tlt

The Language Teacher

*JALT99
Pre-registration
Deadlines:*
Presenters, August 27
All others, September 10

**Volume 23, Number 8
August, 1999**

8

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.

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

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

Feature Articles

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

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・　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。

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

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

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

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

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

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

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

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

Departments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Language Teacher

Led by the Blind

by John Herbert
Ritsumeikan University

Preparations for the start of a new university year had gone well. My courses were prepared and I was ready for the start of classes and the new intake of students the following week. Four or five days before the start of classes, a faculty member mentioned to me that there was to be a blind student, Satoshi, in my freshman English class that met twice a week. "Well, in actual fact, he is not totally blind, but visually impaired to a considerable degree," the faculty member corrected himself. He continued, but I was only half listening. My carefully prepared syllabus (I had designed a varied course to motivate my first year students for the seventy-five hours of class time that I would spend with them over a nine month period) was flying around my head, and I was imagining how a blind or visually impaired student would be able to cope with it. How on earth would Satoshi be able to deal with work based from the textbook? How would he cope with information that was written on the blackboard? How about extra materials that I would throw together at the last minute to flesh out certain lessons, or to deal with problems that had come up for students in a previous class? How about the video elements of my course? And what about the class computer sessions? Even the listening elements of the course relied on textbook questions or handouts. How, in short, could he possibly take part actively in all parts of the English syllabus?

My initial panic gave way to a determination to find a way to sort out as many of the problems as possible. Looking back over the whole process, we managed to overcome some, but unfortunately, not all of the problems that we faced. However, in future years, I will have a better understanding of the problems to be faced and their remedies, and that is what I hope to set out in this paper.

Blindness

According to the Japanese Association of the Blind, there are 350,000 blind and visually impaired people in Japan. The degree of blindness is divided into six grades, with grades one and two considered as severely visually impaired (Otomo, 1997). Satoshi falls into this category.

A lot of us sighted people feel uncomfortable with the term "blind," as if we could compensate for our relative privilege with euphemisms like "visually impaired" or "visually challenged." It has been pointed out by the U.S. National Federation of the Blind that politically correct euphemisms "at their worst . . . obscure clear thinking and damage the very people and causes they claim to benefit" (Jernigan, 1997).

Jernigan maintains that an individual "may be properly said to be 'blind' or a 'blind person' when he has to devise so many alternative techniques [to do efficiently those things which he would do with sight if he had normal vision], that his pattern of daily living is substantially altered." (Jernigan, 1995).

Throughout the year I thought of, and referred to, Satoshi as "visually impaired" because he was not totally blind. However, it is with the words of the U. S. National Federation and Jernigan's definition in mind, that I refer to Satoshi as "blind" in this paper.

Setting the Scene

Satoshi is a 19-year-old man, one of 25 male and female students in my first year English class at a private university in Japan. Satoshi is not totally blind. He describes the world he sees as a white blur, yet he can vaguely discern outlines, enabling him to walk independently, with the use of a collapsible cane commonly used by the blind. Visual equipment such as glasses, unfortunately, are of no help. He has not been blind from birth, but his blindness was a hereditary condition that afflicted him when he reached third grade.

I found that Satoshi could make his way to the classroom, open the door, find his way to a seat at the front and arrange his materials for the class on his desk, all unaided and without apparent difficulty. However, he could read nothing from either the blackboard, prepared handouts, or the textbook in their original English format. Neither could he watch video or read material directly from a computer monitor. He could hear the teacher's voice, and the voices of the other students, but until those students spoke, he could only make guesses as to their identity based on their location in the classroom.

To read and write, Satoshi uses braille, the system whereby combinations of raised dots arranged in cells, represent letters. To read, he brushes the tips of his fingers over the raised dots. (For an excellent description of braille systems and the history and development of braille, visit the New Mexico State University web site at www.nmsu.edu/Resources_References/access/public_html/braille.html .) To write, he either creates braille manually on paper or inputs braille into what he calls his "small computer."

Our Problems and Attempts to Overcome them in the Early Stages of the Course

My English syllabus emphasized speaking, listening and writing skills. Although reading skills were not stressed, their importance was paramount in carrying out exercises in the other three skills. The major problems Satoshi faced in this syllabus were as follows:

The textbook and written materials: One of our major problems was the provision of written material in

視覚障害者のために、教員、ボランティア、学生自身が一体となって、教材、教具を取り扱った。特に点字をコンピュータでも利用したことを紹介し、クラス経営にも有益であったことを報告する。

English, but in braille format. This meant that somebody had to transcribe all written materials for the course into braille. It would have been possible to record the written material on tape, but Satoshi preferred to have a braille version on paper, as it made life much easier for him in the classroom for two reasons. First, he could search for materials more simply skimming the braille with his fingertips than rewinding and fast-forwarding the tape recorder. Second, just like the other students in the class, at times he needed to read the materials while listening to the teacher or his peers. Had his materials been on tape, he would have found listening to two sources very awkward.

Before the start of the school year, the administration sent the textbook to an organisation for the blind called Kyoto Lighthouse. There, for a fee, they transcribed the textbook into braille manually and would transcribe small quantities of subsequent course material free. I had to provide materials well ahead of time for the braille versions to reach Satoshi in time.

Alternatively, the material could be input for Satoshi as a text file on disk or sent as email. He could then listen to the material using voice software and make a braille copy himself.

I could ease Satoshi's burden by organising future classes early, so that he could receive the relevant material in advance. It was extremely important for Kyoto Lighthouse and myself to label materials clearly, using page numbers wherever possible, so that Satoshi's fingertip search of materials could be efficient.

Writing: Satoshi had to be able to take notes during class, and to write assignments in a form that I could read, because I am unable to read braille. In the first few weeks of class, Satoshi took notes in braille with primitive-looking equipment: He placed paper over a wooden board and a metal grid over the top of the paper, splitting the paper into many small rectangular cells. He created a series of dots in each cell with a small tool resembling a stubby awl, forming the braille letters which allowed him to read. The process was far from silent and I remember the surprised looks on the other students' faces when they heard the clatter for the first time. Satoshi worked remarkably quickly. It appeared to be a tiring exercise in which he used up much energy. It also took a greater amount of time to write in this manner than it took for the average sighted student to write with pencil and paper.

The situation improved after a few weeks when Satoshi brought to class equipment that he called his "small computer." It had no monitor and was about the size of a lunch box, approximately 25cm by 15cm by 4cm. The machine was called Braille Lite, made by Blazie Engineering. On the surface of the machine were a series of eighteen rectangular cells with eight white protruding dots on each. These dots combined to create a refreshable braille display, and Satoshi could both input braille himself and read braille that had been previously stored in the machine. The machine also had a seven-key braille keyboard for data entry and speech output. (For detailed information on this machine, including a picture, visit the web site www.setbc.org/res/equip/braillelite/default.html.)

For written assignments, Satoshi was familiar with the layout of a regular English keyboard, was competent at word-processing, and simply submitted work in the normal manner.

Blackboard information: Satoshi couldn't read important information that I wrote on the blackboard, so I made concerted efforts to read all the information on the blackboard clearly to the class as a whole, always keeping in mind that one student relied only on sound for this information. I checked regularly that Satoshi had understood. As a matter of course, I list new vocabulary that comes up during class on the right hand side of the board. At the end of class, either I or another student would relay the spellings to him.

Computer discussions using local area network software: Students took part in whole-class, computer assisted classroom discussions (CACD) with the use of local area network software. At first, I thought that it would be impossible for Satoshi to take part. However, I paired him with one of the more proficient English users, and this student read aloud the comments of fellow classmates that appeared on the computer screens. Satoshi then responded to comments made by others and joined the discussion, for as noted, he was proficient with word-processing on a regular keyboard, even with no braille display. Unfortunately, the student reading the information aloud had less time to spend composing her own contributions to the CACD.

Video: Students watched video clips, including extracts of a film critique given by native speakers, in order to give their own critiques of videos that they would watch at home. How could Satoshi deal with this part of the course? This turned out to be the most difficult area. Fortunately, video accounted for only a very small part of my course, but this part, was, quite frankly, unsatisfactory for Satoshi. I sat next to him and described the action on the screen where I thought it appropriate. At first I described scenes in English, then in Japanese, as I became less certain whether the description was of any help whatsoever. The exercise simply became a very difficult listening exercise for Satoshi and I felt relieved (as I'm sure Satoshi did) when the class was over. The other students in the class thoroughly enjoyed the video element, and this fact posed the question of how much teachers should change their syllabus to accommodate the needs of one, or perhaps in other cases, a minority of students.

The Latter Stages of the Course
In the latter stages of the course, the school purchased a computer with braille translation software (Braille Star 3 software version 1.3 from New Braille System Inc. which allows both output and input of braille, along with *Nihongo Eigo Jidou Tenyaku* Program Extra

version 3.1 from Amedia Inc. which creates braille transcription from either English or Japanese text). The computer had a refreshable braille display, which displays the text from the computer's monitor in braille, changing as the user reads the text, and a braille printer (ESA721) imported from the Netherlands.

This latest available technology was a major asset in conquering the challenges that Satoshi faced. Unfortunately, the equipment was not cheap. The total package cost approximately ¥2.6 million, the printer alone almost ¥1 million. Universities can apply for funding, and in the case of Satoshi, the local prefectural government contributed to some of the cost.

The new equipment made the provision of materials for him much simpler. I simply emailed text files of English to Satoshi, who saved them on disk. He would insert the disk into the computer and with headphones listen to the voice software giving him the instructions as they appeared on the screen. He could then navigate around the screen, and with the push of a few keys, the text from the disk appeared on the screen in English. He then listened to the text in English to check for completeness, and when satisfied, he pushed several more keys and the English text was transcribed into braille, both on the braille display as raised dots, and on the screen as pixels. At this stage, he can either read the material with his fingers on the refreshable braille display, or print out a hardcopy through the braille printer. A two page English text on A4 size paper translates into eight pages of braille on B5 size paper. The whole process, from start to finish, took Satoshi about five minutes.

Difficulties that Remained

At the beginning of the course, at times I was the fifth link in the information chain. I found it difficult to obtain accurate details from the administration about which materials Satoshi had received, which materials the voluntary organisation were translating and which materials the teaching assistants were preparing.

I found help with this advice from a University of Washington guide, "The student with a disability is the best source of information regarding necessary accommodations . . . . [I]t is the student's responsibility to request special accommodation if desired, but a faculty member can make a student comfortable by inquiring about special needs" (Univ. of Washington). In effect, I decided to cut out as many of the links in the information chain as possible and deal with Satoshi directly as often as I could.

However, even dealing directly with Satoshi, and with the new, wonderful equipment, some difficulties remained. At times, Satoshi would tell me that he had all the materials necessary to carry out a classroom assignment, but checking later, I realised that this was not the case. Rarely would he volunteer any information that would have been mutually beneficial. I soon noticed that his listening test scores were not as high as his

English ability warranted. I believe this was because he needed more time to carry out the reading required for the tasks, even though he assured me that he didn't. I am convinced that he did require more time, but that he was not prepared to hold up the flow of the class and become a burden on his fellow students.

Furthermore, the video portions remained unsatisfactory and the computer-assisted classroom discussions also relied heavily on cooperation from another student to make them worthwhile for Satoshi.

Steps to Ensure Greater Success in Integrating Blind Students into University Classes

Equipment: Purchase of the latest available technology may be expensive, but it is invaluable.

Knowledge of the Equipment Being Used: Teachers of blind students should find the time to understand the actual workings of each machine the student uses. When I did so I learned about the braille system, the difficulties that Satoshi faces in class and out of class, the much larger than average volume of materials that the student has to carry around with him, how much more time blind students usually need to spend on schoolwork and routine daily activities, and the validity of excuses given for not having completed work on time. In particular, the teacher can learn how to make life simpler for the student, when to give the extra attention to the student that is required, and when to leave the student to his own devices and not be overzealous in attempts to help.

Design of Course and Classroom Management: Be aware that one student in your class is reliant on sound and not on vision. I was intensely aware of my own voice in the very first class. It reminded me of the time I heard my voice on audio-tape for the first time. Make sure other students speak clearly and loud enough. The blind student cannot rely on gestures to gain understanding. If the teacher takes the time to close his eyes and experience a world where sounds become extremely important, he can go a certain way to understanding the difficulties the blind student faces, and the need to supply the missing visual information that all the other students rely on so heavily.

Blind students will often invest time in detailed planning in advance, in order to complete workloads. It is therefore very important to try and avoid "last-minute changes in classrooms, assignments, or examination dates" (Univ. of Illinois). However, wholesale changes to a syllabus may not be the answer. Nobody, especially the blind student, would want all references to the visual world wiped from the course. However, a video course, for example, seems totally inappropriate, and Satoshi actually withdrew from one course because it was heavily dependent on video. However, in a course that covered over seventy-five hours of class time, the use of video acted as a motivator and novelty for the students in the class, and just as other students made sacrifices in helping Satoshi, I felt that

here was a necessary sacrifice he could make in return.

Classmate Participation: At times I had to give Satoshi my undivided attention for several minutes, especially to assist when he was finger searching braille documents for the correct material for a particular exercise. I couldn't pay attention to the other students at these times. Fortunately, the classroom atmosphere was cooperative; students were only too willing to help Satoshi and myself, without making Satoshi feel like an exhibit, once they could understand the problem.

One idea to make the students more aware of the needs of a blind student is to set various activities which help them gain understanding in the difficulties that a blind student faces. (For a list of suggestions visit the web site www.viguide.com/vsninsvc.htm.) However, it is extremely important that the teacher has spoken to the blind student beforehand to determine whether the student is comfortable with this approach or not. In many cases, the student may be very uncomfortable with this approach. As Schulz has noted, "Although blindness or severe visual impairment does not cause self-consciousness, it definitely affects the ability of a self-conscious person to function" (Schulz, 1977).

Better Communication: A lot of the responsibility for better communication falls on the teacher. Not all of the problems are the fault of the teacher, but it is in the teacher's classroom that the problems occur if the administration, teacher and student do not all communicate well. To ensure a successful course, teachers must from the start insist on clear, practical information from the administration about the situation that the blind student faces. Meetings that include the student in question should be arranged to solve minor problems quickly before they become major.

The chief difference in communicating with a blind student is that miscommunication has more serious consequences and may lead to the student's inability to take part in the class at all. The extra attention that the teacher pays specifically for the blind student— planning well ahead, putting extra effort into speaking clearly, simply the heightened consciousness of the effort successful communication requires—will benefit the remainder of the students in the class.

Conclusion

Teaching Satoshi forced me to look at my teaching methods and doing so helped my teaching generally. The experience was both rewarding and beneficial. However, Satoshi, the administration and I all experienced plenty of headaches during the year. We could have solved many of the problems more efficiently had Satoshi been more outgoing, had the administration been more communicatively competent, and had I been more aware of the problems facing Satoshi, the administration, and the teacher of blind students.

The blind student is faced with a lifestyle spent among students who have access to the visual world. As I said goodbye to the students at the end of each class,

Satoshi would say, "See you next class." I replied, "See you," intensely aware of the irony in this exchange. However, that initial unease is exactly what the teacher, the other students, and the administration must learn to overcome. As the University of Illinois, Division of Rehabilitation Education Services points out, "You need not worry about hurting the feelings of a student who is blind by mentioning the word 'see'. Students who are blind 'see' ideas or concepts . . . . Focus on the person rather than on the disability" (Univ. of Illinois).

The challenge of incorporating a blind student into an English syllabus where his peers are all sighted is a challenge not to erase the visual world elements from a course, but a challenge to make the classroom setting as accessible as possible to a blind student in a world where most have the ability to see. Jernigan (1997) states, "We can make our own way in the world on equal terms with others, and we intend to do it." Through better awareness, better communication and use of modern technology, conditions can be created to allow that statement to ring true in the foreign language classroom.

References

Jernigan, K. (1995). *Who is blind?* Available: www.blind.net/bg000000.html

Jernigan, K. (1997). *The pitfalls of political correctness: Euphemisms excoriated.* Available: www.blind.net/bpg00005.html

Otomo, N. (1997). *Keynote report.* Available: www.tsbvi.edu/cosbnews/japan.htm

Schulz, P. J. (1977). *Mobility and independence for the visually handicapped: Psychological dynamics of the teaching process.* California: Muse-Ed Co. Available: www.spedex.com/resource/documents/txt/schulz.txt

University of Illinois at Urbana-Champaign. *Teaching students with disabilities: A practical guide.* Available: www.empowermentzone.com/teaching.txt as of Dec. 1998.

University of Washington. *Working together: Faculty and students with disabilities.* Reprinted as *Academic accommodations: Suggestions for the classroom, laboratory, examination, and fieldwork.* Available: www.empowermentzone.com/accomm.txt as of Dec. 1998.

Appendix of Useful Related Web Sites

General Information and Guide to Internet Resources for Parents and Teachers of Blind and Visually Impaired People:
www.viguide.com
www.empowermentzone.com
www.spedex.com
www.blind.net

Technology and Equipment
www.the-fbc.org/techcenter.html
www.the-fbc.org/notetake.html
www.setbc.org/res/equip/braillelite/default.html
www.sighted.com
www.braille.com

Braille and Its History
www.nmsu.edu/Resources_References/access/public_html/braille.html
www.nmsu.edu/Resources_References/access/public_html/brlhist.html

Establishing Decorum in the EFL Classroom

Yukiko S. Jolly

Aichi Shukutoku University

It has been my impression over the many years that I have been teaching English at the university level in Japan that there is a direct correlation between the decorum of the classroom and the participation and achievement of the students. When I talk about classroom decorum here, I mean the level of attentiveness of students to the lesson being presented and mannerly conduct which aids the orderly flow of the lesson rather than distracting from or disrupting it. I would like to report some of the observations I have made over the years and suggest practical applications that have proven to be most effective for me in establishing and maintaining good decorum in the classroom. These revolve around establishing from Day 1 a rapport with the students based on mutual respect and trust and nurturing it throughout the course.

Establishing Rapport

To establish the kind of rapport that you want, it is vital to the establish early on a personal connection between teacher and student. To establish such personal relationship, there needs to be an exchange of basic information about each other, an understanding of the ground rules, and fair and consistent treatment of the personal relationship and of the rules. Permit me to recommend three very useful tools to achieve this: personal data cards, a course preview session, and seating charts.

Personal Data Cards

For the first day of the class, prepare a printed card form to be handed out to each student. Make sure it is a convenient size (e.g., 5cm x 7cm index card) and durable enough to handle every day. On the card provide spaces for the basic information about the student that you want to elicit. Have the students fill out the form as an initial class exercise. Retain and use the completed cards for constant reference.

The filling-out process can provide valuable language lessons in itself. Conduct the preparation session so that the students will think, act, and contribute to the class in a learner-centered environment. In skill-acquiring courses, the less the instructor talks, the better, since the learners then have more time to express themselves actively. I would suggest the following items as appropriate information entries.

Photo: Have the student provide and attach a small identification poto. This is not the imposition you might think it, since students often have to provide such for club or other group activities, or they will have extras from passport or other ID card purposes. I suggest, however, that the popular and inexpensive *purikura* (print club) photos not be accepted since they lack clarity, and students' features are often distorted. The idea here is to have a clear visual connection between the face and the personal data.

