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JALT

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

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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・真は、本文の中には入れず、紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、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紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

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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。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。

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「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。**Readers' Views.** Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication.

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

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

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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。

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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。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 We do not publish unsolicited reviews.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.

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

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

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

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

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

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Action Logs and Seikatsu Dayori

Warren B. Roby, *Dokkyo University*

In "Activating metacognition with action logs," Linda Woo and Tim Murphey (1999) make an excellent case for encouraging learners to think critically about their language study. They argue convincingly that the regular practice of reflection can ultimately lead to learner autonomy, and they show the connection between such metacognition and affect. This rationale is then coupled with a detailed description of how the authors use action logs to structure self-monitoring. They conclude that by reading the logs teachers can gain insights concerning what is going on in their classes.

In this friendly response I will propose that teachers who wish to activate learner metacognition should be aware of two indigenous pedagogical practices which are relevant and widespread: the *seikatsu dayori* or *noto* and the *hansei bun*.

In his chapter on guidance, *shidoo*, in Japanese schools, LeTendre (1996) translates *seikatsu dayori* or *noto* as "daily diaries." He states that they are in use in most middle schools. Each day students write down the amount of time they studied, special activities they undertook, and any problems they are having. The diaries are turned into their homeroom teacher who makes comments which "encourage or discourage certain behaviors" (p. 277). Fukuzawa (1996) claims that teachers check the diaries to "gain at a glance" (p. 305) information they can use to make study suggestions and to anticipate discipline problems.

My second son is enrolled in the largest junior high school in Tokyo To. The daily diary in use there has the English title of *School Life NOTEBOOK*. In Japanese it is *mainichi no seikatsu jiroku* 365. A full description of its structure is beyond the scope of this piece. Interested readers can leaf through such notebooks in their local stationer's. In my son's book a week covers two pages. At the top of the left page is a space for the week's goals. To the right of this are columns for each day where students can write in reminders of doctor's appointments, club meetings, and holidays, etc. The students write in the day's date and note the weather above a box measuring 26 by 66 mm which is for the diary entry proper. To the right of this box is a table which has a row for each of the six class periods. The teacher is allotted a 9 by 66 mm space for his or her comments. Directly below this are two sets of smiling, neutral, and frowning faces. One set is for *karada*, body, and the other for *kokoro*, heart or mind. Students fill in the faces which describe their physical and mental states for the day.

What can high school and post-secondary EFL instructors learn from this brief introduction to the use of daily diaries and reflection papers in Japanese middle

schools? First of all, self-monitoring and reflection are established, codified practices for Japanese learners. The links between academic activity, personal lifestyle, and emotional state are established. When asked to fill out an action log or similar forms, students will not be doing something that is totally new to them. Thus, it is probably not necessary to do an elaborate sales pitch for the benefit of the activity.

Given the backdrop of these native techniques, how can one structure metacognition in language learners? Teachers who use open-ended formats for reflection may find that they are getting much personal information. LeTendre reports that female students make mention of menstruation and ask female homeroom teachers questions about breast development. It is plausible that older students may describe their boy friend or girl friend relationships. Non-Japanese instructors may not be accustomed to such intimate self-disclosure, but they should not be surprised if it crops up. They may want to use formats such as action logs which are focused only on learning tasks and class sessions. Each teacher must decide what information they will solicit and allow from their students.

It is hoped that this brief piece will help promote learner reflection in Japan by giving it an endemic rationale.

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「読者の声」お便り募集

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

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Extensive Reading Revisited

An interview with Richard Day and Julian Bamford

by Tony Donnes
University of Hawaii at Manoa

Richard R. Day, who teaches ESL and SLA at the University of Hawaii, began teaching English with the U.S. Peace Corps in Ethiopia. He has taught English and English Education at Ashiya University, Kobe and co-authored Impact Issues and Impact Topics (Longman). Julian Bamford teaches English at Bunkyo University Shonan Campus. They recently co-authored Extensive Reading in the Second Language Classroom (Cambridge), a teacher's resource book based in part on their experiences of teaching in Japan.¹ This interview was conducted via email in February and March 1999.

Tony Donnes: To start with a bit of background, how did you become interested in reading in general, and extensive reading specifically?

Julian Bamford: For me, extensive reading came first. In the early 80s I was teaching beginning and intermediate students in an intensive EFL program in Tokyo. Most of the British publishers had graded readers in their catalogs and, ever on the lookout for something useful, we ordered some. Our students read them for homework and we began to realize we were on to something. Students were excited because they could read in English and succeed at it. And they were excited at finding words that they'd learned in class. We saw that it was a way for the students to increase their contact with English and to practice skills they'd learned in their intensive reading classes. Deciding to write up what we were doing for *The Language Teacher* was probably the turning point for me, however. While researching that article, I found that the more I read about and considered extensive reading, the more interested I got.

Richard Day: My interest in L2 reading actually stems from a couple of experiences I had when learning French in high school. By and large, the three years of high school French I had were terrible. French was my worst subject. But I really enjoyed reading, and I still recall reading *The Little Prince* and *Around the World in Eighty Days*. It is sad to think of only two highlights in a three-year journey.

When I began teaching at the University of Hawaii's English Language Institute, I wanted to teach reading courses for two reasons. First, I was studying for my doctorate and didn't want to spend hours correcting students' compositions. Second, I thought that students really needed to read well to succeed in their

university courses, so they would be motivated. Later, I taught the course on teaching ESL reading in Hawaii's MA program.

In 1989, while on sabbatical, I taught English at an all-girl private Japanese high school. One of my courses was an elective reading course for seniors. Previously, its focus had been skills and strategies, fine for international students at UH, who could already read, but not for beginning and intermediate L2 readers. From my experiences in teaching the ESL reading course, I concluded that the best way for the high school girls to learn to read was by reading. With the approval of the administration, I ordered a lot of graded readers and young adult fiction and put an extensive reading course into action.

TD: How can teachers grade students who are reading extensively, and how can they ensure their students are learning?

RD: I have found that reading targets work well. They can be expressed in minutes or hours per day or week, pages per day or week or books per week or semi-monthly. With lower level students, I like to use a measurement of time, such as 20 minutes a day, five days a week, for a total of 100 minutes a week. Beginners tire more easily reading in the L2 than do students with greater proficiency.

The teacher can even take a learner-focused approach, adjusting targets for individuals in a given class. In a class of 40, some students could have a reading target of 100 minutes a week, while others could be aiming at 150 or 200.

Or the teacher can involve the students in determining their grades by setting a range of targets: for example, an average of 150 minutes per week over the semester is an A; 125 minutes is a B; and so on, for an entire class or individually.

Finally, Beatrice Dupuy, Lucy Tse, and Tom Cook (1996), suggest "negotiated evaluation," in which students determine how they want to be evaluated. I highly recommend their article.

You ask how teachers can ensure that their students are learning. Well, that is a concern, regardless of the subject or the approach. In my work with teachers, I often remind them, "You can lead a horse to water, and watch it drown." We can never be certain what our students are learning, if anything. But the beauty

of an extensive reading approach is that we know that students who read large quantities of easy, interesting material will become better readers and will enjoy the experience. There is a robust body of research demonstrating this.

JB: Your method of grading depends on your teaching purposes, so first, why do you want your students to read extensively? It's probably partly for the massive practice they need to develop their sight vocabulary, the ability to recognize words and phrases automatically, the basis of fluent reading. Building this sight vocabulary is part of what Richard meant by "students learn to read by reading," because reading a lot is the only way to develop it. Another purpose may be to increase their L2 contact time. For both these purposes, the amount of reading is what counts, so a grade can be based on the number of pages or books, or the length of time that a student reads, as Richard described.

But quantity means little without quality of reading. You want students to be reading for a real purpose, like entertaining themselves or getting information, so that they apply not only their skills, but who they are and what they know, rather than just going through the motions. You can monitor quality of reading by having students write reaction reports. These reports can give the teacher a very good idea of how students are engaging with their reading and if they are developing confidence. You can also interview students about their reading. That's usually enough, but if you want students' grades to reflect actual proficiency, you can complement the quantity measure and the reports with a test in which students read a lengthy text and answer comprehension questions afterwards.

TD: Can you elaborate on the graded readers you both mentioned earlier?

JB: These are fiction and non-fiction books written or adapted for language learners of various ability levels, from beginning to high-intermediate. Careful linguistic grading means that learners can find books appropriate to their particular level, books they can easily understand. As their foreign language and reading abilities improve, they progress up the seven or so grades to the highest level, at which point they'll find enough understandable reading material written for native speakers.

Writing for language learners is like any other kind of writing in that the writer tries to communicate in a way the intended audience will understand. The defining characteristic of an audience of language learners is its limited linguistic ability. Writers and editors therefore have lists of words and grammar patterns to guide them in appropriately "linguaging" their meaning. But when writers have communication as the goal, they don't treat this listed language as separate from meaning. And, as a result of their communicative

intent, they write authentic, natural, fully-formed discourse.

Richard and I think that books for L2 learners deserve the name "language learner literature," analogous to children's literature and teenage literature. Increasingly skillful writing and enlightened editing have given language learner literature the two characteristics teachers want: appropriateness and authenticity. Which is a good thing really, because language learner literature is what makes extensive reading possible for all except more advanced learners.

RD: I agree completely with Julian. Historically, a lot of graded readers were poorly written, with attention to making the language simple, rather than communicating with the audience. The situation has improved greatly, and now there are a lot of excellent series by most of the major ELT publishers.

At the beginning and intermediate levels, we have to use material that is specially written for students at those levels, that is, "language learner literature." Material for fluent native readers is just too difficult. It's like learning to play the piano: Students don't start off playing Beethoven or Mozart or Bach. They first learn to play music specially written for beginners, and move gradually to more difficult pieces. The end product is Beethoven, not the beginning.

TD: Extensive reading gives the student a great amount of freedom and authority: repeatedly choosing what to read, determining whether the level is appropriate, or changing the reading selection at any time. When students are used to the teacher's making these decisions, how can we help them feel comfortable with such learner autonomy?

RD: Orientation and systematic, periodic guidance are essential. Students have to be introduced to the procedures you mention: Self-selection or not finishing a book can be new and radical. Students need to be told why they are asked to do these things and told about the outcomes, the results of such new and unusual practices. During the semester or academic year, teachers should follow up with reminders about the practices and goals of the extensive reading program. We all know that students do not necessarily absorb what we tell them immediately. And guidance in extensive reading procedures might be more meaningful when students are in the midst of doing them.

JB: Richard, recently you passed on something that Alan Maley wrote: "We need to realize how much influence we have with our students. Students do not just (or even) learn the subject matter we teach them; they learn their teachers. Teacher attitude, more than mere technical expertise, is what they will recall when they leave us." It's like your favorite aphorism, from Christine Nuttall: "Reading is caught, not taught." (p. 219)

If the teachers themselves read, and if they know their students individually, it's a beginning. Teachers can read the books their students are reading and can suggest appropriate reading material to fill the desires and needs of particular students. In turn, teachers can read and discuss books that students recommend to them. When teachers make the classroom a reading community, of which the teacher is a part as much as the students, ongoing guidance is a natural element, and foreign language reading may become a real part of students' lives.

TD: Where do you feel the research literature is lacking? At present what kind of questions need answering? And how can teachers contribute to research?

RD: Let me address the last question first. One of the best ways is for teachers to ask questions about what they do. Then they might figure out how to find answers. For example, a teacher might be interested in learning if students in her extensive reading classroom come to enjoy reading over the school year. She could design a questionnaire and ask them about their attitude and motivation at the beginning of the year and at the end. This October, Beniko Mason and I plan to talk about how teachers can research their own teaching in a presentation at JALT in Maebashi.

We need longitudinal investigations of the impact of extensive reading. Many studies demonstrate that students improve their general language ability, reading ability, and vocabulary, and that they come to enjoy reading in the target language. But what we don't know is the extent to which students continue to read in the target language once the extensive reading class is over.

JB: I'd like to read studies that ask if extensive reading leads to continued L2 reading. Positive results in academic studies like these encourage teachers to try extensive reading in their own classrooms. That's because the key question for teachers is always, "How can I help my students achieve their goals?" and in this case, "Can extensive reading help my students reach their foreign language and foreign-language reading goals?"

Teachers design an extensive reading program or follow one already existing at their school, and they can ask questions in the way Richard described. If they make public what they did and what they found, it can be of great value to other teachers. For example, I learned a lot from the article that Tom Robb has posted on the Internet, describing his extensive reading program at Kyoto Sangyo University (1996b). As a teacher, I also want the best possible material for my students to read. Again, Tom Robb is an exemplary model with his Internet-posted popularity lists of the young adult literature read by his students (1996a). If more teachers compile and share this kind of information, it'll

take the guesswork out of building a library. Our journals and newsletters should also be reviewing new language learner literature titles when they're published, with teachers and students as the reviewers. There should also be awards for the best new books every year. All this would raise standards in publishing, and would help me match my students with the best possible books.

TD: In an extensive reading curriculum, when students are working individually, when and how can we teach vocabulary?

RD: Studies clearly show that students learn vocabulary. Indeed, that is one of the strengths of an extensive reading approach. Teachers can supplement this learning in many ways. Have students keep a vocabulary journal, for example. When they come across words that they want to remember, for whatever reason, they could list them in their journals, with date, source, example sentence, and meaning—translation or definition or paraphrase. Or teach students how to find the meaning of words in context. This is not easy, and I would recommend it only for intermediate or higher students. Teachers might also consider teaching how to use dictionaries. However, teachers need to bear in mind that the goal of an extensive reading program is to help the students become readers, not vocabulary learning or grammar learning. And class time taken to study vocabulary is time not spent on reading.

JB: Richard, I think we differ here, in that you see the cup as half full and I see it as half empty. Yes, students at advanced levels know enough of the L2 to learn words incidentally while reading. But for beginning and intermediate students, extensive reading is at best a minor source of new vocabulary. I don't mean they don't learn new vocabulary incidentally while reading. Research clearly shows that they do. But the best research-based estimate so far (Horst, Cobb, and Meara, 1998) is that even the most avid low-intermediate readers of language learner literature pick up just two or three hundred words a year. That said, extensive reading plays a crucial role in vocabulary development at all levels because it reinforces and consolidates prior learning and stops any prior trace from fading away.

Equally important, when students are engaged in reading interesting, easy material, they are developing an implicit sense of when and how words are used. There's a paradox though. We don't want students to be hung up on vocabulary while they're reading. Quite the opposite: we want them to get used to ignoring or guessing at unknown words, and to go for the general meaning of a text. This equally crucial "anti-vocabulary instruction," in which they learn to make do with what they have, is one more reason for students to read extensively.

TD: Thank you both for your time. Are there any final thoughts you'd like to add?

RD: Teaching extensive reading, like all teaching, requires hard work and involvement. It just doesn't happen. Teachers who incorporate extensive reading into their classrooms need to offer guidance and support continually. They need to be role models themselves. And the process takes time. Our students will not become L2 readers overnight. But the rewards are definitely worth the time and energy.

JB: Twenty years ago in 37 words, Christopher Brumfit (1979) said it all: "Any efficient English language school or department should have available to students a library of extensive readers so that those who wish to can read at least one book, however short, of an appropriate level, per week" (p. 6).

For further information, see *The Language Teacher May 1997 special issue on extensive reading*.

Note

1. See this month's Recently Received column for an opportunity to review this work. – ed.

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What to do with Non-Performing Students:

The Remedial Make-up Class

by Vicky Starfire
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A handful of students shuffle into my classroom just as the bell rings, some with eyes downcast, others glaring at me. Soon more will trickle in late. Another make-up class has begun. It doesn't bother me, because I know that within the hour most of them will be smiling and thanking me.

Current Remedial Classes for Failing Students

The subject of what to do about non-performing students is a controversial issue that lacks official clarity in most schools. In addition, the policies, written and implicit, are changing. However, this informal survey, conducted in December of 1998, will briefly sketch how some Kansai schools handle this problem.

Students take special make-up classes. Called *sairishu*, these are classes set up for failing students only, sometimes separating slow learners from non-attenders. At my school, Ritsumeikan, they are geared to independent study, meeting every other week for one semester, with a midterm and final test. They may be unrelated to the failed classes, however, and typically teachers receive little guidance concerning content.

Students repeat the same course the following year or semester. This popular solution is the choice of Saga University, Kyoto University, Kansai College for Foreign Language Studies (Kansai Gai Dai), Hanazono University, Kyoto Gai Dai, Kyoto Sangyo University and Nara University. Otani University and others give grades of Incomplete for non-attendance, to be made up the next year.

