

Using E-Mail

Roger E. Pattimore
Kasumigaura-machi Board of Education

to Encourage Junior High School Students to Write

There are few opportunities provided in the public junior high school English curriculum for creative writing. The ambitious teacher will have students write a letter or two or perhaps a composition about future aspirations, but in my experience, teachers rarely deviate from the grammar focus implicit in textbooks at this level. Reasons include the perceptions that writing activities are too difficult, that they are irrelevant to high school entrance exams, and that they are time-consuming to read and grade.

Writing skills can only be developed through practical experience; none of the dozens of hours spent on grammar will help improve creative writing skills. I believe students should start writing in junior high school, and in this article, I would like to report on my experience with students using e-mail for international exchange.

Background

I am a private Assistant English Teacher (AET) in a small town north of Tokyo. Another AET colleague and I alternate monthly between two junior high schools so that each school almost always has an AET present.

Following recent Japanese Ministry of Education initiatives in 1997, both schools introduced half-year elective classes in core subjects including English. These ran from April to September and October to February. The criteria for these electives were that the students should have a choice of interesting activities related to the core subject matter and that they should work independently.

At one of the schools the AETs were placed in charge of the English elective class. We tried a pen pal exchange with our first group of students. Two problems with this activity arose: First, students had to wait several weeks for the assignment of a pen pal through a Japanese pen pal organization, and second, delays between sending and receiving replies by mail were long. Students practiced typing in the computer laboratory

during the interim, but with such slow feedback, motivation was low. When they were finally assigned a pen pal, the students were barely able to send and receive a reply letter in the remaining time left in the term, and most managed to write only one letter by June.

Over the summer, both junior high schools had one staff computer hooked up to the World Wide Web. I had recently taken a CALL course, and I immediately saw the possibility of replacing the pen pal option with e-mail exchanges. Twelve third-year students signed up for the e-mail program in the second term.

Choosing Hardware and Software

Personal computers, Internet, and e-mail are still relatively unfamiliar to teachers in Japan and the prospect of mounting such a program may be daunting. However, once convinced of the potential benefits of e-mail exchanges, anyone can master the computer basics and mount a similar program in either their English classes or English club.

Ideally, the teacher starting such a program will have a fully-equipped computer lab with up-to-date word processing software. A direct connection to the Internet available to the students is also desirable. Our school did not meet these criteria. First, our Internet connection was only through one staff computer, which was not in the computer lab but in the staff room. Second, we could not install Windows 95 on the student computers, which would have provided them with a choice of complete English word-processing programs. Instead, we had to settle for an old version of the *Ichitaro* word processing program available on floppy disk in the computer laboratory. *Ichitaro* was designed for Japanese word processing applications but can produce English text. Luxuries such as a spell checker or sentence wrap were not available. Further, students had to start up from scratch in a DOS system, which made functions such as "saving" and "quitting" fairly complex.

中学3年生は簡単な英作文をすることが出来なければならない。しかし、教師は通常のカリキュラムでは作文指導をする時間がほとんどなく、その上、指導法はしばしば画一的であり、生徒の学習動機を高めることができていない。最近のインターネットと電子メールの普及により、教師は、生徒にとって興味深い作文タスクを提供できるようになった。本論文では、2人のAET(Assistant English Teacher)による電子メールを使った国際交流の実践について述べる。12名の中学3年生が同年代の北米の生徒と英語で文通した。コンピュータのハードやソフトの選択、目的の設定、文通相手の見つけ方、どのように手紙を書かせるのかなど、これから同様のプログラムを開始する教師にとって有益な情報とアドバイスを述べる。

A third problem arose with printing. We thought it important that the students print their own letters and receive printed copies of letters from their e-mail correspondents. To this end, we prepared file folders for them to keep all this material and their typing exercises together. Unfortunately, we found the laboratory printers unreliable and quickly abandoned them. Students saved their letters on disk and the teachers did all printing using more sophisticated staff computers.

In effect, we had very few choices available to us. However, I mention these problems not to discourage other teachers but to show that, even with minimal hardware and software, an e-mail exchange program is still possible.

Setting Objectives

Before the first class, I set the following objectives which addressed both computer competency skills and letter writing skills:

1. The students will learn how to type in English (20 words per minute).
2. With the teacher, the students will set up an e-mail account on the school's staff computer.
3. The student will send an e-mail letter of introduction to one or more partners in a group of overseas students selected by the teachers.
4. The student will send at least two more e-mails to the same person or another person in a foreign country.

The class met once a week for 50 minutes. Since students were unfamiliar with English keyboarding and the operation of computers in general, I set aside two months to introduce and have the students practice basic functions. Not having access to a commercial typing tutorial program, I adapted an old typewriter manual (Levine, 1980) and made my own exercises. We also taught basic word-processing skills, such as how to start up and exit the program, how to get the program into English typing mode, and how to save documents.

Finding E-mail Partners

During the typing phase of the course I asked the students with whom they would like to correspond. All wanted partners in North America, in particular the United States. Warschauer's *E-mail for Language Teaching* (1995) lists some good keypal sites. I contacted Intercultural E-mail Classroom Connections (IECC), an organization which maintains lists of teachers looking for e-mail partners. To subscribe, type the word *subscribe* in the body of a message to <iecc-request@stolaf.edu>. Do not to write anything else in the message box, such as your e-mail signature. You will receive a detailed reply explaining what to do after that. Using the list was easy and we were able to find many groups or classes interested in corresponding with our own students. In fact, Japanese correspon-

dents were quite in demand and I had to reject several requests for keypals.

Not getting replies was a potential problem which we solved by making sure that our students responded to their keypals. Not all of our U.S. colleagues, however, did the same. In one case, a teacher, responding to our posting on IECC, asked us to provide e-mail partners. I sent our students' introductory letters, but not one of his students wrote back. In the end, we worked with three classes of American students in Florida, Ohio, and Texas who were 14-16 years old, about the same ages as our students.

We had the most success with teachers with whom we made personal contact. With two teachers, we exchanged several e-mails to find out specifically what they were doing and what they wanted. We also exchanged our own personal information and anecdotes. It was these teachers who were most conscientious and we received the most replies from their students. We also paired the students up with more than one partner. Each of our students had at least three people to write to. In all cases, at least one of their partners wrote back.

Getting the Students Writing

We did not expect the students to compose letters from scratch or even write more than two or three original sentences per class. We used outlines in which parts of the letter were already written (see Appendix A). In the free-writing parts of their letters, we suggested themes and included guide questions. In their first letter, students introduced themselves. When I received the reply letters from overseas, I read them and attached a list of questions students would have to answer in their next letters. In their second letter, students responded to questions and wrote about their daily schedule. The third letter was a simple reply, and the topic for the fourth was about future plans or dreams. We encouraged our students to ask specific questions and suggested some in our outlines.

Discussion

Although we did not have any system for measuring typing speed, most fell far short of the 20 words-per-minute goal. In the future, a lower speed objective would be more realistic and timed typing tests would be helpful.

We were not able to have students set up their own e-mail accounts by themselves as they would have needed one-to-one instruction, which was not practical within the time constraints of the course. Instead, towards the end of the course, I divided the students into two groups and demonstrated some of the main features of the Internet and e-mail on the staff room computer.

All students met the objectives for letter writing. At the end of the course, each student had a file folder which included their typing exercises and copies of

letters they sent and received. See Appendix B for sample letters. Possible topics for future letters include finding out about the foreign culture's customs, national holidays, food, or famous places.

Conclusions

Overall, students had very little prior experience writing, but e-mail exchanges were an exciting and motivating way to start. The following conclusions apply to our program:

1. Students gained typing experience and familiarity with keyboard and computer procedures.
2. Students thought about and wrote their own original sentences, and wrote at least three letters during the course.
3. Since they were motivated to understand their e-mail replies, students gained meaningful reading practice.
4. Since students had many questions about the letters that they received, there was more AET-student contact than in regular team-taught classes.
5. Students were surprised and encouraged by the fact that their English-speaking correspondents made grammatical and spelling mistakes, too.
6. Students developed social awareness through this project. One fifteen-year-old correspondent from Ohio talked about the problems of going to school and raising his young son!

I encourage others to use e-mail for international exchanges. Our attempt was hindered mainly by the inadequate software and hardware and occasionally by our lack of technical knowledge, but overall I was encouraged by the results: In addition to improving their writing skills and gain valuable keyboarding and computer-related experience, students also enjoyed themselves. Corresponding with overseas native speakers provided them with a brief and interesting glimpse of the world beyond Japan.

References

Levine, N. (1980). *Typing for everyone* (5th ed.). New York: Arco Publishing
 Warschauer, M. (1995). *E-mail for language teaching*. Alexandria, VA: TESOL.

Appendix A

Sample letter outline

February 4, 1998

Dear _____,

Thanks for your e-mail. [Answer questions in the e-mail letter.]

I'll tell you about a day in my life. [What time do you get up?] [What do you usually have for breakfast?] [What

time do you go to school?] [How do you go to school?] [How long does it take?]

[Do you go to club now?] [If no, why not?]

[What time do you go home?] [What do you do before dinner?] [What time do you have dinner?] [What do you have for dinner?] [What do you do after dinner?]

What's your day like?

Sincerely,

[Save your letter.]

Appendix B

Three sample letters

February 4, 1998

Dear: Lucy Lewis

Hello. How are you. I'll tell about a day in my life.

I get up at 6:00. I walk to school because I am on a diet. It takes 35 minutes.

I study English, Japanese, Math, Social Studies, Science, Art and PE., Homemaking, Woodworking and Music, parpieculary Music and English.

Do you go to club now ? I belonged to a Braas band. I don't go now because I'm studying for the high school entrance exam.

Please e_mail soon. What's your day like?

Sincerely,

Tomomi Miyamoto.

Dear Tina,

Thanks for you e-mail.

I'll tell you about a day in my life. I get up at 6:30. I usually eat rice, soup and coffee. I go to school at 7:50 by bicycle. It takes 25 minutes. Japanese, Math, Science, Social Studies, English, PE, Music, Art and Homemaking.

I belonged to the tennis club.

What's your day like? It a short letter, sorry.

Sincerely,

Yuko

Dear Justion

Thanks for you e-mail. We have heard a lot about President Clinton. We see a lot of famous American movies. A famous Japanese baseball player, Nomo, went there.

I'll tell you about a day in my life. I get up at 6:30. I usually have rice, fish, and green tea. I go to school at 7:20 by bike. It takes 20 minutes. English, Japanese, Math, Science, Social Studies, PE, Woodworking, Art, Music, Homemaking. I go home at 4:30. I watch TV before dinnner. I have dinner at 7:00. I usually have rice and various food. I study homework after dinner. What's your day like?

Good-bye for now.

Hiroko Sugaya.

A Product Development Simulation For Business Classes

Alan S. Mackenzie
Waseda University

English business texts are often product focused. They are organized as isolated units with individual unit goals and little review. Courses culminate in a test which attempts to discover how well students have learned these discrete language points. Because the process of working through misunderstandings, the tension, and the backtracking found in real life business situations are often engineered out of classroom activities, students rarely have the opportunity to produce language in conditions under which it is really used. This kind of instruction fails to prepare students for real-life business communication. One solution is through simulations in which students use language for a specific, realistic purpose, and produce concrete results.

The Simulation

My 10-week intermediate intensive business class, consisting of five men and six women from different companies, met four times a week for two hours each time. Thirty minutes of every second lesson were set aside for students to hold simulation product development meetings. These meetings had a rotating secretary who took minutes and read minutes from the previous meeting, and a rotating chair who directed the meeting based on the agenda drawn up at the previous meeting.

Procedure

Product development

We began by discussing the aims of the simulation and deciding on the product that would be the focus for the simulation. The simulation frame was as follows: Students were company employees whose task was to develop a new product that would be launched for the Christmas campaign. They would work groups to design a product that appealed to a specific market and present their proposals to a board meeting (the class) at the end of the term. During the presentations, participants would give each other feedback and vote to select which product the company should adopt. Each group would submit a final written report to the president (the teacher).

Next, students divided into product development groups of three or four, and a chair and a secretary

were assigned for the first meeting. The guidelines for the meetings were as follows: Each meeting began by reading and confirming the minutes of the previous meeting. An agenda, drawn up by the chair, was distributed to the group. The chair called the meeting to order and followed the agenda for the meeting. The secretary took minutes. At the end of each meeting, a draft agenda was drawn up for the next meeting.

The following list of questions was given to each group at the first meeting:

1. What will the product do?
2. How is it different from other products on the market?
3. What market is the product for?
*age groups? *gender?
*professions? *family role?
*interests?
4. What will the product look like?
*shape? *color?
*texture? *packaging?
*high-tech/low-tech?

Optional areas which could be used in the project or as a follow-up class activity include cost factors and marketing information:

5. What are the raw materials? How much will they cost?
6. What is the likely cost of manufacturing?
7. What is the projected marketing budget?
8. What are expected profit margins?
9. When will the product be marketed? Where? How?
10. What are the projected future sales?

The purpose of this simulation was to let students make decisions like those they would make in the real world. Therefore, they were encouraged to use their own approach to the development process. Some set very concrete goals for each meeting, defined the purpose very clearly, and set stringent deadlines. Others had a more flexible approach so they could deal with difficulties as they came up.

During each meeting, students became very involved in their discussions. There was a great deal of language production and a great deal of negotiation of meaning.

ビジネス英語の授業でシミュレーションを実施するための論理的根拠と指導法について述べる。ここでは、生徒に「製品を開発する」という課題を与えた。このようなシミュレーションを行うことで、ビジネス英語の授業が一貫性とオーセンシティブ（本物らしさ）を持ち、彼らの学習の目的意識が高まった。さらに、生徒は批判的に課題に取り組み、お互いの意見の相違を調整し、与えられた課題を解決するという過程を通してより多くの英語を使用することができた。このシミュレーションに参加した生徒の感想を記述し、今後の展望を論じる。

Very little Japanese was spoken and the chairs took the role of language monitor as well as discussion director. Note-taking and working from an agenda helped keep students on track and goal-oriented.

The teacher's role

I let them run by themselves, giving help when it was asked for or appeared necessary. I also monitored groups to ensure that all students were using English as much as possible.

This was a good opportunity to see what students could really do in a communicative situation and spot problems that might not be noticed in more controlled activities: students who dominate groups, who do not volunteer information, who use inappropriate language, or who lack the necessary language to complete a communicative function. As a result of observing my own class, I decided to teach additional lessons on volunteering ideas, clarification, and voicing agreement and disagreement (total and partial), and had private consultations with a student who had little confidence in the value of her ideas and felt she could not speak out in her group.

Presentations

For the final board meeting, I took the roles of chair and secretary. Students were told in advance that each person in the group must speak and that the presentations should include all the information in their outlines as well as anything else they thought was important.

Preparation for the final presentation took two class periods. Some groups finished their work during class, while others used time outside class. Not surprisingly, the group which had the most flexible approach to goal setting and deadlines commented that their presentation was "an improvisation," as they had spent too much time on product development. By contrast, the group which followed a strict plan and set the most concrete goals, kept the most rigorous minutes, and set the most detailed agendas were the best prepared and eventually won the vote!

This class chose toys as their products and generated a widely varying selection, from an English role-playing computer game that taught about life and English at the same time, to a modern version of a traditional wooden toy with a twist. The inventiveness and clarity of thought behind the products were quite impressive. Everything was justified and clearly presented and each group presentation was accompanied by visual aids, some of which were very detailed. Finally, under instructions not to vote for their own product, the majority chose the luxury baby bricks. These were in the shape of interlocking adult and baby animals which came with their own wooden carrying case/trailer and would retail for ¥10,000-¥18,000. The group explained that these would be a natural product which would help babies' emotional growth, have educational as-

pects, be harmless, have good quality, and last a long time. Further, because of the declining birthrate, parents would be more likely to treat children to such luxury products.

