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As I sit writing this, cicadas blast away on the cherry tree outside and beads of sweat roll down my back.

Some love summer, but for those of us from more gentle climes, it's an annual torture to be endured!

With that in mind, rather than sitting in my stuffy little office trying to coax the cotton wool in my head into life, I'll leave you with David, who has some very welcome news to share. Oh, and don't forget to read the rest of this month's great issue!

Enjoy your summer. . .

Malcolm Swanson
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JALT Records a Profit!

The annual financial audit of JALT's financial records by the accounting and audit firm Deloitte Touche Tohmatsu for the fiscal period 4/1/99 to 3/31/00 started on July 10th and finished on July 19th as scheduled. Total revenues of 80,422,438 were realized, and expenses were held to 79,371,429 yen for the year. The resulting audited net income confirmed that JALT was able to earn a small profit of 1,051,009 yen. Generous donations were received and expenses for meetings were kept low. JALT's capital fund balance therefore increased to 8,157,435 yen as at March 31, 2000. This is very welcome news for JALT members. A presentation of the financial results will be given at the annual general meeting during the international conference in Shizuoka in November.

この文章を書いている間、外の桜の木からは蝉の声が響き、汗が背中を伝い落ちて行きます。ある人はこの季節が好きでしょうが、穏やかな気候の土地から来た私たちにとっては、毎年訪れる責め苦のような季節です。このように、蒸し暑く過ごしにくい季節を少しでも忘れられるように、Davidからの歓迎すべきニュースをお知らせいたします。そして、この号の素晴らしい内容に目を通されることをお忘れのないように。良い夏を。

会計監査報告

JALTの1999年4月1日から2000年3月31日までの会計に関する監査が、7月10日から19日の間に実施されました。計80,422,438円の収入があり、支出は79,371,429円でした。結果として、1,051,009円の黒字を計上しました。これは、多額の寄付のお陰であり、会議費を切りつめた結果でもあります。そして、2000年3月31日には、8,157,435円の残高を記録しています。これは、JALT会員の皆様にとっても喜ばしいことだと思います。会計報告は静岡での年次総会で行ないます。

David McMurray

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Opinions & Perspectives

In this month's column, Charles Jannuzi offers a response to two letters that were run in the May Language Teacher. TLT encourages letters and opinion articles on any issue of interest to our readership. Please contact the editor if you have material you would like considered for publication.

The Way Ahead and the Menu Option: Tangential to the Plot?

Charles Jannuzi, Fukui University and Fukui Prefectural University

With the May 2000 issue of JALT National's *The Language Teacher* (TLT), it was good to see its *Opinion & Perspectives* column getting gamely back to covering analysis of and opinion about the very organization that is supposed to be its *raison d'être*. Organizational memory being as short as it is, such discussion can only help JALT as it now faces (just as it has always faced and will always face) serious issues that need to be publicly and collectively stated, thought through, talked over, and acted upon. Both James Swan and Tim Knowles offered fairly wide-ranging—if idiosyncratic—perspectives on JALT's past, present, and future—coherent views made all the more remarkable given their conciseness. May their concentration of so much careful thought with so little running text serve as an object lesson for me here.

I would like to bounce my views of the manic world of JALT off one part of Swan's piece, the section concerning the so-called "menuizing" of JALT's membership services. As we discussed the issue on again, off again, for over two years on JALT's Executive Board (EXBO) e-mail list, the idea was and still is basically this: let members have more control over how their money is spent by letting them pick and choose from a menu of membership options.

Where I have to disagree most with Swan is his view that the issue of "menuizing" membership services "is only tangentially structural in nature." Of course, as it has been so far treated (read "marginalized," "ignored" "personalized" or even "willfully misconstrued") by the leadership of JALT, the issue IS probably "tangential." But if acted upon, the effects on the structure and functions of JALT could prove profound in a most positive way. This might even include some sort of glasnost and perestroika for the often private, incomprehensible frenzies of "lurchership" (a portmanteau term that neatly combines "leadership" with "to lurch") which are supposed to be passed off publicly as real financial planning and budgeting, but which always leave only one sure thing: that JALT will face still yet another financial crisis (the only uncertainty being who will be singled out for personal recrimination by JALT's acrimonious, in-fighting tribe the next time around).

Swan explains that the logic of the menu plan "is that the invisible hand of supply economics, JALT

members picking and choosing from a variety of membership options, . . . will enable the organization better to know where to apply its resources" but then dismisses the practicality of the idea because "the general consensus seems to be that it would be very difficult to implement this proposal without substantial risk to chapters, or to other JALT institutions, such as JALT publications".

However, when I made the proposal on EXBO list (let's call this the Jannuzi variation #999, as I am sure the origins of the idea do not deserve my name), Locke and Smith and the "invisible hand" were not the central ideas on my mind. What I envisioned was a deliberate, planned way (1) to make membership more appealing (i.e., cheaper but more along lines of what most members I knew wanted) while (2) putting some sort of rational mechanism in place that would enable the organization to change itself in light of what members liked enough to pay for—making it also obvious what needed to be improved. So what I was really trying to discuss was a means by which the organization could control its own reforms while receiving a direct line of information on how it was meeting members' wants and needs. A smart, bottom-up feedback loop that might create a learning organization—basic Demmings and TQM actually—if 7-Eleven can do it for stocking shelves with rice balls and sandwiches, why not JALT and its services to members? You have to understand that, at least in my three years of participating actively on EXBO list, ALL debate about the listing ship of JALT foundered on the shoals of anecdotal evidence (a great rhetorical ploy to stifle debate, that one) and broke up on the rocks of ignorance: we don't know what the whole membership thinks, you don't really know either, and we have no way of finding out. Meaning what? We don't really care what the membership thinks, at least not to the extent of finding out by letting them have some say in the matter. Perhaps.

I will concede that if the menu scheme were viewed only as promoting competition and internal markets (something JALT already has by the way, but a contest based on the opaque cross-group interactions of only a hundred people or so), it could be said to lead to a zero sum game of winners and losers. But what about the zero sum game that has already been played out? Among other things,

look at the unexplained disappearance of *JALT Journal (JJ)* from the publishing schedule last autumn. Look at the diminishing appearance and size of *TLT*. Look at the annual finances that barely leave JALT with enough money to put on the next annual conference while never putting away any surpluses for the future. (*Ed. note: read the brief financial report on page 1.*)

A sympathetic reading of the menu proposal and its possible benefits really turns upon making an explicit connection of it with JALT's structure and functions (which tend to be static and dysfunctional, even in face of crisis after crisis). JALT, as a professional organization that should exist first for the benefit of *all* its members, can be split up into these basic services: chapter membership and local meetings; two national publications (*TLT* and *JJ*), a discount for the annual conference, and SIG membership. But this has to be brutally scrutinized. Just what *does* your 10,000 yen actually provide you with? You get the monthly *TLT*, the (I think) annual *JJ*, and an automatic membership in the chapter nearest your mailing address. JALT takes your 10,000 yen and tells you, here is what you get, like it or leave it. The annual conference costs something like an extra 15,000 yen in conference fees alone (and the membership discount does not make it much cheaper than what non-members pay to attend). SIG membership (how many members still don't even know what a SIG is, let alone how many different ones they can join?) is an extra 1,500 yen per SIG (with more and more SIGs making their main services, a publication and possibly attendance at a mini-conference, available to non-JALT members at prices that are only a bit more expensive than what JALT members pay).

The idea behind the menu-of-services proposal is that you, as a paying member, can get more out of your membership fees by deciding better how they will be spent on the services important to you. In making your choices, you also exercise a vote on what you think is important in JALT and tell it where it needs to improve if it wants to receive more of your money. Now that is an idea that seems to frighten the leadership, but I have no doubt that it would be much less daunting a proposition if it were put straight to all the members of JALT (and all the possible members who don't join because 10,000 yen with no choice is probably not seen as a good deal in a consumer society).