At Doshisha University, the Institute of Language and Culture administers all required English courses. From the inauguration of a semester system in April 1998, failing students have had to repeat regular

courses rather than take *sairishu* courses. What happens to students who fail only the first semester of a year-long course, however, is unclear.

Students pass despite infrequent attendance or poor grades. Whatever the official policies, this option is most common in actuality, particularly at schools with falling registration levels. Sometimes students will be given a make-up test or a report to write, but eventually they are always passed. There have been cases of teachers having failed students only to face repeated pressure in the form of phone calls, letters, and fax messages from school personnel—who often face pressure from parents in turn.

Students take intensive courses. During the summer or winter vacations, students may take short courses, *tokubetsu hoshu*, which may involve many hours of class work. For instance, failing seniors at Kansai Gai Dai must take a ten-day intensive course, six hours a day, 60 hours total.

At Ritsumeikan, several departments offer varied intensive courses of their own. Some have native speakers and Japanese teachers, some last three days, others are four or five. While the intensive courses have worked moderately well with other languages (e.g., French, Spanish) as well as other disciplines (math and biology), the intensive English courses may be discontinued: Intended for slow learners, not absentees, they are closed to students who have missed more than a third of their classes—a majority of the failing students. In addition, the courses are costly, and test results indicate little improvement.

Student will not fail provided they complete assignments and pass the final test. This option is the official policy at Kyoto University and the practice at many others: Students do not have to attend classes. The teachers are free, however, to change the policy and

この記事は成績の悪い学生を助けるアプローチを検討しています。作者が対象としているのは出席していない学生や成績の悪い学生です。この無作為なアプローチは全クラスを対象とはしない補習的なもので、成績の悪い学生の小グループを対象にしています。そして、関西地方の学校で現在落第生のために使われているメソッドを簡単に調査した上で、作者は成績の悪い学生を刺激する他の方法もいくつか提案しています。それは文学と教師からの個人的な文書を使うものです。文部省のガイドラインの最近の変化や、こうした変化で日本の大学がいかに改善されるかについても述べられています。

require attendance.

Students who fail get no credits but do not need to repeat the class. Many schools have this policy for free elective courses. In the International Relations departments at Doshisha and Ritsumeikan, many of the English courses are optional and thus do not have to be repeated. However, the students have already passed special English entrance tests, perhaps the equivalent of the two-year required English courses.

Remedial Term-End Classes

For a number of years, I found the slower students in my ESL classes unreachable. While I could challenge the top students as I taught for the middle students, I never seemed to have the time to help those students who require more teacher time than any others. How could I help them enjoy English and find learning easier? In a way, I was reinforcing their past experiences of failure.

Then I hit on the idea of giving extra classes just for them. Most schools have a period for make-up classes at the end of each semester. Since most poor students are also absent a lot, it's reasonable to require them to attend an extra class. It motivates these students if the class is held before a final test or final assignment is due. By creating an encouraging, judgment-free atmosphere, I let the students know that I am on their side and working to help them. Remedial students feel more relaxed in a make-up class, since most other students are at the same level. Perhaps the best measure of success is that over half of these failing students have raised their grades enough to pass.

I announce that the make-up class is open to all students who wish to improve their grades. Consequently, attendance is mandatory only for those non-performing students who want to pass. The others who choose to come are often the best students, who are excellent helpers for their remedial classmates struggling to understand. Students are apt to listen more carefully to their peers' advice than to the teacher's, and partners who are better students can provide each non-performing student even more of the individual guidance they need.

I start the class by asking, "Do you want to pass this course?" They all agree they do. "Good. I want all of you to pass too, so let's work together!" I then review the material we have covered in past classes—at a slower pace. I praise any right answers, pointing out how much they already know. Many of them have lost the handouts I gave them; I'm prepared with extra ones. Some of them have forgotten or lost their textbooks; I have a few extra they can borrow. Most of them have not turned in all of their assignments; at the end of the class we go over what they still must do to pass.

After we have reviewed the material they must know, and they have practiced with me and with each other, I usually give them a review game to play. I want

them to see that learning can be fun too. Here are some of the games that I use:

Snakes and Ladders: Draw and number a grid of squares on A4 paper from 1 (start) to 45 (finish) and draw in some ladders and snakes between rows. Students go up the ladders and down the snakes. Next, label some of the squares "chance." Make a set of cards with "chance" on one side and review questions on the other. Five students can easily play at each board, tossing a die or coin to move a marker such as a paper clip or pen cap. Students can move ahead 2 spaces by answering the review questions, using their textbooks if necessary.

Concentration: To review vocabulary, make 2 distinct sets of cards (e.g., of different colors, or marked and plain) On one set of cards write the words; on the other write the matching definitions. Turn the cards over and mix them up. The first player turns over one of each kind. If they match, the player picks them up and takes another turn. If not, the player turns them over again and the next one takes a turn. Some students need to match all the words and definitions before playing. More advanced groups can be encouraged to make their own cards.

Criticisms

This approach might encourage lazy students to do even less in class. Why coddle students who need to repeat classes they haven't attended?

There is a difference between laziness and slow learning. Most lazy students don't show up for the makeup classes. It's important for all students to feel successful, whether they are seen as lazy or just can't learn quickly. As Pope (1975) commented about motivation and self-esteem, "Each learner must feel respected, dignified and successful as he attempts to learn the English language" (p. 140). Smith (1985) wrote that learning is "a process the child himself can manage—providing the situation he tries to make sense of is potentially meaningful to him and he has access to the right kind of information at the right time" (p. 225).

Slow learning students would be better off repeating a course rather than being pushed through at the last minute.

How often do Japanese students really improve their English by repeating? Each student enters school as a member of a single group, moves through the curriculum together with that group, and from admission is guaranteed graduation with that group. In these circumstances, students repeating classes are friendless and isolated. Many repeaters are again frequently absent and sit alone in class when they do attend. They are reminiscent of John Holt's (1990) student, Nell. When he asked her to redo her paper, which had too many errors, she returned with another paper, this time with twice as many errors and nearly illegible handwriting (p. 229). Seligman (1975)

called this style “learned helplessness”: The student cannot distinguish between appropriate and inappropriate responses to failure, consequently perceives it as something beyond control, and finally gives up trying altogether.

Students who do poorly in school should either get private counseling or drop out and try something else.

This solution works in Western university systems, but it is not feasible in Japan or in most countries where entrance examinations are the determining event in the students’ careers. Students have traditionally worked hard to pass entrance tests, showing their willingness to sacrifice their youth and freedom for the social good. Success on the examination is expected to come with a payoff for this sacrifice. However, with the number of students decreasing, schools now are accepting students at a lower academic achievement level. This means a larger percentage of each class is in danger of failing. But schools which failed large numbers of entering students would be admitting their own failure to keep their part of the bargain: It’s up to the teachers to deal with the problem, within the university.

I already have a lot of work to do. Why should I give myself more work and for just a few students?

Make-up classes actually involve less work in the long run. When the slowest students understand, the whole class can move along faster. More importantly, the slower students often disrupt classes by coming in late or unprepared or talking in class. To have these students happy and on the teacher’s side makes a difference to the atmosphere of the classroom and the mood of the teacher. Make-up classes can improve the learning situation for all and reduce teacher fatigue.

I return to my home country during the holiday periods. I don’t want to stay in Japan during the make-up week. Also I don’t give final tests.

This method works just as well if the last class period serves as the optional make-up class. As long as the class is open for all class members to attend, administrators should not be upset. The teacher simply has a review class and takes the attendance only of the failing students. The validity of tests as measures of improvement or achievement is also debatable and beyond the scope of this paper. Moreover, most teachers know several ways to measure achievement in order to assign grades.

My school administration pressures me to pass everyone, so students would have no incentive to attend extra classes.

The Monbusho policy (1998) has been changed within the last year. Previously, all schools were allowed to accept new students based on reported total enrollment. Therefore, repeating students cut down the number of new students that could be accepted. The new policy does not include repeating students in the base figure. Thus the more repeaters,

the more paying students for the school. In addition, the Monbusho ruling has urged each school to become stricter with all students, and to gradually increase the amount of work required of them.

How to motivate failing students

As Williams and Burden (1997) pointed out, “No one approach to motivating learners is necessarily correct” (p. 130). There are various reasons why students fail courses. They may dislike English, having done poorly in the past. They may not like their teachers or first period classes. They may have become what Johnson (1992) calls the “fluent-but-fossilized intermediate” students (p. 180).

However, the general trend towards involving students more in their own education shows some signs of hope. The teacher and learner can negotiate goals and evaluation. Johnson (1992) describes a “tennis clinic strategy” which means “requiring the students to determine their own language needs” (p. 187) in a negotiation with the teacher. Williams and Burden (1997) describe “the mediating role of the teacher” (p.133).

Some research from the Netherlands (van Werkhoven 1990) and England (Hastings 1992) suggest significant gains in student time on task from an *attunement strategy* in which underachievers and teachers set goals and work together. A Ritsumeikan teacher related the story of a successful make-up class in which the students wrote out on the first day why they failed and a schedule of when they planned to study English each week. During the course, the students wrote letters to the editor of their textbook and received gifts and a letter in return—another example of teacher-student negotiation and a realistic project with positive results.

A well-known motivational technique is to make the content realistic or immediately useful. Make-up remedial classes involve a negotiation in which teacher and students work together to achieve the the concrete and immediate goal of passing the course. The teacher can take the role of helper or advisor to the students rather than judge or executioner. Moreover, students can achieve this short-term goal more easily than they can complete an entire make-up course.

In summary, the remedial make-up classes should encourage and motivate students. These classes should contain no new information; they are for clear and simple review material only. To afford each student enough personal attention, limit class size to 15. Bring an ample supply of spare handouts, textbooks, or other resources. Class should consist of a variety of activities, conducted at a slower pace, for at most one hour. Since these students find English difficult, it demands their intense concentration; therefore their attention spans tend to be short.

In conclusion, some current solutions to the prob-

Empathy and English Teaching

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Communicative competence involves knowing not only the language code, but also what to say to whom, and how to say it appropriately in a given situation (Saville-Troike, 1996). Moreover, this ability to use and interpret linguistic forms appropriately calls for social and cultural knowledge and experience beyond the grammar of the language (Bialystok and Hakuta, 1994). How, then, can a Japanese EFL teacher cultivate students' intercultural communicative competence? The teacher herself is a non-native English speaker, the students are all Japanese, and the little English they encounter outside the classroom is often inappropriate.

Medgyes (1992) argues that the performance of non-native speakers is inherently limited: Non-native speakers can never achieve native speaker competence because they are, by their very nature, norm-dependent. However, as Savignon (1983, cited by Brown 1994, p. 227) points out, communicative competence is relative, not absolute, and it depends on the cooperation of all participants. Thus the norm itself is to some extent negotiable by and relative to the participants—native and non-native alike. One essential for successful intercultural communication, then, is the attitude of the participants, whose sense of appropriateness helps construct the norms.

I believe that learners with empathy can compensate for their lack of knowledge and experience and make better decisions about appropriateness in intercultural communication. Empathy involves relativism and flexibility, which knowledge alone cannot furnish. With an empathic attitude, Japanese learners of English can learn more rapidly to cope with norms different from theirs and gain insights about linguistic appropriateness in English-speaking cultures. Therefore, by fostering empathy in an EFL context, a Japanese teacher with only limited knowledge of English appropriateness can still help students develop competence in intercultural communication. Furthermore, by raising awareness of the importance of an empathic attitude, Japanese teachers of English can help improve students' everyday social interactions. Students can create harmony in a classroom where some had suffered because of their differences.

The Meaning of Empathy

Goldstein and Michaels (1985) describe empathy by combining several meanings noted by Macarov (1978, as cited by Goldstein and Michaels p. 7):

Empathic people can take the roles of other people, viewing the world as they see it, and experiencing their feelings. They are adept at reading and inter-

preting nonverbal communication. They sincerely try to understand helpfully, without passing judgment. Empathy differs from sympathy in that it does not include pity or approval and focuses on the feelings of others, not our own. (Aktz 1963, as cited by McLeod 1997, p. 114)

Gerbert (1993) claims that in elementary schools, Japanese *kokugo* (national language) education emphasizes empathy and subjective feeling, more than American English education.

While American textbooks tend to encourage the child to step away from the story and to analyze the situation and the actions of the characters and to evaluate the effectiveness of their actions, *kokugo* textbooks often invite the child to imagine the feelings of another and to merge his or her identity with that of the character, even if that character should happen to be animal. (p. 161)

I believe, however, that the empathy in Japanese English education should differ from that noted by Gerbert. In *kokugo* education, the purpose of developing the student's empathic viewpoint is to create a common singular consciousness (p. 161). Japanese students are expected to understand others from a reference point based not on individual self-knowledge but on "Japaneseness," moral and behavioral standards universally accepted in Japanese society (p. 161). To help students understand appropriateness in English interactions and intercultural communication, teachers need to affirm individual differences and diversity, and differences must have positive value for students.

Teaching Intercultural Communication

Gudykunst and Kim (1995) explain that we cannot understand the communication of people from other cultures if we are highly ethnocentric.

Ethnocentrism leads us to see our own culture's way of doing things as "right" and all others "wrong." While the tendency to make judgments according to our own cultural standards is natural, it hinders our understanding of other cultures and the patterns of communication of their people. Becoming more culturally relativistic, on the other hand, can be conducive to understanding. (p. 431)

According to Porter and Samouvar (1991), intercultural understanding goes through several stages from ethnocentrism to ethnorelativism. Ignorance or feelings of denial and rejection are natural at the first stage. To help students shift their viewpoint, the teacher needs to make them encounter value conflicts.

The stronger the impact on the students' belief systems and their value judgments, the more they will question the stability of their values. Then, by reflecting on their belief systems and value judgments in comparison to the norms of the new culture, students will become aware of, admit, and then accept the differences. When students can tolerate differences and believe that no cultural group should be judged as being inherently superior or inferior to another (Damen 1987, as cited by McKay 1992, p. 53), the teacher has successfully created a classroom culture where students have acquired empathy through intercultural understanding via the learning of English.

Seventeen years ago, I cultivated my empathic viewpoint by eating peanut butter. One day, I saw one of my American friends eating an apple with peanut butter and at first I couldn't believe her sense of taste. I judged her behavior as different and wrong. Peanut butter was only for bread; I couldn't believe that there could be any other way of eating peanut butter. Later, I saw more foreign friends eating apples with peanut butter, and I tempered my judgment, and noticed it was not a matter of right or wrong, but a matter of a difference in combination. Although it took several weeks to try it myself, I started eating peanut butter with not only apples but also other things such as bananas and strawberry jam. One way that I teach my students international understanding is by showing them how you can eat apples with peanut butter. By encountering and relating experiences in which their own emotions change from denial to tolerance, Japanese English teachers can successfully teach empathy.

To wean students from their bias and to see the differences in English and English-speaking cultures, a teacher has to have an empathic perspective towards the target language and culture. How can a Japanese teacher develop that? To foster an ethnorelative viewpoint, Japanese teachers need to experience separation from their own culture, even if they never leave the country. McKay (1992) suggests ethnographic research as a means for teachers to become expatriates in their own classrooms. Just as foreign teachers can free themselves by research from imposing their own cultural biases on the culture where they teach, Japanese teachers of English should make efforts to separate from their own cultural biases and analyze English speaking culture from an ethnorelative viewpoint.

Moreover, Japanese English teachers should teach students that all languages are of equal value. Tsuda (1991) points out that Japanese education has put too much stress on British and American English. Overemphasizing Anglophone culture may mislead students to assume the superiority of English.

The Necessity of Empathy in Japanese Schools

Wa, which is often emphasized in Japanese society, could be translated as harmony. To maintain it, each member of Japanese society must be the same; Japa-

nese harmony has little room for tolerance of differences (Nakajima, 1997). If someone is different in some way, they will not be a full member of the society until they change to be the same as others. The logic of Japanese harmony eliminates differences.

According to Bowers (1987, as cited by Holliday 1994), a classroom is a microcosm which reflects the social world outside. School uniforms and strict rules which demand conformity are ways a school suppresses the differences among its students. *Ijime*, or group oppression by exclusion (my translation), is one example of how students interpret those messages and react to Japanese harmony. A Japanese classroom is full of the similarities supported by the Japanese concept of harmony. It consists of a Japanese teacher and Japanese students, whose mother language is Japanese. This learning environment reinforces the students' assumption that everyone should feel, believe, and behave as they do in Japan. It is time for us to stop deprecating differences and instead, to encourage students to understand them empathically, to generate a new harmony that will create a school environment where differences can be viewed more constructively. An empathic viewpoint can sensitize one to the full range and depth of someone else's affective stage or situation (Goldstein and Michaels 1985) and create new insights into classmates' personal differences. Trying to understand a different culture can lead students to rethink their own beliefs, to develop empathy, and then to integrate differences into their belief system for constructive relationships with classmates.

