

## Special Issue:

### Teaching World Citizenship in the Language Classroom

- 3 Introduction
- 5 Letters to TLT

#### special issue features

- 7 A Gandhian Perspective on Peace Education: An Interview with Rajmohan Gandhi  
*by Arlene Modi*
- 11 Teaching English for World Citizenship: Key Content Areas  
*by Kip A. Cates*
- 15 Empowering ESL Students for World Citizenship  
*by Marilyn Higgins & Brid MacConville Tanaka*
- 21 Teaching Resources for World Citizenship  
*by Kip Cates, Marilyn Higgins, & Brid MacConville Tanaka*
- 25 So, What's World Citizenship?  
*by Jeris E. Strain*
- 29 Communicating Classrooms: English Language Teaching and World Citizenship  
*by Don Harrison*
- 33 国際理解のための英語コミュニケーション～その方策と実践 赤木弥生、島幸子  
(English Communication for International Understanding: Methods for Implementation *by Akagi Yayoi & Shima Yukiko*)

#### working papers

- 37 Christmas in Kumamoto, *by Joseph Tomei*

#### net nuggets

- 39 Sites for Language Teachers

#### report

- 41 Task-Based Research in SLA, *by Brett Reynolds*

#### a chapter in your life

- 43 JALT Sendai

#### my share

- 45 Using *Rainbow War* to Raise Global Awareness  
*by Ken Fujioka*
- 46 An Intercultural Communication Simulation  
*by Asako Kajjura & Greg Goodmacher*
- 47 Studying the Rights of Non-Human Citizens of Earth, *by Greg Goodmacher*
- 48 A Thematic Week at a Small School  
*by James R. Welker & Stacia Houston*

#### eulogy

- 53 Shigeo Imamura, *by David McMurray*

#### departments

- 51 Book Reviews
- 53 Recently Received
- 55 Bulletin Board
- 56 Of National SIGNificance
- 57 Chapter Reports
- 61 Chapter Meetings
- 63 Conference Calendar
- 65 Job Information Center/Positions
- 67 Advertiser Index
- 39 Authors

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

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

*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をお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

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

## Feature Articles

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

日本語論文です。4000字原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

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

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

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

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

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

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

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

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

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

## Departments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## JALT Publications Board Chair — William Acton

Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; <i44993g@nucc.cc.nagoya-u.ac.jp>

## Editor — Laura MacGregor

1-35-803 Kotoni 1-jo 6-chome, Nishi-ku, Sapporo 063-0811; t/f: 011-614-5753; <laura@siu.ac.jp>

## Japanese-Language Editor — 衣川隆生 (Kinugawa Takao)

〒305-8577 つくば市天王台1-1-1 筑波大学留学生センター; t/f: 0298-53-7477 (w); <kinugawa@intersc.tsukuba.ac.jp>

## Associate Editor — Bill Lee

Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193; f: 058-293-3118; <wmlee@cc.gifu-u.ac.jp>

## Japanese-Language Associate Editor — 小野正樹 (Ono Masaki)

〒305-8577 つくば市天王台1-1-1 筑波大学留学生センター; t/f: 0298-53-7372 (w); <BXC02142@niftyserve.or.jp>

## Assistant Editor — Paul Lewis

602 New Urban Issha, Meito-ku, Nagoya 463-0093; t/f: 052-709-1307 (h); <pndl@gol.com>

## TLT Online Editor — Bob Gettings

Hokusei Gakuen Women's Junior College, Minami-4 Nishi-17, Chuo-ku, Sapporo 064-0804; t: 011-613-2488 (h);

011-561-7156 (w); f: 011-513-7505 (w); <gettings@sco.bekkoame.ne.jp>

## Column Editors

### A Chapter in Your Life — Joyce Cunningham & Miyao Mariko

Joyce Cunningham: Faculty of Humanities, Ibaraki University, 2-1-1 Bunkyo, Mito 310-0056; t: 029-228-8455; f: 029-228-8499;

English: <doycie@mito.ipc.ibaraki.ac.jp>; 日本語: <mariko@cs.kasei.ac.jp>

### My Share — Sandra J. Smith & Oishi Harumi

Sandra J. Smith: Suzugamine Women's College, 4-6-18 Inokuchi, Nishi-ku, Hiroshima 733-8623; t: 082-278-1103 (w);

f: 082-277-0301 (w); English: <smith@suzugamine.ac.jp>; 日本語: <oishi@nagoya-wu.ac.jp>

### Book Reviews — Katharine Isbell & Oda Masaki

Send all column submissions to Katharine Isbell: Miyazaki International College, 1405 Kano, Kiyotake-cho, Miyazaki-gun 889-1605;

t: 0985-85-5931 (w); f: 0985-84-3396 (w); <kisbell@miyazaki-mic.ac.jp>

### Publishers' Review Copies Liaison — Angela Ota

West Park Communication Services, Funakoshi 957-6, Gosen-shi, Niigata 959-1805; t: 0250-41-1104; f: 0250-41-1226;

<angela@cocoa.ocn.ne.jp>

### Letters — Bill Lee (See Associate Editor) & Koarai Mikiya

小荒井幹也: t/f: 011-614-5753 (h); <ja8m-kari@asahi-net.or.jp>

### N-SIG Reports — Tom Merner

1-55-17 Higiriyama, Konan-ku, Yokohama 233-0015; t/f: 045-822-6623 (w); <tmt@nn.ij4u.or.jp>

### Chapter Reports — Diane Pelyk & Nagano Yoshiko

Diane Pelyk: Fukumaru Bldg. 10B, 4-2-30 Masaki Naka-ku, Nagoya 460-0024; t/f: 052-671-8232

日本語: <nagano97@pop.wa2.so-net.or.jp>; English: <dmp@gol.com>

### Chapter Meetings — Malcolm Swanson & Tom Merner

Malcolm Swanson: 2-19-28 Maigaoka, Kokura Minami-ku, Kitakyushu 802-0823; t/f: 093-962-8430 (h);

English: <malcolm@seafolk.ne.jp>; 日本語: <tmt@nn.ij4u.or.jp>

### JALT News — Thom Simmons & Ono Masaki

Thom Simmons: #303 Tanaka Bldg., 2-28-10 Morigaoka, Isogo-ku, Yokohama 235-0024; t/f: 045-845-8242; <malang@gol.com>

### Bulletin Board — David Dycus & Kinugawa Takao

English: Dave Dycus: 3-57 Toriimatsu-cho, Kasugai 486-0844 <dcdycus@asu.aasa.ne.jp>; Japanese: See Japanese-Language Editor

### Conference Calendar — Lynne Roecklein & Kakutani Tomoko

Lynne Roecklein: Faculty of Regional Studies, Gifu University, 1-1 Yanagido, Gifu 501-1193; t: 058-293-3096 (w);

f: 058-293-3118 (w); <lynnne@cc.gifu-u.ac.jp>

### Job Information Center/Positions — Bettina Begole & Natsue Duggan

Bettina Begole: 436 Kuwabara, Aoya-cho, Ketaka-gun, Tottori 689-0529; <begole@po.harenet.ne.jp>

## Occasional Column Editors

### Educational Innovations/Creative Course Design — Daniel J. McIntyre

Shuwa Residence #702, 4-11-7 Nishi-Azabu, Minato-ku, Tokyo 106-0031; <daniel@ms.geidai.ac.jp>

### The Region — David McMurray

Fukui Prefectural University, Kenjojima 38-7, 4-1-1 Matsuoka-cho, Yoshida-gun, Fukui-ken 910-1142

t/f: 0776-61-4203 (h); <mcmurray@fpu.ac.jp>

### Net Nuggets — Larry Davies, Nanzan University <davies@ic.nanzan-u.ac.jp>

## Editorial Advisory Board

Torkil Christensen (Hokusei Women's Junior College); Steve Cornwell (Osaka Jogakuin Junior College); Kathleen S. Foley (Aoyama Gakuin Women's Junior College); Michael Furmanovsky (Ryukoku University); Dale Griffie (Seigakuin University); Ron Grove (Mejiro University); Wayne Johnson (Ryukoku University); Steve McGuire (Nagoya University of Arts); Daniel J. McIntyre (Tokyo University); Miyana Chieko (Kyoto Tachibana Women's University); Tim Murphey (Nanzan University); Nancy Mutoh (Nagoya University of Foreign Studies); Jill Robbins (Doshisha Women's College); Lynne Roecklein (Gifu University); Sakui Keiko (Kwansei Gakuin University); Shiozawa Mayumi (Ashiya Women's Jr. College); Craig Sower (Shuujitsu Women's University); Tamara Swenson (Osaka Jogakuin Junior College); Takahashi Sachiko (Okayama Notre Dame Seishin Women's University); Gene van Troyer (Gifu University of Education)

## Translation: General Translators — 石川慎一郎・石川有香・杉野俊子 和文要旨作成協力者 — 田代ひとみ

## Production: Proofreaders — Michael Cholewinski, David Dycus, Scott Gardner, John Grummitt, Aleda Krause, Robert Long, Amy Peyton, Steven Snyder

## Design & Layout — The Word Works; t: 045-314-9324; f: 045-316-4409; <rsm@twics.com>

## Cover Graphic — The Word Works

## Printing — Koshinsha Co., Ltd., Osaka

## JALT Central Office — Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; <jalt@gol.com>

TLT Online: <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt>

This issue of *The Language Teacher* focuses on the theme of Global Citizenship and the role that language teachers can play in developing this concept. “Why us?” you might ask. It is because teaching language goes beyond grammar, syntax, and vocabulary. The people of the world are privileged at this time in history to be involved in an emerging and ongoing global dialogue. Participants in the global dialogue require not only basic language skills and a knowledge of other cultural backgrounds, but also an understanding of the issues that affect us all. Developing language skills and empowering people with the conceptual bases to be able to participate in these issues is part of what the Commission on Global Governance referred to in 1995 when it called upon the world to strengthen the “global neighborhood” that we all share (p. xviii).

In this issue, a variety of approaches offer a diversity of “voices” for the reader. The opening article presents an in-depth interview with Rajmohan Gandhi, the grandson of Mahatma Gandhi. Interviewer **Armene Modi** draws out Mr. Gandhi’s thoughts on peace education and his opinions on the roles of teachers and language instruction. **Kip Cates** then introduces us to three content areas which help promote global awareness and a sense of world citizenship. He explains the term “world citizen” and outlines the rationale for teaching world citizen content in the EFL classroom. Strategies for developing communicative capacity are then offered by college-level teachers **Marilyn Higgins** and **Brid MacConville Tanaka**, whose methods aim to expand their students’ world vision while building their competencies as contributors to our global society. **Kip, Marilyn, and Brid** then join forces and provide a comprehensive resource list that can be readily and easily used by those interested in exploring or teaching world citizenship. **Jeris Strain** presents a case study of a content-based university course on world citizenship, and provides some insights into the concerns of Japanese university students. A focus on young children in the article by **Don Harrison** describes how learning exchanges between school children in different countries reinforce the idea that young people are global citizens in their own right and can contribute to the development of an informed citizenship that aids both global understanding and action. The final feature article by **Yayoi Akagi** and **Yukiko Shima** articulates the recommendations of LINGUAPAX and discusses the need for the addition of ethical meaning to language education today. It shows how international understanding and awareness of the global society can be fostered in a classroom and how important and effective they are when learners are engaged in intercultural communication.

This month *TLT* introduces *Working Papers*, a column edited by **Joseph Tomei** concerning working conditions and problems faced by teachers in a shrinking economy and growing job insecurity.

**Brett Reynolds** reports on a November, 1998, lecture by **Rod Ellis**, part of Temple University’s distinguished lecture series, and **Larry Davies** offers some sites for English language teachers in *Net Nuggets*.

On behalf of all of the contributors and those in the Global Issues in Language Education N-SIG, we hope that you will enjoy the articles in this special issue, and through them gain a better understanding of the importance and inherent value of teaching global concepts in the language classroom.

Michael Higgins, *Guest Editor-Yamaguchi National University*

## Reference

Commission on Global Governance. (1995). *Our global neighborhood* (the report of the Commission on Global Governance). Oxford: Oxford University Press.

今月号のThe Language Teacherは、Global Citizenshipとこの概念を発展させるために語学教師ができる役割に焦点を当てています。「なぜ私たちが？」と疑問を感じる方もいるでしょう。それは、おそらく文法、統語論、語彙などの枠を語学教育が飛び出してしまっているからでしょう。現在、世界の人々には、新しい、そして現在進行中のグローバルな議論に加わるという特権が与えられています。このグローバルな議論に加わるためには、基礎的な言語技能と他の異文化背景についての知識だけではなく、我々全てに影響を与える問題に対する理解が必要となります。言語技能を向上させ、概念的基礎とともに、これらの問題点の議論に参加することができる権限を与えることは、Commission on Global Governanceが1995年に言及したものの一部でもあります。

今月号では、読者の皆さんに様々なアプローチで「Voices」の多様性を紹介しています。最初は、マハトマ・ガンジーの孫であるRajmohan Gandhi氏へのインタビュー記事から始まります。インタビューを行ったArmene Modiはガンジー氏の平和教育と、教師及び言語指導の役割についての彼の意見を引き出しています。続いて、Kip Catesはグローバルな認識と世界的市民観を発展させる三つの内容的な領域を紹介しています。彼は「世界的市民」という術語を説明し、EFLのクラスで世界的市民の内容を教えるための理論的背景を概説しています。続いて、communicative capacityを発展させるための方策について、大学で教えているMarilyn HigginsとBrid MacConvilleTanakaが述べています。ここで紹介されている方法は、グローバルな社会での貢献者としての能力を構築すると同時に、学習者の世界観を拡げることを目的としたものです。Kip MarilynとBridは世界的市民権を検討し、教えることに興味がある方が、すぐに、そして容易に使うことのできるリソースのリストを提供しています。Jeris Strainは世界市民権を教える内容中心の大学のコースについての事例を紹介し、日本の大学に在籍する学生に関連したいくつかの洞察を述べています。Don Harrisonによる児童に焦点を当てた論文では、いかに異なった国々の子供同士の交換学習が、子供は世界的市民である権利を持つという概念を強化し、そして、いかにグローバルな理解と行動を促進する見聞の広い市民権を発展させることに貢献できるかについて述べています。最後の赤木弥生と島幸子の論文では、LINGUAPAXを強く推奨し、今日の言語教育に倫理的な意味をつけ加えることの必要性について議論をしています。これは、国際理解とグローバルな社会への認識が、いかに育成されるかを示すと同時に、学習者が異文化間コミュニケーションに参加する際に、この認識がいかに重要で効果的かも示しています。

今月からTLTは、Jpseh Tomeiの編集による労働条件と、不況と労働機会の不安定さの中で教師が直面している問題についてのコラム、Working Papersが始まります。Brett Reynoldsは、Temple大学で開催されているレクチャーシリーズの一部、1998年11月に行われたRod Ellisの講義について報告します。Larry DaviesはNet Nuggetsにあるいくつかの英語教師のサイトについて紹介しています。

今月号の全ての投稿者及びグローバル問題N-SIGを代表して、皆さんがこの特別号の記事を楽しんでくださることを期待しております。そして、記事を通して言語教育において、グローバルな概念を教えることの重要性と価値をより深く理解してくださることを願っています。

ゲスト編集者 マイケル・ヒギンズ (抄訳 衣川隆生)



## How dedicated is JALT?

On TLT's table of contents page, JALT claims to be "... dedicated to the improvement of language teaching and learning in Japan." I wonder to what extent this is true.

"Language teaching and learning in Japan" would seem to cover a wide spectrum: elementary, secondary, and tertiary education, as well as education "industries" such as *kumon*, *juku*, language schools, and many other areas.

And yet I can't help noticing an emphasis on tertiary education. I note that all 28 JALT Editors and Editorial Board members are university or college faculty. The vast majority of articles appearing in TLT are written by those in tertiary education. Various articles are directed specifically at tertiary education (e.g. TLT 11, 1998, p. 19) but there seems to be very little on the teaching of children, teaching in Junior or Senior High School, etc.

While I understand that much of the content of articles can be adapted to different situations, and also that publishing can be a large part of what those in tertiary education do, I wonder if there's scope for a more representative JALT (and hence a larger, wider membership?) and how this might be brought about successfully.

Recently I've been contacted by the forming association, English Teachers of Japan, which commented on the representativeness and responsiveness of current teacher organizations, and it will be interesting to see how JALT and others play their roles and adapt to continue to provide value to their members and so maintain a strong membership.

Yours,  
John S. Dutton  
Apple English Center, Ikeda, Osaka  
JALT Kyoto Chapter

*We asked JALT vice-president Brendan Lyons, a long-time member and high school teacher, to share his perspective on these concerns to all:*

Dear John,

JALT's membership does indeed cover a wide spectrum which we hope to widen further. My own chapter, Hamamatsu, like many others, is almost totally composed of high school, junior high, and private language school teachers. During the Omiya Conference we met with Tim Conlon, the AJET national chairperson, and have exchanged membership databases to encourage grassroots contacts between JALT and AJET. The real question, as I see it, is not whether JALT is broadly representative but "Why there is not more evidence of this in JALT publications?" Quite simply, I think this comes down to two basic elements: Time and Desire.

Few commercial, primary, or secondary teachers have work schedules that allow the large number of hours required of the volunteers who run our publications. In some cases it amounts to a second full-time job. This does not mean that they are not encouraged to apply for these positions. They are. The simple fact is that few ever do, generally citing lack of time as the main reason.

College and university educators are under constant pressure to publish. JALT publications provide them with a forum, and there are many more of these people clamouring to get in than are actually accepted and published. Other teachers, however, are much more laid back about publishing articles. It's not a career requirement, and, again, many of them say they don't have the time. I know for a fact that TLT has often gone trawling for articles from non-university level teachers (myself included) and they have provided excellent pieces. The general level of enthusiasm is very different, though.

To sum up, I would say there is no lack of encouragement for non-tertiary level teachers to write or edit for JALT publications, but they seem, as a group, rather reluctant to come forward.

Yours sincerely,  
Brendan Lyons  
JALT Vice-President

*TLT takes this opportunity to encourage contributions from primary, secondary, or commercial teachers. We recognize that their extra burdens call for extra efforts, often solitary and under difficult conditions, and we will make matching efforts to provide the assistance, resources, and collegial support to bring their work to publication.*

*The Language Teacher* is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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

All materials in this publication are copyright © 1999 by their respective authors.



# A Gandhian Perspective on Peace Education: An Interview with Rajmohan Gandhi

**Armene Modi**

Following in the footsteps of his illustrious grand father, Mahatma Gandhi, Rajmohan Gandhi, an internationally renowned peace activist, has worked tirelessly as a crusader for peace, actively promoting dialogue and reconciliation among various groups in conflict both in India and abroad. Moreover, he is a distinguished author, journalist, and biographer, and has served as a senator in the Indian Rajya Sabha. During his term, he chaired a parliamentary committee of the Indian National Integration Council that dealt with issues pertaining to some of the most marginalized sections of Indian society: the Untouchables, and lower castes. He also led the 1990 Indian delegation to the UN Human Rights Commission in Geneva, and organized a *Yatra* (journey) by African Americans and others along the route of Gandhi's historic Salt March.

Mr. Gandhi has used his journalistic talents to further the cause for peace in the troubled Indian sub-continent. He launched the *Himmat Weekly*, which focused on various human rights issues, and was, for several years, editor of *The Indian Express*, one of India's primary newspapers. In his book *Understanding the Muslim Mind* (1987), he has attempted to study the Hindu-Muslim relationship. Among a number of books he has authored, two are biographies of his illustrious grandfathers: *The Good Boatman* (1995) portrays the life of his grandfather Mahatma Gandhi, while *Rajaji: A Life* (1997) focuses on the life of his maternal grandfather, Chakravarti Rajagopalachari, who was a freedom fighter and India's first Governor General after independence. The following interview with Mr. Gandhi took place at Obirin University in Spring 1997 while he was a visiting professor there. In this in-depth interview on the themes of peace and peace education, Rajmohan Gandhi shares his views and vision for a future of peace, and offers some food for thought to educators and language teachers interested in bringing peace issues into the language classroom.

*Thank you for taking the time to do this interview despite your busy schedule. You are presently teaching courses at Obirin with a focus on peace studies. What, in your opinion, should be the essential elements of a course on peace education?*

Peace education, first and foremost, must include reconciliation and conflict resolution. The two must go

together. I don't myself see one without the other. Conflict resolution should include scope for non-violent struggle, and non-violent struggle must have scope for negotiation, dialogue and a settlement. Peace education, however, needs to include not only strategies for non-violent actions and conflict resolution, but also peaceful, non-violent struggles for justice, as well as education about different races, different religious groups, different cultures, and different civilizations.

There is a particular need to include an emphasis on listening to each other. From my experience, the greatest blocks to peace are when people are not prepared to listen to the other side. And the greatest breakthroughs are achieved when we *do* listen to the other side. That is to my mind, a crucial ingredient of peace education.

Obviously peace education is not something that can be done in the classroom alone. The home is a crucial place, as is the neighborhood. Politicians, entertainers, sports figures and media people all have a great impact on children. Education in the classroom can be negated by the "education" that children receive from the media, so, we have to widen our orbits to include all these areas.

*Do you think then that peace education can be a viable means of helping people overcome violence and achieve human justice? What do we as educators need to do?*

These are vast questions, but it seems to me that living with one's neighbor, eliminating hatreds and prejudices, coping with different versions of history, coping with incomplete or false representations of different religions; these do require immense effort in the school room as well as in the world outside. I don't know whether I can recommend a simple formula or proposals for this, but obviously the ultimate goal is that each person sees himself or herself clearly. It's very easy for all of us to have strong feelings against injustices and discriminations in the world outside, but perhaps, not so easy for us to see whether our own hearts harbor some discrimination, some prejudice, some bias. One thing we must teach students is to look at themselves, to turn the search light inwards.

Apart from training a child to look at herself, himself, maybe we need to see whether we can train each citizen to be something of a reconciler, something of a healer, as well as something of a fighter. If there is

something wrong, we have to fight. But if two people are determined to fight each other, to take revenge on each other, then we must do more than fight; we must help the two groups to reconcile with each other. Now these arts are not so easily taught. It's not a question of a curriculum being devised. This needs a lot more study and sensitivity.

*You have often described yourself as "primarily committed to the bridging of human divisions." Could you share with us some of your own personal experiences as a bridge-builder in India and elsewhere?*

I would certainly describe myself as one with a great desire to be a bridge builder. I can't say I have been very successful, but I am keen on bridge building. In India, I have attempted to deal with the Hindu-Muslim divide, with the rich-poor divide, with the divide between separated political parties, and with the tension between different language and ethnic groups. Sometimes these experiences have taken place in areas of tension: in Assam, in Kashmir, in the Punjab, and elsewhere. In other parts of the world, I have attempted bridge building between India and Pakistan, and between Tamils and Sinhalese in Sri Lanka. I have also, in a limited way, been involved in bridge-building efforts in other parts of the world, such as South Tyrol, where German-speaking and Italian-speaking people were involved in a very deep division, and in Ireland.

I would say that one lesson I have learned is how easy it is and how constant it has been throughout history that people have tended to blame a neighboring group for many of their problems. This seems to be in India a very strong feature. In the northeast many tribal groups such as the Nagas, the Bodas, and the Assamese, blame each other for their own lack of political and economic clout, alleging linguistic and cultural suppression. In the north, between the state of Punjab and the state of Rajasthan and Haryana, there are fierce disputes over water distribution. Incidentally the distribution of water, which is a scarce resource in India, is a very major source of conflict. And sometimes there is a very strong perception that *our* need is greater than *their* need. Very often the other side has almost the opposite perspective.

*So what do we need to do to develop sympathy and empathy among people for "the other"?*

I have always found that stories do more than theories. And my own story does more than anybody else's story. I guess every teacher must have discovered that. I've often found that if I can tell an honest story about some prejudice in me that I have overcome, that impact is very strong. Certainly that has been the impact on me of others who have told me their stories. Then I can straight away live into that person's situation, I know that I am listening to something authentic.

I often tell a story about myself, when I first as a boy heard of a Pakistani Prime Minister who had been

shot. My initial reaction was negative: I felt glad it had happened, and hoped that he would soon die from the shot. This negative reaction stemmed from the general prejudice I had against Pakistan, the same prejudice that many of my fellow countrymen shared. And then I considered that Pakistani Prime Minister or not, he was first and foremost a human being, and saw my reaction for what it was, namely that it was a very mean and petty kind of reaction, and when I saw that, a stereotype against Pakistanis in my own mind was broken. I would like to believe that when I have told the story, maybe some stereotypes in other people's minds also have been edged out, I hope.

*In terms of attempting reconciliation with "the cultural other," for example in India, with the high caste Hindus and the Untouchables, what sort of way can we help to have the two sides look beyond the divisions that create the barriers, and see each other as human beings?*

If there is a possibility of a dialogue with the other group about whom there are stereotypes held, then I think that's probably one way of really introducing the cultural other, physically if that's possible. It's always interesting to find out if we have actually met any of the cultural other that we have strong views about. I think when a child discovers that he or she has never actually met that group but yet has such negative views about them, they may feel that that's not all there is to it.

*What advice do you have for would-be peacemakers?*

One thing we have to recognize is that so many people have a stake in continuing divisions, in continuing hate, so peace-making isn't all this popular. You may have a very large constituency for peace on both sides, but often you have powerful interests who would like the hating and the fighting to continue. So you have to reckon with opposition to peace efforts, sometimes even from the media. If it is not easy for an outsider to serve the cause of peace, we can imagine how much more difficult it could be for an insider, surrounded by a neighborhood of angry people to work for peace. Often the peacemaker, especially if he or she is one of the involved parties, faces tremendous hostility from their own side who don't want to let go of their anger or hatred. They regard a peacemaker as a compromiser, or a traitor. But there is almost always a very strong constituency for peace. After all, violence destroys normal life, people want peace, and a way out of the destruction.

Yet, if the world is to become a better place, we need many more people who can be peacemakers. Consider Rwanda where hundreds of thousands of people have been killed, where children have seen their parents hacked to death and parents have watched their children massacred. Yet, in many cases, they have to live with the people who may have done the killings. How do those people live together? In India we have the Hindu-Muslim situation and in some areas, there has been terrible violence. Again, people have to live in the

same neighborhood. Where else can they go? Although they go away for some time, they return to their homes for jobs and to resume their shattered lives. So the world very much needs healers, reconcilers.

Another thing that any would-be peacemaker has to realize is that many people are engaged in peace making. Discovering who else is involved, and working with them is also important. Luckily there are some amazing examples of healing, such as the remarkable change in South Africa. Another is what has happened between France and Germany. Considering the long history of terrible wars and hatreds and vengeance between Germany and France, the present situation is quite astonishing.