Name: Explain the proper order of given name and family name when writing in English. Let them provide the kanji forms of their names for your future reference. Also ask them to write a preferred nickname or short form of their given name to be used in the classroom.

Current address and home address: Teach them the rules of specific-to-general manner of writing an address customarily used in Western countries and in Japanese *romaji* addresses, with proper pronunciation and spelling: house number, street or block number, ward, city or county, and prefecture .

High School: This information may give the instructor an idea of the student's background. These will be regular public schools or more exclusive private schools or specialized (commerce, mechanical or sports-oriented) schools. As you may find a tendency for schools of the latter group to have had less instruction in English, you can account for differences in language skill levels in this manner.

Major and minor subjects: This is a timely opportunity to learn not only students' study interests, but also provide a means of helping them get acquainted among themselves. If they have not declared their major or minor, let them write "not yet decided" and use for future reference. Teach them not to leave such spaces blank, since this often defeats the purpose of such forms and leaves a vague, questionable impression on other readers of the form.

Hobbies: Filling in this blank is a very good chance to teach either infinitive or gerund forms to express activities and interests. You can take a broad definition of "hobby" here to include sports and other leisure-time activities.

Message to the instructor: Let them express themselves about special needs or desires, such as a physical handicap (for example, visual or hearing impairments which may require special seating arrangements) or a particular thing they would like to study.

Course preview

Often students will not have their textbooks and be prepared to start a textbook-based lesson on the first day of class. The time can well be devoted to orienting the students toward the course schedules and ground

長年の教員生活から、クラスの礼節さと学生の参加の姿勢を観察してきたが、本論では公平さ、客観性、そして信頼が重要であることを指摘する。

rules. This time is vital to establish a relationship of trust with your students and encourage the rapport that is the basis for the decorum that you want.

Even if it is your practice to provide a printed course syllabus or lesson schedule for your students, on the first day of class I recommend that you go over the following items, writing on the board or using an OHP to mark your points with emphasis. Covering these points orally helps insure that they don't overlook any course instruction and provides fair warning of your expectations of them. This is your major opportunity to establish your authority and a reputation for fairness and being objective at the outset.

Objectives of the course: Give your students a firm idea up front of what is to be expected of them during the course and what the terminal behavior should be at the end of each school term.

Textbooks and references: Show copies of the text and any reference sources recommended for the course along with giving the bibliographical details (authors, titles, publishers and the like) and where they may be obtained. Such makes identification of the books easier for students and precludes excuses on not being able to find their copy.

Course notebook: I highly recommend that you have your students obtain a special notebook for the course and take carefully written notes on each day of instruction. Enforce this requirement with periodic checks thereafter if necessary, for it makes a big difference in prompting serious attention during classes. Additionally, the students could prove their presence if later in the term a question is raised about attendance, especially if you teach at a university which disqualifies students from taking the final exam if they have failed to meet minimum class attendance requirements. Besides, the note-taking habit that you nurture by this means will be a useful skill for future employment and social life.

Reports, testing and grades: Give fair warning of the major points of the course that will influence the final grade, including any quizzes, midterm or final exam, project, report, or special homework assignments. If possible give the percentage weight of each toward the determination of the final course grade.

Speed of lessons: If you have a published class schedule, the expected class preparation should be evident, but it still is important to point out your expectations in this regard and be firm in upholding your stated requirements. Particularly if your progress does not match chapters or lesson divisions of the text, students need to understand how your coverage will differ.

Class rules and regulations: This topic should not be viewed in terms of authoritarian or liberal teaching methods, but rather as fairness and objectivity.

Punctuality: The safest and easiest to enforce rule is that attendance is taken as soon as the class hour begins, at the bell or chime. Whether to allow a grace period or make distinction for tardiness depends on

instructor's personal preferences, but once the criteria are set, they should be announced and followed by both students and teacher. No matter what subject you teach, you can always teach the good (and polite) habit of never being late for appointments.

No napping: For class morale as well as making sure the individual does not miss out on the lesson content, napping in class is strongly discouraged for practical reasons if not by most university teaching policies. You may call on the student next to the sleepy-heads to give the latter due warning that they may be called upon soon.

No chatting: Personal conversations (not a part of assigned practice drills) between class members distract others from the lesson content and disrupt the flow of lesson presentation. Encourage those prone to seek assistance from others to direct questions to the instructor rather than burden their neighbors. Do remember that Japanese tend to be more collective rather than individual, so a student may consult his peers before he ventures his response. Teach and encourage your students the importance in language learning of forming their *own* responses, regardless of their accuracy or "correctness."

Daily Preparation Tips

Data Card Review: Before each class, go through your students' data cards and briefly review information on the students of the class, looking for points for personal comment (birthday, news or sports items about their hometown, tying events to their stated interests). Take opportunities during class to mention or comment as appropriate so that each student realizes that you care to know him or her personally. Indeed, this will benefit you, too, as it speeds your recollection of names and faces, and it makes the whole class atmosphere more lively.

Set the example for punctuality. Go to the classroom five or ten minutes before the starting chime. Prepare your audio, visual or computer equipment before class. If there is time, make light conversation with the students who arrive early to encourage such and to set a positive tone. Try to talk with a variety of students rather than those seated in the front all the time.

Seating Chart

A class seating chart is recommended for better classroom management. However, if you feel fixed order of seating is not suited to your objectives of learning, another technique is to prepare name tags for students to pick up and pin on the shirt as they enter class. If you prefer to conduct the class in a Western atmosphere, you may write only the nickname or shortened first name on the card, rather than the Japanese family name, often used on tags in Japanese schools.

There are several advantages to having a seating chart. First of all, it permits faster recognition of the individual students by tying a name to the appropriate

face. It also establishes an interpersonal relationship developed by using names in an English-speaking manner, that is nicknames or shortened names, in reverse of Japanese order (e.g., Yoshi Yamanaka). This practice offers a didactic approach to general rules in name-calling or forms of address in general. They learn how to introduce themselves phonetically.

Second, a seating chart gives a growing sense of responsibility, students' awareness of their identity as individuals among their classmates. Without a seating chart, students can gain anonymity and evade attention by shifting seats every time, risking lack of preparation because of the reduced chance of recognition.

A seating chart is also often an aid, especially in conversation skill courses, to allow (if not force) students to get to know new persons and learn to converse with strangers. If left to themselves, students tend to collect in their established cliques and converse (even during drill or practice times) in their native (rather than the target) language. It produces a more egalitarian attitude with peer recognition as individuals bound by a common endeavor.

A final advantage of seating charts for the instructor is the ability to instantly connect a name with a face and establish immediate eye contact. Rather than having to run your gaze around the sea of faces trying to decide whom to call on, you can formulate your question to the audience as a whole and then personally call upon an individual, with eye contact, to respond. Of course if it is not apparent until the last second whom you intend to call on, you get everyone thinking about the question you pose, not just the one selected to answer it. It adds an element of efficiency to the conduct of class activities.

During the class
Encouraging full student participation: In calling on students for response in class, it is better to use a random selection order rather than following a set or predictable pattern, such as the class list or alphabetical order of names. Also try to direct the questions or conversation to different parts of the room. Of course, you have to keep track of whom you call upon to avoid missing persons or calling upon the same ones too often. The impartiality of your selection process enforces your reputation for fairness. The randomness also keeps everyone alert and attentive.

If you feel their attention span is too short for a 90-minute class period, you may break the lesson into parts, such as chapters section, text exercises or the like, with small break periods between. This practice gives them a fresher start for the rest of the period.

Language teaching is intertwined with teaching of the related target culture, and you often need to view your own culture in retrospect for comparative purposes. Therefore, whenever the chance arises, do not be afraid to make use of the opportunity to interject a real-life experience, which may not normally be expressed in the textbook. If one student sneezes, for instance, immediately say, "Bless you!" Then explain the cultural background of "May God bless you!" from European historical and religious backgrounds. It is also an opportunity to point out expected manners and public hygiene practices of the other culture.

If a student's answer is correct, give ample and appropriate verbal and nonverbal reaction to it. Everyone enjoys being praised in the presence of his peers. Therefore depending upon the degree of correctness, differentiate your response:

to a perfect answer:	"Excellent, Taro. That's it!
to an acceptable answer:	"That's right, Taro. You did well."
to an answer which needs amending:	"O.K. (avoid name calling). Let's think once again. The question is . . ."
to no response (silence):	(Rephrase the question, if possible, to give another opportunity)

After and Outside the Class
So far we have looked into preparation and in-class activities from the point of classroom management and decorum. It is my conviction that the more personal attention one gives to the individual student in one form or another, the more the student will be psychologically motivated to study English. Students enjoy their names being remembered, and their existence and identity acknowledged in class. The instructor must maintain the same attitude and attention to the students outside the class once such relationship and rapport are established.

In cases where the desired mutual trust and closeness cannot be established between the student and the instructor, I recommend that you invite the student to your office, or better yet, set a more casual encounter such as a chat during lunch period in the corridor or on the campus ground. At such a meeting discuss possible ways to improve the student's study habits or give advice on whatever the learning difficulties he or she may be struggling with. Therefore let me offer a few points of advice for amending interpersonal relations:

Set up an individual conference in your office to find out in confidence the exact problems or difficulties the student is facing and give appropriate advice to meet the need of the learner.

Give special instruction or a tutorial session to pinpoint the difficulty. At this time, help the learner feel it is not embarrassing to have "difficulties" in learning, but rather a normal process in learning the foreign language. Relating your own failure or episode of making mistakes may help the student realize that even the instructor of English (who seems so remotely

Recitation in an English Language Program

James W. Porcaro
Toyama University of International Studies

In an English language program, recitation is an activity suitable and adaptable for almost any class from elementary school to university and adults, and for all levels of language proficiency. It is a superb, stimulating way in which students can develop oral language skills, including pronunciation, articulation, intonation, rhythm, pacing, fluency, and voice projection and control. The narrative or poetic text provides students with words in context and setting so that they can actively use the language with meaning and purpose (Hines, 1995, pp. 6-7). Recitation develops important personal skills associated with presentation in any context, such as confidence, poise, self-expression, and awareness of interactive communication. The work involves the entire class in groups and readily lends itself to integrating speaking, listening, reading, and writing skills. Further, through the teacher's selection of materials, students can enhance their appreciation of a variety of literature, the universality of the art form, and the particular tradition of their own culture.

The Japanese Tradition

Oral storytelling has been a universal element of cultures for thousands of years. There is a rich tradition of Japanese recitational arts, which flourished especially during the Edo period (1600-1868). Some forms are still very much alive today in theaters and on television and recordings even as we approach the 21st century. Consider four that are prominent.

In the comic monologue of *rakugo,* the storyteller creates a dramatic narration using skillful vocal and facial expressions to portray various characters, all the while maintaining a vital interplay with the audience.

In the powerful, expressive, and dramatic chant of *joruri,* or *gidayu-bushi,* the reciter is accompanied by a *shamisen* (a three-stringed instrument). It is associated with the puppet theater of *bunraku* and the plays of the great Chikamatsu Monzaemon (1653-1724).

Naniwa-bushi, or *rokyoku,* which originated in the Osaka area, is a type of narrative ballad also rhythmically accompanied by *shamisen*. Its repertory consists of a variety of stories, including actual historical events and traditional tales.

Kodan is a genre with a wide range of recitations that includes both historic and popular tales told by a narrator seated behind a low desk with a fan or wooden clappers. In recent years innovative adaptations to the art form have been introduced, such as recorded modern musical background.

For the English language program, these forms offer a basis on which to introduce students to the art of oral narration, to motivate their practice, and to instruct in the skills of presentation.

Setting

The recitation work outlined in this article has been done within the intensive English program of a *semmon gakko* (two-year vocational college) and as a part of a *sogo eigo* (general English) course at a university. In the former setting, a rather full treatment with three or four recitation texts was done as a 12-15-week component of a particular course, in classes meeting once a week for 100 minutes. At the university, the semester course for first-year students meets twice a week in 90-minute classes. There, I have treated each text in a more limited manner, usually taking two classes, but I have made recitation a major element of the course, doing four or five texts over the length of the course. Teachers, then, can take a couple of classes with just one piece of work, or extend that time and multiply the texts used to whatever number they are willing and able to do. In short, there is enormous flexibility in incorporating the work suggested below into almost any English language program.

Selection of Materials

The most effective length of recitation pieces has proved to be about 320 to 450 words, or within about three to five minutes of presentation. With very low proficiency classes, of course, shorter texts might be used. Both literary narrative prose and poetry have been effective and enjoyed. In this program, we have most often chosen and been most successful with narrative selections that have a clear story line, characters, and some dialog. The following elements will serve to elicit from students an enthusiastic, worthy effort and a fine level of rhetorical accomplishment: the potential for a range and force of dramatic expression; opportunity for individual interpretation; demand for a variety of presentational skills, such as intonation, phrasing, and gestures; relative ease of comprehension and manageable vocabulary; appropriate themes and images for the student group; and appeal to both reciters and audience.

Literary prose may include excerpts from short stories or novels, from the original or well-adapted versions. Short, short stories may be used in full. Some examples are "The Wisdom of Solomon"; "The Appointment," a simplified adaptation of a story by Somerset Maugham;

英詩文の朗唱が、口頭練習や発表の技術を養成することや、学生と教員が言語と文化を共有できる点で、刺激的かつ効果的な方法であることを報告する。

and "The Gift of the Magi" by O. Henry, likewise reduced and simplified. Excerpts from novels as diverse as Ernest Hemingway's *The Old Man and the Sea,* Lawrence Yep's *Child of the Owl,* John Steinbeck's *The Red Pony,* and Richard Wright's *Black Boy* have all worked well. The choices, indeed, are nearly limitless.

Particularly appropriate and appealing choices for Japanese students, given their cultural tradition, are the strange old tales of Japan, taken from the original English writing of Lafcadio Hearn, excerpted either from the full or simplified versions in *Kwaidan.* Some examples are *"Oshidori," "Yuki Onna," "Mujina,"* and *"Miminashi Hoichi."*

Poetry, as well, offers a vast range of possibilities, though particular care needs to be taken to ensure relative ease of understanding for students of not only language use but also poetic structure and images, and the manner of rhythmic recitation of a lyrical poem with metre and rhyme. Some successful examples include classics, such as Edgar Allan Poe's "Annabel Lee," Henry Wadsworth Longfellow's "A Psalm of Life," James Russell Lowell's "The First Snowfall;" and Robert Frost's "The Road Not Taken" and contemporary works, such as Shel Silverstein's uproariously delightful "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out."

Instructional Procedures

As noted, recitation can be a limited exercise for a few class meetings, a full component of a year's course, or an entire course in itself. It can involve a great variety of approaches and activities. The following are some that have worked effectively over the years. The range of possibilities, however, is limited only by the imagination and willingness of the teacher and the class.

Initially I show students a video tape, taken from different television programs, of master performances of the Japanese recitation forms of *rakugo, joruri, naniwa bushi,* and *kodan.* (I make a point of including a dynamic female performer of *naniwa bushi* as an appropriate model for women students.) They remind students of the Japanese tradition—which indeed is far deeper than that of native English lands, reinforce an appreciation of their own culture, and serve to establish the legitimacy of the work to follow. The performances also introduce magnificently the multiple qualities of fine recitation that they themselves will be called upon to produce with the English materials.

When the recitation text is presented, students read it, checking the meaning of any new vocabulary. A worksheet is given as a reading guide and for written work, which might include their stating the setting of the story, listing the characters, and answering comprehension questions. In class, these responses may be presented and discussed in groups. Further understanding of the story can be developed by having students, both orally and in writing, give summaries of the story; discuss distinctive traits of the characters, such as their motivations, feelings, and manner; and

comment on the meaning of the story and their reactions to it. Students can be asked to sketch the characters and even particular scenes to enhance their imagination and feel for the story.

The text can be presented with an oral recitation live by the teacher, or on tape by the teacher alone, or with colleagues or staff as an ensemble. (The talents of one's staff should certainly be drawn upon. For example, I use a tape of a brilliant telling by a former colleague of the ballad of "Barbara Allen" in a definitive Celtic lilt that enthralls both students and me.)

Recitation can be practiced in groups, with the dialog of the character roles taken by different students. As the narrator's part is often the lengthiest, it can be split among two or three students. Successive readings can be done with students rotating the roles again and again. They discuss, share, and critique their efforts, making recitation a collaborative exercise, while developing individual interpretations and presentations of the entire piece. The teacher circulates from group to group monitoring, modeling, advising, encouraging, and supporting their efforts. Students can tape their work in class and for homework practice and make tapes for the teacher to assess each individual's progress and plan further practice for richer development.

It is recommended that with extracts from novels in particular, if possible, good films of the work be shown to the class. With Arthur Conan Doyle's short story, *The Hound of the Baskervilles,* for example, the climactic scene set in the marshes of Dartmoor that I use for the recitation text is taken from the Oxford Bookworms Graded Reader. The professional reading on the available tape is marvelously done and serves as a model for students. In addition, there is a wonderful film production of the story, which visually depicts for students the landscape setting, the characters, and the social and cultural milieu of the period with its dress, dwellings, and other surroundings. It enables students to have a much greater feel for the whole story, along with the particular scene for oral narration.

Whether any of the recitation text is memorized by students depends on particular instructional circumstances. The culmination of the work is a final presentation by each student before the class. (If the text is to be read, it is important to use an inclined podium for the script, so that the speakers can look up at times for eye contact with the audience and have their hands free for gestures.) The students listening can use evaluation sheets prepared by the teacher to evaluate each speaker. By this time, they can sit as a perceptive and understanding audience, whose assessment should be as valued as that of the teacher. With more limited class time or larger classes, individuals can present portions of the text in sequence, or in an appropriately large room, in several groups simultaneously, or the presentations can be omitted entirely if necessary. Video taping the entire class's work is recommended if it can be done. Playback afterwards is very instructive and a lot of fun.

Conclusion

By exploring the storytelling traditions of the cultures of their students, teachers of English can bring elements of those recitational arts to bear directly on the advancement of students' oral English language skills in a unique way. Recitation, oral presentation, in an English language program, offers an opportunity for integrated, multi-skills language work that is both engaging and effective. It also develops presentational proficiencies that can be beneficial in students' lives beyond English language use. Recitation can involve a special sharing between teachers and students with acknowledgement and appreciation of cultures in a rewarding foreign language learning experience.

References

The Appointment. (1983). In B. Hartley & P. Viney , *American Streamline Connections,* Oxford: Oxford University Press.

Doyle, A.C. (1989). *The Hound of the Baskervilles*. Oxford: Oxford University Press.

The Gift of the Magi. (1994). In D. Warshawsky. *Spectrum: A Communicative Course in English, 4,* Englewood Cliffs, NJ: Prentice Hall Regents.

Hearn, L. (1971). *Kwaidan.* Tokyo: Tuttle.

Hearn, L. (1983). *Stories from Lafcadio Hearn.* Tokyo: Oxford University Press.

Hines, M. (1995). Story Theater. *English Teaching Forum, 33,* (1), 6-9.

