese colleague or friend if necessary.
4. Make two columns on a sheet of A4 paper. Type the Japanese phrases in the left-hand column and leave the right-hand column blank.
5. Write each of the utterances selected from the English version on a separate card.

The Activity

1. Begin the activity by briefly introducing the main characters and giving any necessary background information.
2. Write two or three very simple comprehension questions on the board and then show the English version of the scene.
3. Check the comprehension questions and elicit any further details the students may have picked up.

4. Unless the students are very advanced, they are likely to have experienced some comprehension difficulties. Tell them, jokingly, that you can guarantee 100% understanding on their second viewing and watch the smiles appear as you play the Japanese version.
5. After they have heard the Japanese version, give each student one English sentence card and one copy of the A4 sheet with the Japanese phrases.
6. Ask them to memorize their respective English sentences. As they do so, you should walk around checking understanding and pronunciation. In mixed ability classes, you can compensate for differing abilities by discreetly giving the more complicated utterances to the stronger students and the simpler ones to the weaker. In monitoring their pronunciation, you should also help them make adjustments so that their stress and intonation patterns correspond to those on the video.
7. When the sentences have been memorized, ask the students to walk around the room dictating their sentences to each other. Students write the sentences they hear in the right-hand column of their A4 sheets, next to the corresponding Japanese phrases.
8. When students have completed the task, check the sentences with them, deal with any language points arising and play them the English version once more.

Comments
I have tried this activity with several different groups ranging from post-elementary to high school English teachers. It was a personal delight for me to watch the smiles on students' faces as their individual sentences came up, but more importantly, student feedback revealed a much fuller understanding of the English version as a result of the activity described. Even more satisfying, some students have taken the idea on board and started using bilingual videos in their own free time with a view to improving their listening skills. Of course, using bilingual videos should not be seen as an end in itself but as a support for learners as they attempt to bridge the wide gap between understanding course book tapes and being able to enjoy mainline English TV and film.

Quick Guide
Key Words: Video, Listening
Learner English Level: Lower Intermediate to Advanced
Learner Maturity Level: High School to Adult
Preparation Time: About an hour
Activity Time: 60 to 90 minutes

Sp—Stories—lit

Brad Deacon, *Nanzan University*

One morning recently I was running late for class. So I scrambled to gather my books, tapes, and other teaching materials. I ran to my classroom, entered and began to teach the students. After about five minutes I suddenly became aware that the group was staring at me rather strangely. I was confused and asked one student, Keiko, what was the matter. She paused for a moment, looked down and then up again and said something that totally shocked me. Before reading any further, what do you think she said?

What Are Split Stories (SSs)?
SSs are simply stories that are started but not immediately finished. Between the beginning and ending, students engage in a variety of activities related to the story before learning the conclusion later on. To increase students' curiosity, the stories necessarily involve pausing at a highly interesting transition point...a moment of suspense.

Why Tell SSs?
Most learners are interested in listening to stories, especially about their teachers' experiences; consequently the SSs build rapport. When told in split fashion they tend to increase or amplify student curiosity. Many learners become increasingly eager to hear the ending. Moreover, they are useful pedagogical tools to grab and focus students' attention. They provide motivating material for students to negotiate meaning, especially when students reformulate (repeat) what they understand and then add their input in the form of an imagined ending. As instructors we can also circulate, listen in and check student comprehension. SSs naturally lead in to many activities, such as those below, to serve a variety of learning objectives. Of course, they're also fun to tell and listen to!

How Do I Tell SSs?
Usually I carefully plan a story beforehand, ready props and pictures, and pre-teach vocabulary. I then tell the SS at the beginning of class and stop at a key turning point where the students' interest is aroused. Often the story stops specifically at a place where a character is about to disclose something crucial or where an important decision must be made. I generally wait until the end of class to finish the story. Alternatively, I may also save the ending until the next class or even tell a story with multiple splits so that it carries over across many classes.

How Do I Use SSs?
While telling a SS, I ask the students to first shadow (repeat my words silently in their heads) as they listen and then reformulate the story at the split mark. As students repeat what they understood with their partner, they also share their reactions, thoughts and ideas about the story. I often include focusing questions about the story (e.g., "What do you think I did next?" "What would you do if you were in the same situation?") and/or invite the students to ask their own questions. Finally, the students imagine and share an ending of their own with a partner. Sometimes they share their ideas in front of the group and we vote on the best ending.

In writing classes I tell SSs just before an activity called "Timed Writing" (students write for a set time limit of usually 10 minutes). Students then write a short continuation of the story and share their writing with a partner or the class. I have invited students to email me their endings too. These are just a few of the ways to tell and use SSs. Of course, SSs can be exploited in many other ways as well. Just use your imagination.

Student Thoughts on SSs
Most enjoy the technique and I can strongly sense their curiosity, especially when I use SSs often over the course of a semester. My student Kayo says, "Your stories where you don't tell the end excite me." Maki agrees: "I wonder about the ending! Oh, I want to know the answer as soon as possible or I can't sleep today!!! Please!" The "aaaaaahs" when I don't conclude the story also show that students are clearly drawn into the experience. Moreover, the learners agree that collaborating with each other at the split mark is a useful way both to share their reactions to SSs and to increase their comprehension. One student admits, "I could learn a lot of things from your stories and when you stopped speaking at the middle of stories and let us repeat with our partner, it was very useful to getting used to speak English." Thus, students are finding that SSs focus their attention, increase their curiosity and provide lots of opportunities for negotiating meaning in English. A few, such as Mariko however, are rather impatient and can't wait to hear the ending: "When you stop telling a story suddenly, I'm really impatient to listen to the continuation!" Yet, I believe this is a good sign as it shows students are eager and engaged. I have even found that if I forget to conclude the SS at the end of class, many students won't let me go until I do! And on that note...

Split Story Ending
So I was waiting for my student to answer my question, "Why are the students looking at me strangely." Gathering up great courage she quietly whispered to me: "Brad this is the Spanish class!" I couldn't believe it and while I was standing there dumbfounded the real Spanish teacher walked in, saw me and then immediately left the room again. The class erupted in laughter. I turned red and then apologized to the teacher outside and went to my own class. I told them this story and they too laughed. I am glad to say that I can now look back on this experience and laugh as well, although at the time I was quite embarrassed!

Quick Guide
Key Words: Storytelling, Listening
Learner English Level: All levels
Learner Maturity Level: Any
Preparation Time: Varies—time needed to prepare and rehearse a story
Activity Time: About five or ten minutes

Brainstorming in Oral Communication Lessons: Using L1

Barry Mateer, ***Nihon University Buzan Junior/Senior High School***

It might be safe to bet that most teachers have experienced asking a simple question and getting no response from students. For example, a student walks into class late and (with genuine concern) the teacher asks why the student is late, but there is no response, other than silence. It is easy to let the student off the hook and let him go on to his seat, but it can be disconcerting to have such an easy question go unattended, time and time again.

A technique that can turn an individual student's non-response into a learning opportunity is to invite the whole class to brainstorm appropriate responses. The problem is posed again to the whole class, asking them to give possible reasons that someone could be late. Common reasons for being late to class are volunteered and with luck, there will be some less common but interesting reasons also rounding out the list on the blackboard.

In general, students within the classroom are requested, encouraged, and expected to speak English. But when a student with something to share does not have the ability or confidence to say it in English, it is not a reason for hesitation within our classroom culture. They are encouraged to say that word or phrase in Japanese. So on the list on the blackboard, some sentences or phrases may be completely expressed in English, others only in Japanese, and some of the listed ideas may be a mixture of English and Japanese. This is not a strange occur-

rence in our classroom culture, as interacting and sharing ideas are the purposes of the class and fluency in expressing an idea takes priority over the accuracy of English—especially on the initial try. To be "fluently inaccurate" is accepted.

This purposeful and controlled use of L1 in the classroom poses no threat to learning English. At least it is true in our classroom culture, because whenever Japanese is used in our classroom, the first order of business is for others to help that person express their idea in English by paraphrasing the idea, not translating an isolated word or phrase. Of course, students get the first chance to help their friends, but if they can't, the teacher takes on that role.

But at other times, such as in the following activity, students are requested to brainstorm in Japanese. Let's say that one reason given for being late to class is that the student's mother didn't wake him up on time. Taking that idea, students are asked what that student could say to his mother when she wakes him up. Responses could include:

Wakatta.
Muri.
Okiteruyo.
Okirarenai.
Urusai.
Kyo yasumi.
Kyo yasumu.
Mo sukoshi.

After the list is on the blackboard, students can be asked for any comments. There might be disagreement as to whether a certain response is really appropriate or not, or whether two separately listed items are actually the same. Once the list is accepted, the students are asked to express those ideas in English. They are encouraged not to translate, but rather to give the feeling and the intent of the response.

For example, "I say '*mo sukoshi*' when I want to sleep more." The teacher or another student can then suggest how a native speaker might express that feeling in English. One way might be "Let me sleep a little longer."

Somehow, once the ideas are listed on the board, it becomes easier for students to choose one and try to express it in English. Not only is it fun to work through these ideas together and come up with English equivalents, but it's also a great chance to focus on the form, meaning, and use of the equivalents in English.

Through this activity, students can become more aware of the fact that translation can hinder more than it helps. Students often want to translate "*urusai*" as "shut up"—certainly something that students would be advised not to say to their host mothers if they ever went on a homestay.

With collaboration between the students and teacher, a list of equivalent English can be listed. For example:

(a) All right. Okay. I heard you.
(b) I don't want to. I can't.
(c) I'm awake. I'm up.
(d) I can't (because I'm too sleepy).
(e) Leave me alone. Please don't bother me. Go away. I heard you the first time.
(f) There's no class today.
(g) I'm not going to class today.
(h) Let me sleep a little more.

But the list should also be looked at carefully and clarified. For example, can "*muri*" include both the meaning of "not being able to" and "not wanting to?" Do "I'm up" and "I'm awake" express the same situation?

Once the technique of brainstorming is introduced and practiced regularly, students are comfortable slipping into brainstorming in Japanese as a warm-up to the main purpose—communicating in English and communicating about English. Letting students brainstorm in Japanese at certain times allows learners to contribute regardless of their skill level in English. It also creates great opportunities for raising language awareness—awareness of their own language as well as of English.