Actions in Japanese English Classes

When students learn English, they accept the premise that the language, the culture, and the society are very different from theirs. Therefore, English classes can challenge students' assumptions and help them see another way to view differences. Introducing cultural differences as pieces of information is not enough.

Livine and Adelman (1993) emphasize teaching the hidden aspects of the culture in language learning, because the part of culture that is exposed is not always that which creates cross-cultural difficulties; the hidden aspects of culture have significant effects on behavior and on interactions with others. By highlighting the hidden aspects of the language functions and characteristics with an empathic attitude including the positive value of differences, a Japanese teacher can help students reflect on the appropriateness of their performance.

English language learning introduces students to different interaction patterns for communication with different ranges of appropriateness from Japanese norms. An English interaction is governed by its culturally oriented rules and it is quite hard for students to figure out the hidden formula. As a consequence, they fail the interaction. For example, Allwright (1980, cited by Brown 1994, p. 236), showed

how students failed to use appropriate turn-taking signals, formulated by the English conversation rules, in their interactions with each other and with the teacher. Why do they fail? Because they try to apply their own cultural conversation rules developed through their native language acquisition for the English interaction (Okuzaki 1997).

But after the shock of initial failure, students can recognize English conversation rules, appropriateness, and the belief system supporting the rules. They expand their own range of appropriateness in interactions, then perhaps apply it to their behavior and interactions not only in English but also in Japanese. With an empathic attitude, students can try to interpret the challenge positively. As another example of conversational differences broadening the range of appropriateness, I encourage my students to ask questions, clarify, and express their own opinions both in English and in Japanese. I also encourage them to take increased self-esteem from their language performances. The class should provide the opportunity to display students' language use and the time to try the different interactions by themselves.

Teaching Life Goals Through Lessons

English has been regarded as the most important foreign language for Japan to keep pace with the modern world, largely because English provides access to the latest scientific, medical, and technological developments in developed countries (LoCastro, 1996). However, as long as the teaching of English is based primarily on a foundation of economic globalization, students will be seen simply as future human capital. Japanese teachers suffer from the uncertainty of having all of their students aim only at their future need for English in their everyday teaching. Stevick (1998) explains how everyday teaching affects students:

We consciously choose or not choose one or another set of "life goals" that we want to help our students work on. We can pursue those goals openly and intentionally or indirectly and covertly or not at all. But whether we are consciously working on such matters or just on language skills, the "life-goals" that will be affected most in our students are not necessarily the ones we think we are putting across. They are the goals—the values—that our students find built into us and into how we teach them, our fellow human beings, day by day (p. 173).

Therefore, we should emphasize the role of teaching in promoting our students' humanistic development, and the cultivation of a more empathic viewpoint must be justified as one of the life-goals for Japanese students, especially in their English language classes.

Closure

I cannot say that English language learning directly fosters students' empathy development. I cannot say

that a better language learner could already have developed empathy, either. I don't have measures to estimate students' empathic attitude and cannot prove that I have been able to develop empathy in my students during my English language classes. However, I can insist that I should teach English to help students develop themselves with dignity. I want to be in the classroom to better students' lives.

Last year, tragedies involving junior high school students shook Japan. As a result, the Minister of Education proclaimed the need for *kokoro no kyoiku* (Humane Education, my translation) as a state of emergency in education. Society demands that every teacher of every subject provide a more humanistic approach in everyday teaching. I would like to make English teaching play its role in helping students better their social interactions. English can teach students something beyond grammar.

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10+ Questions for Your Next University Employer

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Expatriate language teachers seeking jobs in any country face obstacles and pitfalls, but in Japan the situation is further compounded by barriers of language and culture; applicants generally hesitate to leave a bad impression by pressing employers for information, or stating clearly their preferences for job conditions. This reluctance is underscored by the expatriate's possible unfamiliarity with conventions and etiquette, and Japan's high degree of tacit understandings. In fact, until recently Japanese candidates for academic positions rarely needed to make inquiries, since conditions were uniform and varied by generally public criteria—the prestige or wealth of the school and so forth. And if candidates did inquire, they might have asked contacts behind the scenes, not interviewers directly. However, if a matter of tact consigns the applicant to a temporary position with long hours, minimal benefits, and comparatively low pay, then a little pushiness may be worth the risk.

This paper discusses how an employee can avoid adverse employment conditions which are, unfortunately, rife for foreign educators in the Japanese university system. An essay this brief cannot comprehensively cover all fields of Japanese language education: It does not address seekers of stopover positions in either private *eikaiwa* schools (employing foreign staff under short-term contracts), or Japanese primary and secondary schools recruiting through the JET Program (specifically designed by the government to sustain revolving-door employment). Instead, this paper focuses upon universities, where, short of founding your own school as a private enterprise, long-term or permanent positions as a foreign educator in Japan are most likely to be available.

Employment conditions vary according to whether the position involves public- or private-sector employers, part- or full-time employment, or Japanese or non-Japanese employees.

Public and Private Sectors: There are three different types of university in Japan: (a) National (*kokuritsu daigaku*)—with the influential and trend-setting former Imperial Universities at the top), (b) Public (*kouritsu daigaku*, prefectural and metropolitan universities), and (c) Private (*shiritsu*, or more clearly *watakushi ritsu daigaku*). The National and Public Universities are public-sector institutions, fully funded by government taxes, meaning that educators are legally civil servants (*koumuin*). Private Universities are mostly private-sector funded and managed, with educators

legally classified as laborers (*roudousha*), falling under the Labor Standards Law (*roudou kijun hou*). Spanning the system is Monbusho (the Ministry of Education), which controls and approves budgeting for public schools and educational accreditation, curricula, and hiring for all. In sum, foreign educators are bureaucrats in the National and Public Universities, laborers in the Private, and receive permission to teach from Monbusho in all cases.

Part Time, Full Time: In Japan, as all part-time (*hijoukin*) employment is (by definition) term-limited, employees regardless of nationality, receive contracts. However, in the case of full-time (*joukin*) employment, citizenship does make a difference, and this is in part due to standard hiring practices in Japan's civil service.

Japanese, non-Japanese: Until the end of 1997, an oft-quoted (but never legally-delineated) understanding known as “the nationality clause” limited permanent, promotable civil service employees to Japanese citizens. Although hardly unique to these shores, when applied to education by an unusually powerful ministry, this practice set the standards for the employment of most foreign educators in Japan.

Because National and Public universities technically employ civil servants, full-time Japanese faculty automatically received (until recently) noncontractual unlimited-term employment, i.e. tenure, from day one on the job. Conversely, full-time foreigners, ineligible for civil service, were restricted to contracted employment in positions created for them exclusively: *gaikokujin kyoushi* (foreign instructor) with one-year contracts, and *gaikokujin kyouin* (foreign faculty) with three-year contracts. Foreign educators, regardless of qualification, served as full-time employees under part-time conditions—merely by dint of being on the government payroll.

In practice, tenure for foreigners has hardly ever been granted in the National or Public Universities, and very rarely in private ones: Japan has the lowest number of tenured foreign educators in the Organization for Economic Cooperative Development (OECD). According to Ivan Hall (p. 100, 1997) there are more tenured foreigners at George Washington University than in all of Japan!

In times when even tenured positions may disappear, “Contracted employment” may sound reasonably secure: It is legally “renewable by mutual consent,” and some universities have granted perpetual renewals. Yet full-time foreign educators in Japan have

found their employment highly insecure precisely because of contracts, and for reasons bureaucratic, political, and economic.

Bureaucratically, capping renewals (at two or so) is standard in many universities. Nonrenewal has been an effective means for firing the troublesome foreigner for personal reasons. (For detailed accounts consult Aldwinckle 1999 and sources therein.) And in the face of rising costs and diminishing student numbers, contracts have enabled Monbusho to replace elderly foreign educators with younger, cheaper foreigners in the National Universities (Hall, 1997). In sum, a contract system without the possibility of tenure has allowed universities to fire foreign employees, and almost invariably foreign employees, at will, and on a national scale seen nowhere else in the OECD (Hall, 1997).

Regulations changed in the latter half of the 1990's. The *Daigaku Shingikai* (University Deliberation Council) (1995), a consulting arm of Monbusho, recommended standardized contracts for full-time foreign faculty at private universities as well, paving the way for full-time limited-term contracts for Japanese at all universities. In August 1997, the Diet passed the *Sentaku Ninkisei Hou*, Optional Term-Limitation Law, formally legalizing non-tenured, contracted status for full-time Japanese educators.

This law, however, specified that all universities may hire foreign educators under whatever terms the universities themselves see fit. This includes tenure, and although no clear systematic approach for granting it has been stipulated in the 1997 law. In any case, the end result is that, for better (tenure) and for worse (contracts), parity between Japanese and non-Japanese has recently become legally possible throughout the Japanese university system.

This background indicates why the following questions for potential employees are so important. Not all universities are aware of or responsive enough to the new laws to systemize tenure for full-time non-Japanese. Contract employment remains insecure—and steeply tilted against non-Japanese candidates. Nor are universities always forthcoming about employment conditions in their job announcements, so proper investigation of conditions becomes crucial for finding the better jobs.

The Ten+ Questions a Prospective University Employee Needs Answered

1. *Is this university a National, Public, or Private University?* If it is National or Public, as a bureaucratic organ it will probably not grant tenure immediately, or even have the rudiments of tenure-track system. Private universities, with a longer history of employment options, are more likely to—although very few do in any case.

2. *Is this position full-time (joukin) or part-time (hijoukin)?* If part-time, the position will be contracted, as it is for everyone in Japan. If full-time, it will probably be

contracted for foreigners (though in exceptional universities tenure may be granted from commencement). However, be advised that some universities obfuscate with terminology: At the Prefectural University of Kumamoto, original contracts describing foreign faculty positions as *sennin no kyouin* (“full-time faculty member” in the English translation) later mutated into *tokubetsu shokutaku hijoukin gaikokujin kyoushi*, “special, irregular, temporary/part-time”—making employees, in the words of school administrators, “full-time part-timers”; c.f. Aldwinckle, 1999.) So narrow the terminology down to *joukin* or *hijoukin* in inquiries.

3. *If full-time and contracted, how long is the contract period? Are renewals capped?* If the term is only for one year, it would be advisable to search for a job elsewhere, for these conditions offer the minimal job security of a part-time *hijoukin* teacher and a lot more work. A three year term is a little better, but beware of renewal limitation (often two renewals is the limit), effectively dismissal regardless of accrued research or goodwill. It is advisable in any case to search for the rare position where foreigners are tenured from day one, of course.

4. *What do the university regulations actually say about tenure for foreigners? Is it possible?* If they say no, it would again be advisable to look elsewhere for a more stable position. If they say yes or maybe, inquire about an established tenure track (unlikely given the recentness of the laws), and then ask:

5. *How many foreigners currently have tenure here?* This is a litmus test. If none do, chances are you will not be an exception. If some have, find out how many and how long ago. Find their names in public records (such as JACET) to ask them directly about job conditions.

6. *How many classes (koma) will I teach?* Some schools give unsuspecting foreigners a class load more than double that of Japanese full-timers. The average load is around five to seven *koma*, with one *koma* equalling one 90-minute class taught each week. (Use the word *koma* in inquiries to avoid possible confusion between “class” and “period.”) Find out if there are other responsibilities such as evening classes, summer classes, seminars (*zemi*), exam preparation and marking—which can be extra work uncompensated.

7. *Am I allowed to attend and speak at faculty meetings?* (“Faculty meeting” word choices vary from school to school, along the lines of *kyouin kaigi*, *kyouju kai*, etc.) If not, I would refuse to take the job, full stop. If you are allowed in with speaking rights, you would have a hotline to all the major decision makers and can provide input (not to mention raise objections) on university matters before the entire university. If not, you will have no voice at any time when policy that will affect your employment status is deliberated upon. Do not rely on other faculty members to represent

your interests in university meetings, because overnight oustings often take place.

8. Are unemployment insurance (*shitsugyou hoken*, now *koyou hoken*) and health insurance (*kenkou hoken*) included in my pay? Unemployment insurance is required by law for part-time teachers (*hijoukin*) in all universities, but only for contracted full-timers in private ones. This is necessary in case of the layoffs which temps all too frequently incur. Foreigners can get unemployment benefits in Japan if they are paid in.) However, some do not always pay it in. More important is health insurance, because without it you will be paying five times more for the same medical treatment; your family will not be covered and will be paying over three times more. In any case, comprehensive health insurance is the right of any full-time worker in Japan. If you do not get at least health insurance, do not take the job.

9. Will I get paid a bonus (*bonasu*) and retirement pay (*taishoku kin*)? Many universities pay their foreigners significantly more per month than the regular staff, but do not pay them a bonus. A bonus, paid twice annually, adds up to around five months' basic salary (*kihon kyuu*) per annum. If you are not getting a bonus, you will be getting paid significantly less than the Japanese no matter how they configure the math. Get a bonus or suffer from low salary. In addition, retirement pay is something all Japanese full-timers are entitled to, and they receive it even if they leave part way through their careers. If you are not entitled, you are losing out on a major payoff for years of services rendered.

10. Will I get the other benefits entitled other Japanese full-time academics? These include (a) an office of your own, (b) a research budget (*kenkyuuhi*), (c) a computer budget, (d) access to joint-research funds (*kyoudou kenkyuuhi*) from Monbusho, (e) the right to sit on committees. There is a lot of leeway here, but a few benchmarks: (a) Ascertain that your office is not a single "teachers' room" exclusively for all foreigners—no better than the *gaijin* ghettos at a regular *eikaiwa* school. (b) The amount of research budget differs widely and in applicability for overseas research, but at least make sure you get one. (c) With no computer, you will be cut off from your colleagues' internet and email, and thus the bulk of current collegial interchange. (d) Committees may sound cumbersome, and they are, but committee work is where you increase your exposure and usefulness to the school, lending input where it is needed and increasing your job security—for invisible foreigners give administrators every excuse to argue how dispensible they are. It is difficult for your Japanese peers to take you seriously as a full-fledged colleague without committee work.

11 *Miscellany*: These are quirky conditions found in some universities which do not fit neatly into categories: (a) Are there time clocks to punch? Time clocks are

unusual, but through them administrators can monitor your every move and deny you trips overseas or days off during workload lulls. (b) Am I officially working less than 40 hours a week? Some universities say 30 hours, thereby quietly but officially classifying you as part-time.

In sum, to avoid a part-time position with full-time duties, I would suggest that you not take a job if the following conditions are not granted as a bare minimum: (a) attendance and voting rights at faculty meetings, (b) health insurance, (c) classroom load of 5 to 7 *koma*, (d) bonus of around 5 months per annum, (e) a contract period longer than one year.

Although universities may balk at a foreigner asking so many questions, the fact is that this information, particularly the bare minimum conditions, should be easily researchable. According to the abovementioned *Ninkisei* law, universities are required at the outset to disclose full employment conditions, including any potential job limitations, in their job announcements. If the school requests you contact them for more details or are unduly cagey in their responses, understand that they are defying *Monbusho* and thus may have some unwelcome surprises in store.

In any case, avoid the pitfalls that are all too common here. Acceptance of a position is of course at the reader's discretion, but unless people become better informed about adverse conditions latent within the Japanese university system, the already insecure circumstances for foreign educators here will probably continue unchecked.

An earlier version of this paper was presented at the JALT Hita Hanami Retreat, Saturday, March 26, 1999, Hita, Kyushu, and an abridgement published *Tokyo Classified*, 268, May 15, 1999.

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IFC = inside front cover, IBC = inside back cover,
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Cambridge University Press IFC
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JAPANESE

JAPANESE

JAPANESE

This paper considers the notion of scientific research into English language teaching in Japan, discusses why it has encountered serious problems, and demonstrates an alternative approach: Scientific research has the goal of establishing generalised rules or formulae for teaching, like physics. However, it is impossible to establish such rules or formulae for language teaching, because a lesson is a result of the complex interaction of various intricate factors, involving not only teaching but also learning. Therefore an alternative approach is necessary, one which is interpretative and oriented to specific-cases, like action research. This paper presents a theoretical framework for such research.