*In recent history, major changes have been accomplished non-violently, for example, in South Africa, where in 1994, apartheid was ultimately eliminated through non-violent means. You just mentioned the remarkable changes in South Africa as one example of healing. Perhaps, one of the factors that brought the South African government around was the international boycott of South Africa. The overthrow of Marcos in the Philippines in 1986, is another example. Millions of people there united under the People's Power Movement to finally oust Marcos' dictatorial regime, bravely facing the soldiers' tanks and machine guns with non-violence. How do you interpret these events?*

I think we have to credit not only Mandela and his colleagues in the freedom movement of South Africa but also De Clerk and others and the white leadership for the change. There was a long history of opposition to apartheid outside South Africa in the United Nations and elsewhere. The Nobel Peace Prize was also used very strategically. First, Chief Lutuli of the ANC was given the Nobel Peace Prize in 1960, then Archbishop Tutu in 1984, and of course the economic boycott to which you referred. We also should recognize that the change in South Africa took place following dialogue at numerous levels. In a number of cities, across many layers: trade unions, teachers, industrialists, sports people, and of course politicians, and media people, they all held dialogue across race. So it was ultimately a triumph of common sense and sanity over foolishness.

It was also a manifestation of the power of non-violence. Non-violence should be understood to mean both peaceful direct actions such as boycotts or disobedience of unjust laws but also dialogue, conversation, listening, and negotiation. That also is very much part of non-violence, so both these aspects of non-violence were to the fore in the South African situation. In the Philippines, too, there was great popular dissatisfaction with the excesses of the Marcos regime. Again, there was international discontent, and then people like Aquino and his wife and many others, Cardinal Sin, the church, as well as citizens in the Philippines turned to disciplined non-violent action which ultimately triumphed.

*Why has India unfortunately, not succeeded in learning the lessons of non-violence and tolerance that Gandhi taught and died for?*

I think one reason is Gandhi's lesson was a difficult lesson to learn; we'd rather not learn it. One way of answering your question is to say the Indian people instinctively understood that Gandhi was a very effective leader of the freedom movement. His non-violent strategy against the British appealed to Indians. The British were baffled by it. If they used force against the non-violent movement, the movement would become stronger, the anger against the British would grow not only in India, but world-wide, because the world said this non-violent movement should not be crushed through force. If they did not use force, then the movement would expand and expand. So, it was a highly effective strategy.

One might even say with some truth that Indian people very knowingly used Gandhi to attain Indian independence, but they had no wish to follow him in his deeper challenges. He asked Muslims and Hindus to forgive each other, not to dwell on the past, but to focus on the future. Shortly before he was killed, there was Hindu-Muslim tension and some Muslims in India wrote an article in a Muslim journal saying that what the Muslims of India needed was another Ghazni who had come and destroyed the Hindu temple at Somnath a long time ago. When this article was brought to Gandhi's attention he commented that he was very surprised and pained that Muslims should write like that. Then he added that neither should Hindus dwell on the wrongs done by the Muslims. Rather, Muslims themselves should dwell on the wrongs done by the Muslims. That's very difficult teaching.

*But as you said earlier, non-violence was successful.*

As a strategy, yes. Gandhi himself said, "They followed me because this was an effective approach." In fact Gandhi is on record as saying "If Indians could have made the atom bomb, they would have used it against the British." They did not follow Gandhi because of a deep faith in non-violence. Of course a few people did have a very deep faith, but the vast majority knew only that non-violence was more effective than bombs.

*Can you comment on what the Japanese can learn from the experiences of the Indian people?*

Japan compared with India is really more comfortable in terms of ethnic relations or homogeneity. I'm sure there are problems, but they are minor in comparison. I think the question is not so much what people in Japan or the Western world can learn from the experiences of people in India, but how many in Japan and the Western world will be prepared to give of themselves to heal the problems in India, in Africa, in other parts of the world. That, to me, is the real issue.

*Can you tell us how language teaching has promoted peace? Or perhaps touch on your positive or negative experiences when you were learning a language?*

My experience of language teaching or language learning is very meager, almost non-existent. But I do

know this, that even if I understand a few phrases in another language, it does build a bond between me and that speaker and the culture of that speaker. The fact that I have learned some Urdu phrases, for example, enables me to have a conversation with not only some Muslims in India but the people in Pakistan too. So I can see the usefulness of that. I know of so many areas where deep feelings of hurt seem to be linked to the question of language.

*Can you elaborate, just give us some examples?*

I know of many French people who knew German but were unwilling to speak it, many German people who knew French but were unwilling to speak it, many Koreans who knew Japanese but were unwilling to speak it, many East Europeans who knew Russian but were unwilling to speak it because of their hurts. I suppose language brings to mind, or is the first introduction of, another culture, so any deep feelings we may have are attracted by that.

*The goal of language learning is ultimately to be able to communicate. In your opinion, what is good communication?*

Good communication is when you reach the other person's well-protected, well-concealed heart, and the other person penetrates through all the things that you have protecting your heart and reaches you. Part of it is in breaking through all the layers of politeness, correctness, prejudice, ignorance, preconceptions, in reaching the other person's heart and letting that person reach your heart. I suppose if I were to think more about it, I would even say that good communication must not only reach the other's heart, but somehow touch it and even heal it. But that's really asking for a very great deal.

*What is the role that communication can play in promoting or obstructing peace?*

I think when a German is touched by a French story; that incident of communication builds a bridge. When I read a newspaper or a magazine about some simple incident in Pakistan that moves me, then very effective communication has been carried out. If I listen to a teacher talking about something in some other part of the world, in a way that I'm moved, then that class has built a wonderful bridge between me and another country.

In terms of obstructing peace, in India, and Pakistan, we do have incomplete, sometimes quite inaccurate, completely false, or purely fabricated stories in the media about the other country which feed poison in the minds of the people. So the effect is obvious. And I guess the same kind of block or hurdle can be created by a teacher in a classroom if he or she purveys negative information about another country. I don't think we need to censor out bad information. I think that would be bad communication. But even bad information about another part of the world can be presented in a constructive way and in a way that does not create divisions but creates some kind of

desire to correct whatever may be wrong. So, I would say a good communicator would not withhold disturbing information but would place it in perspective.

*Some language educators feel that language learning should enable students to achieve "communicative competence." Others feel that perhaps, what we need to aim for in language teaching is "communicative peace." What, in your opinion, are the implications of "communicative peace" for language teachers who want to empower their students?*

First, let me say that I'm very impressed by the fact that language teachers have decided that their teaching must do much more than just teach a language, but that the opportunity should be used for something much deeper, perhaps much greater, for communicative peace. Although I don't feel qualified to comment, I can see instinctively that a language teacher obviously is teaching a language other than the student's native language which immediately suggests cultural tolerance, understanding, sensitivity, and other such values. It will need a lot of reflection, a lot of exchange of teaching experiences.

People are often taught that the other side, the *they* are the enemy. In many places in India, and indeed in the world, this phrase is so common; "If you run into a snake or you run into that particular tribal, or 'the other', deal with 'the other' first, because he's more dangerous than the snake." This seems to be a way of thinking in every part of the world; it's very strong in India. Parents seem to instill these prejudices in children, and children grow up with these. Sometimes we interpret current events in accordance with these prejudices which sometimes tend to confirm these prejudices. A person in Israel, for example, reading about some things happening with the Taliban in Afghanistan or some things in Iran or Iraq may say, "well there you are, the Muslims are so narrow-minded." Likewise on the Arab side, vis-à-vis some news items that comes from Israel. We often, in our daily acts, give evidence to confirm other people's prejudices about us: that's also true. To inculcate some wisdom in this sort of situation, some sanity, some long-term perspective, faith, hope, I guess it takes a long time. Maybe it takes more than just methods, formulae, and approaches. I think, perhaps in some cases, it needs prayer, it needs humility.

*Is there anything you have to say to language teachers in their role as peace educators?*

I am quite moved to see that a group of language teachers have decided to have this great aim, and not confine themselves just to teaching the technique of another language. Since obviously language teaching takes place in the interface of cultures, and the interface of races, it could be so important in reminding people of the commonness of humanity which is di-

**Kip A. Cates**  
Tottori University

*I am not an Athenian or a Greek, but a citizen of the world. -  
Socrates*

For many people, the term “world citizenship” has a very modern feel. Yet, as Socrates’ quote shows, this ideal has a long pedigree. The idea that people should have a loyalty to the human family above and beyond their national citizenship has been advocated throughout history by people as diverse as Einstein, who called nationalism “the measles of mankind,” and by Pablo

Casals who declared, “The love of one’s country is a splendid thing. But, why should love stop at the border?” Writers such as Ferencz and Keyes (1991), and Nobel Peace Prize winner Joseph Rotblat (1997) argue that, just as historically we learned to extend our loyalty to our family, community, and nation, we must now take the final step and develop an allegiance to humanity as a whole if we are to solve the many global problems which face us all.

Education aimed at promoting world citizenship began after World War II and has developed under various names since then: Education

for International Understanding (1947), Education in World Citizenship (1952), World Studies (1980s), and Global Education (1980s). Within these fields, various educators have attempted to sketch out what an education for world citizenship might entail and how it might best be taught (Fisher & Hicks, 1985; Kniep, 1987; Pike & Selby, 1988).

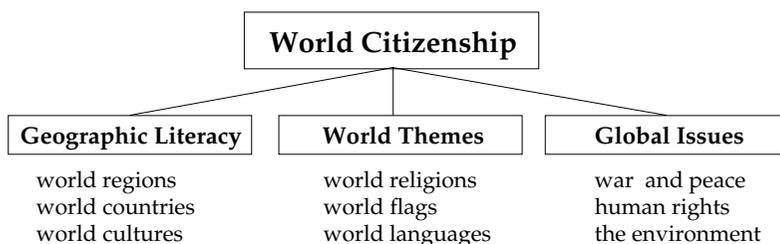
English language teachers are in a unique position to promote the ideal of world citizenship through their work. The rationale for doing so rests on a number of points:

- the emerging role of “English as a global language” for communicating with people from cultures around the globe (Crystal, 1997);
- the growing interest in content-based instruction focussed on meaningful communication about real-world issues (Brinton, 1989, Mohan, 1986);

# Teaching English for World Citizenship: Key Content Areas

本論は、内容重視のアプローチを通して、学習者に世界に対する認識と世界市民 (world citizen)としての意識を助成するような三つの人文社会の分野を英語語学教師に紹介している。導入部分では、世界市民という用語並びに“世界市民権のための教育”の分野を簡潔に説明し、またEFLのクラスで、世界市民の内容を教えることの理論的解釈の概略を述べている。次に著者は、地理的な識字率、世界のテーマとグローバル問題等、語学教師が教育に組み込むことができる三つの主要な世界市民人文社会の分野について明確に述べている。三つの各々の分野に対して、過去の研究事例や、授業の専門家による実例、教師用資料と共に、説明と理論的解釈がなされている。

Figure 1: World Citizenship Model



- appeals by UNESCO's Linguapax Project and by Ministries of Education for foreign language teaching to more effectively promote international understanding (UNESCO, 1987).

For teachers interested in promoting a sense of world citizenship among their students, three key content areas can be identified: geographic literacy, world themes, and global issues (see Figure 1).

### Geographic Literacy

*In this era of global interdependence, it is imperative that students gain an understanding and awareness of the world, its countries and cultures.* - Wheeler (1994, p. iv)

The first content area of education for world citizenship is geographic literacy: promoting a knowledge of the countries and regions of the world. This is no simple task.

If, as people say, we live in a "global village," then many EFL learners are lost on the outskirts of town. Most of us have encountered students who think the language of Latin America is Latin or that Brazil is in Europe. Various surveys show that one in four American youth can't find the Pacific Ocean on a world map or that 80% of Japanese high school students can't locate South Korea (Cates, 1990).

Luckily, geographic illiteracy is a curable disease and a growing number of language teachers are working to address this. Some have designed language courses around world regions. Fisher (1996), for example, surprised at his Japanese students' lack of familiarity and negative images of the Middle East, designed a 12-week course on Middle Eastern countries. This had students role play tourists who "visited" Turkey, Syria, Israel, Egypt and Morocco, "bought" Middle Eastern souvenirs from the teacher's collection (jewelry, prayer shawls, carpets), and studied films such as *Lawrence of Arabia*.

Other teachers have designed survey courses on "nations of the world" in which students practice English while deepening their interest in and understanding of foreign countries. Shang (1991, p. 39), for example, had students each choose one nation and give an oral presentation using *Culturgram* country profiles. McHugh (1992, p. 12) used a computerized database to have EFL students discuss statistics on health, literacy, and GNP in different nations. Others, such as Retish (1992) and Vanyushkina (1997, p. 80), advocated a multicultural approach, claiming that when students see films of a country, taste the food, read literature, try on ethnic dress, look at posters, listen to music, and write to pen pals, that country comes alive for them.

There is no lack of resources for teachers who wish to promote geographical awareness among their students. Meloni (1998) has shown the potential of the

Internet for promoting world awareness and lists a rich variety of World Wide Web sites with information about world countries. Teaching resources include books such as *Games for Global Awareness* (Asch, 1994), *Passport to Understanding* (Gray, 1992), and *Countries and Cultures* (Wheeler, 1994), which feature games, readings, and other activities on world countries and cultures. *Cue Cards: Nations of the World* (Clark & Mussman, 1993) contains country profile cards specifically designed for language teaching. (See "Teaching Resources for World Citizenship" in this issue by Cates, Higgins, & MacConville for specific references.)

Language textbooks are also beginning to touch upon world countries and cultures. High school EFL texts in Japan now contain lessons on countries ranging from Kenya to Korea while recent commercial texts include titles such as *Big Cities of the World* (Ishiguro, 1991), *Jiro Goes to Europe* (Someya, 1995), and *Changing Asia* (Walker, 1995).

### World Themes

*Teaching (world) cultures by themes gives students a more complete picture of what cultures are, helps them make productive comparisons, and shows how we share basic aspects of living that each culture expresses in a different way.* - Kepler (1996, p. 3)

The second area of education for world citizenship is world themes: a knowledge of topics such as world religions, world flags, and world languages. Not much has been done yet to develop courses or materials in this area, though some writers have included world themes in their EFL texts. Examples include *Speaking Globally* (Grohe & Root, 1996), *The Global Classroom* (de Cou-Landberg, 1994), and *Go Global* (Tokiwamatsu, 1998).

For the past several years, I've experimented in my Japanese university EFL classes with this kind of international themework aimed at practicing language skills while promoting global awareness and world citizenship. The one-semester, four-skills course I've designed includes the following 12 themes: world names, world religions, world flags, world languages, world writing systems, world money, world education, world festivals, world music, world gestures, world newspapers, and world place names.

Each 90-minute lesson has two sets of aims—a set of language learning aims and a set of global education aims. Language learning aims revolve around vocabulary expansion, four skills development, oral fluency and communicative practice. Global education aims revolve around acquiring knowledge of world themes and skills for world citizenship.

For our lesson on "world names," students read about naming customs from places such as Korea and West Africa, write explanations of their own Japanese names in English and learn to identify ethnic origins from first and last names. At the end of the class, stu-

dents have not only improved their English but have acquired the understanding that last names ending in *-escu* are Romanian, the suffix *-opoulos* designates a Greek name and the name *Lagstrom* denotes a Scandinavian background.

For “world religions,” students master vocabulary, strengthen language skills, and develop fluency as they acquire a basic understanding of world religions, a knowledge of their history and traditions, respect for the religious beliefs of others, and an interest in the world’s faiths. Students start with a vocabulary game, working in groups to fill in a chart with the English names of the founder, by which name they refer to God, what their adherents are called, the names of their holy book and place of worship, and holidays for Christianity, Islam, Judaism, Buddhism, and Hinduism. They next read capsule profiles of these five world religions, then reinforce their knowledge through oral comprehension questions. The lesson finishes with a world religion quiz and a class discussion about religion and students’ lives.

The lesson on world flags has students study the 180+ flags of the world, listen to the stories behind individual designs, and learn to recognize common world flags. For homework, students research one nation’s flag or design a “world flag” and explain its meaning.

The lesson on world money introduces students to the history of money, the names of world currencies and a money analysis game where they learn to infer cultural information about nations such as Vietnam, Egypt and Russia by analyzing images on actual bills from these countries.

In “world writing systems,” students study the history and features of 10 world alphabets, and learn to identify scripts such as Russian cyrillic, Korean hangul and Hindi devanagari. As homework, they try writing Arabic, Thai, or Egyptian hieroglyphics, and write an English report about the experience.

For “world languages,” they study language families, then read basic information (history, number of speakers, places spoken, unique features) about seven world languages: Arabic, Chinese, French, German, Korean, Russian, and Spanish. After hearing tape-recorded examples of these languages being spoken, students are given a language recognition quiz to see if they can identify the language from the sound alone. They then practice basic expressions (*Hello, How are you?, Fine, Thank you, My name is . . . , Good-bye*) in all seven languages until they can greet each other in simple French or hold a short conversation in Chinese. As homework, they research a particular language or try their conversational ability in seven languages on our university foreign students and describe the experience in English.

All these topics are studied in English and students work hard to acquire the vocabulary and language skills for each theme. At the same time, they come away from each class with a greater awareness of

world cultures, with a knowledge of such topics as world religions, and with world citizenship skills such as the ability to identify world flags, languages or writing systems.

### Global Issues

*If young people are to be truly informed about their world, their education must engage them in inquiry about the causes, effects and potential solutions to the global issues of our time.* Kniep. (1987, p. 69)

The third area of education for world citizenship is global issues: helping students develop an understanding of world problems such as war, human rights, world hunger, and the environment. The rationale for dealing with this in language teaching is explained by Provo (1993, March 18, p. 12):

“Global issues” and “global education” are hot new buzzwords in the language teaching world. Global education is the process of introducing students to world issues, providing them with relevant information and developing the skills they will need to help work towards solutions. Those who support global education usually defend it in this way: we all need to use reading passages, dialogues and discussions in our teaching, so why not design these with content that informs students of important world issues and challenges them to consider solutions?

Interest in global issues as language teaching content has exploded during the past decade, with *Global Issues* interest sections now established in JALT (1991), Korea TESOL (1995), and IATEFL (1995). Global education handbooks such as Pike & Selby (1988) and Fisher & Hicks (1985) are now being read by language teachers and have recently been translated into Japanese (Fisher & Hicks, 1991; Nakagawa, 1997). Initiatives concerning global issues can be seen each year in the rich variety of classroom activities, curriculum design and language texts introduced at international language teaching conferences. Among the 50+ existing EFL texts dealing with global issues are titles such as *Global Views* (Sokolik 1993), *Environmental Issues* (Peaty, 1995), and *The World Around Us* (Hoppenrath & Royal, 1997). Even Japanese high school texts now feature English lessons on topics as diverse as Martin Luther King, tropical rainforests, African famine, and war in Sarajevo.

### Conclusion

What are the benefits of teaching about geographic literacy, world themes and global issues? One benefit concerns relevance, excitement and student motivation. The countries, themes and issues taught each morning in an “English for world citizenship class” appear each night on the TV news—a daily lesson in relevance. The knowledge about world nations, topics

and issues, and the ability to discuss these in English, translates into a feeling for students of becoming international cosmopolitans. All this leads to a degree of excitement and interest that is hard to compare to more traditional classes.

A second benefit is the promotion of international understanding. Japanese students often have little incentive to meet foreign people or adequate world knowledge to interact effectively with them. Some feel, "I know nothing about foreign countries or global issues, so what's there to talk about?" Others, more proficient in English, may try to strike up conversations but end up angering their foreign friends. Linguistic proficiency, after all, has no inherent relation with international understanding. It doesn't matter how good your English (or your intentions), if you alienate a friendly Muslim student by persistently offering him alcohol because you are ignorant of Islamic taboos.

Once students have studied world regions, themes, and issues in English, however, they have a base of knowledge and awareness from which to expand. A direct result is the warm response of foreign people at meeting Japanese youth who know something of their countries and world issues, and who can communicate this in English. This not only leads to friendlier relations between individuals (and increased English use), but improves the reputation of Japan from a country ignorant of world affairs to a nation of people interested and knowledgeable about world countries, cultures and problems.

By designing language learning activities, materials and curricula around geographic literacy, world themes, and global issues, English language teachers can truly contribute to promoting world citizenship. When done effectively, this can lead to both improved language proficiency and to the development of global knowledge and skills. The final result is the development in students of the philosophy espoused by William Lloyd Garrison: *The world is my country, all men are my brothers, to do good is my religion.*

#### References

Asch, J. (1994). *Games for global awareness*. Carthage, IL: Good Apple.  
 Brinton, D., Snow, M., & Wesche, M. (1989). *Content-based second language instruction*. New York: Newbury House.  
 Cates, K. (1990). Global education and foreign language teaching. *Journal of the Faculty of General Education of Tottori University*, 24, 215-216.  
 Clarke, R. & Mussman, A. (1993). *Cue cards: Nations of the world*. Brattleboro, VT: Pro Lingua.  
 Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.  
 de Cou-Landberg, M. (1994). *The global classroom*. Reading, MA: Addison-Wesley.  
 Ferencz, B., & Keyes, K. (1991). *Planethood*. Coos Bay, OR: Love Line Books.  
 Fisher, A. (1996). Teaching about the Middle East. *Global Issues in Language Education Newsletter*, 23, 18.  
 Fisher, S. & Hicks, D. (1985). *World studies: 8-13*. London: Oliver & Boyd.  
 Fisher, S., & Hicks, D. (1991). *Wa-rudo studies: Manabikata oshiekata*

*handbook*. [World studies: 8-13.] Tokyo: Mekon.  
 Gray, K. (1992). *Passport to understanding*. Denver, CO: CTIR Press.  
 Grohe, W., & Root, C. (1996). *Speaking globally*. New York: Prentice Hall Regents.  
 Hoppenrath, C., & Royal, W. (1997). *The world around us: Social issues for ESL students*. Toronto: Harcourt Brace.  
 Ishiguro, T. (1991). *Big cities of the world*. Tokyo: Nan'undo.  
 Kepler, P. (1996). *Windows to the world: Themes for cross-cultural understanding*. New York: Doubleday Books.  
 Kniep, W. (1987). *Next steps in global education*. New York: American Forum for Global Education.  
 McHugh, C. (1992). Designing and teaching an EFL course on foreign countries. *Global Issues in Language Education Newsletter*, 8, 12-13.  
 Meloni, C. (1998). Globetrotting on the World Wide Web. *TESOL Matters*, 8(2), 27.  
 Mohan, B. (1986). *Language and content*. Reading, MA: Addison-Wesley.  
 Nakagawa, K. (1997). *Chikyu shimin o hagukumu kyoiku*. [Global teacher, global learner.] Tokyo: Akashi Shoten.  
 Peaty, D. (1995). *Environmental issues*. Tokyo: MacMillan LanguageHouse.  
 Pike, G. & Selby, D. (1988). *Global teacher, global learner*. London: Hodder/Stoughton.  
 Provo, J. (1993, March 18). Teaching global issues not all gloom. *The Daily Yomiuri*. March 18, 12.  
 Retish, E. (1992). Developing thematic units on countries. *TESOL Matters*, 2(1), 15.  
 Rotblat, J. (Ed.) (1997). *World citizenship: Allegiance to humanity*. London: Macmillan Press.  
 Shang, S. (1991). Incorporating culturgrams in the EFL classroom. *English Teaching Forum*, 24(4), 39.  
 Sokolik, M. (1993). *Global views: Reading about world issues*. Boston: Heinle & Heinle.  
 Someya, M. (1995). *Jiro goes to Europe*. Tokyo: Kinseido.  
 Tokiwamatsu Gakuen (1998). *Go global: A global education resource book for language teachers*. Tokyo: Kagensha.  
 UNESCO (1987). *Linguapax. Kiev Declaration: Content and methods that contribute in the teaching of foreign languages and literature to international understanding and peace*. Paris: UNESCO.  
 Vanyushkina, N. (1997). Mini-Earth: A new planet in the macrocosm of language teaching. *Journal of the Imagination in Language Learning*, IV, 80-83.  
 Walker, N. (1995). *Changing Asia*. Tokyo: Eichosha.  
 Wheeler, R. (1994). *Countries and cultures*. Torrance, CA: Frank Schaffer.



#### 「読者の声」お便り募集

『The Language Teacher』では「読者の声」のコラムを新設しました。誰もが参加できるフォーラムで、とりわけ、普段発言の機会のない皆様からのお便りは大歓迎です。『The Language Teacher』の内容からJALT全般にわたる問題について、読者からの簡潔で時宜を得た(あるいは普遍性のある)お便りをお寄せください。記事に対するご意見のほか、編集者および特定の著者に対するお手紙でも構いません。(記事に対するご意見は、必ず元の記事の問題を明記してください。長めのご意見は従来通りReaders' ViewsまたはOpinions & Perspectivesのコラム宛お送りください。)

編集上の必要からご連絡を差し上げる場合もありますので、お便りには、お名前、ご住所、電話番号やEメールアドレスなどのご連絡先も忘れずに。締切は、掲載をご希望になる号の発行月の2ヵ月前の15日にAssociate Editor, Bill Lee(2頁参照)必着です。

**Marilyn Higgins**  
Yamaguchi Prefectural University  
**Brid MacConville Tanaka**  
Shinonome Junior College

University and college students in Japan are among the luckiest young people on the planet. They have been raised in an environment of relative physical and social safety, in an affluent society that has valued education for all. One of the goals set by Japan's Ministry of Education is for Japanese students "to be capable of contributing to a peaceful international society" (Onishi, 1995, p. 236). Yet, how many college students are able to use their capacities to attain this goal? In this article, we will share some specific activities that we have found useful in empowering our students to recognize and develop competency in their ability to fulfill this noble goal, while at the same time helping them to overcome some of the cultural obstacles to its achievement.

# Empowering ESL Students for World Citizenship

## Background

*The educational environment*  
*Kokusaiika* (internationalization), the term used and abused in Japanese society, may be behind the Ministry's aspiration. McVeigh (1997, p. 66) writes,

A careful examination of this word's contextual usage reveals an important discourse centering on national identity: what is international is anything non-Japanese, and to talk about things non-Japanese is in fact an indirect strategy for discussing Japaneseness . . . Being Japanese and being a *Kokusai-jin* (international person) are often contrasted and seem to define each other. Education on matters international and second language acquisition more often than not reinforce an us-them mode of thinking.

This attitude and approach has some negative effects. The us-them mode of thinking when applied to foreign language acquisition turns the concept of internationalization into a Japanese window on the world, viewed from a familiar safety net of Japanese values. Many ESL students, while bright and eager in their own way, are also naïve and undernourished in their vision of the world. Those students who go beyond the us-them mentality and who, for example, manage to forge deeper ties with a host family on a homestay program, are the minority. The majority of students have studied English as a compulsory subject for six years, and are unable to complete an entire sentence unaided or indeed to understand one spoken to them. What is worse, their concept of the world seems shallow and confined to stereotypes, and they appear to lack the skills necessary to take a more in-depth look. Teachers may despair that these students appear not only to lack communicative competence, but more importantly seem to lack enquiring minds and motivation.

What is a teacher to do, especially one who believes that a fundamental goal of teaching is the empowerment of others? By empowerment we mean a process of providing each student with access, skill, and expertise to tap the powers of their own minds and hearts so that they can investigate, interact with, and develop themselves within the matrix of the world. Conveying the concept that our world can be shaped and reshaped by our own vision through the development of our competencies, including communicative competency, is to spark individual empowerment.