Needless to say, lists from such brainstorming sessions can easily be turned into a handout for other classes.

Quick Guide
Key Words: Brainstorming, Discussion, Classroom Interaction
Learner English Level: Beginner to Advanced
Learner Maturity Level: Junior High Second Year to Adult
Preparation Time: None as a blackboard activity; 20 minutes if turned into a handout
Activity Time: 15 minutes or more

Book Reviews

edited by katherine isbell

The Learning Strategies Handbook. Anna Uhl Chamot, Sarah Barnhardt, Pamela Beard El-Dinary, and Jill Robbins. White Plains, NY: Addison Wesley Longman, 1999. pp. 249. ¥3800. ISBN: 0-201-38548-1.

Learning strategies, "procedures or techniques that learners use to facilitate a learning task" (p. 2), are increasingly seen as one of the fundamental components of a learner-centered educational environment. *The Learning Strategies Handbook,* albeit somewhat misnamed, is a worthy attempt at addressing the question of how to incorporate learning strategies into the educational curriculum.

The handbook is extensive with over 45 tables, figures, checklists, and reproducible materials for use in the classroom. Each section also contains reflective questions, teaching tips, and classroom activities for use with ESL students of all grades. Part one introduces a Metacognitive Model of Strategic Learning (plan, monitor, problem solve, and evaluate) and the CALLA Instructional Framework. CALLA stands for Cognitive Academic Language Learning Approach, a framework consisting of five steps: preparation, presentation, practice, evaluation, and expansion. Part two provides both general guidelines and specific activities for each of the steps in the framework. Part three closes out the book by providing the theoretical background and research on learning strategies in the foreign language curriculum and is followed by 19 sample language learning strategies lessons.

I am a believer in learning strategies; however, I question whether this particular handbook will convince the undecided and the uninitiated, particularly in Japanese foreign language educational settings, to incorporate learning strategies, let alone give them a clear idea of how to do so.

The intended audience is clearly the North American ESL teacher. The authors open the book by justifying the use of learning strategies on the basis of National Curriculum Standards and Content-Based Language Instruction, both appropriate primarily in the target-language-rich ESL setting, and then present CALLA as the instructional framework for meeting the strategies requirements they deem inherent in each. In that sense, the book is not as much a learning strategies handbook as a CALLA-based learning strategies handbook.

Concerning the book itself, not only are 250 pages somewhat long for a handbook, but the book would be impossible for a busy teacher to simply pick up and use. Mastering the material would demand significant time commitment and concentrated reading, which are not suitable for a handbook approach. The heart of the book (Part Two: CALLA Strategies Step by Step) is a bit of a slog through 100 pages of uncharted territory, with no concrete, learning-strategies-based organizational guides to aid in sorting through the material. A master plan inserted somewhere, or outlines opening each section, would have tied the continuous stream of paragraph-length explanations of activities together into a more holistic package. I was also hoping for some prioritization of these activities, especially important for the busy teacher or those just beginning to consider these ideas.

While I applaud *The Learning Strategies Handbook* as an important book for attempting to demystify Oxford's (1990) *Language Learning Strategies: What Every Teacher Should Know* and produce something for the teacher to apply directly in the classroom, the bias toward the CALLA framework is not insignificant and the term handbook in the title is a bit misleading.

Reviewed by Anthony S. Rausch
Hirosaki University, Faculty of Education

References

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Boston: Heinle & Heinle.

Share Your Paragraph: An Interactive Approach to Writing. George M. Rooks. Englewood Cliffs, NJ: Prentice Hall Regents, 1999. pp. 180. ¥2500. ISBN: 0-13-660796-9.

Share Your Paragraph is now in its second edition and is meant for high-beginning or low-intermediate writing students. The textbook consists of twenty units and each unit describes and practices a stage of the writing process.

Each unit is organized systematically. First, there is an extensive prewriting section made up of one or more pictures, a paragraph for students to read, and questions. The pictures and questions are designed to make the students think about the topic and are also useful for pair or class discussions. In addition, there is a cluster, which is a group of circles attached with lines to a central circle, used to help students categorize information graphically. The students transfer information from the paragraph to the cluster. In the first unit, many prompts are given in the cluster; however, in later units the students are asked to draw clusters themselves without any prompts. I found the cluster useful for students who like to use images in their thinking. The last part of the prewriting section asks students to gather information from one or more classmates on topics they will write about later. My second-year university writing students

found this practical because they heard what other students had to say and did not have to rely solely on their own information.

After the prewriting section, the students write using information that they have gathered from talking with other students or have thought of by themselves. There is a page of lined paper provided in each of the units. This method keeps student papers from being lost and creates a portfolio of the student's work. Next, there is a section called sharing which asks students to read what they have written to a partner or a small group of classmates and provides yet another chance for students to interact and receive feedback. The authors believe it is beneficial for students to have other students read their work, and they list questions such as *What needs to be changed?* or *How could the paragraph about your childhood friend be better?* to help guide students in this process. I agree that having another student read or listen to his/her classmate's paragraph is good, but I found that these simple questions did not make my students revise their paragraphs as much as I would have liked.

There are also one or two pages of grammar exercises in the form of cloze or sentence rewriting exercises in each unit, and my students found these exercises rather easy. I often assigned them as end of the class work or homework.

The final part of each unit is an expanding section which consists of varied exercises such as making a list of yes/no questions, writing a conversation, holding a discussion with other members of the class, or writing a joke. The objective of this section is for students to expand their language skills with exercises that are related to the topic of that unit.

Instructors looking for an excellent, easy-to-use writing textbook should consider *Share Your Paragraph* because it involves all the steps of the writing process and gives students ample time to interact and learn from each other.

Reviewed by Chistopher Bozek
Hokkaido University of Education, Iwamizawa

Pro-Nunciation: English Communication Toolkit. Pro-Nunciation Pty. Ltd. Australia: Portcorp, 1996. WIN CD/ROM. $200.00. Ordering information: www.portcorp.tsn.cc

Pro-Nunciation is an interactive software program that aims to self-tutor students in pronunciation skills. The program consists of six modules; however, the Situation Module was unavailable for review in the version I received. The first two modules, Introduction and Set-up, allow the user to customize the software to his or her needs. After the user selects from over 20 languages available, audio help in the user's native language can be accessed anytime while running the program. Users are also able to choose either male or female pronunciation models as well as specifying either UK or USA accents.

The mouth exercise module starts with basic phoneme construction and practice. By clicking the mouse button, the computer will pronounce any of the phonemes displayed on the screen. In addition, limericks and tongue twisters using the selected phoneme(s) are displayed in text form and can be heard by simply clicking on the mouse, allowing the user extended practice.

The word builder module is perhaps the most interesting. Users can select a phoneme to practice pronouncing, and by clicking the mouse, the user is able to simultaneously hear the phoneme and view a 3-D animated image showing how the word is formed inside the mouth. For additional practice, a list of clickable words using the same phoneme is shown. These words can be displayed as a waveform and played back in sound lab sub-module. Users can also record their own voice and compare their pronunciation with the standard form. Unfortunately, the animated 3-D image only works for individual phoneme pronunciation and not the whole word.

The final module, Word Finder, is essentially a database containing a phonetic index of words and their meanings, which allows the users to search for a word by its sound and to listen to it via the sound lab sub-module.

Pro-Nunciation is fairly intuitive, making it easy to navigate. Buttons to open the various modules are well placed and moving through the various modules is easy. Users can easily customize their pronunciation practice and feedback while proceeding at their own pace. One weakness is the sound playback design, which is at times confusing, but this can be overcome with practice. Another shortcoming is that most of the pronunciation practice concentrates on single phonemes. Although there are subsections containing tongue twisters and limericks for supra-segmental practice, they are limited in scope and may not be adequate to improve pronunciation or maintain interest.

A final criticism is that there is no accompanying teacher's guide. While *Pro-Nunciation* is intended as a self-study tool, its potential as an integral part of a class is obvious. Nonetheless, the lack of a teacher's guide may limit its role in an ESL classroom. Despite its shortcomings, *Pro-Nunciation* has merit. It offers users a means to practice pronunciation beyond their current level of ability.

Reviewed by Steven Donald and Mario McKenna
Nagasaki Junshin University, Japan

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 July. 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

***Discover Debate: Basic Skills for Supporting and Refuting Opinions** (text, CD). Lubetsky, M., LeBeau, C., & Harrington, D. Santa Barbara: Language Solutions Incorporated, 2000.

***Innovations: An Intermediate/Upper Intermediate Course** (student's, teacher's, workbook, cassettes). Dellar, H., & Hocking, D. Hove: Language Teaching Publications, 2000.

Business English

***Management Matters 2 (CD-ROM).** Tomalin, B., & Aspinall, T. Essex: IBI multimedia, 2000.

Supplementary Materials

!Grammar Contexts: A Resource Guide for Interactive Practice. Ziemer, M. Ann Arbor: University of Michigan Press, 1999.

***Idioms Organizer: Organized by Metaphor, Topic and Keyword.** Wright, J. Hove: Language Teaching Publications, 1999.

!Learner Independence Worksheets 2. Dexter, P., & Sheerin, S. (Eds.). Kent: IATEFL, 1999.

!Using Functional Grammar: An Explorer's Guide. (2nd ed.). Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. Sydney: NCELTR, 2000.

For Teachers

***Studies in Immigrant English Language Assessment: Volume 1: Research Series 11.** Brindley, G. Sydney: NCELTR, 2000. Contact the *JALT Journal* Reviews Editor to request this book.

***Teaching English with Technology: Video, Audio, Multimedia and Internet Guide for Teachers.** Tomalin, B. Essex: IBI multimedia, 2000.

!Teacher's Voices 4: Staying Learner-Centred in a Competency-Based Curriculum. Burns, A., & de Silva Joyce, H. (Eds.). Sydney: NCELTR, 2000. Contact the *JALT Journal* Reviews Editor to request this book.

JALT News

edited by amy e. hawley

This month's column has three important announcements. There is one from Joyce Cunningham on a video exchange project for EFL teachers, something from Thom Simmons on what happened at the May EBM, and also an announcement about changes in student membership.

I would like to note that if further information is desired about the May EBM, please feel free to contact me. I have the complete set of minutes and will be happy to give you the minor details of what was discussed. I will also put the minutes on all the JALT email lists.