Offbeat Matsuyama

Robert Oettel, Matsuyama Chapter President

An English language newspaper recently published a travel article on Shikoku headlined "Offbeat Attractions of the 4th Island." Some of the offbeat features in M-JALT (Matsuyama-JALT), located in the largest city on Shikoku, can be summarized in seven words or phrases: *MALT*; *first off Honshu*; *two-thirds*; *over 50 percent*; *the Big Three*; *continuity and changes*; and *challenges*.

MALT: At the annual chapter business meeting in December 1990, many members were up in arms about some of the issues then controversial in JALT. Members came within a whisker of withdrawing from the National Organization and establishing *MALT* (Matsuyama Association of Language Teachers) as a go-it-alone local organization. A decisive factor, however, was that some members felt they would have to belong to both organizations and pay two sets of dues. Chapters need and benefit National, and National needs and benefits Chapters.

First off Honshu: In October 1994 M-JALT was pleased to host the 20th JALT International Conference, the first (and so far, only) one held off Honshu. For a short time, M-JALT's membership peaked at over 120, as many members joined, or rejoined, to assist at the conference. This is a good example of mutual benefit: hosting the conference led to the highest-ever M-JALT membership; and M-JALT in turn assisted National in a successful conference.

Two-thirds: Approximately two-thirds of the chapter members are native Japanese speakers and one-third are native speakers of English or other languages, one of the highest percentages of native speakers of Japanese among the chapters. Moreover, as a rule the same proportion holds for our officers. Many native speakers of Japanese say the main benefit of JALT for them is contact and interaction with native speakers of English, since Matsuyama is a smaller city, with fewer opportunities for inter-cultural and inter-language contact than in larger metropolitan areas.

Over 50%: Unfortunately, M-JALT leads JALT in membership and attendance decline. Sadly, our chapter has lost over 50% of its members since the 1994 International Conference, and average attendance has also fallen to about 28 participants per meeting, from a previous average attendance in the 40s and occasional 50s. Some native Japanese speakers offer an unusual reason for ceasing to attend: There are now fewer native speakers for them to interact with, this interaction being the main reason they attend and, indeed, are even JALT members. This decrease in membership and attendance has happened in spite of a well-balanced schedule of attractive programs, well-publicized in Japanese language newspapers, in newsletters, posters, post cards, e-mail and by word of mouth.

The Big Three reasons for this decline are relevance, burnout, and the dues increase. Inactive members, former members, and never-have-been members say JALT programs and publications are not or are no longer relevant to their needs, that they gain more in a discussion with a colleague or friend over a beer or in other informal situations, or that they needed JALT when they started teaching, but not anymore.

A number of very active former members and leaders have stated something like, "I ain't comin' no more!" or, "I gave a couple of years of my life to JALT. I've had it," in a tone that indicated I had better drop the subject if I wanted us to remain friends. Why would these good people and former JALT members and leaders make such comments? The answer is "*burnout!*"

M-JALT has traditionally drawn a considerable number of its members from homemakers and others who teach English part-time. After the dues increase, many of these part-timers chose not to renew. In addition, others who teach full-time decided during the dues increase that JALT was no longer relevant.

Continuity and Changes: As it has traditionally done, M-JALT continues to enroll a higher proportion of actual members from the potential membership than do chapters in larger cities, partly because we are the only game in town (with the exception of a recently established JACET chapter). Therefore, if people want what we offer, we are the only place to get it.

One recent change, however, is that fewer tertiary-level teachers are currently regular attendees or officers. Over one-third of our members teach at a college or university, but of our 14 officers, 12 are high school, language school, or private teachers. In the past, M-JALT had more tertiary-level teachers as leaders and officers, and I imagine it will again.

A second change was the recent establishment of a chapter newsletter, edited by Past President Kimiyo Tanaka. It is distributed at the International Center, the ALT dormitory, and Chapter meetings.

Challenges: Probably our most important challenge is to make our programs and activities relevant to the full range of language teachers across each spectrum of interest, levels taught, and experience. Then, when presenters arrive from other areas, they will once again say, "Man *alive!* Matsuyama has the friendliest, liveliest, best JALT chapter in all Japan."

This column shares information about the many vibrant chapters in JALT. The coeditors are looking for 850 to 900 word reports (in English, Japanese or a combination of both) that describe chapters' activities, challenges, and solutions. We hope to start a similar version for SIGs, and we invite you to suggest either a new title for the double-purpose column, or one for the SIG version.

My Share—Live!

The annual “My Share—Live!” Materials Swap Meet will be going on again this year at JALT99 in Gumma. Bring 50 copies of an original lesson or activity to the Material Writers SIG table, and take home a copy of each of the materials your fellow conference-goers submit. For more info, contact MW SIG at <john-d@sano-c.ac.jp>.

Please Speak at the Beep:**A Listening and Speaking Homework Activity**

Annette Kaye, *Rikkyo (St. Margaret’s) Junior High School*

It can be difficult to devise and monitor homework activities in which students have to use listening and speaking skills. The following activity involves students using these skills in a realistic situation where their efforts are recorded on tape. It also shows students that, whatever their degree of fluency, they can use English to communicate successfully in controlled circumstances.

Background

This idea grew out of a classroom activity in *Listen First* (Adelson-Goldstein, 1991) that I use with first-year junior high school students. In Unit 4, students listen to telephone messages on tape and complete a message form in their books. They then do a pair activity in which they take turns to give and take additional messages. The key points of information that they have to communicate are the caller’s name and number, where the caller is, and what time they called. Anyone wishing to use this homework idea should give students similar preparatory activities.

Perfection is not necessary for communication

After the students have practiced giving and taking messages, I tell them that for homework, they have to call me at home and leave a message on my answerphone. There is always a great “Eeehhh” of disbelief from the students at this point! They tell me that they can’t do it because they don’t speak English. I believe that the conviction many Japanese students seem to have, that they can’t say anything unless they are sure what they say is perfect, is one of their biggest barriers to oral communication. This is a good opportunity to show students that they don’t have to be able to understand absolutely every word they hear, or to speak in perfect English, to be able to communicate. To illustrate this, I tell the story of how I order pizza by

phone. The students know that I don’t speak perfect Japanese. I tell them that although I don’t understand everything that the person at the pizzeria is saying, I know what key words to listen for, and what to

say in reply. What is more, I’ve never had a wrong order arrive. Similarly, when the students call me, they won’t need to be able to understand the whole recorded message; they just have to “speak at the beep.”

Preparing to call

We then review the key points of information in the messages that the students practiced, and I ask them to write down similar information about themselves. This is the information that they will leave as a message on my answerphone, although the time and location will be different when they call. The basic message pattern is, therefore, “Hello, this is (name). It’s (time) and I’m at (location). My telephone number is (number). ‘Bye,” although I tell them they can add more if they wish. I then give them a little more practice time, which by now they are clamoring for. I also promise them that no one will answer the phone in person, which they find very reassuring.

After the lesson, some students go immediately to the public phones in school and send their messages, so I make sure my answerphone cassette is rewound before I go to school. Most students phone from home, though I’ve even had some of them phoning from a station on their way home. If your answerphone is situated where calls will wake you up, it’s a good idea to stipulate the earliest and latest times that you can be called, as some students do their homework at amazing times!

**Follow-up**

Before listening to the messages, I photocopy the class list and rule columns next to the names for time, location, number, and miscellaneous, which I fill in as I listen to the students’ messages. In the miscellaneous column, I jot down anything that distinguishes the message, for example, background noises, unusual time or lo-

cation, good intonation, additional message content, etc. I report this information back to the students in the next lesson. I don't read out everything, but I show them the list so that they can see that I was able to understand their messages and take down what they said. I tell them that this is proof they can communicate successfully in English.

It's quite a scary thing to speak on the telephone in a language you've only been learning for a few weeks. Some students call, panic and hang up; some students get the giggles on their first attempt; nevertheless, they all try again later and eventually succeed. They have used English outside the classroom, and they know that they were understood. From the looks on

their faces, most students find this a surprising and enjoyable experience.

Reference

Adelson-Goldstein, J. (1991). *Listen First*. Oxford: Oxford University Press.

Quick Guide

Key words: Listening, Speaking

Learner English Level: Beginner*

Learner Maturity Level: Jr. High*

*but can be adapted for more advanced or older students

Preparation time: 15–20 minutes

Activity time: 20–25 minutes class time, 2–5 minutes homework, 5 minutes follow up next lesson

Freewriting for Fun and Fluency

Gretchen Jude

The Center for English Language Education, Asia University

After freewritings I wrote a essay without stopping...I came to be able to write essays faster than before because of freewriting.

I always think I am weak in writing. I didn't like writing very much. Because I knew I can't write composing paper. Maybe I was afraid of making mistake, and I had no courage.

Freewriting is often used as a way to introduce a new topic for writing or discussion. Students are asked to write on a specific topic and answer questions or raise issues that relate to the topic. The approach to freewriting presented here is different. This freewriting activity is designed not as a means of brainstorming ideas for more structured writing, but as a practice for decreasing students' inhibitions about writing. This practice can stimulate creative thinking, lower the affective filter, and allow students to increase their written fluency, giving novice EFL writers a chance to learn to enjoy writing for its own sake.

Freewriting for fun and fluency requires only paper and pen or pencil, a topic to stimulate their senses or imaginations, and fifteen minutes. Students should be reassured continually that anything they write is "OK," as long as they "keep writing." Students should "write as much as possible." After one semester of practice, students write more easily and more enjoyably: *If we make ourselves relax, our hearts move by themselves and we can write good freewriting.*

The Reasons for Freewriting

Before I knew freewriting, when I wrote a essay, I wrote it looking up dictionaries and correcting my mistakes.

Students want to know why they are doing this unfocused activity each week, since their freewriting is graded only on whether or not they do it. In the lecture introducing the activity, it is important to tell them that there are two reasons for open-ended freewriting. First, freewriting will help them increase their written fluency in English—especially if students can stop self-censoring as much as possible during freewriting time. Ask students to write as many words as possible, to imagine that each word they write is worth one hundred yen. Have them count their words and total up their earnings. Most students find that they can write more by the end of their ten weeks of freewriting.

The second goal of freewriting is to write many different ideas. In fact, students will often write the same old ideas over and over again, but the content of the freewriting doesn't really matter. More important than the product is the process. Writing without constraints or fear of evaluation, students begin to like what they are doing—writing in a foreign language.

The Rules of Freewriting

You said to us, "Not to use eraser." This statement set my mind at ease. I had no need to afraid of making mistake.

So-called "free" writing actually has two very important rules. The first is "Don't erase!" At first, this rule is difficult to enforce; the teacher may spend the first

several weeks of freewriting confiscating erasers and kindly reminding students not to worry about their mistakes. Some students catch on more quickly and enjoy freewriting from the beginning; others long for their eraser, reaching for it again and again—even when it's not there.

The second rule is “Don’t stop writing!” Certainly students can stop and think for a moment—but only a moment! Watch for students rewriting or editing what they’ve written, or daydreaming, or racking their brains for just the right word. Tell them to keep writing.

Ten Provocative Topics

Each theme was a little odd and interesting. So I come to know the fun of writing.

Week #1: Fifteen minutes of music

Bring a cassette or CD with various kinds of music to class. After a brief introduction to freewriting, tell students, “Here is your first topic. Begin,” and push play. Fifteen minutes later, the music stops, and the first freewriting activity is over.

Week #2: Half a picture, upside-down

Something big, strange and not easily recognizable is best. A colorful magazine ad or calendar illustration works well when cut in half and turned on its head.

Week #3: Something in a bag

This week, I pull out a small paper bag and tell students to put their hands in the bag without looking. (“Don’t worry, it won’t hurt.”) At the end of fifteen minutes, I take my blue fuzzy unicorn finger puppet out of the bag and show them what they touched.

Week #4: Something smelly

My choice for this week is hyacinth cologne on a small white silk handkerchief. Students pass my handkerchief around the room, touching, studying, and sniffing it—the smell lingers in the room well beyond our fifteen minutes.

Week #5: “udnsl” (a nonsense word)

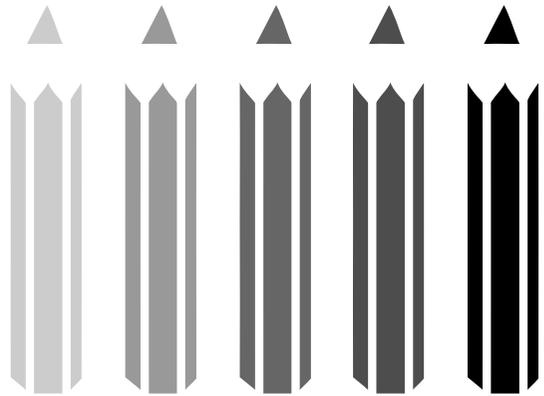
Finally! A topic with letters! But what can it mean...?

Week #6: A postcard

From where, from whom, portraying what is all up to you, but let students quickly pass it around before freewriting begins.

Week #7: Salt or sugar?

I bring two film containers to class. One holds salt, the other, sugar. I walk around the room saying, “Pick a topic.” Students hold out their hands for a little taste of some mysterious white powder. Everyone should taste their topic before beginning to write. Carry a cup around the room for students to dispose of unwanted granules.



Week #8: Mystery sound

Make or find a recording of a short, mysterious sound. Play it once for students at the beginning of freewriting this week.

Week #9: “Test” (a loaded word)

Any loaded word will work, but I’ve found that all my students have a strong reaction to this one.

Week #10: Music revisited

At the end of our final fifteen minutes, students can compare the writing from their first and final weeks of freewriting. (“Is it longer? Is it more interesting?”) During our last class meeting, students have a chance to react to freewriting, and reflect on their own personal development as writers.

There are many mistakes in my writing, but I’m not afraid.

Thanks to my Tsuda College Junior English class (first semester, 1998) for their honest and artful feedback.

Quick Guide

Key words: Writing

Learner English Level: High-beginner to Advanced

Learner Maturity Level: Jr. High and older

Preparation time: 10 minutes or more

Activity time: 15 minutes

The May 1999 *Language Teacher* Table of Contents incorrectly transcribed the name of My Share contributor Dotera Izumi (堂寺 泉) in Roman script. We apologize for the error and any distress it may have caused.

A Roll of the Dice

Derek English & Steven Donald

Learning the numerical system of any language is very useful, so it is important to find a way to teach the system that is fun for students. The following three activities give students the opportunity to review what they have learned as well. They can be used as time-fillers, warm-up exercises, or as introductions to numbers.

These activities require the polyhedral dice used in role-playing games like "Dungeons & Dragons." These dice are sold in most game and hobby shops and can easily be ordered through mail-order catalogues or the Internet. Usually, these dice come in sets of seven: one four-sided, one six-sided, and one eight-sided die, two 10-sided dice, one 12-sided die, and one 20-sided die.

Before starting any of the activities, introduce the die to the students by letting them handle and roll them for themselves. As most of these dice come in a variety of colours and schemata, getting students to participate in this activity is usually not a problem. The teacher should start the activity by asking the students questions such as "How many sides does this die have?" or "How do you read the dice?" and by answering any questions that the students may have. (As students who are beginning to learn numbers in English will probably have limited second language ability, this question-answer session will probably be in the students' first language.) Once this is done, the following activities can be started.

Activity I

All players, including the teacher, write their names down on pieces of paper, with assistance if necessary. Everyone writes down three points as the starting total. (By keeping written score themselves, the students reinforce their oral learning of the numbers.) Next, everyone takes a turn rolling the four-sided die

and reading off the number. Each player has a time limit depending on level and ability. For beginners,

I recommend seven seconds, for intermediate three to five seconds, and for advanced players, two seconds. The teacher should determine in advance the time limits, but adjust them to meet the needs of the individual players when necessary.

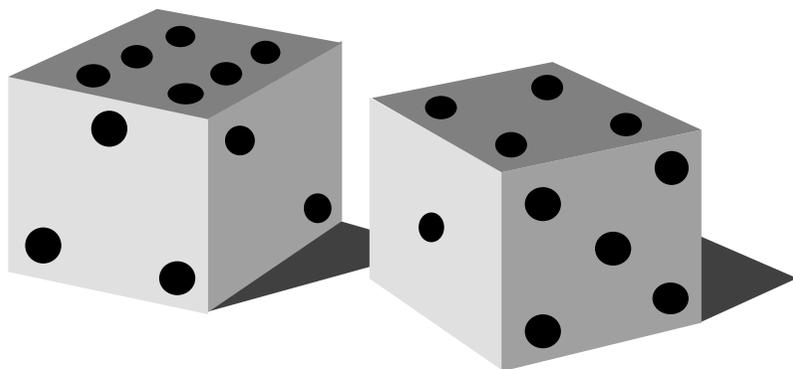
Players who cannot give the correct answer within the allocated time lose a point. Mistakes are allowed, as well as prompting from the teacher or other students, as long as the correct answer is given within the allocated time limit. A correct answer adds one point. A bonus point can be given if the player rolls the highest number possible. Once everybody has rolled and scored accordingly, the process is repeated until all dice have been used. The player with the highest total wins.