同じ視点を持った二人の著者は、英語を教える目的と、学習者が社会の貢献者になるよう促進するために、グローバル問題を使っている。両氏は学生の英語運用能力を伸ばすことによってそうしているのである。現在、両氏共そのテーマを日本で教えていて、EFLとESLの教師が直面している状態について述べている。本論では、彼等が開発したコースの概要を述べ、資料のリストも提供している。

A teacher concerned with empowerment can use global issues to encourage students, while they are learning English, to become capable contributors to society, locally and globally. To be contributors to society at any level requires development of critical thinking skills. Expanding vocabulary and linguistic concepts so that students are able to comprehend, make inferences, predict outcomes, and evaluate principles and goals are among the critical thinking skills which lead to a greater sense of self and internal guidance systems which enable people to work as “empowered” independent individuals. Democracies work on the principle that individuals are educated to work in cooperation with others within an informed connection to authority. Terms such as “power” and “authority” are often misused and maligned. However, viewed in another way, power is energy and capacity for change. We all have a given measure of it. Authority, in its root meaning, is the “power to increase” and implies that we gain greater strength and power by increasing our capacities as we put ourselves in organized service to that which can benefit humanity.

This has a great deal to do with education (which means to *educ*e, or draw out one’s innate capacities), and in this case particularly, education in English as a second language. When we face classes of apparently apathetic and disoriented students, we can easily “catch” their sense of powerlessness if we view our task as one of merely putting students through the curriculum without addressing their need to connect to the power of a deeper motivation. In order to understand and ultimately encourage an atmosphere where self-empowered global citizenship can emerge, ESL teachers in Japan would do well to accept as the normal starting point for their students, the limited concept of internationalization as described above. In addition to understanding their students’ limited worldview, teachers may also find it useful to be aware of the following cultural conditions.

#### *The classroom as a “ritual domain”*

Consider that all students have come through a system of education which has chiefly trained them to pass rote memorization examinations, and where they have experienced their learning in a “ritual domain” as described by Lebra (1976). The ritual domain of the Japanese classroom is one in which social distance is maintained, the student’s behavior becomes guarded and reticent in order to avoid making mistakes (Mutch, 1995). The “examination hell,” as it is commonly called, and experience of the ritual domain produce disastrous results in communication skills:

Thus in an English language course, for example, there is careful preparation for the sort of complex grammar questions that are asked on examinations, but less attention is paid to actually learning to read English and virtually none to speaking it or understanding it by ear. (Reischauer & Jansen, 1995, p. 193)

#### *Cultural modesty*

This reticent behavior is also seen as a cultural norm in Japan and exhibited in the classroom as a “cultural modesty in speaking in public or displaying knowledge, coupled with a tendency to avoid situations where an incorrect answer might be given. Students are reluctant to volunteer answers or to speak in English unless the whole class does” (Mutch, 1995, pp. 14-15).

#### *Burn-out and discontent*

In many cases attitudes displayed by university students in Japan include a very real and somewhat justified apathy:

Students who have won admittance to the prestige universities as well as those who have had to settle for lesser institutions often find university life disappointing, and many react to it with apathy or unrest. This is in part a psychological let-down after the years of preparation for the entrance exam. (Reischauer & Jansen, 1995, p. 197)

It is a formidable challenge to face a classroom of students whose limited world view, cultural reticence, ritual training, and educational battle fatigue have left them with ingrained habits that strongly resemble incompetence and apathy in a classroom requiring communicative interaction. However, awareness of the psychological implications of their passage through the system allows us to be accepting of them. It is a starting point from which to create a positive environment conducive to the transformation necessary for empowerment to take place: “Teaching, after all, is unlike any other profession in the complex balance it must strike between nurturing and challenging, between private and public, between sympathetic regard and timely demand” (Hess, 1992, p. 24).

Given these general conditions and given the brief time span of generally less than 40 class hours in the average university year, what activities might an ESL/EFL teacher do to empower the vision, the communicative skills, and global awareness and concern that will spark the students’ identity as world citizens? The following sections will offer specific activities that we have found effective in this regard.

#### **Overview**

The authors have taught Global Issues at the university level as required credit courses. Both teach first and second year students in classes of 25 or less, and meet these classes once a week for 90 minutes. Our students enter college with varying goals, but whether or not our graduates will be engaged in work or travel overseas, involved formally or informally in on-going international discussions, or only occasionally meeting foreigners in public or private sector activities in Japan, our students’ attitudes toward people of other nations and their ability to communicate in English are important tools for their future.

From our combined 15 years of efforts in developing and refining creative curricula that empower students as world citizens, we offer a selection of activities from simple basic exercises to more complex skills and communicative activities.

#### Course goals

One of our aims is to help students gain confidence in extracting the essence of information and ideas available in "authentic materials" such as maps, atlases, newspapers, UN reports, documentary videos, music, the Internet, and CD-ROMs. When the students leave the classroom, they will no longer have the sheltered world of textbook materials with Japanese notes and carefully written comprehension exercises to rely on. By using authentic materials an attempt is made to introduce students to the real world of English.

A second aim is to encourage students to recognize and develop the power of their own voice. Through creating a nurturing atmosphere of classroom discussion and group consultation, as well as varied formats for expressing themselves simply yet directly, many of our students gain their first experience of having their opinions taken seriously. The element of consultation is important, for, "By participating in the group's problem solving . . . students become part of the solution" (Gibbs, 1987, p. 69).

#### Methods

The course style is part lecture, combined with an activity orientation using as many visual aids as necessary to help students build "maps" of reference, including videos, documentary or news reports, and occasional movies. Textbooks have been experimented with over the years, but we have found they do not help the student make the leap from merely reading about a topic to gaining a developing sense of identity as a member of a global family. The most effective approach we have found is for the teacher to read as much background information on a theme as possible, break down the information to its essential components, and then to reassemble it into a unit that introduces the vocabulary and concepts. Each unit will include an exercise with language patterns that draw out the questions and express content; then a task is set for the students to investigate, engage in some form of discussion and report what they have learned or concluded. The process is designed to move from the simple to the complex, from the known to the unknown, building on vocabulary and concepts as it goes. [Editor's note: See the article by Cates, Higgins, and MacConville in this issue for a list of resources and useful materials.]

#### Themes

Some of the topics selected for exploration in our classes include (1) gaining a global vision; (2) focus on global and local environment; (3) life-styles (including

comparison of indigenous, rural, and urban patterns) and economic balance; (4) the functioning of the United Nations; (5) human rights; (6) equality (specifically gender equality); (7) literacy, health, and population issues; and (8) religions and beliefs. Regrettably, the time available permits just a bare scratching of the surface of these important issues, and not all topics can be covered in any one year. However, within an essential framework, topics of current interest, often related to UN activities or emerging global news developments, are selected and balanced within the course in any academic year. Through the process of building an appropriate vocabulary and learning various ways to investigate and express facts, feelings, principles and concepts, students gain confidence in obtaining, discussing and communicating knowledge, as well as their own ideas for solving issues. They work with formats such as interviews, role-plays, poster presentations, panel discussions, preparing fact sheets to share with the class, informal research reports, essays, and letters to the editor.

#### Increasing Global Vision

*Begin with a map:* The starting point is envisioning the entire world and gaining a perspective of where one is in relation to the whole. Gaining this global perspective can be initiated simply by presenting a world map and practicing in rote fashion the names of countries and geographic relationships between countries to hone vocabulary and pronunciation skills. Stressing the fact that *katakana* pronunciation is not likely to be understood outside of Japan and prevents the Japanese from understanding other foreign and native speakers, for example E-JI-PU-TO for Egypt or IN-DO for India, spurs students to practice more accurate English speech patterns.

#### *Some other map and atlas activities:*

1. Have students quickly draw a map of the world. This is a telling exercise which shows the emphasis on some countries and continents, and the exclusion or misperception of geographic size, locality or even existence of others.
2. Using the world map, practice the basic regions and country names with the class and in pairs. Teach students to ask and answer questions about people, languages and cultures of the various counties, e.g., "What do you call people who live in Japan?" "Japanese." "What language do they speak?" "Japanese." Then move to the less known and more complex, "What do you call the people who live in Brazil?" "Brazilians." "What language do they speak?" "Portuguese."
3. Teach students to use available resources, including their fellow students, the teacher, an atlas, dictionary or encyclopedia to find out information that is not immediately known to them. The teacher will often be the first to need to use the atlas or encyclopedia to

check on answers to little known questions such as "What do you call the people in Chad? Chadese? Chadians? Chadors?" The teacher should also be ready to admit that information is not cut-and-dried or may have more than one appropriate answer, e. g., "Where is Egypt?" "Egypt is in Africa, north of Sudan", but also "Egypt is in the Middle East." "Where is Russia?" "Part of Russia is in Europe, part of it is in Asia."

*Engage the imagination:* Students may be asked to develop imaginary interviews or role playing exercises about visiting different regions of the world and expressing what they expect to find, or how their experience would be different as an astronaut viewing the world from space. Imagination is reinforced and expanded through using video and pictures to focus on the reality of global conditions. The imagery of storytelling is used through recounting travels in different environments—on land, at sea, in the air, or in space—and pulls the learner toward a richer vocabulary and appreciation of the unity in diversity of our globe. The concept of our interconnectedness is stressed here.

### Environmental Issues

Topics such as ozone depletion, acid rain and deforestation are issues that most students are already familiar with from their high school texts and general education. This familiarity gives them a degree of confidence to tackle the more difficult vocabulary. These issues are then connected to local issues such as recycling, resource and waste management, water quality. Other issues, such as air quality, or noise pollution always make their own way into the discussions. Since there is currently a wealth of materials on this theme, we will merely list a few lesson plans that we have used effectively:

1. Viewing of the animated movie "Ferngully" (1991) followed by a take-home quiz regarding general knowledge of deforestation, its causes and effects.
2. Viewing of the documentary "Spaceship Earth" (1991) followed by an assigned essay on the facts and interconnections that impressed the student.
3. In-class group consultative discussion about actions and life-style changes that help the environment: recycling, consumer discretion, educating ourselves about the consequences of our choices.
4. A group research and poster presentation assignment choosing from a range of environmental topics such as recycling milk cartons, nuclear energy or dioxins, etc. While students have some time in class to prepare, most preparation is done outside of class. During the week or two of preparation leading to their group presentation, students are called on to give one-minute "pop topics"—extemporaneous speeches on simple subjects in preparation for their group poster presentations. This

exercise allows verbal presentation skills to be coached in a casual way. Using posters to support a prepared oral presentation helps students to condense their information to a few essential points in a process that can be reviewed, corrected and coached before the presentation itself.

### Clarifying the Facts

Clarifying the facts forms the basis of our work and is carried through all the themes of the Global Issues Course. We begin the course with the Environmental Issues section as part of "increasing global vision," because this subject is one the students are already familiar with. But after this unit, we help the students to "dig into" the facts about our world more deeply by introducing the following exercises:

*News diary:* Encourage students to obtain information from news programs and newspapers (either English or Japanese) by asking them to make a diary of three or more factual items from the news each day for one week. Follow-up in class includes identifying positive trends and negative trends, and distinguishing facts from opinion and speculation.

*Numbers and statistics:* Using the World Bank's "Basic Indicators Table," (which lists the statistical data for 125 countries of the world, including area, population, GNP, life expectancy and literacy, 1991), students learn to read and to comprehend large numbers, and to make comparisons using whole numbers and percentages, fractions and multiples

After the exercise, we ask students to express feelings about what the facts tell them about the world. They are often most shocked to realize the extremes of wealth and poverty in the global village that they are becoming familiar enough with to care about. They are surprised to learn that over 25% of the world's adults, and up to 90% in some countries, cannot read or write. They are also surprised to learn that Japan is actually larger than over half the countries in the world and is the second highest in GNP.

We may reinforce the practice process with a cooperative game in which students race the clock in asking and recording on the board answers to questions regarding area, population, literacy rate, GNP, etc., for selected countries.

### World Hunger and Economic Balance

A simulation exercise helps students visualize the global impact of these "statistical" facts. The class is divided according to the population of various regions of the world and the teacher passes out crackers in proportion to the GNP of each region. "Adequate nutritional standard" is represented by one cracker per student. Students discuss their feelings and thoughts about the fact that while there are about twice as many crackers as "needed for survival," and while middle income regions are "adequately fed," North Americans, Europeans, Japan, and newly industrialized economies such as Hong

Kong and Singapore are given stacks of crackers while the remaining Asian population and Africans (over 50% of the class) have the equivalent of crumbs.

In groups, students are then asked to identify as many possible reasons as they can for world hunger. Facts concerning world hunger gathered from United Nations data are then put on the board and compared with fallacies about hunger. Students are given a fact sheet about hunger (in Japanese and/or English) at the end of class.

### Understanding Other Lifestyles

Documentary films, stories or pictures help students to get a closer view of life in other "economic zones." These paint a clearer portrait of the positive points and disadvantages of tribal life in the rainforest, or rural life in middle-income economies, or urban life which includes poor, average and rich life-styles. This theme returns in the course of other lessons on global environment, or women and work.

### The United Nations

The agency most vitally involved in the issues of global citizenship is the United Nations. Understanding the structure and work of the United Nations is vital to the students' understanding of the news, and their access to effective globally based action.

Students are asked to share what they know about the UN in words or phrases which are written on the board to build up a vision of their initial impression. Then they are asked to make a list of questions about what they would like to know by the end of the two or three weeks of lessons on the UN.

We present a diagram of the organizational structure of the UN and its agencies along with facts about the role of various organs and agencies. Students learn to match the functions and work with the "alphabet soup" of acronyms: UNGA, UNSC, ECOSOC, WHO, UNICEF, UNESCO, PKO, and NGO.

Other activities include reading aloud and studying the UN charter, and either taking a video tour of the UN or watching a video on its world-wide outreach. Students also imagine that they work for the UN: what agency would they choose to work for and in what kind of projects would they like to be involved?

The UN Declaration of Human Rights adapted in simplified English is also introduced and students not only learn about the basic rights but compare the current conditions in Japan and other countries in the news regarding selected human rights problems. Each student investigates and prepares a fact sheet for the class on a human rights issue of their choice. Students are given a pamphlet on the UN in Japanese at the end of the unit.

### Equality

Overcoming prejudice and establishing equality may engage various issues including race relations, economic status, age and gender. As our students are

mostly women, we have focussed on the issue of the equality of men and women.

1. A vision of equality is presented through the analogy of the two wings of a bird. Though the two wings operate independently to some extent, they must cooperate and be equally strong for the bird to fly. This is a metaphor for the equality of men and women in their responsibility for the advancement of human society.
2. We draw out and discuss differences and similarities of men and women and their life roles.
3. The importance of education of women is discussed and powerfully reinforced by UN data showing the connection between women's education and solutions to the population problem, reduction of child mortality rates, advancement of economic conditions and so on.
4. Documentary videos such as "Women in the Third World" (Global links, 1996) or "Real Life in America" (Pauley, 1991) help expand the students' perception on the roles women can and do play in the world.
5. The movie "Nine to Five" is used to give the students a break from interactive routine with a comedy film that focuses on the serious issues of the rights and responsibilities of women in the workplace.

### Faith, Belief, and the Path to Peace

Religious intolerance as one cause of conflict can be identified in such trouble spots as the Middle East, India, and Northern Ireland. The principles of respect and understanding are identified as necessary components in the elimination of prejudice that is at the root of such conflicts. An outline of world religions in the form of a timeline, indicating dates, founders, major teachings and cultural achievements that have advanced human civilization as a result of the rise of these religious paths is presented to provide a positive and impartial view.

The golden rule as it is expressed in various religious scriptures can be presented. Students realize that the same thought, expressed in different words, is at the core of all of the major spiritual teachings, and that at times the teachings are so similar that their sources cannot be distinguished (Rost, 1986).

Students are helped to build a vocabulary of "virtues" or spiritual values such as love, patience, kindness, justice, and so on, along with definitions and thoughts on the virtue from various spiritual teachings. Then we ask them to identify a virtue in themselves, focus on developing the virtue over the course of a week and, if possible, to notice the virtue in the actions of others.

### Evaluation and Summary

Evaluation of the development of the students in our Global Issues classes happens in the cyclical process of teaching, with grading of written work, group and individual presentations, and communication skills in

HIGGINS & TANAKA, *cont'd on p.38.*



# Teaching Resources for World Citizenship

**Kip Cates, Marilyn Higgins,  
& Brid MacConville Tanaka**

In this brief compilation of resources, we offer readers a partially annotated resource list for the global issues classroom.

## Publishers/Distributors

1. Excellent "Global Education" and "Multicultural Studies" catalogs (useful for EFL) listing books, videos and computer software are available from:  
**Social Studies School Service**, P.O. Box 802, Culver City, CA 90232-0802; t: 1-310-839-2436 or 1-800-421-4246; f: 1-310-839-2249 or 1-800-944-5432; <<http://SocialStudies.com>>; <[access@SocialStudies.com](mailto:access@SocialStudies.com)>.
2. A unique selection of books and materials promoting universal values, global understanding, and service to the world is available from:  
**The Global Classroom**, P.O. Box 30, Williston, VT 05495-0030; t: 1-888-GLOBE99 (toll-free); f: 1-888-665-2276; <<http://www.globalclassroom.com>>.
3. UK teaching materials (books, maps, teaching packs, posters, teacher handbooks) on development, environment, population, Third World issues, and multicultural education are available from:  
**Worldaware Resource Centre**, 31-35 Kirby Street, London EC1N 8TE England U. K.; t: 44-171-831-3844; f: 44-171-831-1746.
4. Teaching materials for global education, global issues, the United Nations and regional studies (Asia, Africa, the Middle East) are available from:  
**American Forum for Global Education**, 120 Wall Street, Suite 2600, New York, NY 10005; t: 1-212-624-1300; f: 1-212-624-1412; <<http://www.globaled.org>>; <[globed120@aol.com](mailto:globed120@aol.com)>.
5. Teaching materials on peace education, conflict resolution and social responsibility are available from:  
**Educators for Social Responsibility**, 23 Garden Street, Cambridge, MA 02138; t: 1-800-370-2665 or 1-617-492-1764; f: 1-617-864-5164; <<http://www.benjerry.com/esr>>.
6. Resource books and videos on cross-cultural communication and world cultures are available from:  
**Intercultural Press, Inc.**, P.O. Box 700, Yarmouth, ME 04096; t: 1-207-846-5168 or 1-800-370-2665; f: 1-207-846-5181; <<http://www.bookmasters.com/interclt.htm>>; <[interculturalpress@internetmci.com](mailto:interculturalpress@internetmci.com)>.

## Classroom Teaching Resources

### Posters, CD-Rom, Calendars

#### *Measures Of Progress Poster Kit*

This World Bank development education kit contains posters, photos, and a teaching guide on such issues as GNP, life expectancy, and population growth. Available through Social Studies School Service.

#### *Hunger - The Myths, Causes and Solutions*

Posters and pictures illustrating the facts and fallacies of world hunger. Winner of the British Geographical Association 1990 Gold Award. Excellent for EFL classroom use. Available through Social Studies School Service.

#### *Picture Atlas of the World CD-ROM*

This National Geographic CD-Rom includes pictures, video clips, maps, vital statistics, language samples, and music from around the world. Easy interactive tool to introduce the world to students via computer (US \$79.95). Order from Social Studies School Service.

#### *The World Calendar*

This global calendar, printed in six languages, features photos on global themes, holidays of major religions, national days of 100 nations, and dates for cultural celebrations around the world. Order from Social Studies School Service or Educational Extension Systems, Box 472, Waynesboro, PA 17268.

#### *Green Teacher Magazine*

This global/environmental education magazine offers language teachers a rich variety of classroom ideas, activities, and resources. Subscriptions (US \$30/year) from Green Teacher, 95 Robert St., Toronto M5S 2K5 Canada; f: 1-416-925-3474; <[Greentea@web.net](mailto:Greentea@web.net)>; <<http://web.net/~greentea/>>.

### Videos

*Spaceship Earth: Our Global Environment.* (1991). Produced by Worldlink, 3629 Sacramento Street, San Francisco, CA 94118. Award winning 25-minute video on environmental concerns (air and water pollution, the ozone layer, recycling, and tropical rainforests) featuring British pop singer Sting and young people from around the world.

*A Place To Stand: The United Nations 50th Anniversary.* (1998). Worldlink (see address above). This 14-minute video gives an overview of the United Nations and its work promoting peace, human rights, environmental awareness, and international understanding.

*Global Links*. (1996). Six 30-minute videos covering complex issues of Third World development, including women, education, environment, tropical diseases, and urban dilemmas.

All videos are available through Social Studies School Service.

### Internet Resources

For language teachers involved with global education, the Internet offers a unique source of information and resources. Here are some useful websites.

***A Global Educator's Guide to the Internet:*** <<http://www.educ.uvic.ca/faculty/triecken/globalhome.html>>

This website, the result of an MA thesis, is an excellent place to start exploring global education on the Internet. The site contains a statement on "What is a global perspective?" and goes on to list global education internet resources, newsgroups, and projects.

***IATEFL Global Issues SIG Homepage:*** <<http://www.countryschool.com/gisig.htm>>

This website, homepage for the Global Issues Special Interest Group of IATEFL (the International Association for Teachers of English as a Foreign Language) features SIG news, upcoming events and an excellent global education/global issue resource list with links to homepages around the globe.

***The Global SchoolNet:*** <<http://www.gsn.org/>>

The Global SchoolNet, supported by Microsoft, NBC/ABC World News, and other groups contains an e-mail teacher network, a "Where on the Globe is Roger?" student activity and the Global Schoolhouse, where schools can link up for cooperative endeavors.

***IGC: Institute for Global Communications:*** <<http://www.igc.org/>>

This U. S. global issue homepage is the gateway to five major IGC websites: Peacenet, Econet, Labornet, Womensnet, and Conflictnet. A thematic directory links to 70 different global issue topics while an education page <[www.igc.org/igc/issues/educat/](http://www.igc.org/igc/issues/educat/)> lists a rich variety of exciting global education websites.

***One World Homepage:*** <<http://www.oneworld.org/>>

This excellent British homepage features global issue news from around the world, an on-line bookstore plus links to 200 U.K. global justice organizations ranging from Amnesty International to Oxfam.

***UNICEF Voices of Youth:*** <<http://www.unicef.org/voy>>

This website, run by the United Nations Children's Fund (UNICEF), features a "teachers place," where teachers can discuss global education and a youth "meeting place," where students can read what other young people around the world think about global issues such as child labor, war, and children's rights.

***The United Nations:*** <<http://www.un.org/>>

The United Nations homepage introduces the UN, describes the work it does to promote peace, human rights, and the environment, lists UN publications and provides direct links to a variety of UN agencies.

### Other Useful Websites

Amnesty International: <<http://www.amnesty.org/>>

UNESCO: <<http://www.unesco.org/>>

World Citizens Association: <<http://www.worldcitizens.org/>>

### Background Reading

There is a rich variety of books available for language teachers interested in exploring global education and education for world citizenship. Here are a few titles.

#### World Citizenship

Cogan, J., & Derricott, R. (1998). *Citizenship for the 21st century*. London: Kogan Page.

Ferencz, B., & Keyes, K. (1991). *Planethood*. Coos Bay, OR: Love Line Books.

Meadows, D. (1991). *The global citizen*. Washington DC: Island Press.

Rotblat, J. (Ed.) (1997). *World citizenship: Allegiance to humanity*. London: Macmillan.

Waters, M. (1995). *Globalization*. London: Routledge.

#### Education for World Citizenship

Elder, P., & Carr, M. (1987). *Worldways: Bringing the world into the classroom*. Menlo Park, CA: Addison-Wesley.

Fisher, S., & Hicks, D. (1985). *World studies: 8-13*. London: Oliver & Boyd.

Pike, G., & Selby, D. (1988). *Global teacher, global learner*. London: Hodder/Stoughton.

Kniep, W. (1987). *Next steps in global education*. American Forum for Global Education, 120 Wall St., Suite 2600, New York 10005.

Osler, A. (Ed.) (1995). *Teaching for citizenship in Europe*. Stoke-on-Trent, U.K.: Trentham.

#### Geographic Literacy

Asch, J. (1994). *Games for global awareness*. Carthage: IL: Good Apple.

*Culturgrams: The nations around us* (annual). Garrett Park Press, P.O. Box 190B, Garrett Park, MD 20896.

Clarke, R., & Mussman, A. (1993). *Cue cards: Nations of the world*. Brattleboro, VT: Pro Lingua.

*Countries of the World Series*. (various dates). East Sussex, U. K.: Wayland.

Davis, K. (1992). *Don't know much about geography*. New York: Avon Books.

Demko, G. (1992). *Why in the world? Adventures in geography*. New York: Anchor Books.

Gray, K. (1992). *Passport to understanding*. Denver, CO: CTIR Press.

Lye, K. (1995). *The portable world factbook*. New York: Avon Books.

McClintock, J. (1986). *Everything is somewhere*. New

- York: Quill/William Morrow.
- Wheeler, R. (1994). *Countries and cultures*. Torrance, CA: Frank Schaffer.
- Williams, B. (1993). *Countries of the world*. New York: Kingfisher.
- World Themes**
- Devereux, E. (1992). *Flags of the world*. New York: Crescent Books.
- Kepler, P. (1996). *Windows to the world: Themes for cross-cultural understanding*. New York: Doubleday Books.
- Meredith, S. (1995). *The Usborne book of world religions*. London: Usborne.
- Milord, S. (1992). *Hands around the world: 365 creative ways to build cultural awareness and global respect*. Charlotte, Vermont, USA: Williamson Publishing.
- Nakanishi, A. (1980). *Writing systems of the world*. Tokyo: Tuttle Books Ltd.
- Petras, K. (1996). *World access: The handbook for citizens of the earth*. New York: Simon & Schuster.
- Polon, L. (1983). *The whole earth holiday book*. Glenview, Ill.: Scott, Foresman.
- Shull-Hiebenthal, J. (1994). *Cultural connections*. Torrance, CA: Frank Schaffer.
- Spier, P. (1980). *People*. New York: Doubleday.

### Global Issues

- Benegar, J. (1994). *Global issues in the middle school (3rd Ed.)*. Center for Teaching International Relations (CTIR), University of Denver, Denver, CO.
- Center for Learning. (1995). *Current issues in global education*. Dubuque, IA: William C. Brown.
- Center for Teaching International Relations. (1993). *Global issues in the elementary classroom*. CTIR, University of Denver, Denver, CO.
- Drew, N. (1995). *Learning the skills of peacemaking*. Jalmar Press, Skypark Center, 2675 Skypark Dr. Suite #204, Torrance, CA 90505.
- Hopkins, S. (Ed.) (1990). *Discover the world*. Philadelphia, PA: New Society.
- Litvinoff, M. (1996). *Young Gaia atlas of earthcare*. New York: Facts on File.
- Middleton, N. (1988). *Atlas of world issues*. Oxford: Oxford University Press.
- Osborne, J. (1995). *World studies: Global issues and assessments*. New York: N & N Publishing.
- Shiman, D. (1993). *Teaching human rights*. CTIR, University of Denver, Denver, CO.

### Useful Reference Books

- Harms, V. (1994). *Almanac of the environment*. The National Audubon Society. New York: Grosset/Putnam Publishing.
- Javna, J., The EarthWorks Group. (1990). *50 simple things kids can do to save the earth*. Kansas City/New York: Andrews & McMeel Publishing.
- Popov, L., & Popov, D. (1997). *The family virtues guide*. New York: Penguin/Plume.
- Scholl, S. (Ed.). (1986). *The peace bible: Words from the*

- great traditions*. Los Angeles, CA: Kalimat Press.
- Seager, J. (1995). *The state of the environment atlas*. London: Penguin Books.
- World Development Report (annual)*. Published for the World Bank by Oxford University Press.

