

全国語学教育学会

The Japan Association for Language Teaching
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JALT 99
 Japan Association for Language Teaching

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

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

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

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

Feature Articles

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

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

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

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

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

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

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

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

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

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

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

Departments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Your 1999 *Information and Directory of Officers and Associate Members* is enclosed with this month's *TLT*. Thanks to **Bill Lee, Malcolm Swanson, and Kinugawa Takao** for overseeing this project.

In our first feature article in this issue, **David Carlson** shows how teachers can maximize vocabulary development through the use of word frequency lists. **Stephen Templin, Masako Shiroku, and Kanako Taira** report on a pilot study of a self-efficacy syllabus which they implemented to enhance EFL learners' ability by raising their self-efficacy in English.

Next, **Steven Sigler and Gary Ockey** propose the use of longterm role-play to allow students to select materials and communicative tasks that fit their individual interests, and give teachers the opportunity to monitor student progress and give feedback. Our final English language feature article, by **Wayne Johnson**, examines the return culture shock that one encounters during repatriation to their home country.

In this month's Japanese language feature, **Kiryu Naoyuki, Shibata Takeshi, Tagaya Hiroko, and Wada Tomoko** present their analysis of Monbusho-approved textbooks for English I, in which they found that topics involving the United States and Japan dominated those of other countries where English is used.

A number of *TLT* staff changes have recently occurred. Former abstract translator, **Hagino Toshiko** takes over as *JALT News* co-editor. We welcome **Abe Emika** to take her place. **Saito Makiko** will be our new *Bulletin Board* column co-editor. **Tsukahara Maki** and **Brian Cullen** will join the proofreading team, taking the places of **Tashiro Hitomi** and **Michael Cholewinski**, whose work has been appreciated.

Next month, *TLT* is proud to present a special issue on *Active Learning*, guest edited by **Katharine Isbell, Julie Sagliano, Michael Sagliano, and Timothy Stewart**.

Laura McGregor

今月号には、1999年度『Information and Directory of Officers and Associate Members』が同封されています。この編集に関わったBill Lee, Malcolm Swanson, 衣川隆生には感謝を捧げたいと思います。

今月号の最初の記事では、David Carlsonが語使用頻度リストを使用し、いかに語彙教育向上が図れるかを紹介しています。Stephen Templin, Shiroku Masako, Taira Kanakoの記事では、英語でのSelf-Efficacyを高めることによってEFL学習者の能力を高めようとするSelf-Efficacyシラバスの実験結果について述べています。

それに続く記事では、Steven SiglerとGary Ockey proposeが、学習者が自分の興味に基づいて教材とコミュニケーションタスクを選択し、教師に学習者のモニターとフィードバックの機会を提供する長期間のロールプレイの使用を提案しています。英語記事の最後では、Wayne Johnsonが逆カルチャーショック(異文化から自文化へ戻った時出会う感情)の本質を検証しています。

今月号の日本語記事では、桐生直幸、柴田威、多賀谷浩子が文部省認定の英語Iの教科書を分析し、米国と日本に関わる話題が中心であることを指摘しています。

TLTのスタッフにも移動がありました。杉野俊子が和文要旨作成協力者からJALT Newsコラム編集者へ、そして阿部恵美佳が和文要旨作成を担当します。斎藤真喜子が新しいBulletin Boardの編集を担当し、田代ひとみ、Michael Cholewinskiに代わり、塚原真紀とBrian Cullenが校正担当者として加わります。

来月号はKatharine Isbell, Julie Sagliano, Michael Sagliano, Timothy Stewartをゲスト編集者に迎えActive Learningの特集号をお送りします。

編集者 ローラ・マクレガー

Authors

David Carlson is an Assistant Professor of English at Matsumoto Dental University in Nagano Prefecture. His interests include phonetics, corpus linguistics, English for specific purposes, bilingualism, and biliteracy. He is also a classical pianist.

Wayne K. Johnson is currently a lecturer at Ryukoku University, Faculty of Intercultural Communication. He previously taught at the University of Silesia, Katowice, Poland.

Gary J. Ockey, an assistant professor at International University of Japan, specializes in curriculum development and research in language testing. He has taught English in the United States, Taiwan, Thailand, and Japan.

Masako Shiroku received her M.A. in linguistics from the University of the Philippines.

Steven M. Sigler specializes in materials development and in-

structional design and has taught at universities in the United States, Indonesia, and Japan. He is currently working and studying at the University of Hawaii.

Kanako Taira received her M.A. in Linguistics from the University of Wisconsin-Madison and is interested in teaching Japanese as a Second Language.

Stephen Templin has published numerous articles on TESOL and is the author of *Communicative Tool Box*.

Kiryu Naoyuki: Graduate School at Tokyo University of Foreign Studies

Shibata Takeshi: Tokyo University of Foreign Studies

Tagaya Hiroko: Graduate School at Tokyo University of Foreign Studies

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

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

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Creating Word Frequency Lists for Specific Purposes

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There are various reasons why ESL instructors decide to create their own teaching materials. Often, teachers find that suitable materials are unavailable for their particular teaching situation. As Sauvignon (1983) points out, commercially-available materials are “written for general audiences and thus cannot, in themselves, meet all the needs of a particular L2 class. The authors . . . cannot foresee all the needs of individual teachers and learners” (p. 4). Therefore, in order to more closely match the needs of a particular situation, and ultimately to teach more effectively, many instructors feel compelled to create their own materials.

That is exactly how I felt when I began teaching courses in dental English at a Japanese dental school. After considerable searching, I concluded that there were no commercially-available books appropriate for teaching dental English to first- and second-year Japanese dental students. While a few books on dental English did exist, they all were written for learners of English with considerable knowledge of dental terminology, such as practicing dentists, dental technicians, and hygienists. Accordingly, the materials included many highly technical terms for advanced dental procedures that were unfamiliar to Japanese students just beginning their dental English coursework. This meant that the materials could not be used effectively without heavy editing or lengthy explanation.

For teaching dental English, I also tried making use of a dental vocabulary list as well as a dental dictionary for required materials. However, some of my students were quick to point out that technical lexicons provided them with no way of distinguishing between rare and common vocabulary. Such lexical resources gave the students no clues to the difference in frequency between highly technical vocabulary that they did not need at an early stage in their dental studies, and more common dental vocabulary that they did need. In fact, the students also pointed out to me that some of the most common vocabulary they encountered in their beginning dental science courses was occasionally not listed in a dental dictionary. Perhaps it was deemed too elementary for inclusion in a technical reference book.

Through such work with existing teaching materials and lexicons, which assumed considerable prior knowledge of technical vocabulary, I became highly aware that information about word frequency—in particular, knowing what the most frequent dental-related words are—could be extremely useful to both teacher and student. If a list of most frequent words were available, it would aid the instructor by immediately showing what words or topics should be emphasized in a particular lesson or in a syllabus. It would also lend a great deal of credence to vocabulary studies when, for instance, a teacher could say to the students, “These are the most common words in your field of study.” In addition, it might even motivate students to learn vocabulary if they knew they were going to encounter it often.

While word frequency information could be very useful, finding information about word frequency for a particular field or subject, such as dental English, is difficult. Much of the readily available word frequency information tends to be of a very general kind, based on balanced corpora (Carroll, Davies, & Richman, 1971; Zeno, 1995). Because so-called balanced corpora are often the products of comprehensive reference book projects, they naturally use a wide cross-section of language for lexicographic thoroughness (i.e. they “balance” the corpus). However, by combining data from diverse fields, balancing produces lists of words that do not characterize any particular domain or field. So, for the purposes of creating teaching materials for courses in a specific domain, a balanced frequency list is of very little use. Naturally, the most useful and authentic list is going to be one drawn from texts in the particular field being studied.

In the past decade, due to the widespread use of personal computers and corpus linguistics software programs, various word count studies have been carried out. However, for many fields, including dental English, word frequency lists have never been published. Therefore, this paper addresses the need for domain-specific word frequency lists by demonstrating how teachers can easily create their own lists. It then discusses several ways that teachers can use such lists

語の使用頻度に関する情報は教師にとってとても有益である。どの語彙を強調して教えるべきなのか明らかであるからである。バランスのとれたコーパスに基づいた語使用頻度リストはすでに入手可能であるが、特別な目的のための英語 (ESP) の語彙に絞った教材を作成する教師にはそれはあまり役立つ。しかも、英語教育において分野別の語使用頻度リストはまだ出版されていない。本論では教師が独自のリストを簡単に作成する方法を示し、分野別の語使用頻度情報の必要性を述べる。さらに、教材作成時におけるこの情報の利用方法をいくつか提案する。

as the basis for creating teaching materials which emphasize the most frequent words in a specific domain.

Creating a Corpus

The first step in creating a word list is to identify and collect a body of relevant texts. For the purpose of demonstration in this paper, I began by locating English-language articles on topics of general dentistry available on the Internet. The main advantage of using Internet-based text, or any other text in computer-readable form, is that the time-consuming task of manually entering text is eliminated. All texts chosen were from North American sources (The American Dental Association: <http://www.ada.org/>; The Canadian Dental Association: <http://www.cda-adc.ca/>; and The Dental Consumer Advisor: <http://www.toothinfo.com/>).

Once the dental-English corpus (henceforth DE Corpus) texts were identified, I selected the main text portion of each article, while ignoring sidebars, menus, and other irrelevant sections. Using MSWord, I combined the texts into one large text file. At this stage, I also pre-edited the data, which consisted of the following: correcting obvious spelling errors that were flagged by MSWord; deleting headings; and deleting several phrases of Spanish. For compatibility with the data-processing software which I used (described below), I saved the data as an MS-DOS text file with line breaks. This step eliminated various word-processor formatting codes from the text.

Computing Word Frequency

Once a corpus was collected, the next step was to use a program to read through the data and output a list of word forms and their total number of occurrences in order of frequency. This is also known as a *wordform count*.

I analyzed the dental-related corpus using a program called WORDS (available: <http://www.dsu.edu/~johnsone/sno.html>). WORDS is an easy-to-use program, designed to do three things: (1) count the number of running words in the text, (2) count the number of unique word forms, and (3) list the number of occurrences of each unique form (Johnson, 1995). Using the default setting, all words are lowercased so that wordforms such as "Dental" and "dental" are combined.

Results

The program WORDS identified a total of 24,345 words in the DE Corpus, including 3,353 unique word forms. Figure 1 shows the 15 most frequent words. Obviously, none of these words is uniquely dental-related. Such results are typical of word count studies (Carroll, Davies, & Richman, 1971; Human Communication Research Centre, 1992), in which the most frequent word in formal written English is *the*, and the 15 most common words include other so-called function words, such as *of*, *and*, *a*, *to*, *you*, and *I*. These function words are the words of a text which convey syntactic

Count	Word	Count	Word	Count	Word
1,243	the	398	in	237	are
787	and	332	or	235	you
668	to	312	is	226	your
659	of	253	that	218	can
498	a	252	for	208	be

Figure 1. The 15 most frequent words in the DE Corpus

meaning, and the most frequent words in any corpus are typically these short function words. These first 15 function words occurred a total of 6,526 times in a corpus of 24,345 words, accounting for over one-quarter (26.8%) of the data.

When the function words are deleted, the content words—which in this corpus are the dental-related words that we are looking for—become apparent. Using a WORDS stop file called COMMON.WDS, I deleted the first 15 common word forms, as well as 110 other function words that were flagged by COMMON.WDS.

The 100 most frequent dental-related words in the DE Corpus appear in Figure 2.

In one final editing step, word forms which were treated as separate entries by the program were grouped into families of words. This can be carried out using WORDS, first by changing parameter one (alphabetic sort of output words) of the control file (CONTROL.ASC) to "yes," and then running WORDS a second time using the first output file data. Similar output can be attained in DOS mode using the command SORT <inputfile> >outputfile /R /+n where "n" is the number of the column with which to begin sorting.

Figure 3 shows the first 50 word families, the number of occurrences of individual words, and the total occurrences of all forms.

Discussion

Validity: The vocabulary identified in Figure 2 is the most common dental-related vocabulary in one particular corpus of articles in general introductory dentistry from North American sources. These are some of the basic words that beginning students of dental English need as the core vocabulary for their studies.

Although the results of this one study, which is based on a 24,345-word sample, must be viewed with caution due to the modest size of the corpus, they strike the author as typical of the beginning dental English domain. In working on this particular frequency list this year, I have found that it closely matches the vocabulary and concepts that my students already know in their L1, or that they are learning concurrently in their Japanese-language courses in introductory dental science. While another count based on a different corpus of general dental English articles would produce a different ranking, most of the same words would undoubtedly be present in the first 100.

Count	Word	Count	Word	Count	Word	Count	Word	Count	Word
197	dental	49	gum	34	foods	27	become	23	first
192	oral	49	problems	33	doctor	27	effects	23	hygienist
166	teeth	47	people	33	need	27	research	23	saliva
140	mouth	46	decay	33	time	27	used	22	dysfunction
139	treatment	45	medical	33	usually	26	chemotherapy	22	eat
120	health	45	periodontal	32	surgery	26	dentures	22	regular
114	cancer	44	special	31	children	26	early	22	side
107	patients	43	plaque	31	control	25	area	22	soft
103	care	43	symptoms	31	fever	25	brush	22	sugar
102	dentist	42	pain	31	national	25	herpes	22	tissues
90	tooth	40	disorder	30	prevent	25	part	21	back
88	tmj	39	diabetes	30	treatments	24	ask	21	daily
78	disease	39	fluoride	29	body	24	called	21	diagnosis
64	therapy	37	healthcare	29	cause	24	temporoman-	21	floss
61	help	37	jaw	29	cells		dibular joint	21	get
56	use	36	dry	29	include	24	virus	21	right
55	information	36	infection	28	blisters	23	available	21	water
53	radiation	35	gums	28	find	23	brushing	20	age
52	patient	35	important	28	healthy	23	chewing	20	small
51	joints	34	causes	27	bacteria	23	disorders	20	state
								20	sugary

Figure 2. The 100 most common dental words in the DE Corpus

For more advanced courses, naturally different corpora composed of more advanced-level texts would be appropriate for creating word lists. In fact, for the course I will teach to continuing students in the coming academic year, I plan to also work with eight different corpora—one for each of the dental specialties recognized by the dental profession in the United States—in addition to collecting a larger general corpus.

For readers who wish to conduct their own word frequency studies with more emphasis on statistical methodology, I recommend the articles on corpus development and statistical analysis that introduce *The American Heritage Word Frequency Book* (Carroll, Davies, & Richman, 1971). The model presented in these articles continues to be used for large-scale projects (S. Ivens, personal communication, July 2, 1998).

Finally, it should be added that while counting words is informative and useful, the word itself is not always going to be the best unit for analysis. Meaning is also important. Since meaning is often a product of context, information about the context in which a word is used will also be important, and it is discussed below.

Applications: Louw (1991) writes that “. . . if the top 2000 or so most frequent words in English are systematically taught in all of their forms and in well-structured materials, they will carry with them most of the grammatical and discourse detail that second and foreign language learners are ever likely to need” (p. 152).

Once a frequency list has been created, there are many ways a teacher can present the information. The simplest and most obvious way is to give the list to the students; in my experience working with word frequency lists, many students find information about

frequency fascinating. Word frequency information can also be used to create a topical syllabus: a list of topics around which to structure a course. It can also be used to create materials for individual lessons.

Due to the nature of the courses I teach—large lecture classes—I tend to favor cloze exercises as a way of introducing and emphasizing target vocabulary to the whole group. I target certain common word forms, delete them from a text I have created, and then work with the text in various ways: having students guess from the context what the correct word could be; having them listen for the key vocabulary; etc.

Once instructors have collected a corpus and discovered what the most frequent words in a particular domain are (e.g., Fig. 2), they could then use the frequency list as a key list for concordancing. Essentially, concordancing means looking at specific words in a given text together with the various contexts in which the words appear. Concordancing is gaining greater acceptance in language teaching, both for teachers to create materials and for students to directly explore language data. Flowerdew (1998) as well as Thurstun and Candlin (1998) have demonstrated how to use concordancing software in ESP classes, and one of the nice features of giving students the key words in context is that they can use this data to discern patterns and then form their own grammar rules. In short, these are just some of the many ways that word frequency information can be applied to ESL/ESP classrooms.