Activity II

Activity II can be done separately or as a continuation of Activity I. Players take turns in rolling all of the dice at once, with seven seconds to read off all the numbers showing on all the dice. Failure results in the loss of one point, success in a gain of two points. As students become more proficient, the time limit can be reduced.

Activity III

This activity uses the two 10-sided dice and gives players the chance to practice the numbers between one and 99. One of the 10-sided dice should be selected as the "tens" die, the other as the "ones" die. Players take turns rolling the dice and reading them within an allocated time limit. If players do this correctly, they receive two points; incorrectly, they lose one point. The first player to ten points wins the game. Again, this can be added to the previous two activities or can be played on its own.



Quick Guide

Key Words: Numbers

Learner English Level: Beginner

Learner Maturity Level: Child to 11 years old

Preparation Time: none

Activity Time: five to 30 minutes, depending on purpose and number of activities

Interactive Student-generated Vocabulary Quiz

Alan Mackenzie

A lot of the language teacher's time and energy goes into the development of classroom vocabulary tests, but having students generate their own tests may give them and the teacher a better idea of how well they know the target words, how well they can use them, and where their weaknesses lie.

The following procedure relies entirely on the vocabulary knowledge of the student. It allows multiple measures of vocabulary knowledge and retention to be recorded and provides an opportunity for expansion and clarification of vocabulary knowledge. The procedure may also give the students a sense of inclusion in their own assessment procedures: Students could be asked to keep track of their own scores throughout the term for eventual inclusion in a portfolio. Alternatively, the procedure might be repeated, students asked to change their sentences, and the answers rescored to discover improvement or further problems.

Using very little classroom time but a lot of the students' mental processing power, this procedure provides an interesting and authentic context in which students may encounter the target vocabulary.

Procedure:

(Vocabulary has already been introduced and assigned to be learnt before the lesson.)

1. Read aloud a list of about ten words, twice at the most. Students should write these down. Leave only enough time between the words for students to complete writing them.

Possible test scores: Word recognition—Score the number of words the students heard.

Spelling—Have students read the words back to you, spelling each word as they do. Score the number of correctly spelled words.

2. Next, instruct students to write ten or so sentences, one using each of the words on the list, in random order, but with blanks in place of those words. Inform them that each will create a test for another student, who will then have to fill in the blanks. Give the students five to ten

minutes to make as many sentences as they can. For added authenticity and difficulty, have students include all the words in a unified story or text. For decreased pressure, have students complete this stage for homework.

Possible test scores: Percentage of correct cloze-sentences created. This can be taken as a measure of how easily the students can use the new vocabulary. Students often start with the words they are most familiar with and end with the more difficult ones. The speed with which they can create sentences may also indicate relative mastery.

3. Have students exchange papers in pairs or threes and give them a further five minutes to fill in the blanks. When they finish, have the cloze creator check whether the answers were what they expected. Have students discuss which items are correct, and where they had problems. The teacher should circulate, helping when students have difficulty and clearing up conflicts of opinion.

Possible test scores: Percentage of blanks filled in correctly.

This final part of the procedure might appear on the surface to be messy, but it actually provides a lot of opportunities for discovering false assumptions about words, discovering and clarifying usage problems, and introducing alternatives. Students tend to use this stage to work out what their mistakes were, why they made them, and how to deepen their working knowledge of the target vocabulary. The completed quizzes can act as a diagnostic aid as well as a teaching opportunity.



Here are some examples of how such confusion can be used to advantage. The italicized words were the target vocabulary in an adult pre-intermediate class concerning money. The sentences appear as originally written by students:

Collocation differences:

*I *borrow* money to him

This example presents the opportunity to teach that "borrow" usually collocates with "from," while "lend" collocates with "to" and that the "from" and "to" indicate the direction in which money flows when these words are used. Sometimes a "word" is longer than one word (Lewis 1993).

Word form problems:

*Going to station by bicycle is *economy*.

This shows that the student has problems with word forms. It also presents the opportunity to deal with the difference in meaning between "economic" and "economical."

Word order differences:

*In the future, your collection of stamps will be more *worth* than now.

Omissions:

*I will *lend* ¥10,000,000 to buy new car.

This presented the opportunity to highlight the need for a second person in this sentence.

Common usage problems:

*Gold and Silver is not same *worth? value?*

An added advantage of this procedure is that teacher preparation and scoring time is greatly reduced. The teacher is then freed to take more time over analysis of scores and dealing with particular students' vocabulary problems. Analysis of errors made may also indicate areas for future classroom focus.

Quick Guide

Key Words: Vocabulary, Testing, Evaluation
Learner English Level: False Beginner and higher
Learner Maturity Level: Jr. High and older
Preparation Time: minimal (enough to select 10 words)
Activity Time: one class period or two,
with homework assigned

STARFIRE, cont'd from p. 10

lem create additional problems: *Sairishu* classes fail to build on previous classes; having students repeat a class neglects or even discourages their motivation. In many cases, such make-up classes, instead of empowering students or putting them in charge of their learning, may actually make them feel more like failures than before.

By using the make-up class or last class as a remedial class, however, teachers can help students they already know with material directly related to the courses that the students failed. In addition, students are at least externally motivated by the immediate possibility of passing the course. While one or two classes are hardly enough to reverse students' self-images, they seem to offer more than programs which may actually reinforce failure. With the new Monbusho policies and the introduction of the grade point average system, administrators and teachers will have to address the issue of non-performing students more urgently in the future.

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See you in Maebashi!

Book Reviews

edited by katharine isbell & oda masaki

The Fascination of Europe. Joan McConnell. Tokyo: Seibido, 1998. pp. ii + 110. ¥1,600. ISBN: 4-7919-1264-0 C1082. Cassette ¥5,000.

Beneath the Surface. Paul Stapleton. Tokyo: Seibido, 1998. pp. vi + 82. ¥1,500. ISBN: 4-7919-1266-7 C1082. Cassette ¥5,000.

These readers appear to be directed towards the same audience, university or high school students, but they are very different types of texts. One combines simplistic ideas expressed in difficult travelogue language while the other manages to cover its subject in some depth, keeping the language simple and direct.

The Fascination of Europe is a kind of travel guide full of the snippets of information about history, art, or food found in travel advertisements. At around 2,500 words, each of the eight chapters is a little long, but each chapter is subdivided into five parts that can be read as individual texts. Line numbers and a glossary are also provided for ease of use in the classroom, and there are plenty of photographs and maps to illustrate the text. The book makes no pretence at any kind of analytical depth, and so is sometimes jarring to a native speaker in its superficial assumptions and omissions. It portrays a tourist Europe of funny food, strange customs, and old monuments. Despite the Japanese publisher, the book appears to have been written for North Americans with frequent references to how such visitors will feel in the "old world," but none to Japanese perceptions or cultural links. Nor is there coverage of the things that concern Europeans, for example, political dissent, immigration, or unrest caused by the reunification of Germany. Curiously for a book published in 1998, the Bosnian conflict doesn't get a mention even though the Balkans merits a section to itself. And while there is a potted history of Russia, the enormous social upheavals of the 1990s are ignored. All this aside, as an example of the genre, it's more accessible than most.

Although *Beneath the Surface*, too, is written from an American perspective, the writer addresses himself directly to a Japanese reader in fulfillment of his aim "to reach a better understanding of both Japanese and North American culture" (p iii). The book compares various aspects of American and Japanese daily life in an attempt to show the underlying cultural and ideological basis for the differences. Areas looked at include some predictable ones, such as communication styles, marriage and family, food (hamburgers and sushi), universities and student life, and some more intriguing ones such as space and silence and television commercials. The chapter on the economy is presented in a lively way by focussing on such daily

items as credit cards versus prepaid cards, televisions, and airline tickets. The connections between high and low crime rates, individual versus group rights, police powers, and the different justice systems are discussed in the chapter on the law. The writer acknowledges the danger of overgeneralising in projects of this kind and goes out of his way to look at both sides of each issue and finds similarities as well as differences between the two cultures. He skillfully manages to keep the language accessible while not avoiding the complexity of the issues. At around 800 words, each of the 16 chapters can easily be read either in class or as preparation.

Clearly, *Beneath the Surface* is my choice for a reader in its treatment of the reader as an adult, its demonstration that difficult ideas can be put in plain English, and its recognition that cultural understanding and language learning are inseparable.

Reviewed by Michael Carroll
Kyoto University of Education

TOEIC Vocabulary. Takashi Shimaoka and Mark Melichar. Tokyo: Aratake Shuppan, 1996. pp. vii + 211. ¥1,500. ISBN: 4-87043-133-5.

One of twelve in a series of self-study guides on TOEIC and TOEFL test preparation by the publisher, *TOEIC Vocabulary* tests and explains nearly 500 words and phrases that may be found on the TOEIC.

The book is divided in three sections: nouns, verbs, and adjectives/adverbs. The words or phrases in each section are arranged alphabetically. The text presents each word as it might be used on the TOEIC test itself with one problem per word or phrase. The target word or phrase is used in a model sentence, followed by four multiple-choice answers using definitions or synonyms. At the bottom of each page is a space for the student to mark answers. On the facing page are Japanese translations of the sample sentences. This is accompanied by an explanation of the target word or phrase, derivatives of the word in many cases, an explanation of the correct response, an explanation of differences in similar-sounding or similar-meaning words, and an answer key. At the end of the book is an index of all the words and phrases with the parts of speech and a Japanese translation listed.

The words and phrases chosen for this text are those which have appeared on the TOEIC test several times. An examination of the vocabulary chosen for this book reveals a heavy emphasis on business-related jargon, which is appropriate for the TOEIC, for example, *billing cycle*, *class action suit*, *deductible*, *cellular communication* and *cost-effective* have been included. Occasionally a rather easy (*almost*) or rare (*amenable*) word has been chosen. One interesting inclusion is the expression "Are you okay?" which is often mistakenly used by Japanese to mean "Is that okay with you?"

More of these specifically Japanese student-related errors would be welcome, but perhaps more appropriately in a text for the listening section of the TOEIC.

TOEIC Vocabulary is intended to be a self-study text. The English text with Japanese translation and explanation format is common to many such books written for the general public. However, the question is whether this sort of format is effective in helping students learn vocabulary and pass the TOEIC. Readers get only one exposure per word, and the authors use no techniques other than context and translation to help students learn them. Words are organized alphabetically and by part of speech; a more effective way might be to group them thematically. The text is not intended as practice for the listening section and does not come with a tape; however, listening to the words could be another technique that helps the students learn.

Unless students have extraordinary memorization skills, they are unlikely to remember more than a fraction of these words, even if only for the test. A sounder approach might have been to present fewer words more thoroughly. In addition, the text is aimed at students with higher proficiency levels; lower-level students are not likely to know many of the words used in the answer choices, and many of these are not explained or translated.

The vocabulary chosen for this book is certainly useful for passing the TOEIC or for working in international contexts. However, the words and phrases could be more effectively presented using a different format, resulting in enhanced learning for students.

*Reviewed by Russell Fauss
Miyazaki International College*

TransLand/JE. Version 2.0. Software for Japanese-English Translation. Brother (Ed.). Nagoya: Brother, 1998. CD-ROM + 77-page manual. From ¥12,800 to ¥69,800 for full version. Available in Mac and Windows formats.

TransLand/JE 専門用語辞書 (Technical Dictionaries). Brother (Ed.). Nagoya: Brother, 1998. CD-ROM + 4-page manual. ¥29,800. Available in Version 2.0. Mac and Windows Hybrid.

TransLand/JE is relatively affordable software for Japanese to English translation. This review is based on the full ¥69,800 version for Macintosh computers. As far as I am aware, Macintosh users do not have any other options today for high quality translation software at anywhere near this price. The *TransLand/JE Technical Dictionary* CD-ROM is a helpful supplement to the dictionaries that come with Version 2.0 of *TransLand/JE*. Reasonably priced at ¥29,800, there are 810,000 techni-

cal terms divided into 38 areas. You can look at the software at <www.brother.co.jp/transland/>.

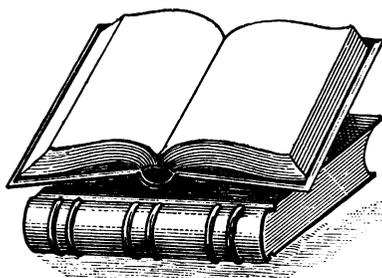
The software, however, is designed for Japanese users. The manuals and menus are only in Japanese. Nonetheless, this is not a barrier to non-Japanese speakers as *TransLand/JE* is very easy to use. After opening *TransLand/JE*, use it to open the file that you want to work with. Select the text that you want translated and push a button; the software does the rest. Intermediate and advanced students of Japanese should be able to use the software without any difficulties, but beginners may want to think twice before purchasing the software.

Japanese users will find it convenient to be able to listen to the pronunciation of the final English product, but *TransLand/JE's* design does not meet the needs of speakers of other languages. When non-Japanese users such as myself use *TransLand/JE* and look up words that we do not know, we often want to know both the meaning and reading of the word. *TransLand/JE* does not offer the readings of the words, but there are many other resources which do. (I use System Soft's software, <www.systemsoft.co.jp/>, and other dictionaries. They can be easily stored on the hard disk and some are available with academic discounts.)

TransLand/JE is excellent translation software, and both Japanese and non-Japanese users should greatly benefit from using it. It is important to remember, however, that machine translation is still a new field. It has grown out of infancy and is now entering childhood. Any user who is expecting polished translation will be disappointed with *TransLand/JE* or any other current translation software. People who are familiar with translation software will be pleased with the more or less understandable translation the software produces. Users will be grateful for the fact that they can look up words and technical terms that they do not know with the simple click of the mouse.

As a student of the Japanese language, I read slowly due to lack of vocabulary and the time required to use traditional Japanese-English paper dictionaries. *TransLand/JE* has been an invaluable aid for learning and understanding Japanese. I recommend it.

*Reviewed by Rory Baskin
Shion Junior College*



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

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of July. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students**Children's Materials**

Macfarlane, M., & Whitney, N. (1998). *Open house: Come in* (student's, workbook, cassette). Oxford: Oxford University Press.

Macfarlane, M., & Whitney, N. (1998). *Open house: Step up* (student's, workbook). Oxford: Oxford University Press.

Course Books

Bradley, S., Dyer, W., Hayman, J., Soars, J., & L. (1996). *Intermediate headway: Australia* (student's, teacher's, cassette). Melbourne: Oxford University Press.

Bradley, S., Dyer, W., Hayman, J., Soars, J., & L. (1997). *Pre-Intermediate headway: Australia* (student's, teacher's, cassette). Melbourne: Oxford University Press.

*Grohe, W., & Root, C. (1996). *Speaking globally: English in an international context* (student's, cassette). New Jersey: Prentice Hall Regents.

Dictionaries

**Cambridge international dictionary of idioms*. (1998). Cambridge: Cambridge University Press.

**Cambridge international dictionary of phrasal verbs*. (1997). Cambridge: Cambridge University Press.

Reading

!Heron, E. (1998). *Intensive care: The story of a nurse* (abridged version). Tokyo: Japanese Nursing Association Publishing Company Ltd.

For Teachers

*Brookes, A., & Grundy, P. (1998). *Beginning to write: Writing activities for elementary and intermediate learners*. Cambridge: Cambridge University Press.

*Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.

*Malmkjaer, K., & Williams, J. (Eds.). (1998). *Context in language learning & language understanding*. Cambridge: Cambridge University Press.

*Marsland, B. (1998). *Lessons from nothing: Activities for language teaching with limited time and resources*. Cambridge: Cambridge University Press.

JALT News

edited by thom simmons

JALT Publications Budget Cuts and Strategies

At their May 15, 1999, meeting, the Executive Board received a budget update from Publications Board Chair Bill Acton outlining a point-by-point management strategy on how to keep publication finances on budget this year. The strategy for *TLT* entails (a) a layout redesign and placing of information to lower the overall number of pages across the year, (b) a less expensive type of cover stock, (c) shorter, pithier pieces from authors, and (d) continuing the search for offshore printing options. The financial strategy decided upon for the *JALT Journal* includes (a) not publishing the fall volume, but the next May 2000 volume will be 50% larger; and (b) redoubling efforts to find the best possible offshore printing for the May 2000 volume. The *JAM* received by members in April will be the only one published in fiscal 1999-2000, unless a publisher can be found to finance a future *JAM* production.