The Hound of the Baskervilles (video). 1988. Granada Television.

The Wisdom of Solomon. (1981). In A. T. Janssen, *International Stories: Conversation-Reader to Improve Your English,* Englewood Cliffs, NJ : Prentice-Hall.

high in English language skills and knowledge) shared a similar experience.

As you proceed in your daily teaching duties among other professional activities, try to notice your students either in the building or outside with appropriate greetings, "Hello, Taro." or "Hi. How are things going with you, Taro?" and so on. Try to let him know that you always care about the welfare of the students.

Again, in order to treat each as an individual, not as a faceless mass, make an effort to memorize their first names at least, but hopefully the whole name, so that the students will realize that they have an important identity in your professional life. Once you win their confidence, there will be pleasant exchanges for both teacher and student either in or outside the classroom.

Conclusion

Ability and confidence in classroom management and decorum are not something that comes to an instructor on the first day of teaching. The important thing is that we *instructors* ourselves are learning how to teach our subjects. Every day we ourselves are gaining *competence* in English language as well as improving *performance* in teaching skills. In order to do so, I feel that there are many rules and facts that we need to acquire, because we lack them initially. But through years of teaching we are also learning English and teaching methods as a part of humanity. Such an accumulation of experience in and out of class is what makes us well-experienced, knowledgeable instructors, scholars and researchers.

JALT Central Office Research Services

Photocopy Service
On request, the JALT Central Office will provide photocopies of past or current articles from *The Language Teacher* and *JALT Journal* Please include as much bibliographic information as possible: author name, article title, year, issue number, and pages.

Library Search Service
JALT Central Office will also search for *The Language Teacher* and *JALT Journal* articles in the JALT library. Please provide keywords, approximate date, author name, title, or other information in as much detail as possible.

Back Issues
Back issues of *The Language Teacher*, *JALT Journal*, *JALT Applied Materials*, and *Conference Proceedings* are also available. Please inquire by fax whether the publication is in stock before ordering.

Payment
Photocopy Service — up to 10 pages: ¥500 per article; over 10 pages: ¥1000 per article
Library Search Service — ¥500 per article
Back Issues — ¥500 per issue

In Japan, please pay by postal stamp (郵便切手); overseas, by bank check in yen, with an additional ¥1,500 bank charge, or by international postal money order. Please include ¥500 postage for all international orders. Please include payment with your order and allow two weeks for mailing after receipt of request.

A New System of University Tenure:
Remedy or Disease?

Michael H. Fox, *Hyogo College*
Tadashi Shiozawa, *Chubu University*
David Aldwinckle, *Hokkaido Information University*

Candidates for faculty positions at universities and colleges across the country have new reason for employment security concern: the *Sentaku Ninkisei Hou*, a law permitting "term-limitation system" (*ninkisei*) contracts for all university faculty, was passed by the Diet in June 1997 and enacted April 1998. Previously, all Japanese full-time faculty were granted tenure while contract-limited status was strictly reserved for non-Japanese nationals. Now, however, this law enables universities to raze the firewall between the two and contract everybody.

Why would Monbusho decide to institute a policy which would, for want of a better word, "gaijinize" all Japanese faculty? There is a concrete reason offered: the "enlivenment" (*kasseika*) of the educational system, to shake up and motivate university faculty to do more and better research. This paper will outline the Ninkisei Law, examine its rationale, and use a case study to anticipate how it will affect the status of university faculty, not only in language education, but in all fields of humanities and the social sciences.

The Law in a Nutshell
The full name of the law is *Daigaku no Kyouin Tou no Ninki ni Kansuru Houritsu* (The Law Concerning Term Limitation of University Educators, *ninkihou* for short), dated June 13, 1997, and researchable in the *Kyouiku Dairoppou* (the Bible for laws affecting Japan's educators). According to Section 1, *ninkisei*, whose import can be rendered as "limited contractual employment," is "necessary for the enlivenment of research in universities, and for the establishment of an environment where educational exchange is constantly carried out between educators with varied knowledge and experiences." Educators are defined as "professors, associate professors, lecturers and teaching assistants" (*kyouju, jokyouju, koushi* and *joshu*). Other "positions necessary to carry out research" may also be contracted.

Following sections specify that the terms of the contract must be openly disclosed and agreed to by the signee. Special clarifications are written for national and public universitie,s since full-time civil servants have never before faced term limitation. For public institutions, the period of employment is to be decided by "those possessing appointive powers" (*ninmeikensha*). For private ones, it is the *gakkou houjin*, the adminstrative body which runs the school.

The law itself is extremely brief and contains little more than is written above. Compared to most industrialized countries, where an evaluation for tenure is the norm, the ninkihou stipulates nothing. This is quite problematical, as it legitimizes easy disposal of employees, specifying evaluation for neither tenure, promotion, nor even continued employment. At present, the law leaves open the possibility of rehire under the terms of the first contract. One may be hired for three years, then rehired any number of times without being elevated to tenured status. The law assigns all other details to Monbusho ordinances yet to be composed. To make any other statement about the law's effect is to wander in the realm of speculation. It will be some years before the intricacies of the system become delineated.

The Purpose of *Ninkisei*
The explicit purpose of this new system, as noted above, is to reinvigorate higher education, which according to conventional thought, has atrophied due to a systematic enfranchisement of both student and teacher. As is well known, entrance to a particular university is considered a measure of intelligence, determines the level to which one may rise in government or industry, and serves as a marriage certificate. This is why Japan has been termed a *gakureki shakai*—an education-credential society. However, once an accredited pinnacle is reached, students often rest on their laurels and coast through school, their accessible future social, business and bureaucratic tracks already decided.

Much the same can be said for faculty, which is what many of these students want to become. Once they are employed at a beacon university, tenured from day one and promoted upon age or patronage, many have little incentive to work or do research. This problem has been officially criticized by the University Deliberation Council (*Daigaku Shingikai*), a consultative arm of Monbusho,

1977年に日本の国会を通過した国立大学教員の期間限定採用に関するデメリットを、学の自由、そして学の卓説性の観点から、ケーススタディを紹介し、論ずる。

which issued a report (*Daigaku Shingikai Touhon*, 1995) finding three harmful effects of present university employment practices: (a) an existing insularity demonstrated by the high percentage of faculty hired from the university's own student body, (b) neglect of student education as evidenced by excessive absences from class, and (c) salaries and promotions based on the seniority system (*nenkou jouretsu seido*). A vicious circle of lethargy binds students to faculty: The image held by many, including both native and foreign educators, is that Japanese universities are places where professors pretend to teach and students pretend to learn. If each side cooperates reciprocally, established tracks will continue to function.

However, the ill effects of this system become acutely visible in an international comparison of the quality and output of university research. In addition to the oft-cited high-school test scores and number of patents obtained by industry (in both of which Japan ranks well), there is another Olympics for a nation's education system: the number of Nobel Laureates. Japan, a country famous for technological excellence, has been constantly embarrassed by its lack of medalists. So far, the United States has led the pack with 179, followed by Britain 67, Germany 61, France 21 and Switzerland 14 (Ikawa, 1997, p. 12). Japan has a meager seven, and of those, two are in literature, with only five in the natural sciences.

In 1987, Monbusho received a public impetus to overhaul the education system when researcher Tonegawa Susumu received the Nobel in physiology. In press conferences, Tonegawa explicitly stated that he was glad he moved to MIT in the US. He conceded that if he had stayed in Japan (where he would have had to spend years ingratiating himself to mentors, mentally unchallenged by unmotivated colleagues), he could never have become a laureate. A humiliating blow to the country's research echelons, seized by the press, which drew comparisons with Leo Esaki (a 1973 laureate in physics who left Japan for IBM in the USA), and heralded it as the "Tonegawa Shock." The shock continues. According to McGuire (1992) "Tonegawa has retained his Japanese citizenship, but has been scathing in his criticism of the scientific research system in Japan and has never returned to work in his native country" (p. 38). Japanese universities, according to public opinion, is where researcher potential is stifled, not cultivated.

It is clear that some kind of remedy has become necessary. Henceforth Monbusho, invoking the mantra of "enlivenment," arrived at the conclusion (see *Daigaku Shingikai Touhon,* 1995) that a decrease in job security through removal of automatic tenure would shake up the system by motivating researchers—for nowhere else in the OECD is tenure automatic at entry level. The new system of limited term contracts was first proposed for the 95 national and public universities—institutions with laboratories equipped for advanced technological

and Nobel-worthy research—then expanded to include the private universities. Overseas practices were cited as justification: Most OECD universities employ educators under contracts for the first several years; significantly, American universities, the most Nobel-laden in the world, practice an "up-or-out" policy: two or so three-year renewable contracts, followed by either tenure or dismissal. Moreover, statistically, contracts do indeed motivate: the average researcher does the most work during this period. It was only logical that *ninkisei* would work for Japan too—for good research would reward the motivated with a new contract, the slothful with nonrenewal, and Japan as a whole with a better education system and more international kudos.

The Asahikawa University Case
A recent event at Asahikawa Daigaku, a private university in Hokkaido, illustrates the workings of such a system without procedures for obtaining tenure. Gwendolyn Gallagher, an American national, was a full-time faculty member at the college for twelve consecutive years. At first, she was employed on a one-year contract which was renewed consecutively for six years. Thereafter, the university offered a five-year contract which Gallagher signed.

In the spring of 1996, at the conclusion of the contract, she was abruptly notified that her services were no longer desired and no new contract was offered. When asked the reasons for dismissal, required under the Labor Standards Law (*Roudou Kijun Hou*), the administration not only refused, but also assumed the attitude that reasons were entirely unnecessary. It also made the claim, which the courts found to be without merit, that both parties had agreed that her last contract was terminal and non-renewable. The point, of course, is that under *ninkisei*, such terminations may become not only legal but routine.

Gallagher filed suit against the university. At the first hearing in April 1996, the judge stated that the Labor Standards Law does not recognize five-year contracts, and in order to make such a termination legal, the university was commanded to give an "applicable and logical reason." The university then testified that Gallagher was "too Japanese" and that Asahikawa needed "fresh *gaijin*."

Plaintiff Gallagher construes these claims as masking a hidden agenda: the establishment of a system under which all personnel—Japanese or foreign, educational or administrative—could be made temporary or disposable at Asahikawa University. The university has already hired several administrators on yearly contracts (practically unheard-of in any college or company and probably illegal if ever brought to court). Gallagher views her own dismissal as a test case, where the administration is gauging the boundaries of its power.

That power was evident when the university turned a court defeat into a coup. In December 1996, the court concurred that Gallagher had been unfairly dismissed,

issued a provisional ruling (*karishobun*) reinstating her status as a school employee, and ordered the university to pay her salary in full until the conclusion of the lawsuit. The university, witnessing the high degree of publicity in the press and a probable loss in court, offered in March of 1997 to reinstate Gallagher on a one-year renewable contract in a court-mediated settlement. This should have concluded the case, but, upon returning to work, Gallagher found her usual seminars had been canceled, and, shortly before the summer break in July, 1997, she was again notified of termination effective at the end of the academic year. The official reason was "curriculum change," although subsequent investigation revealed that her classes would be assigned to part-time faculty. Thus, fired twice as of the end of the 1997 academic year, Gallagher has once again filed suit for reinstatement. A landmark case, its distinguishing characteristic is the expectation of a decision rather than a settlement (*wakai*) forcing the court to step away from its usual passivity. The point is not merely the behavior of the university, but that under policies effected through the new law, such treatment—of foreign and native teachers alike—may become not merely legal, but standard.

Possible Effects of Universal Application

Japan's academics have also seen the writing on the wall, and lively debates on the Ninkisei Hou took place in many journals prior to Diet approval. In a highly-critical article, Yuge (Ronza 1997) contends that *ninkisei's* real purpose is to commercialize education. Specifically, he says, the system seeks to nurture young researchers capable of developing profitable products and technologies in order to restore the nation's financial condition. He foresees a new educational system "dictated by MITI, obeyed by Monbusho." In this plan, "the humanities and social sciences will be nothing more than child's play." Higher education will turn into a proving ground where "faculty will be evaluated like civil servants, subject to transfer at the whim of senior officials" (p. 40).

Yuge's fears do not seem groundless. In the same journal, *ninkisei* supporter Satou (1997) has an article entitled "The Industrial World Desires Faculty Fluidity." He states that, "the next century will need creative scientists to confront industrial competitiveness" (20). He is quite sure that "universities are institutions of stagnation" and urges that "competitive principles are necessary in educational circles." He reasons, "What this country needs is less theory-conscious scholars, more responsible engineers and practical businessmen in positions of academic authority." The lynchpin of such thought: "What is good for MITI is good for the country."

What effect, if any, will this have upon those in the humanities, particularly language education? It may very well signal the practical end of any hopes for tenured job security for foreign educators, and has

been designed from the outset to provide low-cost, high-efficiency, replaceable intellectual labor components for industry. This may be good news for MITI's pet scientists and technologists, but not for educators of language and culture in the so called liberal arts.

The fact is that our field, the softer social sciences, does not quantify indicators of monetary output or intellectual property as the hard sciences do. How are we to patent our know-how, lay claims to intellectual property (outside of publishing more articles and text-books), show that we are increasing national financial prosperity, or nurturing Nobel Prizes? It is clear that university administrators would be appraising performance in fields where results are less visible and often take longer than specified contract periods. It is not inconceivable that under *ninkisei*, the turnover rates in the softer sciences, particularly in language education, will reach startling new levels. The goals of limited tenure contracts are antithetical to liberal arts education, promoting systems of evaluation which if applied universally will be dubious in theory and result.

Rationale for Tenure

Ninkisei, in the form being promoted by Monbusho, is all about the universal elimination of tenure. This brings us to the necessary question, "Why does tenure exist?"[1]

An answer proffered by a senior educator: "To prevent a Baptist Dean from firing all the Methodists." In other words, tenure exists to prevent dismissal on the basis of ideological, not professional grounds, and is thus crucial for an employment sector which must subsist on the free and open exchange of ideas. Who would dare express an idea against the threat of being fired? Although the current system of universal tenure is somewhat stifling, it hardly seems that the new *Ninkisei Hou* is the answer. In a system without a proper set of checks and balances, the newly introduced system will commercialize education by creating incentives for docile workers, not enlivened educators.

Conclusion

A new system of limited academic tenure has been introduced in Japanese universities. The explicit reasons are to stimulate research and education at institutions of higher learning. It is hoped that such a policy will lead to the acquisition of Nobel Prizes. The implicit reasons are many, and include a renewed governmental desire to direct education, and develop a new breed of salaried worker to launch a second economic miracle—one that will return the country to financial prosperity. Candidates for positions at schools which implement *ninkisei*, should be concerned about its lack of any guarantees of fairness and objectivity. A recent case study of dismissal at Asahikawa University offers a scenario of arbitrary and abusive policy, which under the *ninkisei* may well become not only legal but general

Show-and-Tell
as an Oral Communication Exercise in Senior High School

Robert L. Brock, *Kokugakuin University*
Machiko Mizuta, *Tokyo Metropolitan Hibiya High School*

That staple of Western elementary schools, Show-and-Tell, "capitalizes on student interest and provides a good opportunity for self-expression" for foreign language students of any age. (Bowen, Madsen, & Hilferty, 1985, pp. 15-16). Equipped with an interesting object at hand to stimulate memory and talk, one which can also absorb and deflect the audience's scrutiny, the Show-and-Tell speaker presumably undergoes less stress than language learners undertaking other forms of public speaking.

The Show-and-Tell Activity in Class

In our Japanese academic high school, we team-taught our English classes; four Japanese teachers of English (JTEs) each taught two classes, assisted by one native English-speaking Assistant English Teacher (AET) in turn. The classes, each comprising 40 first-year high school students, met weekly for 50 minutes in the language laboratory. During most class time, we followed a Monbusho-approved Oral Communication B syllabus listening text and its taped exercises. We used Show-and-Tell as an oral exercise to help our students overcome affective barriers to speaking English. Unlike native speakers, they were unable to speak spontaneously in English, so they prepared speeches in advance.

At the beginning of each lesson, two students would give their Show-and-Tell presentation, so all the students performed the activity once over the course of 20 weeks. Students prepared a talk to last about two minutes, then wrote a draft of it in English, and a few days before their presentation had it checked by the AET for length, grammar, and usage. With no time for preparatory exercises, we were interested to see how well students could deliver their speeches without training or guided rehearsal.

During the 10-minute Show-and-Tell period, the audience was to listen attentively and to ask questions after each speech. The JTE would introduce the speaker and help show the objects or pictures, with the language laboratory video camera displaying the visuals on the students' television monitors. The AET would sit at the back of the room to check the audibility of the speech, and speakers who could not be clearly heard were asked to start again. Speakers could refer to their notes while speaking. Both teachers would ask the student presenter questions at the end of the speech, and the audience was encouraged to do the same.

The Questionnaire

Although the students all wrote and presented speeches which were comprehensible and interesting, we were concerned that the student audience asked few questions after each presentation. The activity lacked the lively interaction between speaker and audience we had hoped for. In hope of an explanation, we decided, therefore, to investigate our students' views of the activity. In a written questionnaire, we asked them what they thought of the activity, how they prepared their speeches, why they asked few questions, and how the activity could be improved. Their responses suggest some recommendations for improving the Show-and-Tell activity.

We gave our questionnaire to the students in their normal Show-and-Tell time slot after they had all completed the activity. The students completed the Lickert scale portions in English and wrote responses to the open questions in either English or Japanese.

Students' opinion of the activity

Did you enjoy writing your show-and-tell? (n=313)
  Yes, I did (25%); Yes, a little (28%); So so (37%); Not much (5%); No (5%).

Did you enjoy speaking to the class? (n=314)
  Yes, I did (17%); Yes, a little (27%); So so (35%); Not much (15%); No (6%).

Do you think you learned some English in your show-and-tell? (n=307)
  Yes, I did (26%); Yes, a little (30%); Maybe (35%); Don't think so (7%); No (3%).

Did Show-and-Tell make you more confident about speaking English? (n=304)
  Yes, it did (6%); Yes, a little (22%); Maybe (42%); I don't think so (21%); No (9%).

Do you want to do Show-and-Tell again? (n=311)
  Yes (22%); Maybe (41%); No (37%).

More students enjoyed writing and speaking than did not, and the majority thought they had learned some English. But they were divided over whether or not their confidence had improved, and more students did not want to do the exercise again than did.

西洋の小学校で伝統的に行われている、Show and Tellについて、日本の高校で行った際の報告と、改善すべき点について報告する。

Speech preparation
How did you write your show-and-tell? (n=312)
  First I wrote it in Japanese, and then I translated it into English (54%).
  I wrote it in English from the start (46%).
Did you have your speech checked by a teacher? (n=310)
  Yes (94%); No (6%).
If yes, was that step useful? (n=292)
  Very useful (68%); A little useful (18%); So so (10%); Not much (3%); No (1%).

Slightly more than half of the students wrote their speech in Japanese and then translated it into English. This technique proved to be a barrier to comprehension (See students' comments below): Since the students used Japanese-English dictionaries during this stage, they inadvertently introduced English vocabulary that was unfamiliar to their audience—and to themselves.