Discussion and Recommendations

At the end of the simulation, students completed an open evaluation questionnaire in English. The main problems identified were difficulties in communication and organization. Most students mentioned understanding each other's ideas as being difficult. This was seen by some as wasting time, and usually resulted from a mismatch of vocabulary, unusual phrasing, or when students spoke too quickly to be understood.

Some seemed to value the process of negotiating meaning less than I did as a teacher. These students seemed to see the result of the meeting or the final presentation as more important than the process taken to get to it. Although many realized that overcoming communication difficulties was one of the main purposes of the simulation, clarifying the importance of *process* at the outset would have helped everyone see value that the communication challenges posed.

Difficulties in communication were often taken personally: One student noted that the project "caused a lot of frustration on our human relationship," when group members misunderstood each other and interpreted meeting decisions differently. However these situations also afforded an opportunity for communicative repair. Often the third person in the group would help out by acting like a counselor. One student noted that it was easier to discuss in a three-person group than in a two-person group, an important task design consideration.

Time management was also a major student concern. Many complained that they were wasting time. Some suggested that the meeting time was too short while others acknowledged that time management was the students' problem. One student noted that her group's lack of attention to detail made the project difficult to complete and present to others. In other words, they had not used the given time effectively enough. Perhaps emphasizing at an early stage the importance of time management would help to alleviate some of these difficulties. Taking time during regular class to discuss how time was spent in the meeting and how it could be better spent in the future might also benefit students.

One student suggested that the teacher relieve some of the burden on students by helping them to research existing market conditions because she felt she had no experience in the field of toys. Another student, for similar reasons, stated that the teacher should decide the theme. With enough access to information about the local market, the teacher could easily provide the information, however, it would remove a vital part of the development process from the students: research.

MACKENSIE, *cont'd* on p. ___

The Influence of

Tammy Slater
University of British Columbia

Illustrations on Pair-Work Interaction¹

Illustrations abound in English language textbooks. Open any popular coursebook and you will likely find photographs, illustrations, graphs, charts, and even cartoon illustrations. These visual aids make a text appear more user-friendly, but their usefulness as teaching tools has been an issue since S. P. Corder cautioned that we as teachers “can never take it for granted that what we present is immediately recognized” (1966, p. 50). Corder’s observations regarding the use of visuals in language teaching were supported by Hammerley (1974), who claimed that pictures were not useful tools for conveying meaning. However, many educators feel that using visual aids to convey meaning when verbal channels are blocked by a lack of linguistic proficiency is an important consideration when teaching content. In such situations, multiple interpretations would cause difficulties. What happens, however, when illustrations are used in tasks which promote interaction?

This paper addresses the usefulness of illustrations in pair-work tasks in language classrooms. It examines the discourse produced by high-basic to intermediate learners of English as they engaged in information exchange tasks and worked cooperatively to solve word puzzles. Transcripts demonstrate how illustrations can influence the language which learners use to complete various pair-work tasks. The discourse further shows how tasks which appear to fall within the same task type can produce very different levels of interaction if the interpretation of the visuals in the task is an issue.

The Interpretation of Visual Materials

In the past 25 years, researchers have been investigating how individuals from various cultures interpret illustrations. Although findings suggest that the use of visuals can facilitate content learning for students who may have difficulty understanding written discourse (see, for example, Levie, 1987; Levie and Lentz, 1982), they also show that visual literacy—the ability to understand and use images to convey meaning—is learned, and that as a result, many visual aids are interpreted through the viewer’s individual and cultural lens. After administering her Visual Test to 263

international students, Daniel (1986) concluded that students’ background knowledge and experience at times prevented them from understanding the visuals. Hewings (1991) reported that in observing British EFL classes which used printed illustrations, it became apparent that there were differences in interpretation between teachers and students. Teachers often attributed students’ inappropriate responses to difficulties with English when in fact the students were answering based on their own perceptions of the visuals. Others (Canagarajah, 1993; Modiano, Maldonado, and Villasana, 1982; Parker, 1988; and Slater, 1998) have reported similar difficulties in the interpretations of visuals.

Visual materials are also open to multiple interpretations within the same cultural group. Constable, Campbell, and Brown (1988) found, for example, that elementary school children could not always successfully interpret the illustrations in their textbooks. Lynn’s 1993 findings with history visuals supported this conclusion by showing how children based their interpretations of visuals on stereotypes. Background knowledge and culture can each affect the way learners interpret visuals, so what happens when the information transfer depends on the mutual understanding of an illustration? Little has been written on the subject. According to Corder (1966), “if the artist who makes the visual material follows conventions different from those of the learner’s culture, the understanding of the picture is delayed” (p. 50). Difficulties in interpretation would result in what Yule and Powers (1994) refer to as “referential problems” and higher incidences of what Brown (1991) and Berwick (1993) refer to as “repair.” Learners with differing interpretations would need to spend time negotiating meaning from an illustration before the task could be successfully completed.

Tasks and the Negotiation of Meaning

The rationale for modified interaction—language which is adjusted by speakers to make a message comprehensible to listeners—stems from Krashen’s Input Hypothesis (1982) which states that acquisition occurs when learners understand language which is slightly

学習者がインフォメーション・エクスチェンジ・タスクで情報をやり取りするときに使用する言葉に、絵がどのような影響を与えるかを述べる。絵の内容があいまいであれば、このタスクは異なった結果を導く。つまり、(1)その中に幾通りかの解釈が可能な絵を含んでいるときは、2人が積極的にコミュニケーションする必要のあるタスクと同じくらい口頭コミュニケーションが活発になる。(2)絵の描かれ方によっては、あまりたくさんの方文法構造を必要としない場合もある。よって、教師は目的に応じて言語形式を重視した活動か、またはより自然なコミュニケーションをする活動かどちらかを選ぶ必要がある。

beyond their current level of ability, or in his terms, $i+1$. The purpose of pair work in language teaching ties in with Krashen's claim that "when communication is successful, when the input is understood and there is enough of it, $i+1$ will be provided automatically" (p. 22). In other words, as Long (1985) observed, modified interaction leads to comprehensible input, which in turn leads to greater acquisition. Pair-work tasks allow learners to engage in meaningful communication which must be made mutually comprehensible before the tasks can be successfully completed.

Within this framework, and supported by research by Swain (1985) which demonstrated that learners need the opportunity to make their language comprehensible to others, researchers have examined various tasks to see which ones provide greater amounts of modified interaction, grouping them according to their particular research questions. Duff (1986) suggested that convergent tasks, those in which the learners need to work together to solve problems, were better at providing opportunities for modified interaction than were divergent tasks, such as debates. Nunan (1991) found that closed tasks, which allow a restricted number of correct answers, stimulated modified interaction among lower-intermediate to intermediate levels better than did open tasks, which allow an unlimited range of solutions.

Long (1987) differentiated between one-way tasks, which required one learner to inform another, and two-way tasks, in which both learners gave and received information. Long's findings suggested that two-way tasks produced more modified interaction. Doughty and Pica (1986) distinguished between required tasks, in which each participant must contribute information unknown to but needed by all the others to solve the problem together, and optional tasks, in which the participants decide whether or not to contribute to the discussion. Not unexpectedly, Doughty and Pica found that tasks which required the exchange of information led to more modified interaction than those in which the information transfer was optional.

This paper looks at four tasks in two categories loosely fitting the labels suggested by Doughty and Pica (1986). The two tasks which are classified as required information exchange tasks involved either one person giving information to the other person (Long's one-way task) or both learners giving and receiving information (Long's two-way task). The tasks in the optional information exchange category were convergent tasks requiring a mutual solution, and they could have been completed by students working individually. All four tasks fit Nunan's definition of a closed task.

Illustrations and Required Information Exchange Tasks

During required information exchange tasks which relied on the mutual understanding of illustrations, learners grasped at any detail provided to confirm that

they were communicating successfully. This led to situations in which participants ignored the "target structures" in favor of shortcuts.

The first example comes from a task in which the target structure is language that revolves around directions and locations. In this task, learners are required to use a map illustration (Figure 1) to ask the location of various buildings. The transcription below shows the target structures being used more or less as intended. The symbol ((@)) refers to listener feedback, such as "mmm" or "uh-huh," and the ellipses mark (...) refers to a pause.

NW: Can you tell me where the hospital is?

TT: Hospital?

NW: Yeah.

TT: Um um can you see Bridge Street? ((@)) Yeah and go straight Bridge Street. Uh uh go straight with the Bridge Street? ((@)) And... passing Second Street? ((@)) ... And along the Bridge Street and can you see Ocean Bridge?

NW: Yeah?

TT: Yeah and... um...

NW: Go over? Go over the Ocean Bridge?

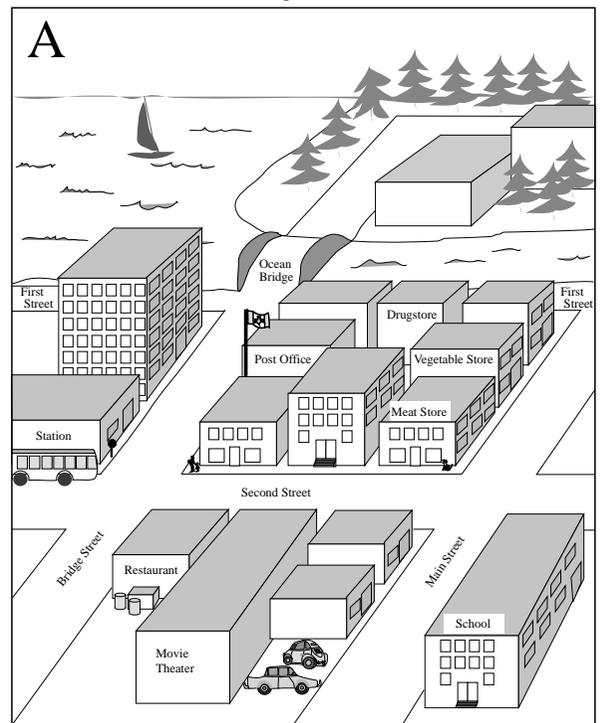
TT: Yeah.

NW: Okay.

TT: And on the right side? ((@)) There is a building. ((@)) Yeah. That is the hospital.

NW: That is the hospital? Oh. All right.

Figure 1



© T.Slater

This task not only requires the speaker to give clear directions, it puts pressure on the listener to ask for clarification when the directions are not understood. Furthermore, the communicative exchanges reflect real-life experiences, although learners must suspend reality to some extent because of their dependence on the illustration.

The map in this task contains additions which the artist has chosen to include, perhaps to make the picture more interesting. There are two people standing on one corner. There are cars in a parking lot. A dog is waiting patiently by the meat store entrance. These details became the salient features which the participants used as anchors, and consequently the language changed. The following are examples in which the speakers chose to focus on a feature that the artist included, but by doing so produced language which varied from the target structures. In the first example, the speaker attempts to establish a mutual understanding by drawing attention to the small characters which the artist has drawn:

NW: And you'll see a dog just on on the door of the meat store. Do you see a dog?

TT: Yeah yeah.

HJ: There's two person one looks like a mom and daughter. And that building and beside of the building.

PT: Okay. It has a gate and stairs right?

In the following example, the speaker targets cars in the parking lot:

SB: You'll see there's two cars parking.

JJ: Yeah.

The post office flag also provided a common reference point:

TT: And then you'll see a flag?

NW: Yeah?

KD: The second building... near the... flag. The Canadian flag.

There were several examples of participants using descriptions of the buildings:

JM: The tall the two-storey building is the vegetable store.

NW: Do you see the three three-storey building? That's the school.

TT: Yeah yeah I found it. Yeah. The biggest building.

PT: The big building? The tall?

HJ: Yeah the one two three four five six. Six windows each storey has six windows. One two three four five six seven. Seven storeys... seven floors.

Not only did the participants use the details in the illustration to check comprehension, many confessed to

using them as shortcuts: indicating that the department store is the tallest building is much simpler and faster than describing its location or giving directions.

Using the details in illustrations to establish successful communication not only occurred in this two-way required information exchange task, it was noticeable in another task which depended on the mutual understanding of illustrations. In this second task, one learner was required to describe cartoon illustrations which were drawn to show particular adjectives, such as *sad*, *hot*, or *worried* (Figure 2: Hadfield, 1984; illustrations reprinted from *Elementary Communication Games* with the permission of the publisher). The listener's task was to identify the picture being described and place it in the appropriate order. As in the map task, the addition of detail by the artist allowed the learners to reach an understanding without using the target adjectives.

In the illustration denoting *sad*, for example, the woman is crying. Many speakers used this detail to correctly identify the picture:

CQ: ... Number four? ... A wo- a woman is crying. ... Crying.

HK: Number nine. ... She is crying.

SK: ... Mmm. I got it.

YP: Yeah. In number one... ah... is a girl is crying?

AH: ... Crying?

YP: Crying.

AH: ... OK.

Figure 2



In the illustration which was supposed to elicit *worried*, all participants focused on the fact that the man was smoking, and nobody used the target term. Generally speaking, there were no problems identifying the illustrations in this task, but the target language—adjectives—was frequently ignored in favor of simpler, more obvious details.

Is changing the language from the target structure good or bad? It depends. For those instructors who are interested in creating situations in which any language can be used to successfully complete the task, there are likely no problems or issues surrounding the artist's illustrations. The language that the learners use will reflect their focus on meaning, not form. They are engaging in real communicative exchanges and using

whatever strategies they can—including visual clues—to successfully complete the task. For those instructors who choose information exchange tasks as interesting substitutes for pattern practice drilling, however, the artist's creativity may result in a reduced number of occasions in which the use of the target structure is obligatory. To these instructors, therefore, the details in the illustration may cause the task to become less valid as an instructional tool.

Illustrations and Optional Information Exchange Tasks

In a task which required learners to decipher proverbs from a series of words and illustrations (see Figure 3, taken from *Word Games with English* by Howard-Williams & Herd, 1986, reprinted by permission of Heinemann Educational Publishers, a division of Reed Educational and Professional Publishing Ltd.), the interpretation of the drawings became a major focus of the interaction. Learners tried to decide not only what the illustration signified, but how their interpretation made the proverb meaningful. This led to discourse which contained examples of confirmation checks, clarification requests, and giving and defending opinions:

CQ: ... One... third uh second. How how to pronounce this.

JM: ... Half.

CQ: Half?

JM: Just half?

CQ: Half?

JM: Half of

CQ: Half a

JM: Bread?

CQ: Bread? is better than

JM: ... Nothing?

CQ: ... No nothing ... it's it's better than... yeah I think this is just a plate but it is ((@)) a nice plate ((@)) maybe golden plate but you you don't have bread just a golden plate ((@)) you can't eat.

Figure 3



Without considering grammatical accuracy (or lack of it), the conversation reflected the interaction which might be generated by native speakers unfamiliar with the proverbs; in other words, it was real communication.

In contrast to the proverb puzzle, a problem-solving task which required the participants to agree on the order of pictures and tell a story contained captioned illustrations which restricted the extent to which they could be interpreted. The discourse produced in this

task was rarely interactive. The learners worked quietly to put the pictures in order and said little beyond single-word utterances until the task was completed and they were asked to tell the story.

Although it is obvious that the two tasks differ, the variation in the quantity and quality of the learners' discourse and the relationship between this variation and the types of illustrations used are worth examining. For this reason, research into the use of rebus activities—stories which replace words with illustrations—to stimulate interaction is being undertaken, and so far the findings are similar to those in the proverbs task: Learners engage in more modified interaction when the interpretation of illustrations is an issue than they do when the illustration is unambiguous. The author invites feedback which supports or refutes these findings.