A basic JALT membership, then, might start at something like 5,000 yen with these services: national membership in JALT and *TLT* subscription (with *TLT* subscription exchangeable for a chapter or SIG membership). For 7,500 yen you might buy *TLT plus* a choice between a chapter OR a SIG. For 9,000 yen maybe JALT could provide you with this: *TLT*, one chapter, one SIG. For 10,000 yen, a mem-

ber could choose among extra SIGs and extra publications (*JJ* and *JALT Applied Materials* series). These are just examples; the goal is to achieve flexibility where now there is none. The idea is not simply to put the competing parts of JALT into an end-game contest and then get rid of what isn't popular; rather, the idea is to build into the organization specific feedback loops on what needs to be improved and reworked, information which then cycles directly back into getting more members and more feedback and more improvements, and so on and so on. If anything, I had in mind an expansion of services that was based on what ALL members wanted enough to choose and pay for. If we are going to subsidize certain activities and services, at least make them somewhat responsive to the membership. Another envisioned benefit to all of JALT is that it might directly help the stagnant membership and finances (yes, the two are related). If basic membership costs less, JALT could get more members; more paying members mean more cost efficiencies in providing the most popular services. They also mean increased revenues from membership as well as from advertising and the commercial sponsorship that larger membership attracts. Finally, a higher level of participation (with a financially justified expansion of optional services) at SIGs, chapters, and the annual conference could only better help us to run an organization that depends mostly on grass-roots involvement (I assume that if people consciously choose to pay and join at these levels, they may also choose actually to participate).

The time for rationalizing JALT's finances while getting membership up has come. I think these interrelated goals can best be met with a menu plan for membership. With a menu of services that provides some choice to members, ALL members will have a direct vote in running the organization. Suddenly the invisible hand that so far has had no say becomes visible and actually guides the flows of the organization and its numerous activities and allocation of human resources and finances. If that now amounts to a thousand mutinies on the "Granship" of JALT, I say, **so be it!**

Charles Jannuzi <jannuzi@hotmail.com>

Voted Yet?

***JALT's annual National Officer elections
are now underway.***

Have you exercised your right to vote?

Do it today!!

***Full details and a ballot form
available in the August TLT***

Judy Yoneoka
Kumamoto Gakuen University

This is the first in a two part series of articles. The second article, "Ten Years of Kokusaika: Has progress been made?" will appear in the October TLT.

Introduction

In Japan, the 1980s may be considered the heyday of the terms *kokusaika* (internationalization) and *kokusaijin* (lit., international person). Children growing up in those years heard the terms frequently from parents, teachers, on news and TV programs and commercials, especially for English conversation schools and travel agencies. The National Council of Educational Reform (*Rinkyoushin*) in 1987 put forth special recommendations regarding *kokusaika*, which included "restructuring the Japanese higher education system from an international perspective" (Ehara, 1992, p. 269). The ultimate goal of these measures was, as Ishii et al (1996, p. 237) put it, "the development of awakening as a Japanese and the rearing of '*kokusaijin*' (literally, international person), whatever that may mean."

The actual meanings of *kokusaika* and *kokusaijin* are indeed problematic, as is the task of finding appropriate translations in English. Internationalization, a common literal translation of *kokusaika*, may not be clearly definable in English, but the term at least exists and may conjure up some similar connotations in the minds of English speakers. The term *Kokusaijin*, however, is different. The literal "international person" in English has no meaning,

with the possible exception of a person with two or more nationalities. Horvat (1998) describes *kokusaijin* as "another noun that represents Japan's untranslatable world view" and suggests "cosmopolitan" as the most likely candidate. Others (Kato, 1992; Sugiyama, 1992; Watanabe, 1998) use the term "internationalized person", which conjures up the image of an end product of some sort of internationalization process, often characterized as more passive than active. Thus one may *evolve* into a *kokusaijin*, but not *strive* to become one. Still worse, the term precludes the possibility of anyone being born into international circumstances—thus assuming a monocultural background for every *kokusaijin*.

To discover what *kokusaika* and *kokusaijin* actually connote to Japanese, a survey of over 100 Japanese university students (Yoneoka, 1991) was undertaken in 1989. Results showed that one of the major connotations of a *kokusaijin* was the ability to use a foreign language, especially English. Also, knowledge of foreign countries, knowledge of Japan, experience in traveling abroad and dealing with foreigners were

本論は「国際化」と「国際人」に関する意識調査分析である。第1回は、1989年に日本人、ドイツ人、アメリカ人、インド人学生に対して行い、第2回は、1999年に日本人学生に対してのみ行った。他の3カ国と比べ、日本人学生は、「国際人」として、寛容さや偏見のなさなどといった性格よりも語学力、世界情勢に対する知識、実際の経験などを重要視していることが明らかになつた。1999年度の調査では、日本人学生は、以前ほど経験に重きをおいていなかつた。しかし、語学力と世界情勢に対する知識については重要度が増していた。さらに、国際関係を専攻している学生は、他の学生に比べて、国際化しなければならないという認識が高く、海外へ旅行したいという希望が多かつた。

deemed to be important attributes of a *kokusaijin*. Of lesser importance, although often mentioned, were the abilities to express oneself and one's opinions. These findings were in sharp contrast with similar questionnaires conducted with students in the USA, Germany and India (cf. Yoneoka, 1991). Language ability and actual experience was ranked lower in all of these countries than in Japan (in fact, German students did not mention language ability at all). Instead, students from these three countries tended to emphasize emotional attributes such as tolerance, interest in foreigners and foreign countries, volunteerism, and concern for world peace and the environment, attributes which appeared in the Japanese data quite infrequently if at all. Again, this trend was most marked in the German data.

Today, the image of *kokusaijin* may be changing. Although no longer a major buzzword, *kokusaika* continues to be used along with newer competitors like *guro-barize-shon* (globalization) and *bo-da-resu* (borderless). The term *kokusaijin*, on the other hand, has virtually disappeared from common use,¹ and there has been no parallel coinage of a term such as "*globaljin*." Thus, it can be argued that children of the 1990s may have had less exposure to stereotypical and media-defined connotations of *kokusaijin*, and consequently have a more balanced but less well-defined interpretation of the term than did their predecessors 10 years ago.

In addition, Japan's internationalization (to a great degree, westernization) has continued at a breakneck pace, with (for example) more McDonalds in Japan than any other country in the world besides the US. Thanks to the JET program, the number of foreign English teachers has risen dramatically, meaning that most university students today have had personal experience with at least one foreigner. The number of foreign students in Japan, too, has risen from a mere 10,000 in 1983 to well over 50,000 in 1998. Moreover, the use of the Internet as an international communication medium in Japan has increased, so more students have an opportunity for exchanges through e-mail and chat-based programs such as ICQ. Thus, since most students today have had more international communication and experience than students ten years earlier, their interpretation of *kokusaijin* may have changed accordingly. To better understand this issue, two questions were raised:

1. How do children growing up in the post-*kokusaika* boom of the 1990s interpret the term *kokusaijin*?
2. Do we find differences between university students today and 10 years ago in terms of attitudes towards *kokusaika*?

In this study, the 1989 questionnaire (with minor changes, see Appendix) was administered in April

1999 to a similar population of Japanese students who were divided into two groups. Answers to these questions can reveal if and how Japanese society and its educational system has changed over time with respect to *kokusaika*.

The Questionnaire

In April 1989, the questionnaire in the Appendix was administered to 105 first year economics students at Kumamoto University of Commerce (Jpn89-E for Japanese 1989 – Experience), as well as a group of 19 seniors who had participated on a seminar trip to China (Jpn89+E for Japanese 1989+Experience). See Yoneoka 1989, 1991 for details. A very similar questionnaire was administered ten years later, in May 1999, to two groups of Kumamoto Gakuen University students: one of 78 first year economics majors (Jpn99-E); these students are similar to Jpn89-E insofar as the economics department and student population have not changed greatly in 10 years. The questionnaire was also given to 76 second to fourth year students in the foreign languages department (Jpn99+E).

Of the Jpn99+E foreign language department group, approximately one-third of the students were majoring in East Asian studies (Chinese and Korean) and two-thirds were majoring in English and American studies. All of the foreign language students were required to participate in a summer abroad study program in their third year. Even though this group ranked lower in traveling abroad (i.e. not all the students had been out of Japan, although most were planning to do so in the next one or two years), the latter group was considered comparable to the Jpn89+E group on the basis of their probable heightened interest in internationalism as evidenced by their choice of major.

There was very little difference in the design of the questionnaires used, with two small exceptions: (a) in question 2, the names of famous people who were rated in terms of their degree of internationalization were updated (e.g. from Reagan to Clinton), and (b) questions 12 and 13 were reformulated from ranking from 1-6 to ranking the top 3 only, as several students from 10 years ago were not able to answer the original question properly. Students were given as much time as they liked to complete the questionnaire, which was anonymous.