Why the Students Asked Few Questions:
Did you ask any questions in show-and-tell? (n=313)
  Yes (8%); No (92%).
If not, why not? (n=289)
  I couldn't think of any questions (51%); I couldn't make a question in English (20%); I was embarrassed to ask a question (18%); Other (5%); No answer or two answers (5%).

Of the 92% who asked no questions, about half said they couldn't think of any.

Students' suggestions for improving show-and-tell:
A final open question asked for suggestions on how to improve the Show-and-Tell activity. We received 127 suggestions. After translating the suggestions in Japanese into English, we divided them into the following categories by keyword analysis (Nunan, 1992, pp. 145-149):

  Suggestions to the speaker: speak more slowly (n=10), more loudly (5), more clearly (2); practice more (4); don't be shy (3); do your best (2); use a microphone (2); use gestures (1); put feelings into words (1); draw pictures (1); show no pictures, only objects (1); demonstrate more (1); use a bigger object (1); smile (1); and have fun (1).

  Although the speeches were audible to the AET at the back of the class, the students themselves seemed to need a slower and louder delivery. In preparing students for Show-and-Tell, we should instruct them and explain why to speak more slowly and loudly than they find necessary for normal English conversation.

  Suggestions for the audience: ask more questions (8); listen more attentively (1); have more communication with the speaker (1).

  Suggestions directly addressing comprehension problems: use easier English (15); give the speech in Japanese too (5); explain new vocabulary (3); limit the use of Japanese-to-English dictionaries (2); hand out the scripts to the audience (2).

  Only after we had carried out the survey did we realize how much lower was the actual level of our student's ability to hear and understand the speeches than we had expected. A native English speaker standing in the back of the classes would find all the speeches fully audible and comprehensible. Our non-native English speakers with medium level English competence, sitting closer to the speaker, found the speeches hard to understand, and as a result found the activity less interesting than we had expected. Our survey answered our question why the students could not formulate and ask the expected number of questions.

Recommendations
Based on the students' responses and our observations, we make the following recommendations for conducting a Show-and-Tell activity in a language class.

  Students should practice writing directly in English so that they use vocabulary already largely known to them and their audience. Give the students quick training exercises in English writing, such as mind maps and brainstorming techniques (e.g. Hedge, 1988). Since new vocabulary will be inevitable, students should incorporate the explanation of new words as part of the activity of giving their Show-and-Tell speech.

  Students should practice making questions. Teachers might have students practice formulating simple wh- content questions. As part of their Show-and-Tell speech preparation, students should read their draft speeches to partners, who then ask questions, and the responses to these can be incorporated into the final speech. This would serve both to practice asking questions and to augment the speeches with the student's own discoveries of their shortcomings and opportunites to amplify.

  Presenters should be instructed to speak loudly, slowly, and clearly. Model speeches could be used at practice sessions to show the difference between conversation tone and pace, and that required for speeches.

  The audience should form pairs or small groups after each Show-and-Tell to brainstorm questions for the speaker.

Conclusion
Show-and-Tell is a form of public speaking, and courses in public speaking usually include instruction in speech writing and presentation (e.g. Harrington & LeBeau, 1996). Due to time constraints, we could not give our students any preparatory exercises, but some practice in writing and asking questions should increase the learners' comprehension, participation, and hopefully enjoyment too.

  We remain convinced that Show-and-Tell provides a relatively easy introduction to public speaking or a supplementary communication exercise, whether in

one's own or a second language. Few Japanese high school students experience public speaking outside of their English classes. It is included in the Oral Communication C syllabus for senior high schools (Carter, Goold, & Madeley, 1993), but in our experience this oral syllabus option is by far the least popular of the three. Show-and-Tell, however, aside from being an exercise in public speaking, is also a chance to activate the goals of the Oral A and Oral B syllabuses, particularly in the ideal form outlined in the suggestions above. It requires basic composition and writing skills, the ability to adjust language to an audience, and the ability to ask and answer questions. In the form which we chose to use, it also provided a valuable warm-up activity and a chance for every student to have regular and direct contact with the foreign language teacher.

References

Bowen, J., Madsen, H., & Hilferty, A. (1985). *TESOL techniques and procedures*. Cambridge, MA: Newbury House.

Carter, N., Goold, R., & Madeley, C. (1993). The new Monbusho guidelines, part two. *The Language Teacher 17*, (11), 3,5,7,39.

Harrington, D., & LeBeau, C. (1996). S*peaking of speech.* Tokyo: MacMillan Language House.

Hedge, T. (1988). *Writing*. Oxford: Oxford Univerity Press.

Nunan, D. (1992). *Research methods in language learning.* Cambridge: Cambridge University Press.

Acknowledgments

policy. Until a system is introduced which provides a sense of checks and balances, ameliorating the potential for employment abuse, Japan's educational system will produce a new wave of dismissed academics, many of whom will no doubt seek justice in the courts.

Note

1 An astronomer of my acquaintance wants university language education outsourced to local *eikaiwa* schools: "After all," he says, "Students don't learn how to drive at university, but at special drivers' education schools."—*ed*.

References

Amano, Ikuo (1990). *Education and examination in modern Japan.* Tokyo: University of Tokyo Press. p. 135-9.

天野郁夫 (1992). 学歴の社会史-教育と日本の近代. 東京: 新潮社.

College, fired foreign teacher settle. (1997). *The Japan Times, March 27, 1997*, p. 2.

和解成立、職場復帰へ (1997). 朝日新聞 1997年3月26日.

Ikawa, Yojiro (1997). Village Mentality makes winning Nobel Prizes even harder for Japanese. *Daily Yomiuri, October 22, 1977*, p. 12.

McGuire, Paula. (1992). *Nobel prize winners supplement 1987-1991*. New York: The H. W. Wilson Company. P. 138.

Hall, Ivan. (1998). *Cartels of the mind.* New York: Norton. p. 97.

佐藤純一 (1997).「産業界は教員流動化を望む」『世界』11月号 p. 24-30. 朝日新聞社.

弓削達管(1997).「官のシステムに取り込む策動だ」『世界』 11月号 p. 40-7. 朝日新聞社.

椎名茂 (1996).「在日への差別に通じる・外国人教師問題の本質」『論座』 p. 76-9. 朝日出版社.

Tenured Hypocrisy (1996, October 24). *Nature 383*, p.651.

文部省大学審議会. (1995).「謄本」

旭川地裁 平成8年 (ヨ) 第14号 旭川大学地位保全等仮処分申し立て事件：平成8年8月23日. 準備書面 p. 7-8. www.voicenet.co.jp/~davald/asahikawaaffidavit1.jpg.

JALT99 Registration Information

Conference Registration Fees (per person) 大会参加登録料金
Pre–Registration Fees 事前登録 (Deadline: postmarked by Sep.10)

	1 day	2 days	3 days
JALT Member 会員 (current as of Oct.)	¥8,500	¥12,000	¥15,000
Conference Member 一般	¥11,500	¥16,000	¥19,000

On–site Registration Fees 当日登録

JALT Member 会員 (current as of Oct.)	¥10,000	¥14,000	¥18,000
Conference Member 一般	¥13,000	¥18,000	¥22,000

Featured Speaker Workshops–each/for two 大会前のワークショップ（１講座/2講座）

JALT Member 会員 (current as of Oct.)	¥4,000/¥8,000
Conference Member 一般	¥5,000/¥10,000
Celebration Party 祝賀パーテイー	¥3,000

*Member rates are available only for the JALT current member as of October, 1999. If you pay for your membership at the time of registration you can register as a member. You can pay JALT membership and registration fees by VISA or Master Card, however you cannot only pay JALT membership by credit cards. Group members should pay their membership fees by postal *furikae*, not by cards.

Pre-Registration Deadline: September 10; Presenters, August 27.

Role Plays for *L i s t l e s s* Language Learners

Gabriel Yardley
Nanzan University

The activities described in this integrative and associative approach to teaching vocabulary require the participation of the debonair James Bond in the film *Dr. No* and the resourceful Little Red Riding Hood (*Akazukin-chan*). They involve the narration of personal experiences of fear, the use of a video clip, and mimed role plays by intermediate language learners. The intention is to activate and reinforce acquisition of lexis related to "getting physical," and as learners are challenged to provide output to a partner and not the instructor, the activities are less inhibiting, more motivating, and thus more enjoyable. Both the topic of fear and the techniques of video, miming, and guessing are chosen deliberately to reorient students from any habitual, passive, role of "learned listlessness" in the classroom.

Activity 1

Most of us have experienced an unnerving or frightening situation, and in order to generate a little interest in our experience we need to recount the events which led up to the situation. It is also easier for the learner to empathise if we also describe how we felt, how we reacted to it all. Before teaching any vocabulary, the instructor can narrate such an experience and then intermediate level learners can be provided with the questions in Worksheet 1 (which may also be set as homework) to generate discussion with a partner regarding similar incidents.

Activity 2

The instructor should mime the basic meanings of the physical vocabulary, and once these are understood, learner pairs can test each other by miming, too. (The items presented are adapted from vocabulary exercises in Thomas, 1995, a class text.)

Ways of Looking
    to frown, to peer, to stare, to glare, to gaze, to glimpse, to glance, to blink, to wink
Ways of Walking
    to stagger, to stroll, to dash, to trudge, to limp
Body Movements
    to clench your teeth, to crane your neck, to scratch your head, to sweat, to start, to doze
Nervousness
    to feel faint, to hold your breath, to sweat, to stammer, to faint, to tremble

Worksheet 1

ASK YOUR PARTNERS ABOUT THESE "WORRYING TIMES"

When you were small, do you remember being afraid of anything?

Were you ever afraid of the dark? Thunderstorms? Being alone?

What sort of situations make you feel nervous or anxious? Exams? Travel?

Describe how your body reacts.

What do you do in order to stop feeling quite so nervous or anxious?

Can you recall a particular occasion when you were really worried or anxious?

How did you react?

Mime how you would get out of bed if you were

    tired!
    hungry!
    drunk!
    frightened!

Imagine that you wake up in the middle of the night and you decide to see what the time is. You reach over to your bedside night-table to get your clock. As your hand is reaching out for the clock, it is put in your hand! How would you react?

Activity 3

Learners then receive Worksheet 2, (the Dr. No Notebox) to focus their attention on the video-clip action about to take place and prepare for the first short discussion activity that follows. (*Dr. No* is obtainable from most video-rental stores. Instructors should consult copyright regulations regarding video playback.)

Our hero is awakened in the middle of the night by something strange in his bed. (From the opening sequence of the film—007's trademark walk across the screen— the scene is to be found 41 minutes later, and the segment lasts 90 seconds.) It can be replayed (stopping just short of showing 007 solving this tantalising little problem) to enable everyone to recall enough of the action to fill in the Dr. No Notebox. Initially, play-back of the soundtrack only serves to set the imaginative juices flowing.

Once the answers have been discussed, learners can then be asked to fill in the "Dr. No Notes—Scribble a Sentence" section in Worksheet 3 and to confer over their answers.

心配や不安に関連した考えを伝える教室活動について、学習者が話したり、演じたり、インフォメーションギャップのある教材に取り組んだことを報告する。

Worksheet 2

WHAT DO YOU THINK? MAKE NOTES ON WHAT YOU SEE IN THE FILM BUT DON'T DISCUSS IT WITH YOUR PARTNER UNTIL YOU HAVE FILLED IN THE NOTE-BOX BELOW!

Dr. No Notebox	
What time is it?	
Where is he?	
Why has he awoken with a start?	
What is under the bedclothes?	
How does he feel?	
What would you do in this situation?	
What will he do?	

Activity 4

Finally, learners team up in groups of four comprising two sets of partners, each set having one of the two complementary cloze versions of Little Red Riding Hood on Worksheets 4A and 4B. (The words missing on one sheet are in full caps on the other.) Each team takes turns miming the words in full caps for the other team to guess. Many of the missing words are those previously taught. (This exercise is inspired by the version of Little Red Riding Hood presented by Morgan and Rinvolucri, 1996, p. 67.)

Worksheet 3

*USE THE VOCABULARY TO SUMMARIZE WHAT HAPPENS IN THE FILM CLIP.*

WHERE, OR WHEN DOES 007···

Dr. No Notes—Scribble a Sentence
. . . doze?
. . . start?
. . . crane?
. . . glance?
. . . stare?
. . . frown?
. . . glare?
. . . sweat?
. . . blink?
. . . hold? (What does he hold?)
. . . clench? (What does he clench?)
. . . dash? (What does he dash to?)
. . . stagger? (Where does he stagger to?)
. . . wipe? (What does he wipe?)
. . . rub? (What does he rub?)
. . . feel faint?

MIME THE WORDS IN BOLD UPPERCASE PRINT TO THE MEMBERS OF YOUR GROUP HOLDING WORKSHEET B! DON'T TELL THEM THE WORDS!
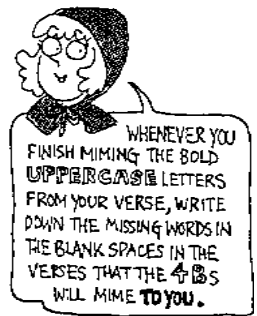
Worksheet 4A

WHENEVER YOU FINISH MIMING THE BOLD UPPERCASE LETTERS FROM YOUR VERSE, WRITE DOWN THE MISSING WORDS IN THE BLANK SPACES IN THE VERSES THAT THE 4 B'S WILL MIME TO YOU.

Little Red Riding Hood **PULLED** on her **BOOTS**. She then picked up her **HEAVY BASKET**, full of Kinchan Noodles, **GLANCED** at her Swatch watch, and **CLOSED** the **DOOR** to her Sekisui House. She **STROLLED** through the forest, listening to the **BIRDS SINGING**, and happily **WHISTLING** the music to her favourite **SONG** by Da Pump.

Then she heard a noise which made her_____; it was her tamagotchi! She _____-ed closely at it, and was just about to _____ it when something made her _____ up. She _____-ed on seeing a terrifyingly _____ wolf with _____ and bad breath, _____-ing at her! She _____-ed at him and began to feel _____. Then she _____-ed and _____ away.

She DASHED through the forest, **SOBBING** now and again. She got very **TIRED**, and very **HOT**, and she was still **WIPING** her **SWEATY** face when she came to her **GRANDMOTHER'S HOUSE**. She rang the **DOORBELL**.

A _____-ing voice _____-ed: 'irrrrathaimatheee my dear Aka-Thukin chan!' She _____-ed the door open, _____-ed into the dark room and went in. The little girl _____-ed and _____-ed at what seemed to be her grandmother in bed. Her nose was _____-er than she remembered it being, with long white sticking out of it. Furthermore, _____ yellow _____ had appeared under her thin grey _____!

Something was wrong, and she **SCRATCHED** her **HEAD** thoughtfully and **FROWNED**. She **CRANED** her **NECK** to take a closer **LOOK**, and the wicked old wolf **GLARED** at her.

As her grandmother folded her arms, she _____-ed a hairy _____! She _____-ed as she saw the end of a grey _____ sticking out from under the Hello Kitty _____, and the hand holding the heavy basket of Kinchan Noodles began to _____!

Worksheet 4B

> MIME THE WORDS IN BOLD **UPPERCASE** PRINT TO THE MEMBERS OF YOUR GROUP HOLDING **WORKSHEET 4A**! DON'T TELL THEM THE WORDS!

> WHENEVER YOU FINISH MIMING THE BOLD **UPPERCASE** LETTERS FROM YOUR VERSE, WRITE DOWN THE MISSINGS WORDS IN THE BLANK SPACES IN THE VERSES THAT THE **4-A**s WILL MIME **TO YOU.**

Little Red Riding Hood _____-ed on her _____. She then picked up her _____ b_____, full of Kinchan Noodles, _____ at her Swatch watch, and _____-ed the _____ to her Sekisui House. She _____ through the forest, listening to the _____-ing, and happily _____-ing the music to her favourite _____ by Da Pump.

Then she heard a noise which made her **FROWN**; it was her tamagotchi! She **PEERED** closely at it, and was just about to **FEED** it when something made her **LOOK** up. She **STARTED** on seeing a terrifyingly **BIG** wolf with **LONG EARS** and bad breath, **WINKING** at her! She **STARED** at him and began to feel **FAINT**. Then she **SCREAMED** and **RAN** away.

She _____-ed through the forest, _____-ing now and again. She got very ____-ed, and very____ , and she was still _____-ing her _____-y face.
When she came to her _____, she rang the _____.

A **TREMBLING** voice **STAMMERED**: 'irrrrathaimatheee my dear Aka-Thukin chan!' She **PUSHED** the door open, **PEERED** into the dark room and went in. The little girl **BLINKED** and **STARED** at what seemed to be her grandmother in bed. Her nose was **LONGER** than she remembered it being, with long white **HAIRS** sticking out of it. Furthermore, **LONG** yellow **TEETH** had appeared under her thin grey **CHEEKS**!

Something was wrong, and she _____-ed her _____ thoughtfully and _____-ed. She _____-ed her _____ to take a closer _____, and the wicked old wolf _____-ed at her.

As her grandmother folded her arms, she **GLIMPSED** a hairy **WRIST**! She **STARTED** as she saw the end of a grey **TAIL** sticking out from under the Hello Kitty **FUTON**, and the hand holding the heavy basket of Kinchan Noodles began to **TREMBLE**!

Options and Caveats

The only words that those miming are allowed to speak are either "I'm afraid not!" (in response to wrong guesses regarding the missing words) or "Yes, that's right!" The Japanese Ping pong! is not acceptable. If the missing word should be beyond the guessing pair, those miming can trace the words on the backs of the guessing partners. Those guessing can also be encouraged to preface guesses with "Is it by any chance . . ?" Specific questions and handouts are necessary to initiate all these activities; vague verbal instructions introduced with the timid and unimaginative "Discuss . . . (e.g. being frightened)" leave the less confident or proficient trying to grasp the implications of the question before struggling to think of personal experiences which they might be able to weave into a number of sentences. The open-ended preliminary Activity 1 also encourages spontaneous reformulating and conversation. In Activity 4, most acting pairs surprisingly resisted the temptation to explain in Japanese, but some did try to explain in English.

If Activity 1 is repeated at the end of Activity 4, this time there should be little or no learner shock, or sense of what Littlewood terms "reduced personality" (p. 45) and hopefully students will be encouraged to use what Faerch and Kasper term "achievement strategies" rather than the "reduction strategies" which they may have had to rely on when first answering these questions. Overall, these activities take up to 90 minutes and review the following aspects of language learning: content specific language acquisition, guided conversation, free discussion, use of basic conversational hedges, writing, peer evaluation, prediction, and paralinguistic comprehension

Conclusion

On occasions, a college level EFL classroom setting may reinforce the role of "listless language learner" in some students, a fossilised role which has been both inspired and nurtured by their high school experiences of learning English: the monotony of the daily language learning challenge from the textbook. These activities may also, if only briefly, underscore the importance of learning materials that coax students away from the impaired learner-role that unwittingly perhaps, we occasionally reinforce in them, and encourage instructors to prepare materials which alter students' perceptions of their learner-roles. By emphasising the learning experience which is truly interactive and personal rather than passive and impersonal, learners do become what Littlewood terms "the main actors in the classroom" (1992, p.97).