Implications for the EFL classroom

The details which the artist includes in illustrations can influence the language that learners use to complete pair-work tasks. This paper has shown how the details in illustrations can reduce the number of occasions in which a particular target structure is obligatory, so that in required information exchange tasks, learners may not be practicing the language that teachers are hoping for. It has also suggested that tasks containing illustrations which are open to multiple interpretations can be as effective at promoting oral communication as tasks which require the participants to interact.

In EFL classes in Japan, as in other countries, the classroom becomes the English world for the learner. As such, tasks selected for this world must reflect the needs and goals of the students. For students who require grammar only for entrance examinations, interactive pair-work tasks may not be ideal. For students who are hoping to use their skills in English to communicate, however, it becomes important to simulate real-life situations in preparation for participation in the target culture. Tasks which encourage the learners to speak and to modify their language to make it comprehensible to others, whether native speaker or non-native speakers, are therefore valuable. Information exchange tasks can provide the necessary conditions for real-life communication, and those which include illustrations can make the activity more challenging by forcing the learners to negotiate meaning from visual rather than textual information. Visuals which are open to multiple interpretations can make the task even more interactive by forcing learners to agree on meaning.

This paper has suggested that people will take advantage of whatever shortcuts are available. In Japanese EFL classes, a frequent shortcut is the use of the first language, a situation which can be addressed by either monitoring the students closely or requiring them to complete an additional task which necessitates the use of English, a task such as performing for the class or reporting their solutions in oral or written

form. Furthermore, in required information exchange tasks which focus on form, it may be important to choose illustrations which limit the number of available shortcuts.

Overall, the findings of this study suggest that teachers need to articulate their reasons for using a particular information exchange task, then examine the task's illustrations to see if they allow students to practice the language that the teacher wants practiced. Instructors should also listen carefully to the students' interactions during these tasks and compare their language to what was anticipated so that the tasks selected are the best ones with which to meet students' goals.

Acknowledgements

The adjective illustrations (sad, happy, and worried) were reprinted from Jill Hadfield's 1984 book, *Elementary Communication Games* (Thomas Nelson and Sons Ltd.) with the permission of the publisher. The proverbs illustration, from Howard-Williams & Herd (1986), *Word Games with English*, was reprinted by permission of Heinemann Educational Publishers, a division of Reed Educational & Professional Publishing Ltd. Many thanks go to Laura MacGregor and an anonymous reader for their valuable help with this paper, and a special thank you to the students who participated in this research.

Note

1. An earlier version of this paper, entitled "The influence of illustrations on task interaction," was presented at the British Columbia Teachers of English as an Additional Language (BC TEAL) conference in Vancouver, April, 1998.

References

- Berwick, R. F. (1993). How second language learners respond to central and peripheral content-based tasks. In N. Bird, J. Harris, & M. Ingham (Eds.), *Language and content* (pp. 250-69). Hong Kong: Institute of Language in Education.
- Brown, R. (1991). Group work, task difference, and second language acquisition. *Applied Linguistics*, 12 (1), 1-12.
- Canagarajah, A. S. (1993). Critical ethnography of a Sri Lankan classroom: Ambiguities in student opposition to reproduction through ESOL. *TESOL Quarterly*, 27 (4), 601-26.
- Constable, H., Campbell, B., & Brown, R. (1988). Sectional drawings from science textbooks: An experimental investigation into pupils' understanding. *British Journal of Educational Psychology*, 58, 89-102.
- Corder, S. P. (1966). *The visual element in language teaching*. London: Longman.
- Daniel, P. (1986). But can your students read the diagrams? *System*, 14 (1), 15-27.
- Doughty, C., & Pica, T. (1986). "Information gap" tasks: Do they facilitate second language acquisition? *TESOL Quarterly*, 20 (2), 305-25.
- Duff, P. A. (1986). Another look at interlanguage talk: Taking task to task. In R. R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 147-81). Cambridge, MA: Newbury House Publishers, Inc.
- Hadfield, J. (1984). *Elementary communication games*. Surrey: Thomas Nelson and Sons.
- Hammerley, H. (1974). Primary and secondary associations with visual aids as semantic conveyors. *International Review of Applied Linguistics*, 12, 119-25.
- Hewings, M. (1991). The interpretation of illustrations in ELT materials. *ELT Journal*, 45 (3), 237-44.
- Howard-Williams, D., & Herd, C. (1986). *Word games with English: Graded games and puzzles for practicing your English vocabulary* (Book 3). Oxford: Heinemann Educational Books.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York: Pergamon Press.
- Levie, W. H. (1987). Research on pictures: A guide to the literature. In D.M. Willows and H.A. Houghton (Eds.), *The psychology of illustration* (Vol. 1) (pp. 1-50). New York: Springer-Verlag.
- Levie, W. H., & Lentz, R. (1982). Effects of text illustrations: A review of research. *Educational Communication and Technology Journal*, 30 (4), 195-232.
- Long, M. H. (1985). Input and second language acquisition theory. In S. M. Gass and C. G. Madden (Eds.), *Input in second language acquisition* (pp. 377-93). Rowley, MA: Newbury House Publishers, Inc.
- Long, M. H. (1987). Native speaker / non-native speaker conversation in the second language classroom. In M. H. Long & J. C. Richards (Eds.), *Methodology in TESOL: A book of readings*. New York: Newbury House Publishers.
- Lynn, S. (1993). Children reading pictures: History visuals at key stages 1 and 2. *Education 3-13*, 23-29.
- Modiano, N., Maldonado, L. M., & Villasana, S. B. (1982). Accurate perception of colored illustration: Rates of comprehension in Mexican-Indian children. *Journal of Cross-Cultural Psychology*, 13 (4), 490-95.
- Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly*, 25 (2), 279-95.
- Parker, E. T. (1988). Illustrating instructional materials: An international perspective. *Training and Development Journal*, 42 (1), 68-71.
- Slater, T. J. A. (1998). *Evaluating causal discourse in academic writing*. Unpublished master's thesis. University of British Columbia, Canada.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass and C. G. Madden (Eds.), *Input in second language acquisition* (pp. 235-56). Rowley, MA: Newbury House Publishers, Inc.
- Yule, G., & Powers, M. (1994). Investigating the communicative outcomes of task-based interaction. *System*, 22 (1), 81-91.

Integrated Teaching

to Foster

Fan Xianlong

Central South University of Technology, China

Language Competence

Members of English teaching circles in China often hear the complaint, "High grades, low ability." While many students are able to pass English examinations, often with very high grades, they are poor at using the language. How to solve this problem is a task for English teachers. In this paper, I will report on how I integrated the development of receptive skills with strengthening productive skills to facilitate students' overall language competence, particularly their speaking ability.

The Students

The group of students described in this paper entered my university in 1994 and 1995 for a three-year masters degree in science. There were eight classes in each grade, of which I taught two. Each class consisted of 31-34 students, who were between the ages of 21-25. This compulsory English course was divided into two 20-week semesters of six 50-minute class hours per week. At the end of each semester, a course exam was given and at the end of the year, students took the English qualifying exam administered by the Province Education Commission. These two exams, similar in construction, are composed of five parts: (1) listening (single sentences, short dialogues, and mini talks), (2) vocabulary (sentences), (3) reading comprehension (six short passages), (4) writing (a 150-word composition), and (5) translation (of a short passage from Chinese into English).

Prior to entering the graduate program, all of the students had passed the Band Six College English Test.¹ For this test, they are supposed to have learned English grammar systematically, gained a considerable vocabulary, and acquired good usage skills. However, there was a striking contrast between the level of the exam the students had passed and their actual level of competence. They knew the mechanics of English and were very good at multiple choice tests (as they were trained to pass these), but very few of them could speak English well.

Analysis of The Students' Problem

The students' main problem lies in a lack of opportunities for application of the language which is caused by two factors, one objective and the other subjective. The

first factor rests on the reality that the language is taught in a non-English environment in China, in which the main medium of the language is through written form, and therefore students learn it passively without adequate practice using it.

The second, more important factor, is due to the teaching approach. Although modern approaches to foreign language teaching have been introduced in China, wide and effective application of them is far from true. Moreover, the current test system affects students' learning strategies: All exams and tests of different levels are in written form and oral skills are rarely tested.

Rationale

According to Krashen (1985), language acquisition is far more important than language learning, as it is only acquired language that is readily available for natural, fluent communication. Cognitive psycholinguistic theory states that a foreign language learner's competence in using the language is actually the combination of the learner's receptive skills (listening and reading) and productive skills (speaking and writing). As language acquisition is in fact a process in which input and output affect each other, different language skills are "best assumed to develop simultaneously and to complement each other throughout the process" (Stern, 1983, p. 399). With this in mind, I concluded that integrated teaching would be the most effective.

Using integrated teaching, lessons are conducted in a way that learners' language competence is comprehensively fostered from different sides so as to develop both receptive and productive skills. The whole teaching process is divided into steps which integrate the training of different skills, resulting in an overall improvement of students' language competence. The following describes how the teaching was conducted.

Procedure

As the students were generally poor at speaking, they were required to take turns giving short talks on topics of their choice at the beginning of each class. After that, class time was used to work first on listening and reading to develop students' receptive skills, and later speaking and writing to develop productive skills.

中国の大学での非英語専攻の大学院生の語学力向上を目的とした授業について論じる。このコースは大量の英語のインプットを与え、学生の英語発話を促し、その結果として、学生のコミュニケーション能力を向上させるものである。このコースを受講した学生の英語力の向上は、このコースが彼らの語学力向上に役だったことを証明している。

1. Developing receptive skills

Besides conducting all lessons in English, I prepared students for in-depth study of a text by beginning with an oral summary of it. For example, I made a short oral introduction to the passage, "Settling Down in England" (Low, 1985, pp. 23-24; See Appendix), that students would later read. After a quick comprehension check to make sure students understood my summary, they read the passage. In addition to training students' listening skills, this activity set up a framework and context, and therefore helped put students in a receptive mode which made the reading that followed easier and more efficient.

Students silently read the passage against the clock applying two basic reading skills: skimming for overall understanding of the material and scanning for specific information. Next, they used different strategies to deal with difficult language points, which is what I called problem-solving—an aspect of teaching reading (Fan, 1991, p. 626). To deal with syntactic problems (long and complicated sentences), students were guided in their understanding of the sentences rather than performing tedious syntactic analyses, a traditional practice in language teaching in China.

Students applied different methods to handle unfamiliar vocabulary, such as contextual and structural analyses. For example, students guessed unknown words by their context or formation (prefixes, suffixes and stems). As a result, new vocabulary was no longer an obstacle, and their skill of obtaining information from visual clues improved.

Students then practised using key language items by writing original sentences or completing fill-in exercises. Successful acquisition of the learning material, in this case, the reading passage, paved the way for students' active participation in the follow-up speaking and writing activities.

2. Strengthening productive skills: Follow-up work

Follow-up work was carried out in two steps: in-class speaking and outside writing.

The forms of speaking practice depended on the kinds of input information. In the case of a narration, students retold the story or participated in a role-play or an interview. In the case of expository writing, they conducted a panel discussion or a debate. After studying the passage "Settling Down in England," the students made conversations, one playing a British journalist, the other a member of the Danish family, which they presented to the class. The journalist asked relevant questions and the interviewee replied with answers that could be taken from the text, inferred from the writing, or drawn from his/her own imagination.

As follow-up work to reading an expository essay entitled, "Basic Research and Graduate Education" (Yu & Li, 1987, pp. 1-3), groups of students discussed their views on the relationship between research and graduate education. With the intensified input information

obtained at the acquisition stage, students showed great enthusiasm in the activity, and different ideas, in addition to that of the author's, were shared in a lively discussion.

Simulations such as the above provided stimulating, meaningful, and somewhat realistic communicative contexts. Actively making use of these opportunities to express themselves in the target language, students tried idiomatic expressions relevant to different speech acts, such as greeting, starting and ending a conversation, departing, requesting, and suggesting.

For homework, students wrote a newspaper article about the Danish family in Britain or their own experience of travelling/moving to a new place. Having done the multiple pre-writing activities in the receptive stage, students reported that they found it easier to do their out-of-class writing assignment.

Since the lessons were student-centred and task-oriented, the students were actual users of the language in all learning activities. The teacher's role became that of "designer" of the teaching plan, and "conductor" of the teaching activities and above all, a facilitator of the language acquisition process.

Outcome

Though it is hard to measure exactly how much success this teaching method achieved, its effectiveness can be seen in the students' performance in the examinations they took during and at the end of the course. All 130 students of the two groups in 1994 and 1995 (65 in each group) trained this way passed them successfully. However, the pass rate of the other classes not trained under this teaching model was 82-88%. In the English qualifying examination held by the Province Education Commission in 1996, the 65 students from my classes in 1995 scored an average of 79.6%, while the average score of all the students in the province was 65.1%.

The students' progress was particularly noticeable in their speaking and writing skills, their two poorest aspects originally. At the beginning of the course, many students were so nervous that they trembled when asked to answer a question or to speak to the class. It was not uncommon to hear them greet the class with, "Lady and gentlemen" and say, "Although . . . but" together in a sentence. Gradually however, they became more and more confident when called upon to answer questions and began to practise speaking English during the class break or in their spare time. The change in the students' attitude towards speaking signifies in itself the success of the teaching. With their increased practice, students' oral skills greatly improved. Most of them could continuously speak for more than five minutes, expressing themselves clearly, some even fluently and spontaneously.

Writing also improved greatly. There were far fewer grammatical and pragmatical mistakes and more idiomatic expressions. By the end of the year, many students were able to write English abstracts for their

academic papers and even the papers themselves.

The positive outcomes of this approach suggest that it was effective in developing learners' language and communicative ability, and increasing their confidence as competent speakers of English.

Note

1. This is the highest level of the three graded English exams conducted in colleges and universities nationwide in China by the State Higher Education Examination Commission. The other two, Band 3 and Band 4, are compulsory for three- and four-year colleges respectively.

References

- Fan, X. (1991). "Using the Process Approach to Reading in an EFL Classroom," *Journal of Reading*, 624-627. Newark, Delaware: International Reading Association.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. London: Longman Group Ltd.
- Low, O. (1985). *First certificate in English course*. London: Edward Arnold (Publishers) Ltd.
- Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Yu, Z., & Li, P. (1987). *Advanced English text*. Hefei: China Sci-Tech University Press.

Appendix

Settling Down in England

My husband and I are Danish. As a matter of fact, many of my ancestors were English. I was born in England and was originally of British nationality. My parents were killed in a car crash when I was a baby, so I was brought up in Denmark by my grandmother and educated in Danish school so that Danish is really my native language.

We arrived in England last February at five o'clock on a Wednesday morning after an appallingly rough crossing. Waves which seemed as high as mountains rocked the boat from side to side. We were both sick on the journey and fine drizzle met us as we disembarked. To make matters worse, Klaus, my husband, left his camera on the ship; I lost a gold bracelet, (which has never been found to this day) and we nearly forgot to tip the taxi driver, a surly individual, who grumbled about our luggage and seemed to be in a thoroughly bad temper. Few visitors can have experienced such an unfortunate beginning to their stay, and we certainly felt like going straight home again.

We stayed for a week in a hotel and were then lucky enough to find a furnished bungalow in the suburbs of London. It is not as convenient as our flat in Copenhagen, but it is less expensive than some we saw advertised. Klaus is studying at the local Technical College and in addition, he often attends public lectures at the University of London on as many subjects as possible, chiefly to improve his English. He is a qualified engineer who has been employed for several years in a factory. Our two children have joined us, and they are being educated in an English private school. I am working as a part-time nurse in a hospital, and I have so much to do that I have almost no leisure time.

Most of the neighbours are kindly, but not as sociable as people at home. They tend to ask dull questions, such as: "What is the weather like in Denmark?" or "What

kind of games do you play?" We are occasionally paid some odd compliments. I remember the time when a well-meaning old lady told us, "You have such delightful manners. I always think of you both as quite English." I think she meant this as the height of flattery.