Results

The questionnaire provided information on both students' perceptions of what and who a *kokusaijin* is, as well as insights on how the students saw themselves in terms of *kokusaika*. In addition, students were asked to provide details about their actual international-oriented experience, which will be discussed in further detail in Yoneoka, 2000b. Comparisons of these data with similar data from

the 1989 survey of students from four countries are presented in this paper.

What is a "kokusaijin"?

The characteristics of a "kokusaijin" given by the 4 groups of Japanese students in 1989 and 1999 are shown in Table 1 below in comparison with responses from students of other countries.

It is clear that the Japanese interpretation of a *kokusaijin* continues to differ from that of the other three countries and has not shifted dramatically either towards the US/Indian interpretation of an "internationally-minded person" or the German interpretation of a "weltöffnender Mensch" (see Note 3 for a detailed discussion of the nuances of these terms). Language ability ranks the highest among Japanese (a response that was rarely, if ever, mentioned by students in other countries). Also, we can note that the percentage of this response increased over the ten years for both the +E and -E students. There is a longitudinal shift away from emphasis on actual experience in both pairs of students, which will be discussed at greater length in Yoneoka, 2000b. Provisionally, however, we may assume that this shift may be due partially to increased exposure and experience with international affairs.

Borrowing terminology from Bloom's taxonomy of educational objectives (1956, 1971) and

Steinaker and Bell (1978), I classified eight characteristics listed in Table 1 according to three trait types: cognitive (or knowledge-oriented attributes), experiential (or experience-oriented attributes) and (affective or "heart"-oriented attributes) (see Table 2). This organization allows us to better understand the differences in the interpretations among the four Japanese groups.

First, we see that the above mentioned longitudinal shift away from experience has resulted in an increased emphasis on cognitive attributes (i.e. knowledge) for both groups as compared with 10 years ago. As for affective attributes, both groups of +E students had higher averages than -E students although the percentage of these responses did not change for either the +E or -E groups.

These results suggest a link between students who have a natural interest in international affairs (as evidenced by the choice of seminar for the 1989+E group, and the choice of major for the 1999+E group), and a higher emphasis on affective attributes relating to *kokusaika*. However, the data also indicates that there is no relationship between an emphasis on the students' emotional outlook and the increased exposure and experience that 1999 students have enjoyed in terms of JET program teachers and increased opportunities to travel abroad.

Table 1. Characteristics of the *Kokusaijin* by Country

Country condition (in order of frequency of JPN89-E response)	**Jpn89-E (N = 105)	**Jpn89+E (N = 19)	Jpn99-E (N = 78)	Jpn99+E (N = 76)	*Germany (N = 32)	*India (N = 92)	*USA (N = 95)
Knowledge of foreign language	32.5	28.9	42.86	34.78	1.2	5	8
Knowledge of world affairs (including knowledge of Japan)	21.2	8.9	19.55	22.98	0.0	16	17
Experience abroad with foreigners	23.2	20.0	15.04	12.42	2.4	2	7
Broad-mindedness	12.3	20.0	5.26	13.66	32.5	22	19
Sociability	5.4	8.9	7.52	9.32	19.3	22	17
Lack of prejudice and fear	4.4	0.0	2.26	3.11	16.9	9	8
Interest in world affairs	1.0	2.2	5.26	3.11	14.5	11	7
Interest in peace, human rights and environment	0.0	0.0	2.26	0.62	12.0	15	12

*data from Yoneoka, 1993 **data from Yoneoka, 1991

Table 2. Percentages of Interpretation of *Kokusaika*

Country/ condition	**Jpn89-E (N = 105)	**Jpn89+E (N = 19)	Jpn99-E (N = 78)	Jpn99+E (N = 76)	*Germany (N = 32)	*India (N = 92)	*USA (N = 95)
Cognitive (1-2)	53.7	37.8	62.4	57.8	1.2	21	25
Experiential (3)	23.2	31.1	15.0	12.4	3.6	2	7
Affective (4-8)	23.1	31.1	22.6	29.8	95.2	77	68

Table 3. Ratings of internationalization of various figures by country

Person	**Jpn89-E (N = 105)	**Jpn89+E (N = 19)	Jpn99-E (N = 78)	Jpn99+E (N = 76)	*Germany (N = 32)	*India (N = 92)	*USA (N = 95)
Soviet prime minister	7.5	7.1	5.3	6.6	7.7	8.4	6.5
US President	7.5	7.1	8.1	7.1	5.0	7.3	6.5
Iranian and Iraqi leaders	5.0	5.5	5.2	5.1	1.0	3.0	3.2
Japanese prime minister	4.3	3.9	5.3	5.3	6.1	7.8	6.5
Famous personalities (average)	6.0	5.2	4.9	5.5	2.6	5.5	5.3
Foreign language teacher	4.2	5.1	4.7	4.6	6.0	3.9	6.1
Father	1.9	1.2	1.7	2.2	7.6	5.7	4.7
Self	1.6	1.9	2.1	2.9	7.5	4.5	5.8

Who is a “kokusaijin”?

Students were asked to rank themselves, their high school foreign language teachers, and their fathers with respect to *kokusaika*, along with noted political figures and personalities. On a scale of 1-10, the averages that resulted were as shown in Table 3.

Table 3 shows that self-evaluation has improved slightly in ten years for both the JPN99+E and -E groups; however, Japanese students continue to rate themselves (and especially their fathers) much lower than famous politicians or personalities. Even the Iranian and Iraqi leaders Khomeini (1989 survey) and Hussein (1999 survey) were viewed as being more international, which was not the case for foreign students. The evaluations of father and self by Japanese students in 1989 and 1999 are lower than those given by students in other countries.

This trend may partially be attributed to Japanese *kenson* (humbleness), but it also indicates a link with the expectations of knowledge and experience vs. students' emotional outlook when we look at the data of the other three countries. Thus, for each country, students tended to evaluate themselves lower when they placed more emphasis on knowledge and experience. Nevertheless, the slight rise in self-evaluation over 10 years in both Japanese groups may be due to the possibility that in-

creased experience with foreigners and international travel, to some extent, has been of some benefit in developing increased confidence with respect to self-internationalization.

Student attitudes towards *kokusaika*

Several questions were asked regarding student attitudes towards *kokusaika*, and the averages are shown in Table 4. First, regarding the question “At present, how much do you feel the need to be internationalized?”, the percentages of students responding either ‘rather strongly’ or ‘very strongly’ differed greatly between the two Japanese student groups: both of the +E groups showed a much higher desire to internationalize (84% and 87% respectively) than their -E peers (39% and 44% respectively). These averages were near 70% for the other three countries.

Table 4 also reveals that Japanese students believe that they have less personal influence on their own international development as compared with German, American, and Indian students. This may be due to students assuming that they cannot be responsible for such a demanding task as internationalizing oneself in terms of knowledge and experience, especially when the passive aspect of the *kokusaika* process is taken into account (cf. Note 2).

Table 4. Percentages of student responses to questions regarding attitudes towards *kokusaika* and foreign countries

Country/ condition	**Jpn89-E (N = 105)	**Jpn89+E (N = 19)	Jpn99-E (N = 78)	Jpn99+E (N = 76)	*Germany (N = 32)	*India (N = 92)	*USA (N = 95)
Desire to internationalize	39	84	44	87	71	70	70
Personal influence on internalization	2.0	4.0	3.4	4.4	7.2	7.6	6.2

However, it is noteworthy that the averages for Japanese students rose in 10 years (by almost 1.5 points for the -E groups) and that, again, the +E students of both generations show higher averages than the -E groups.

Discussion: Being a *kokusaijin* vs. being Japanese Sugiyama (1992) makes a useful distinction between three different levels of *kokusaika*—national, organizational and individual. The meaning of *kokusaijin* is intuitively related to the individual; however, like the Japanese students in our survey, Sugiyama defines this level in terms of knowledge rather than affective responses: “It entails the extent of knowledge of foreign languages and foreign countries; adaptability to life in foreign countries; and acquisition of the sensitivity, linguistic capabilities and other abilities necessary for international experiences” (Sugiyama, 1992, p. 73). It is clearly in terms of the “sensitivity and other abilities,” almost relegated to the status of an afterthought by Sugiyama, that the Japanese *kokusaijin* differs from US and Indian “internationally-minded people” and German *weltoffene Menschen*.