Amy E. Hawley, Director of Records

Class Project: International Student-Generated Video Exchange Projects

Interested in starting a network of EFL teachers whose classes are involved in video exchanges? These short, student-made class projects consist mainly of learner-generated and selected information about the country, city, etc. where the course is taking place. The objective is for classes to make and exchange this short video with a class of a similar level in another country (a real target audience!) Joyce Cunningham, Ibaraki University, Japan, hopes to set up a list of interested teachers from Thailand, Korea, Taiwan, Japan, Canada, and the USA having the patience, time, and perseverance to participate in this project with their classes. Basically, the exchange involves a class selecting an area or aspect of the area they are living in so as to report on it to the students in the country they will exchange with. Working in small groups of 4-5 learners, they brainstorm, research, read about, decide on notes for content (this is not memorized), rehearse and film a 4-7 minute segment per group. When finished, the video will be exchanged with the class in the other country.

If you are interested, more information about this project can be sent via email at doycie@mito.ipc.ibaraki.ac.jp. (Please send your info/questions in Word Perfect 7 or higher, or in RTF-IBM pc compatible.) If you are ready to firmly commit to this class project that would take approx. 12-15 hours of your in class/out of class time, let me know. I ask your patience in finding similar levels and institutions while this programme gets gradually underway. (Hope to be functioning by this fall.)

May EBM Overview

IMPORTANT NOTE: JALT's Annual General Meeting (now referred to as the OGM: Ordinary General Meeting) MUST approve the Board of Directors (fol-

low this year's elections), the Business Plan and the Budget (both published prior to the OGM in this publication), and elect a National Elections Committee Chair. JALT MUST have a quorum of the JALT membership present. However, `Ê yo5 cqnnot be qÚesent, you must register {Ôur vote with {Ôur ChO0tur sj uËat
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Ô¡ˇn àl5Õê6Ú¸æÍ …p∏ù±%ö¥ uoka, or (d) by mailing a signed statement to the JALT Central Office awarding the proxy preferably to your Chapter Rep, or to the Board of Directors, who will then vote for you.

May EBM
JALT's Executive Board has finished its second meeting of the year. In January we held a full Executive Board Meeting with representatives from all Full SIGs and Chapters. The May EBM is a reduced EBM with each delegate representing either three chapters or three SIGs. The EBM basically handles all the matters that must be decided at the national level including budget and appointed officers who work with areas like publications and conferences.

Our 1999 AGM Mandate
This year, in accordance with the directions given at the 1999 AGM, we are fine-tuning our constitution and our bylaws since we have just recently become a registered Not-for-Profit Organisation (Tokutei Hieiri Katsudou Houjin). There are some differences between our old constitution and our new and as we sort through possible translation differences and other inconsistencies, we also work to give the new constitution better definition and insure that it preserves the spirit of the old constitution.

JALT's New Business Committee
There were a few substantive changes in the Bylaws. The Sales and Advertising committee is now officially a subcommittee of the Public Relations Committee. One of our most important and demanding jobs, the Business Manager, has grown so complex that we have had to establish a whole new Business Committee. The Business Committee includes three Directors, the Publications Board Chair, the National Representatives from the SIGs and Chapters, the JALT Central Office Supervisor Fujio Junko, and the Financial Manager Takubo Motonobu. The Committee will be chaired by the Business Manager and have five specialised divisional managers to deal with separate areas. Most people are not aware of how involved this job is. After a series of conversations with our Business Manager David Neill and my own experience as the 1997 Site Chair, it had become clear to me that we need to point out to JALT members how much we owe people like David Neill (currently working on his fourth conference) and Chris Knott (who did more than I can remember prior to David's work on this job). Considering that JALT is one of Japan's largest Not-for-Profit Organisations, the new committee has some very interesting positions for those who are looking for professional development and experience in business and administration. We are looking for business managers for international conferences, publications, local book fairs and conferences, publisher sponsored events and Associate Members & Commercial Members. Contact the JALT President through the JCO or directly at president@jalt.org

New Appointed Officers
We have recognised three appointed officers. The new Chair for the Standing Committee on Employment Practices (SCOEP) is David Aldwinckle and our new Chair of the Financial Steering Committee is David Magnusson. Okada Junko was reappointed for another term as our Kaizenkon Representative for 2000.

International Visa Sponsorship
We have formalised the CUE SIG's ability to initiate the visa process for visiting scholars and fully expect to extend this to all of the Chapters and SIGs. We have also formalised the process of intra-association donations that makes it possible to donate money form any group in JALT for any purpose of JALT. A SIG conference that made a good income could be donated to say, another SIG or a special publication from the Publications Board.

New Chapter Grants Formula
The new Chapter Grants scheme provides smaller increments in gain that will allow growing chapters to attain larger grants more quickly. The new grant structure also has no capping which many felt was encouraging the old spend-all-you-got-or-they'll-cut-your-grant-next-time syndrome. By and large, much of what we did on May 13 and 14 was to place as much control of Chapter and SIG funding as possible in their hands and insure that they are making the decisions that fit their needs.

New Forming SIG
(Special Interest Group)
We now have three forming SIGs, Applied Linguistics (contact Thom Simmons at malang@gol.com), Pragmatics (contact Kite Yuri at ykite@gol.com) and our newest, Crossing Cultures (contact David Brooks at dbrooks@planetall.com). There are now 16 full SIGs, 3 Affiliate SIGs, and 3 Forming SIGs.

New AJET Members Package
ALTs in Japan often come in for no more than one year. By the time they hear about JALT, they only have 8-10 months left. We have started a new 6-month, non-voting membership package for AJET members which costs ¥4000 and comes with the standard conference membership discount, Chapter and SIG privileges and all publications for the duration of the membership. This is a non-renewable offer. Be sure to alert your AJETs of this opportunity.

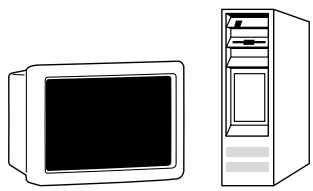
New Five-Year Membership Lowers Cost to ¥8000 per Year
We now have a new five-year membership that provides a 20% discount to new or renewing members. You may now join JALT for ¥8000 per year in five-year increments (that's ¥40,000 for five years). If you leave Japan during that five-year period we will of course forward your subscription wherever you wish and you will retain voting rights. As with all other fees in JALT, now that we are an NPO, there are no refunds.

Just a small note here. JALT's publications and services are seriously under-priced. The publications alone cost more than double what members pay. If they were released commercially, a one-year's set would sell for about ¥20,000, twice what an entire individual membership costs. Our conferences are predominantly organised and run by volunteers. Please keep in mind that the only paid positions in JALT are the Financial Manager, the Central Office Supervisor and four part-time workers in the Central Office. Appointed and elected officers in JALT do not get paid. If we were to turn this over to a commercial organisation, the costs would skyrocket. Your time and your membership fees are absolutely essential to JALT's professional mission. Save ¥10,000, take our offer of the five-year membership, and support JALT in the process.

Dr. Thomas L. Simmons, JALT President

Student Memberships

As approved in the January EBM, the fee for student membership will increase to ¥6000. To qualify for student membership, the person can be either an undergraduate or a postgraduate student. The new *furikae* reflecting this change will in the June *TLT*. Thus the ¥6000 fee will be in effect starting June.



JALT2000 Conference News

edited by
l. dennis woolbright

Parent-Child Room for JALT2000

JALT always tries to encourage teachers to participate in the annual conference. This year in Shizuoka, JALT is working to make the conference more accessible to parents of young children. JALT hopes to provide a daycare facility with professional supervision for young children, so parents can attend the conference knowing their children are safe, enjoying their time, and are well taken care of.

For many years, we have wanted to provide such a facility at JALT conferences, but for one reason or another, it just hasn't been possible. We hope that this year, with parents' support, we will make JALT2000 the year the Parent-Child Room (PCR) becomes available to conference attendees.

At Shizuoka Granship, this year's conference site, we have a childcare room available for the duration of the conference. Professional childcare workers from a local childcare service recommended by the Shizuoka City Office will staff the PCR. The PCR will be a room where parents can take their children in the morning to enjoy their time playing with other children while parents participate in conference activities.

Parents return for lunch with their children, then the children can return to the PCR for the afternoon session. A program of activities for children in the room will depend on their ages. The number of staff in the room will also depend on the ages of the children who will use this facility. For that reason, the PCR will be provided only if there are enough pre-registered children at the conference.

Many JALT members and conference attendees have young children but may find it difficult to enjoy the conference with a young child in tow. With a childcare facility and trustworthy caregivers, parents can bring their children, drop them off at the PCR, and enjoy what the conference has to offer. Also with the increased opportunity for teachers to participate, members have a greater number of teachers to share with during the conference and to network with after the event is over. This way we don't have to miss the participation of these imaginative, energetic, experienced teachers. We hope that teachers with young children take advantage of this opportunity to participate fully in JALT2000, for the benefit of professional development and language education.

For further information about the PCR at JALT2000, please contact Michelle Nagashima or Dan Kirk: t/f: 096-282-2602.

The Return of The Sheltered English Workshops at JALT2000

After the very positive response we received from the Japanese teachers attending the "Sheltered English" professional development workshops at JALT99, this series of workshops designed especially for nonnative speakers of English will be offered again at this year's conference.

Some nonnative speakers of English have in the past complained that participating fully in English workshops at JALT can be difficult. Both linguistic and cultural differences play a part in why native speakers seem to dominate while nonnative speakers often take a more passive role. To provide a place for those nonnative English speakers who would like to take part in professional development presentations and workshops in English but find doing so challenging, a series of sheltered English presentations will be offered in English by professional language teachers but will be open only to participants who are nonnative speakers of English.

Organizer Sean Conley says, "The model for these workshops is the Sheltered English language programs in U.S. public schools. In these programs, content courses for nonnative speakers are taught in English by teachers familiar with the needs of language learners." The presenters in this year's workshops will apply some of the common Sheltered English techniques both to help make meaning clear for the participants and to serve as a model of what can also be done in the EFL classroom. These techniques include using a VAK (Visual, Auditory, Kinesthetic) approach to presenting ideas that involves participants learning visually through the use of models and illustrations that help make the meaning clear; kinesthetically, through hands-on activities that connect the ideas to personal experience; and on the audio level through English presentations that are done with sensitivity to the rate of speech, use of idioms, and contextualized use of less common vocabulary, abbreviations and "buzz words."