Conclusion

This paper has applied the basic corpus-linguistic technique of word frequency counting to an analysis

Total Occurrences	Base Form	Words (grouped by families)
362	dent-	dental 197, dentifrice, dentin, dentist's 3, dentist 102, dentistry 9, dentists 15, dentitions, denture 7, dentures 26
256	tooth	tooth 90, teeth 166
208	treat	treat 14, treated 17, treater, treating 5, treatment 139, treatments 30, treats 2
193	oral	oral 192, orally
185	health	health 120, healthcare 37, healthy 28
172	patient	patient 52, patients 107, patient's 13
144	mouth	mouth 140, mouths 3, mouth's
126	use	usage 2, use 56, used 27, useful 9, users 3, uses 2, usage 2, using 17
120	cancer	cancer 114, cancers 6
116	care	care 103, carefully 7, careful 5, caregivers
113	tmj	tmj 88, temporomandibular joint 25
98	disease	disease 78, diseases 19, diseased
92	gum	gum 49, gums 35, gumline 8
86	help	help 61, helped 2, helpful 5, helping 3, helps 15
82	cause	cause 29, caused 10, causes 34, causing 9
77	prevent	prevent 30, preventable, prevented 5, preventing 9, prevention 18, preventive 12, prevents 2
72	therapy	therapy 64, therapies 5, therapist 2, therapists
63	periodont	periodontal 45, periodontic, periodontics, periodontist 3, periodontitis 12, periodontology
63	disorder	disorder 40, disorders 23
61	problem	problem 12, problems 49
61	infect	infected 12, infecting, infection 36, infections 10, infectious 2
59	joint	joint 8, joints 51
59	inform	information 55, informational, informative, informed 2
59	include	include 29, included 2, includes 8, including 18, inclusion, inclusive
58	special	special 44, specialist 3, specialists 2, specialize, specialized, specially 2, speciality 5
56	need	need 33, needed 6, needs 17
55	hygiene	hygiene 17, hygienist 23, hygienists 15
55	diabet-	diabetes 39, diabetic's, diabetic 11, diabetics 4
54	sugar	sugar 22, sugared, sugarless 3, sugars 8, sugary 20
54	child	child's 6, child 13, children's 4, children 31
53	radiation	radiation 53
52	decay	decay 46, decayed 6
51	medic-	medical 45, medication, medications 4, medicine
50	doctor	doctor 33, doctors 13, doctor's 4
50	brush	brush 25, brushed, brushing 23, brushings
49	food	food 15, foods 34
49	effect	effect 3, effects 27, effective 15, effectively 2, effectiveness 2
49	develop	develop 11, developed 8, developers, developing 14, development 9, develops 5, developmental
47	time	time 33, times 13, timing
47	people	people 47
47	dry	dry 36, drying, dryness 10
46	remove	removal 6, remove 11, removed 16, removes 2, removing 11
46	pain	pain 42, painful 2, painless, pains
46	fluoride	fluoride 39, fluoridated 4, fluorides 2, fluoridation
45	symptom	symptom 2, symptoms 43
45	surg-	surgeon 7, surgeries 5, surgery 32, surgical
43	plaque	plaque 43
41	import-	importance 6, important 35
41	eat	eat 22, eaten, eating 16, eats 2
40	tissue	tissue 18, tissues 22

Figure 3. The first 50 word families in the DE Corpus

of one particular domain: beginning dental English. This was done to demonstrate how ESL/ESP instructors can easily create their own word frequency lists. There are many possibilities for the use of word frequency information, and with the continued development of text processing tools, instructors can apply corpus linguistics techniques to the creation of exciting new teaching materials.

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Self-Efficacy Syllabus

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Self-efficacy refers to a person's belief in how well they can accomplish a task or group of tasks (Bandura, 1997; Locke & Latham, 1990; Schunk & Zimmerman, 1994). Language learners with a high self-efficacy who believe they can learn a language are more likely to learn a language than learners who believe they cannot learn a language.

Self-phenomena such as self-concept, self-esteem, confidence, and self-confidence have been well-documented (Coopersmith, 1967; Griffiee, 1997a; Heyde, 1979; Shavelson, Hubner, & Stanton, 1976; Templin, 1995; Yule, Yanz, & Tsuda, 1985). Although researchers have used these constructs to *describe* and *explain* human behavior, they have not used them to *predict* human behavior because these constructs lack five important features: (1) judgement of capabilities, (2) multiple dimensions, (3) contexts, (4) mastery-criterion, and (5) pre-task measurements (Zimmerman, 1995). Self-efficacy researchers can predict human behavior by including these five features.

First, self-efficacy examines a person's judgement of their capabilities rather than personal qualities. Consider two fictional learners, Emi and Satoshi. Self-efficacy researchers might ask Emi to judge her capabilities and find out that she believes she can introduce herself in English at a party. In contrast, self-phenomena researchers might ask Satoshi to judge his personal qualities and find out that Satoshi feels good about his English. However, even though Satoshi feels good about his English, we do not know if Satoshi believes he can use it to communicate.

Second, self-efficacy recognizes that people judge their capabilities differently in different dimensions. A self-efficacy researcher might conclude that Emi thinks she can introduce herself in English at a party but does not think she can write a short self-introduction in English. A researcher of the other self-phenomena might conclude that Satoshi is confident in English but not notice which dimensions of English Satoshi is confident in and which dimensions he is not: speaking, listening, writing, reading, grammar, discourse, sociolinguistic knowledge, etc.

Third, self-efficacy researchers try to study how various contexts affect a person's judgement of their capabilities—Emi may believe she can introduce herself in the context of a party of students, but she may believe she cannot introduce herself at a Rotary Club meeting. Although context is a necessary part of self-efficacy

studies, it is not a requirement for other self-phenomena studies.

A fourth feature of self-efficacy is mastery-criterion. A self-efficacy researcher must specify Emi's level of self-efficacy based on some criterion, usually defined by numerical values: Emi thinks she can introduce herself and people will understand at least 90% of what she says. Other self-phenomena researchers compare participants to other people: Satoshi shows more confidence than his classmates in introducing himself. Comparing Satoshi with his classmates does not tell us whether Satoshi believes he can introduce himself or not.

Fifth, self-efficacy measurements must be taken before participants actually perform the task. Emi should be asked to fill out a questionnaire about how well she thinks she can introduce herself in English at a party before she goes to the party. Other self-phenomena researchers, however, are inconsistent about when they take measurements. Satoshi may be asked to fill out a questionnaire in regard to a task before he performs it, after he performs it, or he may never perform the task at all. If researchers take measurements after participants perform a task, or if participants never perform the task, researchers cannot predict anything about task performance.

Making Predictions

Many hypotheses (sometimes mislabeled as theories) in second language acquisition (SLA) and psychology cannot predict much of anything (Bandura, 1986; Larsen-Freeman, 1991; Locke & Latham, 1990). In the aerospace field, no one wants to fly in a plane that scientists can describe and explain but cannot predict whether or not it will stay in the air. Self-efficacy predicts a person's attention, effort, persistence, strategies, and goals (Bandura, 1997). People with high self-efficacy will exert more attention, effort, persistence, and strategies than those with lower self-efficacy. When those with low self-efficacy fail, they tend to blame their failures on external events rather than their own shortcomings.

People with high self-efficacy set more challenging goals for themselves than those with low self-efficacy. Challenging goals lead to increased performance (Griffiee, 1997b; Griffiee & Templin, 1998; Locke & Latham, 1990); consequently, people with high self-efficacy outperform people with low self-efficacy.

In dangerous situations such as scuba diving or parachuting, people with too much self-efficacy can get

Self-Efficacyとは一つのタスクや連続したタスクを自分がどれくらいうまく実行できるかという本人の思い込みのことである。まずここでは、Self-Efficacyとその他の自己現象（自己概念、自尊心、自信など）との違いを説明する。Self-Efficacyによって個人の注意力、努力量、忍耐力、使用するストラテジー、目標が予測できる。そして英語でのSelf-Efficacyを高めることによってEFL学習者の能力を高めようとするSelf-Efficacyシラバスの実験結果について述べる。

themselves killed, but in less dangerous situations, lacking self-efficacy can lead to a lifetime of regret: “educational opportunities forsaken, valued careers not pursued, interpersonal relationships not cultivated, risks not taken, and failures to exercise a stronger hand in shaping one’s life course” (Bandura, 1997, p. 71).

Self-Efficacy and Language Learning

Although applied linguists rarely study self-efficacy in L2 acquisition, psychology researchers have studied the relationships between self-efficacy and first language (L1) skills for gifted and remedial students in speaking (Zimmerman & Martinez-Pons, 1990), listening (Schunk & Rice, 1984), writing (Zimmerman & Bandura, 1994), and reading (Schunk & Rice, 1993). They have showed that students with high self-efficacy performed better than those with low self-efficacy. Psychology researchers were able to help low self-efficacy language learners raise their self-efficacy; consequently, these students’ linguistic performance improved as well.

Pilot Study

Consistent with self-efficacy research in psychology and student-centered syllabi in applied linguistics (Brown, 1995; Nunan, 1988), we piloted a self-efficacy syllabus for teaching English to Japanese university students. Rather than first focusing on language, we first focused on raising students’ self-efficacy in English.

Twenty Japanese university students signed up for a two-week (20-day) summer intensive English course to make up for English courses they had failed in previous semesters. Because the English course was short, and many of these students failed their previous classes due to excessive absences and tardiness, we made a strict attendance policy. Six students who came late or missed the first day of class were not allowed to continue.

Self-Efficacy Syllabus

How do you raise someone’s self-efficacy? There are four ways to raise a person’s self-efficacy: enactive mastery experience, vicarious experience, verbal persuasion, and psychological/physiological states (Bandura, 1997). To accomplish the above, we developed the objectives in Appendix A.

Enactive mastery experience

Students must experience success. We taught four skills: speaking, writing, listening, and reading. We taught students the objectives we expected them to perform, the conditions they would perform under, and the criterion we would use to judge their performance at the end of the course (see Appendix A, I).

Vicarious experience

For our students to experience the mastery objectives through vicarious experiences, we relied on the characters depicted in commercial English Language Teaching materials: texts, CDs, and videos. Students also experienced accomplishing the objectives through ob-

serving classmates (collaborating) and teachers (modeling) who demonstrated the objectives. Although the text, CD, and video were useful, students need characters they can more closely identify with in regards to nationality, level, situation, etc.

Verbal persuasion

Students need verbal persuasion, especially praise. In our course, the teachers made a conscious effort to praise students’ English skills as they performed role-plays, presentations, and volunteered in class (regardless of whether students made mistakes or not). The teachers wrote comments of praise on students’ written assignments.

Physiological and affective states

Physiological and affective states can affect students’ self-efficacy. Excessive physical and psychological fatigue or stress can negatively impact students’ self-efficacy. Pauk (1997) gave us various ideas about improving students’ psychological and physiological states which we describe below.

The First Week

On the first morning of class, students filled out a one-week schedule plotting how they spend their time. We hoped to help them overcome the stress that can result from poor time management. In the afternoon, to help students relax so their anxieties would not interfere with learning or language performance, the teacher gave deep breathing instruction (in Japanese).

On the second morning, the teacher turned out the lights, closed the curtains, and asked the students to put their heads on their desks for 15 minutes. During that time, almost everyone fell asleep. The teacher woke the students up and explained that people who get enough sleep do not fall asleep when a room is darkened for 15 minutes. Next, students filled out a sleep and food survey (Appendix B). They interviewed a classmate and compared their answers. Then, the instructor reviewed the answers with the class.

Later that morning, the students shared their time schedules from the first day of class and gave each other feedback regarding wasted time and where more study time was needed. Students revised their schedules based on the feedback. Some students also scheduled rewards (camping, drinking, celebrating, etc.) for completing the course. For homework, students had to put their schedule where they could look at it easily every morning. At the end of each day, they were to mark with a colored pen the parts of the time schedule they followed.

In the afternoon, a psychology instructor from the university’s counseling center spoke about how to relieve psychological stress and encouraged students to visit the counseling center if they wanted to discuss stress in more detail.

On the third morning, the teacher introduced a five minute reading homework assignment to help students overcome procrastination and develop a daily study

routine. The teacher distributed copies of reading materials and instructed students to set a time and place to read. The teacher told them to keep their reading material, checklist, pencil, and clock in the same place in order to start promptly at the reading time. Students also had to avoid interruptions like the TV and phone calls; write the starting page and time on the checklist; start reading at their own pace; read for five minutes, and then decide whether to continue or stop. When finished, students were to fill out the remainder of the checklist. Students brought their checklist to class, and the teacher followed up on students doing the checklist throughout the two weeks. (This five-minute technique can be used for objectives other than reading.) A couple of students went well beyond the five-minute reading (about 30 minutes a day) and finished all the materials.

In the afternoon, students practiced stepping up on their chairs and stepping back down on the floor (20 rounds) to get them physically active. This is particularly important from 2:00-4:00 p.m. when people become most sleepy. The instructor also taught deep breathing again, which she repeated almost every day. Later that afternoon, students wrote their inner dialogue based on three points: (1) Describe fears about this course; (2) Change the negative "I can't" responses in (1) to "I can" phrases; and (3) Describe how to put these "I can" statements into effect. One student said he did not have any worries and did not fill out the survey. Half of the students were concerned whether they could get up early and attend class on time, and most gave good solutions to their own problems (example, go to bed early, reduce part-time job hours, self-reward, etc.).

On the fourth day, students showed a partner their revised time schedules and what they actually did. One third of the students had not revised their schedules or recorded what they did in enough detail for the partner to understand what the revisions and actions were. When the partners pointed out parts of the schedule that were not followed, students had to verbalize excuses (in Japanese). Students thus realized the weaknesses of their excuses, possibly because their peers were more critical than they were. Students were told to bring their revised schedules to class throughout the two weeks to encourage them to follow through with their plans.

During the morning of the fifth day, the teacher asked the students to recall their past experiences of success. Students wrote a one-page essay in Japanese about something they achieved and were happy about. They had to tell about what their goal was, what obstacles they encountered, how they overcame the obstacles, and what they achieved. Students wrote about getting a driver's license, passing the university entrance exam, travelling around Okinawa by bicycle, and playing in the national high school baseball tournament (*Koshien*). Initially, we hoped this essay would give students a source of strength and ideas to refer to when taking on new challenges. We were surprised at how interesting the essays were. Since we were better able to understand

the students' special talents and experiences, we felt that we provided better assistance. For teachers who do not read Japanese, this essay is still important for students and should not be eliminated from the course.

The Second Week

During the second week of the course, we spent most of class time teaching the English objectives of the course for mastery (Appendix A, I). Although psychological/physiological states, verbal praise, and vicarious experiences are helpful to raise self-efficacy, mastery is still the most important way for students to improve their self-efficacy in English. It is doubtful that students' self-efficacy will increase if their language abilities do not increase in some way.

Discussion

Our strict attendance policy was helpful—it is hard to teach any kind of syllabus if students do not show up to class. While the self-efficacy syllabus was demanding, students seemed more eager to study and attentive in class as a result. Their positive attitudes helped them achieve the course goals.

We noticed a dramatic increase in our students' English ability to describe people, talk about vacations, and ask questions. Although not as dramatic, we noticed improvement in our students' essays—students who could only stare at a blank page at the beginning of the course could write about 50 words (Appendix A, I: Writing) by the end. One possible reason for students' speaking and writing success was that we presented course goals as specific objectives at a level that challenged our students (Appendix A, I: Speaking and Writing). We observed very little improvement in our students' reading and listening abilities. The main reason for this failure is probably because our reading and listening objectives (Appendix A) were too easy.

We asked for students to comment (anonymously in Japanese) on the course. No students had negative comments. A couple of students wrote that they were not sure whether the course helped them or not. The remainder of the students made positive comments. One wrote, "By going to school every day for two weeks, I not only got confidence in learning English, but I got confidence I can learn in other subjects, too" (translation ours). Another said, "I learned that if I seriously try, there's nothing I can't do."

Conclusion

Based on this pilot study, we think it is feasible to conduct further studies on raising learners' English abilities using a self-efficacy syllabus. It would be useful to compare classes under the self-efficacy syllabus with others using different syllabi. Since we had less than 20 students in our pilot, we would modify our plans for larger classes.

While some English teachers may feel that it is not their job to include lessons to help students manage their physiological and affective states, we have found it to be

beneficial. We were surprised to find out that some of our students work eight hours a day; although they are supposed to be full-time students with part-time jobs, they work full-time and attend school part-time. Teachers must decide whether to leave failing students behind or to find out what is wrong and try to help.

We also need to take into account that students not only need self-efficacy in English, but they need self-efficacy in other areas (Schunk & Zimmerman, 1994): finishing assignments by deadlines, studying, concentrating in class, taking notes, participating in class, resisting peer pressure, and not skipping school when feeling bored or upset.

This article does not begin to explore the influence of parents, teachers, and others on students' self-efficacy in English. Obviously, there is much room for further studies on how self-efficacy affects language learning in Japan and elsewhere.

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Appendix A: Self-Efficacy Objectives

I. Enactive Mastery Experience

Speaking: Do the following in an interview without: (i) asking the interviewer to repeat the question more than twice; (ii) speaking more than two non-English words; and (iii) pausing for more than four seconds.

- (a) Describe someone (friend, family member, teacher)
- (b) Tell about a real or imaginary vacation (place, weather, people)
- (c) Ask a question

Listening: Listen to four phone conversations and fill in messages with 50% accuracy.

Writing: Do the following in a 50-word letter to a friend without: (i) writing less than 30 words; and (ii) repeating the same ideas, writing about a different topic, or writing unclearly.

- (a) Describe someone (friend, family member, teacher)
- (b) Write about a real or imaginary vacation (place, weather, people)

Reading: Read directions, look at a map, and choose the place which matches the directions with 66% accuracy.

II. Vicarious Experience and Verbal Persuasion

- (a) Experience performance of mastery objectives vicariously through text, audio, video, teachers, and classmates.
- (b) Receive persuasion (verbal and written) from teachers regarding the mastery objectives.

III. Physiological and Affective States

Experience proper ways to reduce psychological and physiological stress in the areas of breathing, positive thinking, sleep, and exercise.

Appendix B: Sleep and Food Survey

	Me	My Partner
Sleep		
1. How many hours do you sleep each night?	___	___
2. Could you wake up without your alarm clock?	___	___
3. Do you fall asleep in class?	___	___
4. Can you stay awake in a dark room for 15 minutes?	___	___
5. Do you wake up the same time every morning?	___	___
6. Do you use caffeine after 4 p.m.?	___	___
7. Do you use alcohol after 8 p.m.?	___	___

Templin, et al. cont'd on p. 19.

Contextualization

in

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Long-Term Role-Play

To further the growing emphasis on meaning in foreign language classrooms, many classroom teachers have turned to role-play. Role-play activities can increase student participation, give students an opportunity to practice interactive communication skills and may, as Al-Khanji (1987) stated, be “capable of renewing class interest and enthusiasm” [and promote] “both teacher and student creativity and spontaneity” (p. 12). In addition, role-play may help weaken the affective filter that Krashen (1985) believes inhibits students from fully participating in and gaining from classroom discussions due to lack of motivation, shyness, or apprehension. Role-play activities can create learning situations and events that encourage active student participation and reduce student anxiety because they are fictional and therefore perceived as less threatening (Fellenz & Conti, 1986). Role-play also compels students to pay more attention, encourages them to focus on the meaning of language and use it creatively, and increases their motivation, interest, and participation (Garr, 1988; Horwitz, 1985; Rosen, 1993; Smith, 1986).