Thus, it is clear that the current Japanese conceptualization of being international tends to place less emphasis on affective attributes than in the other countries surveyed. As mentioned in the introduction, the *kokusaika* introduced in school curricula was meant not only to internationalize, but also to Japanize, i.e. to advance “the development of awakening as a Japanese” (Ishii 1996, p. 237). Smith goes so far as to say that what Japan meant by *kokusaika* in the past decade was actually “a revived nationalism it feared the world (especially its neighbors and the Americans) would not accept” (Smith, 1997, pp. 32-33).

We also see an emphasis on “being Japanese” in that fact that a large proportion of students from each Japanese group regards “knowledge of Japan” as an integral part of a *kokusaijin*. When asked about their reasoning for this response, many students related imagined or actual experiences of potentially embarrassing situations, which involved not being able to correctly answer questions by foreigners

about various aspects concerning Japan and Japanese culture.

Knowing a lot about one’s own country seems to be an aspect peculiar to the concept of *kokusaijin* since it does not appear at all in the data of the other three countries. Indeed, it is difficult to imagine an American being overly embarrassed at not being able to answer questions about John Wayne movies or Dixieland jazz. Many Japanese, however, feel shame if they cannot name a Kurosawa film or explain *gagaku* (traditional Japanese court music) to a foreigner, even if they feel no particular interest in the topic. However, they would probably not feel the same pangs of embarrassment about not being able to discuss such topics with their Japanese peers.

Part of this emphasis on knowledge of Japan seems to be due to confusion between modern culture (e.g. PHS and *purikura*), which students *do* know, and cultural heritage (as in the examples above), which students *think* they *should* know. However, it is also closely connected with what I have referred to in previous studies as the “*uchi-soto* (inside-outside) wall” (Yoneoka, 1999), or the largely self-induced “island mentality” which emphasizes an inherent difference between Japanese people and the rest of the world. This mentality itself is part and parcel of the Japanese cultural heritage with its historical background of *sakkoku* (closed country), and is integrally bound up with what is often referred to as “Japanese identity.”

In one sense, this “inside-outside” mentality may a role in the perpetuation of Japanese group consciousness, but on the path to internationalism it can only be regarded as a roadblock. The key to mutual respect and tolerance for cultures and people throughout the world is the recognition of our differences while acknowledging the underlying universality of mankind. Both types of acceptance are necessary—either one alone is bound to lead to discrimination and ethnocentrism.

In Japan today, however, sensitivity training, with respect to disabled and other groups that have traditionally been victims of discrimination in Japan, is receiving more and more attention in primary and secondary education in recent years. Placed within

the contexts of *ijime* (bullying) and *tokokyohi* (refusal to go to school), recent curriculum revisions have dictated the inclusion of courses in "morals and ethics" (*dotoku*) at elementary and junior high school levels. With the inclusion of such courses, both teachers and students should be able to develop heightened sensitivity in exactly the affective areas that are lacking on the questionnaire: broadmindedness, lack of prejudice, tolerance, and a healthy respect for peace and human rights. However, whether such training is being applied to multicultural contexts, or whether it will transfer naturally, remains to be seen.

Conclusion

The Japanese image of a "*kokusaijin*" continues to differ from that of other countries in that it stresses experience and cognitive attributes (i.e. knowledge of language and international affairs) over affective or heart-oriented attributes. This may not be an irreversible situation, however. If educators decide this trend needs to be corrected, direct training in cross-cultural sensitivity should form part of the schoolchild's elementary school curriculum. Efforts should be made to place emphasis on human similarities first, then differences. It is hoped especially that such issues will form part of the new English and cross-cultural curriculum planned for introduction into elementary schools by *Monbusho* in 2002. Whether this curriculum can successfully achieve this goal, and whether such efforts will have the effect of emphasizing affective attributes in its interpretation of *kokusaijin*, however, will remain to be seen.

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Notes

1. Horvat points out that "cosmopolitan" means "someone who speaks several languages and knows a lot about foreign countries and cultures" whereas *kokusaijin* "may be an ordinary person with a flexible and open personality." (1998) This may be a bit of wishful thinking on his part. Results of the present survey show that the actual image of a *kokusaijin* is closer to Horvat's definition of "cosmopolitan" than he himself seems to believe.

2. For example, Ehara (1992: p. 272) notes the definition of *kokusaika* in Shogakukan Kokugo Daijiten (1981) as

sekai ni tsuyo suru you ni naru koto, or "the process of becoming accepted by the rest of the world." The passivist slant of *kokusaika* was also noted by Pape (1998) in his discussion of Japanese industrial economy: "the Japanese mainstream understanding of internationalization or '*kokusaika*' is still too passive to lead to any pro-active input into the multilateral system which would help it also to encompass the particularities of the internal workings of their naturally very Japanese society."

3. The English and German responses, then, rather than representing differences in interpretation of terminology, may be interpreted as representing a difference in worldview, perhaps one due to a higher rate of actual international experience. This possibility forms the basis of the "heart-shift hypothesis" to be discussed in Yoneoka (2000b). According to this hypothesis, a realization that *kokusai ishiki* is an integral part of a *kokusaijin* should come about as a result of increased international experience.

The term "international mindedness" is also used in Sugiyama (1992, p. 76ff) to translate a Japanese term used in the context of a survey by the Japanese Government. The survey found an increase in citizens who responded that 'Japan should think of how it can contribute to the international community' over "Japan should protect its own interests first" and concluded that there was a higher level of "international mindedness" in Japan than in previous years. The Japanese term is not given in the paper, but it is clear that this usage is a political rather than a personal one.

4. However, there is a Kumamoto language school that still uses the following slogan "become a *kokusaijin*."

5. The two universities Kumamoto University of Commerce and Kumamoto Gakuen University are the same: the name was changed from the former to the latter in 1994. At the same time, a foreign language department was created, from which came the second group of students who participated in the 1999 study. The nature of the economics department was not altered by the change.

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Appendix

Questionnaire on Internationalism

1. What do you think are the qualities of an "internationally-minded" person? (write up to 3)
2. From 1 to 10, how would you rate the following people as "internationally-minded" people? (1= not at all international, 10= completely international)
 - 2.1) India's present Prime Minister _____
 - 2.2) Present US President _____
 - 2.3) Present USSR President _____
 - 2.4) Present Iraqi Leader _____
 - 2.5) US rock star Michael Jackson _____
 - 2.6) Your foreign language teachers (average) _____
 - 2.7) Your father _____
 - 2.8) Yourself _____
3. Have you ever spoken to a foreign person?
 - 3.1) Never
 - 3.2) Only through school
 - 3.3) Personally 1-2 times
 - 3.4) Personally many times
4. Have you ever spoken to a Japanese person?
 - 4.1) Never
 - 4.2) Only through school
 - 4.3) Personally 1-2 times
 - 4.4) Personally many times
5. Have you ever been abroad?
 - 5.1) YES (where?) _____
 - 5.2) b) NO

6. Would you like to go abroad (again)?
 - 6.1) YES (where?) _____
 - 6.2) b) NO
7. Have you ever written a card or letter abroad?
 - 7.1) Yes, to a foreigner
 - 7.2) Yes, to a fellow national abroad
 - 7.3) Yes, to both
 - 7.4) No, never
8. Have you made an international telephone call?
 - 8.1) Yes, to a foreigner
 - 8.2) Yes, to a fellow national abroad
 - 8.3) Yes, to both
 - 8.4) No, never
9. Do you have any foreign friends?
 - 9.1) NO
YES (what nationality(ies)??) _____
10. At present, how much do you feel the need to become "internationally-minded"?
 - 10.1) Not at all
 - 10.2) A little
 - 10.3) Rather strongly
 - 10.4) Very strongly
11. At present, how do you feel about foreign languages? (circle all that apply)
 - 11.1) I like them.
 - 11.2) I don't like them.
 - 11.3) I'm good at them.
 - 11.4) I'm not good at them.
 - 11.5) I need to study more.
 - 11.6) I don't need to study more.
 - 11.7) I'm interested in learning to speak, but not studying grammar.
 - 11.8) Free comments
(_____)
12. In your life, who do you think has been the most influential in expanding your international mindedness? (Rank in order from 1=least influential to 6=most influential)
 - 12.1) Teachers of foreign languages _____
 - 12.2) Teachers of politics/economics _____
 - 12.3) Teachers of social studies/history _____
 - 12.4) Teachers of ethics/religion _____
 - 12.5) Your parents _____
 - 12.6) Yourself _____
13. In general, who do you think should be the most influential for cultivating international mindedness? (Rank in order from 1=least influential to 6=most influential)
 - 13.1) Teachers of foreign languages _____
 - 13.2) Teachers of politics/economics _____
 - 13.3) Teachers of social studies/history _____
 - 13.4) Teachers of ethics/religion _____
 - 13.5) Your parents _____
 - 13.6) Yourself _____

THANK YOU FOR YOUR COOPERATION!