We have made a few close friends, who often invite us to their homes. One of them, who is a widower living on the other side of London, even fetches us in his car on Sunday mornings and brings us back in the evenings. Little Kristina, our small daughter, calls him Uncle Sunday. He speaks Swedish and has an elderly Swedish housekeeper, who has been looking after him for more than twenty years, so we chat for hours in a language that is in some ways similar to our own.

Our children can already speak English more fluently than we can. They obviously feel superior to us, and are always making fun of our mistakes, but spelling causes all of us many headaches. (*First Certificate in English Course*)

Japanese

Japanese

Japanese

YAMATO, cont'd on p. ___.

Networking, Employment,

Craig Sower & Wayne K. Johnson and Involvement

from a TESOL Perspective:

A Discussion with Kirstin Schwartz

Kirstin Schwartz is the Career Services Coordinator for TESOL (Teachers of English to Speakers of Other Languages). She has been the director of the Employment Clearinghouse at the past two Annual TESOL World Conventions. We spoke with her in March 1998 at the TESOL convention in Seattle.

Could you give our readers a general description of what you do at the Employment Clearinghouse?

The employment clearing house is for people who are looking for jobs and for employers looking for qualified professionals. We're always well stocked with jobs from Asia, the Middle East, and North America. Half of the jobs in the Clearinghouse are in North America. It's a worldwide job fair.

We offer a variety of services to employers from simply posting an advertisement at the conference to renting interview booth space. This year we also offered a special advertising rate in the February *TESOL Placement Bulletin*. They arranged appointments with prospective employees before the TESOL convention by e-mail and conducted interviews onsite.

What qualifications does the average applicant have?

Most of our job seekers have an M.A. in ESL, are TESOL members, and have at least three years of experience. We also get a group of new university graduates, and R.S.A. and independent TEFL/TESL certified people, but on average, most job seekers have experience plus a post-graduate degree.

How does this year compare with last year?

In 1997, we had 1,500 job seekers and 313 jobs posted. It was a banner year. In 1998, 1,300 job seekers attended the Employment Clearinghouse, but only 88 institutions posted job announcements.

Can you tell us about some current trends in the job market?

Because of the economic crisis, the Korean market is in trouble. Their weakened currency has caused problems because foreigners teaching there have expected high salaries. Korean employers can't afford to pay them, and some are unable to honor their contracts. Language institutes are often struggling to survive or are just going out of business. Given the financial problems, many people are leaving.

On the other hand, Vietnam and China are opening up. I wrote an article on Vietnam in the 1998 February

TESOL Placement Bulletin. It was astounding doing the research because it really showed that Vietnam is going to be the next hot market. In some ways it already is. People have gone there, networked, and gotten jobs. Right now, they're only offering about US\$600 a year, but that economy is developing and its going to be the next big place.

We also have a few Brazilian schools here at the conference and their numbers are increasing. Good positions are available with housing benefits and competitive salaries.

Eastern European countries are opening up—Poland and the Czech Republic are advertising, and this year we had positions in Moldova. Spain has always been more open, kind of a nonwestern Western European country. They do things their own way there—meaning they sometimes hire Americans while the rest of Western Europe usually holds back.

Saudi Arabia has always been an area that was open for qualified language teachers—how does that region look today?

Saudi Arabia and the Middle East are still very good markets. Interestingly, we also have a lot of Turkish jobs. The Turkish government just poured a large sum of money into the field.

In Japan some people with M.A.s are dissatisfied with the fact that foreign teachers are not treated the same as Japanese teachers. Some say, "Well, I'm going to go back home and get a job where I will be treated with some respect."

Where? The only place you're going to get any respect or status is if you get your Ph.D. and go into teacher training. There are a huge number of TESOL preparation programs that churn out M.A. graduates to fill an already overwhelmed job market.

What do you mean?

To serve the students best you need to have good teacher support. That means money, supplies, faculty support, the whole thing. In order to do that you need to have the right kind of market conditions. If you are churning out too many M.A. graduates, then you are ruining the entire system. Ultimately you're short-changing the students at the end of the line.

So the surplus of teachers is not just in Japan but in the States as well?

Absolutely, and what's happening in the U.S. is ESL

professionals either go overseas or they diversify. In the TESOL Placement Bulletin I try to give readers food for thought on how to diversify.

For example?

Freelancing, teaching in the workplace, or even just going into another field, such as computers, nonprofit organizations, or possibly consulting if you have some solid overseas experience.

What advice do you give to those looking for teaching positions?

What I generally tell those looking for work is that you can get a job if you're good—if you're the best in your field, you'll get the job. How do you be the best and beat everyone else out? You get involved! Get involved with your affiliates, get involved in TESOL, get involved in technology. These are things that you need to do to get ahead in the profession.

You use the word "involved." In the Japanese context we often use the word "connections."

In a way the term connections may be a little more honest. Getting involved leads to connections and that's the nature of this field. The single best way to get a position is to involve themselves in the field and then network, network, and network some more. People who don't know how to network usually have problems getting ahead.

Thank you very much.

My pleasure.

To receive a copy of the *TESOL Placement Bulletin* you must be a member of TESOL and subscribe for it as one of TESOL's optional publications. For more information contact:

TESOL Central Office; 1600 Cameron St., Suite 300,
Alexandria, VA 22314-2751 U.S.A.; t:703-836-0774; f:
703-836-6447; <mbr@tesol.edu>; <<http://www.tesol.edu>>.

The University Hiring Process: an Overview

Though this second column is about working at the university level, I want to emphasize that this column will attempt to discuss problems at all levels in a variety of situations. In the works is a two part column on interviewing process from both sides and I'm especially hoping for input from those JALT members working at conversation schools where interviews, both face to face and by telephone, are relatively commonplace. If you have been the interviewer or interviewee, please contact me (contact information is on the first page). Also, if you have a subject that you would like to see discussed here, please let me know.

If variety is the spice of life, then working as a teacher of English must be one of the spiciest slices of life around. The people who come to Japan have, in my experience, widely varying backgrounds, enormously different interests and as many goals and motivations as could be imagined. I feel that this diversity is a good thing, but because of that diversity, some source of information is needed about the hiring process(es). Thus, this column about getting and keeping a job in Japan. The goal is to present information, not opinion, so as to better equip yourself (and your psyche) for working and looking for work in Japan.

I thought we'd start off with an overview of the hiring process at the university level and how it differs from a Western hiring process. One shibboleth of finding a job in Japan is that contacts are the key. Unfortunately, that leads to people indiscriminately contacting as many people as they can, under the assumption that one of them is going to "get" them a job. This betrays a certain misunderstanding of the process.

Generally, for an university position, a small faculty committee is formed who then is responsible for placing the advertisements, accepting the applications and making the recommendations to the faculty of the department, as is generally done in the West. In addition, the committee is not a standing committee, but one that is constituted for the immediate purpose of filling a vacancy, as in the West. Previously, because of the smaller numbers of applicants, smaller departments decided on the faculty as a group, but with increasing numbers of applicants, most schools opt for a committee.

What is different is that in the West, the committee takes in all the applications, reviews them, and generally gives a 'short list' of candidates that are then decided on by the faculty as a whole. The Japanese approach can be different. As the numbers of applicants have increased, oftentimes, the administration office or jimmu, will receive all of the applications, make a list that summarizes the applicants' qualifications and present the list to the committee. From this, the committee then selects the applications that it will re-

view more closely, often reading the publications in detail. The committee then makes a short list that is ranked and recommends the top candidate on that list.

What does this mean to the applicant? Well, the first is that the committee has much more power over the decision. The second is that at this point, if you are known to the people on the committee, you will have a better chance of getting the job, all other things being equal. The third is that because the committee system operates by seniority, the more senior members will have a greater say in the matter. Now, since it is generally more junior members of a department that you are likely to encounter, the contacts that you make will generally not pan out in terms of 'getting' you a job. What is true for junior faculty is generally even more true for foreigners working at the university. Very few foreigners have tenure and therefore don't generally participate in these decisions. It was only with the passage of the 1982 law that the tenuring of foreigners was even permitted, so it is only a tiny minority that participate in these decisions.

In addition, the absence of actual short list makes it difficult to gauge one's prospects. You may have been a stone's throw away from several jobs, but because there is no short list, you may never know it.

A second problematic area is that because it is the committee that ranks candidates, biases held by that committee can come into play. For example, a teacher may feel more comfortable with British English than with American English, or may have had a bad experience with one nationality or one gender and thus rule out potential applicants.

Generally, one candidate emerges from the committee. But if there is a split, this encourages the committee to take a much broader perspective between the remaining candidates, asking questions about how the candidate would fit in to the atmosphere of the department. At this point, biases become determining factors in being selected or not.

This leads me to point out two things. The first is that you should never take the rejection as a personal rejection. It is quite possible a different committee from the same university would have hired you. The second is that a close reading of job announcements is essential for finding jobs that you have a reasonable chance at, which will be the subject of a future column.

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

Will Our Students Be Ready for the Future?

Johanne Leveille, *Kinran Junior College and Kinki University*

I am often asked the following questions by Canadian, Korean, and Chinese college students about their Japanese counterparts: "What do Japanese university students think about the political issues between Korea and Japan? What kind of class projects do they accomplish for the benefit of the environment? How much time do they spend on homework? I am at a loss for answers because world issues are not so much of a concern for my university students and homework is much neglected.

Many of my university students are unable to produce a professional looking assignment. Seldom do they read the newspaper or listen to the news to know what is going on in the world: Their concerns are limited to their personal interests and immediate environments. Their lack of enthusiasm to participate in controversial debates or discussions show that young Japanese people are not well aware of challenging world issues such as environmental problems. At times, they remain quite oblivious to domestic issues as well. Further, they lack genuine interest about their future. Ambitions or dreams are limited to being financially comfortable.

Despite their diligent study prior to entering university, students have failed to develop efficient work habits. When a 20-year-old does not even care about producing a presentable one-page assignment for the teacher, I wonder if, in general, educators in Japan haven't been too lenient. Have students been given enough stimulation to raise their sense of responsibility and to increase their motivation? Do we treat young people as incapable? Have we given up on them?

Skills for the future need to be implemented now. According to intercultural specialists such as Sheila Ramsey (March, 1997), well-informed educators incorporate intercultural and global foci in their programs. They make students feel involved and they give them opportunities to develop practical skills. They look at the big picture when planning a curriculum and emphasize creative, self-directed learning, effective communication, professional work, and collaborative skills. They constantly question the validity of their programs and teaching methodologies. They also keep up with technological developments.

In order to see how well we educators in Japan are helping our students become capable team players in a global context, the following checklist may be helpful:

1. Can students retrieve information and produce formal documents?
2. Do students have opportunities to act in unfamiliar situations?
3. Do teachers challenge students' beliefs?
4. Do students seriously consider different options to

solve problems?

5. Do students discuss current social issues?
6. Can students accomplish group projects?

Today's young people will soon need to confront a fast-paced society where they will be expected to communicate clearly and efficiently. Collaboration and creativity are now requirements sought by employers. To function effectively in international contexts, more intrapersonal development and exposure to different cultural systems are indispensable. The classroom is not the only place responsible for preparing students for the future, but it is a practical and sensible starting point. The role of educators is not limited to teaching a subject; they are also responsible for creating an appropriate context where students' values, beliefs, and interpersonal skills are challenged and ultimately strengthened.

Reference

- Ramsey, S. (1997, March). *The future*. Paper presented at the meeting of the Society for International Education, Training, and Research (SIETAR), Kansai Chapter, Takatsuki, Japan.

YAMATO, *cont'd from p. ...*



The goal of this study is two-fold; (1) to clarify intermediate Japanese EFL learners' metacognition styles of writing strategies and (2) to examine relationships between the metacognition styles and the quality of writing products.

In order to probe the metacognition styles, a questionnaire was developed to ask two types of learners' awareness toward writing strategies: effect-awareness (a degree to which learners consider a strategy effective) and use-awareness (a degree to which learners consider they use a strategy). Factor analysis was conducted on the data collected through the strategy-questionnaire answered by 119 university students. The result presented factors different in content, depending on the awareness type. As for the effect-awareness, communication and social factors are emphasized, while with the execution-awareness grammar and organization are important factors. This study also showed the use-awareness is powerful enough to affect the quality of the writing products, whereas the effect-awareness is not.

Learning to Learn

Metacognition, or self-managed learning, is another emerging thread in the language teaching field. Below are some interesting links for educators interested in adding metacognitive skills to their students learning toolbox.

Greg Gay's Learning to Learn Site

<<http://scrtec.org/track/tracks/001/c00151aa.html>>
Professor Gay lists two goals for the website: "(1) To deliver process-oriented instruction over the Internet, and (2) To begin research identifying the elements of effective Internet delivered process-oriented instruction." The frames-based site offers pages of interesting tutorials and links for learners willing to work with Greg on their metacognitive skills. Categories found at the site include: consciousness, metacognition, learning styles, memory, language, reading, problem solving, creativity, and the "biology" of learning. Some pages have instructions and data in RealAudio format, making it a rare multimedia web experience.

Mindtools (Psych Web by Russ Dewey)

<<http://www.psychwww.com/mtsitem>>
This site is full of worksheets to help you organize and systematize your ways of thinking. Major categories include: techniques to help you think excellently, skills for high performance living, practical psychology, and links to shareware programs that foster thinking and creativity. Finally, there is a link to a "links" page, where sites from general psychology to NLP to e-zines exploring the concept of mindtools more deeply. Much of the site is based on the work of Edward de Bono, well known for his "lateral thinking" concept.

Authors

Fan Xianlong is an associate professor at the Central South University of Technology, China and has been an English teacher for 20 years. He is the winner of the '92 English Essay Competition on "Psychology in English Classroom Teaching in China" held by the Volunteers Service Overseas (VSO) of Britain. He also won second prize of Excellent Teaching Achievements awarded by the Education Commission of Hunan Province, China (1993).

Christopher Glick holds an M. A. in Applied Linguistics from Indiana University. Prior to his current position at Hokkaido University, he worked at Indiana University's IEP, the Center for English Language Training. His research interests are motivation, materials development, and ESP.

Mark Holst is a Ph.D. candidate in applied linguistics at Edinburgh University and is currently a *gaikokujin kyoushi* at Hokkaido University. His interests include medical English, discourse, and sociolinguistics.

Alan S. Mackenzie is a part-time university lecturer at Waseda, Sophia, and Keisen Universities and at Tokyo Seitoku Junior College. The experiences related in this article are based on his position in Simul Academy, Ochanomizu, Tokyo.

Roger Pattimore was born in Winnipeg, Canada. He holds a bachelor's degree in English literature from the University of Winnipeg as well as one in French language and literature from the University of Victoria. Receiving a British Columbia Teaching Certificate in 1989, he taught on Vancouver Island for two years. He then attended Vancouver Community College's TEFL Certificate pro-

gram, followed by several months of volunteer teaching at Vancouver's Immigrant Services. He moved to Japan in 1992 and has worked for the Kasumigaura-machi School Board as an Assistant English Teacher since. He is currently studying for his Masters of Education in TESOL at Temple University, Tokyo.

Tammy Slater worked in Japan between 1986 and 1994, first as a English teacher and later as a writer and editor of English language materials. She is the author of several ELT textbooks published in Japan. At present, she is a doctoral student in the Department of Language Education at the University of British Columbia, Vancouver, Canada, where she also works as a research and teaching assistant in the Faculty of Education. Her research interests revolve around educational linguistics, visual literacy, and the assessment of scientific writing in the teaching and learning of English. She can be reached for comment at <tslater@interchange.ubc.ca>.

Joseph Tomei holds an M. A. in linguistics from the University of Oregon and is currently tenured faculty at the Kumamoto Gakuen University. His interests include Classroom Management and the application of cognitive linguistics in the classroom.