Weaknesses of role-play are identified by Horwitz (1985), who points out that in role-play activities only a few students can participate, leaving the rest of the class inactive; role-playing is dependent on the students’ “poise, creativity, and acting ability” (p. 206) and the differences in student comprehension levels can leave many of them “confused and frustrated” (*ibid.*, p.206). In addition, because most role-play is not goal oriented and is usually dominated by more fluent students, producing artificial conversations to gain fluency may not work for the majority of students (Smith, 1986).

Long-term Role-Play

Long-term role-play is a modification of role-play which allows students to develop and use a character throughout a number of activities (Long, 1986). Since it is difficult for students to assume roles for short periods of time, long-term role-playing enables students to “relax and grow into their second selves” (Long, p. 148). Once students are comfortable with their new personas, they perceive actions and words to be “directed toward (their) assumed identities . . . rather than

toward them personally” (Long, p.145), which reduces their anxiety level and increases their confidence.

In long-term role-play, students choose their roles based on their interests and needs (Nizegorodcew, 1987). This increases their interest and motivation in the role-playing activities and can lead to scenarios that can be sustained throughout the course (Horwitz, 1985). In addition, long-term role-play enriches vocabulary for the whole class, personalizes cultural information, and breaks the conventional question and answer format of traditional classrooms (Clark, 1982; Long, 1986). Perhaps most importantly, long-term role-play facilitates student communication by giving them schemata and context from which they can construct meaning in and outside of the classroom.

To overcome the weaknesses of role-play and exploit its strengths, we have developed a long-term role-play technique that focuses on the creation of schemata and context before the simulations begin. This technique can be used to practice a variety of language skills learned throughout an entire semester and compels all students in a large class to simultaneously participate in the simulated activities. Students are provided with appropriate language support to complete the tasks and have freedom to say what they wish.

The following activities have been successfully implemented in Japanese university integrated skills courses which emphasize conversation with 30-40 low intermediate to advanced English majors. One class period is 90 minutes long, and classes meet four times per week. Table 1 summarizes the time-frame for a one-semester long-term role-play.

Contextualized Long-term Role-Play

Students are prepared for contextualized long-term role-play with a pair information-gap activity which provides an overview of what long-term role-play is and what the students will do, suggestions on how to make the activities successful, and an explanation of its goals. Using handouts provided by the teacher, one student in the pair explains that they will create for themselves fictional role-play characters from English speaking countries. During certain activities they will assume those characters and discuss their personali-

学習者中心の授業やコミュニケーションタスクを中心にした授業を行うとき多くの教師はロールプレイを使用してきた。本論ではロングタームコミュニケーションタスクの使用を提案している。このタスクでは学習者は自分に合った教材やコミュニケーションタスクを選択し、教師は学習者の上達をモニターしその結果をフィードバックすることができる。さらに普段の教室活動では作ることのできないコミュニケーション状況はこのタスクでは作り出すことができる。つまり、学習者は実際の談話の中で既習の知識を使うことができるのである。

Table 1: Activities Time-Frame

Unit Activities	Number of Classes
Regional Studies:	
Language development	4
Student Research Presentations	4
Character Development:	
Hometowns	1
Families	1
Occupations	1
Living Arrangements	1
Habits	1
Hobbies	1
Personal Qualities	1
Hopes and Predictions	1
Teacher-Constructed Simulations:	
The Party	1
Finding a Roommate	1
Social Schedule	1
Dating	1
Other activities	4+
Student Created Simulations:	
Preparing the drama	4
Drama presentations	4

Note: All times are approximate and are based on 90-min class periods. It is best to have each activity last one day especially if classes are separated by a number of days.

ties, hometowns, possessions, problems, and occupations, and react to situations, questions, and events from the characters’ point of view. The student also reinforces the idea that they should follow their own interests when creating their characters.

The other student in the pair explains that to complete the activities successfully they must research how people live in the country their characters come from, acquire the vocabulary they need to discuss their characters’ lives, and remember that their characters are native English speakers who think and speak in English at all times. In addition, the student explains the goals of the role-play: (1) to acquire vocabulary sufficient to discuss various topics; (2) to acquire grammatical structures and speaking skills appropriate to specific situations; (3) to experiment with language used in different social relationships and situations; and (4) to increase confidence in using English.

Step One: Regional Studies

Students begin with a three-week study of a region of an English speaking country of their choice. For example, students interested in the United States can choose one of eight regions to study: the Northeast, the Old South, the Southwest, the Great Lakes region, the Great Plains and Rocky Mountains region, the West, the Northwest, or Hawaii and the Pacific Islands. In small groups interested in the same region, students work through a series of communication tasks. These tasks progress from one week of teacher-assigned and controlled vocabulary development, listening, writing, and communication tasks to a week of student controlled research assignments, and culminate in a week of presentations where the small

groups teach what they have learned about their region to their classmates.

To illustrate, a group of four students who were interested in the American Southwest began their study by splitting into pairs and reading either an essay concerning the Grand Canyon or one about San Antonio. After reading the essay and answering vocabulary and comprehension questions prepared by the teacher, the students exchanged partners and told each other about what they had read.

Next, the group watched a segment about the region from the video *America—Catch the Spirit* (U.S. Department, 1987) and together answered the accompanying vocabulary and comprehension questions. When they had finished, each student chose a different tourist attraction or place found in the region, researched it, and wrote a short report describing its location, what you can do and see there, its industry, its cultural attractions, and its history. When they had completed their reports, they presented them to the other members of their group. Using the university library and the Internet, the members of this group wrote about and reported on the Dallas/Fort Worth area, Carlsbad Caverns National Park, the Colorado River, and Roswell, New Mexico.

Finally, the group prepared and gave a class presentation on the six places already researched plus two more. This took the form of a tour through the region suggesting where to go, what to do, places to stay, things to see and learn, how to travel between sights, and how much transportation, hotels, and tourist attractions cost.

During this three-week unit, students acquired knowledge about the area from which their characters would come and the ability to talk about it. In the process, they learned important facts, statistics, and cultural information concerning the region which increased their vocabulary and world knowledge as well as helped them build schemata for creating their role-play characters’ personality and history.

Step Two: The Personal Profile

Next, the students develop their characters’ profile and personal history. The character profile consists of the character’s name, age, nationality, hometown, occupation, place of work, family, interests, goals, and a short personal history. The students create all this information using the knowledge gained in Step One. For example, a student who was interested in the American Southwest created a character named Emmett L. Brown, a 65-year-old FBI investigator from Roswell, New Mexico. According to his personal history, when he was 16 years old, the United States government was said to have covered up a UFO crash in Roswell. This incident changed Emmett’s life. He devoted his life to UFOs, collected information on them, and dreamed of proving “what really happened in Roswell back in 1947.”

Another student who studied the Great Lakes region created a 27-year-old cellist for the Chicago Symphony Orchestra. Her character grew up in Urbana, Illinois, studied music at the University of Illinois and in Austria, and liked to play tennis. Students later used these initial interests as the basis for further research and discussion.

Step Three: Character Development: Input, Production, and Practice

The personal profiles are the starting point for a series of teacher created sub-units that cover personal information such as hometowns, families, occupations, living arrangements, habits, hobbies, personal qualities, hopes, and predictions. Each sub-unit follows a pattern of language input, production, and practice which can be completed in one or two class periods.

In the language input stage, the instructor provides vocabulary, grammatical forms, and phrases the students will need to discuss the sub-unit topic. In the production stage, the students apply this input to produce their own ideas based on their role-play characters' profile and background. In the practice stage, the students assume their characters and use their ideas in discussions with their classmates. Throughout each sub-unit the instructor takes note of common errors and problems to review and correct at the end of each class or at the beginning of the next class period.

For example, students begin one sub-unit in small groups going over a list of phrases used to introduce hopes and predictions. They then watch a teacher-produced video (Edwards, 1996) featuring three native English speakers discussing their hopes and predictions for one year, five years, and thirty years. These speakers say things such as "By this time next year, I'll probably have a new job," or "Within five years, I'd like to travel more in Southeast Asia." During the first showing, the students listen for specific hopes and predictions. In a second showing, they listen for the language used to introduce each hope or prediction. Finally, they compare their answers and listen one last time to confirm them.

In the production stage, students review grammatical forms used to express future tenses and help one another describe their role-play characters' hopes and predictions. The contextualized long-term role-play lets the students express hopes and predictions they would not normally have. For instance, the student whose character was the cellist from Chicago would perform in all the famous concert halls of the world by the year 2000; another student who created a baker from Indianapolis wanted to spread her bakery chain around the world before she was sixty-five; and a third who was a table tennis player from Las Vegas hoped to be world champion within five years.

During the practice stage, students receive a handout explaining that they must interview three other characters to find out at least three things about their futures. After making their questions, they circulate around the class gathering the information. They then relate it to a

fourth student. The repetition of interviews and the re-laying of information require the students to recycle information, vocabulary, grammatical forms, and phrases thus aiding the language acquisition process.

Step Four: Teacher-Constructed Simulations

In the teacher-constructed simulations, the students use the information and skills they have developed in actual discourse to achieve linguistic and functional objectives such as describing places, people and things, discussing past events, giving advice, or making future plans. These simulations require one or two classes each and follow the pattern of input, production, and practice. After each simulation, there is a period of teacher error correction and assessment and student self-reflection in the form of learning logs.

The simulations begin when the students (in character) arrive in Japan for an extended stay and find they need a roommate. Their search begins at a simulated party where they introduce themselves and make small talk with the intention of finding three potential roommates. They later interview these people to find out about their habits, hobbies, qualities, and daily routines with the goal of finding a suitable roommate. The roommates play a key role later because they are the ones to whom each student will describe the events and outcomes of future simulations.

Once they have found their roommates, the students plan a social schedule for the coming week. They arrange a date with a different member of their class (anyone except their roommate) for each night of the week and verbally report that schedule to their roommates. They then create and describe one of the dates. Students who decided to go out together on Tuesday night create the scenario for what happened and then tell their roommates about it (see Appendix). The date simulation can lead into other simulations such as marriage, honeymoons, relationships that go wrong, travel scenarios, relocation plans, moral dilemmas, or dangerous events. The number of possibilities for simulations is as enormous as the number of events in life and limited only by the instructor's and students' imaginations.

Students reach the linguistic/functional objective of each simulation basing all their desires, hopes, intentions and arguments on what they know of their role-play characters. For instance, a role-play character that doesn't drink and usually retires early avoids a roommate who likes to party and listen to loud music. Another who hates driving argues against living in the country where a car would be necessary. A third who is an environmental activist tries to convince others that recycling is important.

Step Five: Student-Created Simulations

In the final stage, groups of four or five students plan a 20-minute drama for their characters in one of several possible settings, such as a group hike in the mountains, a New Year's Eve party, a crowded train or

plane, or a house on fire. The only restriction placed on the students is that they use what they know about their role-play characters to decide what they say and do in the drama. Each group writes its drama's dialogue, practices it, and revises it. During this time, the instructor monitors progress, makes suggestions, helps with dialogue, and corrects errors. The groups then perform their dramas for the class and are videotaped. Later, the tapes can be used for group and self-assessment, and feedback from the teacher.

Our students created some interesting communicative events not normally associated with the classroom. For example, one group, which included the FBI agent, was involved in an encounter with a UFO on a flight over the Pacific that led into a time-travel scenario. In another simulation, a drunken lion tamer from Seattle accused a group of American tourists on a Tokyo train of stealing his lion with hilarious results. In a third group, a pair of dedicated environmentalist decided to take a group of politicians hostage in order to publicize their cause. However, they inadvertently abducted the wrong party and ended up trying to justify their actions to a group of businessmen.

Conclusion

Contextualized long-term role-play gives students time to develop the context they need on which to base communication and the creative freedom to use it. It exploits the strengths of role-play by helping students overcome the affective filter, maintain concentration for longer periods of time, focus on the meaning of the language, and feel increased motivation for learning. It also avoids one of the major weaknesses of role-play by requiring all students to participate in the activities simultaneously. In addition, it minimizes student confusion and frustration by giving them sufficient learning goals, time to develop the necessary schemata to take on a role, and sufficient language support to achieve the task. Most importantly, by allowing students to create and sustain role-play characters for the simulations used in class, they can be comfortable, creative, and successful in developing their ability to communicate in English.

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Appendix:

Teacher-Constructed Simulation: The Date

(Real name: _____)
Name: _____

You are going to tell your roommate about the date you went on Tuesday night.

Task 1: With the person you went out with on Tuesday night discuss what you did and how the evening went. Try to answer the questions below. Try to provide as much detail as you can. In addition, include an unusual event that happened on your night out (i.e., You were robbed coming home or found ¥1,000,000 in a taxi.) Use your dictionaries, your teacher, and your classmates to learn the vocabulary you need to talk about your date. Remember you are talking about past events so think about when and in what order the events occurred. Make notes as you work.

1. Was the event simply completed in the past? (simple past verb)

We ate at a Chinese restaurant in Harajuku.

2. Was the event completed before another event or time in the past? (had + past participle)

By 8:00 we had eaten our dinner, so we decided to go to a bar for drinks.

3. Was the event in progress at a specific time in the past or when another event occurred?

(was/were + -ing form)

We were waiting for a taxi, when it started to rain.

What did you do there?

What did you see there?

Who did you meet there?

Did you have a good time?

Where else did you go? Who did you go with?

When and where did you meet? Where did you go?

How did you go there?

What time did you get there? What else did you do?

What time did you leave?

How did you go home?

Why did an event happen?

Write notes about your Tuesday night out.

Task 2: Now join your roommate and tell him or her about your Tuesday night out.

Task 2a: If your roommate is telling you about his or her Tuesday night out be sure to ask questions when you don't understand something, need new words defined, or want to know more about something

The Essence of Return Culture Shock: Mystified With the Obvious

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Culture shock is concerned with the relationship between culture and language within the context of cultural adaptation. A related concept is *return culture shock*, the mixture of emotions one experiences during repatriation, when returnees acclimatize into the social, psychological, and occupational patterns of their home countries (Hogan, 1996). People living in an international environment will benefit from exploring the core elements of return culture shock in order to gain a clearer understanding of this aspect of their intercultural experience.

When examining return culture shock, it is crucial to recognize the awareness level of social interactions and customs one employs within their own culture (C1) and how this is contrasted with the awareness level in a second culture (C2). In order to have a clearer understanding of return culture shock, this paper will look at the tacit nature of culture, the connection between linguistic and cultural awareness, and finally the role of television and other media. This information will be useful to language teachers and their students who travel extensively and may live in a foreign country for an extended period of time.

C1, C2, and Radio Waves

Before examining return culture shock in detail, it is necessary to briefly look at culture itself. Kroeber and Kluckhohn's definition of culture is one still largely accepted today: "Culture consists of patterns, *explicit* and *implicit*, of and for behavior acquired and *transmitted* by symbols, constituting the distinctive achievements of human groups" [*italics mine*] (1952, p. 47).

In a more esoteric yet relevant definition, Hofstede (1984, p. 51), described culture as "the collective programming of the mind which distinguishes the members of one category of people from another."² Although we know that culture is learned, we also know that it is made up of multifarious components. A great deal of culture, in fact, acts in much the same way as radio waves—it carries information, is omnipresent though invisible, and, if one is tuned to the right frequency, it conveys powerful messages to those equipped to receive them. Just as non-scientists who listen to the radio have difficulty describing how radio

waves are transformed into sound, most people have trouble explaining culture, despite the fact that it is the basis of much of their behavior, attitudes, and ways of life. The limitless zones of culture are both readily apparent on the one hand and subtle and impalpable on the other. It is within many of these elusive, intangible aspects of culture that our specific behavior, values, and philosophies are steadily formed.

Culture Shock

In general, culture shock occurs when people relocate from surroundings to which they are accustomed to an unfamiliar place in which the information being transferred to them is contrary to their C1. This may induce any number of emotional reactions, such as fascination, rebellion, or the tendency to surround themselves with others who share their underlying cultural programming. The type of reaction usually depends on one's individual characteristics in dealing with new situations, prior C2 encounters, and linguistic ability.

Insights into Return Culture Shock and Awareness

People who spend considerable time outside of their home cultures, whether conducting research, traveling, studying, or teaching, undergo reverse culture shock in one form or another whenever they step back into their C1.

Why does return culture shock occur? According to Hogan (1996), people may have idealized notions about their home country while away only to find that it has undergone economic, social and political changes during their absence. Or, they may find that their personal social bonds are weaker, and friendships lack the closeness that was present before. Perhaps more common is the gap between their memories and the changing realities of their society.

The main concept to examine within return culture shock is the level of awareness that a person is operating on when in a C2. To better comprehend the significance of this idea, it is important to examine the level of awareness you must possess and exercise in order to readapt to your home culture as compared with the awareness necessary in a C2.

本論では逆カルチャーショック(異文化から自文化へ戻った時出会う感情)の本質を検証する。その文化の特徴、言語意識と文化意識との関係、マスメディアなどが逆カルチャーショック度に大きな影響を与えている。逆カルチャーショックを乗り越える方法の一つとしては、逆カルチャーショックは誰にでも起こるということを認識することである。

The Correlation Between Linguistic Awareness and Cultural Awareness

Speaking in your L1 is often like riding a bicycle: once learned, it is quite effortless. As some have noted (see Gattegno, 1972; 1985), communicating in L1 is usually as natural as breathing. In most everyday situations, you do not have to use a large amount of energy to produce language and communicate, and more importantly, you do not have to be especially aware of what you are doing (e.g., how you hold your mouth to produce a sound, how to use pronouns, or conjugate verbs). The more fluent you become in a language, the less you have to think about these factors. However, your awareness level must be raised when using an L2, unless you have become bilingual.