References

Littlewood, W. (1992). *Teaching oral communication*. Oxford: Blackwell

Maley, A., & Duff, A. (1987). *Drama techniques in language learning* (2nd Edition). Cambridge: CUP.

Morgan, J., & Rinvolucri, M. (1986). *Resource books for teachers: Vocabulary*. Oxford: OUP Thomas, B.J. (1995). Intermediate vocabulary. Harlow: Longman.

United Artist Films. (1962). *Dr. No.* Metro-Goldwyn-Mayer Inc.: New York

JAPANESE

JALT 99 *Key Point Guide*

This year is our 25 year anniversary and we are excited to offer the best JALT conference yet. In addition to the world-class plenary speakers we have planned a variety of social events to encourage both a fun conference and the most valuable part of a conference— networking. Here is a small preview of what you will experience at JALT99.

Friday, Oct. 8, 1999

On-Site Registration 5:00 - 7:00 pm
Featured Speaker Workshops
    Morning Session: 10:30 am - 1:30 pm—Afternoon Session: 2:30 pm - 5:30 pm

Saturday, Oct. 9, 1999

On-Site Registration 8:30 am on
Plenary Addresses and Dome Arena Events
    Opening Ceremony and Plenary Address by Mario Rinvolucri
    Plenary Address by Elizabeth Gatbonton
    Plenary Speaker Presentation by Anna Uhl Chamot
    Conference Theme Roundtable with Dick Allwright, Anna Uhl
        Chamot, Elizabeth Gatbonton and Mario Rinvolucri
Saturday Night Social Event: Banner Bash

Sunday, Oct. 10, 1999

On-Site Registration 8:30 am on
Plenary Addresses and Dome Arena Events
    Plenary Address by Anna Uhl Chamot, Plenary Speaker presentations by
        Elizabeth Gatbonton, Dick Allwright, and Mario Rinvolucri
    Presentation by Asian Scholar, Christianty Nur
    Featured Speaker Special Theme Presentation by David Nunan
JALT 25th Anniversary Celebration Party: Sponsored by Pearson Education Japan

Monday, Oct. 11, 1999

On-Site Registration 8:30 am - 11:00
Plenary Addresses and Dome Arena Events:
    Plenary Address by Dick Allwright, Plenary Speaker Presentations:
    by Elizabeth Gatbonton and Mario Rinvolucri
Educational Materials Exhibition
    Saturday & Sunday October 9-10, 9:00 - 5:00, Monday, October 11, 9:00 - 2:00

Social Events at JALT99

Saturday night networking event: Saturday, 2F Main Entrance Hall and Balcony. Enjoy a delightful evening under the stars with music, dancing, food and drink and professional networking.

25th Anniversary Celebration Party: Sunday Evening Main floor. Admission ¥3,000 - advance payment preferable (some tickets available at the door). Tickets include music, some food and drinks. A cash-bar will also be open. Celebrate JALT's 25th anniversary in style.

土曜日パーティー：土曜日午後（入場無料）2階正面玄関ホール。星空のもと、音楽、食事、飲み物、そして、素晴しい人達との出会いをどうぞお楽しみください。

祝25周年祝賀パーティー：日曜日午後、1Fメインフロアーにて。料金¥3,000。なるべく事前に申し込んでください。（多少の当日券もあります。）料金には音楽、軽食、ドリンク代が含まれます。その他、キャッシュバーを開設します。JALT 25周年のお祝いを盛り上げましょう。

Pre-registration form

JAPANESE

JAPANESE

JAPANESE

tionnaire conducted in four classes with 100 subjects, indicate that a significant majority of those English majors are positively motivated by this approach. For the non-native instructors of English without a Greco-Roman linguistic background, the preparatory work may be more taxing, but the reward of building rich vocabulary resources while maintaining enthusiasm of the learners is worth the effort. It is hoped that many more Japanese instructors (as well as non-Japanese instructors) will be made aware of the utility and effectiveness of this type of etymological study of the English language.

Authors

James W. Porcaro has been an ESL/EFL teacher for more than 20 years, having taught in Los Angeles and, since 1985, in Japan. He worked for many years at a foreign language *semmon gakko* in Osaka where he was the academic supervisor. He is now an associate professor in the department of humanities at Toyama University of International Studies.

Yukiko S. Jolly received her doctorate in applied linguistics from the University of Texas, Austin, in 1971. Since then she has taught at the University of Hawaii, at Hong Kong University for the Japan Foundation, and after returning to her homeland in 1985, for 14 years at the Nagoya University of Commerce. She now teaches cross-cultural communication in the graduate program of Aichi Shuktoku University.

ジョリー幸子（Yukiko S. Jolly ）は愛媛県立松山東高等学校を卒業後、米国南ダコタ州Yankton Collegeに留学（英語専攻 B.A.）、その後、セントラルミズーリー州立大学大学院で英文学と言語学（M.A.修了）を学ぶ。同大学でアメリカ人学生達の英文法の講座を担当した後、テキサス大学大学院応用言語学博士課程で１９７１年にPh.D.を修得した。その後、ハワイ大学大学院専任助教授として主に教授法を担当。日本の国際交流基金（外務省）より派遣され英国国立香港大学日本語科に客員教授として赴任、４年間イギリス英語と広東語の世界を経験。この間中国やポルトガル領マカオなどで講演、視察した。約25年間の海外生活にピリオドを打ち、1985年日本に帰国、１４年間名古屋商科大学で英語、異文化コミュニケーション等を担当したあと、現職に至る。現在の研究テーマは、Crosscultural Communication (特にノンバーバル・コミュニケーション)など。趣味は茶道、オペラ鑑賞。

Perhaps one of the more recognized discouraging factors facing students of English as a foreign language in Japan has been the notorious method of the building of vocabulary by rote "memorization" perpetuated in traditional study methods. In this article, the author investigates the introduction of a word-roots approach at the university level as a viable alternative, facilitating more rapid word recognition and providing a "game" attitude which sparks more enduring interest. Data complied from responses to a three-part ques-

The Jr./Sr. High School SIG

Barry Mateer

The Junior/Senior High School Special Interest Group was founded in 1993 as the Team Teaching N-SIG. Its main mission was to instigate research into team teaching and JET Program-related issues and to promote the professional development of those involved. In l995, the name was changed to reflect the broader concerns of the membership and to encourage long-term junior and senior high school teachers in Japan to take a more active role within the SIG. At present, the main mission of the Jr./Sr. High SIG is to provide a focus in JALT for discussion and research of issues in the development of foreign language education in Japanese secondary schools. We aim to involve as many of our members as possible in SIG activities. We are a diverse group with a variety of different skills, interests and backgrounds. Our membership of around 130 includes 27% Japanese teachers of English. Other members are assistant language teachers (ALTs), teachers from overseas, representatives of publishers, overseas members, and teachers at university.

Speakers at Conferences and Chapter Events

The Jr./Sr. High SIG invites JALT chapters or others to contact us when looking for speakers in Jr./ Sr. High foreign language education. We have presented at JALT chapter events and JALT Regional Conferences, including the Hokkaido JALT Book Fair, Kobe JALT Spring Conference, Tokyo JALT Mini-Conference, JALT N-SIG Symposium, and JALT Kansai Mini-conference. Michael Reber, editor-in-chief of the SIG sponsored publication, *Holistic Student-Centered Language Learning Handbook,* has given workshops at three JALT chapter meetings. If interested in this free workshop, please contact him at 076-294-5761 (h); reber@neptune.kanazawa-it.ac.jp. In addition, the Jr./Sr. High SIG has organized a wide range of colloquiums and forums in JALT International Conferences: Team teaching, Making the classroom student-centered, Managing learning: Transitions in classroom roles, and Silent voices in the classroom: Gender and sexual identity issues. JALT99 will see our Forum on "The great change . . . What are we waiting for?" Four speakers will examine steps to help teachers pave the way for change in their classroom as well as in the school program itself.

Upcoming Event:
JALT Tokyo Metro Mini-Conference

On December 5, JALT Tokyo Metro chapters are sponsoring a mini-conference at Komazawa University in Tokyo with the theme of "Classroom practice: Forging new directions." The Jr./Sr. High and Teaching Children SIGs will sponsor a mini-conference within this mini-conference. Our SIG's featured strand will be "Reading: An overview." Several major publishers will have extensive displays of graded readers, books, and other materials for young readers. Four rooms are reserved for simultaneous presentations on reading throughout the day, including commercial presentations by the publishers. It will be a great opportunity to see a wide range of reading material and to learn how it is used.

Publications

Our newsletter, *The School House,* is published three times a year. Feature articles, including research in progress, are 1,000 to 1,500 words in length. My Share articles are up to 1,000 words on a successful teaching technique or lesson plan. Activity File submissions can be up to 500 words concerning an activity or game. School Close-Up articles introduce a school and its program. Looking Ahead informs our readers of upcoming events. Our website is at www.esl.sakuragaoka.ac.jp/tsh. Back issues of *The School House* may be requested from the SIG coordinator. Our other publications include *Studies in Team Teaching,* Kenkyusha,1994; *Japanese Schools: Reflections and Insights,* Yamaguchi Shoten, 1994; and *Holistic Student-Centered Language Learning Handbook for Japanese Secondary Foreign Language Education,* 1997.

Coming Soon—Email Support Groups

The Jr./Sr. High SIG is setting up a list serve group so our members can exchange peer support from within the SIG, reducing the difficulties of isolation and lack of dialogue about our teaching.

Invitation

The focus is constantly changing within the Jr./Sr. High SIG according to the interests of our members. You are invited to join us and let your concerns take the Jr./Sr. High SIG into the next century. Barry Mateer, Coordinator; 1-12-5-101 Shukugawara, Kawasaki-shi, Kanagawa, 214-0021.

中学・高校外国語教育部会のニューズレター、The School House は年３回発行されます。会員、非会員を問わず、特に日本語での記事を募集しています。当部会のホームページは、www.esl.sakuragaoka. ac.jp/tshです。

This column celebrates JALT's many varied and vibrant chapters and SIGs. The co-editors, Joyce Cunningham and Miyao Mariko, encourage 800-850 word reports (in English, Japanese, or a combination of both).

Increasing Student Awareness and Motivation Through Fish and Chips

Michael G. Cholewinski
Nagoya Trident School of Languages

How many times have you heard from students in conversation classes, "It's difficult to speak because I'm shy"? Or, "I can't speak because I don't have enough vocabulary to say what I want to say"? I think it's fair to say that most teachers who have taught ESL in Japan have heard such statements and are all too familiar with the difficulties silence and reticence can create in class. Such statements about speaking English, however, should not be hastily dismissed as idle excuses, as they often reflect genuine affective barriers. In many cases, these barriers result from Japanese students' learning styles, which have been ingrained over many years. Simply dismissing excuses as trivial, or coercing students to speak through grades, tests, or other pressure tactics is unsupportive and perhaps even detrimental to their attempts to acquire English. What is needed are supportive activities that focus student attention toward dealing with these cultural hindrances, that enhance self-initiated conversations and self-governed turn-taking, and that help students cope with peer scrutiny.

This fun and challenging conversation activity called *Fish and Chips* offers just that. Fish and Chips provides students with an amazing amount of opportunities to speak, to increase their awareness about the cultural hindrances blocking language growth, while allowing for a natural introduction of strategies to utilize that awareness. With Fish and Chips, teachers can expect to increase not only their students' disposition to use English more freely but their English proficiency as well. And what's more, it's fun!

Preparation and Procedure

Fish and Chips works well at all student levels, and is best suited as an extension activity to a unit or larger topic. The only materials needed are a couple of boxes of poker chips and a classroom with chairs and white/blackboard. I've found that it is most effective to draw Figure 1 below on the board and refer to it as I explain the steps of the activity.

- First, arrange the chairs in two concentric circles facing in, with no vacant seats. Preferably have all positions taken voluntarily. The ratio of outer to inner students is not fixed, but 2-to-1 works well. Place a table in the center on which to put the supply of chips. See Figure 1.
- Next, explain that the main goal of Fish and Chips is to collect as many chips as possible, but that the only way to get a chip is to speak in English.
- Third, explain that the only place one can get chips

is in the inner circle, as only those individuals have the freedom to speak. Those in the outer circle *must* remain silent (though be flexible and allow a little whispering). Each time a student speaks (asks or answers a question or makes a statement) he can take a chip from the supply in the center. Each turn in an exchange is worth one chip. Even a quick exchange of "Hi's" garners each student a chip, one for each "Hi."
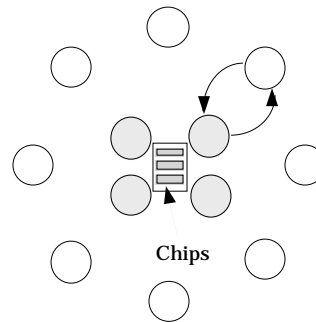

Figure 1

- Tell students that if individuals from the outer circle wish to get chips, they must take the initiative to stand up, tap *any* inner circle member, and change seats (non-negotiable act). I've found that it takes a bit of subtle coaxing at first to get this going. Conversely, individuals in the inner circle cannot leave until nominated by someone from the outer circle. Once in the center, students are free to join or start any conversation, and begin gathering chips. As the point of the activity is to get students to overcome their reticence to speak, students reward themselves with a chip for *any* English utterance, no matter how trivial it may seem.
- Stress that politeness is not a virtue in this activity, but getting chips is. Encourage students to be a little selfish and think of themselves and their own chip count when moving from the outer to inner circle. This often means interrupting conversations. Students handle this remarkably well, and the exchange often becomes comical, which helps to reduce the tension.
- To keep a steady supply of chips in the center and to stimulate competition, once students acquire 15 chips, they return them to the chip tray. Then those students write their names and chip-counts on the board, after which they can continue with the game. Once other students see this happen once or twice, they manage it by themselves very well.
- Make it clear to students that there are no rewards or punitive measures for participation or non-participation. Individuals are free to do as they please, as long as they follow the stated rules. This includes staying silent in the outer circle, though you'll find that most, if not all, will be drawn into the game at some point.
- Depending upon student level, participation, time

availability, teacher goals, or student interest, the activity can run from thirty minutes to over an hour.

While it is difficult, be extra patient the first time out with this activity. Usually, during the early stages there are many periods of awkward silence. Let the tension build, for it is the driving force in the activity. It may seem that very little is happening during this time, though in fact much is, as individuals are building up the courage to move or speak or formulate something to say. With some modeling by the teacher, students can see how very simple exchanges can garner two individuals many chips. It doesn't take long before students in the outer circle start working together through whispers and eye contact to make concerted moves into the center, where they can begin conversing to get chips.

Also, it is often the case that students take advantage of the chance to change seats and exchange simple greetings over and over again, creating a mini state of pandemonium in their bid to get chips. This is a natural reaction to a natural situation. The students are simply unsure, tense, and nervous. Have patience, and this will run its course. In time, students will settle into more measured exchanges.

Conclusion

This activity creates a lot of tension and is very challenging, perhaps especially so for Japanese students. Self-initiated conversations, self-governed turn-taking, and constant peer scrutiny clashes with much that is culturally and educationally ingrained within them. I routinely stop the activity (or wait until the end) to touch bases with the students on these issues.

As the aspect of public performance seems to be most intimidating to them, I remind them of the simple, though often overlooked, fact that one can concentrate on doing only one thing at a time. I tell students that if they are self-conscious about being observed by their peers, the easiest and most productive way to "escape" this feeling is to focus on what they want to say. My students were delighted to find

that this worked; that once they "got into" a conversation exchange their peers miraculously "disappeared" from their thinking. Granted, it is a strategy with only temporary results, but results that can have wonderful long-term conditioning benefits for reticent speakers, once incorporated into their repertoire of communication strategies.

I also bring to students' attention the brevity of the exchanges that have taken place to a certain point in the activity. I point out that most have been *very* short and simple, yet they have produced many chips. Students soon realize that a limited vocabulary does not necessarily limit the production of worthwhile English. Moreover, as students have ample opportunities to hear new English words and phrases from each other, I encourage them to steal, mimic, or ask for clarification, as soon and as often as possible, as a means of enlarging their own vocabulary as well as getting more chips. Students very quickly realize they have the means to deal with shyness or reticence, and gain self-assurance each time they initiate those means. Subsequent language activities have shown me that my students have embraced this understanding and have expanded their confidence as well as their English skills. This is student empowerment at its best.

I have experienced nothing but positive results from this activity. My students have told me in various forms of feedback that, while very challenging, this activity and our discussions about it have helped them increase their confidence and willingness to speak. I believe that by using Fish and Chips you, too, can help your students to learn more effectively.

(**Fish and Chips* is the author's adaptation of an activity called Fishbowl.)

Quick Guide
Key Words: Speaking
Learner English Level: All levels
Learner Maturity Level: Jr. High - Adult
Preparation Time: None
Activity Time: 30-60 minutes

Anagram: A Vocabulary Development Game

Simon Capper
Hiroshima Suzugamine Women's College

"Anagram" is an entertaining and instructive lexical game, faster paced and more productive than "Scrabble," focusing on word formation and vocabulary expansion through the use of affixes and compounds. Among its many beneficial features are the following:

1. involves constant mental and verbal recycling of lexical items
2. may be played competitively or cooperatively
3. involves constant attention and concentration—players will not doze off or drift away!
4. valid for any level of language learner
5. may be played for fun or for specific language study—productive in either role
6. focuses attention on word formation and spelling.

The object of the game is to make words from randomly chosen letters printed on cards. Words may be "stolen" from other players by rearranging or adding letters to existing words. The winner is the player possessing the most words when no more words can be made from the communal pool of cards. Although the game was not originally designed for EFL, I have found no better, more enjoyable game in more than a decade of teaching.

Preparation:
If specific lexical points, such as affixes, are to be studied, it is worth giving students a homework sheet of common prefixes and suffixes, asking them to find further examples. Explaining that the homework is preparation for the game will usually ensure that the work is completed, although the game can easily be played without extensive preparation. The list in Appendix One may be useful as a worksheet for homework.

Prior to starting the game, the teacher should explain the concept of anagrams to the class. One good attention-getter is to start with famous people and have learners guess the name from the anagram. Among the examples I have used with adult learners are "old west action" (Clint Eastwood); "a long-insane warlord" (Ronald Wilson Reagan); "a darn long era" (Ronald Reagan); "Meg, the arch-tartar" or "that great charmer" (Margaret Thatcher); "huge berserk rebel warthog" (George Herbert Walker Bush); "he bugs Gore" (George Bush). Younger players generally require some explanation of these political figures, but two or three examples usually suffice.

Of course, these are too difficult for learners to create (too difficult for me too!), so we then move on to simpler examples, giving hints where required: "moon starers" or "no more stars" (astronomers); "the classroom" (schoolmaster); "World Cup team" (talcum powder); "contaminated" (no admittance); "dirty room" (dormitory); "teacher in vast poverty" (the Conservative Party); "evil's agent" (evangelist); "a rope ends it" (desperation); "here come dots" (the Morse Code); "cash lost in 'em" (slot machines); "alas! no more z's" (snooze alarms); "large picture halls, I bet" (the public art galleries); "I'm a dot in place" (a decimal point); "that queer shake" (the earthquakes); and so on.