### English Teaching Resources

A large number of global education EFL resources now exist. Here are a few titles.

#### EFL Textbooks

- Abraham, K. (1998). *Cause to communicate: Global issues*. Anti-Slavery International, Thomas Clarkson House, The Stableyard, Bromgrove Rd., London SW9 9TL U. K.; <antislavery@gn.apc.org>.
- Akhavan-Majid, R. (1992). *Peace for our planet: A new approach*. Tokyo: Kinseido.
- Bowers, B., & Godfrey, J. (1995). *What in the world? Exploring global issues*. Toronto: Prentice Hall Regents Canada.
- Brooks, E., & Fox, L. (1995). *Making peace*. New York: St. Martins Press.
- Day, R., & Yamanaka, J. (1998). *Impact issues*. Hong Kong: Lingual House/Longman.
- de Cou-Landberg, M. (1995). *The global classroom*. New Jersey: Addison Wesley.
- Grohe, W., & Root, C. (1996). *Speaking globally: English in an international context*. Upper Saddle River, NJ: Prentice Hall Regents.
- Hoppenrath, C., & Royal, W. (1997). *The world around us: Social issues for ESL*. Toronto: Harcourt Brace.
- Janovy, J. Jr. (1997). *Ten minute ecologist*. Tokyo: Kinseido.
- McConnell, J. (1998). *Culture of the heart: Overcoming today's spiritual crisis*. Tokyo: Kinseido.
- McLean, P. (1992). *The 21st century: Problems and issues*. Tokyo: MacMillan Languagehouse Ltd.
- Pacheco, B. M., & Gregg, J. Y. (1997). *The powerful reader: A thematic approach for the Japanese student*. Tokyo: MacMillan LanguageHouse.
- Peaty, D. (1995). *Environmental issues*. Tokyo: MacMillan LanguageHouse.
- Rably, S. (1996). *SuperDossiers: Modern issues*. Hertfordshire, UK: Phoenix ELT.
- Rabley, S. (1994). *The green world*. London: MacMillan.
- Sokolik, M. (1993). *Tapestry: Global views*. New York: Heinle & Heinle.
- Tokiwamatsu Gakuen. (1997). *Go global: A global education resource book for language teachers*. Tokiwamatsu Gakuen (Yatate), 4-17-16 Himonya, Meguro-ku, Tokyo 152; f: 03-3793-2562.
- Widdows, S., & Voller, P. (1996) *Open minds: Exploring global issues*. Ann Arbor: University of Michigan Press.
- EFL Videos**
- Stempleski, S. (1993). *Focus on the environment*. Regents/Prentice Hall.
- Stempleski, S. (1994). *EarthWatch*. Regents/Prentice Hall.

## Resources In Japanese

### Japanese Global Education Books

A growing number of global education books are also now available in Japanese. Sample titles include:

- Fisher, S., & Hicks, D. (1991). *Wa-rudo studies: Manabikata oshiekata handbook*. [World studies, 8-13.]. World Studies 8-13. Tokyo: Mekon.
- Iwasaki, H. (Ed.) (1997). *Chikyu shimin kyoiku no susumekata*. [Making global connections.] Tokyo: Akashi Shoten.
- Nakagawa, K. (Ed.) (1997). *Chikyu shimin o hagukumu kyoiku*. [Global teacher, global learner.] Tokyo: Akashi Shoten.
- Nishioka, N. (1996). *Kaihatsu kyoiku no susume*. [Development education.] Tokyo: Kamogawa.
- Otsu, K. (1992). *Kokusai rikai kyoiku*. [Education for international understanding.] Tokyo: Kokudoshu.
- Uozumi, T. (1995). *Guro-baru kyoiku: Chikyu shimin o sodateru*. [Global education: Developing world citizens]. Tokyo: Reimei Shobo.

### Japan Global Education Resource Centers

The following Tokyo resource centers can provide language teachers with Japanese resources, teaching materials and newsletters on global education.

ERIC Kokusai Rikai Kyoiku Center (International Education Resource & Information Center), Iwase Bldg. 1F, 1-14-1 Higashi-Tabata, Kita-ku, Tokyo 114-0013; t: 03-3705-0233; f: 03-3705-0255.

Global Village, Noge 1-13-16, Setagaya-ku, Tokyo 158-0092; t: 03-3800-9415; f: 03-3800-9414.

### JALT's Global Issues N-SIG

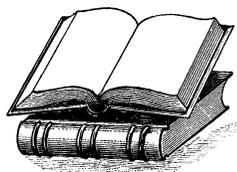
Language teachers interested in learning more about education for world citizenship are invited to join JALT's "Global Issues in Language Education" National Special Interest Group (N-SIG).

### Global Issues N-SIG Newsletter

The Global Issues N-SIG publishes a quarterly 24-page *Global Issues in Language Education Newsletter* for teachers interested in global issues and global education. For a sample copy, contact: Kip Cates, Tottori University, Koyama, Tottori City 680-0945.

**Global Issues N-SIG Homepage:** <<http://langue.hyper.chubu.ac.jp/jalt/nsig/globalissues/gi.html>>

This website lists information on the group's aims, activities, newsletter, and membership details.



*GANDHI, cont'd from p. 10.*

vided into different groups; divided not to create tension, but to create charm and beauty.

*Are you optimistic or pessimistic about the chances for a just and equitable world order in the future that will respect the human rights and dignity of all?*

I guess I am, when it comes down to it, optimistic, because I do believe that this world was created for a plan, and that there is a divinity behind this world. So, that gives me faith in a better future. On the other hand, I see how we human beings so often make wrong decisions, angry decisions, or impatient decisions and create problems for ourselves, for others around us, and for future generations.

I'm of the view that much of our future is to be built by us. Whether we have a future of justice and dignity or its opposite, depends on how all of us, millions of us, are going to decide along the way when the choices come before us. The future is in the hands of humanity and the way humanity decides will govern the future. Having said that, I believe humanity will decide well and boldly and for the things that will produce dignity, justice, satisfaction, and peace.

*Thank you very much.*

### References

- Gandhi, R. (1987). *Understanding the Muslim mind*. New Delhi: Penguin Books.
- Gandhi, R. (1995). *The good boatman*. New Delhi: Penguin Books.
- Gandhi, R. (1997). *Rajaji: A life*. New Delhi: Penguin Books.

このインタビューでは、マハトマ・ガンジーの孫であるラジモハン・ガンジー氏が平和と平和教育についての彼の見解を詳しく述べている。平和教育とは、問題解決と異文化教育に対する戦略と同様に、対話と非暴力闘争を含むべきだ、と氏は見解を述べている。さらに、反対側の意見にじっくり耳を傾ける事に力をいれるということも取り混ぜるように提案している。平和教育は教室内だけにとどまらず、家庭、地域、メディア等すべてが若者の教育に大きな役割を果たすのである。万人にとって尊厳と公正と平和を確約するようなガンジー氏の理想的世界秩序の理念をのせて、楽観的語調でこのインタビューを締めくくっている。



Moving? Make sure  
*The Language  
Teacher* moves  
with you. Inform  
the JALT Central  
Office of your new  
address.

**Jeris E. Strain**  
Himeji Dokkyo University

Imagine if you will, the following conversation between a teacher and a student.

*S: What's "world citizenship"?*

*T: An easy question—being a citizen of the world.*

*S: What does that mean?*

*T: Well, you're a citizen of Japan, and a citizen of your prefecture, and a citizen of your city (hometown), right? So now think of yourself as a citizen of the world as well.*

*S: In Japan we think about school, family and community; and in Japanese we have "shimin", "kenmin", and "kokumin." But "sekai-min"?*

*T: Well, how about "chikyu-jin"—"earth person" or "a person of the earth"?*

*S: What does "earth" have to do with "citizenship" or "world citizen"?*

### **Background**

Bringing a world citizenship concept into an EFL/ESL classroom in Japan (and other countries) requires first of all a clear idea of the concept, which, as the opening conversation suggests, is not as simple as it might sound. Much

has been written and discussed recently regarding "internationalization," but the general emphasis has been on "me"—a form of self-gratification. Still, "global" awareness has also become more common, and distance barriers vanished, bringing diverse people into contact with each other—and their lifestyles and traditions closer to potential conflict. At the same time, the collapse of communication barriers has introduced new ideas and fashions into the lives of individuals. But how

aware are people of what is happening globally? Are they aware of how the future is being reshaped? And what kind of preparations should students be receiving from foreign and second language learning for the world of their future? This case study offers some insights from one small group.

### **Course, Methodology, And Approach**

*Course:* Our World Citizenship class was a fourth-year elective for university English majors consisting of two terms (April-July, October-January), with 12-13 weeks each term. There were 10-11 classes of 90 minutes each term plus two examination sessions, one oral and one written.

*Operational definition:* A world citizen is an individual who accepts global responsibilities or expands his or her social consciousness to include the people of other countries. These include employees of the United Nations and its specialized agencies, workers of multinational companies, members of volunteer groups, and teachers and educators. In addition, there are people whose world views are created by travel, television, e-mail, and the internet.

*Methodology and grading:* The main goal for this content-based course was expanding the students' skills in and knowledge of World Citizenship. It emphasized expressing oneself in English.

Class activity was divided into three parts: First, the teacher and the students went over the day's text in English with occasional word translation;

# So, What's World Citizenship?

世界市民権という概念を教えることは、挑戦的なことである。本論では、日本の大学生グループが世界市民を扱ったクラスにどのような反応を示したかという、概要を述べている。また、日本の学生の関心事についての洞察と、内容重視の授業に対する観察結果についても述べている。

second, pairs discussed the main points of the text (in English and Japanese); and third, pairs made oral reports in English. For homework students wrote a summary in English of their oral reports. Grading each term was based on 10 written summaries (50%), a take-home exam and oral report on the exam (30%), and a term project (20%).

*Approach to class content:* The activities of an NGO (non-governmental organization), the Baha'i International Community (BIC), were chosen for this course because of its consultative status with ESOSOC (the UN Economic and Social Council) and UNICEF (UN Children's Fund), and working relations with other UN agencies. In line with its stated goal to promote world peace by creating the conditions in which unity emerges as the natural state of human existence, the BIC NGO gives special priority to seven objectives: (1) promotion of the oneness of humanity; (2) realization of the equality between men and women; (3) advancement of economic justice and cooperation; (4) service to the cause of universal education; (5) nurturing a sense of world citizenship; (6) fostering religious tolerance; and (7) encouraging the adoption of an international auxiliary language.

In one of its documents, *World Citizenship: A Global Ethic for Sustainable Development* (no date, p. 2), the BIC defines "world citizenship" as acceptance of and respect for principles, values, attitudes, and behaviors such as:

1. Accepting all human beings as members of the human family.
2. Considering the earth "our home."
3. Feeling both patriotic and international.
4. Accepting "unity" and "diversity."
5. Supporting social justice and economic justice.
6. Supporting cooperative and consultative decision-making.
7. Achieving gender equality.
8. Striving for racial, ethnic, national, and religious harmony.
9. Working for the "common good."
10. Encouraging human honor and dignity, understanding, friendship, cooperation, trustworthiness, caring, respect, and volunteer service.

Class content and materials were premised on world citizenship being the need for the peoples of the world to develop unity, harmony, and understanding among themselves and their nations.

*Student feedback:* In case studies, primary interest often lies in what is learned. How do thoughts and attitudes change from day one to the last day as learners are led through a syllabus designed to stimulate their thinking and develop their ability to express themselves? The following sample responses represent first day views, responses to the curriculum, the examination results, and course projects.

### First Day Views

On the first day of class, students were asked to write answers to five questions: What is your interest in world citizenship? What is the meaning of world citizenship? Who are world citizens? How does one become a world citizen? What is your main goal for this class?

Their first thoughts about the meaning of "world citizenship" were that it means (a) all people, (b) relations between people, and (c) cooperation. This means that all the people who live on earth are considered world citizens regardless of the nation they live in. This seems to reflect a *chikyu-jin* point of view. Having a good relationship with people all over the world, communicating and getting along with other people, and understanding cultures and societies across borders seems to reflect an "internationalization" and a knowledge/academic world view. The third type of answer, the view of most of the group, was that world citizenship meant cooperating, doing things for others, and volunteering, perhaps reflecting experiences connected with the Hanshin earthquake (Kobe, 1995) and the rise in social consciousness resulting from that disaster.

How a person might become a world citizen consisted of four general categories: volunteering, becoming multinational in outlook, world events, and studying. Being multinational in outlook was vague. It included developing a sense of multinationalism, thinking about the world, hoping for world peace, and having an awareness of the difficulties some people have with a world citizen concept because of religion, history, and tradition. About one-third of the group felt that volunteering and helping others was the way to become a world citizen, mentioning such things as: helping or doing something for another person; volunteering for community service; joining a peace movement or group; planning events for poor or handicapped people; taking part in exchange program activities with foreigners; and having kindness for everybody.

The students' goals were to use English and to gain personal development and knowledge about the world. The three students who indicated that English was a goal in the course were interested in talking about world problems in English, thinking in English, and improving discussion skills. The four students who were interested in personal development hoped to increase their sense of world citizenship, be a person who can think about the world, know how to cooperate and get along with others, and overcome the idea that understanding foreign countries and people is difficult. The remaining students were mainly interested in knowing more about the world and other ways of thinking, studying about people and peace movements, learning about social and cultural differences, and understanding the meaning of "international person" and "world citizen."

### Curriculum

To relate the students' orientation with the NGO approach, five modules were selected: exchange programs,

world citizenship concepts, world citizen characteristics, educating world citizens, and trends in civil society.

The materials consisted of a memorial video (*Bridge to Peace*, 1996) of the Fulbright Exchange Program and the life of Senator Fulbright (an English version was used in class; the Japanese version was available in the library), portions of the BIC world citizenship document mentioned earlier, articles from *One Country*, a 16-page quarterly newsletter of the Baha'i International Community, and *Herald of the South*, a quarterly magazine for world citizens published in Australia/New Zealand.

Some sample pairwork guidelines were: (a) Module One: Think about world citizens, world problems, etc. Which world citizen/problem/principle do you want to discuss? Why? How is your choice related to world citizenship? How is it related to your future life/hopes for the future?; and (b) Module Five: Consider "the way . . . ordinary people . . . see themselves" is changing to more democracy, more equality, and more cooperation. What are some examples?

### First Term Final Examination

The first term examination had two parts: a written take-home exam and an oral report based on the written exam. The first part had two essay questions to choose from: "What are some basic concepts of world citizenship?" and "What is the relationship between "the rise of civil society" and the texts we have used for vocabulary and discussion?"

Overall, students focussed less on "world citizenship" than on "world citizens." The main focus of the former was education, with emphasis on educational equality, world relationships, consideration for others, learning to live in harmony, and diversity in customs and traditions. The world citizen papers, on the other hand, focused on the oneness of human races and confirmation of morality.

The first day knowledge and the *chikyu-jin* views appeared in two papers: one focussed on knowing the history, culture, religion, habits, etc., of other countries. The other argued that whoever exists on earth can have world citizenship.

Unexpectedly, "selfishness" was described as a major problem in becoming a world citizen. Some described human beings as selfish originally, as "thinking about oneself first and wanting everyone's approval;" another pointed to problems caused "by ego in the human mind." These views were from three slightly different perspectives:

1) *World citizenship is not difficult for everybody because we already have minds of world citizenship. However we don't do it because of social discrimination, prejudice, appearance.*

2) *We have thought about only our happiness and our profit and have not kept an eye on the problems in our countries or in the world for a long time.*

3) *Some people lack the sense of international communication and broad mindedness. We tend to think and look with a narrow mind. That is, we tend to be satisfied if it is good only for ourselves.*

### Second Term: New Format

The second term began with class consultation about two problems: content versus the language issue, and small group versus large group discussions. Some students were frustrated with being unable to express their ideas in English and argued for discussion in Japanese so that they could develop their ideas more fully. This was agreed to by the class. The second term methodology was large group discussion in Japanese. English was used mainly for handouts and for presentation summaries. The topics of the second term were based on term projects: each student chose a world citizen organization, individual, or concept to present to the class. Twenty minutes were allotted for each presentation and discussion in Japanese, followed by a brief oral summary in English. A 500-word report in English on the term project was required at the end of the term.

### Term Projects

Each category of world citizenship was represented in the term projects. The world citizens chosen were Jody Williams, the recipient of a Nobel Peace Prize for her ICBL (International Campaign for Banning Landmines) efforts, Mother Teresa, and Princess Diana, both of whom had recently died. The organizations chosen were UNICEF, NGOs, UNHCR (UN High Commission for Refugees), and television (as media, and as commercials). The concepts chosen were internationalization, women's equality, recycling, developed/developing nations, and education: raising children, secondary school education, and development education.

### Second Term Examination

To end the course, students were asked to relate their classwork and projects to a set of world citizen characteristics published by the *Herald of the South*. One student's exam paper related these characteristics and the key words/phrases/concepts, as follows (the \* indicates the term project):

1. *Humanity is one and indivisible; each member of the human race is a trust of the whole.*

Raising children to be world citizens.

The basic concept: To know and respect others.

Thoughtfulness resulting from fraternal love is useful to raise humanity.

2. *A world community whose borders are those of the planet and whose members are all humankind.*

\*UNICEF Activities

Overcoming hypocrisy must be based on global ways of thinking.

\*TV Commercials and Refugees

Putting ourselves in another person's place is very important; TV commercials have a great effect on various global problems.

\*Aren't Japanese Asians?

The first step is to give up our prejudice that the Japanese are special.

\*Internationalization in Japan (Same as above)

3. *A commitment to a global ethic of justice, equality, caring, altruistic service and responsibility for the well-being of all.*

\*Mother Teresa

A model of love and thoughtfulness for everyone.

4. *The future, peace and prosperity of each person is inseparable from that of all humanity.*

\*Recycling

Paying attention to the future of the earth.

\*Jody Williams and ICBL

All people in the world should spare no effort to solve landmine problems. It is our common problem.

\*Refugee Problems

Thinking deeply to solve world problems must raise a strong sense of justice in our minds.

5. *What unites us is greater and more powerful than what divides us.*

\*NGO Activities

Interest and courage have unbelievable possibilities. We can do anything if we believe we can work things out.

6. *The diversity of humanity is a source of richness and beauty.*

\*Women Becoming World Citizens

Recognizing individual differences is related to respecting others. We can survive if we are considerate of each other.

\*Development and Education

Helping poor countries and poor people creates a fundamental relationship.

7. *The history of humanity as one people is now beginning.*

\*Secondary School and Education

Human beings live to think and speak. Education and knowledge must enrich our lives.

### Course Appraisal

Did the course teach world citizenship? If so, what did the students actually learn? Were their first-day interests realized and their goals achieved? In the last class, students were asked to evaluate the course in terms of

three variables: language, knowledge, and life skills. A sampling of their responses follows.

#### 1. Language Variable

*I had a lot of chances to listen to others and to talk to them. This leads us to understand each other. By this type of class, we're able to become prospective World Citizens, in my opinion.*

From the teacher's point of view, vocabulary building and world citizen discourse patterns were also important parts of the course, but no one mentioned these. Only listening to others and talking to others (discussion skills) were mentioned. Some referred to the use of Japanese to express content, reflecting a basic emphasis in the educational system (e.g., the university lecture system) and the use of English as an information source rather than a means of communication.

#### 2. Knowledge Variable

*The class promoted the students' greater awareness and knowledge of world citizens.*

*All the themes gave me lots of knowledge about World Citizenship.*

Knowledge as an abstract, academic book-learning appears to be the point of the above two comments. Conversely, knowledge as a particular value or principle that needs to be developed or sustained seems reflected in the following two comments.

*My ideal "world citizenship" is that we have no prejudice.*

*By eliminating much discrimination, trying to become "one," and being interested in not only good points but also bad points and accepting each other, can we say that we are world citizens? Understanding sustainable development is also important.*

This last comment suggests an interest that goes beyond evaluative attitudes to participating in development programs (such as education).

#### 3. Life Skills

Whereas the knowledge variable may relate mainly to theoretical and academic information, the life skills variable should refer to the practical use of information as part of one's lifestyle, that is, to thinking as a world citizen.

*The real meaning of "world citizenship" is to open our heart and believe that we are One. To cooperate with others for "oneness" [will] lead us to be "world citizens."*

*The importance of realizing each [other's] value of existing in the world.*

*As my conclusion, to respect individuals as human beings is essential for us and for our future.*

*Even if I can't become a real World Citizen perfectly, to have such a consciousness is the most important thing that each of us can do.*

**Don Harrison**  
Council for Education in World Citizenship,  
London, England

This article is written from the perspective of an English language teacher who has had opportunities to teach in classrooms in Africa, Asia, Europe, and South America, and who believes strongly in the value of exchanging ideas in accordance with Article 13 of the Convention on the Rights of the Child:

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice. (UNCRC, 1989, p. 6)

# Communicating Classrooms: English Language Teaching and World Citizenship

青年はそれ自体で、すでにグローバル市民である。本論では英語のクラスの例をとって、その事を説明している。クラスは、異なった国の学生間の学習交換 (learning exchange) に焦点を当てている。これらの多くは、地域社会の生活、健康キャンペーン、季節労働者のようなトピックをグローバル規模で理解するために、言語と視覚表現を使ってアイデアを表わしている。語学教師が、グローバル的な行動と理解のための市民教育についてどのように学べるのかという例として連合王国 (UK) を中心にした教育チャリティーの仕事、つまり世界市民教育委員会が、使われている。

languages, linked as far as possible to drawings as a universal language for young people to communicate with each other. Clearly, the higher the visual content the less the need for translating and understanding verbal expressions between cultures. The visual emphasis is also a good motivator for promoting exchanges among younger children. For example, 10-year-olds in primary schools in Scotland and Panama were invited to participate in a "Caring and Sharing" project, based on their ideas about childcare, caring for the environment, and trade and aid topics (Brown & Harrison, 1998). By setting up key prompts or questions with a minimum of words and giving maximum space in an open frame for visual responses to the prompts, a high level of exchange and learning took place.

Teachers in one rural school in Panama saw this approach as offering a "window on the world" for their pupils who have little visual aid or electronic access to other media for knowing how children live in places beyond their immediate locality. The drawings suggested that we could analyze very different cultures of childhood from the responses, with the drawing of a solitary child in Scotland with a personal computer seeming to represent a more private and technological upbringing than the

The core point in both this article and Article 13 above, is that young people also have rights as young world citizens, which means for language teachers that as well as learning about the current adult-run world, we should also enable young people to act collaboratively to influence or change that world.

I propose to consider some vital areas which require clarification, leading from asking *what language* to use for global learning exchanges, to asking *what we mean by world or global education*, and ending with *what is the educational implication of a term like citizenship?* Each of these stages of enquiry I shall aim to illustrate with specific examples from actual language teaching/learning situations.

## Language for Global Exchange

My personal experiences of learning exchanges have involved communications through a variety of lan-

communitarian image of farming and walking to school in the drawing from Panama.

### Global Education

The aim of this kind of exchange is for teachers to act as links which enable young people to learn from each other, following parallel themes in classrooms separated by distance and language.

If young learners present their own experiences and exchange these with other young learners somewhere else in the world, is that global education? Does learning about the world mean the whole world, or linking specific parts? If you leave a school in Europe having done a project on Africa, have you learnt enough about the world? Of course, another way of approaching the same problem is to emphasize the diverse strands available to us as global teachers. If we favour the environmental, we may look more to link and compare localities; if the economic, we may tend to have more of a focus on macro processes; if the cultural, we may take in more regional diversities and multicultural dimensions. The language teacher has more freedom to work across the traditional academic frontiers of subject-based knowledge and create links of expression. There is much scope for creative work at the interfaces between culturally diverse linguistic communities within a country and their links with ancestral and heritage countries in the world beyond.

Map work can be done with a minimum of language expression, although much can be discussed in class while engaged in making maps, and these discussions can lead on to further investigation of images and perceptions of the world and where they come from. Between the world of each child's culture and experience (their known world) and the outer world of maps and statistics and analyses of global trends lies the gap in which language teachers can operate to broaden understanding.

### Educational Implications

The key point is to link sharing expression and global levels of learning with an agreed understanding of what we mean by education for citizenship. If this is seen to include learning *about* the world and sharing *in* the world while well-linked to learning forms of action *for* the world, then the active citizen can learn to operate on a global scale. The teacher of first or other languages has an important role in developing young people's capacities and confidence to take an active part on a world stage. If global citizenship education is taken as preparing for life as adult citizens of the world, then the focus is likely to be on forms of adult influence, such as voting. If, however, we can also see the importance of educating young people for their *present* roles as young global citizens, an exciting extra dimension can be added.

### Education for Citizenship

Three examples from language classrooms illustrate varieties of education for citizenship with a global

range. For a secondary school link between Scotland and Malawi, the challenge to design health campaign posters led to highlighting very different concerns: the concern with the cleanliness of school eating conditions in Africa and the young people's perceptions of the dangers of smoking in Europe. Again, my examples are primarily starting from a visual challenge, which can come from and lead on to oral work. The comparison is between speakers of English as a first language in Northeast Scotland and as a foreign language in Southern Malawi. The sharing in citizenship dimension comes through exchanging ideas about what each group sees as an important health concern for them and how they portray a school/civic campaign to act against it.

In another example, an English language class in a Malaysian secondary school used a newspaper-style interview and presentation on the subject of foreign workers. The finished work suggests how the language classroom can be used to develop communication and research skills for issues of local and national citizens' rights and identities, encouraging understanding of active citizenship which may be easier to grasp than the notion of being an active global citizen (Harrison, 1989).

The third example used the 1998 European Youth Parliament Project on Drugs and Development, which began setting up local parliaments of young people in nine European countries to learn about and debate global issues related to the trade and trafficking of drugs, and submit proposals for change. The crucial role of language teachers was to help equip young Europeans to share ideas, through e-mail exchanges and at a full parliamentary session, face-to-face. The project also aimed to involve young people in Africa, Asia, and Latin America, so the ability and quality of discussion and exchange of ideas through areas of common language are vitally important elements.

An analogy could be made here to processes of curriculum change. At present I work for a non-government organization that would like to see more global citizenship education within UK structures. The Council for Education in World Citizenship (CEWC) was created in 1939, from the League of Nations Union education committee in the United Kingdom, in the belief that:

Under modern conditions all mankind are increasingly members of one another. What is done in one place affects the course of events far off in all directions . . . The citizen of the world, in our use of the term, not only recognizes this inescapable condition of modern life, but consents to it with his (sic) will and is prepared so to order his own conduct to assist in making this perpetual interaction a blessing and not a curse to mankind. (Smith, 1941, in Heater, 1984)

CEWC has worked at this educational challenge for nearly sixty years, developing localized programmes

of events and national publications for members, which include a regular magazine-style publication for global citizenship issues, *Broadsheet*, which contains a *Digest* version of great use to both teachers and learners of English as a second or other language, as well as an *Activities* leaflet which contains ideas for discussion and interactive learning on the topic. These strands of initiative build up to a plan for curriculum influence within UK educational structures.

In order to influence curriculum planners and government departments, we need to have an experience base of how such education can be developed in real school situations. In a similar way, for young people to act as citizens in some form of collaborative action (which is how citizens can influence governments), they need the capacity to build proposals and programmes together with other young people. A school in one locality could achieve this through whole-class or whole-school collaboration on a project around an issue which has a specific political output in terms of expressing opinions and seeking to influence adult official policies.