As those who speak foreign languages can attest, after hours of using an L2 without a break one becomes fatigued because using an L2 requires more awareness and skill to maintain a suitable level of communicative competence.

The same concept can be applied to culture. When one enters a C2 for the first time, the awareness level is at a much different state compared to being in your C1. Because one does not share the same cultural schema, a raised awareness emanates as soon as one sets foot in a C2. One immediately becomes aware of the differences in peoples' body language and living space. The food, drink, dress, and smells in the C2 may vary considerably from what one is accustomed to back in the C1, and one quickly recognizes the similarities and differences. Even after living in a C2 for a long period of time, an elevated awareness level of social conventions is still necessary to survive. This awareness, and the energy required to maintain it, is similar to the attentiveness necessary to speak in an L2.

Increased Awareness, Return Culture Shock, and the Public Bath House

What effect does a heightened awareness level in another culture have upon returning to one's home country? Quite possibly, you are still acutely aware of what is going on around you, of how you are talking, about social interactions at the airport, about the size of the portion of food you order, and about elements of human interaction. But what differentiates this from one's experience abroad is that it is one's own culture.

A simple explanation is through the metaphor, "the world as a *sentō*" (public bathhouse). Your C1 is a sauna in which you are totally comfortable in the dry heat. When you journey to a C2 it is like jumping into a *cold bath*: At first you feel quite stunned and dazed. After a period, you adjust to the frigid tub and ponder why people are enamored with it. You gradually grow accustomed to the chilly temperature and your state of ambiguity. From the social interaction in the cold bath, you recognize there is a depth of information about the C2 you will never be familiar with—you're not completely tuned in! Then suddenly, you

move back into the sauna, your C1, and with your enhanced perception, you are aware of and experience the heat at a deeper intensity than before. Because you have discovered the concept of cold, you have an intimate understanding of the hot. While standing unnoticed in the blistering sauna, the torridity of your C1 seems both natural and unpleasant. This is the effect of return culture shock.

TV, Media, Context, and Return Culture Shock

When people live outside their C1 for an extended period of time, their knowledge of media trends deteriorates. Even though the Internet has brought many parts of the world closer together, it has not yet overtaken television as the most powerful socializing agent in the industrialized world. When away from their C1 however, people lose direct contact with this form of popular media.

A clear example of the schema the media produces occurred just prior to the final episode of a popular American situation comedy called *Seinfeld* (the name of its leading character, Jerry Seinfeld), which aired on May 14, 1998. According to the *Baltimore Sun*, the program averaged 30 million viewers each week for its last four years on the air, more than 10% of the total U.S. population. *Seinfeld* has been discussed by all age groups in American society, from teens to senior citizens. Aspects of the show were often the topic of conversations in the workplace, and were debated by scholars (Zurawik, 1998, p. 12). Collections of academic essays and college research papers were also written about the show. Prior to its final episode, the *Baltimore Sun* published *Users' Guide to Sein Language*. Since it was being broadcast around the globe, there was a concern that viewers wouldn't understand the humor: "When the rest of the world is laughing at the *Seinfeld* finale May 14, you will want to be in on the joke. If you are not familiar with Jerry (Seinfeld) speak, here is a quick guide to help you figure out what is so funny" (1998, p. 12). If you were living outside of the U.S. for some time (the show was on the air for nine years, from 1989) and returned in time for the final episode, you might have suffered some return culture shock.

Unlike missing a single movie and not understanding the context of a conversation, the returnee may have bypassed an entire genre of shows which helped shape or at least add to some of the widespread attributes of popular culture in his or her homeland. When you return, not only do you not know what people are talking about, but you also may feel that you don't really share the same interests. You may confront a situation in which you are regarded as eccentric by your peers (Hogan, 1996).

Returning Home: Just Another Country

Culture is multifaceted, ingrained in every individual, and clearly difficult to define. Thus, when people enter a new culture, the levels of awareness for both cultural

adaptation and language understanding are raised. The media, interpersonal relationships, and learning skills are integral to the process of getting over the initial culture shock. However, all these influences can never replace the missed information that they would be viewing in their own C1, i.e., news, current events, and social events that shape trends.

There are several books that explain ways to deal with return culture shock (see Smith, 1996; Storti, 1997). Suggestions include keeping in contact with current media via video tapes sent from home; setting up satellite dishes and watching global news networks; and staying in touch with friends via letters, e-mail and phone. When you return home, it is useful to surround yourself with those who have experienced the odyssey of living overseas. The best way to deal with return culture shock may simply be to have awareness that it is going to occur. Being conscious of your perceptions is the most valuable step in being comfortable upon return. Once you realize that your heightened awareness gained in the C2 remains, you will be able to better interpret your C1.

Upon reentry, many returnees reconfirm that their homeland is simply another country in the world. It may or may not be economically better off or have a different style of government than other C2's, but culturally you are able to see your C1 as a place which is quite similar to all places around the globe in that it has both positive as well as negative attributes. It is in this scenario that you are able to see your C1 from a different viewpoint, realizing that the best way to learn about both the admirable and undesirable traits of your own culture is to leave it. You can see how each country on this planet is a figurative island, with a distinctive culture, media, and ethnocentric perspective.

When you do return to your country with a raised awareness, it is important to focus on the positive aspects of your new cultural cognizance. Being more culturally aware gives you the chance to familiarize your compatriots with the wider world, to show how cultural understanding is enriching for both the individual and society.

It is invaluable for sojourners living overseas to understand that their reactions upon returning home are a natural and a valuable aspect of the process of becoming an intercultural person. For many, this awareness is the essence of return culture shock, and it is at this point of disorientation, being mystified with the obvious, that you realize what return culture shock is. It is a time when you have no choice but to familiarize yourself with and become attuned to a society to which you once belonged. What at one time seemed run-of-the-mill and comfortable, feels much like another world.

Notes

1. For the sake of clarity, I am using the term *culture* to embody the notion of the primary culture of a country or nation state (e.g., French, German, Japanese, New Zealand, Polish, or Thai culture).
2. The concept of culture acting as collective programming or radio

waves is similar to the study of *memes* and *memetics*. A meme is an information pattern, held in an individual's memory, which is capable of being copied to another individual's memory. Memetics is the theoretical and empirical science that studies the replication, spread, and evolution of memes. For a more detailed analysis of this concept see Dawkins, 1976.

Acknowledgments

I would like to give special thanks to Craig Sower, who helped me better clarify the concept of this paper for myself. I would also like to thank many friends and colleagues for their constructive feedback and insightful comments concerning return culture shock: William Bradley, Kirsten Dekin, Elizabeth Forrest, Terry Futaba, Yukiko Seto-Johnson, Peter Klanian, Joseph Macadam, Katrazyna Randall, Dmitri Robbins, David D. Stewart, Jana Silver, Noel Terhune, and Stephen Wolfe. Any and all mistakes are mine.

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Templin, et al. cont'd from p. 12.

8. Do you eat, study, or worry in bed? _____
 9. Do you do 20 minutes of aerobic exercise every day? _____
- Food*
10. Do you study or work while you eat? _____
 11. Do you have to watch the clock as you eat? _____
 12. Do you eat a balanced diet of meat, fruits & vegetables, rice, and milk? _____

Desired results:

1. 6-9 2. Yes 3. No 4. Yes 5. Yes 6. No
7. No 8. No 9. Yes 10. No 11. No 12. Yes

Japanese

Japanese

Japanese

Japanese

Monbusho-approved textbooks have a great influence on current English Language Teaching in Japan. In the aim to investigate how Monbusho textbooks deal with cross-cultural awareness, we have analyzed 1993 and 1998 textbooks for English Course I to find out whether the main topic in each chapter of the textbooks was “nation-specific” or “nation-nonspecific,” and if the main topic was “nation-specific,” which country/countries it referred to.

With rather explicitly defined sets of criteria that were originally set up for the analysis of the main topics in textbooks, the research turned out to suggest that the English Course I textbooks had a high tendency of referring to the United States of America and Japan. Given the fact that English is used more as a tool for international communication, we believe that more attention should be directed to the balance of the countries that are included as topics in the textbooks.

A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This column is dedicated to the many exciting chapters that make up JALT. The co-editors encourage 900-950 word reports (in English, Japanese or a combination of both) that describe challenges, solutions, and experiences in keeping your chapter active. This month, Leo Yoffe and Shibayama Morijiro introduce the Gunma Chapter and cordially invite you to attend the JALT99 Conference (October 8-11) in Maebashi-shi, Gunma.

Gunma Chapter Welcomes You to JALT99

JALT99 in Maebashi? Where on earth is that? At this point, most of the esteemed JALT98 participants could proffer their educated guesses as to the whereabouts of Maebashi, or failing that, Gunma. Most opinions would probably be actually pretty accurate if we accept that New York City is in the American Midwest, give or take a few hundred miles. For the uninitiated, Gunma is smack in the middle of Japan. Incidentally, there is a city in this prefecture, which is affectionately referred to as the "belly button of Japan" for this very reason. Among other goodies that Gunma offers, one which you would remember most fondly in the unlikely event of a government scandal, is that Gunma has generated more modern prime-ministers than any other prefecture. Our "local production," so to speak.

Just an hour from Tokyo by Shinkansen or car, it is actually hard to understand why Gunma hasn't been chosen as a site by the national committee before. The twin cities of Maebashi and Takasaki offer plenty: good conference facilities, abundance of nature, and most importantly, varied nightlife. So, all of us at Gunma-JALT are very excited about this chance to show off a gem of a prefecture.

Maebashi - a city of "water, trees and poems" - is special in more ways than one. Historically, the city, which was called the "Nara of the Kanto Provinces," was one of the important strategic points where the warlords divided the turf in the Age of Civil Wars (1467 to 1603). During the Edo period, it flourished as a castle town and became famous as the city of raw silk from which the Silk Road of Japan started.

Those coming to JALT99 will not go away disappointed. In the vicinity of the Green Dome, the site of the Conference, October 8-11, you will find Shikishima Park (a great place to jog or engage in less stressful activities) and its Rose Garden. Also nearby are the shopping/drinking/eating establishments of downtown Maebashi and several places of historic interest.

If you are an *onsen* aficionado, a total of 70 hot springs here including Kusatsu, Minakami and Ikaho are awaiting you. It may be a touch too early to ski, but there are many famous ski resorts in northern Gunma.

Founded in 1986, Gunma JALT was set up to help foreign and local English teachers in the prefecture with methodology and teaching techniques. Beginning with 40 members, the early years were spent primarily in teacher-training. Some of the early speakers were Thomas Robb, Thomas Scovel, Mark Seng, Wilga Rivers, Ron White, and Robert Juppe. Membership peaked at 99 early and has been slowly declining. At present, there are 60 full-time members. Most of our members are teachers at secondary level and above.

Along with monthly meetings, Gunma JALT has always held well-attended three-day summer workshops at the end of August, where local members can contribute their expertise and meet leading experts in the field. Also, a traditional annual Christmas Party is held to bring members together socially.

Over the last couple of years, we have sought to broaden the scope of events organized by our chapter. EFL educators—the "bread and butter" of our programs—are being increasingly supplemented by a healthy dose of professionals from other walks of life. The presentations have ranged from working as a translator in Japan (Paul Rector—our local Paul Bunyan) to the American portrayal of Japan through movies (Mark Schilling). We believe that covering a wide range of issues, which may not be immediately related to classroom concerns, will allow our chapter to grow and attract a wider spectrum of free thinkers with diverse philosophies.

Though the composition and demographics of the happy family of Gunma-JALT have changed (ehm... grayed), the goals of the chapter have remained the same: to keep members abreast of the changes in the field of language teaching, to provide a venue for the exchange of ideas and information, to create opportunities for networking among language teachers in Gunma, and to be a forum for new members to meet others and get job information.

On behalf of Gunma-JALT we look forward to seeing you in Maebashi in October!

*Leo Yoffe, Co-Program Chair and
George Ricketts, Newsletter Editor*

People in JALT-Gunma

What I appreciate the most about JALT-Gunma is the people. They teach English and other languages at junior and senior high schools, colleges, conversation schools, and even private or what we call *kotatsu* schools. We learn from each other. These people are what keeps JALT-Gunma going. Our program chairs invite excellent speakers. It is not unusual that a distinguished scholar from abroad gives a major lecture in Tokyo and soon after we meet the same person in Gunma. In our programs, we try to combine theoretical presentations with hands-on practical workshops. I believe this approach is very much in line with the theme of this year's JALT Conference: "...Connecting Research and the Classroom." After all, the two facets are inseparable.

Our facility and social chairs provide invaluable service, together with the treasurers and membership chairs who make sure our ranks and coffers are never depleted. I think you will also be impressed by our Chapter newsletter: SPEAKEASY. It is a powerful voice of our organization and never fails to stir debate and discussion.

Not only the officers, but everyone at Gunma-JALT are now looking forward to meeting people from all over the world at JALT99.

*Shibayama Morijiro,
JALT99 On-Site Chair and Chapter Co-President*

If you are interested in joining Gunma-JALT, please contact Shibayama Morijiro; t: 027-263-8522. For information about upcoming events or if you want to become a volunteer at the Conference (October 7-11), contact Leo Yoffe; t: 027-233-8696.

edited by sandra j. smith & oishi harumi

Telling Stories: Using Input and Output to Develop Both Fluency and Accuracy in Spoken Discourse

Paul Doyon, *Asahi University*

While I was vacationing in Fiji several years ago, I had the opportunity to meet a Japanese woman who had been listening to "Radio English" religiously every morning for 7 years. In spite of this, she couldn't speak a word of English. Since that time, I have also encountered a number of other Japanese people whose exclusive source of English language education had been "Radio English." I likewise noticed that their English ability was either nonexistent or extremely stilted. Now, while there could be a number of reasons for their inability to use English, one highly plausible explanation could be that even though they had been receiving a plethora of input, they had never had the chance to actually use the language. In other words, no output! As Woodfield (1997) states:

If asked how language is acquired, many teachers would reply that it is through comprehensible input, through understanding messages in the L2 that are just a little above one's current language level....It seems intuitively true, however, that not only comprehension, but also production, has a direct role to play in acquiring a language. (p. 19)

Goals

Naturally, our goals in the language classroom should be not only for students to comprehend the language, but also for them to speak it both accurately and fluently. One of the components of "communicative competence" (as outlined by Canale and Swain 1980; Canale 1983) is "discourse competence." Omaggio Hadley (1993) defines discourse competence as

[involving] the ability to combine ideas to achieve cohesion in form and coherence in thought. A person who has a highly developed degree of discourse competence will know how to use cohesive devices, such as pronouns and grammatical connectors (i.e. conjunctions, adverbs, and transitional phrases), to achieve unity of thought and continuity in a text. The competent language user will also be skilled in expressing and judging the relationships among the different ideas in a text (coherence). (p. 6)

One way of achieving the aim of developing accuracy, fluency, and discourse competence is by having students reproduce stories. While the reproduction of stories is not a new technique, what is different in this approach is that students are required to tell the same story a number of times. After each telling, the students read their stories again, and then retell it to a new partner. In this way, they are able to focus on and

then self-correct the errors (which are still fresh in their minds) with the next telling. As a result, the students are able to tell their stories a little more fluently and accurately

each time. Furthermore, by telling the story to a different student each time, they are continuously engaged in authentic communication.

Procedure

First, you will need to have a different story for each student. While I like to use stories from *True Stories In The News* or *More True Stories*, any stories can be adapted for this activity. I recommend writing the directions on the blackboard:

1. Choose a story.
2. Read the story silently for 10 minutes.
3. Turn your story over and tell it to your partner. You cannot look at the story while telling your partner. You cannot use Japanese.
4. When you are both finished, read your story silently again. This time take 5 minutes. Turn your story over.
5. Find a new partner. Tell each other your stories. Remember not to look at the story.
6. Repeat steps 4 and 5. (This can be repeated any number of times depending on time factors, etc.)
7. Now write the story without looking at it. (Optional)

Variations

As stated earlier, any stories can be adapted to this activity. While I have not had the opportunity to use them, I believe that stories from the SRA reading lab might be an excellent choice. Also, L.A. Hill's *Stories for Reproduction* have a number of short stories graded at different levels.

Another variation, at the advanced level, would be to have the students change their stories in some way. This would enable the students to use their imaginations and it would also act as a preventive measure with the tendency of a few students to tell the stories verbatim.

Also, this activity can be assigned as homework with the first ten to twenty minutes of a conversation class devoted to having students working in pairs telling each other their stories. It gets the students warmed up and into the mode of using only English.

Important Considerations

It is important to choose stories that are easy for the students to comprehend. Since comprehension of a language is usually a few stages higher than what a student can produce, it is essential that the stories are not too difficult. Students need to feel challenged, but

not frustrated. Feelings of success will usually lead to an increase in motivation; feelings of frustration will lead to students giving up, and hence, apathy.

Student Feedback

The overwhelming majority of the feedback I have received from students about this specific activity has been extremely positive. Some representative comments are:

(Student 1)

I think that this activity is useful. By telling a story each other, we can remember to speak several patterns about one story. And by being continued and continued, we notice our mistakes our telling....First I couldn't tell a story smoothly. Maybe I had many mistakes. But by repeating reading and telling, I could notice my mistakes.

(Student 2)

[E]ach time we tell the story, our speaking get better and better.

(Student 3)

I can self-correct my mistakes each time. I can't explain my story to partner well at first. But after I look at a paper again, I can remember more detail than first.