For most levels these are still too difficult—merely illustrative of how challenging and amusing anagrams can be. I then write "tame" on the board and ask the class to give me an alternative. This usually generates "meat," "team," and possibly "mate." By adding one letter we can make "steam," and by adding one more, "master" or "stream." I then provide a list of simple additions for students to make: "thin"+k (think); "read"+b (bread or beard); "test"+a (state or taste); "know"+n (known); "heat"+d (death);

all of which may occur in the game when one extra letter becomes available.

How to play
Players may play individually or in teams of two or three players (I suggest no more than 6 individual players, four teams of two, or three teams of three per game). The game is comprised of 90 letter cards, each card measuring approximately 3 cm by 4 cm. The frequency of letters' occurrence in the game is as follows: a=7, b=2, c=3, d=4, e=10, f=2, g=3, h=3, i=4, j=2, k=2, l=4, m=4, n=5, o=5, p=2, q=2, r=5, s=4, t=4, u=5, v=2, w=2, x=1, y=2, z=1.

The letter cards should be spread face down on the table in front of the players. Moving clockwise around the group, each player should then turn over a letter, one by one, until enough letters are revealed and a word may be formed and claimed by any player at any time (the fastest to spot a word and react must take it— in Japanese, *hayamonogachi*). It is important to stress this to players; if they hesitate, someone else may pick up the word they have spotted. This helps to ensure a keen competitive edge to the game.

Elementary-level players usually require more letters to be revealed than advanced players, but it is important not to let the game proceed too fast (20 open letters with a few vowels included are usually more than enough to produce a word). Claimed words should then be displayed clearly in front of the claimant. All words must be four letters or more. Acronyms, initialisations, abbreviations, plurals, third-person verb forms, personal names, and Japanese words are not permitted.

Players may make words at any time in the game. Equally, at any time, they may "steal" their opponents' words by adding one or more letters (only from the communal pool), or by rearranging an existing word. They may also safeguard their own words by addition or rearrangement. When stealing words, all letters of the original word must be used, plus additional letter(s) if available. Players may not steal just one or two letters from their opponents; they must use the whole (maybe rearranged) word. Examples include "sleep" —> "asleep" or "please"; "time" —> "timed"; "dare" or "read"—> "dread," "reader," or "reread"; "salt" or "last" —> "salty" or "salted," which may in turn become "unsalted." Similarly "beat" may become "table," "bleat," or "beast." Players should be encouraged to be constantly on the lookout for possible steals; if an opponent has "heat," an alert player should be on the lookout for "d" (death),"r" (heart), and maybe even "c" for "cheat." Stolen words may in turn be stolen by other players, for example, "read" (steal) "dear" (steal) "dare" (steal) "tread" (steal) "thread." All stolen words

should be displayed in front of the player who has created them.

Stealing is facilitated by the affix preparatory work, but even if these affixes are not used in the course of the game, the preparatory work will still be of value in bringing word formation to the learners' attention. Compounds are also common enough to be of mention, for example "foot" + "ball"; "bath" + "room"; "girl" + "friend"; and so on.

My favourite anagram? It has to be the following: "To be or not to be: that is the question, whether 'tis nobler in the mind to suffer the slings and arrows of outrageous fortune" —> "In one of the Bard's best-thought-of tragedies, our insistent hero, Hamlet, queries on two fronts about how life turns rotten."

(This *Anagram* game is an adaptation for EFL of a word game originally produced by Oxford Games Ltd., Long Crendon, Bucks HP18 9RN, England.)

Appendix One:

Prefix or Suffix	Examples	Add an Example
RE	REread, REwrite, REview	*Recover*
UN	UNhappy, UNusual, UNkind	
CO	COpilot, COauthor, COworker	
SELF	SELFservice, SELFish, SELFmade	
PRE	PREview, PREmatch, PRElunch	
EX	EX-wife, EX-teacher, Exchange	
-Y	saltY, dirtY, lemonY	
-LY	slowLY, quickLY, friendLY	
-ED	waitED, talkED, playED	
-N	brokeN, driveN, spokeN	
-ER	playER, teachER, fastER	
-OR	actOR, inspectOR, doctOR	
-R	diveR, writeR, smokeR	
-IST	tourIST, motorIST, guitarIST	
-ING	hearING, talkING, waitING	
-ABLE	drinkABLE, readABLE, breakABLE	
-EST	fastEST, slowEST, tallEST	
-FUL	careFUL, hopeFUL, peaceFUL	
-LESS	careLESS, hopeLESS, childLESS	
-ISH	childISH, tallISH, warmISH	

Quick Guide
Key Words: Vocabulary
Learner English Level: All levels
Learner Maturity Level: Jr. High - Adult
Preparation Time: Varies
Activity Time: 30 to 90 minutes including explanation of game

---

大会参加登録

参加登録の会員料金は、99年10月現在JALT会員である人にのみ適用されます。会員でない方及び10月の時点で会員期限が切れている方も、参加登録と共にJALT会費を支払えば会員料金で申し込めます。VISAやMaster Cardで参加登録費とともにJALT会費を支払うことができますが、JALT会費のみをカードで支払うことはできません。グループメンバーのＪＡＬＴ会費についてはカードでなく郵便振替にて支払ってください。群馬県公立校の教師の方々には会員料金が適用されます。申し込みについてはＪＡＬＴ事務局までお問い合わせください。

事前登録の締切：1999年9月10日(金)

大会参加登録の申し込み方法
９９年9月10日(金)までに事前登録されると参加費が割引されますので是非ご利用ください。事務局は事前参加登録の申し込みを処理した後、8月以降にAcknowledgement Card(受領書)を発行します。大会当日この受領書(及び郵便局で支払った場合は郵便払込票)を大会会場の受付に持参し名札と大会バックを受取ってください。尚、大会会場での当日登録は大会前日の10月8日（金）午後5時から7時迄及び大会開催中に行い、VISA及び Master Card も受け付けます。当日登録する会員は必ず会員証を持参してください。

国内での事前登録
(次の方法のいずれかにて申し込んでください。)
1. **郵便振替を使用**：添付の郵便振替用紙に、氏名・住所（ローマ字）・**参加日**・希望するワークショップの**コー**ドなどを記入し、郵便局で支払ってください。振替用紙は1人1枚を使用し、足りない場合はJALT事務局に請求してください。
2. **VISA又はMaster Cardを使用**：25ページの申し込み用紙 "Pre-Registration Form - for credit card users only: VISA and Master Card Users"に必要事項を記入してJALT事務局に郵送してください。

＊注意
1. 申し込み用紙は1人1枚を使用。
2. クレジットカードの所有者番号、所有者名、有効期限などの詳細を明確に記入。記載不十分なものは受け付けません。
3. 登録者の名前、住所、参加日その他必要事項を漏れなく記入。
4. 支払いは日本円以外受け付けません。
5. クレジットカードでＪＡＬＴ会費のみを支払うことはできません。
6. 申し込み用紙をＪＡＬＴ事務局へ郵送。Faxは受け付けません。

現金や小切手での支払いは受け付けません。

Book Reviews

edited by katharine isbell & oda masaki

A Novel Approach: The Shawshank Redemption. Elizabeth Gareis, Martine S. Allard, and Jacqueline J. Saindon. Ann Arbor: University of Michigan Press, 1998. Student book: pp. viii + 98. $16.95. ISBN: 0-472-08483-6. Teacher's manual: pp. vi + 106. $18.95. ISBN: 0-472-08484-4.

Usually, reading skills and video viewing skills are treated as discrete, unrelated areas in curriculum development and lesson planning. A new series from The University of Michigan Press, which includes separate books dedicated to *Being There* and *Fried Green Tomatoes*, seeks to mesh the two. Intermediate to advanced college-aged second or foreign language learners and their teachers will find much to praise in the series.

A Novel Approach: The Shawshank Redemption offers prereading, vocabulary, comprehension, and topical question exercises for this work of fiction, in addition to complementary group and pair work tasks for the movie adapted from the same work. The movie is viewed after reading the novel to "offer visual and oral reinforcement of vocabulary and idiomatic expressions and to give opportunities to compare and contrast. . ." (back cover of the student text). The text and the teacher's manual are easily used and contain extensive glossaries with slangy and offensive words clearly explained and tagged.

Shawshank is the name of an American prison, and the plot concerns a story about two convicted killers and their relationship over the course of more than twenty years "inside." The story raises all sorts of issues for journal writing, vocabulary work, topic-based discussion, and pair and group work. Suggested holistic language activities include vocabulary games, brainstorming and researching tasks connected to crime and punishment, reading from impressionistic journals, and even discussion of imagery in the Robert Frost poem, "Mending Wall."

One obvious drawback of the material is that the subject of the piece is missing. If you want to assign the novella written by Stephen King as required reading, you will have to order the 1982 King anthology, *Different Seasons*, whence it came. As well, the teacher will have to decide whether or not to rent or buy the video adaptation in order to take full advantage of the text. Teachers here in Japan will also have to consider whether or not to obscure or incorporate subtitles into the lesson, a point not covered in the teacher's manual. Finally, time is an unavoidable factor, particularly if this text is used for university classes which typically meet for weekly 90-minute sessions. The teacher's manual does allow for plenty of flexibility in covering all of the units; however, this material, even without the actual novella, could easily occupy at least a full semester of class time. Despite these drawbacks, the story and the material remain compelling and motivating.

One solution to the welcome dilemma of too much material and too little time is to simply summarize the key discussion issues and use selected scenes in class. The approach provided in the teacher's manual, which includes clear sample lesson plans and nine scene-based quizzes of ten questions apiece, worked well. The advantage of doing this means the relevant issues of race, crime, punishment, corruption, and homophobia could be treated with more care at a relaxed pace.

The text ends with a video project. Students are given detailed tasks, roles, and techniques on how to make their own dialogues and scenes partly based on the novel. Watching some or all of the recent Hollywood movie, learners complete previewing, viewing, and postviewing exercises and activities. Many of these require comparing and contrasting the novel with the cinematic treatment of the same. *A Novel Approach: The Shawshank Redemption* offers learners a fascinating way into a fictional work of remarkable universal power and grace, as well as ways of absorbing its layers of meanings from within and without.

Reviewed by Tim Allan
Kwassui Women's College, Nagasaki

Words for Work: A Vocabulary Workbook for Vocational English. Helen Joyce. Sydney: NCELTR, Macquarie University, 1998. pp. viii + 74. $16.95 AUD. ISBN: 1-86408-3093.

Words for Work is a valuable resource that will be of interest to both teachers and students. Ideally, as a text which aims to build vocabulary in the area of vocational English, it should be used by learners as a self-study book. However, since the book does not have a visually appealing presentation, *Words for Work* would be most suitable for self-motivated, advanced-level, adult ESL students who want to develop ways of learning new words whilst they are working or looking for work in an English-speaking country. In addition, intermediate/advanced EFL students who want to increase their English vocabulary outside of the classroom could use the book.

The aim of the book is for students to understand how words are formed in English and to develop new strategies to learn words whilst they are working. Students complete various written exercises such as writing words in tables and charts or analysing sentences with the aid of a dictionary as they review a broad spectrum of vocabulary acquisition techniques. All answers to written exercises are provided, so that teachers could easily select vocabulary enhancing activities to supplement their own lessons.

Section 1 explores different aspects of word formation such as the use of prefixes and suffixes and also

includes an interesting exercise for students on etymology, while Section 2 looks at how words can be put together to make a new meaning. This section is especially useful as it contains up-to-date and accurate information regarding the use of words, for example, exercises on formally gender exclusive words are included. In Section 3, learners deal with synonyms, antonyms, and word sets. The section contains an interesting exercise for students who have either learnt British or American English as they learn equivalent words. Section 4 is helpful as it considers the difficulties students encounter when trying to guess the meaning of words from context, especially if they have a limited vocabulary. By looking at examples of written language from various work situations, factory, hospital, or restaurant, the students are given exercises to practice their prediction skills as "good readers always predict the words they are likely to read before they read anything and while they are reading" (p. 44). The book ends with a section on how to use a dictionary effectively, with exercises on putting words in alphabetical order, pronunciation, syllables, word function, spelling and checking the meaning. As the students have to use their dictionary for the previous four sections of *Words for Work*, perhaps this section should have been placed first in the book.

Words for Work should prove to be a useful resource to classroom teachers interested in helping students acquire vocabulary efficiently or to advanced EFL/ESL students trying to expand their vocabulary. The book provides a nice balance between theory and practice: All the activities are accompanied by suggested learning strategies. These help students to think about different ways of learning, using, and remembering words about work, and thereby the text fills a void in the area of vocabulary learning and teaching.

Reviewed by Heather Beveridge
Mie-ken Board of Education

Photocopiable Pairworks for Children. Alistair Graham-Marr and Junko Sato. Tokyo: ABAX Ltd., 1998. pp. 88. ¥3,000. ISBN: 1-896942-01-6.

This book is the latest contribution from the innovative ABAX publisher. The series of 20 pairwork activities that constitute the title are aimed at children ages six to eleven. I found the text useful with my adult students as well as learners of the target age, however. This flexibility results from the simplicity of design and consistency of purpose in each of the separate lessons. In addition, the pairwork structure is as engaging for adults as it is for children. Each lesson introduces a simple structure of English grammar, which is reinforced by introducing another very similar structure, in each subsequent lesson.

For example, the first lesson introduces the structure "Is it a cat?", and the next lesson introduces the phonetic change "Is it an orange?" Plurals are introduced by the fifth lesson with Lessons 6 and 7 covering the variations of plural pronunciation. By Lesson 14 the book has seamlessly moved onto "Are those mushrooms?" and rounds off at Lesson 20 with "What do you do?" The book is clearly intended as a whole course, with young learners knowing exactly what format the next pairwork exercise will take, thus ensuring the minimum of explanation time once the first few lessons have been covered. This greatly eases the teacher's task of introducing the target structure itself. Even here each lesson takes care of everything with a clearly illustrated example page of how the lesson should be completed. Supplied flash cards can help teachers further reduce preparation time.

Each lesson consists of ten interactions divided between Fox A and Mouse B sheets. In the case of Lesson 4 "What is it?" both sheets show people stooped over some grass pointing at a mystery animal hidden within. In response to the target form, each learner takes a turn to solve the mystery by guessing the identity of the hidden animal. An attractively illustrated, pre-taught column of animals and their names at the edge of the page provides the vocabulary learners need to complete the task.

When I first started using the book I was concerned about young learners finding the repetitive nature of the book tedious, but this did not really transpire. If anything, the consistency furnishes a safe and friendly framework for children to relax and get to know English in a usefully predictable way. The book also gives ample opportunity for children to experiment with intonation patterns and provides a solid grounding mainly in the vocabulary of animals, an area young learners enjoy mastering.

Although the book is expensive, it is photocopiable so that one copy is enough for every class. Forming a regular part of a lesson plan, or as individual teachers see fit, I can recommend it as a wholesome and winning exercise for young minds.

Reviewed by David Coulson
Niigata JALT

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

For Students

Course Books

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

Homan, R., & Poel, C. (1999). *Developing expertise in social, intercultural, and recreational English* (student's, teacher's, cassette). Tokyo: Macmillan Languagehouse.

Shimizu, P., & Gaston, B. (1999). *Marathon mouth plus: A cooperative multi-skills conversation text for large classes* (student's, teacher's, cassette). Fukuoka: Intercom Press.

Dictionaries

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

For Teachers

Arnold, J. (Ed.). (1999). *Affect in language learning*. Cambridge: Cambridge University Press.

Brown, K. (1999). *Professional development series: Developing critical literacy*. Sydney: NCELTR.

Brown, K. (1999). *Professional development series: Monitoring learner progress*. Sydney: NCELTR.

Brown, K. (1999). *Professional development series: Teaching disparate learner groups*. Sydney: NCELTR.

Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.

Cameron, L., & Low, G. (Eds.). (1999). *Researching and applying metaphor*. Cambridge: Cambridge University Press.

Chamot, A., Barnhardt, S., El-Dinary, P., & Robbins, J. (1999). *The learning strategies handbook*. New York: Addison Wesley Longman.

*Davis, P., Garside, B., & Rinvolucri, M. (1998). *Ways of doing: Students explore their everyday and classroom practices*. Cambridge: Cambridge University Press.

Doughty, C., & Williams, J. (Eds.). (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.

Joyce, H., & Burns, A. (1999). *Focus on grammar*. Sydney: NCELTR.

*McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge: Cambridge University Press.

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

Martin, S. (1999). *New life, new language: The history of the adult migrant English program*. Sydney: NCELTR.

*Milanovic, M. (Series Ed.). (1998). *Studies in language testing: Multilingual glossary of language testing terms*. Cambridge: Cambridge University Press.

*Ziemer, M. (1999). *Grammar contexts: A resource guide for interactive practice*. Ann Arbor: The University of Michigan Press.

Computers

Corbel, C. (1999). *Computer literacies: Working effectively with electronic texts, office 97 version*. Sydney: NCELTR.

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

JALT News

edited by thom simmons

1999 JALT Elections

The National Nominations & Election Committee finished the nominations process on June 21, 1999. The four National Officer vacancies to be filled are President, Vice President, Membership Chair, and National Recording Secretary. The duties were described in the April and May *Language Teacher.* Postcard ballots will now be prepared and distributed to the membership. Here are the candidates:

President (2)
> Thom Simmons
> Jill Robbins

Vice President (3)
> Tanaka Kimiyo
> Amy Yamashiro
> Ishida Tadashi

Membership Chair (1)
> Joe Tomei

Recording Secretary (1)
> Amy Hawley

Write-ins are also possible.

Information from candidates is posted on the JALT internet Lists: JALTEXBO, CHAPREP and SIGNIF. Be sure to look for their statements and biographies here in the September *Language Teacher*.

The upcoming election will decide the officers above for the two years of anticipated transition to Non-Profit Organisation status (pending but not as yet confirmed). Your officers at the Chapter, SIG and National levels are those YOU choose. By all means, cast your vote this year. If you have any questions, you may ask them through your SIG or Chapter Officers or on JALTEXBO. Participation and a steady interaction with your officers and candidates is invaluable to maintaining JALT's democratic process.

There will be a chance for you to meet the candidates at the JALT99 conference this year. They will be available to answer questions and hear you out. Keith Lane, the NEC chair, has posted the meeting schedule to the lists:

Presentation Number: 1140
Title: Meet the Candidates (for Nat'l Offices)
Format: Meeting
Main Presenter or Contact: Keith Lane
Presentation Day: Sunday, Time: 1:00-1:45
Room#: 1F Corri
Summary: Get to know the candidates for national offices before you vote. All candidates for national offices will be invited to speak for assembled interested voters and discuss and debate the future directions of JALT.

We cannot stress how important it is that you consider the candidates and vote. Voter results in the last seven JALT elections have been about 3% of the members. Greater participation is a must. With the internet and the conference, there is no reason why most people in JALT cannot get a good look at who will be spending your ¥10,000, steering this organisation and planning your conferences for the years to come. Invest some of your time in JALT and vote this year, please.