I would like to stress that the above options will be exercised as budgetary circumstances dictate. Additionally I would like to stress that these options were created due to a shortfall in revenue over the past year. The JALT Publications Board stayed well within its operating budget for fiscal 1998, based upon reasonable income projections. Unfortunately the projected income did not materialize. Advertising was down. Membership declined. Conference attendance declined. Postal costs increased. Production costs increased. JALT Publications were hit with a triple whammy, and the PB has in every way acted responsibly to adjust to the economic circumstances affecting JALT. Finally the following should be noted: Two million yen will be raised by the measures taken by the Publications Board to stay on budget: including a savings of ¥1.2 million by postponing the autumn issue of *JALT Journal*, ¥600,000 from various *TLT* changes, and ¥250,000 in anonymous donations from a few members of the publications staff.

JALT regrets the postponement of publication of the forthcoming *JAM* issue, as well as the cancellation of the November issue of *JALT Journal*. Financial realities have made them a necessity. We are hopeful that the situation will turn around, but we will not know for the immediate future.

Gene van Troyer
JALT President

Financial Planning Team: Call for Support

The Financial Planning Team (FPT) has been working hard to secure new JALT Sponsors, but trying to get in the front door to these companies is *not* easy. Your support and—especially—introductions could help

us put JALT back on solid financial ground. If you have any contacts with any likely companies—either as potential investors or as advertisers interested in JALT's extensive market—the FPT would love to hear from you. (Please contact me or any of the people listed below using your JALT Directory Supplement.) David McMurray has been putting together financial packages to offer companies when we have communications established. From his encouragement and advice we have learned a lot about JALT, how to present JALT most effectively, and how to secure possible JALT Sponsors.

What we really need now are personal contacts so we can set up the initial communications.

These past few months we have been working on many projects with limited success, and we are still working on the following: Ross Alexander, Japan Times, Mainichi, JICA, OCI, WDI, Northwest, United Airlines, Lloyd's Bank, Global On Line, and Apple Computers. If you have any contacts in companies that you could share with us, it would mean so much to all of JALT. Jerry Halvorsen, David McMurray, Seike Masaki, Takubo Motonobu and the rest of the JCO staff are doing an incredible job of getting into the companies, negotiating with their top executives and "selling" JALT, with all its potential to them. But it is not easy and we can't, unfortunately, always chalk up a success. The team and all of us in JALT appreciate the tremendous additional help from Mark Zeid, David Neill Julia Anson-Cartwright, Larry Cisar, and Jill Robbins. But the most sincere appreciation, what would mean the most to them, would be an offer from you to help too.

*On behalf of the FPT,
Michelle Nagashima
t/f: 048-874-2996
<shel@gol.com>*

New Finance Team in Central Office

Please join me in a fond farewell to our bookkeeper, Ms. Yukie Kano, from the JALT Central Office. She has been with us through thick and thin for three years and prior to that was a dedicated, ever-friendly volunteer. Yukie has a new home in the United States and says, "Hello, I'm alive and well," to all her friends. <Aimlight@aol.com> is her new address.

Mrs. Setsu Sakamoto is our new bookkeeper. She received training from Yukie, and during her first few busy months on the job has contacted every chapter and SIG treasurer to ensure their year-end bookkeeping was accurate. She joins our JALT Financial Manager Mr. Motonobu Takubo in Central Office.

Please note, also, that the new finance team phone number is 03-3837-1633.

*David McMurray
JALT Treasurer*

Gifu Chapter in the Works

On May 30 at Asahi University, 20 Gifu members of JALT held their fourth meeting. They heard Brad Deacon's "Timed Conversations" presentation and selected officers as follows: President, Steven Bohme; Vice President, Baden Firth; Program Chair, Paul Doyon; Membership Chair, Georgina Read; Treasurer, Theresa Kannenberg. Fourteen JALT memberships were collected. To date, 40 JALT members have signed on for a future Gifu chapter.

Bulletin Board

edited by david dycus & kinugawa takao

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

Call for Participation: 12th World Congress of Applied Linguistics (AILA '99 Tokyo)—The AILA '99 Tokyo world congress will be held from August 1-6, 1999 at Waseda University, Tokyo. The theme of the congress is "The Roles of Language in the 21st Century: Unity and Diversity." Approximately 1,000 papers will be delivered, 110 symposiums held, and 120 poster presentations given at AILA'99, representing every field of applied linguistics. In addition, two plenary session speakers will be featured—Professor Yasushi Akashi and Professor Henry Widdowson. There will also be four special symposiums that should prove of interest to JALT members: "Applied Linguistics: Today and Tomorrow," "Kanji Culture: Uniqueness and Universality," "Language Education," and "Assistive Technology." JALT members are cordially invited to attend this event. For further information, please refer to our homepage at <langue.hyper.chubu.ac.jp/jacet/AILA99>.

Call for Presenters: JALT Tokyo Metro Mini-Conference—The Tokyo area chapters are jointly sponsoring a one-day conference on Sunday, December 5, 1999, at Komazawa University from 9:30-17:00. Its theme is "Classroom Practice: Forging New Directions." The Junior and Senior High SIG and the Teaching Children SIG will host the Featured Series Presentations on Reading, with both teacher and publisher sessions about teaching reading. Proposals for presentation of papers, workshops, and demonstrations are being accepted until July 15 by email, on-line or by diskette. Visit the website at <home.att.ne.jp/gold/db/tmmc> or contact the program chair (contact information below) for details.

Show & Tell (15 minutes) and Short papers (20 minutes) submissions are also due by Sept. 25. Include a 50-75 word summary of your favorite classroom

activity, learning strategy, or game or present a mini-paper on your teaching and research. See June *TLT* or the website for submission details. Contact: David Brooks, t/f: 042-335-8049 <dbrooks@planetall.com>.

Acceptances will be sent in September.

Call for Presenters: JALT99 Material Writers SIG Roundtable—The Material Writers SIG is looking for published authors to take part in their JALT99 Roundtable on the theme of "Publishing in Japan." The roundtable will feature representatives from Japan-based publishing companies advising prospective authors on how to get published, as well as published authors who will share their own publishing experiences. We are looking for authors who would like to participate in a roundtable and who can give advice to up-and-coming authors. To take part in the roundtable or for more information, please contact Christine Chinen: Material Writers SIG Program Co-Chair; t/f: 092-812-2668; email <chris@kyushu.com>.

Call for Participation: NLP Training Courses—NLP (Neurolinguistic Programming Association and MetaMaps) are proud to announce courses to be given in Nagoya and Tokyo by Richard Bolstad and Margot Hamblett, Master NLP and Hypnotherapy Trainers from New Zealand. In Nagoya, at Nanzan University, they will offer a two-day Introductory Course with bilingual interpretation from July 31 to Aug. 1, followed by a four-day Educational Hypnosis Course from Aug. 2-5. Participation in the Educational Hypnosis Course is restricted to those who have completed the Introductory Course or who have a NLP Practitioner Certificate. In Tokyo, at Tokyo Jogakkan Junior College, they will again offer a two-day Introductory Course from Aug. 7-8, followed by the four-day Educational Hypnosis Course from August 9-12. The same restrictions noted above apply to the Educational Hypnosis Course. For those wanting the NLP Practitioner certification, further training is available August 14-19 and 21-26. For more information in Japanese contact: Momoko Adachi; t/f: 052-833-7968. For information in English contact: Linda Donan; t/f: 052-872-5836; <donan@hum.nagoya-cu.ac.jp>; or Sean Conley; t: 0427-88-5004; <Sean.Conley@sit.edu>.

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), Ikuo Amano (Center for National University Finance), Nancy Cole (President, ETS), Hiroshi Ikeda (Educational Testing Research Center, Japan Institute of Lifelong Learning), Lyle Bachman (UCLA) and Charles Alderson (Lancaster University). Contact the secretariat by email at <youichi@avis.ne.jp> or see the JLTA WWW site at <www.avis.ne.jp/~youichi/JLTA.html> for more details.

The Language Teacher Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional meetings, online and face-to-face. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear.

The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant.

Please submit a curriculum vitae and cover letter to William Acton; JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; <i44993g@nucc.cc.nagoya-u.ac.jp>.



In a Bind?

Then order binders for your *LTs*.

JALT Central Office announces a slight price increase (+5%) in JALT binders.

Please note the new prices when placing your orders:

Single binders ¥990 each

2-4 binders ¥920 each

5 or more binders ¥890 each

JALT News Special

A Brief History of JALT

Mark Zeid, *National Public Relations Chair*

This year, the Japan Association for Language Teaching holds its Silver Anniversary conference in Maebashi, Gunma. As we gear up for the celebration, let's take a look back. It all began when teachers got together to exchange ideas at LIOJ, the Language Institute of Japan, in Odawara, not knowing they were about to create one of the largest, most effective language education associations in Japan.

JALT does not have a birth certificate, and its exact beginnings are unclear. The first JALT language conference was held at LIOJ in July, 1975, but some date JALT's founding from a previous conference at LIOJ, when the idea germinated and planning began. Over the years, the 1974 date has become accepted, and therefore JALT99 marks JALT's 25th anniversary.

Records do clearly show that Tom Pendergast was the first president, when a group of about 50 teachers in Kansai formed the Kansai Association of Language Teachers (KALT) in 1976. As more members joined, what started as a collective of teachers developed into an organization with a solid structure and purpose.

Then David Bycina and Doug Tomlinson founded the Kanto Association of Language Teachers in Tokyo, and around the same time, Charles Adamson started the Tokai Association of Language Teachers in Nagoya. In 1977, representatives of the three groups got together to form The Japan Association of Language Teachers, a national, not-for-profit organization, with an annual conference and a constitution with bylaws. With approximately 300 members nationwide, JALT then became the first Asian affiliate of TESOL.

The next chapter was the Chugoku or Hiroshima Chapter, started by Marie Tsuruda in 1978. In the same year, Timothy Lewis started the Kyushu Chapter, and Bonnie Hamn started the Shikoku Chapter. The organization had grown to almost 1,000 members. As new chapters formed, JALT became a national organization instead of an affiliation of local ones, and *The JALT Newsletter* became a monthly publication.

Around this time, a prominent Japanese educator proposed that JALT restrict membership to foreigners and that the Japanese members set up their own organization. Communication would be easier, he suggested, with two organizations working side by side, one in English and the other in Japanese. The executive committee, however, decided to keep JALT open to all, regardless of nationality, language, or place of teaching, work, or study.

In 1983, *The JALT Newsletter* appointed a Japanese editor, leading to an increase in articles in Japanese. In 1984, it became *The Language Teacher*. Of all major language teaching organizations such as TESOL or

IATEFL, JALT alone produces a monthly publication, as well as annual and semi-annual ones.

During the 80s, JALT took its present form: Japanese involvement in JALT grew, and a Japanese national chaired the JALT85 international conference. The Bilingualism and Multilingual National Special Interest Group formed, soon joined by Video and Global Issues. JALT expanded to more than 30 chapters from Okinawa to Hokkaido, became a branch of IATEFL, and developed relationships with other language organizations. The JALT Central Office took over many routine operations and developed the procedures used today. JALT89, at Notre Dame Seishin University in Okayama, was the first conference held outside the Kanto, Kansai, or Tokai region.

Though the mature JALT remains essentially the same, it went through changes during the 90s. The current office manager, Junko Fujio, was hired in 1992 and a full-time financial manager, Motonobu Takubo, was hired in 1998. At one point, the organization's reserves totaled more than 44 million yen. Then the bubble economy burst. Meanwhile, the costs of services and materials for publications had increased. The annual conference had become too large for academic sites and had to use costly commercial ones. Many foreign teachers lost jobs and left Japan. Ad revenues shrank as textbook companies merged. Then economies throughout Asia collapsed, and with them their textbook markets and publishers' advertising budgets. JALT's accounting procedures were inadequate to deal with these problems, and with reserve funds depleted, we faced a financial crisis. Larry Cisar took over as National Treasurer and with the financial steering committee brought expenses under control. JALT prepares to enter a new millennium with a balanced budget, operating in the black.

Meanwhile, JALT expanded to 39 chapters and over 3,400 members, including almost 70 Associate and Commercial Members. Its SIGs cover 16 fields.

JALT94, in Matsuyama on Shikoku, was the first conference held off the main island of Honshu. In 1997, JALT led development of the first Pan Asian Conference in Bangkok, to be followed by the second at Seoul this October, the third in Kitakyushu in 2001, and the fourth tentatively Taipei in 2003. JALT's Asian Scholar Exchange Program brings teachers from Asian countries to meet teachers and speak throughout Japan and at the annual international conference.

What does the future hold? JALT will become one of the first nonprofit organizations recognized by the Japanese Government under the 1998 NPO Law. As finances come under control, JALT seeks more and better ways to serve and increase its membership and to improve ties with other Asian countries through the Pan Asian Conferences and exchange programs.

An earlier version of this account appeared on the ELT News website: www.eltnews.com

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

edited by tom merner

CALL SIG <jaltcall.org>

This is your last chance to contribute to JALT CALL SIG's newest publication, slated to come out in the fall of 1999. We are looking for short practical articles. Submissions can be made by email, floppy or through the web until July 31. See how to format your idea at <jaltcall.org/pub99/> or email the editor Kevin Ryan at <pub99@jaltcall.org>.

今秋発行予定の当部会誌への寄稿の最後のチャンスです。短い実用的な記事を求めています。7月31日までに電子メールまたはフロッピーにてお寄せください。詳細は、当部会サイトまたはKevin Ryan (URLおよび連絡先は英文参照) まで。

Professionalism, Administration, and Leadership in Education SIG <www.voicenet.co.jp/~davald/PALEJournals.html>

Journal of Professional Issues for April 1999 has been published. Featured is the Prefectural University of Kumamoto Case Part Two, with fifty pages of essays documenting, for public reference, how a union formed and run by non-Japanese can carry on a successful campaign against a government-sponsored university. The full April edition has been hypertexted at <www.voicenet.co.jp/~davald/PALE499.html>.

当部会会報「Journal of Professional Issues」4月号が発行されました。特集は、熊本県立大学のケースの第2回として、外国人によって編成、運営された組合がいかに公立大学に対して交渉を継続したかに関するエッセイが掲載されています。英文掲載URLにおいても内容をご覧いただけます。

Gender Awareness in Language Education SIG

GALE's first mini-conference on various topics concerning sex, gender, and sexual orientation in language education was held in Tokyo, June 20th. If you missed it, join GALE and read the presentation summaries in our next newsletter.

ジェンダーと語学教育研究部会のミニ大会は語学教育における性、性別、性方向などのさまざまなテーマについて無事に先月20日に行なわれましたが、ご出席できなかった方はぜひ御入会して、次回の会報でその発表の要約をご覧ください。

For details of activities and publications of other SIGs, please visit the SIG homepages/sites listed below.