(Student 4)

This activity is useful. I cannot understand the contents of long English story once completely. So I was able to think and correct about the story, and also I was able to put my English knowledge to practical use after my reading in this activity.

Classroom Poetics

Susan Carbery, *Obirin University*

I have been using various styles of short-form poetry as an alternative to essay composition and have been surprised not just with the poems my students have written, but also with the valuable learning experiences derived from the act of writing them. Short-form poetry is a great way for students to express themselves in English without the pressure of sentence and paragraph construction that so often eludes lower and intermediate-level students. I have found that acrostic, cinquain, and haiku are ideal short-form poems for practising adjectives and as an introduction to descriptive writing.

Procedure

Teaching short-form poetry is relatively simple. The poems have very easy rules to follow, so once the students are aware of the rules, they can be left to their own creative devices. The teacher, after describ-

Conclusion

This activity is not only useful, enjoyable, and motivating, but offers a respite from lessons which tend to focus on grammar points and/or language functions. It helps students to become more fluent and more accurate speakers. It also allows for the development of discourse competence (which seems to be lacking in the practice activities of many textbooks). Moreover, acquisition is reinforced through use of the four skills of reading, speaking, listening, and writing.

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Quick Guide

Key Words: Discourse competence
Learner English Level: Beginning to advanced
Learner Maturity Level: Young adults and older
Preparation Time: Very little
Activity Time: 15 to 90 minutes

ing and demonstrating the rules to the class, merely facilitates—offering advice and suggestions on

word choices or the composition of short phrases.

Step 1: Choose a short-form poem; write its rules on the blackboard and explain them.

Step 2: The whole class brainstorms ideas for a class blackboard example. This not only shows the students the procedure for writing the poem, but also illustrates the point that poems are not difficult to write.

Step 3: Give students a topic to focus on. This is a good way to introduce a theme, or simply choose whatever is appropriate to the time of year—Christmas, Spring, *0-bon*, etc.

Step 4: Let the creative juices flow!

Short-form Poetry: Acrostic, Cinquain & Haiku

Acrostic: a poem in which the first letter of each line forms a word, usually the topic of the poem, when read

vertically. Although this can be any topic I usually introduce it at the beginning of a course as a Name Poem. Students write their name vertically down the page, then horizontally compose words or sentences to describe themselves, each line beginning with the corresponding letter of their name. Lower level students usually choose just one adjective per line, whilst higher level students write sentences or phrases. The students automatically try to choose words that accurately describe themselves, and this offers teachers a great insight to their characters. These name poems can be decorated and used as the title page of student notebooks or folders.

Examples:

Not	Mild	Young
Obedient	Innocent	Original
But	Yielding	Kind
Usually	Useful	Officious
Easy-going	Keen	
	Impressible	

Cinquain: a five line poem which conforms to a strict form, thus making it easy for any student to write:

- Line 1—one word (noun and topic of the poem)
- Line 2—two words (adjectives describing the topic)
- Line 3—three words (verbs associated with the topic)
- Line 4—four words (a sentence or phrase giving the author's opinion of the topic)
- Line 5—one word (an alternative noun for the topic, often a metaphor)

This form of poetry is a good exercise in nouns, adjectives and verbs. In addition, higher level students can be taught the concept of a metaphor for Line 5.

Example:

Flower
Beautiful, pretty
Growing, blossoming, swinging
Flowers make people feel
Happiness

Haiku: I have had a lot of success with haiku poetry. The basic form is a 17 syllable poem describing one thing, traditionally a moment in nature, but for the purposes of my class anything is okay. The poem is written in three lines of 5, 7, and 5 syllables respectively.

Examples:

The flowing water
Is like nature's silk curtain
Beautiful and soft

Thunder in the storm
Is like anger from the heavens
At man's evil deeds

Because haiku poems rely on the rhythm of syllables it is also an excellent exercise in pronunciation. Students will begin by counting the syllables according to their Japanese pronunciation, but by the end of the lesson will be counting on their fingers and carefully mouthing the correct English pronunciation.

Hints and Variations

1. Choose a form of poetry that you are comfortable with and that suits the purposes of your writing class. There are many different short forms to choose from, but I have limited mine to acrostic, cinquain, and haiku as I feel that they lend themselves best to descriptive writing and to any student's language level.
2. Use props, music, videos or a visit to a nearby park as pre-writing activities and inspiration. This is especially useful if you teach an integrated skills class and composition is just one part of the unit.
3. Bring coloured pens and plain paper on which students can write and illustrate their final draft poems. These can later be collated as a class anthology.
4. Don't tell students at the beginning of the lesson that they will be writing haiku as it intimidates them. Let them know after they have succeeded in writing it.

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All poetry examples were written by ESL college students in Japan.

Quick Guide

Key Words: Writing

Learner English level: Beginner through advanced

Learner Maturity Level: High School through adult

Preparation Time: 10 minutes

Book Reviews

edited by katharine isbell & oda masaki

The Content-Based Classroom: Perspectives on Integrating Language and Content. Marguerite Ann Snow and Donna M. Brinton (Eds.). New York: Longman, 1997. Pp. xvi + 431. US\$ 35.70. ISBN 0-201-69513-8.

Content-based instruction (CBI) is one strand of the broad web of student-centered pedagogy. As such, it typically incorporates aspects of experiential learning, cooperative learning, and active learning, among others. In editing *The Content-Based Classroom* Donna Brinton and Ann Snow have gathered together a good deal of previously published material related to CBI and have consolidated it into a single text along with many new articles. While half of the chapters in the book are reprints from American journals, they are brief articles. Therefore, in sheer bulk, the majority of this book is newly published work.

Ten of the thirty-four chapters are reprints from the CBI special theme issue of *The CATESOL Journal* which Brinton and Snow co-edited in 1992. The success of that journal issue inspired the publication of *The Content-Based Classroom* because the editors felt that an expanded version in book form would reach more readers at this time.

The intended audience for this book broadly ranges from teacher educators and researchers in the field, to education majors and preservice teachers. Thus, the editors sought to "solicit a wide range of perspectives on . . . [CBI] . . . showcase work taking place at all educational levels . . . [and] . . . illuminate experiences and challenges pertinent to different instructional settings" (xi). But, for anyone who has kept current on content-based and discipline-based approaches to language study, many of the titles in this book will be familiar.

At 300 pages, "Multiple Perspectives on Content-based Instruction," the first of the three sections of the book, is by far the largest. The twenty-two chapters found in part one are arranged in eight subsections: CBI theory, K-12 instruction, postsecondary instruction, course design, teacher preparation, assessment, research, and alternative models. With so many varied subsections, readers might wonder why chapters 21 and 22, comprising the "Focus on Alternative Models," were not placed in earlier sections on either teacher preparation or postsecondary instruction. Both of these chapters describe issues related to tertiary instruction, and Snow's contribution on professional development for discipline faculty clearly falls under the rubric of teacher preparation. Regardless, the wealth of information in part one should satisfy educators interested in content-based approaches to language teaching.

Parts two and three, "Practical Issues at a Glance," and "Connections between Content-based Instruction and Other Teaching Approaches," contain twelve short chapters. Nine of these chapters are reprints, seven from the 1992 *CATESOL Journal* special issue. At the conclusion of each of the three sections of the book, readers will find lists of follow-up questions to ponder. *The Content-Based Classroom* forms a concise handbook on the

state-of-the-art in CBI. The book contains important information for novice[s] and experienced teachers alike. However, part one of the book is likely to have more appeal than the final two sections for those more knowledgeable in the field.

The major criticism of this book is related to its subtitle, particularly the issue of perspective. All but two of the contributors are educators based in the U.S. and of these, sixty percent are at institutions in California. Even though California has the highest concentration of lower English proficiency school age learners in America, CBI is used around the world. Certainly, "Content-based instruction is a growing enterprise," (xi) not only in California schools. So it is most unfortunate that Brinton and Snow did not follow through more completely on their stated aim to "expand the geographical scope of the special [CATESOL] issue" (xii) to include "a wide range of perspectives on" CBI (xi) in this volume.

Because of this narrow geographical scope, alternatives to U.S. *Perspectives on Integrating Language and Content* are not well represented. English as a Foreign Language (EFL) teachers, for example, will be disappointed to encounter only one article written from the standpoint of EFL instruction. That article draws from the Japan experience, so JALT members might have a particular interest in it.

Despite its limited geographical focus, *The Content-Based Classroom* is definitely a book worthy of shelf space, especially for educators using student-centered approaches. As interest in and practice with content-based and discipline-based approaches to language teaching continues to spread, the experiences and issues brought forward by the authors in this volume will be important to many in the field of education. Japanese colleagues at all levels, but especially in primary and secondary settings, would do well to consider information found in this book as curricula in Japan are being reshaped to meet the needs of learners today.

Reviewed by Timothy Stewart,
Miyazaki International College

Speaking of Speech: Basic Presentation Skills for Beginners. David Harrington and Charles LeBeau. Tokyo: Macmillan Languagehouse, 1996. Pp. 105. ¥1,800. ISBN 89585-211-3.

How do you teach presentation skills to students with only basic English ability? *Speaking of Speech: Basic Presentation Skills for Beginners (SOS)* is an excellent starting point for language instructors seeking an introductory level text. SOS uses a well-organized step-by-step approach to effectively introduce beginners to presentation skills needed in public speaking. Emphasizing "how to" instead of "why," David Harrington and Charles LeBeau have written a text that is short on theory, but long on practical exercises and activities.

The textbook is visually appealing. For instance, on the front cover the authors use a cartoon illustration and a creative title to produce the clever anagram SOS. The three objectives of the text are presented in different ways. The objectives are represented first on the back cover using a flow chart, then in the introduction

written in a style students can easily understand, and finally by using a simple diagram in the overview. The layout of each page, especially the signposts that clearly divide each skill module into different sections, is eye-catching. Also, the text is well illustrated with lively cartoon figures that are appealing to Japanese students who grow up reading *manga*. The formatting and organizational techniques that are systematically used throughout the text reveal the authors' concern with the learning process and their attempt to address the many different learning styles of students.

For examples, three modular activities, called messages, neatly divide the text. First, the physical message introduces body language, eye contact, gestures, and voice inflection. Next, the story message focuses on organizational skills. And finally, the visual message introduces the learners to the importance of visual aids for presentation. Each message is divided into easily understood target skills. Every target skill module is broken into different sections that explain what the target skill is, how it is used, and why it is important. These are followed by activities to practice the skills. Each target skill module ends with a speech and an evaluation that focuses on the target skill that was learned.

In the "what" section, the authors often use analogies to connect the target skill with the students' existing schemas to engage interest. For example, the presentation structure is introduced by comparing two different types of conductors on a train. In the "why" section, they often contrast good examples of the target skill with poor examples. Some of these exercises and answers are included in the accompanying tape and are recorded in a playful tone. In the "how" section, learners are introduced to verbal and non-verbal tools to help them in using the target skill. The tape is most useful in this section. The practice section is very effective because it focuses on interactive tasks where each target skill is practiced and integrated in meaningful group settings, which encourages cooperative learning rather than competitiveness. As the text makes clear, the only way for speakers to become more comfortable giving presentations is to give many presentations. So each target skill module closes with a speech followed by an evaluation activity that is short, simple and focuses on the target skill that was introduced. This organizational pattern is used for each skill that is introduced throughout the text and helps connect the messages together while continuing to recycle and build upon previously learned skills.

The text's overriding strength is its strong organizational pattern that leads the student from simpler, less abstract skills to more challenging cognitive skills. Exercises and activities that are based on active and cooperative learning techniques and strategies build up skills throughout the text. This gives beginners the security and comfort needed to create a meaningful learning environment. Although the text's subtitle is *Basic Presentation Skills for beginners*, this text could easily be used by more advanced students for self-study or as a simple reference guide. Simply stated, *SOS* is a "user-friendly" book that is beneficial to a wide range of students.

However, one weakness in the organization of the text is that it leaves the visual message until last. From my

experience in the classroom, if adequate techniques for using visual aids are available to students early, they will begin to rely on visual aids for support while speaking instead of a script or notes. By emphasizing the importance of the visual message at the beginning, the text could give students an additional aid to comprehension that could help them understand and organize their ideas.

Speaking of Speech provides a solid foundation of presentation skills. However, as with any text, pedagogical practices demand that teachers know their students' needs. *SOS*'s step-by-step approach easily enables teachers to adapt and expand on particular aspects of presentations that they or their students deem necessary. Harrington and LeBeau have crafted a text useful in any language learning setting where speaking is required. I would strongly recommend *SOS* to all students and teachers.

Reviewed by Gene Pleisch,
Miyazaki International College

Routledge Language Workbooks - History of English. Jonathan Culpeper. London and New York: Routledge, 1997. Pp. 103 ¥3,050. ISBN 0-415-14591-0.

This book is one of the Routledge Language Workbooks series which comprises a total of ten titles focusing on specific topics, such as English spelling and text and discourse analysis. This volume covers a wide variety of themes within the history of the English language, encompassing subjects from punctuation to world Englishes. Using an approach that is a combination of reference book and coursebook, the text uniformly covers each topic by first providing readers with concise and stimulating information on the topic. This is reinforced by questions and discussion points to confirm the user's understanding of the topic.

An integral and innovative feature of the book which helps to unite the diverse themes is a mini-corpus of nine short texts. Some of the texts consist of more than one extract and range historically from *The Anglo-Saxon Chronicle* (9th Century) and Shakespeare's *Richard III* to Robert Lowth's *English Grammar* (1762) and a present-day advertisement. The texts in the corpus are frequently referred to, for example, for chronological comparison, in the book's diverse chapters and help to make the book a cohesive work.

Although this series of workbooks is described as "practical introductions to specific areas of language for absolute beginners," on the back cover, this is meant in the context of a senior high school or undergraduate level native speaker. In the Japanese context, this book will be of interest to two potential groups. One group comprises the many Japanese and native speaker language teachers who have come to the profession through academic specialisations other than linguistics. They could use this book for self-study. The other group is Japanese students training as future teachers of English.

Readers will develop an awareness of how the English they teach or are going to teach has arrived at its present state. Such aspects as the development of irregular verbs and plural forms are explored and seen in historical context rather than just as oddities and exceptions. The Japanese favourite of the differences between British and American English is similarly presented in a histori-

cal context. The real degree of difference is focussed on, particularly in relation to which pronunciation features can be said to be distinctly American or British. Features of the language immediately applicable to classroom teaching, such as expanding vocabulary by affixes (prefixes and suffixes), are included too.

Clear organisation aids the use of this book. Each of the twelve chapters is just six to ten pages in length, but the maxim is conciseness rather than confusing brevity. The attractive layout features a variety of typefaces, provision of margin space for notes, and clear divisions between sections. Further clarification of each topic is provided by clear summaries closing each chapter. As well as the corpus comprising one appendix, two other appendices are on reading *Oxford English Dictionary* entries and on phonetic transcription. As the mini-corpus consists of material from various historical eras, these two appendices are essential adjuncts to the use of this book. A fourth appendix gives selective solutions and discussion to the questions that have been posed. The final appendix adds to the further reading suggested in each chapter. Although limitations of use and readership in the Japanese context have been indicated, those who can and do use *History of English* will find it a valuable resource, either to be read as a whole or selectively referred to.