Update from the JALT National Treasurer

In an effort to raise funds and its profile, JALT has applied for several grants during the summer, notably to one of the more prestigious, The Japan Foundation, for the Asian Scholar visit from Indonesia.

The professional audit firm Deloitte Touche Tohmatsu started their audit of JALT's financial records on June 24. They are hired to check the records and source documents to ensure fairness and accuracy in reporting, as well as to issue a management report containing advice on what needs to be done to ensure the smooth operation of JALT's bookkeeping, financing and other operations. All reports from the Treasurer, the Audit Committee and the Finance Committee can be accessed via the *JALT Executive Newsletter* (JENL) available from your chapter or SIG officers, or on line at www.seafolk.ne.jp/kqjalt/jenl.html.

Grant funding went to chapters and SIGs on June 22. Membership fees and accounts receivables for supplies were collected. After these Executive Board budget approved transfers were completed, JALT chapters maintained post office account balances of ¥13,173,959 and SIGs ¥5,516,780 for a grand total of ¥18,690,739 as of June 22, 1999.

Chapters ranged from a low of ¥147,423 in probationary Iwate to a high of ¥1,003,058 in Hokkaido, which recently hosted a popular conference. SIG postal accounts ranged from a low of ¥13,631 in Foreign Language Literacy, which donated their grant back to JALT, to a high of ¥991,803 in CALL which also recently hosted a well-attended conference in Kyoto.

David McMurray, JALT National Treasurer

（下記の文は先月号の訳文です。）

予算の現状について

1999年5月15日の会議で、運営委員会は編集委員会委員長のビル・アクトンから予算の現状報告を受けました。本年度いかに予算通りに運営ができるかという方法をひとつひとつ細かくアウトラインしてくれました。ＴＬＴは次のような対処をしてみます。（a）全体のページ数を減らすため、レイアウトとインフォメーションの配置変更、（b）表紙のコストを下げる、（ｃ）著者からの論文は短く簡潔にしてもらう、（d）海外でのオプションを模索し続ける等です。JALTジャーナルの予算に関する方策は、（a）秋の号を出版しないが、2000年の5月号の量を50％増量する、（b）2000年の5月号の海外での印刷の可能性をさぐるべく更なる努力をする等です。もし出版側が出版の可能性を見い出せなければ、1999-2000年度のJAMは4月に会員の皆様に送られたものだけになります。

ここで強調いたしたい事は、上記に述べたオプションは予算状況に合わせて実行されるという事です。また、これらのオプションは昨年度の収入の減少によって生じたものだという事も合わせて強調したいと思います。JALT編集委員会は、妥当な収入線を打ち出して、1998年度には予算内でうまく運営しておりました。残念ながら、計画に沿って収入が入ってこなかったのです。広告が減り、会員数も減ったからです。また学会参加者は減ったのに、郵便料金も経費も上がりました。JALT出版はあらゆる面から打撃を受け、編集委員会は経済的状況を調整しようと責任をもって立ち向かってきました。最終的には次のように決まりました。予算内におさまるように、２００万円が編集委員によって捻出されます。ＪＡＬＴジャーナルの秋の号を延期することにより、１２０万円と、様々なＴＬＴの変更で60万円、2-3編集委員の委員による匿名の寄付が25万円等の節約を含んでいます。JALTは11月のJALTジャーナル延期の仮決定と同様に、JAMの次号の出版延期を誠に遺憾に思っております。財政上の問題がこれらの延期をやむなくしております。この状況が変わりますように望んではおりますが、すぐに変わるかどうかは残念ながら定かではありません。

ジーン・ヴァン・トロイヤー、JALT会長

JALT本部の新しい会計チーム

帳簿担当の加納幸枝さんが本部を去ることになり、お別れの意を表したいと思います。加納さんは３年間終始一貫して我々に協力してくださいました。その前は、非常に熱心で友好的なボランティアとして活躍してくださいました。幸枝さんは米国在住となり、「元気でやっておりますので皆様によろしくお伝えください」との事です。(Aimlight@aol.com)が彼女の新しい住所です。新しい会計課の電話番号は03-3837-1633です。

デイヴィッド・マクマレー、JALT会計係

岐阜支部の活動報告

5月30日に朝日大学で、JALTの岐阜会員20人が第四回目の支部会を開きました。Brad Deacon氏の[Timed Conversation]の発表後、役員を選出いたしました。会長はSteven Bohme、副会長はBaden Firth、運営委員長はPaul Doyon、会員委員長はGeorgina Read、会計係はTeresa Kannenbergとなりました。14人が会員になりました。ただ今の時点で、40人が岐阜支部の会員として登録されています。

Please send all official news concerning JALT administration to Thom Simmons, TF 045-845-8242, malang@gol.com (English) or to Sugino Toshiko RXE21345@nifty.ne.jp (Japanese) before the 15th of the month for publication in the issue of the second month following (i.e., in about 6 weeks).

JALT99

edited by dennis woolbright

Why Go to JALT99?

If you are new to JALT, new to Japan, or just new to conferences in general, you may have asked this question. On a very practical level, one reason I go is to learn new ways to better teach my classes. Even if we don't hear any new ideas, old ideas rehashed help inspire new ideas. Immersed in an environment where everyone is involved in the teaching of language helps to rejuvenate and invigorate us. Every time I come back from a conference, I feel refreshed and ready to start anew.

Gunma will also be a good place to meet and talk with other people who have had similar experiences in Japan—not only the challenges of teaching, but also the joys and frustrations of daily life in such an alien place as Japan can sometimes seem to be. It makes me feel good to be able to communicate with people fully, at real speed, and with a complexity that makes communication in one's own language challengingly enjoyable. It gives me the feeling of being at home with others who have similar ideas and backgrounds. It is very comfortable to talk with and understand others without having to prepare a lesson on how to do that. It is also a place where I have made some close and rewarding relationships. There are also some pretty wild parties!

My first JALT conference seemed pretty confusing, however. All those presentations, which ones should I attend? All those people, how could I meet them? That was about fifteen years ago I've been to a lot of conferences since then and will be in Gunma again this year.

Cost is another factor to consider; check with your school and see if they will cover some or all of the expenses of the conference. If you can convince them that this conference will make you a better language teacher, many schools will sponsor you for this conference. Even if you have to pay from your own pocket, the benefits you receive will far outweigh the expenses.

What exactly is the Jalt International Conference anyway? Very simply, it is where about 2000 language teachers gather to hear well over 500 presentations, poster presentations, colloquiums and round table discussions on a variety of subjects related to language teaching. Also there are famous plenary speakers and a huge publishers' display (Education Materials Exhibition). There are also parties, a job search center, and lots of networking opportunities.

There are several ways to get all the details on the conference. Look in your June pre-conference special edition of The Language Teacher. Go to the website at <http://www.jalt.org/conferences/>. For information or registration, you can contact the JALT Central Office at t: 03-3837-1630 or f: 3-3837-1631. Also, although it is a little more expensive, you can register at the door on the days of the conference.

Bulletin Board

edited by david dycus & kinugawa takao

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 Participation: *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.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 July *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; 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. l, 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.

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.

Special Interest Group News・研究部会ニュース

edited by robert long

All SIG contact information has been placed after the column for your convenience. 各専門部会への連絡先は、コラム後半をご覧ください。

Bilingual SIG—At the JALT99 conference, volume 5 of the *Japan Journal of Multilingualism and Multiculturalism* will be on sale. Volumes 2-4 of the journal and all our monographs will also be available.

JALT99 大会 において「多言語多文化研究」5号を販売いたします。「多言語多文化研究」2-4号、また、全てのモノグラフもまだ在庫がございます。

CALL SIG—Have a good idea for using computers in language learning? Get it published and contribute to JALT CALL SIG's newest publication, slated to come out in the fall of 1999. We are looking for short practical articles to compliment our previous two theoretical collections. Submissions can be made by email, floppy or through the web. See how to format your idea, along with an example article, at jaltcall.org/pub99/ or email editor Kevin Ryan at pub99@jaltcall.org or ryan@gol.com.

コンピューターを使用しての語学学習に関する良い指導案がございましたら、ぜひ９月発行予定の当部会の学術誌への寄稿をお願いいたします。詳細は、Kevin Ryan（連絡先は英文参照）または、当部会サイトまで。

CUE SIG—Now searching for candidates for the CUE Merit Award for Newcomers to College Teaching. This award honors outstanding (L1 or L2) educators who have been teaching at the junior college or university level in Japan for no more than three years. Candidates need to be nominated by JALT members, and finalists need to submit an essay. For more information, contact Bern Mulvey: mulvey@edu00.f-edu.fukui-u.ac.jp.

CUE Merit Awardは、大学英語教育の改善に参加し、特に貢献していると思われる日本全国の大学で教え始めて３年以内の者（日本人でも外国人でも可）に贈られる賞です。ＪＡＬＴ会員に指名された候補者は、当研究部会に論文を提出し、その後、部会員により受賞者が決定されます。詳細は、Bern Mulvey（連絡先は英文参照）まで。

OLE—The Other Language Educators (OLE) affiliate SIG has issued its NL13, containing its statement of purpose in various languages for teachers probably interested in JALT and in this SIG. It also contains the revised contributions from the SIG forum at JALT98, a report of the French workshop, and a checklist which teachers can use for their own workplace. NL 14 will contain important information on the JALT99 presentations.

PALE SIG—Professionalism, Administration, and Leadership in Education SIG is, as always, documenting

employment cases and keeping educators informed about new developments in the Japanese job market. Our value-packed journals, which average 50 pages, are packed with essays dealing with the landmark court cases and bargaining decisions, ways to improve your job conditions, legal updates, and more. Our next roundtable at JALT99 concerns foreign educators in National Universities. Check out: www.voicenet.co.jp/~davald/PALEjournals.html.

Teaching Children SIG—The focus of the July issue of our newsletter *Teachers Learning with Children* is international awareness in the elementary classroom. Officers and volunteers for next year (Y2K) are now being recruited.

当部会会報「ＴＬＣ」７月号は、小学校における国際理解を特集します。また、当部会では、来年度に向けて役員およびボランティアを募集しております。

Testing & Evaluation SIG—would like to update its membership database. If you did not receive the special issue of SHIKEN newsletter in June, please contact Leo Yoffe at lyoffe@thunder.edu.gunma-u.ac.jp. Also, the information regarding T&E SIG activities at JALT99 will be available in the September and October issues of the *TLT*. For advanced information contact Jeff Hubbell: jkh@twics.com.

当部会では、現在会員データの更新を進めております。当部会会報の6月特別号をお受け取りになっていない会員は Leo Yoffe （連絡先は英文参照）まで。また、ＪＡＬＴ年次総会における当部会予定につきましては、TLT9・10月号をご覧ください。

SIG Contact Information

Bilingualism-Chair: Peter Gray; t/f: 011-897-9891(h); pag@sapporo.email.ne.jp

Computer-Assisted Language Learning-Coordinator: Bryn Holmes; t: 05617-3-2111 ext 26306(w); f: 05617-5-2711(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: 0857-28-2428(h); kcates@fed.tottori-u.ac.jp

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

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

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

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

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

Professionalism, Administration, and Leadership in Education- Membership Chair: Edward Haig; f: 052-805-3875 (w); haig@nagoya-wu.ac.jp

Teaching Children-Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952; aleda@gol.com (English); elnishi@gol.com (Japanese)

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

Testing and Evaluation-Chair: Leo Yoffe; t/f: 027-233-8696(h); lyoffe@thunder.edu.gunma-u.ac.jp

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

Affiliate SIGs

Foreign Language Literacy-Joint Coordinator (Communications): Charles Jannuzi; t/f: 0776-27-7102(h); 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- Coordinator: Cheiron McMahill; t: 0274-82-2723(h); f: 0270-65-9538(w); chei@tohgoku.or.jp

Chapter Reports

edited by diane pelyk & nagano yoshiko

Fukui: *March 1999—**Moving from Speech to Debate**, by Michael Lubetsky. Lubetsky led an exciting workshop that centered on bridging the gap between EFL presentations and higher-level debating skills. Debate is a unique and interesting method of teaching language skills that also aids in the development of more complex skills such as leadership and critical thinking. Lubetsky demonstrated his method of introducing debate through a seven-step format. The technique begins by encouraging students to express their opinions; then they work towards fluency by explaining, supporting, and organizing their own opinions through controlled practice. Students later learn to question, refute, attack, and debate other points of view. In addition to these skills, students also learn language skills, such as comparing and contrasting, paraphrasing, and appropriate inflection. Lubetsky ended by providing resources about debating for those interested in further information. One comprehensive resource is the Japan Parliamentary Debate Web Resource at come.to/japandebate.

Fukui: *May 1999—**Authentic Tasks**, by Date Masaki. This workshop centered on the design and implementation of authentic tasks in the English language classroom. Research has shown that students tend to enjoy participating in activities that have a "real world" application, and that these tasks are useful in enhancing the communicative skills of students. The focus of real-world tasks is on the communication of meaning, rather than on language forms. An
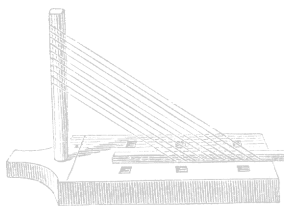
example of a real-world task is asking the students to listen to a weather forecast and decide whether or not to take an umbrella and sweater to school. Date presented several examples of tasks that he has successfully used in his classrooms. He then led participants in designing tasks that could be employed in their own classes. Some suggested activities included creating a classroom newspaper, making commercials, and writing and performing skits. (*Both reported by Michelle Griffith*)

Gunma: *May 1999—Translating The Tale of the Soga Brothers and Other Reading Topics*, by Thomas Cogan. The presenter first discussed his reading class of non-English major students. Cogan has 40 students, uses graded reading texts, and completes 8-12 pages per week. He checks student comprehension, using a worksheet with true/false questions, fill-in questions, and sentence order exercises. During the beginning of each class, he briefly summarizes the assigned reading and discusses possible comprehension problems experienced by the students.

Second, Cogan related his experience in translating *The Tale of the Soga Brothers*, one of the 100 standard classical Japanese texts that used to be popular before the Second World War. He offered some insights into problems he experienced with this 12th century story. He wrestled with doing justice to the medieval references, while ensuring the readability of the text in English. He had to break off certain ideas to logically create sentences and paragraphs. Also, he had to write dialogue that would be easily read by modern readers, but also faithful to its classical roots. (*Reported by George Ricketts*)

Nagasaki: *May 1999—Nature and Environmental Issues*, by Greg Goodmacher. Goodmacher showed how to integrate issues of environmental awareness with various functions and lexical points. After being paired off to brainstorm the myriad meanings of "nature" and "environment," the audience tried a team-relay word staircase game. They were split into halves and successive relay runners had to write a relevant term on the board such as "dioxin." The next runner had to devise a word beginning with the last letter of the preceding word. Other interactive information-gathering tasks included an animal name card game. Participants adopted the identities of endangered animals and were provided with biographical cards explaining their names, habitats, and reasons for depredation. Another seemingly simple, but productive activity was to have pairs perform role-play dialogues based on the photographs of predators with their intended prey. A final

pairwork was a visualization exercise. The audience was asked to meditate on what Nagasaki might have been like 500 years ago and what it might be like 500 years in the future. Afterwards individual visualizations were shared with a partner. Finally, the audience discussed the types of exhibits that aliens might choose for a "human zoo." (*Reported by Tim Allan*)

Nagoya: *May 1999—Storytelling in the English Class*, by Linda Donan. Donan began by inviting participants to reflect on why we should use stories, when to use them, and who should be the storyteller. Everyone has a story to tell; stories are a way of engaging students' attention; and they can be used to introduce aspects of other cultures.

The presentation also focused on the healing power of stories. Donan regularly uses stories to maintain classroom discipline and help students deal with problems. She gave several practical examples, including one case where storytelling ended a bullying situation and another in which a story helped cure a teacher's fear of walking into a classroom.

Donan demonstrated how to create a healing story. Then participants were placed in groups and invited to try their hand. Finally, Donan told us the story from Thailand of a beautiful golden Buddha hidden for hundreds of years inside an ugly clay Buddha. We all have a story inside of us--we just need to let it come out. (*Reported by Bob Jones*)

Osaka: *May 1999—Teaching Vocabulary*, by Kawaguchi Yukie. The presenter demonstrated how to practically use picture and vocabulary cards in the classroom. Students may range from 3 to 15 years old. Card games primarily focused on reinforcing vocabulary and getting students to practice the target vocabulary. Games also included a lot of physical activity, such as getting up, throwing an object onto a card, and racing to make a sentence. Such activities help maintain young learners' attention and prevent them from becoming uninterested in repetition. Other games demonstrated included memory games (where students had to identify a missing card or remember the order in which cards were laid out), competitive games (such as races), and sentence building games. (*Reported by Rebecca Calman*)
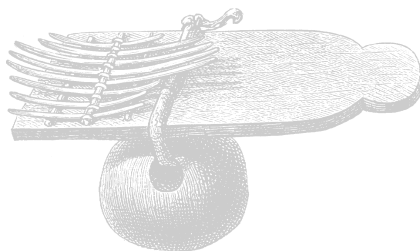
Chapter Meetings

Edited by tom merner

Akita—*Bridging Learning and Acquisition of a Foreign Language*, by Natsumi Onaka, the first president of the Iwate chapter. Is teaching English to little children and to high school students totally different?