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A Computer-Based Vocabulary Resource Database for JSL/EFL Education

最新の圧縮やストリーミング技術のアプリケーションによって、初級日本語学習者と英語学習者のためのバイリンガル語彙データベースが可能になった。JSL/EFL語彙データベースプログラムにより、初級日本語学習者と英語学習者の語学学習が促進され、多くの教育環境に簡単にアクセスできる2言語インターフェースが提供されるのである。

Through the application of recent compression and streaming technologies, the development of a bilingual vocabulary database for beginning students of Japanese or English is now feasible. Some of the goals embodied in developing this JSL/EFL Vocabulary Database Program are to accelerate and enhance language learning for beginning students of Japanese or English, and to provide a dual-language interface that can be easily accessed in a multiplicity of educational environments. As multimedia technologies, computer speed, Internet bandwidth and storage options evolve, uniquely powerful multimedia educational tools become easier to design, implement, and utilize. A multimedia resource database such as the *Vocabulary Database Program* is able to provide novel functions and creative options for learning. By applying multimedia-streaming technologies and or DVD/CD-ROM implementations, worldwide access and distance learning can become educational options.

Developing a Bilingual Multimedia Vocabulary Database

In recent years, multimedia technologies and the Internet have rapidly evolved, while at the same time computers have become much more powerful and affordable. Worldwide, millions of new computers are entering classrooms and homes each year. As the next century approaches, it has become possible for the first time to design and implement bilingual multimedia resource databases that provide both video and audio for each word entry and demonstration sentence contained in the database. Previously, such a program was impractical, due to storage and speed limitations. Making use of new compression and streaming

technologies, we are developing a bilingual resource database for beginning students of Japanese or English. The bilingual multimedia vocabulary database program (MVDP) can be accessed through a LAN, the Internet or CD/DVD-ROM. Utilizing various modes of implementation allows for numerous user and teaching options, such as academic classroom use, distance learning, and worldwide access through the Internet. Program software allows the database to be accessed and searched by several methods, including: (a) word entry, (b) partial-word entry, (c) jump searches and

jump searches across languages, (d) lexical category searches, and (e) lexical correspondence searches. It also allows for text search-strings to be entered in roman, kana, and kanji characters.

We first began the MVDP project in order to provide a basic vocabulary resource that would be convenient and easy to use for beginning students studying either the Japanese or English language. With regard to English-speaking learners of Japanese (JSL learners), Japanese words and sentence text appears in a typical kana and kanji written style. This benefits JSL learners by providing accurate examples of writing. JSL learners will often have trouble deciphering kanji pronunciations, therefore, a "furigana" system of kanji pronunciation is provided—whenever the student performs a mouse-over of the kanji contained in a word entry or sample sentence, the kana associated with the kanji appear in a small box above the kanji. Thus, a JSL student without the ability to read kanji is able to acquire the proper kanji pronunciations. JSL learners need only be familiar with the hiragana script. With regard to Japanese learners of English (EFL learners), these students will benefit from associating written English, with its many spelling idiosyncrasies, to the spoken word. English pronunciation can be aided by playing multimedia clips that demonstrate a native-speaker's mouth-movements and intonation. We feel that a multimedia resource database incorporating these design features can make a contribution to language education and provide new and enjoyable learning opportunities for students while also enabling teachers to develop strategies that incorporate computer-aided education into course curricula.

Currently, we are in an initial stage of development. After researching a number of word-frequency resources, we have developed a database that approximates the 2000 most frequently used English words (see Proctor, 1978). We have added an additional database list of some 225 words and sentences related to computers and information technology. Each English word entry has been matched with a synonymous word in Japanese. A sample sentence using the word, in both languages, has been composed. Thus, each bilingual entry represents an English/Japanese word-pair and sentence pair with nearly identical meanings mirrored between the two languages. After locating an entry, a user can optionally read, hear and/or view a multimedia demonstration of the word or sentence, in either language. Additionally, lexical searches can find words of similar lexical definition, or a user can find new words through lexical correspondence.

We have designed the user interface of the MVDP to be as easy to use as possible, so that an EFL/JSL student can devote his or her main energies to associated learning tasks, rather than struggling with a

computer interface. If students were forced to spend large amounts of time in learning a software package, it is likely that it would rarely be accessed. We have planned our program strategy to provide for multimodal user searching via an easy, comprehensible program interface. Below is an illustration of the main program window. We will describe the bilingual MVDP in more detail in the following section.

Fig 1. Bilingual Vocabulary Database Program
Main Window; Description of MVDP functions



A First Look

The multimedia vocabulary program is composed of two primary interface windows, the main window, above, and the lexicon window, illustrated in "Lexical Category Searches," below.

Topic 1. Within "How to use this dictionary," English users will find important setup information, such as where to locate and download the Japanese language pack freeware support associated with the Microsoft Internet Explorer 4/5 browser (IE-4/5). This software, which is easily installed, will allow non-Japanese Windows 95/98 OS systems to read and input Japanese characters. In this situation, the multimedia vocabulary database is set up as a web site on a server, and can therefore be accessed through a student's web browser software.

Topic 2. "What is kana?" is provided to explain the kana scripts and indicate the need for hiragana knowledge—a requirement for reading kanji pronunciations. Generally speaking, students who are using the database to increase Japanese vocabulary knowledge will likely either be studying, or will have previously mastered hiragana. This section also refers users to educational materials for learning kana, and directs the user to the two buttons on the lower-right side of the GUI window: "Hiragana Table" and "Katakana Table." Pressing either button reveals the respective kana chart, with pronunciation guides annotated in romaji (roman letters).

Topic 3. "Dictionary Functions" describes basic dictionary usage functions, as described just be-

low in "Japanese Help": The "Japanese Help" button is a mirror of the afore-mentioned Topic 3 "Dictionary Functions" in the "English Help" section. Topic 3 provides information relating to these dictionary functions: (a) word entry, (b) partial-word entry, (c) jump searches and jump searches across languages, (d) lexical category searches, (e) lexical correspondence searches, (f) other features.

Word entry

The word entry window on the upper-left side allows users to type in words. When a word is typed in Roman letters, English words appear in the database window on the left side, with Japanese translations on the right, parallel to the English entries. The reverse is true for words entered in kana or kanji. Single-clicking on any word entry displayed in the database window allows for use of the multimedia tools. By pressing either the "Sound" or "Movie" buttons, the user can hear and/or see the selected word spoken. If a film clip or sound file has not been associated to the entry, the "Sound" or "Movie" button will not automatically highlight. Double-clicking on any word in the database first highlights the field (single-click), then (double-click), displays the sample sentence-pair within the sentence windows located on the center-right side of the GUI. If an English word is double-clicked, an English sentence appears in the top window. The reverse happens when a Japanese word is double-clicked. Clicking anywhere in a sentence allows that sentence to be heard and/or seen, when the "Sound" or "Movie" buttons are pressed. These buttons are located just below the sentence windows. A Quick-Time video clip can be seen playing, bottom-center, in the "Main Window" illustration.

Partial word entry

Letters, kana and/or kanji representing partial word entries can be entered (in a manner similar to "Word Entry," above), and the program will display all the words in the database that contain letters matching the entry. Entries containing (?) and (*) can be used in making partial word-searches, where (?) represents a single unknown roman letter, kana or kanji, and (*) represents an indeterminate number of characters. So typing "a*ment" will find both "Argument" and "Agreement." Typing "A???ment" will only find "Argument." Typing the letter "a" will find all English words beginning with "a": typing hiragana "ka" will find all Japanese words beginning with the character "ka." Typing (hiragana) "*ka" will find all Japanese words containing the character "ka" somewhere within the word. The program works in a similar fashion for kanji. The program is not case sensitive.