大和隆介 (Yamato Ryusuke)

所属： 北陸大学 (Hokuriku University)

略歴： 北陸大学外国語学部専任講師

インディアナ州立大学 (Bloomington) 応用言語学修士
研究課題は、言語習得における学習者の認知的側面

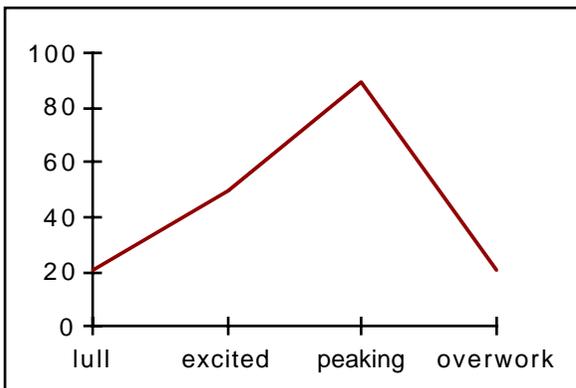
JALT Chapters are encouraged to submit a 900-950 word report (in English and/or Japanese) describing their activities, challenges, experiences, achievements, and opinions. This month, David McMurray, JALT National Treasurer, and David Brooks, JALT99 Co-Chair, describe the Metro and Non-Metro Chapter Exchanges that took place at JALT98.

Chapter Leadership Styles and Administrative Burdens

by David McMurray

At JALT98 a special open forum was held to allow members to exchange ideas on how to analyze and improve the performance of their chapters. Interested attendees came from Akita, Niigata, Kanazawa, Fukui, Hamamatsu, Okayama, Kitakyushu, Toyohashi, Tokushima, and Miyazaki. The members consider their chapters to be small or mid-sized, and operating in a non-metropolitan city. Their membership ranges from 22 (Fukui) to 61 (Niigata).

Most of the representatives brought posters to explain their chapter activities. Everyone was eager to share their stories. At the outset of the meeting, members defined themselves as belonging to a chapter which was showing a spark of activity or those experiencing a lull in activity. On a time graph measuring up to 100 percent performance, they might look like:



Members and officers who were excited with their activities felt their chapters were reviving from a lull in activity. Membership was rising, meetings were better attended. For example, Fukui is in a lull right now and suffers from a low number of members but their officers are eager to increase attendance at meetings and are excited about making this happen. Toyohashi has successfully emerged from an extended period of low membership and poorly attended meetings. Akita has jumped into a re-excited stage. Miyazaki, Kitakyushu are still peaking and enjoying lots of events and participation from officers. Representatives from the Okayama chapter thought that they had hit a high plateau. Unfortunately, officers from Kanazawa and Niigata were feeling overworked and ready to give up for a while. Lastly, Hamamatsu was identified as a chapter characteristic of suffering from a lull in activities.

Leadership was one major variable which emerged from

the testimonials of the attendees to explain the difference of stages in which the chapters found themselves. Varying leadership styles and charisma attract different proportions of Japanese and non-Japanese members and officers and varying levels of interaction with the community. Authoritarian chapter leaders work alone or tell their other officers exactly what to do. An authoritarian style permits rapid decision-making. Teachers who think of themselves as coaches often adopt this strategy. Volunteer chapter presidents who are very busy with their work and family life often just don't have sufficient time to share with other chapter officers. They find it easier to do the job by themselves, and often fear bothering their officers. A big disadvantage to this style is that other officers usually feel frustrated and even angry due to their lack of input. This could result in greater absenteeism at meetings and greater officer burnout especially when the leader is left to do much of the work by him/herself.

Laissez-faire chapter coordinators act as advisors and allow fellow officers to make most decisions themselves. This management style can increase officer creativity. Perhaps chapters experiencing a spark in activity are responding to this style. In addition, younger officers join the ranks and lots of ideas are generated. A disadvantage to this approach is that not all officers have the necessary experience or background to make these decisions. Chapters on their way up or that have reached the top often have democratic chapter managers who ask their chapter officers for their ideas and suggestions before first making decisions. Their chapter officers feel involved and have a greater self-worth with this management style. One disadvantage is that it can require a great deal of extra time and effort.

The grassroots meeting ended with members and officers agreeing to take these ideas on leadership and communication with their communities back to their non-metropolitan areas and see what they could do to help their chapters.

JALT Metro Chapter Exchange: Advancing Cooperation

by David Brooks

The JALT Metro Chapter Exchange is an ongoing grassroots discussion to address the situation of under-participation and lack of leadership among chapters, especially those in metropolitan areas, and to seek creative, practical solutions and suggestions for better meeting the professional development and educational growth needs of JALT members in both the large cities and other regions of Japan.

A group representing Tokyo, Omiya, West Tokyo, Yokohama, Osaka, and Kyoto met at the JALT98 Metro Chapter Exchange in November at Omiya. We were seek-

ing avenues for improving inter-chapter as well as Chapter/SIG communication and coordination, for the sharing of labor, publicity, Internet and information resources, and for cooperative planning to reduce officer overload.

Viewed solely from an administrative point of view, a solution may simply be sought by altering the structural organization of JALT. As a result, some proposals are being considered for easing chapter requirements for existence or even revising these requirements to make chapter membership optional. However, the central question remains: how can JALT as both a national and local organization foster interest and development in language teacher professional growth and actualize achievement in teacher knowledge, research, and reflective practice?

Improvements in the chapters' services as a way of making the above goal more achievable may take the form of:

1. Initiating a network of Metro Chapters for:
 - (a) cooperative planning of all-metro chapter events: meetings, fairs, workshops, mini-conferences;
 - (b) joint publications, such as combined newsletters, research monographs, teacher journals, lesson plans, or web sites.
2. Improving the links between the Chapters and the SIGs.
3. Making JALT meetings/events professionally attractive, e.g., giving some kind of credit or recognition for attendance and/or participation.
4. Learning from the experience of the successful Chapters/SIGs.
5. Collaborating on teacher development activities: peer coaching and mentoring, classroom action research support groups, exchange of teacher diaries or lesson exchanges.

Anyone interested is invited to contribute to a mailing list for the JALT Chapter Metro Exchange. You can find more information at <http://jmcx.listbot.com> where after signing up on-line, you'll be sent a confirmation request via e-mail. Once verified, send a message to jmcx@listbot.com to add your ideas. There is also a Web message board for posting ideas and discussing them at <http://www.delphi.com/jalt/>. Those without access to the Internet are welcome to address comments via fax to 042-358-9655, which will then be forwarded to the mailing list.

edited by sandra j. smith & oishi harumi

Tales from the Trenches: Stimulating Discussion

Christopher Glick, *Hokkaido University*

Problem:

Many instructors often complain that their students either cannot or do not want to discuss topics in class. For many students, confrontation, almost a requisite in many EFL textbook-style discussions, is something to be avoided, even if the topic is something they would truly enjoy discussing.

Solution:

To overcome such a barrier when you have pairs discussing binary topics (e.g., “Which is better, a fork or chopsticks?” or “The *kyoyobu* system is not good for students”), have students flip coins or do “jan-ken-pon” (rock, scissors, paper) to decide who will take

which side. In the above example, each pair decides who (A-san) will flip the coin. If A-san flips “heads” (or, on a ¥ 50 coin, the number or *bangou* side), A-san chooses “fork” (or agrees, depending on the question); if tails (the picture or *e* side), A-san chooses “chopsticks” (or disagrees). The discussion can now begin, with the coin taking the blame for the inevitable confrontation; true feelings (*honno*) are no longer threatened, so students can really enjoy attempting to fatally dissect each other’s reasoning.

While slow students might have a hard time understanding this concept initially (“But, teacher, I hate forks!”), they do catch on quickly. Most students also enjoy tongue-in-cheek warnings not to blind themselves or others with stray coins, if that is the option you choose for deciding sides.

Including Reading Material in an English Conversation Class

Ian Richards, *Tottori University*

Every week I have two English conversation classes of 25 and 30 students, one of first-year and one of second-year university students. Their levels vary somewhat, but fall mostly into the intermediate range, and they are quite well motivated if the class topic interests them. One way to find a suitable topic is to choose an article from an English language newspaper for discussion. Problems of shyness in this type of class can be overcome, I believe, if the teacher structures the lesson adequately. Here is a formula that I have been using, which has produced usefully noisy classes.

Choosing the Reading Material

Invariably, I choose a topic that my students already know a lot about. This means steering clear of topics such as international relations, current affairs, or even Japanese history and culture—topics which interest me—and concentrating on television programs, music, and occasionally sporting stars. Even music is tricky, because students’ tastes vary a lot. Television works best, and for this reason I always check the Thursday entertainment section of my English *Yomiuri Shinbun*. A recent article about Nasubi, a comedian on the popular show *Susumu Denpa Shonen*, was perfect for my needs. At that time, Nasubi had been living alone in a one-room apartment for months, and trying to survive by sending off postcards for free samples in Japanese magazines.

Organizing the Class

At the end of a class, I presented my students with the Nasubi article and told them to read it for the next week’s class. They were shocked by

the article’s length, but such Japanese newspaper articles are usually written in relatively uncomplicated English, and the students already knew the likely contents. I told them that this article would give them a foreign perspective on the program, that they should read it with their dictionaries, but that they did not need to understand every word. What they should understand were the main points, and they should be ready to come next week and tell me what those main points were—from memory. This further encourages them to read, and it is usually enough to ensure they prepare by reading properly. I do sometimes find a few students reading the article in the few minutes before class. Fortunately, their prior knowledge of the topic will usually carry them through.

I divide the students into groups of three. Then I give them three minutes or so to discuss the article in Japanese. This is a warm up, and it allows the stronger ones to help out the weaker. Then I stop them, and make them turn over their copies of the article so that they cannot be seen. I tell the students that they must each tell me something from the article they’ve read. It can be anything at all, a piece of information, a keyword or two, anything. I say that even one word is acceptable, but they must tell me something. Of course, I am very flexible about what I’ll accept from students, depending on their levels. For some, getting out: “His name is Nasubi” will be quite a mouthful, and my best students may give me a lot more. I am

ruthless about waiting until the students say something to me—I will not let them out-wait me—and I expect the next student to tell me something new, not merely to repeat what the previous student has said. This means that finding something to say gets harder with each new student. I select a couple of above-average students to go first, to get things rolling, then work my way through some of the weaker students and finish with the best.

Next, I hand out a sheet of six to eight questions based on the reading topic. Each group gets only one sheet, so that they must work together. These sheets have open-ended questions with many possible answers. With Nasubi, I asked such things as: “Think of a new nickname for Nasubi”; “What do you think is the biggest problem Nasubi has in his daily life? Why do you think so?”; and “If Denpa Shonen asked you to do this, would you agree? Why?” I appoint a leader who must speak for the group, and say that a group will get two points for each good, new answer for a question. They should think of as many answers as possible. I will record the names of the students in the group with the top score, and it will go towards their end-of-year mark. The students begin writing down answers on their sheets, using their dictionaries and discussing possibilities. I go around the classroom checking English (but not revealing anything to other groups). The students get about fifteen minutes to create answers.

Just before the question and answer session, I ask whether anyone has any questions about the English in the article. I wait until this point because I want to discourage the class from turning into a translation/grammar exercise. I want to encourage the students

not to worry about understanding every detail in something they read, as such perfectionism can often prove to be a barrier. “I think you already understand enough to answer these questions,” I tell them.

When the answer session (or answer orgy!) begins, a group leader must raise his/her hand to volunteer an answer. I take the first hand, then the next, and so on, so that the group leaders are soon competing for my attention. For every acceptable answer—even a frankly outlandish new nickname for Nasubi—I score two points beside the group’s number on the blackboard. Group leaders can answer more than once, until their stock of answers is exhausted. Soon the students produce even more answers while their opponent-group leaders are speaking. Gathering answers for a question can go on for a long time, sometimes until I close question and move on to the next one.

Often it takes five minutes to get through a question. It involves a lot of speaking, and volunteering to speak. After two or three questions, I appoint a new leader in each group, to make sure that someone else gets a chance to do the talking. With groups of three, everybody gets a chance. It makes no difference whether the leader is a confident speaker or not; the other members of the group will keep him/her supplied with things to say.

Quick Guide

Key Words: Speaking, reading

Learner English Level: Intermediate to advanced

Learner Maturity Level: High school to adult

Preparation Time: Minimal (selecting an article)

Activity Time: one 90 minute class period

Shared Reading Journals

Jasna Dubravcic, *Showa Women’s Junior College*

In spite of being aware that any assignments based on extensive reading may prevent students from enjoying reading, most reading teachers see a need to monitor students’ learning through some kind of a follow-up assignment. The most exploited follow-up seems to be writing a book report with a summary and reaction included. Looking for some ways to make writing about books more appealing to students while maintaining, or even increasing, their interest in reading, I decided to try shared reading journals with my students.

Definition

A shared reading journal is a highly interactive and communicative activity in which two students write to each other about books they read.

Students’ Task

At the beginning of the semester, students choose the

partner with whom they will correspond about the books they read. Each pair needs a notebook for writing their letters. They take turns in

writing letters and exchanging notebooks in class or out of class. To achieve fluency in reading and writing, each student should write at least one letter per week.

Since each journal entry is written as a letter, students should start it with a date and greeting and finish with a closing. What comes in between has three parts. The first part is the response to the letter they received and includes their comments about the book their partner is reading. They can express their opinions about the content and characters, comment on their partner’s reaction, or ask for some clarification of the summary.

In the second part of the letter, students write a summary of the book they have read. If they have not finished reading the book by the time their turn for writing comes, they can summarize only the part they read and continue it in the next letter. In this case, their partner will wait for the next letter with increased interest.

The letter ends with the third part, which includes students' reactions or opinions about the book. They are free to comment about what affected them most. For example, the focus of their reaction may include personality traits of a character, relationships between the characters, the reality of the plot, or their favorite part of the story. They can be also encouraged to look for any relevance of the story to their lives. Since very often students tend to present just general comments, a list of questions that they can address in their comments might help them.

Teacher as Monitor

A valid argument can be made that the teacher's access to students' letters might hinder genuine communication between students. However, since this a class activity initiated by the teacher to monitor students' reading and give them necessary guidance, there is a need for the teacher to step in. I usually collect students' notebooks once a week to read their letters and write my comments about their reading comprehension and writing. Since students may feel ashamed if their partner reads the comments that are not quite positive, I never write comments in the notebook but on a special comment sheet. Each student is given a comment sheet after each letter so that they know what improvements to make in their writing.

Regarding correcting grammar, usage, spelling, or other "form" mistakes, the literature on error correction has indicated that any corrections of this kind may prevent students from focusing on meaning. Moreover, having their corrected mistakes seen by their partner may make students feel embarrassed and turn their reading and thought-sharing into an unpleasant experience, particularly if they make more mistakes than their partner. On the other hand, some students expect the teacher to correct their mistakes and do not see a purpose for doing any writing assignment if their mistakes are not checked. This dilemma can be resolved by asking students whether they want to have their mistakes corrected, and if most of them want to, the teacher and students can agree on a number of corrections. If, for example, they decide on five corrections, the teacher will correct five mistakes, either choosing them randomly or targeting the ones that are more typical of this group of students. In this way, the fossilization of some mistakes may be avoided, while at the same time none of the students will feel embarrassed or discouraged since they all get the same number of red corrections.

Benefits

Changes in the students' reading and writing habits can demonstrate the benefits of shared reading journals. Reading their partner's letters may increase students' interest in reading. From their partner's letters, they can learn about other books and decide whether to read the same ones. Also, they may feel motivated

not to read less than their partner does, particularly if their partner is a more avid reader than they themselves are.