A number of such schools could achieve more through linking their projects and building a programme for common action. If such schools in different localities achieve sharing links, then a global programme for action may be built up to impact at the same time on local and national policies, as well as seeking to inform and influence adult people and organizations involved in wider world change, for example, within the United Nations' networks.

In summary, I see language teachers' roles in global citizenship education as vital for encouraging and increasing young people's abilities to understand and communicate their views as citizens of the communities they belong to, in order to achieve a sharing of perceptions and plans for coordinated action for the world of the future. Capacity for hearing what other young people are saying and for communicating one's own points of view are central to this process of citizenship as shared action. Language teaching and citizenship education are joined in the same frame of vision.

#### References

- Brown, M., & Harrison, D. (1998). Children's voices in times and places: Experiences from primary classrooms. In N. Clough and C. Holden (Eds.), *Children as citizens: Education for participation in democracies old and new* (pp. 258-270). London: Jessica Kingsley Publishers.
- Harrison, D. (1989). Understanding must be increased by allowing people to meet: a report from an English language classroom in Malaysia. *World Studies Journal*, 7 (2), 8-10.
- Heater, D. (1984). *Peace through education: The contribution of the council for education in world citizenship*. London: The Falmer Press.
- UNCRC. (The United Nations Convention on the Rights of the Child). (1989). Article 13.

It is important at this point to note that world citizen consciousness is not easy for everyone. One of the students pointed this out in the following way:

*Almost one year I've been thinking about the meaning of world citizenship and how we should live here and how we should do something for others. It's a big topic and unclear and so hard to define. We live our days without such words as humanity, humankind, oneness, global ethic, etc. They seem like useless declarations. People don't recognize them. To "respect each other," "understand each other" is impossible—hypocrisy, without reality. What's this class for? There are countless answers and all of them are true and all of them are not. But I've found this, the most important point of this class for me is to keep thinking about the problem, and about the roots of the problem, about the minds of people, about myself.*

World citizenship is an ideal and stands in contrast with much of the reality that exists in everyday life. There are many currents in world society. The destructive ones are continually publicized in the media, while constructive undercurrents receive little attention and generally escape notice—unless one knows where to look and how to recognize them. Perhaps at the present time this is what world citizenship is all about.

#### Final Observations

Much could be written about this case study, but one particular observation stands out. The course was very rich in content for both the students and the teacher. Each individual found time out-of-class to prepare their presentation and reports. This observer was impressed by the range of knowledge and concerns of the students, and by their interest in expressing their views when given the opportunity and suitable circumstances to do so. One major factor was probably the fact that the students made decisions for the second term, including scheduling themselves and choosing their native language to communicate with each other. It should be remembered that as a content-based course, English in and of itself was not the main goal, so the language issue was not either/or, but rather complimentary: Japanese was used for orally expressing content; English was used for obtaining information and for consolidating what they had reported and discussed.

#### References

- Bridge to peace: The Fulbright story*. [Video]. (1996). Tokyo: Japan-U.S. Visual Media Culture Foundation.
- World citizenship: A global ethic for sustainable development*. (Statement presented to the first session of the Commission on Sustainable Development.) New York: Baha'i International Community, n.d.

#### Resources

- Herald of the South*. P.O. Box 285, Mona Vale, NSW 2103 Australia; <bpa@bahai.org.au>.
- One Country*. Baha'i International Community, Suite 120, 866 United Nations Plaza, New York, NY 10017, USA; <1country@bic.org>; <http://www.onecountry.org>.

*Did you know JALT offers research grants? For details, contact the JALT Central Office.*



# Japanese

# Japanese

# Japanese

# Japanese

In this article, the authors share with the readers steps they have taken to implement the recommendations of LINGUAPAX in their classrooms. The article also focuses some attention on the necessity of adding ethical meaning to language education to meet the needs of a globalizing society, and demonstrates the importance and effectiveness of fostering international understanding and awareness in the classroom by engaging students in intercultural activities and communication.



edited by joseph tomei

As teaching positions become fewer and short-term and part-time employment more common for Japanese and expatriate teachers, TLT introduces a column devoted to news and analysis of working conditions. We welcome well-researched, informative contributions concerning employment problems, resources for dealing with them, and—especially—their solutions. Since we will cover issues defined by their conflicts of interests and accounts, we aim for objectivity, fairness, and accuracy, rather than a posture of neutrality. Please send contributions, in English or Japanese, to column editor Joseph Tomei. (See the masthead, p. 2, for contact information.)

## Christmas in Kumamoto

by Joseph Tomei, with Bill Lee

On December 7, 1998 a statement of support signed by 47 Japanese and foreign academics, lawyers and other supporters, was delivered to Prefectural University of Kumamoto (KPU) President Teshima and the governor of Kumamoto Prefecture, calling for the end of the discriminatory treatment of foreigners at KPU.

Here is a chronology of the significant events of the labor dispute leading up to that statement.

In July 1993, four foreign teachers at Kumamoto Women's University signed an Acceptance of Appointment document (*shunin shodakusho*) submitted to Monbusho as part of the preparations for restructuring the school as the Prefectural University of Kumamoto, for the school year beginning April 1994. The university recruited five other foreign faculty, who signed the same documents, which refer to the teachers as *sennin kyoin* ("full-time teachers" in the English translations). Per Monbusho requirements, the teachers submitted specially formatted curriculum vitae to verify their qualifications. These were accepted by Monbusho, which subsequently approved the university's application.

At the start of the school year in April 1994, however, the original four teachers were asked to sign a "Notification of Terms and Conditions" referring to their positions as *tokubetsu hijoukin* "special irregular, temporary/part-time" positions. According to this document, although they would teach a maximum workload, report on their research, participate in curriculum decisions, and be responsible for making entrance exams, budget expenditures of the Language Center, and timetables, they would not receive bonuses or retirement allowances and were ineligible for promotion. Instead of signing the document, the teachers sent a memo seeking relief from the additional "Terms and Conditions" that said, in part, "this list is not a demand for special treatment but a request to honor the agreements and understandings between Instructors and Monbusho, the Prefecture and the University. . . ." The remaining five teachers were employed as "regular" general public employees (*joukin ippan koumuin*) but with three-year contracts.

The university maintains that they described all aspects of the position during recruitment and explained them thoroughly to the finalists, implying that these discussions take precedence over any documents submitted to Monbusho. It also points out that because

"foreign teachers" are limited to teaching English-related subjects, the nature of their duties dictates the manner of their employment. Even though the university has the foreign teachers teach a full class load and provides them with offices and research funds, the university insists that they are only part-time teachers, so acceding to their requests would amount to preferential treatment over other part-time workers.

On December 3, 1994, an informal meeting was held to discuss the status and terms of the foreign teachers. The teachers were told that the documents they signed did not reflect their actual status but were only for the purpose of obtaining accreditation. On December 7, the teachers sent a letter of protest reiterating that they expected the university to honor the documents they submitted to Monbusho.

The teachers had refused to sign the "Notification of Terms and Conditions" because it not only contradicted the previously signed Acceptance of Appointment documents submitted to Monbusho, but would also significantly downgrade their status. In February 1995, President Teshima signed a new version of the document which stated that the teachers had read but did not accept the terms and contained a set of proposed revisions. The teachers were classified as irregular part-time teachers, retroactive to the 1994-95 academic year.

The following two years, 1995 and 1996, instead of contracts, the teachers signed administrative appointment documents that allowed them to continue working. The university, however, refused to meet with the teachers to discuss a resolution.

In addition, the university hired an additional two foreigners on the same one year basis, bringing the total up to 6 'part-time full time' teachers and 5 *ippan kyoin*.

In 1996, the teachers were asked to reapply for their positions for the school year 1997, and they refused. Following legal advice, the teachers formed a union on July 11, 1997. Formal negotiations began in October 1997 and after five sessions were unilaterally broken off by President Teshima in February 1998.

On January 21, 1998, the university enclosed an agreement that changed the university-internal title of their jobs from *gaikokujin kyoushi* (foreign instructor) to *gaikokugo kyoushi* (foreign language instructor), noting that the term of the *gaikokujin kyoushi* ended on 31 March, 1998 and that the new *gaikokugo kyoushi* posi-

tions were term limited to 1 year. If the documents were not signed by February 10, 1998, the university said, the teachers would not be employed by the university. On the advice of their lawyers, they signed the document.

To protest their treatment, on June 24, 1998, the union held a one-day strike, the first strike at a public university in Japan.

In July, the university initiated a curriculum revision to reduce the required credits for English. This reduction would entail a 50% reduction in the number of foreign teachers employed.

In October, President Teshima announced that, in order to normalize the management of the university, "part-time foreign teachers" contracts would not be renewed. What was not mentioned was that this normalization means that specifically the six foreign teachers presently employed under such status would be dismissed from April 1, 1999. The President said that "Discussions have begun with the prefecture on hiring foreigners on the same basis as their Japanese counterparts" (*Kumanichi Shinbun*, Oct. 1, 1998). However, when these announcements were posted, it was stated that the terms of employment were "3 years (renewable) for those who do not have Japanese nationality" This document can be seen at: <<http://nacwww.nacsis.ac.jp/locall/docs/02861.html>>.

On December 25th the Labor Commission met with the teachers and with university representatives in a preliminary investigation of the labor dispute. The teachers hope to obtain an order mandating their return to work until the dispute is settled and have asked their colleagues in Kumamoto to support them by not accepting part-time positions to replace them.

On December 28th, the teachers added over 900 signatures to their statement of support in three hours in downtown Kumamoto. A speaker for the teachers noted, "People came up to us and they said things like, 'We're not doing this for the poor, persecuted foreigners. We're doing it for ourselves. It's not a foreigner's problem, it's a question of the quality of teaching and the kind of schools we want in our community.' True, this happened to me because I'm a foreigner, but I'm dealing with it instead of leaving because Kumamoto's my home and I care what happens here."

---

HIGGINS & TANAKA, cont'd from p. 19.

group tasks taking place throughout the term. Our purpose in these evaluations is not only to provide the necessary grades/credits but also to gain insight into how much of the content the students are comprehending and able to express, so that we can guide them to greater clarity on the subject. We can thus adjust the content to meet their needs, and the message clearly conveyed to the students in this course is that development and communication of their ideas are the most important elements of their evaluation.

We encourage our students to find harmony and

unity in the diversity of thoughts presented through the "non-adversarial" discussion method in which they are actively trained. In contrast to the "pro/con" systems of debate and other "parliamentary-style" discussion methods, this style of group consultation allows and enables the students to employ and improve their cognitive, affective and intuitive capacities in an atmosphere where they do not have to fear being attacked or belittled for their ideas (Higgins, 1990). We have observed that students gain both confidence and self-awareness that extends beyond the classroom. We believe that the content of these courses provides our students with the essential tools to enable each of them to begin to play their part in the design of a unified, just and peaceful international world.

The students themselves provide us evaluations which help us to refine our teaching "power" for the next group of students. Although we have been accused by some students of "making them think too much", most comments are positive and give us the feeling we are indeed succeeding in our goals. Here in closing is an example from the students' evaluative comments:

*Most teachers don't check our attendance in their classes. As a result they have to look at the result of my work only on exams. I hate it. Compared with that, I wrote journals, some reports, and told my opinions in your classes. And especially, I could think about world issues deeply. We young people are always thinking only about enjoyment. But we have a lot of problems to solve around us, I think.*

#### References

- Ferngully (1991). Based on the stories of Ferngully by Diane Young. Fox Video Incorporated.
- Gibbs, J. (1987). *Tribes*. Santa Rosa, CA: Center Source Publications.
- Global links* (1996). Six 30-minute videos covering complex issues of Third World development, including Women, Education, Environment, Tropical Diseases, and Urban Dilemma.
- Hess, A. G. Jr. (Ed.) (1992). *Empowering teachers and parents: School restructuring through the eyes of anthropologists*. Westport: Bergin & Garvey; Greenwood Publishing Group, Inc.
- Higgins, M. L. (1990). Overcoming teacher bias in the global issues language classroom. *The Language Teacher*, 14 (5), 31-33.
- Lebra, T. (1976). *Japanese patterns of behavior*. Honolulu: University of Hawaii Press.
- McVeigh, B. J. (1997). *Life in a Japanese women's college: Learning to be ladylike*. Nissan Institute/Routledge Japanese Studies Series. London: Routledge.
- Mutch, B. M. (1995). Motivation and cultural attitudes: Increasing language use in the classroom. *The Language Teacher*, 19 (8), 14-15.
- Nine to five*. (1982). Story by Patricia Resnick. Film produced by 20th Century Fox.
- Onishi, F. (1995). Social changes in post-war Japan. In *Search of Moral Education in the 21st Century*, Proceedings of the 2nd International Conference on Moral Education, Tokyo: The Institute of Morology.
- Pauley, J. (1991). *Real life in America*. NBC. CC. Study. Gakkuen Vortex Corporation.
- Reischauer, E. O., & Jansen, M. B. (1995). *The Japanese today: Change and continuity*. Harvard: The Belknap Press; Harvard University Press.
- Rost, H. T. D. (1986). *The golden rule*. Oxford: George Ronald.
- SPACESHIP EARTH: *Our global environment* (1991). San Francisco: Worldlink.
- World Development Report (1991). Published for the World Bank by Oxford University Press. (Contains the "Basic Indicator's Table.")

## For New Teachers from Overseas Coming to Japan

*There are many new sites springing up that serve the English language educator in Japan. Here is a sampling. Note: These are commercial sites; their listing does not constitute an endorsement by JALT.*

### ELT News <<http://www.eltnews.com>>

This site is billed as being "The Website for the ELT professional in Japan." It is sponsored by Tuttle and Company. It consists of four main pages, including an ELT News page, an ELT Jobs page, an ELT Books page (with books from many other publishers included on the page), and an Import Books page. The news page, updated daily, is handy for those interested in up-to-the-minute developments of the English teaching scene in Japan. Most stories carry links

to further information. This site is definitely worth a visit for those interested in coming to Japan, as it is a good starting off point for discovering the culture of the ELT professional in Japan.

### Tokyo Classified <<http://www.tokyoclassified.com/welcome.html>>

This e-magazine bills itself as "a weekly freepaper and web site made for Tokyo's international community by Crisscross Incorporated." The intricate website has ads for teachers throughout the Tokyo area, as well as the regular assortment of regular classified ads, information for international people coming to live and work in Japan, and a comprehensive entertainment index.

## Authors

**Yayoi Akagi** is a part-time lecturer at the Science University of Tokyo in Yamaguchi and Yamaguchi University. She received her M.A. in Teaching from the School for International Training in the U.S. She has developed curricula in intercultural communication and training applied to English to foster awareness of international understanding and global perspectives. She is currently working on a translation of LINGUAPAX recommendations and studying their implementation.

**Kip A. Cates** has a B.A. in Modern Languages and Linguistics (French, German, Japanese) from the University of British Columbia, Canada and an M.A. in Applied Linguistics from the University of Reading, England. He is the coordinator of the "Global Issues in Language Education" National Special Interest Group of the Japan Association for Language Teaching (JALT) and belongs to the organization "Educators for Social Responsibility." He currently teaches English at Tottori National University, Japan as well as graduate courses on global education for the MA-in-TESOL program of Teachers College, Columbia University, New York at its Tokyo campus.

**Don Harrison**, Deputy Director of CEWC since 1997, previously worked for development and human rights education NGOs in the United Kingdom and as a teacher of English in the UK, Cameroon, Malawi and Malaysia. Among learning resources he has helped to produce are *The Rights of the Child* topic books (SCF-UK/UNICEF-UK, 1990); *Around the Developing World* (Hodder and Stoughton / SCF-UK, 1992); *Lima Lives: Children in a Latin American city* (SCF-UK, 1993); *The Routes to Health* series (SCF-Scotland, 1996) and *Changing Childhoods, Britain since 1930* (Centre for Global Education / SCF-UK, 1996).

**Marilyn Higgins** is an Associate Professor at Yamaguchi Prefectural University in Yamaguchi City. She has lived in Japan for more than 20 years and has been involved in

education projects and teacher training in several countries including the United States, China and Russia. She is currently completing her Ph.D. in Education with an emphasis in moral and spiritual education.

**Armene Modi** has an MA in TESOL from Columbia University, Teacher's College. She has taught TESOL in India, the US and Japan for the last 25 years. Her stint in Japan began 11 years ago as an ALT on the JET Program in Shizuoka Prefecture. She later taught at various other educational institutions in Japan, including Obirin University, Nihon University, and LIOJ. She is presently founder/chairperson of *Ashta no Kai*, an Indo-Japanese NGO initiative working for women's literacy and development in Shirur District, a rural area near her hometown Pune, in India. Her professional interests include the incorporating of global and peace studies into language education.

**Yukiko Shima** holds an M. A. in English Linguistics from Tohoku University. She is Associate Professor at the Science University of Tokyo in Yamaguchi. She has done major work in the training of English pronunciation, the teaching of English for Science and Technology, as well as promoting awareness of the culture of peace and multicultural understanding through the teaching of English.

**Jeris E. Strains** is Professor of English at Himeji Dokkyo University and member of the Baha'i International Community. He published "Teaching a UN Summit: NGO Forum" in the March 1996 Global Issues N-SIG Newsletter.

**Brid MacConville Tanaka**, an instructor at Shinonome Women's Junior College in Matsuyama, Ehime Prefecture, is a graduate in occupational therapy and worked as an OT in psychiatry for ten years. She is also a graduate in fine arts with a major in painting and has exhibited in Japan and Canada. She is completing a masters degree in education, with a specific interest in moral and spiritual education and the development of an art curriculum from this basis.



## Task-Based Research in SLA: A Lecture by Rod Ellis

Brett Reynolds, *Sakuragaoka Girls' Jr. & Sr. High School*

On November 14, 1998, Rod Ellis returned to Temple University Japan for TUJ's distinguished lecture series. Ellis first came to TUJ as a weekend guest lecturer in 1987. From 1988 to 1993, he served as full-time faculty at TUJ, during which time he wrote *The Study of Second Language Acquisition* (1994), known as "The purple book." Ellis then moved to Temple's main campus in Philadelphia but has returned to TUJ frequently since.

The lecture was preceded by an introduction by Ken Schaefer, director of TUJ's Ed.D and M.Ed. Programs in TESOL. With his characteristic blend of humor and sincerity, Schaefer compared Ellis to Noam Chomsky, who was lecturing at the same time in Kyoto. He compared the two on a number of counts including service to the TESOL profession, teaching skill, and ability to write "really big books that people actually read." He concluded that, of the two, Ellis has done far more for TESOL and SLA research and that TUJ was very lucky to have been able to work so closely with him.

Ellis began the lecture by laying out what he planned to cover over the weekend. The first of five topics, defining and describing tasks, was covered in the session open free to the public on Saturday afternoon. The remaining four topics were addressed in the later sessions for TUJ students: tasks, listening comprehension, and SLA; tasks, interaction, and SLA; tasks, production, and SLA; and tasks and socio-cultural theory.

Ellis' purpose over the weekend was clearly descriptive, not prescriptive. The interchangeable use of words like exercise, activity, and task is a confusing factor in SLA research. He suggested that a clear definition of tasks would be helpful for both researchers and teachers. A broadly accepted definition would aid researchers in designing studies and teachers in interpreting research findings. It was clear that the distinction Ellis proposed was not drawn in order to cast out everything that failed to meet the criteria for a task. He repeatedly emphasized that exercises and activities are useful teaching devices: they simply need to be distinguished from tasks. In struggling for an overriding label to cover all the above, he settled for "devices," though he seemed uncomfortable with it.

Ellis asked those present to consider some definitions of a task proposed by other researchers. Once we had read them over, he proposed the following as hallmarks of tasks:

1. A task is a work plan.
2. A task involves linguistic activity.
3. A task requires primary attention to be on message (cf. "exercise").

4. A task allows learners to select the linguistic resources they will use themselves.
5. A task requires learners to function primarily as language users rather than learners.
6. A task has a clearly defined non-linguistic outcome.

Though these criteria are meant to be exhaustive, Ellis admitted they are not all cut and dried. For this reason, he presented teaching devices as lying along an exercise-task continuum, with specific devices being more or less task-like. This became very clear when the audience was given examples of a number of devices and asked to decide whether they were tasks or exercises.

Having established this caveat, Ellis went back and attempted to clarify each of the six criteria. Defining a task as a work plan is necessary, he concluded, because any task as conceived by a teacher or a materials developer may not match what learners actually do. There is a work plan, and there is the actual process. While these may overlap, they are likely to differ to some extent. In short, lesson planners cannot control how learners actually perform assignments in the classroom so defining tasks as process is problematic.

Ellis then moved on to the second point, that tasks involve linguistic activity. While this may be obvious, the point was made in contrast to the definition offered by Long (1985) which includes things like painting a fence. While this is indeed a task in the broader sense of the word, it clearly need not involve linguistic activity. As such, it is of no interest in TESOL or SLA research.

In stating that a task requires primary attention to be on message, Ellis purposefully avoided using the "meaning versus form" dichotomy. He argued that, in form-focussed exercises, one must still understand the meaning in order to correctly complete the exercise. For example, an exercise requiring students to fill in the blank may be something like: *Yesterday, John \_\_\_\_ to the movies.* In this example, the choice of the correct word depends, to a certain extent, on an overall understanding of the meaning. Furthermore, a student would have to understand the meaning of the word yesterday in order to choose the past tense form of the verb. However, Ellis maintained, the sentence has no message.

While some tasks are unfocussed and meant solely to promote general oral fluency, other tasks can be focussed tasks. In these, the teacher's aim is to develop learners' linguistic resources. However, in order to ensure the focus is on the message, learners must not know the teacher's aim. Thus, a focussed task becomes an exercise if the work plan calls for learners to be aware that the task is designed to practice a certain part of language. Again, Ellis stated that there is nothing

REPORT, cont'd on p. 49.



# *A Chapter in Your Life*

*edited by joyce cunningham & miyao mariko*

This column is open to all JALT chapters large and small who wish to describe their approach to meetings, their successes, experiences and achievements. We welcome a 900-950 word report (in English and/or Japanese). This month, Lorne Spry of JALT Sendai communicates to us the warmth and support he feels in his chapter.

## **JALT Sendai, the Friendly One**

In one of my favourite movies, "Tunes of Glory" (1960), Alec Guinness as the former acting regimental colonel says to his adjutant, "We have always been known as 'the friendly one'." This is bitter irony because he and his fellow officers are bent on isolating and destroying the younger and less aggressive replacement (played by John Mills). This sort of irony in no way exists in JALT Sendai; everyone is unreservedly welcome. In the movie, the new colonel is a plummy-voiced Sandhurst graduate who is bullied by the embittered brogue-accented regimental favourite who has, over the years, risen from the ranks to become the temporary commander. The new colonel's eventual suicide in a lavatory results in a promise from his near mad rival—a grand regimental funeral ". . . with all the tunes of glory . . ."

JALT Sendai proceeds from year to year with much less drama, but I like to think that is distinguished as "the friendly one." Indeed, I think that friendship is the driving force in our chapter. It's the kind of friendship where we are not in each other's pockets, but there is always a helping hand for those who need it. It's true to the extent that even visiting presenters have commented on it. Before meetings start, there is a flurry of excited conversation, and break time is a blizzard of greetings and chatter which often has to be gavelled to closure so we can restart the speaker. The term participant truly means something in our chapter, and this has also been favourably commented on by presenters. Often the floor of our meetings is as engaged as the podium. Invariably, there is a party afterwards at a nearby *izakaya*, and usually our presenters attend as our guest. These can be noisy affairs—at least as exuberant as a highland regimental mess well after the haggis has been piped in.

JALT Sendai is a sterling bunch of interesting and active Japanese and foreign teachers who represent the entire spectrum of the teaching profession: K-12, *tandai*, *daigaku*, *juku*, *eikaiwa*, school, public education classes, and tutoring. It is our boast that we can provide a scintillating year's program from in-house talent, experience and expertise. Recently, our members have presented on, among other things, comprehensive reading in English courses, adapting Monbusho materials to greater interactive usage, neuro-linguistic programming, and the innovation of fresh techniques. One of our members is to be a featured speaker at JALT98, and another will soon give a presentation on chaos theory with regards to learning.

As president of JALT Sendai, I have not had any of the problems experienced by the colonel in the movie. I have received encouraging support from all of the members. I have always been able to call upon the wisdom of the most experienced including a charter chapter member and a charter member of the national organization who helped write the national constitution. I have always felt that the chapter is much more than just executive committee meetings and presentations. One new member wrote to me recently to say that she felt much less isolated after spending time with all of us. I noted at that time how quickly she had been included in the group. It does no disservice to anyone if I say we are often able to learn at least as much during our social time together as we do in the formal presentation itself. At any one time, there are several threads of conversation going on which are in themselves mini-symposia. And what better way to enjoy a presenter than to talk shop with him/her over beer and squid?

Like many chapters, perhaps less than a third of us in JALT Sendai are regular participants at a meeting. Some people in JALT have felt that this represents a problem. And I guess it is, but I, for one, consider it a room which is 1/3 full—not 2/3 empty. All our regular participants would agree that JALT is about face-to-face contact. Furthermore, I think that all of us agree that vibrant personal contact among our members, as well as that of all the other chapters across Japan, is where the energy comes from to drive JALT forward from year to year. For a long time, JALT Sendai has had members who have been at the very center of national affairs, but we all agree that the local/regional chapter is the starting point for what people do in JALT.

I have heard it said that maintaining chapters to service the needs of some lost and lonely teachers absorbs a lot of JALT's energy and resources. I've thought about this, and I cannot say that this is never true. Perhaps, no dedicated teacher alive has not had some sort of crisis, or been at some crossroads during their career. JALT Sendai is by no means an enclave of the lost and lonely, but there is always support and understanding here for those who need it, and members do not hesitate to give it. Like any good regiment, you can always come home to JALT Sendai.

*Lorne Spry in Sendai*

t/f: 022-291-6738(h); <marilorn@sh.comminet.or.jp>





edited by sandra j. smith & oishi harumi

## Using *Rainbow War* to Raise Global Awareness

Ken Fujioka, *International Christian University*

I have often used videos to give students opportunities to observe and hear language in action, in addition to understanding the content. *Rainbow War*, however, was my first attempt to introduce a global perspective using video. One of the features that drew my attention to its pedagogical possibilities was the video's potential to attract a wide range of viewers. The plot is simple yet conducive to exploration of cross-cultural issues, and thus serves well for open-ended discussion and reflection. Summerfield (1993) states "learning about stereotypes, ethnocentrism, discrimination, and acculturation in the abstract can be flat and uninspiring. But if we *experience* intercultural contact with our eyes and ears, we begin to understand it" (p. 1).

*Rainbow War* is about three "one-color cultures" existing in isolation who eventually come into contact with one another with tumultuous consequences. Conflict is portrayed in both novel and entertaining ways. Each color culture tries to dominate the others by painting the enemy with their own national color, using their weapons of choice, that is paint cans, paint brushes and rollers, and paint spray and hoses. Colors, like ideas and attitudes, mix and blend in unpredictable ways. In the end, the opposing groups become united in one world, finding acceptance of each other.