Jump searches & jump searches across languages

Jump searching can occur in a number of ways. Of-

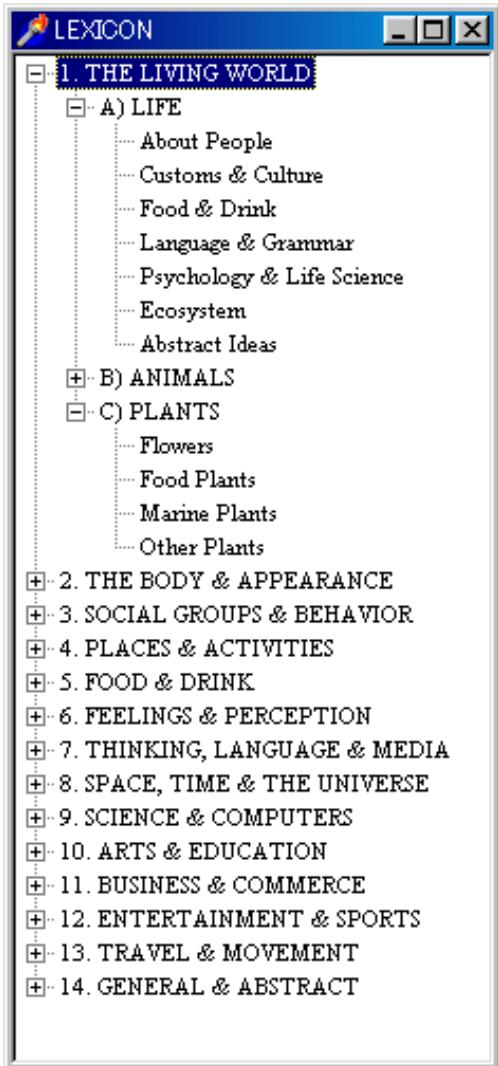
ten a jump search will occur when a user wants to find a translation for an unfamiliar word occurring within a sample sentence. Whether in Japanese or English, one or any number of consecutive kanji, words, or letters, can be highlighted. Right-clicking within the highlighted area brings up a menu. Choosing "Search" allows you to search for all entries that match the highlighted section. If the "Search All Sentences" box is checked (located just below the database window), all sample sentences containing that word (or kanji, or phrase) are searched for, and the sentence-selection results are displayed in the sentence windows. Importantly, if the "Search All Sentences" box is checked, the user can locate all sentences within which any word in the database is to be found—the user simply highlights a word, right-clicks the mouse, and chooses "Search." All sentence-search results will be displayed in the sentence windows. Within English sample-sentences, double-clicking on any English word highlights it.

When jump searching across languages, a student may start with an English word lookup, then find a Japanese sentence that mirrors the English sentence. Examining the Japanese sentence, the student sees an unfamiliar word, highlights it, searches, and finds the translation of that word in English. Finally, the student can observe an additional usage of the new word by examining the sample-sentences that accompany the new word, in the database.

Lexical category searches

The bilingual resource database contains two mirror-lexicons. Pressing the "J-LEXICON" button on the toolbar activates a pop-up window, with the lexicon list appearing, as on the figure to the right, though in Japanese. Pressing the "E-LEXICON" button causes the pop-up menu list seen at the right to appear. The lexicon has three hierarchical levels, which can be opened and closed by clicking in the associated squares to the left of the major categories. In the figure to the right, the tripartite hierarchical levels are shown for "1. THE LIVING WORLD," which is one of 14 global categories. Within this category, the second-order categories are "A) LIFE," "B) ANIMALS," and "C) PLANTS." By double-clicking on any of the third-order categories (visible beneath "A) LIFE," and "C) PLANTS"), the chosen category is moved to the word entry window (within the main window), and the word-lists associated with the lexical category appear in the database window. The bilingual vocabulary database lexical categories, originally inspired by the *Cambridge English Lexicon*, have been simplified, condensed, and lexically altered in order to suit the needs of second-language beginners. The lexicon lists can be accessed through the "Options" pull-

Fig. 2. Lexicon Window



down menu, or by right-clicking the mouse, and choosing "J-LEXICON or E-LEXICON from the mouse menu.

Lexical Correspondence

Lexical correspondence allows the user to associate any word in the database to other, lexically related words. By highlighting and right-clicking on the chosen word, a menu appears which allows the user to choose "Lexical Search." After making this choice, the program automatically puts the lexicon category title in the word entry window, and the search-word will be found beneath, still highlighted, and within the listing of lexically related words in the database window. Double-clicking on other words in the lexical list causes sample sentences to appear in the sentence windows.

Other functions

The "Options" pull-down menu contains a "Dictionary" tab. When selected, a default folder opens, which contains the database files used by the bilingual vocabulary database. The user can selectively load one or more databases into the program. Currently, there are two database files that have been created: the "word-frequency" database and the "information technology" database; both can be loaded concurrently. The mouse right-click menu contains "Copy" and "Paste" functions, allowing the user to move information within the bilingual vocabulary database and to other programs, if there is associated language support. The "File" pull-down menu contains an "Exit" tab, which closes the program.

Pilot Study

In a pilot study, a group of six false-beginner level EFL students were given CD-ROM copies of the MVDP to test for a period of two months. The students were third-year undergraduates studying in the Liberal Arts (Sogo-Kanri) faculty of The Prefectural University of Kumamoto, Kumamoto, Japan, and involved in a seminar on information processing. The use of the MVDP was not a requirement for the seminar, and the seminar grading process was not based on the respondents' answers or ability to utilize the MVDP. At the end of the trial period, students were interviewed, and anecdotal information was gathered. Subsequent studies, with larger groups and controls will need to be carried out at some stage in the future. Students were asked how they liked the program, useful features, problems, areas for improvement, desired features, and whether the program would be valuable for studying English in a college classroom setting.

All of the students found the program easy to use, and they generally liked (a) the ease with which search words could be entered, (b) the mirrored (audio-visual, where applicable) means of bilingual presentation, and (c) the lexicon search function. The most useful feature reported was the ability of the MVDP to play QuickTime video of English words. Being able to hear, see, and repeat a native speaker's pronunciation of terms instilled confidence. The second most useful feature was the presentation of bilingual sentences, combined with the ability to easily search terms within the English sentence. Frustrations were most evident concerning the small size of the database, and the lack of additional usage variations for some individual entries. Another area of frustration concerned the lack of portability of computer-based media. Along with requests for database expansion, suggestions for improvements included the addition of voice synthesis for all the sentences presented, in both Japanese and English, as a useful tool for study. Students felt that with improvements, and especially within classes that

utilized computer-assisted language learning (CALL) EFL materials, the program would be quite helpful.

We would concur with the survey results that the area most in need of development to make the MVDP a useful educational tool is the expansion of the database. It must be admitted that creating bilingual sentences with mirrored meanings for each usage of each entry is slow going, requiring many hours of preparation and quality control through independent critical analysis of usage sentences. As well, portability is always an issue with CALL media. We do expect that in the next few years students will be able to enjoy several novel portable computing options, for instance E-Book notebooks, or other, similarly advanced, PDA devices. Such devices will likely become available and more affordable (or free) for students, in the near future. In (LAN-based) business environments and for autonomous (or distance learning) home study, portability is less of a concern; the MVDP runs easily on laptop computers. In response to student input, we are currently developing voice synthesis modules that can synthesize speech, in either Japanese or English, for any highlighted word, phrase, or sentence within the MVDP program.

Conclusion

There are several excellent bilingual translation dictionary software packages now available in the marketplace. Nearly all of these programs are designed primarily for Japanese speakers learning English. Even considering the high cost of some of these programs, a database containing hundreds of thousands of words, and including all common word usages, will likely be preferred for the more advanced language student. Unfortunately, as these programs include kana and kanji symbol processing, they are unable to run on non-Japanese platforms, and cannot be implemented over a LAN or the Internet. This situation effectively limits the JSL student to running these programs only on Japanese-only OS systems, thus forestalling access to such programs. A great advantage of the MVDP is that it can be implemented through Internet browser software, and allows for use of the MS IE-4/5 Japanese Language Pack freeware. Thus, JSL language-learners may effectively study Japanese from almost any location in the world, and on any Windows 95/98 platform. Another advantage of the MVDP, particularly for the EFL student, lies in its mode and means of presentation. Multimedia integration allows for pronunciation practice and visual reinforcement to be included concurrently with semantic acquisition.