This year's presentations, like last year's, will run in the same room consecutively during the three days of the conference. Presenters will give 45-minute workshops on topics such as: the use of folktales as bridges of cultural understanding, integrating the four skills through constructing stories, a framework approach to teaching culture, mind-mapping as a key tool for learning how to write in English, and other topics. We welcome all those nonnative English speakers who would enjoy the opportunity to take part in these presentations in a safe and relaxed atmosphere.

SIG Focus

edited by malcolm swanson

The SIG Focus column offers a chance for a closer look at each of JALT's Special Interest Groups. Each month, we will publish an introduction to one SIG, along with a sample article from its publications. SIGs wishing to partake in this opportunity to publicise their group should contact the Editor.

Introducing the Bilingualism SIG

バイリンガリズム研究部会の紹介

Why is bilingualism common in many parts of the world but not in Japan? Is it really possible to become bilingual in Japanese and another language? How can people living in Japan become bilingual? Why should we even care about bilingualism?

JALT's Bilingualism SIG is composed of teachers, parents, and language learners who believe that bilingualism is as possible and desirable in Japan as it is throughout the world. For many members, bilingualism doubles as an intriguing topic of study and as a way of life. Since its formation in 1990, the Bilingualism SIG has striven to encourage research on bilingualism, promote awareness of bilingualism, and provide mutual support among our members.

One important way the Bilingualism SIG attempts to achieve these goals is by producing three types of publications: a bimonthly newsletter, occasional monographs, and an annual journal. Our newsletter, *Bilingual Japan*「バイリンガル通信」, contains feature articles, case studies, conference and book reviews, practical advice columns, news briefs, humorous anecdotes, and more, covering a wide variety of issues concerning bilingualism and multiculturalism in Japan.

Our seven monographs each contain either compilations of articles which originally appeared in our newsletter as a series or extended studies on topics too long for a single issue of the newsletter. *The Japan Journal of Multilingualism and Multiculturalism*「多言語多文化研究」, published annually since 1995, is a forum for academic research articles concerning bilingualism in Japan. We also compile two bibliographies: one of materials available for researchers and one of materials specifically for parents raising bilingual children.

The Bilingualism SIG's other activities include organizing presentations at JALT's annual International Conference on Language Teaching and Learning, providing speakers for presentations and mini-conferences in cooperation with local JALT Chapters, maintaining a website, and running an email discussion group.

Peter Gray

Contact information: B-SIG website at http://www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/

To receive an inspection copy of Bilingual Japan or for further details about the B-SIG, contact Peter Gray; 1-3-5-1 Atsubetsu-higashi, Atsubetsu-ki, Sapporo 004-0001; t/f: 011-897-9891; pag@sapporo.email.ne.jp

A slightly longer version of this article appeared in Vol 4, No. 6 of Bilingual Japan (November/December 1995).

Bilingualism and Bidialectism in EFL Conversation Classes

Craig Smith

"Think in English!" scolds the teacher trying to get more English talking time in a ninety-minute class. A common assumption is that the notorious wait time between speaking cue and utterance can be accounted for by the time required to translate Japanese into English. When a student finally produces a phonologically, grammatically praiseworthy sentence after a painfully long wait, we often find ourselves longing for less care and more errors if that's the trade off for speedier interaction. If we could get the students to think in English would fluency improve and interaction become more natural? Suspicions lead towards paranoia and when a student replies to, "And what did you do in the holidays?" with a laconic, "Sleeping!" we jump to the conclusion that he couldn't be bothered to translate what he actually did.

Well, what are they thinking about during the wait time anyway? Some of my students (135 non-English majors) at a university in Kobe which attracts students from many areas in the nation, particularly Western Japan, identified themselves as long pausers after they did information gap tasks in pairs. In their answers to a questionnaire 79% of the students accounted for the long pauses in the same way. They told me that they were busy translating during the silences in mid-task and that they usually did this in English classes. For 66% of the translators it was a two-step process. An additional 15% said it was a two-step translation some of the time. And what steps! Bidialectal and bilingual. First, they think of what they want to say in their own dialect, then they reformulate that in "standard" Japanese, and finally they translate that into English. Some of the one-step translators said they think in standard Japanese for English class activities but they usually think in dialect outside of class.

Koji T. wrote, "I speak to friends in Banshu-ben. It is like a Osaka-ben but Banshu-ben speak 'Nani shi ton' and Osaka-ben speak 'Nani shi ten nen'. I think in Banshu-ben too. Father and Mother and brothers speak Banshu-ben. I grow up surrounded by Banshu-ben but in class I make English sentences from only formal Japanese."

Ikuko K. also said she thinks in dialect but does not translate directly from it, "When I think something I use casual Kansai dialect. When I translate something in English I use next the standard language. When I write something I also use the standard language. I feel it very strange."

Satsuki T. drew a diagram to clarify a difference between listening and speaking in class. He wrote, "I always translate from formal Japanese to English when I speak but I translate from English to Osaka-ben when I listen, then, if it is needed, to formal Japanese."

The students were sensitive to language use outside the classroom. Sunao S.: "When I first came to this university I spoke to my friends in Osaka-ben. But there were a lot of friends who spoke in Kobe-ben. There are some differences between Osaka-ben and Kobe-ben. For example, in Kobe-ben they say, 'Benkyo shito' when they look at someone who is studying. But in Osaka-ben they don't say that at the same situation. I changed my speaking to Kobe-ben with my new friends." Naoko A. says she too made a change to Kansai-ben. "When I first came to university, I spoke Sanuki-ben to my new friend but I avoided to use words of Sanuki-ben that could not be understand by people of other range."

Natsuki I. made a different kind of linguistic adjustment, "At high school I spoke Kyoto dialect in a casual style. This was also girls' language. Maybe in my case there was not big difference between generations. At university my language became like standard Japanese. Because I found my language was different from others and I didn't have courage to keep my language. But I couldn't change Kyoto dialect into Kobe dialect so I spoke standard Japanese unconsciously."

Natsuki's sensitivity to dialect, style, and register was echoed by other students. In one class students were speakers of 29 dialects, which they claimed were distinct "bens" in spite of some admissions of shared features with other dialects. They were aware of many other language subtleties. Some comments: "I speak Osaka dialect. Especially when I'm excited, it becomes Kawachi dialect." "Sometimes I'm influenced from the dialect of my friends and some dialects come in my speaking." "I usually speak like a girl but sometimes these days I really love talking like a boy. It's free." "How I speak depends on how

often we meet." "I can make a distance using honorifics." "Teacher, stranger on train, father, mother, new friend, best friend, sister need different language in many small points."

It was not clear from the written answers what the students meant when they referred to "standard" or "formal" Japanese or if they were referring to the same beast at all. For example, some students defined standard Japanese *(hyoozyun-go)* as the Tokyo dialect while some others defined it as "a language between my dialect and the old style formal language" *(kyootuu-go)*. Shibatani (1990) discusses the relationships between *hyoozyun-go, kyootuu-go,* and regional dialects: "There are many local *kyootuu-go* that can be characteristically different from each other but have sufficient standard features to render them mutually intelligible" (pp. 186-187). Even though it was not always clear if the students were talking about dialect or *kyootuu-go* their sensitivity to language use remained strong.

Natsuki I. described her own *kyootuu-go,* as a sort of lingua franca among dialect speakers. "And after a while in Kobe I started speaking differently to my friends, a language between Kyoto dialect, standard Japanese I used first at university, and Kobe dialect. And now I change language which I use case by case. But I think in Kyoto dialect except when I have to answer in class. First of all I think in standard Japanese and next translate into English." Natsuki was clearly referring to the Tokyo dialect as standard Japanese because she added, "I don't like to think that 'now standard Japanese' is 'standard'. True standard Japanese is Kyoto dialect, I believe."

Other students are equally proud of their dialects and sometimes found it difficult expressing themselves in other forms of language. Jiro T. said, "If I speak my original dialect, Izumo-ben, none of my new friends can understand my meaning so I spoke to new classmates with very, very polite way. My first best new friend told me I was too polite to speak friendly. It is because I can't speak Osaka-ben for the first time that my friends think I'm polite man who speak standard Japanese every time. Now I speak to my friends in the Osaka-ben way but it is not perfect." Kinuyo S. says, "I can't really relax except in Hakata-ben but any casual speech is OK for me especially for young people's speaking."

There were some comments made about their own dialects being "dirty" but they were often characterized in positive terms as being suitable for friendly conversations, rich in humour, natural, and soft. Dialects were said to give speakers' personalities free rein and to reveal character, perhaps because of another often mentioned quality: interaction was said to be much easier in dialect than in standard language. Other people's regional dialects were not criticized but the standard language, the Tokyo dialect, was described by many students as efficient for study purposes but rather cold, hard and unfriendly, not good for chatting with friends or joking.

Few of the students claimed standard Japanese as their usual speaking and thinking language. So, why did the standard language appear for English tasks in the classroom? The students explained there were three main reasons: it was easier to translate from standard language; it was the language used in classroom English translation at high school; and it was the language of academic texts. Many students' description of the translation process was revealing. A majority of those who formed a sentence in standard Japanese first, said that they made easy, simple, or clear sentences in standard language. In other words, they were using readily translatable forms, a specialized careful speech dialect. Could this careful speech dialect be further influenced by written English classroom texts, especially conversation scripts?

Masaki M. wrote, "I translate English from standard Japanese because the language written on dictionary or on class book is standard Japanese. Also I don't know Osaka words in English. Actually I don't know how to translate Osaka feeling words in Tokyo dialect but *hyoozyun-go* is the most normal Japanese. I translate from most easy and simple standard language for English grammar." Isn't this a big linguistic and emotional step away from the original thought in their beloved wild and woolly dialect?

So now we know something about one of the reasons students are sometimes slow to speak in EFL conversation classes. They translate. No big surprise here. What does it mean for poor old conversation teachers trying their best to help students make the best use of class time? Is this a matter of interest for teachers alone or do we involve our students in sorting out the implications of these first language experiences? Can raising awareness of first language use be a part of the communicative language teaching expected of foreign conversation teachers?