Regarding their attitude towards writing about books they read, students might try harder to do the assignments on time if they know that their partner is expecting a letter from them. They may not see doing this as an assignment but as a means of sharing what they read and their opinions with someone of their own age. I often remind students that this is like chatting about a movie with their friend in the coffee shop or over the phone in the real life.

Quick Guide

Key Words: Extensive reading, writing
Learner English Level: False beginning to advanced
Learner Maturity Level: High school to adult
Preparation Time: None
Activity Time: Varies

Book Reviews

edited by katharine isbell & oda masaki

Internet Resources: ELT, Linguistics, and Communication. Kenji Kitao, Ph.D. Tokyo: Eichosha, 1998. Pp. xxxix + 647. ¥11,650. ISBN 4-268-00298-7.

In *Internet Resources*, Kenji Kitao has compiled probably the most comprehensive and wide-ranging guide yet published for language learners, teachers, and researchers in Japan wanting to make better use of the Internet. Based on Kitao's own homepage <<http://ilc2.doshisha.ac.jp/users/kkitao/>>, the book begins by explaining what the Internet is, how it works, and what it can do, as well as warning of some of the problems encountered when using the Internet. Subsequent sections provide extensive listings of electronic mailing lists and World Wide Web sites organized into categories, such as TESL/TEFL, linguistics, communication, computer-related education, language testing, and learning English and Japanese. Many entries have a brief description of the content of the list or site, and for some there are detailed instructions for using the resource effectively. Whilst the vast majority of references are for sites in and about English, there are some resources dealing with other languages including Japanese.

Teachers who want to introduce students to the potential of learning English on the Internet will find a wealth of useful ideas in *Internet Resources*. I used it in my classes to help students access websites where they could learn English, find out about current events from on-line newspapers, set up keypal exchanges (electronic penpals), locate language schools for study abroad, read and contribute to electronic journals for English learners, and use mailing lists to share ideas and opinions with students of English in other countries. For each activity, I gave students a small selection of the references recommended by Kitao, guided them through one reference, and then let them explore the others by themselves. At the end of each class, students reported back to me by e-mail on how enjoyable the activity had been and which sites they had found most useful.

Kitao has also compiled many useful on-line teaching resources for the non-computer based class. One chapter is devoted to information about the U.S. and includes web sites on American geography, government, history, and holidays. Other chapters contain links to information about other countries, principally Australia and Britain. Lesson plans and teaching materials, for TEFL as well as literary, historical, social and cultural studies, are also listed.

Sections on jobs, teaching in Japan, publishers' sites, mailing lists, and electronic journals for TEFL/ TESOL and linguistics all suggest how teachers can use the Internet for their own professional development. For those involved in research and writing, Kitao has information about publishing on the Internet and academic search tools for accessing libraries, databases, and other on-line collections of journals and articles.

The book's main drawback is its size. With 55 chapters and a table of contents that alone runs to 25 pages,

Internet Resources takes a while to get used to, ironically reproducing some of the problems of navigating through cyberspace itself. The price may also be more than some want to pay for a personal copy, but every language teaching institution should definitely have at least one copy for reference.

A final reservation is that, although the book explains fairly clearly how to use the various elements of the Internet, there are more concise and accessible guides available for those about to take their very first steps into cyberspace. But for those, like myself, who have had some experience on the Internet, and want to know more about what is out there and how to navigate through it, *Internet Resources* will be an inspiring and invaluable guide.

Reviewed by Michael Nix, Chuo University,
Tokyo University of Foreign Studies, Waseda University

Computer Literacies: Working Effectively with Electronic Texts. Chris Corbel. Sydney: National Centre for English Language Teaching and Research Macquarie University, 1997. Pp. iv + 137. \$29.50 AUD. ISBN 1 86408 330 1.

Complemented by a diskette containing sample files, *Computer Literacies: Working Effectively with Electronic Texts* is a course "about transferring your existing literacy skills from paper-based texts to electronic texts" (p. 1). The Introduction outlines course goals, ideal software requirements (Microsoft 6.0 or 7.0, Encarta, Netscape, PowerPoint, and Internet Assistant), prior user knowledge, and content organization.

The format of the Reading Unit and the Writing Unit is similar: a preview, a specific application and related learning goals, step-by-step operations to various sub-categories of the application, suggestions for further information, and a section summary table. Common characteristics of electronic texts are thematically discussed within the framework of visual impact, interactivity, modularity (windows and screens), navigability, search commands, and integration.

The Reading Unit is divided into five sections, focusing on reading strategies for task-support hypertext, exploratory hypertext, web pages, presentations, and word-processed documents respectively. For example, Reading a Word-Processed Document provides both a paper-based version in the book and an electronic version on diskette of the same document to enable the learner to compare and contrast the two realizations of the same text. In contrast to paper-based text, the electronic text exists in an environment with visual indicators (icons, buttons, toolbars); interaction capabilities (zoom, view, editing); modular structure in the form of screens as pages; textual navigation options (bookmarks, scrolling); search functions (find, go to); and integration possibilities within and across applications.

The three sections in the Writing Unit discuss writing a word-processed document, a presentation, and a web page. Transitioning from the Reading Unit material, Writing a Word-Processed Document, for example, focuses on only "three of the six electronic textual characteristics: modularity, interactivity, and navigability" (p. 79). The student is afforded an opportunity to experiment with writing modularity by converting and

modifying an outline, changing content order, creating an outline, inputting and editing text, and numbering in that sequence. Interactivity touches on overall document appearance, templates, formats, and edit commands while navigating the document includes hands-on activities with links and footnotes.

The final unit, *Computer Literacies*, provides suggestions for working effectively online and creating imaginative uses for electronic texts. A categorization of skills in a performance checklist, a 12-word glossary, and 18 current references complete the book.

Computer Literacies provides overviews of software applications, using them principally as vehicles for a beginning exploration of the thematic concepts. The intended audience is native speakers of English who desire either an intellectual formulation of features common to a variety of commercial packages or a cognitive rehearsal for future in-depth, more conventionally sequenced instruction. The seasoned veteran of computer applications will find an explicit accounting of what has been implicitly assimilated through use and, as a result, will enjoy the book as a captivating interpretation of the electronic text. For the novice, the course employs technology educationally in order to develop an awareness of the possibilities deep in the computer, thereby aiming to lead the student to enhanced academic productivity, efficiency, and achievement. The classroom teacher in an ESL setting is strongly advised to assess student readiness for instruction in this area and to exercise caution to ensure that the learner is familiar with basic computer operations—including saving to and retrieving from diskettes—and terminology; has the appropriate level of English to tackle both the practical and conceptual explanations; and can work independently with printed directions.

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

Building TOEIC/TOEFL Test Taking Skills (Student

book). Douglas E. Forster and Richard Karn. Tokyo: Aratake Publishing, 1997. Pp. v + 146. ¥1,800. ISBN 4-87043-134-3.

Building TOEIC/TOEFL Test Taking Skills is intended for a relatively select group of students who wish to prepare simultaneously for both the TOEIC and TOEFL exams, and who already have a familiarity with and understanding of the format of both tests. It is stated on the cover slip that the text is “appropriate for use in university English course tests”.

The book is neatly divided into two main parts entitled Listening Comprehension and Reading Comprehension respectively. Within each part similar sections on the TOEIC and TOEFL exams are compared. For example, in the listening part there is a chapter which compares the TOEIC Part III and TOEFL Part A listening sections. In each chapter the relevant test instructions are briefly introduced in Japanese and English. A test taking strategy, such as scanning the initial “Wh-” question words in the multiple choice answers first before listening to the recording, is introduced. Test examples follow with an explanation of the answer choices. Additional practice exercises follow these.

A tape script with answers for the listening sections is provided at the back of the book and can be easily

detached and used separately—a simple but useful feature which is often neglected in many other similar publications.

Charts are used effectively to present and summarize key information for students. For example, a chart on page 9 contrasts high frequency conjunctions of time such as “already-as-after” and a chart on page 14 lists high frequency homonyms and words with similar but not identical sounds. My students in a TOEIC exam preparation course found these useful since the charts served to heighten their awareness of specific language items. In further work, I asked the students to brainstorm and complete similar charts with their own examples in small groups. Students then gave an example sentence using the homonyms from their chart. Listening carefully, the other students deduced the meaning of the homonym from the given context.

There are too few explanations of the idioms which are provided as answers to the conversation completion exercises. These could be covered in more depth. With regards to vocabulary, there is nothing mentioned in the text which alerts students to or prepares them for one major difference between the TOEIC and TOEFL exams. The TOEIC contains vocabulary related primarily to business contexts including such things as standard business letters in the reading section while the TOEFL exam has a vocabulary connected to college life and related subjects. Indeed the exams are generally intended for two different purposes; the TOEIC for screening prospective job applicants in Japan and the TOEFL for preparing college level students for overseas study.

The idea of comparing similar test taking strategies for the two exams is attractive. However, teachers and students must be made aware that the strategies employed are similar but not identical. Treating similar strategies as if they are identical is misleading and confusing for the students. Perhaps focussing on clear differences between the tests might be more effective than comparing similarities.

In conclusion, combining test taking strategies for two different tests in one book means that neither test is covered in sufficient depth for students in this one volume. Since the vast majority of students in Japan prepare intensively for either the TOEIC or TOEFL exam at one time, a text book which focuses on just one test would be of more practical use to the vast majority of students and exam preparation course teachers.

*Reviewed by Nathan Edwards and Tomoko Sugihashi, Tokyo
YMCA College of English (Senmon Gakko)*

Effective Socializing (Student's Book). Jeremy Comfort. Oxford: Oxford University Press, 1997. Pp. 88. ¥2,700. ISBN-0-19-457096-7. Video (21 mins.), ¥24,000. ISBN-0-19-459005-4

The importance of matching commercial EFL materials to the needs of teachers and students has received considerable attention in the literature over the past decade (see Brown, 1995; Nunan, 1995; Scarino, Vale, McKay, & Clark, 1988). Recent growing demand in Business English resources, rather than making a teacher's task of choosing the appropriate ones more “daunting” (Balance, 1998, p. 45), better allows for these specific needs to be met.

Effective Socializing, one of the Oxford Business English Skills series, is an advanced-level course "designed for professional people who need to use English in social situations, within and beyond the work environment" (back cover). In addition to the Student's Book and video reviewed here, there is also an audio cassette and Teacher's Book available. Unlike most sets of course materials, however, this one is designed around the video component which "acts as a focus for all the activities contained in the Student's Book [and] is essential as the starting point for each unit" (p.4, Introduction). The course's eight units follow the experiences of two business people (one Danish, one Spanish) who are visitors to a British engineering firm. We see them being welcomed to the company, getting to know staff in the workplace, going to the CEO's place for dinner, and socialising in the pub. Each unit is divided into three sections, which correspond to the three goals of language learning (Scarino et al., 1988), namely: communication skills, language knowledge and socialising practice.

Despite being theoretically sound, capably acted, and well produced, the video's approach falters with the presentation of learning material. Each unit presents us with two versions of the same social situation in scenes lasting about one minute and twenty seconds each. Version 1 models inappropriate behaviour which leaves the visitors feeling confused or upset; version 2 suggests a more appropriate model for successful communication. This manner of presentation is questionable on two counts: firstly, it gives unnecessary coverage to a form of behaviour we do not want students to model; and, secondly, because it presumes that learners from non-English speaking backgrounds will either not share, or not understand, the cultural values presented here. It is clear that polite social behaviour has a recognisable common denominator, irrespective of your cultural background. I am sure that social faux pas such as ignoring your guests would be deemed just as inappropriate in Japan, as in Europe.

On the positive side, sections of the Student's Book worked well in my classes, including the Language Focus (formal vs. colloquial speech; idiomatic expressions) and Culture Notes (taboos; women in the workplace). Changing trends in British English usage were noted and the importance of context (pub vs. office) and participants (business associates vs. friends) in determining appropriate speech were emphasised. I also liked the inclusion of video transcripts and answer sections in the Student's Book, though this left the main body of the text a little light at 47 pages.

Although commercial videos can be effectively employed as classroom resources, deeming them "essential" components of a course could limit their suitability, given the initial purchase costs and limited learner access. Being confident and polite in social situations is not only an important part of business behaviour, but could equally apply to any context in a general EFL resource. Notwithstanding the reservations expressed about the video component of the course, I could recommend *Effective Socialising* especially to advanced-level Japanese learners planning an extended stay in Britain.

Reviewed by John Luff, University of Southern Queensland

References

- Balance, T. (1988). Review of Video Conference. *The Language Teacher*, 22 (8), 45.
 Brown, J. D. (1995). *The elements of language curriculum*. Boston: Heinle and Heinle.
 Nunan, D. (1995). *Language teaching methodology*. Hemel Hempstead: Phoenix ELT.
 Scarino, A., Vale, D., McKay, P., & Clark, J. (1988). *The Australian language levels guidelines*. Canberra: Curriculum Development Centre.

Recently Received compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of March. Please contact Publishers' Reviews Copies Liaison (address p. 2). 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

- *Brown, D. (1999). *Voyages 1* (students', workbook, teachers', cassette). New Jersey: Prentice Hall Regents.
 *Chinnen, C. (1998). *English live* (students', teachers', cassette). Fukuoka: Intercom Press Inc.
 *Cronin, J. (1999). *English 101* (students'). Kyoto: Artworks Int.
 !MacGregor, L. (1999). *Pathfinder 1* (students', teachers', cassette). Tokyo: Macmillan.
 !MacGregor, L. (1999). *Pathfinder 2* (students', teachers', cassette). Tokyo: Macmillan.
 *Wilson, W. & Barnard, R. (1998). *Fifty-fifty 2* (students', teachers', cassette). Singapore: Prentice Hall ELT.

Grammar

- Folse, K. (1998). *Clear grammar 2: Activities for spoken and written communication*. Ann Arbor: University of Michigan Press.

Listening

- *Ardo, S. (1996). *Management English listening* (students', cassette). Egypt: Prentice Hall Phoenix ELT.

Reading

- *Saitz, R. & Stieglitz, F. (1998). *Workout in English: A reader workbook* (students', test pack). U.S.A.: Prentice Hall Regents.

Writing

- *Gabrielli, R. & Harris, J. (1996). *Write about it, talk about it* (students', teachers'). Fukuoka: Intercom Press Inc.
 *Rooks, G. (1999). *Share your paragraph* (students', teachers'). New Jersey: Prentice Hall Regents.

Still Available

To receive a list of materials not requested during 1998 and still available for review, contact Publishers' Reviews Copies Liaison (p. 2).

Memorial to a Friend and Teacher

Shigeo Imamura

On December 24, 1998 many in the EFL profession lost a friend and for those of us in JALT we also lost a valuable member. Our Past President passed away on December 24, 1998 after suffering from cardiovascular complications. A quiet ceremony was held for his family, friends, and colleagues on December 25, 1998 in Himeji. The JALT membership was represented at the funeral and offered a remembrance to the grieving Imamura family.

Shigeo Imamura's life spanned two cultures. He was born and brought up in California until age ten. Then he travelled to Matsuyama, Japan and finished elementary school through college. He went back to the U.S. where he received an M. A. degree in Linguistics from the University of Michigan. He then took the position of instructor of English at Ehime University until he was offered a position as associate professor of ESL at Michigan State University. Returning once again to Japan after 20 years in the U.S., he taught as professor of English at Aoyama Gakuin University for six years, and then became director of the Language Institute of Himeji Dokkyo University. He remained teaching at Himeji Dokkyo University until the end.

The JALT electorate chose him to be their Vice President in 1991. When asked by the JALT executive board to fill a vacancy at the presidency he gracefully accepted. During his tenure with JALT he coined our current name in English, The Japan Association for Language Teaching.

Many members remember him best for his ability to bridge the Japanese and foreign members community in JALT. He happily celebrated with many at the 20th anniversary of JALT at JALT94 in Matsuyama and he also officiated at JALT95 in Nagoya. He was mentor for English students in America and all around Japan. Many of his students have gone on to be excellent teachers of English. We will all remember him well.