In the future, we plan on adding further database resources, including a matching list of the 2000 highest-frequency Japanese words, multiple examples of word usage, enhanced search capabilities, and additional means allowing for user-customized

additions to the database. Most importantly, we are planning to continue building our database to incorporate a much greater number of word entries and word usages. As Internet connection speeds increase around the world, it will become possible to develop and implement more dramatic and lengthy bilingual multimedia presentations; we also plan on including typical dialogues enacted in situational-functional contexts, at a future date.

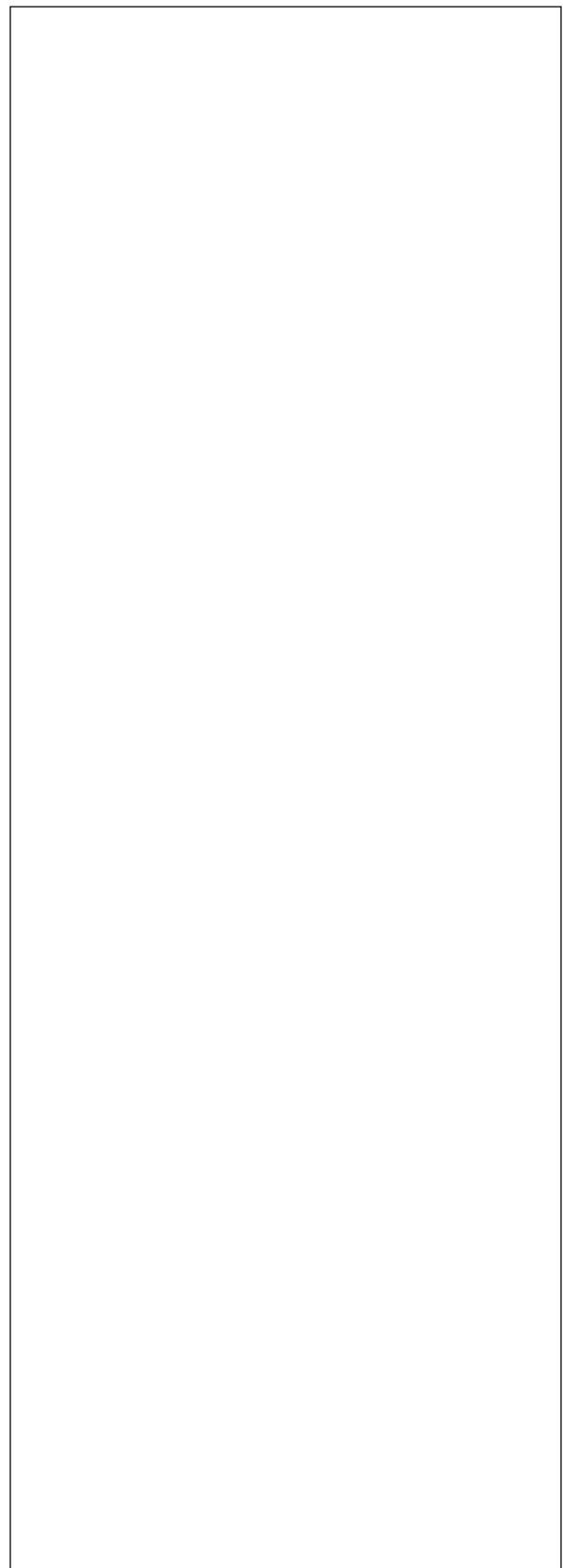
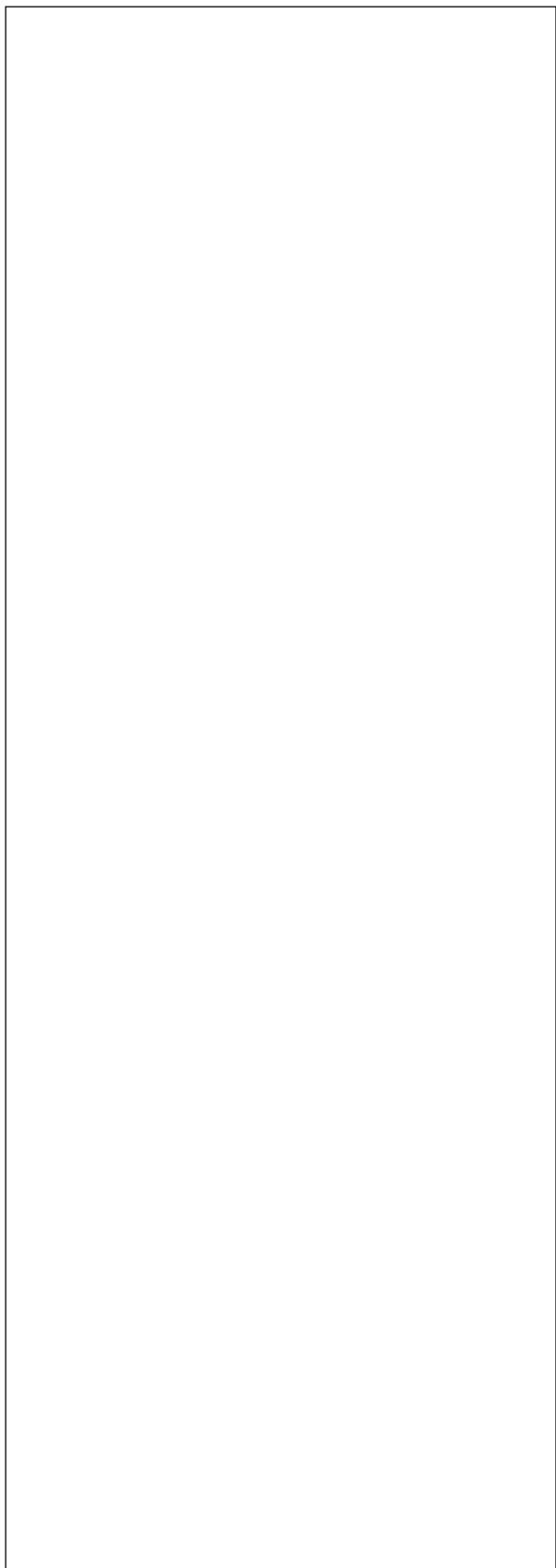
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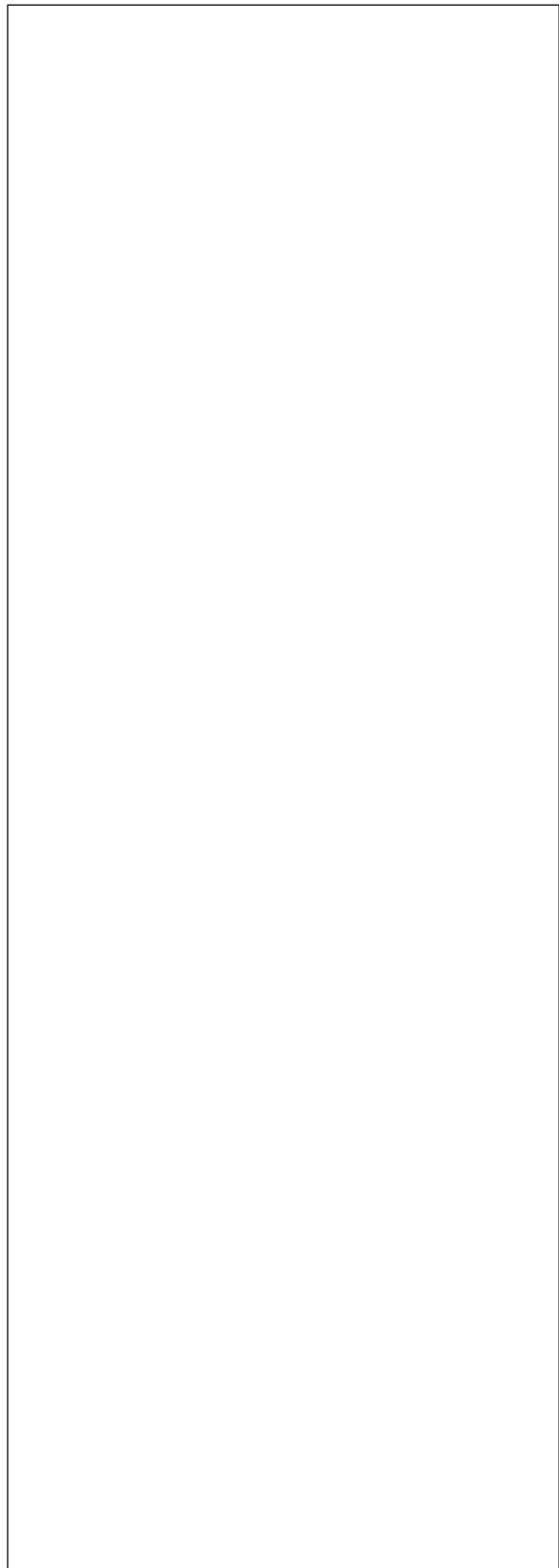
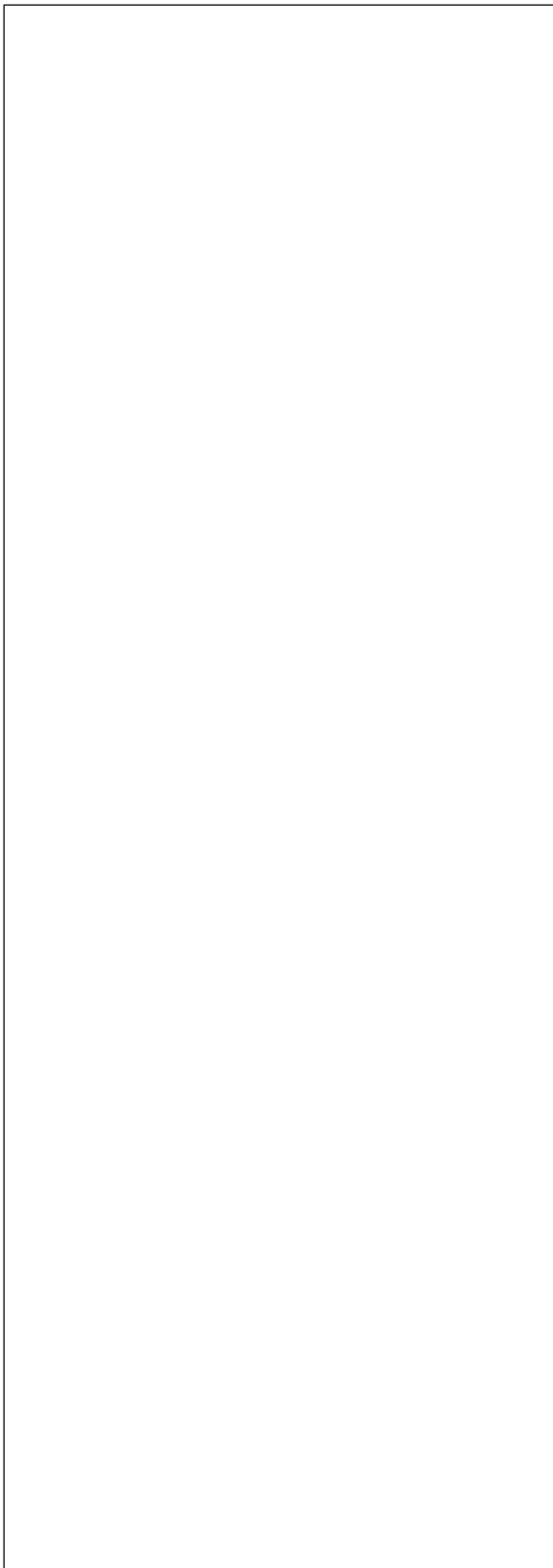
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Abstract