Van Lier (1995) says, "Language is as important to human beings as water is to fish. Yet, it often seems that we go through life as unaware of language as we suppose the average fish is of the water it swims in" (p. xi). However, when old friends, families, and familiar hometown life-styles have been left behind and university life begun, students face a new set of communication challenges with their peers from other regions, at part-time jobs with customers, and with academic language. These challenges likely make students more sensitive to language use and communication than they were before. The timing may be right for the introduction of language awareness activities which encourage students to notice and analyse the ways language is used. And why not start with the first language?

Van Lier believes, "Given the close relationship between language and culture, cross-cultural communication, both within one's own multicultural and

multi-ethnic environment and in international contacts, requires a much higher level of linguistic awareness than a monolingual, homogeneous existence does" (1995, p. 6).

The common assumptions about the cultural and linguistic homogeneity of our students' backgrounds may do little to encourage explorations of the useful linguistic resources students bring to class. Our students know a lot more about the demands of communication with people who speak differently than we may realise. If they become aware of the skills and resources they already possess they may be more self-confident learners; and most importantly, by recognizing the demands of first language communication, they may appreciate the formidable challenge of conversing in a new language: a prerequisite for sustaining motivation. The all-too-common message that conversation is simple leads to a reliance on simple means of motivation and then unless success comes fast and easy, frustration rooted in confusion can take hold.

I compared the classes which got involved with L1 language awareness activities and my regular classes. I believe the effort was probably worth it for three reasons. First, we learned about some interesting differences between spoken and written language and my students were more willing to create conversations without writing them down. They paid more attention to features of natural conversation, such as the supportive sounds and comments (called *aizuchi* in Japanese) listeners make. Chiaki Y. and Noaka M. said, "*Aizuchi* is so important. If we don't do it at the same time we are listening our friend will certainly stop talking because of nervousness."

Second, we found the heart to experiment with phonological and paralinguistic means of conveying feelings and personality in English because we found that to be so important in dialect speech. Yuko T. explained, "We use 'ah' in Japanese with rising or falling intonations, repeat it, say it with gestures and indicate a definite or infinite mood. It can mean 'really?', 'yes', 'you are right', 'I'm surprised', 'I feel sorry for you' and so on. When we want to make its meaning clearer we emphasize the intonation and our gestures. So we have to find ways to do this same thing in English or we will lose ourselves."

Third, bilingualism became a productive part of conversation learning, instead of being the target but not a part of the process. First-language consciousness-raising activities led Chiaki Y. and Noaka M. to believe that bilingualism means "one person speaking two languages," not the development of a sort of bipersonality with "one person like two persons, one each for each language." They thought it important to be aware of the subtleties of first language use because "It's good to stay in touch with our true roots while we grow new branches."

A better awareness of the relationships between my students' feelings and language problems led me to plan my first semester lessons differently. I stopped asking my students to participate without preparation in certain types of English conversation activities in the first weeks of class: tasks which require them to speak like close friends, when doing the same thing in Japanese is something they are in the process of sorting out linguistically; conversations in which meaning depends on the sound of the voice since their talents with rhythm and intonation may be left behind when they put their ideas into easy standard Japanese sentences; tasks which call for expressions of humor and emotion may be difficult for the same reasons; and especially the types of task in which students depended most on translation, such as question and answer exchanges. I separated presentations of the types of transactional and formal conversations (such as ordering food in a restaurant and introductions), in which translation may seem to be an effective or safe strategy, from practise with situations in which translation usually is a hindrance to appropriate language behaviour.

I tried to take language-flattening problems into account by planning English conversation activities which take advantage of the students' efforts to find new ways to communicate in Japanese. For example, we focused attention on a type of relationship-building conversation in which one person holds the speaker's role for a long time while the other person is a supportive listener. Students do not feel the need to translate, because of the demand for accuracy, that accompanies a sequence of rapid turn exchanges; and they have enough time to stretch their English proficiency to include some of the features they have noticed in first-language awareness activities.

Some sort of discourse analysis should provide guidance on which features can cross cultures or which English counterparts are appropriate. James and Garrett (1991), say there is a new role for Language Awareness "aimed at foreign language learners, where the focus is on both making the learners aware of their mother tongue intuitions, and increasing their explicit knowledge of what happens in the foreign language. This suggests scope for a new type of Contrastive Analysis, not of the classical sort done by linguists…but…done by foreign language learners themselves" (p. 6).

As first steps in this direction, language awareness activities which make connections between dialect and standard versions of the first language and then the second language can be eye- and ear-opening experiences. In one early-in-the-year activity a class was asked to create conversations about certain part-time job problems. One group made Japanese dialect conversations, a second group used standard Japanese, and English was used by a third group. The students were asked not to write scripts. Later on, they were surprised at the difficulty they had transcribing

their classmates' Japanese conversations, especially the dialect versions.

Here is an excerpt from an edited transcript of a dialect conversation presented by two Osaka-ben native speakers:

A: Mo kite ya, Et chan! Uchi no baito saki no Chefu ni wa sugoi iya na yatsu on nen!
B: Nani?
A: Nan ka beta beta shi te kite na. Mo sawari makurushi na. Do shio?
B: E... Uso! Sore te sekuharate u yatsu, chaun!
A: So ya wa!

In spite of the emotionally-charged subject of this conversation, most other students who created dialogues for the same situation in standard Japanese and in English failed to match dialect users' expressions of anger, sympathy, dismay, and determination by a long shot. Interaction in the standard language and English versions was far slower and more distanced with fewer examples of overlapping and echoing. The dialect conversations made greater use of intonation and gesture. It was much easier to transcribe and to act out the standard language versions, probably because they were closer to written language and less emotionally intense.

It was possible for the students to go back to the standard language conversations, both English and Japanese, and soup them up by adding in voice quality, intonation, body language, and interaction features that had contributed to the impact of dialect talk. And another perhaps less desirable change was evident, the focus shifted from accuracy to fluency. The new English conversations had more grammatical errors, shorter utterances, and more incomplete sentences. But so what! Rough and ready beats silence any day, right?

Raising students' awareness of the sort of language challenge they are facing is an interesting way to bring talk, relevant to EFL conversation study, about the students' mother tongue, or should we say tongues, into our classrooms. After all, our aim for students and teachers alike is to become bilingual and what better way than to introduce bilingualism and bidialectalism into the classroom.

If we could make connections between the ways our students naturally speak and English, instead of exhorting our students to "Think in English!", we might be able to say to them "Feel it in English!" before frustration rooted in confusion can take hold.

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SIG News

edited by robert long

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

研究部会の活動に興味のある方は、コラム下の各コーディネーターまでお問い合わせください。

CALL: The CALL SIG is proud to announce its latest publication, a volume of proceedings from the 1999 Kyoto conference, CALLing Asia. This book is being distributed free to members at JALT2000. Please visit the CALL SIG website for further information on how to obtain your copy.

コンピューター利用語学学習部会では、昨年開催された会合CALLing Asiaの学会会報を発刊いたします。JALT2000において会員に無料配付されますが、入手方法につきましては、当部会ウェブサイトをご覧ください。

GALE: GALE welcomed many old and new members at the GALE room in the CUE mini-conference in Tokyo. We decided to begin publishing our new journal, the *Journal of Engaged Pedagogy,* both online and as a print publication, and still have room for more contributions and staff. For information on the journal, contact Cheiron McMahill, GALE Co-coordinator.

学生と教育者の人格と人権を尊重する教育法、Engaged Pedagogyをテーマに新しい学術誌をインタネット上と本として出しますが、まだ論文と編集員の募集をしています。特に和訳できる方で、Bell Hooksというブラックフェミニストの哲学を勉強したい方はミックメーヒル・カイラン(cheironm@yahoo.com)までご連絡を。

OLE: OLE has issued its NL 16, containing, besides the usual statement of purpose in 4 languages, reports from the January 2000 Exbo and the Gallagher case, whose verdict could be crucially important for teachers of OFLs. This is followed by extensive information on OLE's activities on the regional level as well as at on OLE-related submissions to JALT2000. There is also a contribution by Professor Chi on teaching Korean as well as information by various publishers for the new term. Order copies from the coordinator Rudolf Reinelt.

会報16号を発行いたしました。ご希望の方は、Rudolf Reineltまで。

Cross Culture: The Cross Culture SIG is now recognized by JALT as a forming SIG. We are looking for new members. If you are interested in intercultural relations, and culture, please contact David Brooks.

異文化部会はJALTにより設立準備部会として承認されました。ただいま新入会員を募集しております。興味のある方は、David Brooksまで。

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Chapter Reports

edited by diane pelyk

Hiroshima: March—*Teaching Issues & Ideas* by Joe Lauer, Joy Jarman-Walsh, Fujishima Naomi, Dan James, Carl Lowe, Gordon Luster, and Roidina Salisbury. Lauer reviewed the linguistics text, *The Language Instinct,* by Stephen Pinker. Then Jarman-Walsh asked the audience to participate in some group activities that allowed the participants to assume a variety of roles. Fujishima demonstrated a first-day class activity in which students sit facing each other in two concentric circles and ask a series of questions to become acquainted with successive partners. James used pictures of a full stop, a question mark, and an exclamation point when teaching word intonation. The students practice saying the words. Then James uses other words and phrases. After listening, the students must hold up the correct picture to show the intonation he is using. Lowe demonstrated his method of teaching idioms and phrasal verbs. Since his text only has one discrete sentence per idiom, he creates stories to teach the words in context. The students read his story, then discuss and try to guess the meaning of the underlined idioms or phrasal verbs. Next, the students try to match the words in the story with a list of definitions. Finally, he presents the phrasal verbs and idioms in questions that relate directly to the students' jobs. Luster placed English and Japanese nouns on the tables face down so that a pair of students could take turns looking at a word and trying to make their partner say it. Students got one point for the named words and one point subtracted for each word they couldn't get their partner to say. The object is to obtain as many points as possible within a time limit. Salisbury also had a conversation exercise where pairs of students sit facing each other. In this situation, one side wants or needs to do something, and the opposite side must not permit them to do it. The pairs speak simultaneously for a short time. Then the students move and the confrontation begins again.