*With respect,
David McMurray, Immediate Past-President of JALT*

JALT News

edited by thom simmons

The first JALT Executive Board of 1999 met January 30 and 31 to deliberate, consult, consider, and finally vote on an operating budget for the period ending March 31, 2000. The Board was presented with a draft budget that proposes a break-even balance. This was the first time this has happened in five years. National Treasurer David McMurray and his Finance Committee team of Amy Hawley, Tadashi Ishida, Barry Mateer, Motonobu Takubo presented the national budget to the Executive Board. Total revenues are being forecast at ¥93,810,881. Membership revenues are forecast to remain stable, advertising in *TLT* will fall and conference revenues are

expected to drop. To make up for the lower revenues, the executive board was asked to consider accepting a plan to keep expenses under ¥93,810,881. This can be achieved by reducing meeting costs, keep administration low, cut volunteer officer budgets by more than 20 percent, hold the line on conference spending and to decrease publication expenses. Due to the need to place information in *TLT* well in advance of the actual events, we will also post this information in a more timely manner on the JALT JENL Web page at <<http://www.seafolk.ne.jp/kqjalt/jenl.html>>

1999年度第一回JALT執行委員会が1月30日と31日に開催され、慎重な審議を重ねたうえで、2000年3月31日を期限とする予算に対する投票を実施しました。予算案は損益なしのものとして提示されました。これは過去5年では初めての出来事です。会計委員長David McMurrayと財務委員会は予算案を執行委員会に提示しました。歳入

予定として93,810,881円が計上され、会費収入は現状維持、TLTへの広告収入及び年次大会収入は減収が想定されました。歳入減少を補填するため、執行委員会は歳出予定を93,810,881円以下に押さえることを提示しました。これは、会議費、執行予算の削減、ボランティア役員予算の20%以上削減、年次大会支出の維持、出版費用の削減により可能となります。4月号で詳細をお知らせいたします。今後のTLT、またはJALT Web pageで詳細をご覧ください。

Bulletin Board

edited by david dycus & kinugawa takao

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

Bulletin Boardへ投稿ご希望の方は、要約やアウトラインの形式ではなく、column editorの指示する段落形式に従ってご投稿ください。

投稿募集投稿募集-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、教科書の使用、授業のための教師による教材作成、教材の出版、そして、専門の教材作成者などとして、何らかの形で教材に係わっています。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（できれば、英文要旨を添付してください）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。

Call for Papers: TLT Special Materials N-SIG Issue—A special issue of *The Language Teacher* focusing on materials is scheduled for publication in March 2000. Almost every teacher is involved with materials in some way, either by using materials, creating their own materials for the classroom, publishing materials themselves, or publishing materials professionally. We especially invite submissions in either English or Japanese (if possible, please include an abstract in English) of feature, opinion, and perspective articles that provide a principled framework for materials production. We are hoping for articles with a broad appeal, ranging from materials for children to adults. Any materials publishers with new textbooks or coursebooks (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 Haitus 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 Hagino Hiroko, 5-26-31-101 Nakano, Nakano-ku, Tokyo 164-0001; tel/fax (03)3319-0046; <hhagino@twics.com>.

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。

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) reside 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 taken on an ongoing basis.

Of National SIGnificance

edited by tom merner

Bilingualism

<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 the 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://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, 1999 with events on the 21st and 24th 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 ongoing *call for papers* in the following categories: Features Section, Notes from the Chalkface (articles about successful classroom tech-

niques) 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> 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。

Materials Writers

Materials Writers is dedicated to continually raising the standards in the creation of language teaching materials, in all languages and all media. To receive a sample copy of our newsletter, please contact the coeditors at <cjpoel@zb3.so-net.ne.jp>.

教材開発部会は常にあらゆる言語のあらゆる媒体における言語指導教材開発の水準向上を目指しております。会報の見本をご希望の方は編集担当者<cjpoel@zb3.so-net.ne.jp>までご連絡ください。

Professionalism, Administration, and Leadership in Education

<<http://www.voicenet.co.jp/~davald/PALEJournals.html>>

Our N-SIG has webbed its Dec 1998 *Journal of Professional Issues* at <<http://www.voicenet.co.jp/~davald/PALE1298.html>>. The focus is on employment abuses at Kumamoto Prefectural University (8 articles), plus an essay on the rights of renewable-contract workers.

当部会会報『Journal of Professional Issues』1998年12月号が<<http://www.voicenet.co.jp/~davald/PALE1298.html>>にアップロードされました。熊本県立大学での雇用問題(8記事)や更新可能な雇用契約労働者の権利等に関する記事が中心です。

Teaching Children

The Teaching Children N-SIG provides a forum for language teachers of children. Our quarterly newsletter, *Teachers Learning with Children*, addresses practical teaching methods and issues in this field. The focus of the January 99 issue is Phonics and the April 99 issue is Using Picture Books in the Classroom and Reading.

児童教育部会は子供を教える教師の皆様のためのフォーラムを提供しております。年4回発行の会報『Teachers Learning with Children』は児童への語学指導に関する事例や実用的な指導案等を掲載しております。99年1月号は「フォニックス」、4月号は「絵本の導入」と「リーディング」を特集します。

Teacher Education

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

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

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。

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ス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-SIGs in the Making

Foreign Language Literacy

Attention: There has been a change in policy. Members of forming SIGs must also renew every year. Please rejoin the FL Literacy SIG by writing "FL LIT SIG" on the *furikomi* form and adding ¥1500 to the payment. Sorry for the inconvenience, but it can not be helped. Thanks for your continued support.

御知らせ: JALTの方針変更に伴い、申請中の分野別研究部会の会員も毎年会員資格の更新の必要あることとなりました。JALTの会員資格を更新するときに、振り込み書に「FL LIT SIG」と書き、支払い総額に部会費¥1,500を含めて下さい。ご迷惑をおかけして、申し訳ありません。

Other Language Educators

The OLE forming N-SIG has put out its Newsletter 13, featuring an article by Jack Kimball, on "communicative" alternatives, and also containing information on sites for learning other languages beyond English. The newsletter also includes complete information on submissions to JALT99. OLE is submitting papers for an N-SIG-Forum and a German and possibly a French workshop. We have also submitted two papers for the JALT98 proceedings. A number of local activities are in planning.

当部会会報13号が発行となりました。様々な記事の他、英語以外の言語の学習に関連したサイトに関する情報や、JALT99への応募方法の詳細等を掲載しております。OLEでは、N-SIGフォーラムとドイツ語およびフランス語のワークショップを開催する予定です。各地での活動も計画中です。

N-SIG Contact Information

Bilingualism-Chair: Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>
Computer-Assisted Language Learning-Coordinator: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-4-0341(w); <holmes@nucba.ac.jp>

College and University Educators-Coordinator: Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

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

Japanese as a Second Language-Coordinator: Haruhara Kenichiro; t: 03-3694-9348(h); f: 03-3694-3397(h); <BXA02040@niftyserve.or.jp>

Coordinator: Nishitani Mari; t: 042-580-8525(w); f: 042-580-9001(w); <mari@econ.hit-u.ac.jp>

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

Learner Development-Coordinator: Hugh Nicoll; t: 0985-20-4788(w); f: 0985-20-4807(w); <hnicoll@miyazaki-mu.ac.jp>

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

Professionalism, Administration, and Leadership in Education-Membership Chair:

Edward Haig; f: 052-805-3875 (w); <haig@nagoya-wu.ac.jp>

Teaching Children-Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952;

<aleda@gol.com>[English]; <elnishi@gol.com>[Japanese]

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

Testing and Evaluation-Chair: Leo Yoffe; t/f: 027-233-8696(h);

<lyoffe@thunder.edu.gunma-u.ac.jp>

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

N-SIGs in the Making

Foreign Language Literacy—Joint Coordinator (Communications): Charles Jannuzzi; t/f: 0776-27-7102(h); <jannuzzi@ThePentagon.com>

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

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Ibaraki: *December 1998—Exclusionist Policies*, by Tony Laszlo. Commencing with the 1903 case of Lafcadio Hearn, the presenter reviewed and familiarized us with the historical situation of foreign English teachers on yearly contracts for Japanese universities. In 1982, suddenly many *daikokujin kyoshi's* jobs were terminated. Quietly, but firmly, Laszlo informed us of the degree of legal protection foreigners in either private or national universities might expect. Finally, we were made aware of certain measures that might be taken if jobs were threatened or lost. The presenter concluded with the opinion that striving to improve this situation is in the interests of all if Japan is to continue attracting highly qualified academics throughout the world. (*Reported by Joyce Cunningham*)

Kitakyushu: *October 1998—Multicultural Families*, by Yoshida Kensaku, Ryan Makoto Takeuchi, Miyuki Choi Takeuchi, and Dominic Marini. Yoshida Kensaku related his personal experience of attending elementary school in North America, where he quickly learned English without help from home or special English classes at school. Upon returning to Japan for junior high school, he found himself unable to read or write Japanese. Despite feeling neither Western nor Japanese, acceptance by friends and parents eventually raised his self-esteem. According to Yoshida, a bilingual is not a person with two separate identities but a person with a unique identity based on both languages and cultures.

Ryan Takeuchi shared his experience of growing up as a third-generation American of Japanese descent in Hawaii. Only after moving to Japan did he realize that many customs he had taken for granted as American were Japanese in origin. Since the birth of their children, he and his wife have used the one-parent, one-language approach in order to give their offspring a broad exposure to their parents' languages and cultures.

Miyuki Takeuchi talked about how she came to appreciate and love the culture and language of Japan, her country of birth, Korea, where she studied and worked after college, and the United States, where she lived with her husband. She expressed confidence that people are learning to abandon past divisions in order to live together in greater understanding and harmony.

Dominic Marini's childhood was spent living in Spain and Canada for part of each year. From his own experience of forgetting and relearning English and Spanish, he assured parents that children are resilient and can handle the stress of a bilingual upbringing. He concluded that identity does not become a problem for a multicultural child until others begin to question it. (*Reported by Margaret Orleans*)

Nagasaki: *November 1998—Learner Autonomy*, by Keni Dam and David Little. Leni Dam opened the presentation by explaining the meaning of learner autonomy. She defined it as a situation in which a learner is willing and capable of taking control of his or her own learning. According to Dam, this does not entail an abdication of responsibility on the part of the teacher, but rather creates room for negotiation and discussion about different learning needs, purposes, and styles. For example, a sample plan of a teaching/learning class would begin with the teacher fostering a positive environment and presenting some useful activities, followed by learner initiated and directed activities such as planning or sharing homework. It might also involve individual, pair and group exercises, and evaluation. The class would close with a plenary session featuring joint work, events, or feedback.

David Little gave a theoretical overview, reiterating that learning is both dependent and independent, rooted in socially interactive communication used as a channel for skills and knowledge. (*Reported by Timothy Allen*)

Nara: *May 1998—The Black American English Controversy*, by Kathleen Yamane. The presenter discussed the recent Black American English or "Ebonics" controversy. In December of 1996, the Oakland Board of Education in California officially adopted the position that Ebonics was a separate language, equivalent to other second languages.

A quarter of all children in California are defined as being of "limited English ability." State law mandates that they receive help in their mother tongue. For this purpose, the state allocates \$300,000,000 annually, of which 80% goes to Spanish language programs, with the remainder spread among 50 other languages.

In Oakland, 53% of all students are African-American. In 1996, 64% of Oakland students receiving failing grades and 19% of non-graduating students were African-Americans. These figures prompted the Oakland proclamation on Ebonics. According to the official statement, Ebonics is linguistically based, and developed from African languages that bear no relationship to English. The Oakland Board of Education adopted this interpretation mainly to tap into the California state funds for separate language classes. After this controversy received extensive media coverage, the weakness of this interpretation became evident.

One of the arguments voiced in favor of Ebonics as a separate language was that the "th" sound, so prominent in English, is totally absent from both African languages and Ebonics. While true, the "th" sound is also unique to English and absent from all the world's other languages. Another argument in favor of Ebonics was use of the double negative in Black American speech. This form is alien to modern English, but Middle English is filled with such negatives, which have only recently disappeared from the English language. In a similar manner, other supposedly sophisticated arguments in favor of Ebonics as a separate language were proven erroneous. (*Reported by Larry Walker*)

Chapter Meetings

edited by malcolm swanson & tom merner

We would like to remind all chapters that announcements may be submitted in English and Japanese. We warmly encourage chapters to take advantage of this option in order to provide information that *all* your members can enjoy.

当コラムの支部会合案内は、英語・日本語2 か国語で掲載していただけます。会員の皆様すべてに情報が行き渡るよう各支部とも2 か国語での会合案内をお勧めいたします。

Malcolm Swanson, Tom Merner

Kyushu—Event 1999 Pan-Kyushu Hanami Retreat. Following from the success of last year's event, Kitakyushu plays host to this year's Pan-Kyushu Retreat. This is a chance for JALT members in the Kyushu region to network and take part in workshops and discussions on topics ranging from professional development to regional growth. This year's special guest is JALT President, Gene van Troyer. *March 27-28; Hita, Oita-ken, ¥8,000 including accommodation and meals. For full information, contact Dennis Woolbright; t/f 093-583-5526, ldw@seafolk.ne.jp; website <http://www.seafolk.ne.jp/kjalt/>*

昨年の成功に引き続き、北九州支部主催による今年の九州地域会合を3月27-28日に大分県日田市で開催いたします。九州地域のJALT会員がネットワークを広め、自己開発や地域発展等様々な話題に関するワークショップや討論に参加する良い機会となります。今年の特別ゲストはJALT会長Gene van Troyerです。参加費は宿泊・食事代を含めて8,000円となります。詳細は、Dennis Woolbright; t/f 093-583-5526, <ldw@seafolk.ne.jp>または上記URLのページまで。

Chiba—Taking Gay Issues Out of the Classroom, by Kathy Riley, Tamagawa University. This workshop will present one approach to discussing sexual orientation in the language classroom by allowing audience members to hear how U.S. elementary school children learn about diversity. A short film will be shown, followed by a discussion. *Sunday, March 28, 11:00-1:00; Chiba Community Center (Chiba Shiyakushomae Stn)*

Fukuoka—A Realistic Look at Goal Orientations in College EFL Learners, by Neil McClelland. In an attempt to better understand his own students, the speaker surveyed 150 sophomore EFL learners about their perceptions of the usefulness of learning English. The orientations that emerged coincide with the findings from research in other EFL contexts, and emphasize the importance of intrinsic factors in the analysis of motivation of foreign language learning. *Sunday, March 28th, 2:00-5:00; Aso Foreign Language Travel College, Hakata-ekiminami 2-12-24; one-day members ¥1,000.*

Neil McClelland氏が150人の大学2年生を対象に行った英語学習の有益性に対する考え方の調査を紹介することで、外国語学習の動機分析における内在要因の重要性を示します。

Hamamatsu—Are You Ready to Reinvent Yourself? International and Global Management Topics, by Daniel L. Gossman. The presenter will motivate people in the audience to look at what they do, how they do it, and why they do it, by focusing on their actions in the classroom, and asking questions to spark a lively discussion. He also approaches the language classroom from the point of view of integrating intercultural ideas into the

study of language. *March 21, 1:00-4:00; Create Hamamatsu; one-day members ¥1,000*

Daniel L. Gossman氏が参加者の教室内での行動に注目すること、また活発な討論のための質問をすることでそれぞれの行動の考察を促します。また、語学学習と異文化教育との統合という視点からも語学授業を捉えます。

Hokkaido—Fostering Learner Autonomy: Listening Strategy Training and Practice, by Sean & Lois Scott Conley. A practical presentation of listening strategy training where students learn *Before, During, and After* techniques that they can use in class (intensive listening) or out of class (extensive listening). This will be followed by a demonstration of a *music lesson* that students teach to each other. *Sunday, March 28, 1:30-4:00; HIS International School; one-day members ¥1,000.*

SeanとLois Scott Conley両氏が、教室内及び教室外でのリスニングにおいて学生が活用できる聞き取りの前、最中、後それぞれにおけるスキルの習得のためのリスニング方略トレーニングを紹介するとともに、学生がお互いに教え合う音楽レッスンを紹介します。

Ibaraki—There are no events planned for March.