その他研究部会の活動や出版物の詳細につきましては、下記各部会ホームページ/サイトをご覧ください。

Bilingual SIG

www.kagawa-jc.ac.jp/~steve_mc/jaltbsig/

College and University Educators SIG

www.wild-e.org/cue/

Junior and Senior High School SIG

www.esl.sakuragaoka.ac.jp/tsh/

Learner Development SIG

odyssey.miyazaki-mu.ac.jp/html/hnicoll/learnerdev/homeE.html

Teacher Education SIG

members.xoom.com/jalt_teach/

Testing and Evaluation SIG

www.geocities.com/~newfields/test/index.html

Video SIG members.tripod.com/~jalt_video/

Foreign Language Literacy SIG

www.aasa.ac.jp/~dcdycus/

SIG Contact Information

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Computer-Assisted Language Learning-Coordinator:

Bryn Holmes; t: 05617-3-2111 ext 26306(w); f:

05617-5-2711(w); holmes@nucba.ac.jp

College and University Educators-Coordinator: Alan

Mackenzie; t/f: 03-3757-7008(h);

asm@typhoon.co.jp

Global Issues in Language Education-Coordinator

and Newsletter Editor: Kip A. Cates; t/f: 0857-28-

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Japanese as a Second Language-Coordinator:

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3397(h); BXA02040@niftyserve.or.jp; *Coordinator:*

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Learner Development-Coordinator: Hugh Nicoll; t:

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hnicoll@miyazaki-mu.ac.jp

Material Writers-Chair: James Swan; t/f: 0742-41-

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Professionalism, Administration, and Leadership in

Education-Membership Chair: Edward Haig; f: 052-

805-3875 (w); haig@nagoya-wu.ac.jp

Teaching Children-Coordinator: Aleda Krause; t: 048-

776-0392; f: 048-776-7952; aleda@gol.com (English);

elnishi@gol.com (Japanese)

Teacher Education-Coordinator: Neil Cowie; t/f: 048-

853-4566(h); cowie@crisscross.com

Testing and Evaluation-Chair: Leo Yoffe; t/f: 027-

233-8696(h); lyoffe@thunder.edu.gunma-u.ac.jp

Video-Coordinator: Daniel Walsh; t: 0722-99-5127(h);

walsh@hagoromo.ac.jp

Affiliate SIGs

Foreign Language Literacy-Joint Coordinator (Communi-

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jannuzi@ThePentagon.com

Other Language Educators-Coordinator: Rudolf

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

Gender Awareness in Language Education-Coordina-

tor: Cheiron McMahill; t: 0274-82-2723(h); f: 0270-

65-9538(w); chei@tohoku.or.jp

Chapter Reports

edited by Diane Pelyk & Shiotsu Toshihiko

I wish to thank the current chapter reporters for their hard work and excellent submissions and invite new chapters to contact me for information about publishing their own reports. *Diane Pelyk, Chapter Reports Editor*

Hiroshima: April 1999—Coping “Wholistically” with Classroom Stress, by Arlene Alexandrovich. The presenter focused on daily controllable stress. First, the audience brainstormed to create a list of stressful situations. Some situations in Japan, such as administrative, budgets, emotional coercion, and demographic circumstances are uncontrollable. Next, the presenter discussed stress and its effects on the human body.

The audience was placed in four groups and told to brainstorm a list of stress producers. During a break, the audience browsed through a display of reading materials on stress. The goal was to find a book which best related to his or her own stressful situation and skim through it to find strategies on how to cope. After the break, the groups discussed their own stress producers. Then each group presented their ideas to the rest of the audience. Many helpful methods to cope with stress, such as exercise, good nutrition, support groups, and meditation were discussed. *(Reported by Fujishima Naomi)*

Hokkaido: March 1999—Listening Strategies for Fostering Learner Autonomy, by Lois Scott-Conley and Sean Conley. Listening strategies play an important part in successful language acquisition. The presenters included practical information and activities involving the explicit teaching of listening strategies in class, to foster independent learning. Teaching strategies involved a three-step process.

First, listening strategies were introduced to the class through elicitation, teacher amendment, and addition where necessary. Students were given instruction in some listening techniques for pre-listening, during, and post-listening.

The second step involved a more limited focus, in which a variety of guided practical activities are used, allowing the students opportunities to practice listening while using the various strategies. Students used the same listening strategies in whole-class activities, then individual students reflected on the relative merits of the strategies they used. They then planned strategies which may be useful for the next activity. Through this reflection, students learn from each other and focus on their own learning process. This activity helps reinforce the use of the strategies and fosters learner autonomy.

In the third step, freer practice is utilized. The students work more independently and again reflect

and share information about their strategies. In this phase, students choose which strategies they will use in activities which are either chosen by the teacher or created by fellow students. The presenters described one of the student-created activities. Students were asked to choose an English song and a copy of the lyrics in English. Then they created a lesson for their classmates using the strategies and activities learned for each stage of the three-step process. The students then provided feedback to one another about their lessons and reflected on the process. *(Reported by Jennifer Morris)*

Ibaraki: February 1999—Using English in the CALL Lab, by Nina Padden. The presenter demonstrated ways in which computer training tasks can be integrated into CALL (Computer Assisted Language Learning) lessons. The audience worked through a model Internet web-based lesson in which technical instructions were presented in a Quick Time movie using text, sound, color, and image. These instructions were all designed to provide simple directions while simultaneously enhancing target language input. After following these technical instructions to complete a central activity of the lesson, the computer-related language encountered was recycled through short web-based quizzes. The presenter believes such a lesson structure helps give students control over the pace of the lesson and provides the opportunity to repeat parts of it on demand. The teacher is then free to attend to individual students rather than attempting to deal with the entire group in a lockstep fashion. *(Reported by Neil Dunn)*

Kanazawa: April 1999—Art in the Classroom, by Fiona Dickson. The presenter uses art in her senior high school EFL classrooms to develop students' creativity and imagination. She presented a variety of lesson activities using art, including cartoon drawing, inkblots, and poetry, and showed the audience beautifully bound brochures produced by her students.

The presenter introduced one activity using drama. The teacher tells the students that they are the people in a picture that it has become frozen in time and a way to unfreeze them has just been discovered. The students must determine what has previously happened to them and what will occur after they are unfrozen. They must write a skit which starts at the moment illustrated in the picture.

Another activity involved fun with fine art. The teacher shows a small part of a painting and students must guess what is happening in the rest of the picture. After the complete picture is shown, the students can create a story based on it. *(Reported by Kamanaka Sechiko)*

Kitakyushu: March 1999—First Day Activities, by Margaret Orleans, Malcolm Swanson, and Chris Carman. Orleans began with a game called “Who am I,” which she uses with her high school English classes from day one. The names of famous people

are stuck on students' backs and they must find out their identities by asking questions of fellow students. The game proceeds more smoothly if the teacher first demonstrates the activity, using one student with a famous name on his or her back and the other students as information providers. Writing questions on the board and brainstorming question topics also help the students play the game.

Swanson sets an autonomous and collaborative tone to his class from day one. First he has students look inwards to their own expectations of themselves and the teacher. He splits students into two groups, one representing "A letter grade" students and the other group representing "C letter grade" students. The "A" group must decide the attributes of a student receiving an A-grade. The other group decides the minimum attributes for a C-grade. The students then focus on expectations of their teacher. Finally, the students set individual goals, focusing on their own weaknesses, which hopefully helps foster learner autonomy.

Carman demonstrated a more individual approach with students. The students stand, and each must ask the teacher a question. The answer is followed by a question back to the student. This approach allows the teacher to make an initial assessment of each student's abilities. It also helps the students to become acquainted with their teacher. Another approach involves asking students to write three questions for their teacher on a piece of paper. This method helps prevent a repetition of questions and allows an interaction with several students simultaneously. (Reported by Andrew Zitzmann)

Matsuyama: February 1999—*Learning Japanese, Teaching English*, by Jae Dibello. The presenter compared the way she was taught Japanese at an American university with how she found English taught here in Japan.

While studying Japanese, both Dibello and her instructors spoke only the target language in class. This contrasts with English teaching in Japan where the target language is often hardly spoken at all, and if so, is likely accompanied by a translation.

When Dibello studied Japanese, writing was delayed until the students had mastered the basics of the language. Again, this was contrasted with the situation in Japan, where writing the alphabet is introduced from the first day of English training.

The number of vocabulary items that Dibello and fellow students were required to remember was quite limited. Instead of quantity, the teachers emphasized memorizing quality words which were considered useful. As everyone knows, many Japanese students are required to memorize long lists of words.

Of course not every American university uses this style of instruction, called the Jordan method. Finally, as a glowing endorsement of this mode of instruction, the presenter was able to pass the 1st

(highest) level of the Japanese Proficiency Test. (Reported by Thomas MacCarthy)

Miyazaki: April 1999—*Language Teacher Training*, by Takaki Nobuyuki. Takaki outlined the reasons why many in-service teachers in Japan are unable to continue their language teacher training. He described them as having "not ten years of experience" but rather "one year of experience repeated for ten years." Teachers react to new ideas in stages. In the sunny stage, after a seminar, teachers are filled with many bright ideas. In the cloudy stage, they begin to lose focus as they return to their jobs. In the rainy stage, they forget the new ideas altogether as they return to former daily practices. Takaki showed some ways to combat this atrophy by providing a forum for action research, sampling, and experimenting with new ideas. This allows teachers to apply theory to practice when they return to the classroom. (Reported by Mike Guest)

Nagasaki: March 1999—*Computer Usage in the EFL Classroom*, by Chad Dupont. The presenter focused on examples of software usage in EFL classes, followed by a real-time display of time-saving tips. He concluded with some discussion and questions concerning advantages, disadvantages, problems, and solutions common to all computer users.

Dupont explained how he uses MS Word, Excel, and PowerPoint. His list of fascinating word processing software included lists of translated proverbs, games, and songs. He outlined how grading and testing up to 400 students is made relatively easy using spreadsheet software. He also showed how bilingual translations, or translations with *furigana* can be used in reports or presentations. Posters, banners, and school newsletters with scanned photos were displayed. Other software discussed ranged from crossword puzzles and commercially available encyclopedia ware to the realm of email.

The presenter then demonstrated various time-saving tips, using his own computer and a room-sized screen. This included keyboard shortcuts, calculations, text manipulations and macros. Finally, we discussed some problems, dilemmas, and questions. (Reported by Timothy Allan)

Okayama: February 1999—*Student Interpretations of Pairwork*, by Peter Burden. Why should teachers do pairwork? Does it increase student talking time, encourage students to negotiate meaning, or simply allow teachers time for a rest? The presenter observed that while the first two reasons probably fit most teachers' intentions, the third reason might more closely match some students' perceptions.

Burden showed that students are often unclear about why teachers make them do pair activities such as information gaps. A task will succeed or fail depending on the student perceptions of the purpose of the task. For example, a class composed largely of home-stay returnees responded positively

to an information gap activity, recognizing it as a good chance to practice their communication skills. The same task drew a very different response in another class. Students tried to obtain the answers as quickly as possible, doing the bare minimum of communication. One student became angry when told there were no correct answers to the problems.

Burden discussed solutions to this perception gap. Teachers need to explain the purposes of lessons that they use. In addition, they need to remember that students are our customers. We should not merely expect students to adapt to our teaching methods. We also need to adapt, negotiating our practices so that student needs and expectations are fulfilled. (Reported by William Stapley)

Omiya: February 1999—*Empower Your Students*, by Graham Bathgate and Allan Murphy. The goal of the presenters is to encourage their students to use English outside the classroom by empowering them within it. Working with the assumption that “teachers should let go and the learner should take hold,” both presenters encourage their students to make choices about what they are going to learn. However this does not imply the teacher should withdraw from the process. In fact the teachers should provide better input to choose from by discovering what the students have already learned. Teachers can provide materials according to actual needs, rather than teaching according to the textbook.

In the second part of the presentation, we were encouraged to begin the process of student empowerment by opening the black boxes of our students’ present knowledge. We were then given a list of possible topics for use in the classroom and asked to list them in order of popularity with students. Clearly some topics soon grow out of date and it is necessary for teachers to constantly revise to meet students’ needs. Murphy described how he involves his students in their own learning. Bathgate showed a video of some of his advanced students exchanging information about articles they had chosen independently. The presenters hope that other teachers will experience the three highs: high teacher expectations, high input, and high output. These highs are prerequisites for empowering students. (Reported by Evelyn Naoumi)

Shinshu: March 1999—*The Shortest Poem in the World*, by David McMurray. The presenter warned everyone that *haiku* is highly addictive. It is also a vehicle for international communication in which students do not have to worry much about grammar. Instead it provides an excellent chance to utilize vocabulary, practice pronunciation and the four skills, and learn about different cultures.

The presenter demonstrated some interesting activities. The first activity involved drawing a large “X” to create four areas for the four seasons. Vocabulary from broad topics such as sports and food are entered

according to season. One may also use textbook items. The presenter stresses that organizing words according to topic enhances memorization. Another activity involved making topic sentences for four paragraphs provided, each about one of the seasons. A third activity involved changing sentences beginning with “there is” to *haiku*. For example, the sentence “There are cherry blossoms falling onto the students with bright new faces” is changed to become:

Cherry blossoms falling
With bright new faces
Onto the students

A change in phrase order results in a change in emphasis.

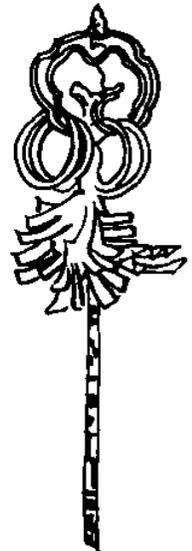
McMurray ended by having the audience compose their own *haiku* in small groups. The best poem from each group was chosen and read aloud. One could see the power of *haiku* to bring people of various cultures and ages together. Students will be very encouraged to see how much meaning can be expressed with so few words. (Reported by Mary Aruga)

Tokyo: May 1999—*Study Plans in Independent Learning Environments*, by Padriac Frehan. This presentation concerned a case study undertaken on a group of lower/advanced student learners at the British Council, regarding students’ ability to independently organize their own learning schedules. The investigation focused on how far a specified group of learners are able to identify their own learning needs and carry out their own plans to fulfill those needs. Most importantly, the students themselves evaluated the effectiveness of their original and subsequent learning plans. Many students found they were able to organize quite involved learning plans which they changed according to circumstances.

In Frehan’s study, the students who wanted to participate were free to do so. There was no coercion. He offered no help in the setting of targets or sample plans. The investigation was concerned with seeing what students would accomplish by themselves. They were encouraged to meet with the teacher to discuss their ideas. The participants kept records of their organizational plans and were encouraged to keep journals to reflect on their progress.

Frehan concluded that Japanese learners are not as dependent on teachers as we might believe. They are able to organize very effective learning plans to the betterment of achieving their specific learner goals.

(Reported by Roger Jones)



Chapter Meetings

edited by tom merner

Akita—Complexity Science and the CALL Classroom, by Stephen Shucart, Akita Prefectural University. The first part of his presentation will be a general overview of Complexity Science and how it can provide a framework for modeling classroom dynamics. The second part will focus on the application of this framework for the specific design of the CALL program at his new university's state-of-the-art CALL lab. *Saturday, July 24, 2:00-4:00; MSU-A; one-day members 1,000 yen, student members 500 yen.*

英語の授業にコンピューターがいかに活用されるか。今年4月に新設された秋田県立大学の Stephen Shucart 氏が同大学の最新CALLラボのデザインに取り組んでいます。

Hiroshima—Composition and Classroom activities, by Carol Rinnert and Mark Zeid, who will give participants a chance to see their AILA presentations. Please come join us. *Sunday, July 18, 3:00-5:00; Hiroshima city, Crystal Plaza 6F; one-day members 500 yen.*

スピーチを興味深く開始し、自身の考えや研究成果を聴衆に印象付けながら伝える方法を学生に指導する有効な方法を紹介します。

Kagoshima—Teaching Students to give Interesting Speeches, by Dennis Woolbright, Seinan Jo Gakuin Jr. College. This will be a very practical workshop with useful suggestions on how to motivate students to begin their speeches in an interesting way, present their ideas and research, and finally finish off with a conclusion that will stay with their listeners. *Sunday, July 25, 2:00-4:00; Iris Kyuden Plaza, 2nd floor of the I'm Bldg; one-day members 500 yen.*

Kanazawa—JALT Kanazawa Annual Summer Barbecue. *July 18, 12:30-4:30 (Rain Date July 25); Kanazawa Chuo Jidoukaikan (on the Saigawa, below Teramachi); members 2,000 yen, guests 2,500 yen.*

Kitakyushu—Ask a Native, Part II, by Ian Ruxton (Kyushu Institute of Technology), Dave Pite (Meiji Gakuen) and Patricia Kasamatsu. Have you ever wondered what your native speaker colleagues do in their lectures? In this panel discussion, the audience will have the chance to consult native speakers of several varieties of English who are currently teaching on the elementary, secondary, or tertiary level. *Saturday, July 10; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

様々な出身国から来日してそれぞれ小学校から大学で英語の指導にあたっているネイティブの教師のそれぞれの指導法について質問することのできるパネルディスカッションです。

Matsuyama—Designing Activities for Teaching Small-Group Interaction, by Roger Nunn. This presentation will focus on the design of activities used to practice interactive ability in small groups. Photocopiable samples will be presented for teachers to try out in their own classrooms and rating scales will be provided which embody the aims and objec-

tives for both teaching and assessing small-group interactions. *Sunday, July 11, 2:30-4:30; Shinonome High School Kinenkan, 4F; one-day members 1,000 yen.*

様々な出身国から来日してそれぞれ小学校から大学で英語の指導にあたっているネイティブの教師のそれぞれの指導法について質問することのできるパネルディスカッションです。