Reported by Simon Capper

Hokkaido: April—*Crash Course in Public Speaking* by Dennis Woolbright. At the outset, Woolbright humored his audience by remarking in Japanese that he had learned 2000 Kanji but forgot 1,990 of

them. Then, based on his experiences over eighteen years, Woolbright shared numerous public speaking and teaching tips and effectively demonstrated how the opening of a speech must capture the audience. Using his methods, several of his junior college students have also captured audiences by winning national level English public-speaking competitions.

Gathering participants in a standing circle for eye contact, gesture, and short speaking exercises, Woolbright demonstrated how he gradually builds confidence in his students through non-threatening activities. "Do not expect students to do anything you're not willing to do," he advised. Too often a student's first opportunity to speak in an oral presentation is when they give their final speech. He stressed that such an approach created too much pressure. Then he introduced a step-by-step process he uses in his own classes.

To help with topic selection, Woolbright requires his students to come up with 21 ideas, encouraging them to consider personal experiences and be a little crazy. No one wants to listen to a boring speech, no matter how well it is written or delivered. He also recommends that students research their topics thoroughly by talking to people, quoting the media, and searching the Internet. After students have collected several points on a topic, he suggests they make the most interesting one their introduction.

Through several drafts, Woolbright assists his students with grammar and structure, then records their final draft in his own voice, intentionally over-emphasizing pronunciation, rhythm, feeling, and intonation. He argues that students should memorize speeches by listening to a native speaker rather than memorizing on their own from a manuscript. Later, to work on body language, students are videotaped. Like any competition, he feels coaching should be expected and he may spend from 30 to 50 hours with a student entering a speech contest.

Unlike many language lessons with a perceived use, Woolbright believes that preparing students for speech contests is one of the most meaningful and effective ways for a teacher to help a student learn English. According to the presenter, every student should be given a degree after competing in a speech contest. Although he admits that speeches are frustrating and time-consuming, the success of Woolbright's students certainly shows the effort is worthwhile.

Reported by Mark Hamilton

Kobe: April—*Implementing Task-Based Language Teaching* by David Beglar. The presenter introduced the topic of task-based language teaching (TBLT) by providing a historical overview of some of the approaches to language teaching and outlining how TBLT is based on principles rather than methods. Beglar presented a summary of what he believes are the basics of language teaching and learning: motivation, awareness, meaningful input and output, focus on form, fluency development, and whole language teaching. In addition to providing research-based support for TBLT, Beglar presented a sample lesson plan, including pre-task activities, the task cycle, and follow-up language focus for a short reading assignment. Pre-task activities included an introduction to the task and clear instructions. The sample activity consisted of a brief introduction to a short story with an outline of the tasks. The task cycle included brainstorming for vocabulary, making predictions, and sharing questions that we wanted answered after reading the story. Beglar stressed that the results of all three of these steps should be written and kept on a board in front of the class. The task cycle provides the students with an opportunity to activate some of their own language facilities and increases interest. The follow-up exercise is usually focused on language and includes activities such as practicing verbs in a story. Finally the audience was referred to works by Jane Willis, Peter Skehan, and Michael Long for further study.

Reported by Brent Jones

Nagasaki: April—*Pre-Debate Activities for the Inexperienced* by Charles LeBeau. Using his textbook, *Discover Debate,* LeBeau led a demonstration and workshop modeling pre-debate activities for high school and college-aged learners. Throughout the session, the presenter used easily understood imagery to illustrate his points. First, he advocated making debate skills concrete and visual by encouraging learners to think of debate preparation and presentation skills as akin to building a house. The roof is made of opinions and resolutions. The pillars are the reasons supporting the thesis or topic sentence. The foundations are the facts or evidence. He buttressed his metaphors by reminding us that even politicians talk in such a manner and refer to their ideas as platforms or planks. Then we practiced distinguishing between values, policies, and facts, judging the effectiveness and worth of pillars, and brainstorming reasons to support the somewhat dubious proposition that "Tokyo is a better place to live in than Nagasaki."

Reported by Tim Allan

Omiya: January—*Teaching Writing Workshop* by Ethel Ogane and Neil Cowie. The presenters began with a brief introduction of their teaching situations. Ogane does not teach a writing course, but

writing activities for speeches or oral reports on project work are very important in her teaching. Cowie teaches a required writing course for liberal arts students and concentrates on report writing. An important issue in their teaching is how to give feedback to their students. We were given a sample of student writing and invited to discuss how we would give feedback and what we considered were problem areas in the sample. All the participants had the experience of teaching writing, so the ensuing discussion was lively. Some of the issues raised were how far the sample conformed to the structure of report writing, how correct the attribution of sources were, how the same grammatical errors occurred, and which types of errors hinder comprehension. Such issues are problematic for all writing teachers.

In the second part of the workshop, Ogane explained that she corresponds with her students by email, responding to what, not how, each student writes. She helps her students edit their reports and speeches through individual computer conferencing. Cowie tapes his responses to the student writing and gave us an example of this kind of feedback using the example we had analyzed for ourselves. Cowie timed himself on both written and taped feedback and discovered that giving feedback by tape saves him time. The students also like it, as they can play the tape as many times as they like and it aids their listening comprehension. It also gives them the feeling of being in one-to-one contact with their teacher, something difficult to establish when there are over thirty students in a class. There is no one answer to the question of how to give effective feedback to students, but, by exploring different approaches in this kind of workshop and introducing them into our classrooms, we can increase our awareness of what is successful and unsuccessful in our own teaching situations.

Reported by Evelyn Naoumi

Tokyo: March—*Teaching English through Storytelling* by Steven Morgan. The creative writing power of students is readily tapped when they are introduced to a variety of teaching techniques involving storytelling. Stressing that students must become consciously aware of narrative structure, Morgan highlighted five basic plot stages: exposition, complication, turning point, reversal, and denouement. Understanding those stages allowed participants to create their own short tales modeled on examples drawn from *Aesop's Fables* as well as from Japanese folk stories. Retelling of stories, writing endings for unfinished stories, and telling stories about pictures were also addressed. Morgan discussed the challenge of expanding the storytelling teaching approach to include poetry. In a refreshing admission, Morgan stated that some activities may fail, but he maintained an optimistic view of the approach.

Reported by Stephen C. Ross

Chapter Meetings

edited by tom merner

Akita—We will have a monthly meeting in July as usual like in April, May, and June. The final and detailed information will be provided later.

後日、詳しい内容を御連絡します。

Fukuoka—*Workshop on Student and Teacher Evaluations Via the Internet* by Mark Y. Cowan, Aso Foreign Language & Travel College. Is peer evaluation valuable? Should peers critically judge students' work? Is "the expert teacher" always right or do "the people" know what they want? Workshop participants will evaluate students' English websites for a web contest. Then this data will be compared with the data from the actual contest. *Sunday July 9, 14:00-17:00; Aso Foreign Language & Travel College, Bldg. #5; one-day members 1000 yen. Map, more details & links via http://kyushu.com/jalt/events.html*

Gunma—*The Cultural Performance: Language Teaching and Intercultural Communication* by Joseph Shaules, Rikkyo University. Participants will be introduced to the fundamentals of intercultural communication (ICC) and ways to integrate an ICC training technique that has been adapted to communicative English classes. The speaker will also introduce a "cultural performance" approach which treats language skills as the tool students practice using in order to "perform" themselves in English. *Sunday July 23, 14:00-16:30; Nodai Niko High School (t: 027-323-1483), one-day members 1000 yen, students 200 yen, newcomers free.*

参加者は異文化間コミュニケーションの基本を学び、コミュニカティブな英語授業に取り入れる方法を学びます。また英語で表現するための道具として学習者が自分の文化を有効に使用する方法を紹介します。

Himeji—*How to Make a Homepage* by Ed Hayes, Dokkyo University. *Sunday July 2; members will be notified of time and place. Others contact: Joe Mochowski, t: 0792-35-2475; machow@kenmei.ac.jp*

Kanazawa—Annual Summer Barbecue. Contact Bill Holden (w: 076-229-5163; h: 076-229-5608; holden@nsknet.or.jp) for updated information. RSVP by June 30. *Sunday July 2 (rain date: July 9), 12:30-16:30; Chuo Jidoukaikan; members 1000 yen, guests 1500 yen.*

Kitakyushu—*My Share: Polishing Your Presenta-*

tion by Malcolm Swanson, Kinki University, and others. In this workshop, Mr. Swanson and other veteran presenters will give tips and advice on how to make effective presentations at JALT meetings and conferences. Bring your own project or outline for some personalized advice. *Saturday July 8, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Swanson氏他、経験豊かな講演者がJALT会合や総会における効果的なプレゼンテーション法を紹介します。

Matsuyama—*Bringing Efficiency to the Teaching Profession* by Mark Stafford, Matsuyama University. While many professional fields have benefited from the productiveness brought on by recent technological innovations, the teaching field seems to be lagging behind. This presentation and discussion session will focus on how teachers may efficiently use basic computer technology to make their jobs more productive and more efficient. *Sunday July 9, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen; Matsuyama Chapter Local Member fee 4000 yen per year.*

基本的なコンピューター技術の導入により、いかに教師がその仕事を創造的かつ効果的にできるかを論じます。

Nagasaki—*Testing Theory and Activities* by Michele Ruhl-Harada, Nagasaki College of Foreign Languages. Usually, evaluation is done by a test established by the teacher and graded according to a set of prescribed criteria. What if students evaluated their own tests according to their own criteria, and decided their own final grades? These are possible alternatives to customary testing methods. Collected data of these methods will be analyzed statistically, and the correlation and differences will be presented and discussed. *Saturday July 22, 18:00-21:00; Nagasaki Shimin Kaikan; one-day members and students 1000 yen.*

学生の試験の自己採点に基づく自己評価の可能性について論じます。あわせて、これら方法によるデータの分析結果と一般的な評価方法との相違点を提示します。

Nagoya— *(1) Creative Note-Taking Skills, (2) English Language Education in Taiwan: Lessons to Learn for Japan?* by Tim Newfields, Nanzan Jr. College. The first presentation discusses ways to develop creative note-taking skills. The advantages of non-linear, holistic note-taking strategies over standard linear note-taking procedures are highlighted, then five concrete ways to help students remember academic lectures more vividly are outlined. The second presentation compares the strengths and weaknesses of English education in Taiwan and Japan. *Sunday July 9, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 1; one-day members 1000 yen.*