Anthony Robins, Nagoya Institute of Technology

TOEIC問題集高得点をめざす800題の模擬テスト 小松雅彦・David P. Phillip共著 東京：荒竹出版、1995。455頁 ¥2200 ISBN 4 87043-121-1

本書は、題名が示すように、模擬テストでTOEICの形式に慣れ、練習を重ねてスコアアップを計ろうという狙いの学習者用である。レベルは「一応、TOEICで800点をめざす人、英検2級はもっている人程度を念頭に」執筆したものと著者は述べている (p3)。本書は3つの部分で構成されており、まず、TOEICテストの申込方法やテストの各パートに対する一般的なアドバイスと勉強法のヒント等の情報に27頁(以下、情報部分と略す)、模擬テストの解説とテープのtranscriptionsに185頁(以下、解説部分と略す)、最後に書名通り200題で1セットのTOEICの模擬テストが4つ入っているが、その部分に236頁(以下、テスト部分と略す)が費やされている。そして装丁はA5版である。TOEICの問題集は様々な形式で沢山の本が出版されている。しかし本書に限らず実際のテストと同じ大きさのものは余り見かけないのは何故なのだろうかと思う。本書は特に模擬テストが中心の本であるので、実際のテストと同じサイズにしてみてもどうかだろうか。その上で、模擬テスト1回分を1冊にし、合計4つの小冊子を本から切り離しが容易にできる状態にして差し込む、などの工夫があれば使用者は臨場感もてるのではないだろうか。実際のTOEICテストでは、「Go on to the next page.」という指示も放送されるので、そのタイミングに慣れる為にも、大きさを做ってもらえるのとより良い練習になる。

情報部分には問題の形式と傾向が説明されているが、パート各に「テストの指示文と例」「出題内容・傾向」「解答方法」「注意点・勉強法」、と続き把握し易く、未受験者にも分かり易いことと思う。英語力を上げるための勉強法のヒントや、学習参考書のリストも含まれている。「会話と会話の間には約9秒」(p11)、「長くても一問30秒くらい」(p15)等の実際的なアドバイス等も含まれ、模擬テストのみの問題集とは違い、学習者には参考になることと思う。解説部分には、パート4と7は、問題の英文とその日本語訳、注意すべき単語とその日本語の意味のリストが並んでおり、見やすいこともあって自習に役に立つことと思う。それ以外のパートは、解答や間違えやすい選択肢の説明が簡潔に述べられているが、自習で本書を使用する場合を考えると、もう少し詳しい説明があった方が良いものもある。模擬テ

スト内容は、テストで使用する文法や全体の単語のレベルがTOEICテストに準拠しており、全体の問題の質は良い。学習者は4回の模擬テストを行うことで、練習を重ね、形式に慣れ、英語力のアップを図れるであろう。又、時間がなければ、1、2回行うことで練習になることと思う。しかし、実際のテストでは難易度の高い単語やイディオムも出題されるので、800点をめざすレベルの受験者であれば、実際のテストの平均的なレベルより難易度の高いもので練習し、準備するのが望ましいのではないだろうか。例えばTOEICのパート7にはビジネスレターや通知などがよく出題されるが、仕事や生活の中で普段から英語に接する機会のない受験者は、この種の特有の言い回しや単語の用法、常識的な経済用語等を勉強しておく必要がある。模擬テストにこのような見慣れぬ語彙や内容の出題があると、大いに参考になるのではないかと思う。本書の4つの模擬テスト中のパート7に出題されている手紙を取り上げると、ファンレターや大家さんからの家賃の催促など様々な手紙を使用した読解問題がある。その点では、多岐にわたっていて良いのだが、難易度の点では、内容が分かり易いものが多い。婉曲的な表現や紛らわしい用語を含んだ出題があったら、更に望ましいのではないだろうかと思う。

では、本書は「800点をめざす受験者」とは、どの程度の実力があることを筆者は念頭に置いているのだろうか。評者が教えている東京YMCAコミュニティ・カレッジでは「TOEIC800」という800点をめざすクラスが93年度からあるが、TOEICの普及と共に高得点を既に獲得した履修者が増えている。最近では大半が700点前後を取得した後、更にスコアアップを求めて、或いは英語力を延ばすために履修しているようである。TOEICの特徴のスピードに付いていけない、或いは、TOEICがリスニングの配点が高いため、点数アップに手をこまねているようだ。ということは、受験中の緊張の伴う状況で800点を獲得するためには、難易度の高い問題が頻出しにくい練習に思わないのではないだろうか。これは、自習用の練習でも同じだと思ふ。従って800点をめざす受験者用の模擬テストなら、TOEICで難問、聞き慣れぬフレーズが出題されることを予想し、実際のTOEICのレベルより難しい内容でないと目的を果たせないのではないだろうか。従って本書は、著者の念頭においたレベルよりはやや低い、700点位を目標にしている、或いは、既に500～600点のスコアを持つ実力の学習者に適しているのではないだろうか。このようなレベルの問題を避けるために一考としては、4つの模擬テストのレベルを低いものから高いものにするとか、難易度の高い質問を頻出した一つを含めるとかすると、同じレベルのものが4セットあるより役に立つのではないだろうか。

総合的に判断すると本書はテストの形式に未だ慣れていない中級レベルの受験者には、自習で用いると利用効果の高い問題集であると思う。又、初級レベルにも他の文法書と併用すれば、800題の練習効果を望むことが出来るであろう。クラスで使用する場合は、解説部分を無視し、テスト部分のみを使用する、などの工夫をすれば、初級から中級レベルでの教材となるだろう。尚、レベルについての著者の表記は、本を選ぶ際に基準となるものなので、次の版には「はしがき」ではなく、裏表紙にでも印刷してもらえると非常に助かると思う。

ネイサン・エドワーズ、杉橋朝子 (YMCAコミュニティ・カレッジ)

Recently Received compiled by angela ota

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

students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

- Brown, D. (1999). *Voyages 1* (student's, workbook, teacher's, cassette). New Jersey: Prentice Hall Regents.
- Chinnen, C. (1998). *English live* (student's, teacher's, cassette). Fukuoka: Intercom Press Inc.
- Cronin, J. (1999). *English 101* (student's). Kyoto: Artworks Int.
- Wilson, W. & Barnard, R. (1998). *Fifty-fifty 2* (student's, teacher's, 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* (student's, cassette). Hertfordshire: Prentice Hall Phoenix ELT.

Reading

- *Heron, E. (1998). *Intensive care: The story of a nurse* (abridged version). Tokyo: Japanese Nursing Association Publishing Company Ltd.
- Saitz, R. & Stieglitz, F. (1998). *Workout in English: A reader workbook* (student's, test pack). New Jersey: Prentice Hall Regents.

Writing

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

For Teachers

- Lewis, P. (Ed.). (1998). *Teachers, learners, and computers: Exploring relationships in CALL*. Nagoya: JALT CALL N-SIG.

Gender Awareness in Language Education

- *Summerhawk, B., McMahon, C., & McDonald, D. (Eds.). (1998). *Queer Japan: Personal stories of Japanese lesbians, gays, bisexuals and transsexuals*. Norwich: New Victoria Publishers.

JALT News

edited by thom simmons

JALT's Budget for Fiscal Year, 1999—For the first time in five years, JALT's Executive Board passed a balanced budget. Officers started planning for how they could trim expenses and boost revenues two months prior to facing the Executive Board, which was determined to make ends meet by March 31, 2000. Officers had to abide by JALT's mission statement, "The organization shall foster research, hold conferences, issue publications, cooperate with related professional organizations, and carry on other activities which will further this purpose." As a NPO (non-profit organization) "0 by 00" was the starting position for their bottom line. The ExBoard ended their January 30-31 meeting with a promise from officers to report a gain of ¥800,000 by the new millennium. (*David McMurray, JALT National Treasurer*)

JALTの運営委員会は、5年間で初めて収支の合った予算を通しました。委員は、運営委員会の二か月前にいかに出費をおさえ、収益をあげるかについて計画を立て始めました。運営委員会は2000年の3月31日

までに、収支を合わせる決意を新たにしています。委員は、「この組織は研究を促進し、学会を開き、刊行物を発行し、関連する専門組織を協力し、そしてこの目的を助成するような活動を推しすすめていく」というJALTの使命を遵守しなければなりません。NPO(非営利団体)としては、「0x00」というのが、ぎりぎりの出発点でした。委員は、新しい千年祭(西暦2000年)までに、80万の利益を報告できるように約束を残して1月30-31日の会議を終えました。

(デイビッド・マクマレー、JALT会計委員長)

Call for Nominations—JALT Needs Leaders. Be One in Two Thousand. Prevent a JALT millennium glitch. Nominate responsible leaders, yourself included, to the following positions:

President—Coordinates and chairs the Executive Board and Annual General Meetings. Directs and publicizes the affairs of JALT.

Vice President—Shares presidential responsibilities and serves as president in his/her absence. Chairs the Administrative Committee.

Membership Chair—Oversees JALT membership records. Coordinates the formation of chapters and SIGs. Is responsible for formulating and implementing membership policies. Facilitates membership growth and retention.

Recording Secretary—Records, keeps, and distributes the minutes of Executive Board Meetings and Annual General Meetings.

All terms are for two years beginning January, 2000. Further descriptions can be found in the constitution and bylaws of JALT as publicized in *The Language Teacher April Supplement: Information & Directory (of) Officers and Associate Members*.

Deadline for Nominations is June 21, 1999. When making nominations, please identify yourself by name (family, given), chapter affiliation, and membership number. Please also include your contact information for verification. Please indicate the nominee by name (family, given) and when possible chapter affiliation and membership number. Please also provide contact information for the nominee.

Candidates should submit their biodata, 300 word statement of purpose in English and Japanese (when possible) and a photo. These materials and nominations may be mailed to the Nominations and Election Committee at the following address: Keith Lane, NEC Chair; 3110 Kaeda, Miyazaki-shi 889-2161 or to <Klane@miyazaki-mic.ac.jp>. Please e-mail inquiries or telephone 0985-65-0020 (h); 0985-85-5931(w).

Candidates will have an opportunity to address the membership and answer questions at the "Meet the Candidates Open Forum" at JALT99.

At the JALT99 Annual General Meeting, nominate yourself or a responsible member for the Nominations & Elections Committee. Voting will take place to fill the office of NEC Chair Designate during 2000, who will serve as NEC Chair during 2001. Two runners-up will complete the NEC as alternates. For further description of NEC duties, please consult the JALT constitution and bylaws.

立候補者募集—JALTはリーダーを必要としています。2000年にリーダーになってみて下さい。JALTが2000年にスムーズに運営できるように。下記の役職に、自薦でも他薦でもかまいませんので、責任のあるリー



edited by Shibayama Morijiro

The 25th Annual JALT International Conference will be held in Maebashi, Gunma prefecture from October 8-11, 1999. This column will provide TLT readers with information on the host city, the program, and other conference-related matters.

Green Dome Maebashi, Maebashi, Gunma Where is Maebashi?

It's about 70 miles north of Tokyo.

How can I get there from Tokyo?

Take the Joetsu or Nagano Shinkansen to Takasaki (50-60 min), where you change for Maebashi (a 12-13 min trip on the local line).

What about Green Dome? Where is it?

It's not very far from downtown Maebashi. You can walk if you like. From Maebashi Station, it's 15 minutes by bus, or a taxi will cost you around ¥1,000 (about 2 km).

Is there anything unique to the area?

Well, Gunma is not far from Tokyo, but it's very different. It is close to the mountains where there are a lot of hot springs. You'll be able to enjoy a beautiful view of the mountains, say, from the top floor of the new prefectural government building or even visit one of those hot springs. Warning! Don't forget to attend the conference!

Transportation and Hotels

Where can I get assistance for my trip to Maebashi?

You can go to any travel agent, but Nippon Travel Agency (t: 03-3572-8741; f: 03-3572-8689) has a contract with JALT and they will be happy to help you. Mr. Tagawa or Ms. Kawada in the International Travel Department are in charge.

How about hotels?

Nippon Travel Agency has secured rooms for around 1,000 people: 300 in Takasaki and 700 in Maebashi. Information will be in the June conference supplement.

Why in Takasaki?

Takasaki is a hub in terms of railway traffic, and if your hotel is near the station there, you won't have much difficulty getting to the conference site, because Maebashi and Takasaki are like twin cities.

Conference and Registration

How are preparations going?

JALT99 is going to be the 25th anniversary of JALT international conferences. Therefore you should look out for the pre-conference issue of *The Language Teacher* in June, which will include pre-registration forms. Right now Joyce Cunningham, David Brooks, Jill Robbins, and other Program Committee members are working very hard to make it a productive, rewarding, and enjoyable event.

Do you have any advance information?

We are informed that the main speakers will be Richard Allwright, University of Lancaster, UK; Anna Uhl Chamot, George Washington University, USA; Elizabeth Gatbonton, Concordia University, Canada; and

ダーを指名推薦して下さい。それぞれの仕事内容は: 会長: 役員会と年次総会で、企画推進することと議長になること、JALTの業務の指揮をとり、広めることです。副会長: 会長の役割を補佐し、会長が不在の場合は会議の議長を務めることと、管理委員会で司会を務めることです。会員担当委員長: JALTの会員記録に目を通し、支部、N-SIGをとりまとめます。JALTの方針を明確にし、遂行する責任があります。会員数を増やしそれを保持していくことです。書記: 役員会と年次総会での議事録をとり配布することです。

任期は2000年1月から2年間で。詳しい情報は、『The Language Teacher』の4月号付録-インフォメーションと役員、準会員名簿の学会定款と定款細則にのっておりますので、ご覧ください。

立候補の期限: 1999年6月21日

推薦して下さる方は、ご自分の名前(姓、名前の順)、支部と会員番号を明記して下さい。その他、確認のため連絡先も明記してください。候補者の名前(姓、名前)と、もしおわかりになるのなら支部名と会員番号をお書きください。また、候補者の連絡先も明記してください。

立候補者は履歴書、所信表明(300字以内の英語、もしくは英語と日本語)と写真を選挙管理委員長のKeith Lane氏まで送付して下さい。提出先: 3110 Kaeda, Miyazaki-shi 889-2161もしくは<Klane@miyazaki-mic.ac.jp>。メールまたは電話(0985-65-0020自宅; 0985-85-5931勤務先)でお問い合わせ下さい。

候補者はJALT99の立候補者公開討論会"Meet the Candidates Open Forum"で所信表明し、質問に答える機会があります。

JALT99の年次総会で、自己推薦あるいは責任のある会員の方を選挙管理委員に推薦してください。2000年中に選挙管理委員長を指名する投票がおこなわれ、選出された方は2001年に選挙管理委員長としての任務をつとめます。次点になった二人の方が代理人となり選挙管理委員会を構成します。選挙管理委員会の職務は、JALTの定款と定款細則に詳しく述べられています。

1999 JALT Chapter Delegates—The Delegate system is now in its second year. A heartfelt "Aloha & Mahalo" to all delegates and alternates.

Chapter Representative Liaison:
Sandy Nakata <sn@csi.com>

Delegates:

William Balsamo <balsamo@kenmei.ac.jp>
Adrian Clarke <gn2a-clrk@asahi-net.or.jp>
Ludlow Gibbons <ludlow@mbox.inet-osaka.or.jp>
Amy Hawley <shorttone@gol.com>
Bill Holden <holden@nsknet.or.jp>
Frank Parker <parker@seirei.ac.jp>
Rich Porter <rich_porter@yahoo.com>
Masaki Seike <masaki@dokidoki.ne.jp>
Steve Snyder <tomobear@m-surf.ne.jp>
Lorne Spry <marilorn@sh.comminet.or.jp>
Malcolm Swanson <malcolm@seafolk.ne.jp>

Alternates:

Jerry Halvorsen <jerryhal@voicenet.co.jp>
Robin Nagano <robin@vos.nagaokaut.ac.jp>

Paid Position at JALT Central Office

A bookkeeper/accountant is required by JALT, a nonprofit organization (NPO) of over 3,300 professional members. Up to three days per week, competitive salary, and very friendly bilingual office. Please mail or fax resumé to: JALT, Urban Edge Building 5F, Taito 1-37-9, Taito-ku, Tokyo, 110-0016; t: 03-3837-1630; f: 03-3837-1631.

Bulletin Board

edited by david dycus & kinugawa takao

Contributors to the Bulletin Board are requested by the column editors 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。

Call for Papers: TLT Special Materials 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 inquiries in English to: Kent Hill, Kimigatsuka Haitu 2-D, Minami Kimigatsuka Machi 20-14, Onahama, Iwaki-shi, Fukushima-ken 971-8169; t/f: 0246-54-9373; <kentokun@mail.pownet.or.jp>; in Japanese to Hagino Hiroko, 5-26-31-101 Nakano, Nakano-ku, Tokyo 164-0001; t/f: (03) 3319-0046; <hhagino@twics.com>.

投稿募集: TLT Special Materials 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。幼児から大人までの幅広い学習者層が対象となるような記事を望んでいます。2000年度向けのテキスト・コースブックの作成をしている出版社は書評記事を投稿くださるようお願いいたします。また、現在出版されている教材も書評として取り上げます。1999年6月1日までに原稿をお願いいたします。出版社からの教材は9月1日までに提出ください。連絡先は英文を参照して下さい。

Call for Presentations: JALT Tokyo Metro Mini Conference—The Tokyo Metro Chapters will hold a regional mini conference on Sunday, December 5, 1999 at Komazawa University on the theme, Classroom Practice: Forging New Directions. Extensive computer facilities (Windows/Mac) allow for several hands-on CALL and Internet presentations simultaneously. Please note that due dates differ according to presentation type. **1) Due by July 15:** Abstracts for papers, workshops, discussions, and demonstrations on any aspect of language teaching, for anonymous vetting. Abstracts should be no longer than 250 words (English) or 1,000 *ji* (Japanese). A program summary of 50 words is also required, and Japanese papers should have an English summary. Please specify

Mario Rinvoluceri, Pilgrims, Ltd., U.K.

What about the other features?

You know what the JALT conference is like, but for those who are thinking of attending it for the first time, we'd like to say that it's a must for language professionals and you'll miss a great deal if you don't. Above all we'll be looking forward to meeting you and having a good time.

Morijiro Shibayama, JALT99 Site Co-Chair

Point your web browser to the JALT99 website for conference updates: <<http://jalt.org/conferences>>.