### Previewing Activities

Prior to watching the video, I usually begin the activity with a list of preview questions. Students form groups of three or four and a group leader is appointed in each group to facilitate discussion by going over the questions and encouraging each group member to share their views and experiences. After the discussion, vocabulary words related to the topic of the video are introduced. Students work together in the same groups to complete the vocabulary matching task.

#### I. Preview Questions

1. Are there different ethnic, national, racial groups that exist in your country? Are there people who speak a different mother tongue than you? Are there foreigners or immigrants earning a living by working in your country? Please explain.
2. How do people relate to immigrants or foreigners who behave differently from the majority of people?
3. Do people generally accept one's differences or do they expect them to behave in the same

way they do? Please share your ideas.

4. How would you describe the relations among these different groups?
5. Do problems exist among these groups? If so what kinds of problems occur?

#### II. Vocabulary Matching

- |                  |   |
|------------------|---|
| 1. __ censor     | A. the act of deliberately separating one group, person, or thing from others. <i>An Amazon tribe who lived in _____ from modern society was recently discovered.</i>   |
| 2. __ dominate   | B. to completely get rid of something that is unnecessary or unwanted. <i>The PTA has come up with a plan to _____ violence from schools.</i>   |
| 3. __ isolation  | C. to examine books, films, letters, etc. to remove anything that is considered offensive, morally harmful, or politically dangerous. <i>Some of the movie scenes which were to be shown on public TV have been _____ (ed).</i>                 |
| 4. __ eliminate  | D. having the highest position of power, importance, or influence. <i>One of this decade's _____ achievements has been the development of the computer microchip.</i>   |
| 5. __ discourage | E. to have power and control over someone or something. <i>Two thousand years ago, the Roman empire _____ (d) the continent which we now call "Europe."</i>   |
| 6. __ supreme    | F. to prevent or try to prevent someone from doing something by making the action difficult or unpleasant, or by showing them that it would not be a good thing to do. <i>His parents wanted to _____ him from dropping out of high school.</i> |

Definitions for this activity were obtained from *Longman Dictionary of Contemporary English*.

#### III. Video Viewing

Assign existing groups either Task A or B. At the conclusion of the video, elicit from the group leader words or phrases that characterize the similarities and differences between each color culture. List them on the board.

*Task A:* View the video and write words or phrases that characterize the differences between each color culture. (Students can take notes while viewing the video if they like.)

*Task B:* View the video and write words or phrases that characterize the similarities between each color culture. (Students can take notes while viewing the video if they like.)

IV. Comprehension Questions

1. What were some ways that friendship was shown?
2. Explain what happened to the Yellow Queen at the end of the "Rainbow War."
3. How did the three kingdoms discover their similarities?

V. Post-discussion Questions

1. In the beginning of the video the narrator stated that "in the red land, everything was red because they trusted red. But they were afraid of everything else." Why do you think they were "afraid of everything else?"
2. Was it better for the three kingdoms to be in contact with each other or to be isolated from each other? Explain.
3. The three kingdoms overcame their color differences. Do you think there will still be problems to solve? Explain.
4. Did you see anything in the video that may represent events that have happened or are happening in the world today? Give your view(s).
5. What is the message or theme of this video?

**Conclusion**

I encourage teachers to view and explore *Rainbow War* for its global implications. The merits for using it in the classroom are (a) its time manageability for viewing (entire presentation is only 20 minutes), (b) minimum language (audience can focus on the visual and conceptual impact), (c) interest arousal (relative ease of information necessary for comprehension), and (d) platform for discussion (students can experiment by extrapolating and applying their theories to existing world situations).

*Rainbow War* can be ordered through GEMCO:  
*Rainbow War* (Pyramid Film and Video)  
 Attn: Ms. Miyazaki  
 Tel.: 03-3400-7737 Fax: 03-3400-1873  
 E-mail: gemco@lares.dti.ne.jp

*Acknowledgement:* I would like to thank Sonia Yoshitake-Strain for her suggestions on an earlier version of this activity.

**References**

Stoller, Fredericka, L. (1993). Reviews: *Rainbow War*. *TESOL Journal*, 3 (1), 44-45.  
 Summerfield, Ellen. (1993). *Crossing cultures through film*.  
 Yarmouth: Intercultural Press.

**Quick Guide**

**Key Words:** Global Perspectives  
**Learner English Level:** Intermediate though advanced  
**Learner Maturity Level:** Junior high school through adult  
**Preparation Time:** approx. one hour  
**Activity Time:** Varies; usually 70-90 minutes

**An Intercultural Communication Simulation**

Asako Kajjura, *Intercultural Communication Trainer and Translator*  
 Greg Goodmacher, *Kwassui University <ggoodmacher@hotmail.com>*

One part of being a good global citizen is to be able to understand and be sensitive to features of other cultures, such as body language, discourse patterns, and male and female roles. A role-play which simulates entering into and interacting with another culture helps students to both practice their English skills and develop their awareness of how people in other cultures interact. This simulation is appropriate for intermediate and advanced level students. Classroom activities before the simulation and the actual simulation can take up to two one and a half-hour class sessions, depending upon the levels of the students. Teachers can vary the difficulty of the language and tasks involved to fit various class levels.

Preparation for the simulation involves teaching the concepts of body language, especially regard-

ing greetings, leave takings, and personal space. Students must know vocabulary such as bowing, shaking hands, hugging, kissing, touching palms together, etc. Additionally, they must be introduced to both the concept of gender roles and the vocabulary for discussing gender roles. For teaching the concepts and vocabulary above, sections from videos which show people from various cultures interacting in many ways, such as greeting, eating, leaving, interrupting, etc., are very useful. Students watch with the task of observing and recording how males and females from these cultures interact.

If possible, do the simulation with another teacher's class. If this is not possible, divide your class in half. Place the students in two different rooms, so each group is unaware of what the other group is doing. The students must be told to imagine and to create a new culture with unique body language for greetings and leave

takings, etc. They must also decide what types of questions are asked and what topics are discussed when meeting strangers, as well as how men and women in their cultures differ regarding discourse and body language. The students or the teacher can write these social norms on the board. Each student must also create his or her own identity, which includes a new name and occupation. If students have trouble deciding how people interact in their new culture, the teacher might offer suggestions such as touching elbows or men standing behind women when greeting others. For lower level students, the teacher can assign social rules and individual identities. When students understand their new culture's rules of social interaction, they should practice following their rules until they no longer need to look at the writing on the board, which is subsequently erased.

In the next stage, a small group of "explorers" from each culture travels to the other culture with instructions to meet the foreigners, introduce themselves, and observe the foreign group's body language, conversation rules, and gender roles. These "explorers" are to enter the other classroom (culture) while following the rules of their original culture, but they can adapt to the foreign culture if they wish. Give them around five minutes to interact. The interaction time depends upon the time available, the language skills and interest

levels of the students.

After this, the "explorers" return to their home cultures and report their observations and ideas about how members of the foreign culture interact. Following this, a new group of "explorers" leaves for the foreign culture and the process is repeated until all students have spent time exploring and observing the foreign culture.

In the final step, all members of the two cultures come together in one classroom. Representatives from each culture express their assumptions about the social rules of the other culture. Each group tells the other group if the assumptions are correct. If the assumptions are incorrect, the groups explain their rules of social interaction. The groups also discuss how the two cultures differ and what they share in common.

This simulation can be followed up with writing activities. One is a writing task where students reflect upon what they have done and learned, and the other is an essay comparing and contrasting the two cultures. Another possibility is writing advice for someone going to a foreign culture.

---

#### Quick Guide

**Key Words:** Speaking, Intercultural Communication, Writing

**Learner English Level:** Intermediate through advanced

**Learner Maturity Level:** High school through adult

**Preparation Time:** Varies

**Activity Time:** 1 or 2 class sections

---

## Studying the Rights of Non-Human Citizens of Earth

Greg Goodmacher, *Kwassui University* <[ggoodmacher@hotmail.com](mailto:ggoodmacher@hotmail.com)>

Being a good citizen of planet Earth not only implies being empathetic and understanding of the needs of other humans, but also implies understanding the rights and needs of other creatures on Earth.

Perhaps one of the best places for the study of animal rights and abuses is a zoo. Moreover, most large cities have zoos that are easily accessible by mass transit. School administrators will usually give permission for teachers to accompany students to a zoo. As such, they provide an excellent opportunity for an educational field trip. Of course, students should do more than just idly walk around and watch animals. To focus my students' attention on the issues of animal needs and rights, I gave my students tasks to complete as they wandered throughout the zoo. The students were to find information related to the conditions

of the zoo animals. I provided students with a worksheet on which to record their findings. Sections of the worksheet are below:

### Welcome to the Zoo Worksheet

As you walk around the zoo, look at the animals and do the following:

1. Write the names of any animals which are listed as endangered.
2. Think carefully about all the animals you see and answer the following questions:
  - a) Which animals look happy and healthy? Why are they happy?
  - b) Approximately how much space do those animals have?
  - c) Which animals look unhappy? Why do you think they are unhappy?
  - d) Approximately how much space do those animals have?
3. Write three good things about zoos.
  - a)

- b)
- c)
- 4. Write three bad things about zoos.
  - a)
  - b)
  - c)

The field trip to the zoo should be followed by activities based on the students' findings. One idea is to have your students bring their findings to the next class and arrange a debate on the positive and negative aspects of zoos. Another idea is to facilitate a discussion based on their field trip. For this purpose, I gave my students the following questions to elicit their ideas:

1. Do you enjoy going to zoos? Why or why not?
2. Which animals were the most interesting? Why?
3. Do you think animals have feelings? Why?
4. Did any animals look unhappy or unhealthy? Why?
5. Did any animals look happy and healthy? Why?
6. Why do people put animals in cages?

7. Is it right for people to keep animals in cages? Why?
8. How do you think zoos get their animals?
9. How can zoos be made better for animals?

Another follow-up task is to have students research how far the animals they saw in the zoo usually travel in the wild. This develops their researching skills. Afterwards, each student reports his or her findings to the class. Students are usually impressed by information such as the wolf they had seen walking back and forth in a small, dank cage would normally travel more than sixty kilometers a day if it were free in the wild. The end result of these activities is often a change in students' attitudes toward keeping animals in captivity.

---

**Quick Guide**

**Key Words:** Speaking, Writing, Animal Rights  
**Learner English Level:** High beginner through advanced  
**Learner Maturity Level:** High school through adult  
**Preparation Time:** Very little  
**Activity Time:** At least one class session, plus field trip

---

**A Thematic Week at a Small School**

James R. Welker, *Nagoya University of Foreign Studies*  
 Stacia Houston, *St. Mary College, Nagoya*

We organized a thematic week around AIDS at an English language *senmongakko* with approximately 150 students. The goals were to educate the students about a serious social issue, to provide students at all levels the opportunity to study content in English, and finally, to provide a break in the curriculum for both the teachers and students.

**Preparation**

The most essential element of our program was the "AIDS file," a collection of teaching materials made available to encourage teachers to focus on AIDS in their classes. These materials were divided into five categories: general lessons and lesson ideas, reading selections with accompanying exercises and activities, recent newspaper and magazine articles, videos and worksheets, and general information for teachers. Though about half of the teachers were motivated enough to produce their own materials, having ready-made lesson plans made it easy for teachers who were not so inclined.

Creating the file was simply a matter of finding and compiling teaching materials already available from textbooks, the Internet, and newspapers

and magazines. Our most valuable resource for lesson plans and general information was JAPANetwork (Japan AIDS Prevention and Awareness Net-

work). The head of this organization, Louise Haynes, also volunteered to be a guest speaker (see endnote).

The general lessons included easy-to-use lesson plans for basic, intermediate and advanced levels. Lesson ideas included mini-quizzes, discussion questions, role-plays, and cloze exercises with pop music. The reading selections dealt with issues such as personal accounts from people with AIDS and their family members, women and AIDS, and the AIDS crisis in Japan. We began gathering the newspaper and magazine articles several months prior to AIDS Awareness Week for classroom use and teacher information. We were able to rent recent AIDS-themed Hollywood movies, such as *Philadelphia*, from the video store, and we borrowed some U.S. American made-for-TV movies, and public service announcements from JAPANetwork. The teachers who used videos made worksheets to accompany them. Finally, we compiled a folder of articles about addressing AIDS in the English-language classroom.

After the file was completed, we presented it to the other teachers and gave specific examples of

how the materials could be used in various classes. To prevent students from facing the same activities twice, teachers indicated on a checklist which materials they were using in their classes. Several weeks prior to AIDS Awareness Week we put up posters and asked teachers to inform the students of the upcoming events.

### The Week

We kicked off the week with a talk on AIDS by Ms. Haynes, which motivated the students for the remainder of the week. From that point, the week practically ran itself. Individual teachers utilized materials most appropriate for their classes. For example, in one intermediate conversation class, students watched *Fatal Love* and afterwards discussed the content and their feelings about it. In a listening class, students did cloze exercises and follow-up discussion with songs from the *Philadelphia* soundtrack. In a computer class, students searched the Internet for AIDS-related information.

### Conclusion and Suggestions

Feedback from teachers and students was overwhelmingly positive. For teachers who are apprehensive about broaching sensitive issues in the classroom, this approach provided information and support to make it less daunting. The school administration also saw the value in this special weeklong curriculum and put their support behind us. Student interest level was consistent throughout the week. We believe this was because of the wide variety of materials and approaches to the issue, which allowed for a much deeper treatment. Generally, serious topics such as AIDS are discussed only in upper-level classes, but the AIDS file, with materials for all levels, meant that even the most basic conversation classes were able to spend time on this issue.

Though we chose to do a thematic week on AIDS because we were concerned that our students did not know enough accurate information about AIDS, such a week could be done on a variety of other topics. We suggest social issues such as racism and discrimination, women's issues, or the environment. Lighter topics might also be appropriate, such as a week on Japanese culture or the home countries of the foreign teachers. Many such topics already have countless related ESL activities and materials available, reducing the need to generate original materials and for preparation time.

#### Note:

JAPANet's homepage, full of teaching ideas and resources for teaching about AIDS, can be found at <http://www.bekkoame.jp/~gettings/>

JAPANet/JAPANet.html. Louise Haynes can be contacted at [aidsed@gol.com](mailto:aidsed@gol.com).

---

#### Quick Guide

**Key Words:** Content-based Language Education, Integrated Four Skills

**Learner English Level:** High beginner through advanced

**Learner Maturity Level:** High school through adult

**Preparation Time:** Varies according to resources available

**Activity Time:** One week

---

*REPORT, cont'd from p. 41.*

ing intrinsically wrong with this. The distinction is only for descriptive purposes.

The fourth criterion was that learners must be given the opportunity to select the linguistic resources they will use themselves. That is, that providing them with word lists, instructions about language use, or explicit models turns the task into an exercise. If learners are asked to use certain lexical items, grammatical forms, or if they are given models to work from, the focus will not likely be on the message.

This point relates to the fifth: If learners are provided with lists or models to work from, then they are simply practicing the language, not using it. When people are acting as students, they practice language. When people are acting as language users, they don't.

Ellis' last point was that there must be a clearly defined non-linguistic outcome. The irony here is that while this outcome must be the students' goal in performing the task, neither teachers nor researchers are remotely interested in it. Their ulterior goal is, to promote oral fluency or to develop learners' linguistic resources. Thus, teachers and researchers must, in Ellis' words, engage in some trickery when using tasks.

Ellis said he has been asked many times how tasks can be employed in beginning level classes. His answer was that tasks need not involve language production. In fact, in beginning language classes he would rely heavily on listening tasks. He suggested employing TPR (Total Physical Response) techniques to make tasks comprehensible right from the start. He also noted that many people believe that tasks must be done in pairs or small groups. While tasks are often performed this way, they needn't be. Again, people who hold such beliefs are overlooking listening tasks.

The lecture was well prepared, interesting, lively, clearly delivered, and, by all accounts, well received. With his ease in the classroom and his ability as a leading theorist and researcher, Rod Ellis is an inspiration example for all of us in TESOL and SLA research.

#### References

- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Long, M. (1985). A role for instruction in second language acquisition. In K. Hyltenstam and M. Pienemann (Eds.), *Modeling and assessing second language acquisition* (pp. 77-100). Clevedon: Multilingual Matters.



## Book Reviews

edited by katharine isbell & oda masaki

**TOEFL Idioms.** Robert Moore and Atsuko Okada. Tokyo: Aratake Publishing, 1998. Pp. v + 152. ¥1,500. ISBN 4-87043-139-4 C 2082.

Judging by the number of ESL/EFL materials devoted to the subject of slang and idioms, teachers will be discussing the finer points of why teasing can be expressed as "pulling my leg" and why an easy task is deemed "a piece of cake" well into the next millennium. A glance through a local bookstore yielded such titles as *Idioms in American Life*, *1000 Essential Idioms*, *Crazy Idioms* and *All Clear!* Basic and low intermediate-level titles such as *Side by Side* and *Expressways* devote considerable space to phrasal verbs and slangy turns of phrase. Even Dave Sperling's ESL Marketplace website has an archive of slang and idioms. The field is obviously fascinating for learners and language professionals, as well as lucrative for publishers.

The Test of English as Foreign Language, TOEFL, is also a formidable industry in its own right. Administered by U.S.-based Educational Testing Services, it has spawned a huge ancillary market for self-study texts, tapes, and software. Like it or not, TOEFL seems here to stay. One common criticism of the test is its famous tendency to give prominence to somewhat rare or unnatural chunks of vocabulary and discourse. Of course, this includes idioms, and a union between the idioms industry and the world of TOEFL is, potentially, a match made in heaven. This new text reveals some of the possibilities and pitfalls inherent in this marriage.

Moore and Okada have designed a five-chapter self-study text for Japanese students meant to teach, practise, and test idioms found in the Listening Section of the TOEFL test. The book is organized by topic and common function; to wit, chapter one is based on language connected to studying while two is about working, three on shopping, eating and drinking, four on travelling and relaxing, and five on socializing and talking with friends. There is also a good 13-page index of idioms in the book, listed in alphabetical order with a brief Japanese translation and page reference for each entry.

Taking a closer look at the design of chapter one on studying, for example, we find that it has 30 mini-dialogues intended to parallel Part A of the TOEFL test's Listening Section. Facing pages have complete explanations of the terminology in Japanese. For instance, the following is a representative conversation.

Woman: "I've really fallen behind in my sociology class."

Man: "Then, why don't you stay home tonight and hit the books?"

This is followed in turn by these question and answer choices: A. She should take greater care of her textbooks, B. She should study hard this morning, C. She should avoid falling over her textbooks, and D. She should have a more interesting social life, which hint at the kind of skimming and contextual guesswork neces-

sary as test-taking strategies for the TOEFL. In case the hint misses, there are highlighted key words in the choices that are explained in Japanese. Meanwhile, a later dialogue about a customer's unhappiness at high prices ("It cost me an arm and a leg") includes a suggestion that the listener isn't able to see the speaker's appendages. Again, this sort of discourse serves as an implicit, useful reminder to teachers and students about the differences and risks associated with surface and subtextual meaning.

A longer conversation which parallels Part B, Longer Dialogues, mixes separable and inseparable phrasal verbs and idioms.

Man: "I didn't expect to run into you. I thought you were finished at 12."

Woman: "Professor Wang let us out an hour early."

Man: "Lucky you. How about joining me for a cup of coffee?"

Woman: "I'll have to take a rain check. I'm run ragged at the moment."

This is followed by four "WH" multiple choice questions and an answer key box on the opposite page. The same pattern recurs for Part C, Short Talks. Then, there is a one-page Review Exercise Quiz, and a short supplementary reading in English, linked to the theme of the chapter. In the case of Chapter 1, the quiz includes a 12-question section where the student has to match expressions with their definitions (e.g., Hit the books = To study hard) and a 10-question sentence completion exercise (e.g., "Why don't we finish early? Let's call it a day.") The supplementary reading this time is a 4-line excerpt from a 1997 *USA Today* article about a California proposal to end bilingual classes. This reading extract could conceivably be a terrific discussion starter—perhaps another way to make use of this book.

One shortcoming of the book is the absence of an audio cassette, although this could, in fact, open up several possibilities for teacher and student alike. To borrow a proverb in the spirit of the text, *necessity is the mother of invention*.

Anyway, before we get *snowed under* with too much detail, note that this book is no *piece of cake*. It is meant for learners already at or aiming for a 550 TOEFL score. Maybe all of us have to *roll up our sleeves* before we *hit this book*, but if you happen to *run into it* at a store, don't *shy away*. It's useful for students and teachers, native and non native alike, especially at the senior high school, college and university level. *Break a leg!*

Timothy Allan, Kwassui Women's College, Nagasaki

**A World of English.** Andrew Bampffield, Andrew Littlejohn, and Diana Hicks. Cambridge: Cambridge University Press, 1997. ¥19,500. Video. ISBN 0-521-56655-X.

As its title suggests, this video provides variety. Its twelve segments achieve this both through language and locational variety (eight UK, three U.S. and one Australian-based segment), and through thematic vari-

ety. The segments are grouped in pairs around six themes. The themes comprise teenagers' lives, the environment, past lives, outdoor experiences, nationality meeting nationality, and energy. Each video segment lasts approximately five minutes. While each gives exposure to one or more grammar points, this exposure is not overly intrusive and genuinely appears to result from the themes rather than vice-versa. Only one excerpt is purely narrative; the others include various types of discourse. For example, "Through the Tunnel (on Eurostar)" combines the situation of buying a ticket, a narrative describing the tunnel, and interviews with passengers (including non native speakers) about their reasons for taking the train and their opinions of it.

This video successfully combines the visual and aural aspects that can make video such a useful source of material, provided that students are encouraged to recognise the value of comprehending both aspects. Purely visual interludes are a feature of all the segments and break up the flow of language that can often make material originating from film or television intimidating. The language itself feels natural and uncontrived, with reduced forms used authentically. Occasionally, the speech is a little muted. Although this is intentional and indicated in the full transcripts which accompany the video, it can contribute to student frustration. The quality of filming is highly professional, giving the video the feel of documentary-quality material. This is particularly the case in the segment "From Cambridge to Antarctica (The British Atlantic Survey)."

The publishers intend the video for learners at post-elementary level and suggest that it can be used both on its own and in conjunction with a course book. I used it in the latter way, meshing a segment where it was relevant to the course book. In the accompanying guide, typical advice is given that a small amount of video is better than too much. However, the relative brevity of the segments, combined with the loose relationship between segments, could limit the video's use as a main source of material. I used segments from the video successfully as supplementary material with university students, but the fact that several segments feature children of school age, makes it very suitable for the high school teacher who is prepared to spend some time away from entrance examination preparation and who successfully reassures her students as to how much they can expect to understand.

As mentioned, the video comes with full transcripts in the accompanying video guide. These include ideas on how to use the video which are conventional rather than particularly innovative. While the video guide itself includes no specific tasks or projects for the individual segments, users can receive an upgraded guide containing teaching notes and photocopyable worksheets by returning the guarantee card enclosed with the video. Support material is also promised on the publisher's website but I have not managed to trace this. However, I can recommend the video itself as a supportive, up-to-date, and varied resource that can help the students move towards the greater demands of broadcast material, whether film or television.

Anthony Robins  
Nagoya Institute of Technology

**Oxford Learners Wordfinder Dictionary.** Hugh Trappes-Lomax. Oxford: Oxford University Press, 1997. Pp. xix + 519 + 15-page explanatory booklet in Japanese. ¥3,000. ISBN 0-19-431308-5

The *Oxford Learner's Wordfinder Dictionary (OLWD)* is the third in a family of monolingual dictionaries from Oxford University Press specifically written for intermediate and advanced learners of English. However, the way language information is arranged in this book is radically different from the other two. It lists everyday words and expressions under one of 630 keywords, which are further grouped into 23 topic areas. Each keyword contains entries linked to it by meaning or usage. This mimics the approach adopted by the innovative *Longman Language Activator*, first published in 1993. The idea is that users can find the precise way to express themselves in a given language setting starting from a known keyword or topic. Put simply, the *OLWD* is an EFL dictionary that helps learners to produce language, typically through writing, rather than to read language.

Imagine you are an EFL student writing a recipe as an assignment. You want to include a word that means a device for weighing ingredients, but cannot think of what to write. Using the *OLWD*, you look under the topic, food and drink, and then under the keyword, cook. You see the term you are looking for shown in an illustration: kitchen scales. Next you are writing a letter to a friend, and are looking for a word for an emotion when recalling the past. You think the correct word is nostalgia but are not sure. You want to firstly, confirm its meaning, and secondly, see an example of usage appropriate for your letter. This time, failure. You cannot find it. Yet the word nostalgia, and its derivative, nostalgic, are in the dictionary under the keywords remember/forget, but surprisingly they are not independently listed anywhere.

These two examples illustrate both the strengths and weaknesses of the *OLWD*. On one hand it is very good at guiding the user to a commonly used word or phrase from a known topic or related keyword. On the other, it is poor at confirming the suitability of a desired word, especially a slightly unusual one. For this, an index of all its entries—as found in its rival, the *Longman Essential Activator* (1997)—is urgently needed. At present, only basic words can be accessed alphabetically. There are other serious shortcomings. Neither frequency information (useful for examination revision) nor phonetic transcriptions (again found in the *Longman Essential Activator*) are given. There is little indication of the type of semantic relation between entries (synonym, antonym, hyponym, etc.). In addition, its omission of less-than-common words sits uncomfortably with its stated aim of being for intermediate and advanced students.

No doubt the *OLWD* will sell well due to the Oxford publishing label; however, I would be reluctant to recommend it to my Japanese students. If they need a dictionary specifically for productive purposes, appreciate the benefits of consulting an English-to-English dictionary, and are at a high enough level to understand the

example sentences and definitions, I would be inclined to recommend they instead buy the *Longman Essential Activator*, which in my view is far better.

Brian C. Perry, Otaru University of Commerce

### 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 28th of February. Please contact Publishers' Reviews Copies Liaison. Materials will be held for 2 weeks before being sent to reviewers, and when requested by more than 1 reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

#### For Students

##### Course Books

MacGregor, L. (1999). *Pathfinder 1* (students, teachers, cassette). Tokyo: Macmillan.

MacGregor, L. (1999). *Pathfinder 2* (students, teachers, cassette). Tokyo: Macmillan.

##### Reading

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

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

##### Self-study

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

##### Supplementary Materials

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

**Still Available:** To receive a list of materials which were not requested during 1998 but are still available for review, contact Publishers' Reviews Copies Liaison.



## Eulogy

Unfinished dream  
a chrysanthemum blooms  
in the tatami room

*Yume samenu tatai ni kiku no sakishi kyo*  
Chiyo-ni (1703-1775)

JALT Past President Shigeo Imamura's name still comes up regularly in discussions about how JALT has managed to reach its silver anniversary. Recently however, I understand that he is in very poor health and therefore I write this short essay to inform JALT colleagues of his significance to JALT.

Shigeo Imamura coined our current name: Japan Association for Language Teaching. Past Vice President Don Modesto recently wrote on the Internet listserv JALTCALL, "Imamura Sensei suggested the name because the JA of L Teachers, translated into Japanese, sounds like a union. JA for L Teaching sounds like what we are."

Originally elected by the membership to be Vice President, Imamura stepped forward to become JALT president when the position was unexpectedly vacated in 1992. Many may remember Dr. Imamura standing valiantly to chair a packed and rather boisterous Annual General Meeting at Tokyo International University that year. Our meetings are perhaps quieter now thanks to his efforts at that turning point in JALT's administrative history. He had the ability to bridge the Japanese and foreign members' community in JALT.