(1) 英語授業での効果的記録法、(2) 台湾、日本での英語教育とその問題点

Nara—*Let the Games Begin!* by Theo Steckler, Dramaworks creator and author of the textbook *Star Taxi*. Using games to help students acquire vital communication skills is the theme of this presentation. Participants, acting as students, will learn to play a series of games that stimulate action, spontaneity and creativity in the classroom. These unique games are powerful tools that make repetition and drill a lively and pleasurable experience which enables your students to absorb language skills naturally with little conscious effort. *Sunday July 9, 14:00-17:00 Tezukayama College (Gakuenmae Station, Kintetsu Line); free for all.*

Niigata—A Social Outing. Place and time to be announced in our newsletter. *Saturday, July 8.*

Okayama—*What Am I Doing Here? EFL Teachers' Perceptions of Position and Role Within the Japanese University and College System* by Paul Hullah, Okayama University. This paper reports the results of an extensive survey exploring the degree to which ELT teachers at Japanese universities are satisfied with their position, and how they perceive their role, examining actual and ideal labels teachers use to describe their work, actual and ideal activities involved in that work, and degree of job satisfaction. *Saturday July 15, 15:00-17:00; Okayama Ai Plaza.*

日本の大学で教鞭をとる英語教師の自身の職場における満足度と役割のとらえ方に関する調査の結果を報告します。

Omiya—*Creating Authentic Material With a Digital Camera*. David Magnussen, Joshi Seigakuin University, will explain digital camera technology and a variety of ways the camera can be used to help teachers in the classroom. He will then lead a workshop where the audience will participate in the process of producing authentic teaching or testing material, from scratch to finish. *Sunday July 9, 14:00-17:00; Omiya Jack 6F (near Omiya station, west exit); one-day members 1000 yen.*

デジタルカメラを使った教材作り，授業での利用法について紹介します。当日のワークショップでは教材，テスト作りを体験します。

Shizuoka—Business Meeting. Come and have your say about current chapter business and the future direction of Shizuoka. All input is welcomed, and new faces are always especially welcome. *Sunday July 16, 13:30-17:00; AICEL 21 (take the 70, 88, or 90 bus from bus stop 5 at the north exit of Shizuoka station. Get off at the 6th bus stop called AICEL 21).*

Tokushima—*The Talk Method* by Johann Junge, creator of TALK. The presenter will give a workshop on his highly effective and absorbing language learning system. Emphases are placed on using the target language as much as possible and on self-evaluation. The participants will be able to see the dynamics of TALK while learning English, French, German, Spanish, Japanese, and Chinese. Please join us for this absorbing lecture. *Sunday July 9, 13:00-16:00; place TBA; one-day members 1200 yen.*

Toyohashi—***Katoh Gakuen Immersion Program*** by Wayne Burnett. The presentation will describe immersion programs in general and Katoh's elementary program in particular. *Sunday July 2, 13:30-16:00; Aichi University, Building 5, room 525.*

West Tokyo—***Discussion on Teaching Discussion***. Members are invited to participate in this guided discussion. Please bring your ideas, experiences and questions on how to teach students to discuss as content, process, skill, and strategy. *Sunday August 6, 13:30-16:00; Fuchu Shimin Kaikan (Lumiere), 6-min. walk from Keio Fuchu Station.*

ディスカッションを教えるためのディスカッション講座。
日時：8月6日(日)、13:30 - 16:00
場所：府中市民会館（京王線、府中駅前、ルミネール・ビル）

Yamagata—***The Students as Clients: An Examination of Japanese Post Secondary Education in Respect to Students as Clients and Consumers*** by J. Lorne Spry. This presentation will be in two parts: first a lecture and then a workshop when participants will actively do a sample lesson. We will look at people's expectations—those of students, administration, and teachers. We will then focus on how these often disparate aims are commonly resolved as a process. The workshop portion will offer a look at one part of the teacher's solution. *Sunday July 2, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Chapter Contacts

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Conference Calendar

edited by lynne roecklein

We welcome new listings. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus, July15th is the deadline for a September conference in Japan or an October conference overseas, especially when the conference is early in the month.

Upcoming Conferences

July 19-23, 2000—*Fourth International Conference on Teaching and Language Corpora (Talc),* to be held at Karl-Franzens-University of Graz, Austria. Eight keynote addresses, presentations, four workshops, a poster session, and a book and software exhibit are directed to practitioners and theorists interested in the use of corpus tools for such purposes as Language teaching/learning, teaching languages for specific purposes, student-centered linguistic investigation, cultural and historical studies, etc. Information and registration are available at www-gewi.kfunigraz.ac.at/talc2000, by email to talc2000@gewi.kfunigraz.ac.at, or from Bernhard Kettemann (bernhard.kettemann@kfunigraz.ac.at); Institut fuer Anglistik der Universitaet Graz, Heinrichstrasse 36, A-8010 Graz, Austria; t: 43-316-380-2488, 2487, 2474; f: 43-316-380-9765.

July 25-29, 2000—*Speaking and Comprehending: The Twenty-Seventh LACUS Forum,* at Rice University, Houston, Texas, USA. Amid a rich mix of speakers, specially featured are David McNeill on "The Role of Gesture in Communication and Thought," Andrew Papanicolaou on "Mapping the Language Cortex with Magnetoencephalography," and Michel Paradis giving the Presidential Address, "An Integrated Neurolinguistic Theory of Bilingualism: (1976-2000)." For more information, follow the conference link at fricka.glendon.yorku.ca:8008/mcummings.nsf/. Otherwise, contact Lois Stanford (lois.stanford@ualberta.ca.), 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.

August 5-6 and August 12-13, 2000—*Keys to Success: Personal Development Weekend Training (NLP)* by Richard Bolstad and Margot Hamblett from New Zealand, at Nanzan University, Nagoya, on August 5-6 and at SIT Tokyo Junior College on August 12-13. For Nagoya registration and information, contact Momoko Adachi at 052-833-7968 or koms@sannet.ne.jp; for Tokyo, contact Sean Conley at sean.conley@sit.edu

September 4-6, 2000 [pre-registration up to 7/31 only]—*Language in the Mind? Implications for Research and Education,* a conference organized by the Department of English Language and Literature, National University of Singapore and held at Fort Canning Lodge, Singapore, will focus on issues related to the role of the mind in the learning and use of language such as the extent to which language is an innate mental process and the extent to which it is out there in society, the mental processes involved in the acquisition of language, in the reception and production of language, and in the mental activities of social interaction.

The keynote speakers include Jean Aitchison and Rod Ellis. See the conference website at www.fas.nus.edu.sg/ell/langmind/index.htm or write to Conference Secretary, Language in the Mind?; Department of English Language and Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570, Republic of Singapore; or email to ellconlk@nus.edu.sg

September 7-9, 2000—*Language Across Boundaries: 33rd Annual Meeting of the British Association for Applied Linguistics (BAAL),* on the campus of Homerton College in Cambridge, UK, will investigate boundaries in respect particularly to cultures, disciplines, language learning, and modes. The keynote speakers are Jennifer Coates, David Graddol, and Bencie Woll. Information at www.baal.org.uk/baalr.htm, or write to BAAL 2000; c/o Dovetail Management Consultancy, 4 Tintagel Crescent, London SE22 8HT, UK; or email to andy.cawdell@BAAL.org.uk

September 7-10, 2000—*Second Language Research: Past, Present, and Future,* at the University of Wisconsin Madison. Papers and posters on many aspects of second language research, including theories, research methodologies, the relation of such research to the L2 classroom, and interdisciplinary approaches to L2 research. Ple-

nary speakers will include Ellen Bialystok giving cognitive perspectives on L2 research, Claire Kramsch on the contribution of foreign language learning to L2 research, and Bonny Norton on non-participation, communities, and the language classroom. The conference website is at http://mendota.English.wisc.edu/~slrf/. Send inquiries to slrf2000@studentorg.wisc.edu

September 11-13, 2000—*Second International Conference in Contrastive Semantics and Pragmatics (SIC-CSP 2000)* at Newnham College, University of Cambridge, Cambridge, UK. Papers on semantic and pragmatic theory and the interface between semantics and pragmatics, plus empirically-based presentations of contrastive linguistic data. Further information at www.newn.cam.ac.uk/SIC-CSP2000/, or contact Kasia Jaszczolt (kmj21@cam.ac.uk); Department of Linguistics, MML, University of Cambridge, Sidgwick Avenue, Cambridge CB3 9DA, UK or Ken Turner (k.p.turner@bton.ac.uk)

Calls for Papers/Posters (in order of deadlines)

September 8, 2000 (for December 2-3, 2000)—*IALIC (International Association for Languages and Intercultural Communication) Annual International Conference—Revolutions in Consciousness: Local Identities, Global Concerns in Languages and Intercultural Communication,* at Leeds Metropolitan University, UK. Previous conferences exploring cross-cultural capability have centered on how the crossing of linguistic, geographic and political spaces is leading to new modes of thinking, feeling, and experiencing the world. This fifth conference will investigate questions and issues surrounding the notion of consciousness, which is intrinsic to such questions as the negotiation of difference and similarity, the processing of meaning, and the shaping of identities. Proposals are welcome for seminars and workshops addressing such issues, their philosophical and social contexts, and practical implications concerning how these developments affect our pedagogy. The conference website at www.cf.ac.UK/encap/sections/lac/ialic/conference.html is very informative. Contact: Joy Kelly (j.kelly@lmu.ac.uk); Centre for Language Study, Jean Monnet Building, Leeds Metropolitan University, Leeds, LS6 3QS, UK; t: 44-113-2837440; f: 44-113-2745966.