Is it true? Characteristics of the learners are primarily the same. However, little children "experience" their first language, whereas high school students learn "about a foreign language" at school. Languages can be learned and acquired best when they are meaningful and fun. Techniques and materials used for native speakers of English will be introduced in this workshop for your classroom English. *Saturday, August 28, 2:00-4:00; MSU-A; one-day members 1,000 yen, students 500 yen.*

児童英語と高校英語とは全く異なった分野と思われがちですが、児童英語のテクニックの中には、教室の中で十分に活用できるものが多くあります。英語を母国語とする子供たちの学習活動を参考にしながら、教材やテクニックの活用方法を紹介します。

Fukui—A social event is being planned. Local members will be notified of details shortly. 懇親会を計画中です。地元会員には間もなく詳細をご連絡いたします。

Fukuoka—(September Event) *Getting a Manuscript Accepted for Publication*, Ed Roosa of Intercom Press will give insight from a publisher's point of view on getting a manuscript accepted by a publishing company. The workshop will provide many tips for a writer when dealing with a publisher. *Sunday, September 12, 2:00; Aso Foreign Language Travel College.*

Intercom PressのEd Roosa 氏が、出版社の観点から、原稿出版に関する助言を提供します。著者と出版社との関わり方の秘訣等を講演します。

Gunma—The Vantage Point for Advanced Learners, by Dr. John L.M. Trim, Prof. Emeritus, Cambridge University. *Sunday, August 8, 2:00-4:30; Nodai Niko High School in Takasaki.*

Kagoshima—(September Event) *CE, RO, AC, AE: Which Learning Style Are You?* by Jane Hoelker, Seoul National University. Workshop participants discover which learning style they are: CE the intuitive learner; RO the reflective learner; AC the logical learner; or AE the active learner, and will analyze their special strengths and their weaknesses. Next, the Experiential Learning Cycle will be applied in order to design the perfect lesson plan, which leads all learners through all four steps of the learning cycle, so that all can practice their strengths and improve weaknesses. *Sunday, September 12, 1:00-3:00; Iris Kyuden Plaza, second floor of the I'm Building; one-day members 500 yen.*

Kanazawa—(September Event) *Filling the Curriculum With Fun*. Michelle Nagashima, Editor of the JALT Teaching Children newsletter, *TLC*, and Director of her own school, Koala Club, will present a variety of fun activities that enable students to learn English as they enjoy a host of diverse classroom activities from rhythm and movement to art and crafts. Children want to "play" so let them—in a constructive, English environment. Their relaxed attitude enables them to progress better and with more confidence while learning a second language. *September 19, 2:00-4:00; Shakai Kyoiku Center (4F) 3-2-15 Honda-machi, Kanazawa; one-day members 600 yen.*

Shizuoka—(September Event) *Dramatically Improve Your Classes/Asian Scholar From Indonesia Comes to Shizuoka*, by Louise Heal and James R. Welker. Drama is an ideal means to stimulate and motivate your students to use English. This presentation will have two parts. The first will show ways to dramatize communicative activities such as role-plays and textbook dialogues. The second half will introduce improvisational theatre activities guaranteed to liven up the classroom. *Sunday, September 19, 1:30-4:00; Shizuoka Kyoikukaikan; one-day members 1,000 yen.*

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 desired and needed by many language teachers and students. *Wednesday, August 4, 6:30-8:30; Kitasato Daigaku, 5-9-1 Shirogane, 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—*Motivating English Study*, by Ryodo Ogata, Tohoku University of Art and Design. This presentation is focused on the possibility of improving college students' communicative ability in terms of global issues, including the problems in Serbia and Kosovo. *Saturday, August 28, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 500 yen.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Tom Merner; t/f: 045-822-6623; tmt@nn.iij4u.or.jp.

Akita—Suzuki Takeshi; t: 0184-22-1562; takeshis@mail.edinet.ne.jp

Chiba—Bradley Moore; bmoore@jiu.ac.jp

Fukui—Maurice L. Splichal; t/f: 0776-66-6833; maurice@fukui-nct.ac.jp

Fukuoka—Kevin O'Leary; t: 0942-32-0101; f: 0942-22-2221; oleary@oleary.net; kyushu.com/jalt/events.html

Gunma—Wayne Pennington; t/f: 027-283-8984;

jk1w-pgtn@asahi-net.or.jp

Hamamatsu—Brendan Lyons; t/f: 053-454-4649;
bren@gol.com

Himeji—William Balsamo; t: 0792-54-5711;
balsamo@kenmei.ac.jp

Hiroshima—Joy Jarman-Walsh; t:082-878-9931;
jjarman@pent.yasuda-u.ac.jp

Hokkaido—Ken Hartmann; t/f: 011-584-7588;
rm6k-htmn@asahi-net.or.jp

Ibaraki—Neil Dunn; t: 029-254-6230;
ndunn@call09.hum.ibaraki.ac.jp

Iwate—Suzuki Izumi; t/f: 0196-35-6416;
mfp@nnettown.or.jp

Kagawa—Alex MacGregor; t/f: 087 851-3902;
canstay@niji.or.jp

Kagoshima—Sophia Shang; t: 0995-43-1111;
f: 0995-43-1114 ; shang@kwc-u.ac.jp

Kanazawa—Bill Holden; t: 076-229-6140 (w),
229-5608 (h); holden@nsknet.or.jp;
www.jaist.ac.jp/~mark/jalt.html

Kitakyushu—Chris Carman; t: 093-603-1611 (w);
592-2883 (h); carman@med.uoeh-u.ac.jp;
www.seafolk.ne.jp/kqjalt/

Kobe—Brent Jones; t/f: 0797-31-2068;
CXK05226@niftyserve.or.jp

Kumamoto (Affiliate Chapter)—Andrew Shaffer;
t: 096-339-1952; mirs@try-net.or.jp

Kyoto—Ishikawa Katsumi; t: 075-581-3422;
f: 593-6988; vivid@mbox.kyoto-inet.or.jp

Matsuyama—Robert Oettel; t: 089-941-4136;
f: 089-931-4973; ottel@shinonome.ac.jp

Miyazaki—Mike Guest; t: 0985-85-5369;
michael@post1.miyazaki-med.ac.jp

Nagasaki—Tim Allan; t/f: 095-824-6580;
allan@kwassui.ac.jp; Sarah Apedaile;
t/f: 095-844-1024; sarah@bronze.ocn.ne.jp

Nagoya—Claire Gelder; t: 052-781-0165; f: 052-781-4334

Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453;
lschin@gol.com

Niigata—Robin Nagano; t/f: 0258-47-9810;
robin@vos.nagaokaut.ac.jp

Okayama—Judith Mikami; t/f: 086-696-0126;
mikami@mx1.tiki.ne.jp

Okinawa—John Dickson; t/f: 098-893-7557;
dickson@southernx.ne.jp

Omiya—Okada Chikahiko; t/f: 047-377-4695;
chikarie@orange.plala.or.jp; Mary Grove;
t: 048-644-5400; grove@tuj.ac.jp

Osaka—Nakamura Kimiko; t/f: 06-376-3741;
kimiko@sun-inet.or.jp

Sendai—John Wiltshier; t: 0225-88-3832;
BXU01356@niftyserve.or.jp

Shizuoka—Dean Williams; t: 0543-66-1459;
deanw@iris.dti.ne.jp

Shinshu—Mary Aruga; t: 0266-27-3894;
mmaruga@aol.com

Tochigi—Jim Chambers; t/f: 028-627-1858;
JiMiCham@aol.com

Tokushima—Nora McKenna; t: 0886-41-4980(h);
0886-65-1300 ext. 2375(w); f: 0886-65-8037;
nora@shikoku-u.ac.jp

Tokyo—Graham Bathgate; grime@gol.com;
Suzuki Takako; t/f: 0424-61-1460

Toyohashi—Laura Kusaka; t: 0532-88-2658;
kusaka@vega.aichi-u.ac.jp

West Tokyo—Kobayashi Etsuo; t: 042-366-2947;
kobayasi@rikkyo.ac.jp; home.att.ne.jp/gold/db/
wtcal.hmtl

Yamagata—Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi—Shima Yukiko; t: 0836-88-5421;
yuki@cu.yama.sut.ac.jp

Yokohama—Ron Thornton; t/f: 0467-31-2797;
thornton@fin.ne.jp

Conference Calendar

edited by lynne roecklein

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, August 15th is the deadline for a November conference in Japan or a December conference overseas, especially if the conference is early in the month.

Upcoming Conferences

September 9-11, l999—*Exeter CALL'99: CALL and the Learning Community*, the eighth biennial conference at the University of Exeter on CALL themes, will emphasize learning in the community, as in distance learning, student-centred learning, etc. Registration form available at www.ex.ac.uk/french/announcements/Exeter_CALL_99.html. Contact: Keith Cameron; Department of French, Queen's Building, The University, Exeter EX4 4QH, UK; t: 44-1392-264221; f: 44-1392-264222; K.C.Cameron@ex.ac.uk.

September 9-11, 1999—*Second International Conference on Major Varieties of English* (*MAVEN II): The English Language Today: Functions and Representations*, at Lincoln University Campus, UK. This conference will profile the changing global presence of English and its effects on developments and changes in the language. Plenary speakers include Nik Coupland, Erik Fudge, Salikoko Mufwene, and Robert Phillipson. See www.lincoln.ac.uk/communications/maven, or make inquiries to The Conference Secretary, MAVEN II; Faculty of Arts and Technology, Lincoln University Campus, Brayford Pool, Lincoln LN6 7TS, UK; t: 44-1522-886251; f: 44-1522-886021; pnayar@ulh.ac.uk.

September 16-18, l999—*Change and Continuity in Applied Linguistics*: *32nd Annual Meeting of the British Association of Applied Linguistics,* in Edinburgh, UK. Plenary speakers include Susan Gass, Michael Stubbs, Gillian Brown and Ben Rampton. Take the website link at www.BAAL.org.uk or email to

andy.cawdell@BAAL.org.uk. Further information from BAAL, c/o Dovetail Management Consultancy; 4 Tintagel Crescent, London SE22 8HT, UK.

November 4-7, 1999 (pre-registration ends 9/14/99)—*ICCE 99: 7th International Conference on Computers in Education—New Human Abilities for the Networked Society,* in Chiba and Tokyo, Japan. Plenaries by Ivan Tomek on "Virtual Network Environments in Education" and Betty Collis on "Design, Development and Implementation of a WWW-based Course Support System." For invited speakers and much more, see www.ai.is.uec.ac.jp/icce99. Contact: ICCE 99 Secretariat; Artificial Intelligence and Knowledge Computing Lab, Graduate School of Information Systems, The University of Electro-Communications, 1-5-1 Chofugaoka Chofu-shi, Tokyo 182-8585, Japan; t/f: 81-424-89-6070; icce99@ai.is.uec.ac.jp.

Calls For Papers / Posters
(in order of deadlines)

August 25, 1999 (*for October 15-24, 1999*) —*Fifteenth International Chain Conference,* on EFL methodology, classroom interaction/management and research issues, sponsored by the Society of Pakistan English Language Teachers (SPELT). Uniquely, this conference follows a travel itinerary, moving from the inaugurating conference in Karachi (October15-17) to conference workshops in Quetta, Hyderabad, Abbottabad (October 20-21) and concluding with concurrent conferences in Lahore and Islamabad (October 22-24). Presenters can choose any three cities and repeat the presentation. Papers, workshops and demonstrations are invited; SPELT is eager to establish links with JALT. Email or fax proposals, but no particular format is required. Contact: Mohsin Tejani at server@clifton1.khi.sdnpk.undp.org; t: 92-21-514531; t/f: 92-21-5676307.

September 15 and November 1, 1999 (*for July 9-14, 2000*)—*7th International Pragmatics Conference (IPrA): Cognition in Language Use,* in Budapest, Hungary. This year's conference focuses on the role of perception and representation, memory and planning, and metalinguistic awareness, but proposals are welcome for panels (Sept. 15) or data papers (Nov. 1) on any topic of interest to pragmatics in its widest sense as a cognitive, social, and cultural perspective on language and communication. Many more details at ipra-www.uia.ac.be/ipra/ or write to IPrA Secretariat: P.O. Box 33 (Antwerp 11), B-2018 Antwerp, Belgium; t/f: 32-3-230-55-74; ipra@uia.ua.ac.be.

August 31, 1999 (for IPrA - see just above) —*Harmony: Culture, Cognition and Communication in East Asia*, a colloquium being organized for the IPrA conference in Budapest, Hungary. Papers on field observations, experiments or discourse data analysis will launch discussion of the impact of the goal of "harmony" on language use and communication in East Asian countries. For more information contact the organizers Li Wei, Department of Speech, University of Newcastle upon Tyne (Newcastle upon Tyne NE1 7RU, UK; f: 44-191-222- 6518; li.wei@ncl.ac.u) or Sachiko Ide, Department of English, Japan Women's University (2-8-1 Mejiro-dai, Bunkyo-ku, Tokyo 112, Japan; f: 81-3-3983-2730; side@lares.dti.ne.jp). Send proposals to both, please.

Reminders—Calls for Papers

September 1, 1999 (*for April 27-29, 2000*)—*Sociolinguistics Symposium 2000: The Interface between Linguistics and Social Theory,* at UWE—Bristol, Bristol, UK. More information at www.uwe.ac.uk/faculs/les/research/sociling2000.html or by inquiry to Jessa Karki (administrative) or Jeanine Treffers-Daller (academic); Centre for European Studies (CES), Faculty of Languages and European Studies, University of the 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. Proposal 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 April 1-2, 2000*)—*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 Yasu-Hiko Tohsaku of UC San Diego. Conference website: userwww.sfsu.edu/~yukiko/conference/main.html. Contact: Yukiko Sasaki Alam (yukiko@sfsu.edu), Conference Chair; Dept. of Foreign Languages and Literatures, San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132, USA.

Reminders—Conferences

August 1-6, 1999—*12th World Congress of Applied Linguistics* (*AILA '99 Tokyo*), at Waseda University, Tokyo. Theme: "The Roles of Language in the 21st Century: Unity and Diversity." See langue.hyper.chubu.ac.jp/jacet/AILA99/.

August 8-13, 1999—*31st Annual International Summer Workshop for Teachers of English,* at the Language Institute of Japan (LIOJ) in Odawara. See 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 '9--Perspectives*

for the New Millennium: The 12th European Symposium on Language for Special Purposes, in Bressanone/Brixen, South Tyrol, Italy. See 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.

Job Information Center/ Positions

edited by bettina begole

Welcome again to the Job Information Center.

Don't forget to come and visit us at the JALT99 conference in Maebashi. You can submit resumes directly to advertisers, arrange interviews at the conference with some advertisers, network and just generally check things out. Employers can set up interviews, collect resumes, advertise and have access to a pool of extremely qualified language-teaching professionals. If your school or company would like to advertise at the conference, please get in touch with Peter Balderston, the JIC JALT99 conference contact, at baldy@gol.com or 203 Akuhaitsu, 105-1 Iwanami, Susono-shi 410-1101.

To list a position in The Language Teacher, please fax or email Bettina Begole, Job Information Center, begole@po.harenet.ne.jp 0857-87-0858. The notice should be received before the 15th of the month, two months before publication, and contain the following information: City and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. (Please note that both JIC contact data in the April Directory Supplement are out of date.)

差別に関する

The Language Teacher Job Information Center の方針

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

Chiba-ken—The Department of English at Kanda University of International Studies is seeking a full-time professor, associate professor, or lecturer beginning in April,1999. The level of appointment will be based on the applicant's education and experience. **Qualifications:** Native-speaker English competency, with at least one year university teaching experience in Japan; MA (PhD strongly preferred) including academic qualifications in one of the following areas: Applied linguistics, speech communication/communication studies, American studies, British studies, American literature, or British literature. **Duties:** Teach English, content courses; administrative responsibilities. **Salary & Benefits:** Three-year contract; salary dependent on age, education, and experience. **Application Materials:** CV (request official form from the university); two letters of recommendation; abstracts of dissertation/thesis and publications; a copy of dissertation/thesis and publications; a copy of diplomas and/or transcripts indicating date of graduation (undergraduate and graduate); one-page (A4) description of university teaching experience, with reference to class size and level, specific courses, objectives, and textbooks. **Contact:** Yasushi Sekiya, Chair; Department of English, Kanda University of International Studies, 1-4-1 Wakaba, Mihama-ku, Chiba 261-0014; t/f: 043-273-2588.

Fukuoka-ken—The Department of English at Chikushi Jogakuen University in Dazaifu, near Fukuoka, is looking for a full-time English teacher beginning in April, 2000. **Qualifications:** MA, MPhil, or PhD in linguistics, native-speaker competency in English, and university-level teaching experience in Japan. Experience in the field of syntax, semantics, pragmatics, or cognitive linguistics preferred; computer-literacy also preferred. **Duties:** Teach six to eight 90-minute classes, three to four days a week (speaking, writing, reading, etc.) with linguistics courses possibly added later; no administrative duties. **Salary & Benefits:** Position is *tokunin*, with a one-year contract, renewable up to four years. Depending on qualifications and experience, salary is either 350,000 yen for *jokyouju*, or 316,000 yen for *koshi* per month, plus bonuses, housing allowance and transportation allowance; overtime pay for more than six classes per week. **Application Materials:** CV that includes a specific list of works either published or presented, and letters of recommendation. **Deadline:** September 10, 1999. **Contact:** Yasuhito Ishii, Chair; Department of English, Chikushi Jogakuen University, 2-12-1 Ishizaka, Dazaifu, Fukuoka-ken 818-0192; f: 092-928-6254.

Kanagawa-ken—Keio SFC Junior and Senior High School in Fujisawa-shi is looking for two full-time English teachers to begin April 1, 2000. **Qualifications:** MA in TESOL or related field, native-speaker competency; conversational Japanese and junior or senior high school experience preferred. **Duties:** Teach 18 hours/week, 16 core courses and two electives; five-day work week; shared homeroom responsibilities; other duties. **Salary & Benefits:** One-year contract, renewable annually up to three years. Salary based on age and qualifications; commuting and book allowance; optional health insurance plan; furnished apartments close to school available for rent (no key money). **Application Materials:** Cover letter, CV, transcripts from all post-secondary schools attended, copies of teaching certificates and degrees, details of publications and presentations, if any, and

at least one letter of recommendation from a recent employer and/or a professor in TESOL. **Deadline:** October 15, 1999. **Contact:** Santina Sculli, English Department, Keio Shonan-Fujisawa Junior and Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111x2823; f: 0466-47-5078.

Kyoto—The Department of English at Doshisha Women's College is seeking a full-time contract teacher. **Qualifications:** Native-speaker competency in English, MA or equivalent in an area related to English education. **Duties:** Teach a minimum of eight 90-minute classes per week. **Salary & Benefits:** Salary based on the salary scale at Doshisha Women's College, excluding bonus and retirement allowance; shared office space; health insurance. Transportation allowance at the beginning and completion of contract will be paid only for travel within Japan. **Application Materials:** A4-size resume with photograph, list of publications, and two letters of reference. Send application materials by registered mail. **Deadline:** September 10, 1999. **Contact:** Contract Teacher Search Committee; c/o Hiroshi Shimizu, Chair, Department of English, Doshisha Women's College of Liberal Arts, Kyotanabe-shi, Kyoto 610-0395.

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; iep@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 Department of Japanese at Daito Bunka University, Tokyo, is seeking a part-time English teacher for all ages to begin September 21, 1999. **Qualifications:** MA or PhD in TESL or applied linguistics, native-speaker competency in English, one year of teaching experience at a university. **Duties:** Teach three courses on Wednesday from second to fourth periods (second language acquisition, presentation skills/discussion/debate, and intermediate writing). **Salary & Benefits:** Based on qualifications and experience; transportation fee provided. **Application Materials:** CV, list of publications, one recent passport-size photograph, photocopies of university diplomas, and cover letter which includes a short description of courses taught. **Deadline:** Ongoing. **Contact:** Etsuo Taguchi; 20-8 Mizohata-cho, Sakado-shi, Saitama-ken 350-0274; t/f: 0492-81-8272 (h); taguchi@ic.daito.ac.jp.

Tokyo-to—Clarke Consulting Group of Tokyo is seeking a full-time trainer/consultant. **Qualifications:** Fluency in Korean and English, three years intercultural training (not language) or advanced intercultural academic degree, familiarity with corporate work environment. **Duties:** Training/consulting in intercultural relations and communications. **Salary & Benefits:** As appropriate to candidate. **Application Materials:** Resume and/or cover letter. **Deadline:** Open. **Contact:** J. David Boyle, Director; f: 03-3468-3956.

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.

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 38 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

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

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (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*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

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

支部：現在、全国に38の支部と1つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本［準支部］）

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

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

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

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

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