全国および海外の皆さんへ

JALTの年次国際大会が、今年は、群馬県前橋市のグリーンドーム前橋で開催されます。第25回の記念大会ですので、JALT群馬支部の私たちにとって大きな名誉です。群馬支部は発足して13年になりますが、毎年10回の月例研究会と夏に草津温泉で2泊3日のワークショップを行い、充実した活動を続けています。最近では優秀な若い先生方の会員が増えています。ただ会員の多くは全国大会に参加する時間的な余裕がないのが残念でした。今回は地元ですので大会への参加を楽しみにしています。大会の準備は不慣れですが、立派な大会にするために力を合わせて努力しています。全国および海外の皆さん、どうぞ誘い合わせて今年の大会にご参加ください。

群馬県・前橋市・グリーンドーム前橋

群馬は関東平野の北端に当たります。温泉やスキー場が沢山あり、また尾瀬の湿原は有名ですので旅行された方も多いと思いますが、未だでしたらこの機会に是非一度お出でください。大会ですので観光の余裕は無いかもしれませんが、東京から僅かに一時間余りですから、今回は様子を見ておいてこの次に温泉へということも出来ます。また時間の余裕のある方には、オプションの小旅行をご紹介しますように日本旅行に頼んでありますので、それらをご利用いただくことも出来ます。前橋市は、自らを水と緑と詩の街と称していますが、北に上信越の山々を望み、豊かな自然に恵まれた街です。JALT '99の前橋開催では前橋市から補助金をいただき、前橋市コンベンションビューローに大変お世話になっています。またホテルの都合で高崎に滞在される方も多くなると思いますが、高崎は活気のある商業都市です。グリーンドーム前橋は、市の中心部から西に約1kmの利根川の川岸にある巨大な多目的ホールです。普段は前橋競輪に使われていますが、様々な展示会や大会等の会場にもなっています。広い会場ですので、講演会場や発表会場の外に展示スペースや休憩場所も十分に取れますし、教材展示も大規模なものにすることが出来ます。またワンキャンドリンクやディナーパーティーなども存分にお楽しみいただけたらと思います。

年次国際大会と登録

グリーンドーム前橋では過去に国際学会も開かれていますが、JALTの年次国際大会は、期間中の発表件数が300件余りに上り、海外からの参加者の数も多いので、グリーンドーム前橋で開かれる最大級の国際学会になるはずで、そこで、全国や海外からの参加だけでなく、地元からも外国語教育関係者または外国語教育に関心を持つ方々が沢山ご参加くださることを期待しています。開催県の外国語教育関係者は会員でなくても会員と同じ参加費で大会に参加できることになっています。また、中学校や高等学校の先生方にもご参加いただけるように、群馬県教育委員会と前橋市教育委員会のご後援もいただいています。群馬県内および関東地区の皆さん、どうぞ奮ってご参加下さい。

10月8日は特別講師によるワークショップが行われます。学会の講演や発表は10月9日~11日の3日間に行われます。20~25の発表会場で毎時間一斉に発表が行われますので、必ず有益な発表を聞くことが出来ると確信しています。

大会前ワークショップの申し込みや大会の参加登録の受け付けは6月から始まります。JALTの機関紙『The Language Teacher』の6月号で大会の内容、参加登録の要領、ホテルの予約方法等が発表されます。大会は早期に登録すると参加費が安くなります。(JALT '99実行委員会)

time blocks of 40, 80, 120 minutes and equipment/computer needs. **2) Due by Sept. 25:** Show & Tell submissions (15 minutes) to explain your favorite classroom technique, learning strategy, or language game. Include a 50-75 word summary with a descriptive title. Send submissions by e-mail or on disk in RTF format and include the following information: name, address, tel/fax/e-mail contact information, presentation title, type of presentation, teaching level or intended audience (as applicable), time block, equipment needed, abstract, summary, and biodata (25 words). Send to David Brooks <dbrooks@tkb.att.ne.jp> JALT Tokyo Mini-Conference, 1-13-27 Tamacho, Fuchu, Tokyo 183-0002 <<http://home.att.ne.jp/gold/db/tmmc>>. Acceptance notification will be made in September.

発表者募集: JALT Tokyo Metro Mini Conference—JALT東京支部では、1999年12月5日(日)に駒澤大学において「教室実践 - 新たなる方向を求めて」をテーマに研究会を開催いたします。同時に広範囲なコンピュータを用いたCALLとインターネットの実践についての発表も予定しております。発表の形式に応じて締め切りが異なりますので、ご注意ください。1) 7月15日: 言語教育のあらゆる諸相に関わる論文、ワークショップ、ディスカッション、デモンストレーションの要旨。要旨は250語(英語)又は1,000字(日本語)以内。50語のプログラム用要旨も同時に提出すること。日本語論文の場合は英語要旨も添付してください。40、80、120分の発表時間の選択と使用機材も明示してください。2) 9月25日: お気に入りの教室テクニク、学習ストラテジー、ゲームを紹介する15分のShow & Tell。50-75語による具体的なタイトルをつけること。以下の情報をe-mail、またはRTF形式のディスクで送付してください。氏名、住所、tel/fax/e-mailの連絡先、発表題目、発表形式、教授レベルまたは希望する聴衆、タイムブロック、使用機材、要旨、25語の概要と履歴。連絡先は英文を参照して下さい。

Call for Participation: LTRC 99—The Japan Language Testing Association (JLTA) will host the 21st Language Testing Research Colloquium (LTRC) at the Tsukuba International Convention Center from Wednesday, July 28 through Saturday, July 31, 1999. The theme of this year's conference is "The Social Responsibility of Language Testing in the 21st Century." A panel discussion, symposia, research papers, and poster sessions will be given by over 40 scholars from around the world. Among the featured speakers are: Alan Davies (University of Edinburgh), Elana Shohamy, (Tel Aviv University), Bernard Spolsky (Bar-Ilan University), Tim McNamara (University of Melbourne), Amano Ikuro (Center for National University Finance), Nancy Cole (President, ETS), Ikeda Hiroshi (Educational Testing Research Center, Japan Institute of Lifelong Learning), Lyle Bachman (UCLA) and Charles Alderson (Lancaster University). Contact the secretariat by e-mail at <youichi@avis.ne.jp> or see the JLTA WWW site at <<http://www.avis.ne.jp/~youichi/JLTA.html>> for more details.

参加者募集: 第21回言語テスト国際会議—国際言語テスト学会(ILTA)・外国語教育評価学会(JLTA)は1999年7月28日(水)~31日(土)につくば国際会議場で「21世紀における言語テストの社会的責任」をテーマに第21回言語テスト国際会議を開催いたします。内容は、1) Nancy Cole、池田央、Tim McNamara、天野郁夫による基調講演、2) 「言語テスト: 過去・現在・未来」をテーマとしたパネルディスカッション、3) シンポジウム「各国における統一言語テストの改革: 可能性と限界」、4) シンポジウム「言語テストの実施者と受験者の責任と権利: 倫理・政策・実際・研究」、5) 研究発表(一般・学生)、ポスター・セッションです。参加申し込み締め切りは1999年6月15日(火)までで先着順で200名とさせていただきます。参加費、申込等詳細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; <i44993g@nucc.cc.nagoya-u.ac.jp>. Applications will be taken on an ongoing basis.

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。

The Language Teacher 日本語副編集者募集—『The Language Teacher』では編集の手伝いをしていただける日本語副編集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、f)日本語及び英語でコミュニケーションが取れること。応募される方は履歴書に手紙を添えて下記まで提出してください。詳細は2ページ・staff listをご参照ください。つくば市天王台1-1-1 筑波大学日本語・日本文化学類 小野正樹

Special Interest Group News・研究部会ニュース

edited by tom merner

As you may have noticed from the new title of this column, N for "National" has been dropped from N-SIG and we are now officially called Special Interest Groups (SIGs). We are happy to announce that both Foreign Language Literacy (FL LIT) and Other Language Educators (OLE) SIGs were approved affiliate status and Gender Awareness in Language Education (GALE) SIG was accepted as a forming SIG (soon to be affiliate status) at the JALT Executive Board Meeting held in January. This column will include introductions to these three SIGs over the next three issues in hope of raising more interest among readers. In this issue we bring you the FL LIT SIG.

このコラムの題名の変更でお分かりかと思いますが、N-SIGのNを取り除き、研究部会を正式にSIGと呼ぶこととなりました。また、外国語リテラシー研究部会、他言語教育研究部会が準研究部会、ジェンダーと語学教育部会が申請中研究部会として承認されました。当コラムでは、これら3部会を4月号から6月号に渡りご紹介する予定です。今号は外国語リテラシー部会です。

Foreign Language Literacy SIG (外国語リテラシー研究部会)

Introduction—In the mad rush to make English education in Japan more "communicative," there has been a tendency to forget that, according to many diagnostic tests, the weakness of many Japanese learners of English is in their low reading and writing skills. Indeed, literacy in an FL is a complex, integrated, holistic set of skills, behaviors, and activities, the nurturing of which places unique demands on both learner and educator. As the demands of an increasingly internationalized world raise the bar of what it is to be considered "FL proficient," one wonders at how prepared Japan will be in this one area.

Mission—We feel that reading, writing, and literature are neglected in modern LT. Areas we seek to explore include: lexis, genre and discourse analysis, text linguistics, contrastive rhetoric, and writing systems. We hope, also, to integrate into ELT/FLT such areas of inquiry and classroom application as reading theory and composition studies. The FL Literacy SIG networks professionals in a cross-disciplinary fashion that bridges narrow specialties. We aim to help clarify the differences and commonalities that hold across all types of literacy—native, non-native, bilingual—and apply them to real language teaching and learners. We seek to encourage research, research synthesis and applications, publications, and presentations relevant to non-native and bilingual literacy in Asia.

Activities—Our activities include: (1) *Literacy Across Cultures (LAC)*, a journal; (2) a newsletter updating you on events in the SIG, JALT, and FL Literacy in Asia; (3) local and national presentations. Our publications now extend to the Internet, and we have also started up an e-mail discussion list that is automatically open to all members of the SIG.

For information on how to join and to receive an issue of LAC, contact: Charles Jannuzi, Fukui University, College of Education, Bunkyo 3-9-1, Fukui-shi 910-8507 t/f: 0776-27-7102; <jannuzi@ThePentagon.com>

英語教育をよりコミニカティブにすることを急ぐあまり、日本における英語学習者の弱点が読み書き能力の低さにあることが忘れられる傾向にあり、また、現代語学教育においても読み書き、文学等の分野が軽視される傾向にあると我々は考えます。このようなことから、語彙、ジャンル・談話分析、作文法等様々な分野を追求し、ELT/FLT 双方における語学指導法への読書理論や作文法の適用を目標とし、同時に様々な分野を超えての専門家の交流によって全てのリテラシー分野の類似点、相違点を明確にし、現場の学習者指導へのそれらの応用を目指します。定期出版物には、「Literacy Across Cultures」およびニュースレターがあり、地域および全国レベルでの講演を行うとともに e-mail でのディスカッション・リストも運営しております。入会申し込みに関するご質問や LAC の見本請求は、Charles Jannuzi (連絡先は英文参照) までお願いいたします。

The following two SIGs have scheduled events in the coming months. For those interested, please refer to the SIG homepages or contact the people listed. For those of you who have interests or questions for other SIGs, please contact the people listed in the updated Contact Person Boilerplate below.

CALL と教師教育部会は近日中に下記の通りの催しを予定しております。くわしくは、掲載されている担当者にご連絡いただくか部会ホームページをご覧ください。その他部会に質問等がある方は、下記リストに掲載されている担当者にご連絡ください。

CALL

<<http://jaltcall.org>>

CALLing Asia 99, the 4th annual CALL SIG conference, is May 21-24 at Kyoto Sangyo University in Kyoto <holmes@nucba.ac.jp> and will be followed by the Basics of CALL, a hands-on mini-workshop for (Jr. & Sr.) High School teachers of English, June 12 at Tokyo Metropolitan Institute of Technology <jwada@krkal56.tmit.ac.jp>. Submissions are being accepted until July 31, for *Recipes for Wired Teachers* <ryan@gol.com>.

コンピューター利用語学学習部会の第 4 回会合「CALLing Asia 99」を 5 月 21 日から 24 日まで京都産業大学で、また、中高校英語教員を対象としたワークショップを東京都立工業大学で 6 月 1 2 日に開催します。連絡先は英文を参照してください。

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.

当部会では、京都国際コミュニティーハウスにおいて「学習者、教師、トレーナーのための試験および評価」に関する会合およびワークショップを 6 月 19-20 両日開催します(日程が変更となりましたこと、ご注意ください)。論文募集要項、登録資料等くわしくは Janina Tubby (連絡先は英文参照) までご連絡ください。

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Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Gunma: *January 1999—Who Needs Teachers?* by Robert Weschler. Throughout the presentation, the speaker challenged the participants to reflect upon their beliefs about teaching, learning styles, and how people learn foreign languages best. For instance, Weschler emphasized that adults already have a significant amount of knowledge and L1 abilities that can be utilized in learning a foreign language. If we create a fun, child-like atmosphere, adults will relax, begin taking risks, and begin to communicate freely.

It is inevitable that learners will translate a foreign language into their mother tongue (or vice-versa) in order to decipher meaning. Despite this fact, many native-English teachers insist on an all-English policy in the classroom. Translation can be a very helpful tool in aiding students to construct meaning. Why should teachers deprive students of understanding by following such a policy? The presenter assumes this all-English movement is partly due to opposition to the much criticized grammar-translation method. However, functional translation, the translation of phrases that have similar equivalents in another language, yet cannot be translated word-for-word, can be very helpful for students.

Weschler concluded that students need the tools to pursue their own learning independently. He brought with him a variety of hand-held electronic gadgets, including electronic dictionaries, IC (integrated circuit) recorders, and talking travel guides. With the advancement of technology, students who choose to take advantage of such conveniences can be increasingly independent learners. (Reported by Renee Gauthier-Sawazaki)

Hiroshima: *January 1999—Teaching TOEIC/TOEFL Classes*, by Richard Walker. Preparing students for TOEIC and TOEFL examinations has been kept in the domain of "real" teachers who know their grammar and syntax. However, in the last few years, more and more novice teachers are being asked by their schools and companies to teach students how to prepare for these daunting tests. That is where the new TOEFL/TOEIC textbooks seem to lend a helping hand by offering not only practical testing strategies and practice tests, but also guiding the teacher with helpful hints and classroom activities.

Walker introduced us to some sample activities he would use with students preparing for a TOEFL or TOEIC test.

The exercises dealt with introducing and expanding vocabulary, as well as developing intuitive topic-specific knowledge which is needed in comprehension sections of exams. These activities can have other uses such as developing reading speed and imagination; for example, students can be asked to create a story from a given picture. The tasks encourage speed, memory, and ability to identify grammar structures, all necessary skills for students who want to do well on the tests. Some of the difficulties raised by teachers at the presentation included trying to make TOEIC/TOEFL classes conversational, teaching the complexities of grammar in English to Japanese students, responding to difficulties in motivation, and responding to problems found in the test. (Reported by Joy Jarman)

Kitakyushu: *January 1999—Teaching and Learning by Video*, by Christopher Carman. Carman demonstrated ten types of video-based activities that can be used in language classes. Most activities involved clips from television programs or movies though commercially produced language-study videos can also be used. Carman recommended using television programs, since they are written in 10-minute scenes fitted between commercials.

Activities included ordering 12 lines of dialogue, predicting future scenes, and identifying the speaker of selected lines. The teacher may also provide dialogue and/or narration for silent material or scenes played without sound. Playing the soundtrack without the picture can provide students with opportunities to predict the setting, mood, and number of characters. Teachers can check comprehension or focus on language points, using true and false questions or cloze exercises. Even fast-paced news reports can be utilized by providing a chart on which listeners can organize the content. Similar scenes from the same movie can be used for paired information gap activities. Detective stories often contain scenes that introduce all of the suspects; this can be used to test students' understanding of relationships.

When viewing television commercials, students might be asked to identify the advertised product and the slogan. Is the commercial attractive? How does it differ from typical Japanese television commercials for the same product?

When using a bilingual video, advanced students may watch a scene in Japanese, then try to predict the English dialogue. Most students report wanting to learn English in order to enjoy foreign movies. As a self-study technique, Carman recommends, students replay the video segments that contain expressions they particularly want to learn. (Reported by Margaret Orleans)

Shizuoka: *October 1998—Two Presentations, Facilitating Fluency for False Beginners and Using the Internet*, by Lori and Paul O'Rorke. Lori O'Rorke discussed the problem of Japanese students of English who, despite years of EFL study, cannot listen to or speak English easily. Drawing on Brazil's model of discourse intonation (Brazil, 1994), and using only recordings of authentic native-speaker speech and songs, she has developed a remedial programme for such students.

Brazil's model is based on the idea that the smallest chunk of speech is not the word, but the tone unit. Students need to learn not to hear, "I work in an office," but to hear and produce, "I wor ki na noffice." Using this method, students improved their listening and speaking skills dramatically.

Paul O'Rorke outlined methods for using Internet search engines in EFL teaching. The Internet is a vast source of information which teachers can use to encourage students to develop their vocabulary and grammar. However, students need to learn to ask the right questions and filter the results to reduce information overload. Search engines and their directories are an easy gateway for students who also need to determine the site's content and target audience from the search results. (Reported by Barbara Geraghty)

Reference

Brazil, David. (1994). Pronunciation for advanced learners of English. Melbourne: CUP.