Reminders—Conferences

July 9-14, 2000—*7th International Pragmatics Conference (IPrA): Cognition in Language Use,* in Budapest, Hungary. See ipra-www.uia.ac.be/ipra/ for details, or contact the IPrA Secretariat at P.O. Box 33 (Antwerp 11), B-2018 Antwerp, Belgium; t/f: 32-3-230 55 74; ipra@uia.ua.ac.be

July 22-29, 2000—*Education for a Culture of Peace: A Human Security Perspective, an intensive residential program in peace education held this year* at Mahindra United World College near Pune, India. For fees, registration information and forms please email Amanuma Eriko at erikoam@gol.com or Armene Modi at ankindia@vsnl.com

July 28-August 1, 2000—*FLEAT IV, the Fourth International Conference on Foreign Language Education and Technology,* will be held in Kobe, with pre-conference workshops on July 28. The conference is sponsored by the Japan Association for Language Education and Technology (former LLA), the International Association for Language Learning Technology (North America), and the Korea Association of Multimedia Language Learning. See the conference web page for details and online registration: www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html

August 30-September 2, 2000—*EUROCALL 2000—Innovative Language Learning in the Third Millennium: Networks for Lifelong Learning, Interdisciplinarity and Intelligent Feedback,* will be held at the University of Abertay in Dundee, Scotland. The keynote speakers are Stephen Heppell, Raymond Kurzweil, Wendy E. Mackay, and Carol Chapelle. Extensive conference website: dbs.tay.ac.uk/eurocall2000/. Human contact: Philippe Delcloque (p.delcloque@tay.ac.uk)

September 15-16, 2000—*The Second Symposium on Second Language Writing,* at Purdue University, West Lafayette, Indiana, USA. Keynote speakers will include George Braine, Linda Harklau, Ryuko Kubota, and John M. Swales. Registration limited to the first 120 registrants. Website at icdweb.cc.purdue.edu/~silvat/symposium/2000/, or contact Paul Kei Matsuda (pmatsuda@purdue.edu); Department of English, 1356 Heavilon Hall, Purdue University, West Lafayette, IN 47907-1356 USA; t: 1-765-494-3769.

September 30-October 1, 2000—*Korea TESOL (KOTESOL) International Conference—Casting the Net: Diversity in Language and Learning,* at Kyoungbuk National University, Taegu, South Korea. Keynote speeches by Dick Allwright, L.Van Lier and Andy Curtis. Information and online registration at www.kotesol.org/conference/. Human contact available from Andrew Finch, Conference Chair, at kconference@hotmail.com or ddlc@duck.snut.ac.kr; t: 82-(0)2-979-0942; or from Jane Hoelker (hoelkerj@hotmail.com), KOTESOL International Affairs Liaison; Seoul National University, Hoam #104 East, 239-1 Pongchon 7 Dong, Kwanak-gu, Seoul 151-057, South Korea; f: 82-2-871-4056.

November 2-5, 2000—*JALT 2000: Towards the New Millennium—the 26th Annual Interna-*

tional Conference on Language Teaching and Learning & Educational Materials Expo. Our very own conference, held this year at the Shizuoka Granship Conference and Arts Centre in Shizuoka, Japan. See the conference website at jalt.org/jalt2000/ for unfolding details.

Job Information Center/ Positions

edited by betina begole

The Job Information Center has a new email address -- tlt_jic@jalt.org -- that should be much easier to remember. Please use this address to place ads, or to request the job list. You can now also find the JIC jobs listed at www.jalt.org/tlt

To list a position in The Language Teacher, *please fax or email Bettina Begole, Job Information Center, at tlt_jic@jalt.org or call 0857-87-0858. Please email rather than fax, if possible. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary.*

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University in Sanda-shi is looking for part-time English instructors for the fall semester. **Qualifications:** MA in TEFL or doctorate, or currently enrolled in an MA-TEFL program. Must be a Kansai resident, preferably in Osaka/Kobe area. **Duties:** Teach a minimum of three *koma* per day for one to three days. Courses include academic writing, content, listening, and discussion/presentation. **Salary & Benefits:** Competitive salary and commuting allowance. **Application Materials:** Curriculum vitae and letter of introduction. **Contact:** James Riedel, Coordinator; English Language Program, Kwansei Gakuin University, Gakuen 2, Sanda-shi 669-1337; james@ksc.kwansei.ac.jp

Niigata-ken—The International University of Japan (IUJ) is seeking a part-time English instructor to teach graduate students in the International Relations Department. The school is located near Urasa, about 90 minutes by Shinkansen from Tokyo. **Qualifications:** MA in TESOL or a related field, and teaching experience at the university level. Duties: Teach classes of approximately 10-12 students for ten weeks beginning in early October. The position may also be available for ten weeks beginning in early January. **Salary & Benefits:** Salary is based on the university part-time pay scale which is dependent on degree and experience. Transportation (Shinkansen) from residence to IUJ is also included. **Application Materials:** CV, cover letter, list of publications/presentations, and contact information for at least two references. **Deadline:** September 1, 2000, but applicants are encouraged to apply as soon as possible. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata 949-7277.

Yamanashi-ken—Elite English School in Kofu is seeking full- and part-time English teachers to teach evening classes. **Qualifications:** Possession of, or eligibility for, instructor visa. **Duties:** Teach Monday through Friday evenings, all levels, all ages. Full-time entails 26-30 hours/week; part-time, 10 hours/week. **Salary & Benefits:** Full-time salary begins at 230,000 yen/month, with visa sponsorship available. Part-time salary is 90,000 yen/month. **Application Materials:** Resume. **Contact:** N. Hirahara; Elite English School, 1-16-4 Midorigaoka, Kofu, Yamanashi-ken 400-0008; t/f: 055-251-3133; t: 055-253-7100.

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

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

Bulletin Board

edited by brian cullen

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. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Bulletin Boardに記事の掲載を希望される方は、箇条書きやアウトラインの形ではなく、文章形式で毎月20日までに記事をお寄せください。また、記事の再掲載をご希望の方は編集者にご連絡ください。

Call for Papers: *ILEC 2000*—The International Language in Education Conference 2000, "Innovation and Language Education," will be held from December 14-16, 2000 at The University of Hong Kong. A sub-theme will be "Information Technology in Language Education." The conference will

place special emphasis on the practical needs and interests of classroom practitioners. Abstracts for papers, workshops, colloquia, and poster sessions are due by August 31. For more information, contact: Secretariat ILEC 2000; c/o The Faculty of Education, The University of Hong Kong, Pokfulam, Hong Kong; t: 852-2859-2781; f: 852-2547-1924; ilec2000@hkucc.hku.hk; http://www.hku.hk/ilec2000

The International Language in Education Conference 2000,「Innovation and Language Education」が2000年12月14～16日に香港大学で開催されます。サブテーマは「言語教育における情報技術」です。論文、ワークショップ、セミナー、ポスターセッションへの申し込みを歓迎いたします。大会は実践的なニーズ、教室実践に焦点を当てています。詳細は英文をご参照ください。

TESOL Certificate Course—The School for International Training (SIT), an accredited college of World Learning based in the United States, is pleased to offer its TESOL Certificate Course this summer at the Kyoto YWCA from July 21-August 10. This three-week intensive course will cover the practical aspects of teaching English to adult learners and is grounded in SIT's philosophy of experiential learning. The course will cost ¥175,000 and will be limited to 10 participants. The trainers will be Brian Long (MAT SIT, RSA Certificate) and Joshua Kurzweil (RSA Diploma). Contact: Brian Long; t: 075-862-0833; blong@gol.com; or Joshua Kurzweil; t: 075-865-1095; kjosh@gol.com; www.sit.edu/tesolcert/index.html

The School for International Training (SIT)ではTESOL教員コースを7月21日～8月10日までの期間、京都YWCAにて開講いたします。この3週間の集中コースでは、SITの経験的学習哲学に基づいた成人学習者に対する英語教育の実践的な諸相をカバーいたします。費用は17万5千円で10人定員です。詳細は英文をご参照ください。

Call for Papers and New Members: *JALA*—The Japan Anthropological Linguistic Association (JALA), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). JALA is a professional association for the study of the interrelationship of people, language and culture. JALA welcomes as members any person interested in discussing these topics from an anthropological point of view. For more details, see JALA's website at http://www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html (Japanese) or http://kyushu.com/jala (English).

昨年設立されたJALA—The Japan Anthropological Linguistic Association (JALA)では、新規会員を募集し、また2001年5月に発行予定の最初のジャーナルへの投稿を募集しております。ＪＡＬＡは、人、言語、文化の内在的関係の研究を行う専門家の組織です。詳細は英文及び日本語のＷｅｂｓｉｔｅ〈ｈｔｔｐ：／／www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html〉をご参照ください。

Call for Submissions: *Essay Collection*—What is it like for native speakers to profess English in Japan? A proposed collection of essays aims to gather a wide number of individual examples across many different organizational and institutional sites. Some issues that might be addressed include reasons for teaching in Japan and their relationship to teaching, the assumptions held prior to arrival and the approaches to the realities subsequently encountered, and the nature of English in Japan. Contributions should be twenty to thirty pages, double-spaced, clear, and follow the conventions of the personal essay. The purpose of the collection will not be practical, but instead personal, as well as theoretical. For more information, contact: Eva Bueno; evapbueno@yahoo.com or Terry Caesar; caesar@mwu.mukogawa-u.ac.jp; English Department, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya, 663-8558.

母語話者にとって日本で英語を教えることとはどのようなことか？数多くの異なった組織や教室からの個々の事例を広く集めることを目的として、評論を募集しています。詳細は英文をご参照ください。

NLP Weekend Training—Richard Bolstad and Margot Hamblett from New Zealand will lead an NLP weekend training session on "Keys to Success, Personal Development" at Nanzan University on Aug. 5-6, and at SIT Tokyo Junior College on Aug. 12-13. For Nagoya registration and information contact Momoko Adachi; t: 052-833-7968 or koms@sannet.ne.jp; for Tokyo, contact Sean Conley; sean.conley@sit.edu

ニュージーランドからのRichard Bolstad と Margot Hamblettによる「Keys to Success, Personal Development」というNLPウィークエンド・トレイニング・セッションが8月5-6日に南山大学で、8月12-13日にSIT Tokyo Junior Collegeで行われます。申込先、詳細は英文をご参照ください。

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

TLTでは、Book Reviews、Bulletin Boardの日本語のコラム編

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

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

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

Feature Articles

English. Well written, well-documented articles of up to 3,000 words. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

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

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

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

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

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

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

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

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

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

Departments

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

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

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

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

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

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

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

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

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

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2　カ月前の1　5　日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

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

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

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

ＪＡＬＴ 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、３００字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2　カ月前の1　5　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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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 39 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, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (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** (¥6,000) are available to full-time 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、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と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、熊本、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、岐阜［準支部］）

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

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

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

会員及び会費：個人会員（¥10,000): 最寄りの支部の会費も含まれています。学生会員（¥6,000): 学生証を持つ全日制の学生（大学院生を含む）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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