When he went to celebrate the 20th anniversary of JALT at JALT94 in Matsuyama, he was able to attract many friends and colleagues including former president of JALT Deborah Foreman-Takano. He was mentor for many English students around Japan; many have gone on to be excellent teachers of English. Notably in Matsuyama, where he taught for many years, they regularly host parties in his honour. Shigeo Imamura is currently professor at Himeji Dokkyo University.

"Shig" as he is called by many friends in JALT, may soon be stepping down, according to his physicians. But there's still time they say. Perhaps you would like to pass on a kind word to him. The Past President of JALT Matsuyama Chapter, Tsuyoshi Aono (t: 089-922-9520), William Balsamo, the current president of JALT Himeji (<balsamo@kenmei.ac.jp>), and our JALT Central Office can provide you with additional information.

With respect for a JALT colleague,  
David McMurray  
JALT Past President

*Editor's note:* Sadly, on December 24, 1998, a few days after this eulogy was written, Shigeo Imamura passed away. A full memorial will be in the next issue of TLT.

---

# Eulogy

Unfinished dream  
a chrysanthemum blooms  
in the tatami room

*Yume samenu tatai ni kiku no sakishi kyo*  
Chiyo-ni (1703-1775)

JALT Past President Shigeo Imamura's name still comes up regularly in discussions about how JALT has managed to reach its silver anniversary. Recently however, I understand that he is in very poor health and therefore I write this short essay to inform JALT colleagues of his significance to JALT.

Shigeo Imamura coined our current name: Japan Association for Language Teaching. Past Vice President Don Modesto recently wrote on the Internet listserver JALTCALL, "Imamura Sensei suggested the name because the JA of L Teachers, translated into Japanese, sounds like a union. JA for L Teaching sounds like what we are."

Originally elected by the membership to be Vice President, Imamura stepped forward to become JALT president when the position was unexpectedly vacated in 1992. Many may remember Dr. Imamura standing valiantly to chair a packed and rather boisterous Annual General Meeting at Tokyo International University that year. Our meetings are perhaps quieter now thanks to his efforts at that turning point in JALT's administrative history. He had the ability to bridge the Japanese and foreign members' community in JALT.

When he went to celebrate the 20th anniversary of JALT at JALT94 in Matsuyama, he was able to attract many friends and colleagues including former president of JALT Deborah Foreman-Takano. He was mentor for many English students around Japan; many have gone on to be excellent teachers

of English. Notably in Matsuyama, where he taught for many years, they regularly host parties in his honour. Shigeo Imamura is currently professor at Himeji Dokkyo University.

"Shig" as he is called by many friends in JALT may soon be stepping down, according to his physicians. But there's still time they say. Perhaps you would like to pass on a kind word to him. The Past President of JALT Matsuyama Chapter, Tsuyoshi Aono (t: 089-922-9520), William Balsamo, current president of JALT Himeji (<balsamo@kenmei.ac.jp>), and our JALT Central Office can provide you with additional information.

With respect for a JALT colleague,  
*David McMurray*  
*JALT Past President*

Editor's note: Sadly, on December 24, 1998, a few days

# 14

# Bulletin Board

edited by david dycus & kinugawa takao

**Call for Papers—JALT Hokkaido 16th Annual Language Conference.** The JALT Hokkaido 16th Annual Language Conference will be held in Sapporo on Sunday, May 30, 1999. The Hokkaido Chapter invites you to submit papers, in English or Japanese, on any aspect of language teaching in Japan. Presentation blocks will be 45 minutes and any equipment needs must be specified. Abstracts should be no longer than 250 words (English) or 1,000 *ji* (Japanese), and should be accompanied by a cover sheet bearing your name, address, phone/fax/e-mail contact, paper's title, and biodata. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. Submit abstracts by February 15, 1999 by e-mail to: Ken Hartmann, <RM6K-HTMN@asahi-net.or.jp>, or send in Word format on a floppy disk together with a hard copy to: JALT Hokkaido, 1-2-3-305 Midorimachi, Makomanai, Minami-ku, Sapporo 005-0013.

**Call for Readers—Join the JALT99 Proposal Reading Committee.** Both new and experienced readers are warmly encouraged to join the proposal reading committee for the JALT99 international conference. Reading committee members should be JALT members and should be available (in Japan and close to your mailbox) from late February to the end of March. Volunteer by filling out the form below, and mail or fax it by February 12 to Gwendolyn Gallagher, Takasagodai, 6-chome, Asahikawa 070-8061; tel/fax 0166-63-1493.

## Proposal Reader Information

Name:

Mailing Address:

Phone: Fax:  
(Please specify home or work)

Years of teaching experience: Years in JALT:  
Which language(s) do you teach:

Current teaching situation:

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

Do you have any proposal reading experience?

For JALT: Other:

How many JALT Conferences have you attended?

Are there any dates between February 20 and March 25 when you would not be available to read? If so, please explain:

**Call for Papers—Materials Writers Special Issue.** A special issue of *The Language Teacher* focusing on materials is scheduled for publication in March 2000. Almost every teacher is involved with materials in some way, either by using materials, creating their own materials for the classroom, publishing materials them-

selves, or publishing materials professionally. We would especially like to invite English or Japanese submissions of feature, opinion, and perspective articles that provide a principled framework for materials production. Please include an abstract, if possible with translation. We are hoping for articles with a broad appeal, ranging from materials for children to adults. Any materials publishers with new textbooks or course books (at any level) for the 2000 academic year are invited to submit them for a materials survey review. Current reviews of books related to materials are also being sought for the reviews column. Please submit your manuscripts by June 1, 1999. Materials from publishers should be received before September 1, 1999. Send submissions and enquiries in English to: Kent Hill, Kimigatsuka Haitzu 2-D, Minami Kimigatsuka Machi 20-14, Onahama, Iwaki-shi, Fukushima-ken 971-8169; t/f: 0246-54-9373; <kentokun@mail.powernet.or.jp>; in Japanese to Kinugawa Takao, *TLT* Japanese-Language Editor.

## Position Announcement for *The Language Teacher*

English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must: (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) be resident in Japan; (d) have a Macintosh computer (or a computer that can read and write Mac Microsoft Word-formatted files), a fax machine and e-mail access; and (e) be committed to contributing to the production of *The Language Teacher*.

Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872. e-mail: <i44993g@nucc.cc.nagoya-u.ac.jp>. Applications will be accepted on an ongoing basis.

## 投稿募集: JALT北海道第16回年次大会

JALT北海道第16回年次大会が1999年5月30日(日)に札幌で開催されます。北海道支部では日本における言語教授のあらゆる側面に関する英語、又は日本語の論文を募集いたします。発表は45分で使用機材は事前に指定する必要があります。要旨は英語250語以内、日本語1000字以内で、氏名、住所、電話/fax/e-mail、題目と略歴を記入した表紙を付けてください。日本語論文は英語要旨を添付してください。もし可能なら英語論文も日本語要旨を添付してください。提出先、詳細は英文の連絡先をご参照ください。

## 査読者募集: The JALT99 投稿原稿査読委員会

The JALT99国際年次大会への投稿原稿の査読委員会に加わっていただける新規の、そして経験のある査読者を募集しています。査読委員会のメンバーはJALT会員であること、2月末から3月末に日本国内にて、郵便をすぐ受け取れる環境にあることが求められます。査読委員に応募して下さる方は英文の申し込み形式に記入の上、郵送かファクスで2月12日までにGwendolyn Gallagherまでお送りください。申し込み形式、問い合わせ先は英文をご参照ください。

## 投稿募集-TLT Special Materials N-SIG Issue

『TLT』教科書特集号は、2000年3月に出版されます。多くの語学教師は、何らかの形で教材に係っています(教科書自体の使用、授業のための教師自身での教材作成、教材の出版、出版社との教材発行)。教材作成への基となる枠組みを示唆する論文、意見、見解を募集しています。英語、日本語どちらでも構いません。幼児から大人まで幅広い層に訴える記事を望んでいます。ご自身で、教材開発をしている語学教師の皆さんの寄稿を歓迎いたします。2000年向けのテキスト・コースブックの作成をしている出版社は提出して下さるようお願い

いたします。1999年6月1日までに原稿をお願いいたします。なお、教材開発に関するレビューは、JALTのアンダーカバーでみられます。詳細は、英文を参照して下さい。

#### 『The Language Teacher』英語校正担当者募集

『The Language Teacher』では編集の手伝いをしていただける英語校正担当者を募集しています。応募資格は以下の通りです。a) 会費を納入しているJALT会員であること、b) 第二言語/外国語教授の経験があること、c) 日本に在住していること、d) Macintoshコンピューター（またはMac MS Word形式のファイルが読めるコンピューター）、ファクス、e-mailが使えること。、e) 『The Language Teacher』の編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡先は英文をご参照ください。

## Of National Significance

edited by tom merner

### Bilingualism

<[http://www.kagawa-jc.ac.jp/~steve\\_mc/JALT-BNSIG.html](http://www.kagawa-jc.ac.jp/~steve_mc/JALT-BNSIG.html)>

Members receive our newsletter, *Bilingual Japan*, six times a year. Each issue addresses topics concerning bilingualism and biculturalism in Japan. We also sell occasional monographs on bilingualism and an annual journal, *The Japan Journal of Multilingualism and Multiculturalism*.

会員は当部会のニューズレター『バイリンガル通信』を年6回受け取ります。これは日本における様々なバイリンガリズムや多文化の研究についての記事が掲載されています。また、バイリンガリズムに関するモノグラフと年一回発行される研究ジャーナル『多言語多文化研究』も販売しています。

### Computer-Assisted Language Learning

<<http://www.jaltcall.org/>>

The new CALL N-SIG book, *Teachers, Learners, and Computers: Exploring relationships in CALL*, is now available. Visit the CALL site for purchasing details and to find out about CALLing Asia, the 4th Annual JALT CALL N-SIG Conference on Computers and Language Learning, which will meet May 22–23 at Kyoto Sangyo University in Kyoto.

コンピューター利用語学学習部会の新刊『Teachers, Learners, and Computers: Exploring relationships in CALL』が出版されました。本書の購入方法および5月22日から23日まで京都産業大学で開催される第4回当部会会合につきましては当部会サイトをご覧ください。

### College and University Educators

<<http://interserver.miyazaki-med.ac.jp/~cue/1.html>>

The College and University Educators N-SIG (CUE) would like to announce an on-going call for papers in the following categories:

#### Features Section

*Notes from the Chalkface* (articles about successful classroom techniques)

*What They're All Talking About* (reviews of websites, books, etc.)

*My Two Cents* (opinion pieces)

Beginning in 1999 there will be a "Reader's Choice Award" given at the end of each year to the article voted "most interesting/informative" by CUE members. Contact Bern Mulvey <[mulvey@edu01.f-edu.fukui-u.ac.jp](mailto:mulvey@edu01.f-edu.fukui-u.ac.jp)>

for more information.

大学外国語教育部会では、特集記事、成功した指導方略案、書評、意見等会報掲載のための記事を募集します。また、今年より年末に部会会員によって選ばれた最も興味深く、有益な記事には賞が贈られます。詳細は、Bern Mulvey (連絡先は英文参照)まで。

### Jr/Sr High

<<http://www.esl.sakuragaoka.ac.jp/tsh/>>

Our Forum at JALT98, *Silent Voices in the Classroom*, had an attendance of 60. It was an outstanding presentation by Jenny Sakano and Michael Lubetsky. Far fewer could attend our Annual General Meeting, but new officers could be decided upon. We welcome the three new officers and thank Bob Diem and John Weil who served us well as Newsletter Editor and Treasurer.

JALT98で開催された当部会フォーラム「教室内の聞かれない声」には60名の出席をいただきました。Jenny SakanoとMichael Lubetsky 両氏によるすばらしい講演でした。また、年総会においては新たに3人の役員を選出しました。これまで会報編集長および会計を担当して下さいだったBob Diem及びJohn Weilに感謝します。

### Materials Writers

MW had an extremely successful conference. Our workhorse event, the 5th annual "My Share—Live!" swap-meet, drew 25 lesson plans, including some from our counterparts in Korea, and our 2nd annual "Professional Critiquing" session was an outstanding success, with lots of give-and-take between the presenters and the audience. Many thanks to Chris Balderston of Oxford UP and Marion Cooper of Prentice Hall for doing the honors. And a sign of another promising year! The March issue of *The Language Teacher* will be a special issue on Materials Writing co-edited by Kent Hill and Jim Swan.

MWの大会行事は大成功を収めました。我々の努力を結集した第5回年次『マイ・シェア—実況』教材交換会には、韓国MWからの参加者の分をも含めて25ものレッスン・プランが集まり、第2回年次『プロによる批評』も、発表者と聴衆の間の活発なやりとりで著しい成功を収めました。オックスフォード大学出版局のクリス・ホルダーストン氏とブレンティス・ホール社のマリオン・クーバー氏の御参加に謝意を表します。さて、今年も又成功の兆しです。『The Language Teacher』3月号は、ケント・ヒル、ジム・スワン共編の教材作成特集号です。

### Teaching Children

The topic for the next issue of our newsletter, *Teachers Learning with Children (TLC)* is **READING**. Please send articles, creative teaching ideas about reading in English or Japanese to the editor, Michelle Nagashima, at <[shel@gol.com](mailto:shel@gol.com)> or f: 048-874-2996 by March 1st.

当部会会報『Teachers Learning with Children』の次号では、『読み』を特集します。読みに関連した記事や創造的な指導案がございましたら3月1日までに編集長Michelle Nagashima (連絡先は英文参照)までお送りください。記事は英語でも日本語でも結構です。

### Teacher Education

<[http://members.xoom.com/jalt\\_teach/](http://members.xoom.com/jalt_teach/)>

May 22–23 we will be hosting a two day conference and workshop on "testing and assessment for learners, teachers and trainers" at the Kyoto International Community House. For a copy of the call for papers, registration material, or further information contact Janina Tubby at <[janina@gol.com](mailto:janina@gol.com)>, or c/o Sumikin Intercom. 7-28 Kitahama 4-chome, Chuo ku, Osaka 541-0041. t: 078-845-5768.

当部会では、京都国際コミュニティーハウスにおいて「学習者、教

師、トレーナーのための試験および評価」に関する会合およびワークショップを5月22-23両日開催します。論文募集要項、登録資料等くわしくはJanina Tubby (連絡先は英文参照) までご連絡ください。

### Testing and Evaluation

<<http://www.geocities.com/~newfields/test/index.html>>

A special Ongoing Assessment edition of the *JALT Testing and Evaluation N-SIG Newsletter* welcomes manuscripts relating to this topic. Particularly: 1. effective ongoing assessment techniques 2. successful experiences of ongoing assessment 3. purposes of ongoing assessment 4. linking ongoing assessment to classroom-based action research 5. alternative forms of ongoing assessment 6. reviews of articles or books related to ongoing assessment. For this edition, please contact Cecilia Ikeguchi <[ww4s-ikgc@asahi-net.or.jp](mailto:ww4s-ikgc@asahi-net.or.jp)> or Scott Petersen <[rv5s-ptrs@asahi-net.or.jp](mailto:rv5s-ptrs@asahi-net.or.jp)>. Deadline: February 28, 1999.

試験と評価部会では、「指導と並行した評価」を特集した部会会報へ掲載する関連記事を募集しております。詳細は、Cecilia IkeguchiまたはScott Petersen (連絡先は英文参照)までお問い合わせください。締め切りは2月28日です。

### Video

<[http://members.tripod.com/~jalt\\_video/](http://members.tripod.com/~jalt_video/)>

Would you like to turn an excerpt of your favorite film or television program into a language or culture lesson for your classes? Join the Video N-SIG and learn how. Our newsletter, Video Rising, is full of suggestions and advice on how to turn all sorts of video materials into successful lessons.

お気に入りの映画やテレビ番組を自分の外国語クラスあるいは文化クラスの授業にご利用になりたい方、当研究部会に入会すると、その有効な利用が出来るようになります。『Video Rising』と呼ばれる私達のニューズレターには視聴覚教材の有効な利用法のアドバイスが満載です。ホームページのアドレスは上記英文をご覧ください。

### N-SIG Contact Information

**Bilingualism** – Chair: Peter Gray; t/f: 011-897-9891 (h); <[pag@sapporo.email.ne.jp](mailto:pag@sapporo.email.ne.jp)>

**Computer-Assisted Language Learning** – Coordinator: Elin Melchior; t: 0568-76-0905 (w); f: 0568-71-8396 (w); <[elin@gol.com](mailto:elin@gol.com)>

**College and University Educators** – Coordinator & Editor, *ON CUE*: Jack Kimball; t/f: 0985-84-4485 (h); <[kimball@post.miyazaki-med.ac.jp](mailto:kimball@post.miyazaki-med.ac.jp)>

**Global Issues in Language Education** – Coordinator and Newsletter Editor: Kip A. Cates; t/f: 0857-28-2428 (h); <[kates@fed.tottori-u.ac.jp](mailto:kates@fed.tottori-u.ac.jp)>

**Japanese as a Second Language** – Coordinator: Haruhara Kenichiro; t: 03-3694-9348 (h); f: 03-3694-3397 (h); <[BXA02040@niftyserve.or.jp](mailto:BXA02040@niftyserve.or.jp)> Coordinator: Nishitani Mari; t/f: 042-548-7663 (h); <[mari@econ.hit-u.ac.jp](mailto:mari@econ.hit-u.ac.jp)>

**Junior and Senior High School** – Coordinator: Barry Mateer; t: 044-933-8588 (h); <[barrym@gol.com](mailto:barrym@gol.com)>

**Learner Development** – Joint Coordinator: Hugh Nicoll; t: 0985-20-4807 (w); f: 0985-20-2000, ext. 1306 (w); <[hnicoll@funatsuka.miyazaki-u.ac.jp](mailto:hnicoll@funatsuka.miyazaki-u.ac.jp)> Joint Coordinator: Aoki Naoko; t: 06-850-6111 (w); f: 06-850-5131 (w); <[naoko@let.osaka-u.ac.jp](mailto:naoko@let.osaka-u.ac.jp)>

**Material Writers** – Chair: James Swan; t/f: 0742-41-9576 (w); <[swan@daibutsu.nara-u.ac.jp](mailto:swan@daibutsu.nara-u.ac.jp)>

**Professionalism, Administration, and Leadership in Education** – Joint Coordinator (Membership and Publicity): Thomas L. Simmons; f: 045-845-8242 (h); <[malang@gol.com](mailto:malang@gol.com)>

**Teaching Children** – Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952; <[aleda@gol.com](mailto:aleda@gol.com)> (English); <[elnishi@gol.com](mailto:elnishi@gol.com)> (Japanese)

**Teacher Education** – Coordinator: Neil Cowie; t/f: 048-853-4566 (h); <[cowie@crisscross.com](mailto:cowie@crisscross.com)>

**Testing and Evaluation** – Chair: Leo Yoffe; t/f: 027-233-8696 (h); <[lyoffe@thunder.edu.gunma-u.ac.jp](mailto:lyoffe@thunder.edu.gunma-u.ac.jp)>

**Video** – Coordinator: Daniel Walsh; t: 0722-99-5127 (h); <[walsh@hagoromo.ac.jp](mailto:walsh@hagoromo.ac.jp)>

**Foreign Language Literacy** – Joint Coordinator (Communications): Charles Jannuzi; t/f: 0776-27-7102 (h); <[jannuzi@ThePentagon.com](mailto:jannuzi@ThePentagon.com)>

**Other Language Educators** – Coordinator: Rudolf Reinelt; t/f: 089-927-6293 (h); <[reinelt@ll.ehime-u.ac.jp](mailto:reinelt@ll.ehime-u.ac.jp)>

## Chapter Reports

*edited by Diane Pelyk & Shiotsu Toshihiko*

**Chiba: July 1998—Motivating Students to Participate**, by Robert Betts. Betts began by telling us about his background as a junior and high school EFL teacher. In large classes of 25 to 40 active adolescents, encouraging students and keeping their interest was really sparked by playing language games that were reward-oriented. The audience then played variations of games including Go Fish, Bingo, and Word Relationships. Betts then fielded questions from the audience. He notes that students often got so carried away by their enthusiasm that they had to be reminded to stop playing after classes were finished.

**Chiba: September 1998—What You've Always Wanted to Know About Your English**, by Kevin Mark. Mark spoke on "learner corpora." According to the presenter, consciously monitoring errors helps Japanese language learners understand how to progress from mistakes to perfected English. At first, most students should be encouraged to disregard errors, but as they advance linguistically, the need to monitor and self-correct language errors becomes important. When asked about the missing element from language classrooms, the audience came up with a variety of answers related to the students' misunderstanding of English and their inability to repair mistakes. (*Both reported by Waconda Clayworth*)

**Hokkaido: November 1998—Two Presentations—Task-based Assessment of Speaking and—Testing as a Social Activity**, by Tim McNamara. The first presentation examined the development of a project called TOEFL 2000, a communicative test of English for Academic Purposes (EAP) to replace the current TOEFL exam. The actual mental processes involved in completing test questions has been defined for written examinations but have not been applied to spoken tests of English. McNamara and his team aim to establish a framework for oral tests of English that provides a hierarchical scale of task difficulty to determine a relationship between task difficulty and the actual language skills needed to complete the task. McNamara concedes that the TOEFL 2000 project is difficult since a truly valid speaking test as part of an examination administered over 40,000 times a year is nearly impossible. Subjectivity in the assessment of speaking tests cannot be completely eliminated, and affective variables among test takers cannot be effectively managed. According to McNamara, this information is valuable since any improvements over the tests currently in place will benefit all types of large scale standardized testing.

The second presentation focused on the use of language tests for the creation and implementation of social policy in various countries and contexts.



McNamara asserted that all large-scale tests have the function of meeting some institutional need, whether it be screening students for admission to university or assessing language ability for immigration purposes. Problems arise when the interpretation of results from language tests is used for unforeseen purposes. The test results have been used in various countries for excluding certain groups of people from established organizations. Due to these potential hazards, McNamara emphasized the test developer's ethical responsibility in the use and implementation of the tests they create. (Reported by Jennifer Morris)

**Ibaraki:** November 1998—**Maximizing Students' Talk in an Asian Context**, by Suchada Nimmannit and—**The Use of the First Language in the Teaching of English**, by Hannah D. Pillay. Nimmannit, from Thailand, described her efforts and techniques to encourage her business students to use more English in class. While downplaying the issue of student shyness, she remains sensitive to student learning styles in order to create a positive learning experience.

Pillay provided us with views and insights from interviews and observations of Malaysian teachers and students on the use of the first language (L1) in the classroom. She examined this relatively unexamined and controversial area, expanding it further to the issue of language power and culture. Lively questioning from audience members applying these ideas to their situation in Japan followed. (Reported by Joyce Cunningham)

**Kagawa:** October 1998—**Motivating Students to Be Active Learners**, by David Paul. Through a series of games, the presenter demonstrated that student-initiated learning (SIL) can be achieved in the Japanese EFL classroom. If students have a sense of power, they will become more involved in the learning process.

With SIL, there is some confusion at the beginning of an activity, leading to self-discovery by the students. With teacher-initiated learning, there is clarity at the beginning, but students are not led to become curious or motivated.

The teacher should act as a planner and activity designer, finding a way to achieve the target without teaching it, answering genuine questions that arise during the activity, using creative cheating, establishing rules and a creating a scoring system. Teamwork should be encouraged, and students should believe luck has a role in the outcome of an activity. When teaching children, the presenter believes it's important to stop an activity early, so students will look forward to playing the same game again.

The presenter demonstrated a vocabulary game involving two teams and a toy crossbow. Target words were written on the board along with the assigned point value. Review words were given low points and newer words higher values. Using the crossbow, the students took turns shooting the words. Upon hitting the target, they had to read the word to score points for their team. At the end, the team with the most points wins. Naturally, by being engaged in the vocabulary activity, all students are winners. The presenter concluded by mentioning the importance of teaching

phonics to young learners as opposed to the whole word approach, believing that the latter is the main reason for poor foreign language performance among Japanese students. Phonics enables the students to read and learn independently. (Reported by David Juteau)

**Nara:** September 1998—**On Folk and Fairy Tales**, by Bonnie Yoneda. The presenter began by telling the story of a woman in the land of "Wa." The audience soon realized it was Yoneda's own life story. The presentation continued with a history of fairy tales, including the etymology and roots of the tales. Originally, fairy tales were stories told by women and collated by people such as the Brothers Grimm. The early tales were risqué and hardly fit for children.

The presenter introduced a hands-on lesson activity using the story of Cinderella. This activity revealed how prevalent the story is across cultures and that the earliest version is a ninth century Chinese tale. The presenter showed ways to incorporate comparisons of cultural value systems, vocabulary building, story construction, and retelling. Charts were used to compare the various ethnic versions of the Cinderella story.

Follow-up discussion activities focused on women's issues and whether a short courtship and marriage to a "Prince Charming" is really what modern women want. A video clip of "Cinderella" was shown to be an excellent springboard for discussion of contemporary relationship issues. (Reported by Larry Walker)

**Okayama:** November 1998—**The Internet in the EFL Classroom**, by Jim Schweizer. This presentation dealt with three Internet-related topics. First Schweizer demonstrated possible uses for the upcoming Okayama JALT Website. Then he showed us the on-line textbook he has been developing. Finally, he introduced us to the many other possibilities of the Internet.

During the presentation, each participant had access to a networked computer. The audience followed the presentation notes on screen and, by clicking on highlighted text, could instantly connect to examples and relevant Internet pages. We could realize, rather than simply try to understand, the potential uses of the Internet. Even the most computer-phobic participants were able to experience the benefits.

With his students, Schweizer uses his own online textbook. He teaches a content-based course, dealing with basic computing terminology and skills. Schweizer's colleague, Piers Dowding, related his experiences as a student helper in the course. He reported that most students found their introduction to computing through English difficult, but also challenging and motivating.

Finally, we looked at many other uses of, and services provided by, the Internet. We connected to various web pages and found many useful teaching related sites.

Thanks were given to Sangyo Gakuen University for use of their computer facilities. The Okayama JALT homepage is <<http://jalt.sguc.ac.jp>>. (Reported by William Stapley)

**Osaka:** November 1998—**What is the Use of Corpus Linguistics**, by Michael McCarthy. The "Corpus" consists of transcribed oral language in natural use. The project to collect and transcribe the corpus was funded by Cambridge University Press and cost about \$400,000. Much



of the data was collected by university students. Researchers can use the data to test their hypotheses about the use of spoken language. They can see single words and phrases used in contexts that can be used to predict and define how the language is used.

McCarthy showed the listeners some examples of how their presumptions about the use of some phrases differed from the most common uses in speech of the same phrases.