Miyazaki—World Peace and English Education, by Kip Cates and Toyama Kiyohiko. This is a cross-disciplinary and bilingual presentation on the purposes and methods for including an orientation to Peace Education in secondary and post-secondary education. Toyama, who teaches political science at Miyazaki International College, will discuss the importance of teaching Japanese students about Japan's war-time history and its part as aggressor and victim, and about positive developments in post-war Japanese peace education. Cates, Tottori University, Coordinator of Global Issues in Language Education SIG, will talk about specific ways that peace issues can be dealt with in English language classes. *Saturday, July 3, 2:00-5:00; Miyazaki Girls High School, Audio-Visual Room of Otsubo Hall.*

高校・大学レベルにおける平和教育の目的および指導方略を学際的な観点から講演者両氏が講演します。

Nagoya—Dramatically Improve Your Classes, by James R. Welker and Louise Heal, Nagoya Players. Drama is an ideal means to stimulate and motivate your students to use English. The first part of this presentation will demonstrate ways to dramatize communicative activities such as role-plays and textbook dialogues. The second half will introduce improvisational theater activities guaranteed to liven up the classroom. *Sunday, July 11, 1:30-4:00; Nagoya International Centre, 5th floor, 1st Exhibition Room.*

ロールプレイや教科書の中の会話文をいかにドラマ化するか、また、授業を活気付けるような即興的な演劇アクティビティーを紹介します。

Nara—Making friends in English – from Hello to See You Later, by Jill Robbins, Kwansai Gakuin University. The presenter will describe how Japanese college students learned to negotiate conversations in English. Videotapes of conversation segments and think-alouds will be used to illustrate conversation analysis and strategies use. Significant and effective pragmatic devices used in the process of “making friends” such as self-disclosure, along with applications for classroom teaching will be discussed. *Saturday, July 10, 2:00-5:00; Tezukayama College (Gakuenmae Station).*

Niigata—Applying NLP Techniques to the Language Classroom, by Peter Ross, Tokyo Keizai University, and Will Flaman, Nagaoka University of Technology. This workshop will lead participants through a series of exercises designed to sharpen their skill at assessing students' internal dynamics and preferred learning modes (visual, auditory, and kinesthetic). Based in NLP (Neurolinguistic Programming), these exercises will enhance participants' sensitivity to a

variety of both nonverbal and verbal cues. *Sunday, July 18, 1:00-3:30; Niigata Intern. Friendship Center 2F.*

Tokushima—Classroom Based Language Testing, by James Dean (“JD”) Brown, University of Hawaii at Manoa. This talk will center on tests as they are used in language classrooms. The crucial differences between classroom tests and standardized tests along with the beneficial effects of classroom testing will be discussed. The effect of different channels and modes on the construction of tests will be discussed and specific guidelines will be provided for writing different types of test items. *Sunday, July 25, 1:00-4:00; Tokushima Chuokominkan; one-day members 1,000 yen.*

クラスルームテストと標準化されたテストの差異および前者の有効性を論ずるとともに、テスト制作における様々な形式の与える影響と様々なテストの制作のためのガイドラインについて講演します。

West Tokyo—Language Play, Language Learning: why it is natural to focus on form, by Dr. Guy Cook, University of Reading, UK. Seeking to reconsider the terms “authentic” and “natural,” this presentation aims to show that a good deal of native language use is concerned with language play: focusing upon sound and grammar rather than meaning. A new emphasis on these uses of language would facilitate the attention to language form which is both craved and needed by many language teachers and students. *Wednesday, August 4, 6:30-8:30; Kitasato Daigaku, 5-9-1 Shiogane, Minato-ku, Tokyo (Room H-6), a 5-minute taxi ride from either Hiroo Station or Ebisu Station; one-day members 1,000 yen. (cosponsored by Tokyo and Yokohama Chapters)*

Yamagata—An English Teacher’s Guide to Mystery Train, by Michael Hnatko, New Day School, Sendai. The presenter will examine a few short scenes from the movie “Mystery Train” and show how they can be taught using standard language techniques mixed with film criticism. *Sunday, July 4, 1:00-3:30; Yamagata Kajo-Kominkan; one-day members 500 yen.*

映画「Mystery Train」の中のシーンをいくつか取り上げ、一般的な教授法とともに映画批評を取り混ぜた方法による指導法を講演します。

Yokohama—Acknowledging Three Types of English: A Genuine, Japan-appropriated and Fantasy English, by Brian McVeigh, Toyo Gakuen University. The presenter will discuss the need to recognize that, due to the teaching of “Japan-appropriated English,” genuine English is not taught. In reaction to this exam-oriented English and associations with foreigners, many expect a “fun” and fantasized “English,” which hinders foreign language acquisition at the tertiary level. *Sunday, July 11, 2:00-4:30; Gino Bunka Kaikan, 6F, in Kannai; one-day members 1,000 yen.*

受験向けの英語や「楽しい英語」といった「日本固有の英語」指導のために、本物の英語が指導されておらず、これが大学レベルにおける言語習得を妨げていると氏は論じます。

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Conference Calendar

edited by lynne roecklein & kakutani tomoko

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

Upcoming Conferences

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. Conference webpage at <members.aol.com/iaics/iccc.htm>. Contact: Robert N. St. Clair, Conference Chair; Department of English; University of Louisville, Louisville, KY 40292, USA; t: 1-502-852-6801; f: 1-502-852-4182; <rnstcl01@Athena.louisville.edu>.
July 30, 1999—Disfluency in Spontaneous Speech, an ICPHS satellite meeting at University of California-Berkeley, Berkeley, California, USA. For registration

and information see the meeting website at <www.ling.ed.ac.uk/~robin/ICPhS-CfP.html> or email <disfl@ling.ed.ac.uk>.

July 31-August 2, 1999—The 9th Japanese/Korean Linguistics Conference. At Ohio State University, Columbus, OH, USA. Contacts: <nakayama.1@osu.edu>, <quinn.3@osu.edu> or The 9th Japanese/Korean Linguistics Conference; Department of East Asian Languages and Literatures, 204 Cunz Hall, The Ohio State University, Columbus, OH 43210, USA; t: 1-614-292-5816; f: 1-614-292-3225.

August 1-6, 1999—12th World Congress of Applied Linguistics (AILA '99 Tokyo) at Waseda University, Tokyo. There will be sessions of special interest to linguists and language teachers. Conference theme: "The Roles of Language in the 21st Century: Unity and Diversity." For further information, please refer to the conference homepage at <langue.hyper.chubu.ac.jp/jacet/AILA99/>.

August 8-13—31st Annual International Summer Workshop for Teachers of English, at the Language Institute of Japan (LIOJ) in Odawara. This Workshop features a week of presentations, language classes, and other activities, all conducted in an energetic, residential, English-only environment. Guests include Kip Cates, Kathleen Graves, Marc Helgesen, Kenji Kitao, Kathleen Kitao, Alan Maley, Tim Murphey, Sen Nishiyama, Peter Watcyn-Jones. Scholars from China, Korea, Malaysia, Thailand, and Vietnam discuss English education in their countries. The program also includes an ELT materials display, parties, and an International Festival. Website at <http://www.geocities.com/Athens/Delphi/4091/workshop.html>. Contact: LIOJ; 4-14-1 Shiroyama, Odawara, Kanagawa 250-0045; t: 0465-23-1677; <lioj@pat-net.ne.jp>.

August 30-September 3, 1999—LSP '99—Perspectives for the New Millennium, in Bressanone/Brixen, South Tyrol, Italy. Several sections and workshops at this 12th European Symposium on Language for Special Purposes, organized by the European Academy of Bolzano/Bozen in co-operation with the Free University of Bolzano/Bozen, are of special interest to foreign language teaching professionals. See the symposium website at <www.eurac.edu/LSP99/> or contact the European Academy of Bolzano/Bozen; t: 39-0471-306-111; f: 39-0471-306-99; <LSP99@eurac.edu>.

December 5, 1999—Classroom Practice: Forging New Directions, a one-day JALT Tokyo Metro Mini-Conference at Komazawa University organized by Chiba, Omiya, Tokyo, West Tokyo, and Yokohama JALT chapters. The conference will feature five strands: Reading—an overview (including materials displays); Computer-Mediated Communication and Language Learning; Classroom Management—pragmatics; Activating Learning—new directions in syllabus and curriculum design, and finally Look Who's Talking,

Not!—speaking and listening activities that work. For proposal information, go to *Call for Presenters* in this issue or visit URL <home.att.ne.jp/gold/db/tmmc>. Further details: David Brooks, JALT West Tokyo Chapter Program Chair; t/f: 042-335-8049; <dbrooks@planetall.com>.

Calls For Papers / Posters (in order of deadlines)

August 1, 1999 (for November 5-6, 1999)—**Talking Gender & Sexuality** at Aalborg University, Aalborg, Denmark. Plenary speakers: Marjorie H. Goodwin (UCLA), Celia Kitzinger (Loughborough University) and Don Kulick (Stockholm University). Abstracts up to 300 words invited for panels, papers or workshops on verbal and non-verbal social interaction in diverse settings. Send to Paul McIlvenny. For further information or pre-registration, go to <www.sprog.auc.dk/~paul/conf99/> or contact Paul McIlvenny <paul@sprog.auc.dk>, Department of Languages and Intercultural Studies; Kroghstraede 3, Aalborg University, DK-9220 Aalborg, Denmark; t: 45-9635-9169; f: 45-9815-7887.

September 1, 1999 (for April 27-29, 2000)—**Sociolinguistics Symposium 2000: The Interface between Linguistics and Social Theory**, at the University of the West of England, Bristol (UWE, Bristol). Abstracts are welcomed for papers (20 mins + 10 mins discussion) or poster presentations. More information at <www.uwe.ac.uk/facults/les/research/sociling2000.html> or by inquiry to Jessa Karki/Jeanine Treffers-Daller; Centre for European Studies (CES), Faculty of Languages and European Studies, of the University West of England, Bristol, Frenchay Campus, Coldharbour Lane, Bristol, BS16 1QY, UK; <ss2000@uwe.ac.uk>; t: 44-117-976-3842, ext 2724; f: 44-117-976-2626.

September 22, 1999 (for March 27-31, 2000)—**IATEFL Conference 2000: the 34th International Annual IATEFL Conference**, in Dublin, Ireland. They urge haste in submitting proposals. Forms are available at <www.iatefl.org/Dublin-2000.htm>. Contact: IATEFL, 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44 (0) 1227-276528; <IATEFL@compuserve.com>.

September 30, 1999 (for September 30, 1999)—**Second International Conference on Practical Linguistics of Japanese** at San Francisco State University, San Francisco, USA. Plenary speakers will be Masayoshi Shibatani of Kobe University and Yasuhiko Tohsaku of UC San Diego. Emphasis in presentations on practicality for teaching Japanese language or developing technology. Proceedings will be published. Conference website: <userwww.sfsu.edu/~yukiko/conference/main.html>. Contacts: Yukiko Sasaki Alam (<yukiko@sfsu.edu>), Conference Chair, or Masahiko Minami

(<mminami@sfsu.edu>), Program Chair, Dept. of Foreign Languages and Literatures; San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132, USA.

Reminders

June 21-July 30, 1999—**The Linguistic Society of America's 1999 Linguistic Institute**, this year at the University of Illinois at Urbana-Champaign, Illinois, USA. Website at <www.beckman.uiuc.edu/groups/cs/linginst/general.html>. Direct contacts: <linginst@uiuc.edu>; 1999 Linguistic Institute, Linguistics Department, UIUC, 4088 FLB, 707 S. Mathews, Urbana, IL 61801, USA.

July 10-16, 1999—**Sixth International Cognitive Linguistics Conference** at the University of Stockholm, sponsored by the International Cognitive Linguistics Association (ICLA). Conference website at <bamse.ling.su.se/iclc99/> or inquiries at ICLC99 (Erling Wande); Faculty of Humanities, Stockholm University, S-106 91 Stockholm, Sweden; t: 46-8-16 29 12; f: 46-8-15 88 71; <humfak@iclc99.su.se>.

July 13-17, 1999—**WorldCALL: Call to Creativity** at The University of Melbourne, Australia. General information at <www.hlc.unimelb.edu.au/worldcall/welcome.html#TOC> and a detailed list at <www.hlc.unimelb.edu.au/worldcall/abstracts.html>. Inquiries: The Conference Secretariat, Fauth Royale & Associates Pty Ltd; PO Box 895, North Sydney, NSW 2060, Australia; t: 612-9954-4544; f: 612-9954-4964; or <fauroy@ozemail.com.au>.

July 27-30, 1999—**The Second International Conference on Cognitive Science and 16th Annual Meeting of the Japanese Cognitive Science Society (ICCS/JCSS99)**, held jointly at the International Conference Center, Waseda University, Tokyo, Japan. See <www.sccs.chukyo-u.ac.jp/ICCS99/cpart.html> for a complete program listing. Inquiries: Hasida Koiti at <iccs99org@etl.go.jp> or f: 81-(0)298-54-5930.

July 28-30, 1999—**World Englishes and Asian Identities: The 6th International Conference on World Englishes**, sponsored by the International Association of World Englishes in Tsukuba, Japan. Some information at <we.pdx.edu/conf.html#anchor451323>, or contact Kimberley Brown, Associate Vice-Provost for International Affairs, at <kim@nh1.nh.pdx.edu> or Department of Applied Linguistics, Portland State University, PO Box 751, Portland, OR 97207-0751, USA; t:1-503-725-3566, f: 1-503-725-4139.



Job Information Center/ Positions

edited by *bettina begole & natsue duggan*

Peter Balderston is the contact person for JIC at the JALT99. His address is: 203 Akuhaitsu, 105-1 Iwanami, Susono-shi 410-1101.

Niigata-ken—The International University of Japan in Yamato-machi is seeking a full-time assistant professor in EFL beginning April 1, 2000. **Qualifications:** MA in TEFL/TESL or applied linguistics, at least, five years teaching experience at the university level; and teaching and administrative experience in intensive English programs. **Duties:** Teach 12-15 hours per week; teach graduate-level students studying international management, relations, or development. Also, curriculum development and course design, course coordination and program management, and committee duties are included. **Salary & Benefits:** Gross annual income around six million yen; research funding. One-year contract, renewable subject to performance and budget. **Application Materials:** Cover letter highlighting qualifications, experience, and research, and describing current employment status and situation, along with reasons for applying; detailed resume including qualifications, teaching and other professional experience, research; and the names and contact information of two (preferably three) references. **Deadline:** As soon as possible. **Contact:** Ms. Mitsuko Nakajima; International University of Japan, Yamato-machi, Niigata-ken 949-7277; <iiep@iuj.ac.jp>. Short-listed candidates will be contacted in time for autumn interviews.

Shizuoka-ken—Greenwich School of English Japan in Hamamatsu is seeking both full- and part-time English teachers who are able to teach British-style English. **Qualifications:** Teaching qualification and teaching experience. **Duties:** Teach English, attend meetings, check homework. **Salary & Benefits:** 250,000 yen per month before tax, comfortable accommodation. **Application Materials:** CV and copy of diploma. **Contact:** Keiko Asano; 95-16 4F Chitose, Hamamatsu, Shizuoka 432-000; t: 053-455-6851; f: 053-456-6610.

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 email 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, with a self-addressed envelope, for an application form. **Deadline:** Ongoing. **Contact:** "Part-timers," English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.

Web Corner

Information for those seeking university positions (not a job list) at www.voicenet.co.jp/~davald/univquestions.html

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 langue.hyper.chubu.ac.jp/jalt/index.html.

"Jobs" section at langue.hyper.chubu.ac.jp/jalt/features/jobs.html

"Sophia Applied Linguistics Circle" (Japanese site) at www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm

"Teaching English in Japan: A Guide to Getting a Job" at www.wizweb.com/~susan/mainpage.html

"ESL Job Center on the Web" at www.pacificnet.net/~sperling/jobcenter.html

"Ohayo Sensei" at www.wco.com/~ohayo/

NACSIS (National Center for Science Information Systems) career information at nacwww.nacsis.ac.jp

"The Digital Education Information Network Job Centre" at www.go-ed.com/jobs/iatefl

"EFL in Asia" at www.geocities.com/Tokyo/Flats/7947/eflasia.htm

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

差別に関する

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

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

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

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

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

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

Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016

tel: 03-3837-1630; fax: 03-3837-1631; <jalt@gol.com>

JALT (全国語学教育学会) について

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

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

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

支部：現在、全国に37の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、京都、松山、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本 [準支部]、宮崎 [準支部]）

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

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

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

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

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