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 foreign language instructors from elementary and high schools, universities, language schools and corporations to step forward.

Chapter funds can be used to invite local teachers to share their stories from the classroom, host a book fair, to bring in well-known teachers from around Japan, JALT99 Main Speakers from overseas, or 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>

現在1999年度開催予定の会合がございません。地域の先生方を招いて教室内での経験をお話しいただいたり、教材展の開催、また全国各地の有名な先生方やJALT99の基調講演者、インドネシアからの招聘教育者を招いて支部会合を開催する資金がございます。岩手支部では、再組織のために地元の小学校から大学、語学学校等の語学教員や企業内語学指導員等の参加を求めています。リーダー等の経験は必要ありません。興味のある方は、JALT事務局またはDavid McMurray; t/f: 0776-61-4203; <mcmurray@fpu.ac.jp>までご連絡ください。

Kitakyushu—1999 Pan-Kyushu Hanami Retreat See above for details. My Share: First Day Activities, by Malcolm Swanson, Kinki Daigaku; Peg Orleans, Meiji Gakuen High School; Christopher Carman, Sangyo Ika Daigaku. As experienced teachers will say, the first lesson with any class is the most important, for it sets the tone for the year. The three speakers will demonstrate activities to get your new classes started off with excitement, motivation, and stamina!! *Saturday, March 13, Kitakyushu International Conference Center, Rm. 31; one-day members ¥500.*

Kobe—Increasing Involvement and Motivation in the EFL Classroom, by Richard Walker, Addison Wesley Longman. Through a variety of activities and techniques related to the key aspects of pair and small group work, the aim of this presentation will be to show that it is possible both to motivate and teach communicatively,

even in large classes. Ideas and activities will be drawn from the new edition of *English Firsthand Gold. Sunday, March 28; Kobe YMCA, 4F, LET'S (078-241-7205); one-day members ¥1,000.*

Addison Wesley Longman出版のRichard Walker氏がベアや小グループに最適なアクティビティーや指導法の紹介を通して、多人数のクラスにおいてもこれらを使用することでモチベーションを与え、コミュニケーションに指導できることを示します。

Matsuyama—The Net: Positive Possibilities and Impacts in Educational Field and How to Apply It to Your Class, by Seike Masaki, Matsuyama School of Business. Introducing the Internet to students is of great interest to language teachers recently. The speaker will introduce several Internet projects, and show how he uses computers in his lessons. *Time? Place? Fee?*

Miyazaki—Jigsaw Crossword Puzzles and other Activities for Conversation Management and Lexical Review, by Keith Lane, Miyazaki International College. This presentation introduces an original cooperative learning activity, the *Jigsaw Crossword Puzzle*. By playing and making puzzles, participants will learn how to use them to provide reinforcement for vocabulary, and opportunities for conversational improvement. This presentation will be of interest to teachers from the junior high to college level. *For information and a fax map to the venue, please contact Keith Lane at 0985-85-5931, or fax 0985-84-3396.*

Nagoya—There is no event planned for March.

Omiya—Alternative Uses of Media, by Keiko Kikuchi, Daito Bunka University; Sanae Saito, Rikkyo University; Shoko Ito, Sagami Women's University. Kikuchi will share her experiences teaching in fully equipped language labs, using English pop songs and videos. Saito and Ito will present activities they use to introduce media literacy in a communicative English class. You are welcome to join us for the presentation and explore issues in media education. *Sunday, March 21, 2:00-5:00; Omiya Jack, 6F; one-day members ¥1,000.*

大東文化大学のKikuchi Keiko氏は、LL設備を完備した環境での英語の歌やビデオを使っての語学指導経験について、立教大学のSaito Sanae氏と相模女子大学のIto Shoko氏は、コミュニケーションな授業へのメディアを導入するためのアクティビティーを紹介します。

Shinshu—The Shortest Poem in the World Teaches Vocabulary, Pronunciation and Communication, by David McMurray, Fukui Prefectural University. This workshop will encourage you to introduce haiku to your students. Language teachers in Japanese high schools and universities use English haiku to teach pronunciation, oral communication, vocabulary and composition. Students frustrated by grammar, but eager to share their feelings are motivated by how a few nouns and verbs can express so much. *Sunday, March 7, 2:00-5:00; Agata-no-mori Bunka-kaikan, Matsumoto-shi; one-day members ¥500.*

福井県立大学のDavid McMurray氏が、文法学習に苛立つ学生たちの指導に数少ない名詞と動詞によって多くを表現できる俳句を取り入れることで語彙力、発音、コミュニケーションを効果的に指導する方法を紹介いたします。

Tokushima—From Toddlers to Teenagers: Creative Ideas for Today's Teacher, by Rachel Wilson, ELT Consultant. For further details, please contact us. *Sunday, March 7, 1:30-3:30; Seishonen Center; free to all.*

Yamagata—Pronunciation Difficulties, by Roger Mahler, Yamagata Prefectural Government. This presentation will focus on the difficulties with pronunciation experienced by Japanese learners of English. *Sunday, March 7, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

Yokohama—Program to be announced. Please call for info. *Sunday, March 21, 2:00-4:30; Gino Bunka Kaikan, 6F; free to all.*

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@jiu.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.ktam.or.jp>
Gunma: Wayne Pennington; t/f: 027-283-8984; <jk1w-pgn@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-hmtn@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@nnetown.or.jp>
Kagawa: Alex MacGregor; t/f: 087 851-3902; <canstay@niji.or.jp>
Kagoshima: Yamada Tamiko; t/f: 099-265-4337; <QYK07534@niftyserve.or.jp>
Kanazawa: Bill Holden; t: 076-229-6140 (w), 229-5608 (h); <holden@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/kjalt/>
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 Apedaille; t/f: 095-844-1024; <sarah@bronze.ocn.ne.jp>
Nagoya: Claire Gelder; t: 052 781 0165; f: 052-781 4334
Nara: Larry Chin; t: 0745-73-5377; f: 0745-73-2453; <lchin@gol.com>
Niigata: Robert Ludwiczak; t: 0254-44-7642; f: 43-6206; <rob@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-net.or.jp>
Sendai: John Wiltshier; t: 0225-88-3832; <BXU01356@niftyserve.or.jp>
Shizuoka: Dean Williams; t: 0543-66-1459; <deanw@iris.dti.ne.jp>
Shinshu: Mary Aruga; t: 0266-27-3894; <mmaruga@aol.com>
Tochigi: 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
Toyoashi: 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; <syuki@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, March 15th is the final deadline for a June conference in Japan or a July conference overseas, especially if the conference is early.

Upcoming Conferences

March 22-26 and April 7-9, 1999—Fourth Annual Teaching in the Community Colleges Online Conference: Best Practices In Delivering, Supporting, and Managing Online Learning. Originating at the University of Hawaii-Kapiolani Community College but truly international in participation, this conference is a completely online gathering presented via the web, e-mail and live chat locations, with both synchronous and asynchronous activities. Column editor Roecklein has "attended" for two years and still feels it a novel and exciting as well as educational experience. See the often updated conference web page at <<http://leahi.kcc.hawaii.edu/tcc99>> for details about "best practices" and types of activities. Further information is available from Jim Shimabukuro, English Dept, KCC at <james@hawaii.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 instructed 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>> or 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>.

March 28-April 1, 1999—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 a JobShop. See the conference web site at <<http://www.iatefl.org/Edinburgh-1999.htm>> 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>.

March 29-April 1, 1999—Poetics, Linguistics and History: Discourses of War and Conflict, 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, prima-

rily 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 sdfcr CHE, Potchefstroom 2520, South Africa; t: 27-(0)18-299-1485/6; f: 27 (0)18-299-1562; <afnwamc@puknet.puk.ac.za>.

April 8-10, 1999—13th Annual International Conference on Pragmatics and Language Learning and Parasession on Assessing Language Pragmatics, partially sponsored by the Division of English as an International Language at the University of Illinois in the USA. List of topics at <<http://deil.lang.uiuc.edu/pragmatics/conference.html>> or contact Lawrence F. Bouton; DEIL, University of Illinois, 3070 Foreign Languages Building, 707 South Mathews Ave., Urbana, Illinois 61801; t: 1-717-245-1977; f: 1-717-245-1976; <deil@uiuc.edu>.

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. Four keynote speakers and others will give papers 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>.

April 14-17, 1999—2nd International Symposium on Bilingualism at the University of Newcastle upon Tyne, UK. It is too late for proposals and even for standard registration, but an inviting list of keynote speakers and colloquia beckons. List, details and registration form available at <<http://www.newcastle.ac.uk/~nspeech>>, or contact Mrs Gillian Cavagan at <Gillian.Cavagan@ncl.ac.uk> or ISB Organizing Committee, Department of Speech, University of Newcastle upon Tyne, NE1 7RU, UK; f: 44-(0)191-222-6518.

April 19-21, 1999—RELC Seminar on Language in the Global Context: Implications for the Language Classroom, to be held at the SEAMEO Regional Language Centre in Singapore. This year's seminar, with papers and workshops in ten topic areas, will examine the role of languages in the process of globalization and seek to determine the effects of this role on language classrooms. The topic list, registration form, etc., are available at <www.relc.org.sg>; click on "Seminar 1999." Contact: Seminar Secretariat; SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352; <relcadmn@singnet.com.sg>; t: 65-737-9044; f: 65-734-2753.

April 29, 1999—The Annual Conference of The Association of Canadian Teachers in Japan (ACTJ) will be held at the Canadian Embassy in Tokyo; beginning at 10:00 a.m. For information, contact Kevin Burrows; f: 0422-30-7456; <canadajin@hotmail.com> or 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>.

Calls for papers/Posters (in order of deadlines)

March 15, 1999 (for May 21-22, 1999)—**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 across the whole range 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.

April 30, 1999 (for July 28-31, 1999)—**7th International Conference on Cross-Cultural Communication: Interdisciplinary Approaches to Language and Culture**, sponsored by the International Association for Intercultural Communication Studies and the Interdisciplinary Linguistics Program at the University of Louisville in Louisville, Kentucky, USA. Proposals are welcome for workshops, panels and papers on a wide variety of topics relating to communication across languages and cultures. The conference seeks to provide a forum for educators and scholars from diverse disciplines and perspectives to share experiences, ideas, research findings and theoretical insights. The conference web page at <<http://members.aol.com/iaics/iccc.htm>> is replete with details. For proposal submission or further information, contact Robert N. St. Clair, Conference Chair; Department of English; t: 1-502-852-6801; f: 1-502-852-4182; <rnstcl01@Athena.louisville.edu> or Charles Willard, Conference Chair; Department of Communication; t: 1-502-852-6976; f: 1-502-852-8166; <cawill01@ulkyvm.louisville.edu>; both at University of Louisville, Louisville, KY 40292, USA.

May 1, 1999 (for November 4 - 7, 1999)—**7th International Conference on Computers in Education: New Human Abilities for the Networked Society**, in Chiba, Japan at the Kazusa Akademia Center and the Okura Akademia Park Hotel. Organized by AACE (Association for the Advancement of Computing in Education), this conference will focus on new forms of education that will be needed in the coming century and explore the best ways to exploit electronic and communication technology such that it enhances the creativity, collaboration, and communication which is at the heart of these new forms. Extensive details, including a mammoth list of topics for papers, are available at <<http://www.ai.is.uec.ac.jp/icce99/index.html>>. Use the General Information link for proposal specifications. Further information: <icce99@ai.is.uec.ac.jp> or ICCE 99 Secretariat; Artificial Intelligence and Knowledge Computing Lab, Graduate School of Information Systems, The University of Electro-Communications, 1-5-1 Chofugaoka, Chofu-shi, Tokyo 182-8585; t/f: 81-424-89-6070.

(no date given) (for November 11-13, 1999)—**The Eighth International Symposium and Book Fair on English Teaching: Teaching Languages and Cultures for the New Era**, sponsored by ETA-ROC at National Taiwan

Normal University, Taipei, Taiwan. For information, please contact Johanna E. Katchen at <katchen@FL.nthu.edu.tw> or Dept. of Foreign Languages, National Tsing Hua University, Hsinchu 300433 Taiwan ROC; f: 886-3-5718977.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

(Aichi-ken) J O International Language School in Kariya-shi is seeking a part-time instructor to begin April 1. **Qualifications:** ESL or equivalent experience. **Duties:** Teach English to children, adults, and companies. **Salary & Benefits:** 200,000 to 250,000 yen per month depending upon experience. **Application Materials:** Resume and picture. **Contact:** Toshio Matsumoto; 2-5-19 Higashi-kariya, Kariya-shi, Aichi-ken 448-0807; t: 0566-25-3237; f: 0566-25-4105.

(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 Oosty, 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 proficiency 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 junior high school level Japanese 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>.

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

Web Corner

New! You can receive the most recent JIC job listings by e-mail at <begole@po.harenet.ne.jp>
"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-ft/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 information 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>>.

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> so that it 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。

mackensie, cont'd from p. __

Independent research is a skill that all students at all levels need to develop, and with readily available sources of knowledge in libraries and the internet, there is no reason why students shouldn't do their own research. Teachers might help by suggesting resources or giving tips on how to go about discovering useful, reliable information. Alternatively, the task of discovering resources with relevant information could be the focus of a class information gap activity.

I recommend letting students choose the project themes, as I did above. In addition to making an imaginative selection, the students consciously chose a product area with which all of them were unfamiliar, so that they all started on the same level—a wonderful idea that I had not anticipated.

Students found many things of value in the project, and most felt a sense of accomplishment and satisfaction upon completion. Many students made comments about thinking. One noted that this form of continuous project on a theme with definite stages and involving groups of learners helped her learn about logical thinking. Another student commented that the project helped her to build the habit of thinking constantly in English. Comments were also made about dealing with different people's ways of thinking: "Building up one idea with the other people who extremely had different ways of thinking" was noted as a very valuable experience, as was the sharing of knowledge among people from different backgrounds. For one student, the most important lesson was that, because of their different backgrounds, people think about different things in different ways. Difference was a major concern for a student intent on starting her own business who realized the need for distinctive ideas.

When students were asked what they would change, they mentioned personal and group-based factors such as group time-management, having a clearer product concept, preparing more for the presentation, thinking more about marketing, and being more organized. If I were to repeat this simulation, to help students, I would:

1. Prepare a student handout detailing the product development outline.
2. Prepare a handout which stated the aims of the project and emphasized the importance of process.
3. Pre-teach the language of clarification, volunteering, and agreeing/disagreeing.
4. Conduct class discussions about the skills of time-management and research.

Conclusion

Simulating a business environment in the classroom provided a realistic setting for negotiating meaning in a productive, fun, and imaginative way. Although students found the task difficult and straining on their personal relationships, they also found it very rewarding. As one student put it, "everything related to the project was important." Most of the problems students noted in their course feedback forms were exactly what I wanted them to experience and all but one student seemed to realize this. The students had to solve problems, be diplomatic, resolve conflicts, and think critically about their own and others' ideas. Though it was difficult at times, students realized that dealing with challenging communicative situations in a second language constituted a valuable learning opportunity.

Acknowledgments

Thanks to Kara Pierson for her invaluable help during this project and to Carol Fritsch and Nanci Graves for feedback on earlier drafts.

Membership Information

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

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

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

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

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

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

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

Central Office

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>