He noted two points in particular about the difference in using transcribed spoken language and written language for linguistic research. Naturally the spoken language is different from writing in structure, phrasing and vocabulary. Spoken language has the notion of "listenership," that is it highlights the affective and social use of language more than writing. He pointed out that while the difference between spoken and written language has been acknowledged, it has not been brought to English classes. (Reported by Rebecca Calman)

**Tokushima:** September 1998—**EFL Primary Education**, by Toyama Setsuko and Watanabe Takako. The co-presenters demonstrated some basic ways to teach children how to read. Watanabe showed us some interesting games and books. She also introduced ways of providing students with aural training. Then Toyama demonstrated various prereading, read-along, and follow-up activities. Children were interested in reading and talking with large-sized books. The audience received some useful ideas for attracting children using books and games. They also appreciated how important and interesting it is for children to read stories. (Reported by Nakano Naoko)

**Tokushima:** November 1998—**Student-Made Video Vignettes**, by David Greene. The presenter began by outlining the rationale, benefits, and challenges of filming student-produced videos. These benefits included student motivation, cooperative learning, integrated skills, and self/peer evaluation opportunities. Greene then explained the technological minimums required and suggested ways to maximize results for those of us willing to invest time on such a project. He also made recommendations regarding physical classroom arrangement, group size, student-task balance, and ways to deal with initial camera shyness and mixed ability groups. Participants were shown a variety of clips which demonstrated how highly motivating this kind of task can be for students, whose creativity and sense of gratification were apparent. Though their language ability was rather low, student interest level was high. The extracts represented the spectrum of show formats, beginning with the less demanding "News, Weather

and Sports." These formats then moved on to topics dealing with interviews of famous persons, fashion themes, cooking, variety game show formats, music programs, and culminating in a show dealing with a cultural theme. (Reported by Nora McKenna)

## Chapter Meetings

edited by malcolm swanson & tom merner

A special welcome to all new chapter announcements officers. For full information on how to submit to this column, please visit our website at <<http://www.seafolk.ne.jp/kjalt/chmtg.html>>, or contact the editors at <[malcolm@seafolk.ne.jp](mailto:malcolm@seafolk.ne.jp)> or 093-962-8430 (t/f). Thank you.

Malcolm Swanson, Tom Merner

**Fukuoka—Two Presentations**, by Richard Walker, Addison-Wesley Longman. Walker will demonstrate some of the latest ELT materials available for 1999. The workshop will be in two parts. The first part will target English conversation teachers of junior high school and senior high school learners while the second part will be geared more toward college and university educators.

It will also be a chance to meet your new chapter officers, and a social evening will follow. *Sunday, February 21, 2:00-5:00; Aso Foreign Language Travel College; free to all.*

Addison Wesley Longman出版のRichard Walker氏が1999年出版の最新英語教材を中高校生向き、大学生指導用とに分けた二部構成で紹介いたします。

**Hiroshima—Oxford Kid's Club Tour**, by Carolyn Graham, Oxford University Press. This year the tour features Carolyn Graham as a special guest speaker. She is the author of the well-known *Jazz Chants* series, and songwriter for both the *Let's Go* and *Tiny Talk* series, all published by Oxford University Press. *Monday, February 22, 10:00-12:00; YMCA; Lovely Hall; free to all; info: Oxford University Press (03-5995-3801).*

Oxford Kid's Clubツアーが有名なJazz Chantsの著者でもあるCarolyn Graham氏を特別ゲストに迎えての講演です。

**Hokkaido—1. English Classes Then and Now: Bridging the Gap Between High School and College**, by Laura MacGregor, Sapporo International Junior College.

This presentation will address the challenges facing college students and will offer solutions to help students have an enjoyable and profitable experience in their college English classes. —**2. Japanese Communication Style and Structured Encounter Group**, by Ito Akemi, Fuji Women's College, Sapporo. The presenter will discuss some cultural factors that prevent students from being expressive in class and will introduce exercises for Structured Encounter Groups that help students develop friendly relations quickly. *Sunday, February 28, 1:30-4:00; Hokkaido International School; one-day members ¥1,000.*

**Ibaraki—1. Using English in the CALL Lab**, by Nina Padden, Ibaraki University. The presenter will demonstrate ways in which the discourse of computer training tasks can be exploited as a language learning experience in the CALL classroom.—**2. Visualization of Sentence Prosody for Language Teaching**, by Markus Rude, Uni-



versity of Tsukuba. Rude will propose a new writing style which visualizes sentence prosody (makes intonation and stress visible). *Sunday, February 21, 1:30-5:00; Department of Communication Studies, Bldg. C, 6F, Room 606, Ibaraki University, Mito; one-day members ¥500.*

**Iwate**—There are no events planned for 1999. Iwate Chapter requires some help to organize. Sufficient funds are available, but volunteers are needed from the Iwate area. No prior leadership experience is needed and we encourage elementary and high school teachers, university professors, language school teachers, and corporate trainers to step forward.

Chapter funds can be used to host a book fair, invite local teachers to speak, and bring in well-known teachers from around Japan, overseas, or even an Asian Scholar from Indonesia. *If you are interested in reviving the once very dynamic Iwate JALT chapter, please contact the JALT Central Office or David McMurray; tel/fax: 0776-61-4203; <mcmurray@fpu.ac.jp>.*

**Kagawa**—**Graphic Organizers for Active Learning**, by Keith Lane, Miyazaki International College. Graphic organizers are visual aids that can help students recognize information, organize it, and express it in their own words. The presenter will introduce a number of graphic organizers, discuss their merits, and give advice about using them in classes. The participants will also have an opportunity to develop mind-maps and explain them to the group. *Sunday, February 21, 2:00-4:00; I-PAL Center; one-day members ¥1,000.*

**Kanazawa**—**Getting the Most From the First Few Weeks of Classes and First Few Months of JALT**, by David McMurray, Fukui Prefectural University, JALT Past President. Start planning for your new classes now rather than in April. At the workshop, you'll learn how to design an efficient syllabus that will continue to work throughout the course, explore effective ways to group students for teamwork, and understand organizational behavior. This workshop will offer ways to introduce yourself, to get to know your students, and to discover students' preferred learning strategies in the first few weeks of class. *Sunday, February 28; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; free to all.*

**Kitakyushu**—**Language Games**. In this *My Share* presentation, various presenters will demonstrate language learning games for students at all learning levels. It will be followed by a social hour. *Saturday, February 13, Kitakyushu International Conference Center, Rm. 31; one-day members ¥500.*

"マイ・シェア" 様式で、様々な講演者があらゆるレベルの学生の語学学習に有効なゲームを紹介します。

**Kobe**—**Color-Coded Language Learning Cards for All Ages**, by Paul Shimizu, Futaba High School. In this workshop the presenter will introduce *Motivate'em*, color-coded language learning cards which have been designed to reinforce language ability with visual representations of concepts as well as objects. He will demonstrate the teaching of a variety of grammar points for both children and adults and also show how the cards help to eliminate mistakes. *February 28, Sunday 1:30-4:30; Kobe YMCA, 4F, LET'S (078-241-7205); one-day members ¥1,000.*

**Kyoto**—**Multi-Media Communications**, by Hillel Weintraub. This presentation is cosponsored by the

CALL N-SIG. *Saturday, February 13; Doshisha High School.*  
**Matsuyama**—**Learning Japanese, Teaching English**, by Jae DiBello, AET, Ehime. The presenter will talk about her four years of experience learning and studying Japanese, and the style of teaching she received. She will then compare teaching Japanese as a second language with teaching English as a second language. *Sunday, February 21, 2:30-4:30; Shinonome High School Kinenkan, 4F; one-day members 1,000, AET teachers free.*

愛媛県でAETを勤めるJae DiBello氏が自身の日本語学習とその間に受けた教授法を説明するとともに、第二言語としての日本語および英語の指導方法を比較検討します。

**Nagasaki**—**Communicative Activities for Japanese Junior and Senior High School Students**, by Hattori Takahiko, Otsuma Women's University. The main purpose of this presentation is to introduce a variety of communicative activities suitable for pair work, groups, and large classes. The activities include new ways of introducing oneself and meeting others, giving a short speech in front of a small group, and a communicative activity that can inspire learners to talk and be creative. *Sunday, February 14, 1:30-4:30; Nagasaki Shimin Kaikan; one-day members ¥1,000, students ¥500.*

**Nagoya**—**Increasing Involvement and Motivation in the EFL Classroom**, by Richard Walker, Addison-Wesley Longman. Focusing on pair and small group work, this presentation will show that it is possible to motivate and teach communicatively even to large classes. Ideas will be drawn from Longman titles, including *English First-hand Gold*. *Sunday, February 28, 1:30-4:00; Nagoya International Center; one-day members ¥1,300.*

**Omiya**—**Empower Your Students**, by Graham Bathgate & Allan Murphy, English Language Education Council. Enable your students by asking them what they want, then having high expectations that they will achieve everything you wish. This is a presentation with loads of ideas, techniques, handouts, and discussion time. Some fun, too, with a couple of old hands young at heart. We look forward to seeing you and having a good time. *Sunday, February 15, 2:00-5:00; Omiya Jack, 5F (048-647-0011); one-day members ¥1,000.*

**Osaka**—**Labor Entitlements for Teachers**, by Mike Flynn & Dennis Tesolat, General Union. This union advises and represents members on the right to join a union and the application of basic labor standards (paid holidays, overtime) and unemployment insurance benefits and obligations. It now represents mainly foreign workers, both teachers and staff, in the language teaching industry (Eikaiwas). It will be of interest to university and high school teachers as well. *Sunday, February 21, 2:00-4:30; Benten-cho YMCA, ORC 200, 2-Bangai 8F, Benten-cho; one-day members ¥1,000.*

大妻女子大学の服部孝彦氏が、新しい自己紹介の方法や小グループ内でのスピーチ等、ペア、グループ、大きいクラスに適した様々なスピーキング・アクティビティーを紹介します。

**Shizuoka**—**Chaos/Complexity Theory**, by Dean Williams. The presenter will discuss chaos and complexity theory, and its applications to second language acquisition. *Sunday, February 21*

Dean Williams氏がカオス理論とその第二言語学習への適用について論じます。

**Tokushima**—**Graphic Organizers for Active Learning**,

by Keith Lane, Miyazaki International College. See Kagawa notice for further details. *Saturday, February 20, 2:00-4:00; Tokushima Chuokominkan; one-day members ¥1,000, students ¥500.*

**West Tokyo—Symposium on Bilingualism in the Family and in Education**, jointly sponsored by West Tokyo and the JALT Bilingualism NSIG. It will include presentations on both academic research on bilingualism and aspects relating to teaching language, and personal experiences in bilingualism relating to childhood, education, and family life. —1) **University Bilingual Education in Japan: Does ICU make the grade?**, by Mikio Yamaguchi Brooks—2) **A Case Study of Childhood Language Acquisition, Transfer, and Attrition**, by Hirai Seiko. Included are roundtable discussions on bilingualism in elementary, secondary, and university educational institutions in Japan, and family aspects of bilingualism—3) **Family Bilingualism Forum: A panel discussion in English**, moderated by James Pagel—4) **Fighting the Myth of Japanese Linguistic Incompetence, A Discussion in Japanese**, moderated by Nishimura Tsukimaru. Other presentations are being added. *Sunday, February 14, 11:00-5:00; Ippan Kyoiku Building (L1), Rm 105, Kitasato Daigaku (take any bus from Bus Stand No.1 at Odakyu Sagami-Ono Station). Site tel: 042-778-8052 or <jaltwt@passwordmail.com>; one-day members ¥1,000, students free.*

JALT西東京支部、バイリンガリズム部会共催による「バイリンガル教育シンポジウム」を平成11年2月14日午前11時から午後5時まで北里大学にて開催します。

**Yokohama—Pronunciation: Essential for Speaking, Listening, and Learning**, by Geoff Morrison, Aoyama Gakuin University. The presenter will lead a workshop on pronunciation teaching. His methodology can be used with any pair of languages; in this presentation he will give practical examples of how to teach English pronunciation to Japanese speakers. He will also talk about his current research into the ability of Japanese speakers to perceive, and learn to better perceive, the vowel sounds of English. *Sunday, February 21, 2:00-4:30; Gino Bunka Kaikan, 6F; one-day members ¥1,000.*

## Chapter Contacts

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

**Akita**—Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.or.jp>  
**Chiba**—Bradley Moore; <bmoore@ju.ac.jp>  
**Fukui**—Maurice L. Splichal; t/f: 0776-66-6833; <m.e.s.j@ma4.justnet.ne.jp>  
**Fukuoka**—Kevin O'Leary; t: 0942-32-0101; f: 31-0372; <ogs@kurume.ktarn.or.jp>  
**Gunma**—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>  
**Hamamatsu**—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>  
**Himeji**—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>  
**Hiroshima**—Caroline Lloyd; t: 082-223-1292; <cjz3@urban.ne.jp>  
**Hokkaido**—Ken Hartmann; t/f: 011-584-7588; <rm6k-htmn@asahi-net.or.jp>  
**Ibaraki**—Komatsuzaki Michiko; t: 029-254-7203; <komatsuzaki@ma2.justnet.ne.jp>  
**Iwate**—Suzuki Izumi; t/f: 0196-35-6416; <mfp@nnettown.or.jp>  
**Kagawa**—Alex MacGregor; t/f: 087 851-3902; <canstay@niji.or.jp>  
**Kagoshima**—Yamada Tamiko; t/f: 099-265-4337; <YK07534@niftyserve.or.jp>  
**Kanazawa**—Bill Holden; t: 076-229-6140 (w), 229-5608 (h); <cholden@nsknet.or.jp>; website <http://www.jaist.ac.jp/~mark/jalt.html>  
**Kitakyushu**—Chris Carman; t: 093-603-1611 (w); 592-2883 (h); <carman@med.uoeh-u.ac.jp>; website <http://www.seafolk.ne.jp/kqjalt/>  
**Kobe**—Brent Jones; t/f: 0797-31-2068; <CXK05226@niftyserve.or.jp>  
**Kumamoto** (Affiliate Chapter)—Andrew Shaffer; t: 096-339-1952; <andmirs@try-

net.or.jp>  
**Kyoto**—Ishikawa Katsumi; t: 075-581-3422; f: 593-6988 <vivid@mbox.kyoto-inet.or.jp>  
**Matsuyama**—Adrienne Nonami; t/f: 089-977-7709  
**Miyazaki**—Hugh Nicoll; t: 0985-20-4788; <hnicoll@funatsuka.miyazaki-mu.ac.jp>  
**Nagasaki**—Sarah Apedaile; t/f: 095-844-1024; <sarah@bronze.ocn.ne.jp>  
**Nagoya**—Katie Sykes; t/f: 0561-61-0914; <kysykes@naa.att.ne.jp>  
**Nara**—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; <lchin@gol.com>  
**Niigata**—Robert Ludwiczak; t: 0254-44-7642; f: 43-6206; <robb@inet-shibata.or.jp>  
**Okayama**—Judith Mikami; t/f: 086-696-0126; <mikami@mx1.tiki.ne.jp>  
**Okinawa**—John Dickson; t/f: 098-893-7557; <dickson@southernx.ne.jp>  
**Omiya**—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Mary Grove; t: 048-644-5400; <grove@tuj.ac.jp>  
**Osaka**—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>  
**Sendai**—Ken Schmidt; t: 022-222-0484; <Ken.Schmidt@ma6.seikyoku.ne.jp>  
**Shizuoka**—Dean Williams; t: 0543-66-1459; <deanw@iris.dti.ne.jp>  
**Shinshu**—Mary Aruga; t: 0266-27-3894; <smmaruga@aol.com>  
**Tochigi**—Kunitomo Michiko; t: 028-661-1637; f: 028-662-4503; <tm-kuni@ka2.so-net.or.jp>  
**Tokushima**—Nora McKenna; t: 0886-41-4980 (h); 0886-65-1300 ext. 2375 (w); f: 0886-65-8037; <nora@shikoku-u.ac.jp>  
**Tokyo**—Carolyn Obara; <obara@tmca.ac.jp>; Suzuki Takako; t/f: 0424-61-1460  
**Toyohashi**—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>  
**West Tokyo**—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <http://home.att.ne.jp/gold/db/wtcal.html>  
**Yamagata**—Sugawara Fumio; t/f: 0238-85-2468  
**Yamaguchi**—Shima Yukiko; t: 0836-88-5421; <yuki@cu.yama.sut.ac.jp>  
**Yokohama**—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

## Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, February 15th is the final deadline for a May conference in Japan or a June conference overseas, especially if the conference is early in the month.

### Upcoming Conferences

**February 10-12, 1999—13th Pacific Asia Conference on Language, Information and Computation (PACLIC 13)**, in the Grand Hotel, Taipei, Taiwan, R.O.C. Though a conference for computational linguists, a number of topics are relevant to FL teachers, such as pragmatics, semantics, and discourse and dialogue analysis. For details, see the web site at <http://www.csie.ncku.edu.tw/paclic13>, or contact Chung-Hsien Wu, Dept. of Computer Science and Information Engineering, National Cheng Kung University, Tainan, Taiwan, R.O.C.; f: 886-6-2746867; <chwu@server2.iie.nmcku.edu.tw>.

**February 13-15, 1999—The Parasession: Loan Word Phenomena** will take place parallel with the General Session of the Twenty-Fifth Annual Meeting of the Berkeley Linguistics Society at the University of California at Berkeley, California, USA. Along with invited speakers Ellen Broselow and three others, participants will consider loan words from various theoretical, sociolinguistic and typological perspectives and in different areas such as lexical stratification, second-language acquisition, and code-switching. For more information, contact the society at <bls@socrates.berkeley.edu>.

**February 24-26, 1999—21st Annual Meeting of the German Society of Linguistics.** Should your mind be linguistically interested in word systems and your body be around Konstanz, Germany, drop in at the

University of Konstanz where two special workshops, "Change in Prosodic Systems" and "Meaning Change—Meaning Variation" consider, inter alia, metric sources of language change, the roles of metonymy, polysemy, and the interaction of psychological, historical and linguistic facts in language development.

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

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

**March 26-27, 1999—Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence and Motivation.** This PacSLRF (The Pacific Second Language Research Forum) seminar hosted by the Department of English, Aoyama Gakuin University, will relate the theoretical constructs of intelligence, aptitude and motivation to issues of language learning in instructional settings. Keynote speakers will summarize the latest developments and research in these constructs and describe current instrumentation for assessing individuals. Thirty-minute papers by participants will follow each keynote. See <<http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html>>. For more information, contact Peter Robinson, Department of English, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366; t: 03-3409-8111, ext. 2379; f(w): 03-3486-8390; <[peterr@cl.aoyama.ac.jp](mailto:peterr@cl.aoyama.ac.jp)>.

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

**March 29-April 1—Poetics, Linguistics and History: Discourses of War and Conflict**, a conference at the University of Potchefstroom, Potchefstroom, South Africa. In this centenary year of the Anglo-Boer War, plenary lectures, papers, workshops and posters are directed to stylistic investigation of texts in terms of their contexts, primarily but not exclusively those of South Africa. An extensive accompanying guest program is also on offer. For details, see <<http://linguistlist.org/issues/9/9-1514.html>> or contact Wannie Carstens, Dept. of Afrikaans and Dutch, Potchefstroom University for CHE, Potchefstroom 2520, South Africa; t: 27-(0)18-299-1485/6; f: 27 (0)18-299-1562; <[afnwamc@puknet.puk.ac.za](mailto:afnwamc@puknet.puk.ac.za)>.

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

#### Calls For Papers / Posters (in order of deadlines)

**February 28, 1999** (for September 9-11, 1999)—**Exeter CALL '99: CALL and the Learning Community**, the eighth biennial conference to be held at the University of Exeter on CALL themes, offers a forum for experts and all interested persons to meet and discuss problems and progress in CALL in a relaxed atmosphere. Proposals for 25-minute papers are invited on any aspect of CALL, but particularly welcome are topics dealing with CALL and learning in the community, as in distance learning, student-centred learning, or other such modes and approaches. Subsequent submission of papers to the international journal *Computer Assisted Language Learning* is possible. The proposal form and other information are available at <[http://www.ex.ac.uk/french/announcements/Exeter\\_CALL\\_99.html](http://www.ex.ac.uk/french/announcements/Exeter_CALL_99.html)>. Send proposals to Wendy Oldfield, CALL '99 Conference; Department of Russian, School of Modern Languages, The University, EXETER, EX4 4QH, UK. For further information, contact Oldfield at t/f: 44-(0)1392-264221; <[W.Oldfield@ex.ac.uk](mailto:W.Oldfield@ex.ac.uk)> or Keith Cameron at <[K.C.Cameron@ex.ac.uk](mailto:K.C.Cameron@ex.ac.uk)>.

**March 1, 1999** (for August 9-13, 1999)—"**Focus and Presupposition in Multi-Speaker Discourse**," a workshop within the 11th European Summer School "Logic Linguistics and Information" (ESSLLI) at the University of Utrecht in The Netherlands. Papers and discussions are sought to explore the relationship between theories of focus and of presupposition and their implementation in a theory of dialogue. The main web site can be found at <<http://esslli.let.uu.nl/>>, or inquire of Bart Geurts; Max Planck Institute for Psycholinguistics, Postbox 310, NL-6500 AH Nijmegen, The Netherlands.

**March 15, 1999** (for May 21-22)—**The Fourth Regional Symposium on Applied Linguistics**, hosted by the

M.A. Program in Applied Linguistics at the University of the Americas. Participants aim to discuss, reflect on, and develop a richer knowledge of the modalities implicated in the processes of the acquisition and teaching of foreign languages as they consider this year's central theme, Socio-Cultural Issues. Presentations and workshops are welcome, ranging from classroom practices to theory. For details, contact Virginia LoCastro at <locastro@mail.pue.udlap.mx> or at Departamento de lenguas, Universidad de las Americas, 72820 Puebla, Mexico; t: 52 (22) 29-31-05; f: 52 (22) 29-31-01.

## Job Information Center/ Positions

*edited by bettina begole & natsue duggan*

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

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

**Okayama-ken**—Notre Dame Seishin University in Okayama is seeking staff for both full- and part-time positions beginning in April, 1999. **Qualifications:** MA in TEFL/TESL or TEFL certification required, as well as native-speaker proficiency in English. **Duties:** Full-time position is approximately 20 hours/week and requires attendance at faculty meetings (bilingual); assistance

with testing and curriculum planning. Part-time position is approximately ten hours/week. **Salary & Benefits:** Full-time position includes twice-yearly bonuses, limited research funds, furnished apartment within walking distance of the university (rent and utilities to be paid by the tenant). **Application Materials:** Cover letter and resume. **Contact:** Lyn Swierski; English Language and Literature Department, Notre Dame Seishin University, Ifukucho 2-16-9, Okayama-shi 700-8516. **Enquiries:** <bwsmanor@po.harenet.ne.jp>.

**Shizuoka-ken**—Greenwich School of English Japan in Hamamatsu is seeking English teachers for both full- and part-time positions. **Qualifications:** Teaching experience and teaching qualification; ability to teach British-style English. **Duties:** Teach English, attend meetings, check students' homework. **Salary & Benefits:** 250,000 yen/month before taxes; nice comfortable accommodations. **Application Materials:** CV and copy of diploma. **Contact:** Keiko Asano; 95-16 4F Chitose, Hamamatsu, Shizuoka 430-0934; t: 053-455-6851; f: 053-456-6610.

**Shizuoka-ken**—Katoh Schools and College in Numazu is seeking a full-time preschool teacher for an expanding English immersion program in a private Japanese school to begin from April, 1999. **Qualifications:** Teaching certificate and two years teaching experience. **Duties:** Work with three- and four-year-old Japanese children in an immersion (total English) setting. English is not taught as a subject but is used as the medium of instruction for up to 50% of the students' school day. Students acquire English naturally as they engage in age-appropriate preschool activities. Working hours and calendar are similar to regular Japanese preschool. **Salary & Benefits:** Base salary is from 3,100,000 to 5,100,000 yen per year, depending on experience and education; moving allowance, Japanese health insurance and a generous housing allowance is also provided; one-year renewable contract; yearly salary increases scheduled. **Application Materials:** Resume, reference, photo, cover letter. **Deadline:** Ongoing. **Contact:** Dr. Michael Bostwick; Katoh Gakuen, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka 410-0022; t/f: 0559-26-0522; <bostwick@gol.com>.

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

**(Shizuoka-ken)** Katoh Schools and College in Numazu is



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

**Taiwan**—The Department of Applied English of Ming Chuan University in Taoyuan is urgently seeking assistant or associate professors. **Qualifications:** Doctorate in English, education, management, or communications-related field completed by August, 1998. Those with business experience will be given first consideration. **Duties:** Teach English reading, writing, speaking, and/or ESP in university and extension programs; also some administrative responsibilities. **Salary and Benefits:** Approximately NT\$63,000 per month with 1.5 months salary bonus per year after first year of service; health insurance; paid winter and summer vacation, etc. **Application Materials:** Resume with photo ID, writing sample, tape recording of speaking voice, and three letters of recommendation. **Deadline:** Ongoing search (ASAP). **Contact:** Dr. Irene Shen; Chair, Department of Applied English, c/o Department of Personnel, Ming Chuan University, No. 250 Sec. 5 Chung Shan North Road, Taipei 111, Taiwan ROC; t: 886-3-350-7001 ext. 3210; f: 886-3-350-0995; <ysshnen@mcu.edu.tw>.

**The Web Corner**

- ELT News at <<http://www.eltnews.com>>.
- JALT Online homepage at <<http://langue.hyper.chubu.ac.jp/jalt/index.html>>.
- Jobs section at <<http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>>.
- Sophia Applied Linguistics Circle (Japanese site) at <<http://www.asahi-net.or.jp/~jg8t-ftp/bulletin.htm>>.
- Teaching English in Japan: A Guide to Getting a Job at <<http://www.wizweb.com/~susan/mainpage.html>>.
- ESL Job Center on the Web at <<http://www.pacificnet.net/~sperling/jobcenter.html>>.
- Ohayo Sensei at <<http://www.wco.com/~ohayo/>>.
- NACSIS (National Center for Science Information Systems) career infor-



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

**TLT/Job Information Center Policy on Discrimination**

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

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

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

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

**Advertiser Index**

IFC = inside front cover, IBC = inside back cover,  
OBC = outside back cover

Cambridge University Press .....	40, 66
Centre for Applied Studies .....	42
IDC .....	IBC
I.T.P. ....	IFC
Longman .....	6, 60
Macmillan .....	4, 44, 58
Nellies' .....	32
Oxford University Press .....	OBC
Prentice-Hall Japan .....	20, 54
Seido .....	50

## Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

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

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

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

### Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016  
tel: 03-3837-1630; fax: 03-3837-1631; <jalt@gol.com>

## JALT (全国語学教育学会) について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

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

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

**支部**：現在、全国に38の支部と2つの準支部があります。（秋田・千葉・福井・福岡・群馬・浜松・姫路・広島・北海道・茨城・香川・鹿児島・金沢・神戸・京都・松山・盛岡・長野・長崎・名古屋・奈良・新潟・岡山・沖縄・大宮・大阪・仙台・静岡・諏訪・栃木・徳島・東京・豊橋・西東京・山形・山口・横浜・北九州・高知 [準支部]・宮崎 [準支部]）

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

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

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

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

JALT事務局: 〒110-0016 東京都台東区台東 1-37-9 アーバンエッジビル5F  
Tel. 03-3837-1630; fax. 03-3837-1631; <jalt@gol.com>

---

mation at <<http://nacwww.nacsis.ac.jp>>.  
**The Digital Education Information Network Job Centre**  
at <<http://www.go-ed.com/jobs/iatefl>>.  
**EFL in Asia** at <<http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>>.

# front cover

## 表 1

---

# 表二

5

---

# 表三

4

---

# 表四

12