Chapter Meetings

edited by malcolm swanson & tom merner

Akita—Demonstration, by Michael Sagliano, Miyazaki International College. Sagliano, who founded Akita JALT, will introduce and demonstrate a range of active learning card and board games for both fluency-building English classes and integrated content and language courses. Attendees will actively participate in some of these games. Guidelines for creating and adapting card games will be provided as well as a detailed handout. *Saturday, April 24, 2:00-4:00; MSU-A; free to all.*

秋田支部の創設者でもあるMichael Sagliano氏がカードやボードゲームを使用している指導法及びこのようなゲームの考案方法を紹介します。

Fukui—Practical Activities for Elementary School: High School English Classrooms, by Elizabeth Kitamura. The presenter will draw from her experiences of 20 years of teaching at various institutions in Japan to demonstrate a medley of practical language games, catchy songs, speaking activities, spelling exercises, “grammar” chants, and story-telling techniques in a “hands-on” presentation. Participants will find these teaching tools indispensable as complementary or supplementary activities in numerous classroom situations. *Sunday, April 18th, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500.*

Elizabeth Kitamura氏が自身の20年の教師経験から、小学校から高校レベルまで様々な教室で活用可能なゲーム、歌、チャンツ、物語の使用等を紹介いたします。

Fukuoka—Teaching an Internet Course, by Bill Pellowe, Fukuoka JALT President. This practical workshop is mainly intended for teachers who plan to use or teach the Internet in their English classes. It may also be useful for teachers who themselves would like an introduction to the Internet. The three hour afternoon will be divided into three parts: (1) How do we introduce students to using the Internet? (2) Internet-based Activities and Projects (3) Internet-based Resources. The workshop will conclude with an opportunity for a question and answer session on using the Internet with English language students. *Sunday, April 18, 2:00-5:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24; free to all.*

福岡支部会長で語学学習へのインターネットの活用を研究し続けるBill Pellowe氏が、アクティビティやリソースを含めた語学指導へのインターネットの導入について論じます。

Hiroshima—Coping Holistically With Classroom Stress, by Arlene Alexandrovich. In this workshop, we will focus on positive coping strategies in a holistic framework going beyond pop psychology, to help us maintain a healthy emotional balance, and thrive in our classroom environment. This workshop is the result of a positive response when the topic was tested as an exchange when introduced at JALT98. *Sunday, April 18, 1:00-4:00; Hiroshima International Center (Hiroshima Crystal Plaza 6F, near ANA Hotel); one-day members ¥1,000.*

Ibaraki—1. English for Company Employees: What They Want, What They Need, and What They Get, by Nakano Takeshige (Hitachi Ibaraki Technical College) & Gordon Luster. The presenters will describe the slowly evolving state of foreign-language training for company

employees in Japan, concentrating on the situation of employees in the Hitachi area. —2. **Successful Strategies for Teaching Collocations and Prepositions**, by Duane Isham, Ibaraki University & The National College of Technology. This presentation will focus on strategies that are effective in the teaching of prepositions and collocations, especially in the acquisition of skills related to following and giving instructions. *Sunday, April 18, 10:00-3:00 (followed by business meeting and social activity for those interested); Tsukuba Women’s University; one day members ¥500.*

Kagoshima—Getting the Most From Classes and From JALT, by David McMurray, Fukui Prefectural University. Start planning now for your new classes. Learn how to design an efficient syllabus and explore effective ways to group students for teamwork. Understand organizational behavior. This workshop will introduce ways to introduce yourself, get to know your students, and discover their preferred learning strategies in the first few weeks of classes. The second half of the workshop follows the same framework for getting to know JALT. Informal social follows. *Saturday April 24, 2:00-4:00; Kyuden Plaza (I’m Bldg, 2F); free to all.*

Kitakyushu—Using Interviews to Teach English Conversation, by Christine Chinen, Fukuoka University. Through interviewing, students learn many communication skills and can use the English they learned in the classroom in real situations, thus motivating them to want to learn English. This workshop will demonstrate the components of an interview course and show teachers how they can use interviewing with their own students. *Saturday, April 10, 7:00-9:00; Kokura Immanuel Church; one-day members ¥500.*

福岡大学のChristine Chinen氏がインタビューを使用している語学指導方略を紹介します。

Kobe—Action Research Presentation Project, by George Truscott & Francis Shiobara. In today’s oral communication classes, it is often difficult to find or create tasks that motivate our students. Add to this large classes, limited contact time, the artificial atmosphere of the classroom, and the problems with evaluation/assessment of student performance, and the whole teaching process becomes daunting. This presentation will focus on a task-based project, which is built around student generated surveys leading to in-class presentations. *Sunday, April 25, 1:30-4:30; Kobe, YMCA LET’S 4F; one-day members ¥1,000.*

Kyoto—Songs in Language Teaching: Theory and Practice, by Kim Kanel, Kinki University. The first part of this presentation will outline research and the history of song use in language teaching. The presenter will show how songs can provide authentic text, which stimulates active listening and discussion, especially among the young adults who comprise the majority of EFL learners. *Sunday, April 25, 1:30-4:00; Kyoto Kyoiku Bunka Center (5 min. from Keihan Marutamachi Station); one-day members ¥500.*

語学習得法の研究を続けるKim Kanel氏が、歌をテキストに、実際の英語で初学者を動機付け積極化させるその理論と実践を紹介します。

Matsuyama—Cooperative Learning: A Workshop, by Diana Brady-Herdon, AMIC English Center. Cooperative learning is an educational philosophy and teaching

strategy by which students develop greater interpersonal skills and achieve a higher degree of language learning. In this workshop, participants will experience cooperative learning by taking part in activities that will mimic the role of students in the classroom environment. *Sunday, April 18, 2:30-4:30; Shinonome High School, Kinenkan 4F.*

Miyazaki—The Whys, Whos, Whats, and Hows of EFL Teacher Education, by Nobuyuki Takaki, Kumamoto University. Takaki runs a successful EFL Training Centre (PIGATE) in Kumamoto. In this bilingual presentation, he will discuss the fundamentals of a sound EFL teacher education, focusing on learning materials, syllabus, management, roles in the community, and related problems, with particular emphasis upon training for junior and senior high school teachers. *Saturday, April 24, 3:00-5:00; 4F Miyazaki Municipal University; one-day members ¥750.*

熊本においてPIGATEというEFL教師研修プログラムを運営されている熊本大学の高来信之氏が教材、シラバス、授業運営管理等、教師教育の基本について中高等学校教員研修を焦点に据えて二か国語で講演します。

Nagoya—Student-Centered Language Learning for Secondary School Teachers, by Michael Reber, Junior/Senior High SIG. The presenter will discuss the SIG handbook he edited. Attendees will be able to receive a copy for a donation of ¥1,500. *Sunday, April 25, 1:30-4:00; Nagoya International Center, 3F, Rm 2.*

Niigata—Improving Materials with Cooperative Learning, by Christopher Jon Poel, Musashi Institute of Technology, & Robert Homan, International Christian University. Language teachers have been slow to adopt Cooperative Learning (CL), perhaps because few textbooks take advantage of CL activities. This means that to employ CL, teachers would have to create entirely new lessons; a rather labor-intensive task. This presentation demonstrates how several CL activities can be adapted for use with a variety of commercial ELT materials. *Sunday, April 18, 1:00-3:30; Niigata International Friendship Center 2F.*

共同学習の手法を採用する場合、新しい教材の開発等教師にとって手間のかかる場合が多いが、共同学習アクティビティーを様々な市販の教材に適用する方法を紹介します。

Omiya—Effective Team Teaching, by Adrian Clarke, Shibaura Institute of Technology. Clarke, who spent three years working as an ALT, will present the results of his research into teacher and learner perceptions of team-teaching. This will be followed by a discussion of how teachers can conduct classes that are effective and satisfying for both teachers and learners. In the second part of the program, members will present several activities that worked well with students at the secondary level, and the English Resource will display the latest materials for this level from various publishers. *Sunday, April 18, 2:00-5:00, Omiya Jack Bldg., 6F (048-647-0011); one-day members ¥1,000.*

ALTを3年間経験した芝浦工業大学のAdrian Clarke氏が、チーム・ティーミングに対する教師と学生の認識に関する自身の研究結果を発表します。その後、教師・学生双方を満足させる効果的な指導方略について討論するとともに、会員による成功したアクティビティー例の紹介があります。

Tokushima—Looking Into the Eternal Mirror: Myth &

Meaning across Cultures, by Linda Wilkins, Naruto University of Education. This presentation describes EFL reading exercises designed to reflect the pluralism of 20th century society by presenting a full spectrum of myths whose diversity corresponds to the new geopolitical age. Strategies for this integration of language study and cross-cultural literature will be discussed, emphasizing the Jungian approach to the interpretation of myth. *Sunday, April 18, 1:30-3:30; TBA; one-day members ¥1,000, students ¥500.*

Tokyo—Helping Students Be Better Learners, by Padraic Frehan, British Council, Tokyo. Frehan will lead a presentation and discussion on Learner Training. *Sunday, May 9, 2:00-5:00; Sophia University, Bldg. 9 (Rm TBA); one-day members ¥500.*

Yamagata—A Study on Listening Comprehension, by Tomita Kaoru, Yamagata University. This presentation reports on the results of a study on the effect of speaking rate and accent on listening comprehension in a foreign language. *Sunday, April 25, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

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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, April 15th is the final deadline for a July conference in Japan or an August conference overseas, especially if the conference is early in the month. **From this issue, an announcement will usually run only once per category.**

Upcoming Conferences

April 16-18, 1999—Gender and Language: The 44th Annual Conference of the International Linguistic Association, at New York University, NY, NY. Contact: Alice H. Deakins, Conference Chair; English Dept., William Paterson University, Wayne, NJ 07470, USA; t: 1-973-720-2582; <deakins@frdsontier.wilpaterson.edu>.

April 29, 1999—Education in Japan: Going the Distance: Annual Conference of The Association of Canadian Teachers in Japan (ACTJ), at the Canadian Embassy in Tokyo from 10:00 a.m. Contacts: 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>.

May 20-23, 1999—International Conference on Language Teacher Education, convened by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, USA. Guest speakers, including Jack Richards, Donald Freeman, and Dick Allwright, and participants will explore the principal conference themes: the knowledge base of language teaching, sociocultural and political contexts of language teacher education, processes of language teacher education. Detailed schedule at <<http://carla.acad.umn.edu/teacher-ed.html>>. Direct contact: <carla@tc.umn.edu> or t: 1-612-626-8600; f: 1-612-624-7514.

May 21-22, 1999—The Fourth Regional Symposium on Applied Linguistics: Socio-Cultural Issues, hosted by the M.A. Program in Applied Linguistics at the University of the Americas. Participants aim to develop a richer knowledge of the modalities implicated in the processes of the acquisition and teaching of foreign languages. 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.

May 22-23, 1999—CALLing Asia 99: International Conference on Computers and Language Learning at Kyoto Sangyo University, Kyoto, Japan. Wondering how to use computers for teaching when your classroom doesn't even have one? Presentations, discussions, workshops and demonstrations will address participants from novice to expert, and those with and without computers in the classroom. See <http://jaltecall.org/cjo/10_98/calling_asia99.htm>, or contact Bryn Holmes, Nagoya University of Commerce and Business Administration, 4-4 Sagamine, Komenoki-cho, Nisshin-shi, Aichi-ken

470-0193, Japan; t: 05617-3-2111, ext 26306; f: 05617-4-0341; <holmes@nucba.ac.jp>.

May 24-26, 1999—MELTA (Malaysian English Language Teaching Association) Biennial International Conference: English Language Teaching in Challenging Times, concentrates this year on innovations in approaches to teaching English. Contact: MELTA; P.O.Box 454, Jalan Sultan, 46750 Petaling Jaya Selangor, Malaysia; t: 60-3-758-4764; f: 60-3-758-3137; <melta@tm.net.my>.

Calls for Papers/Posters (in order of deadlines)

April 23, 1999—Note application deadline for **summer one-week professional development institutes** offered by The Center for Language Education and Research (CLEAR) at Michigan State University (MSU), USA. Most conveniently dated ones concern integrating technology into the foreign language classroom. Contacts: CLEAR; A712 Wells Hall; Michigan State University; East Lansing, MI 48824-1027. t: 1-517-432-2286 or <<http://clear.msu.edu/institutes/99institutes/>>.

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. The conference brings together educators and scholars from diverse disciplines and perspectives to share experiences, ideas, research findings and theoretical insights on a variety of topics relating to communication across languages and cultures. The conference web page at <<http://members.aol.com/iaics/iccc.htm>> is replete with details. Contacts: 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 explore how to exploit electronic and communication technology in ways that enhance the creativity, collaboration, and communication which will characterize new forms of education in the 21st century. See <<http://www.ai.is.uec.ac.jp/icce99/index.html>> for details, including a mammoth list of ideas for paper topics. 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.

May 1, 1999 (for November 12-14, 1999)—QUESTIONS: The 2nd International Conference of the North-West Centre for Linguistics, at the University of Liverpool, UK. Papers are invited on the semantics, syntax, and

pragmatics of questions and their role in spoken and written discourse. Send proposals by plain-text e-mail attachment to <moll@liv.ac.uk> or hard copy to Questions Conference, Department of English, Modern Languages Building, University of Liverpool, P.O. Box 147, Liverpool L69 3BX, England. Contact: Maureen Molloy at <moll@liv.ac.uk> or t: 44-(0)151-794-2771; f: 44-(0)-794-2739.

Job Information Center/ Positions

edited by *bettina begole & natsue duggan*

Questions from JIC

Welcome to the JALT Job Information Center. First, I would like to tell you about a new service for JALT members. Since the lead time for *The Language Teacher* is about six weeks, for those of you who would like earlier access to JIC information it is now available by e-mail approximately six weeks before you will see it in print here. But since some advertisers choose not to have their job opening included in the e-mail list, be sure to check this page too. To take advantage of this service, send a request by e-mail to <begole@po.harenet.ne.jp> each time you would like a list.

There are some difficult questions the JIC has to face each month. What exactly is our purpose? How can we provide the best service to members and yet address the problems of discrimination in the workplace?

The following is an informal questionnaire that I invite you to reply to:

JIC Questionnaire

1. Would we serve you better by simply providing an information clearinghouse, listing other periodicals or Websites where members could search at leisure?
2. (a) Would members without Internet access be willing to pay postage for job lists downloaded and collated from other sources? (b) How would members feel about the discriminatory wording that would be bound to appear?
3. Have you ever advertised a position in *TLT*? If so, were there any problems conforming to JALT's non-discrimination policy?

Please reply to JIC column co-editor Bettina Begole by e-mail, fax, or post (see page 2 for contact information). We are here to serve you.

*Bettina Begole, with Natsue Duggan,
Peter Balderston (JALT conference JIC), and Boyce Watkins*

A Recent Letter to JIC

Dear Ms. Begole,

I have a question to ask about *TLT*'s Job Information Center. In looking over many of the positions that have appeared in the JIC column this past year, I have noticed that many universities advertising full-time positions do not clarify their employment limitations. Some say, "as per

university/Monbuscho guidelines" (which Monbuscho no longer has), or else "contact the university for more information." Out of a good 22 full-time university positions I read about in the JIC, 13 were under this vague style of disclosure. I am not faulting you or the JIC column for this, but this goes against Monbuscho guidelines stating that full disclosure of job limitations at the outset is mandatory.

In order to make the JIC a better resource and help job-seeking JALT members be fully aware of what they are getting into from the start, could I ask you to add one requirement to the description of job conditions: an indication whether or not full-time university positions have a contract? This is a crucial criterion for measuring job stability and security. Moreover, if they say they have a contracted position, is it capped at a fixed number of years, or is it tenure-track? If the university will not disclose this information, they are going against Monbuscho guidelines and I think their announcement should be withheld from *TLT* publications until they do so. Thank you very much for your time and attention to this matter.

Sincerely yours,
Dave Aldwinckle
Sapporo

(Kanagawa-ken) City & Prefecture (勤務地): 神奈川県横浜市港北区日吉4-1-1. Name of Institution: 慶應義塾大学(経済学部). Title of Position: 研究業績・教職歴・年齢等を考慮して決定(専任). **Qualifications:** (1) 経済学部で英語を教える能力を有すること、(2) 採用時において45歳以下であることが望ましい(修士課程修了後3年以上過ぎていること)、(3) 国籍を問わない。但し教授会、各委員会等で日本語で充分対応できる者。 **Salary & Benefits:** 給与は慶應義塾給与規定による。 **Application Materials:** (1) 願書(所定用紙) 1通、(2) 履歴書(写真貼付) 1通、(3) 主要著書 1点または主要論文 1篇およびそのレジュメ各3部、(4) 研究業績リスト3通、(5) 「経済学部で英語を担当する抱負」 3部。 **Deadline:** 1999年4月24(土)必着(書留による郵送に限る)。 **Contact:** 〒108-8345 東京都港区三田2-15-45、慶應義塾大学経済学部長秘書係。 **Other Requirements:** (1) 提出書類の封筒の表に「英語担当教員応募書類」と朱書にすること、(2) 提出された書類は返却しない、(3) 問合せは書面(郵送)に限る。

(Shizuoka-ken) Greenwich School of English 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 accommodation. **Application Materials:** CV and copy of diploma. **Contact:** Asano Keiko; 95-16 4F Chitose, Hamamatsu, Shizuoka 430-0934; t: 053-455-6851; f: 053-456-6610.

(Tokyo-to) Robin English School in Yokohama is looking for a part-time English teacher. **Qualifications:** A sincere, pleasant, helpful, friendly, and responsible teacher. Preference will be given to applicants living close to relevant branch schools. **Duties:** Teach English conversation. **Salary & Benefits:** 3,000 yen for a one-hour class plus transportation. **Application Materials:** Resume. **Deadline:** As soon as possible. **Contact:** Mr. K. Hamazaki; Robin English School, 2-4-1 Nagatsuda, Midori-ku, Yokohama 226-0027; t/f: 045-985-4909.

(Tokyo-to) The Department of Japanese at Daito Bunka University in Tokyo is seeking a part-time English teacher for all ages to beginning in April, 1999. **Quali-**

fications: MA or PhD in TEFL/TESL is required, as well as native-speaker competency in English, and university-level teaching experience. **Duties:** Teach three courses on any one day from Monday through Wednesday. The courses are an introductory course in second language acquisition, a course in presentation skills, discussion and/or debate, and a course in intermediate-level writing which includes some basics in business writing. First class begins at 9:00 and all classes are 90 minutes. **Salary & Benefits:** 26,000 to 30,000 yen per course depending on teaching experience and education, and transportation fee (maximum 4,000 yen per trip to school). **Application Materials:** Resume, reference, one passport-size photograph, photocopies of diploma, and a cover letter including a short description of courses taught and how they were taught. **Deadline:** Ongoing. **Contact:** Mr. Etsuo Taguchi, 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272; <etaguchi@sa2.so-net.or.jp>.

(Tokyo-to) The English and business departments at Aoyama Gakuin University are seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications:** Resident of Japan with an MA in TEFL/TESL, English literature, applied linguistics, or communications; minimum three years experience teaching English at a university; alternately, a PhD and one year university experience. Publications, experience in presentations, and familiarity with e-mail are assets. **Duties:** Classroom activities include teaching small group discussion, journal writing, and book reports. Seeking teachers who can collaborate with others on curriculum revision project entailing several lunchtime meetings, and an orientation in April. **Salary & Benefits:** Based on qualifications and experience. **Application Materials:** Apply in writing for an application form, enclosing a stamped, self-addressed envelope. **Deadline:** Ongoing. **Contact:** Gregory Strong; Coordinator, Integrated English Program, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

(Tokyo-to) Saxon School of English in 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-fjt/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>.

**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.

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.

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