The purpose of this paper is to investigate what kinds of activities Japanese junior high school students prefer in their English language classes. Based on the free reporting of 200 subjects in a preliminary study to extract question items to be included in the main study, we constructed a five-point-scale questionnaire. In this study, 712 Japanese junior high school students carefully evaluated their preferences. Factor analysis suggested four preferences: approaches to practical English and English culture, activities for individuals, activities based on the textbook, and pronunciation activities. In summary, the writers feel that more attention should be directed to English activities that students prefer which also theoretically help them improve their English skills.

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Peter Bodycott, Vernon Crew
Hong Kong Institute of Education

What have I gained from the immersion program? Hmmm... This is a good question, there's so much. I have become more mature, independent, and confident, not only with language but with life... I guess you call it life skills. As I had never left my home or Hong Kong before, it really made me nervous when I first arrived in England. I would have to mix with English speakers, live with them, and cope with life in an English speaking environment. I was worried that my language wouldn't be good enough. Looking back it's hard to see why I was nervous, the differences are not so great, but living the language was my greatest challenge. (Semmi, age 20)

For me, I loved being able to observe different teaching methods and it gave me lots of ideas for my teaching in Hong Kong. The gains from the school visits are the most useful for my future career. I watched children learning English in different ways. This made the whole trip worthwhile, and valuable for me. (Christy, age 21)

Living the Language: The value of short-term over- seas English lan- guage immersion programs

英語イマージョンプログラムは一般に語学力が確かに向上するという点と本物の文化に触れることができるという点で評価されている。アジアの他の高等機関と同じようにThe Hong Kong Institute of Education(HKIEd)では、教師志望の学生を海外英語イマージョンプログラムへ短期参加させ、彼らの語学力向上に努めている。本論では、英語イマージョンプログラムの内容を紹介し、参加前、中、後の学生のデータ分析をしている。参加学生は、すべて香港の小中学校ESL教師志望である。彼らは、自信を持ち、英語と英語圏の文化に対する新しい認識と理解を持って帰国した。さらに、香港のESL教師として彼らの基礎となる知識、経験、肯定的な態度を習得した。

The above are student comments recorded in reflective journals following six week overseas English language immersion programmes conducted in various countries. The students involved were at the time all full-time undergraduates studying English as a second language (ESL) in a 2-year Certificate of Education course at the Hong Kong Institute of Education (HKIEd). Every year for the past nine years HKIEd, with the assistance of the British Council and other donor organisations, has financed a six-week English immersion program conducted by centres in the United Kingdom. In 1998, in the post-colonial context of the Special Administrative Region (SAR) of China, the program was extended to include Queensland University of Technology, Southern Cross University, Australia, and York University, Toronto, Canada.

Since the return of Hong Kong sovereignty to China, the SAR government has made a concerted effort through a newly created language policy to deal with language issues arising from Hong Kong's proximity to China, and from inherent colonial influence. The Government's aim is to create a population which is biliterate (Chinese and English) and trilingual (Cantonese, Putonghua, and English).

Accordingly, the HKIEd has elected to send undergraduate students both to Mainland China and to English speaking countries to improve their Putonghua (Chinese Mandarin) and their English language proficiency.

This paper will focus on the design of English language immersion programs, and on the analysis of student data accumulated before departure, during, and following the programs. Our findings challenge traditional conceptions of funding agencies that gains in language proficiency cannot be achieved from short-term language immersion in residence abroad programs. We argue, as one student puts it, "the gains are not short-term but long-term," and that the enhanced personal skills and attitudes, and the professional knowledge gained more than justify involvement in overseas ESL immersion programs of this nature. Unfortunately, while there is a substantial body of literature concerning residence abroad (e.g. Coleman, 1997) or coping with life and study in a foreign country (e.g. Renshaw & Volet, 1995; Volet & Ang, 1998) much of this research concerns long-term immersion or study. Of the few studies that have been conducted into short-term language immersion, Geis and Chitsuko's (1997) study of Japanese students during a credit bearing intensive English program demonstrates clearly the difficulties that can arise. For example, they found that length of stay has an effect on student attitudes and understanding of the host culture, and their ability to develop contacts outside their group. Drake (1997), in another study of Japanese students studying abroad, found difficulties in locating language tests "sensitive enough to measure [changes in language that arise from] six weeks of language learning." Despite this research, the practice of

sending higher education students overseas on short-term language immersion programs remains a relatively unexplored area. It is our aim to set in motion further discussion of this important topic. We begin by exploring the HKIEd-required components of the short-term immersion programs. This is followed by a discussion of the factors affecting language proficiency during the immersion experience, the value of homestay accommodation, and the enhanced professional understandings that are gained from immersion experiences. Throughout the paper extensive use is made of student quotes to support and explicate discussion points.

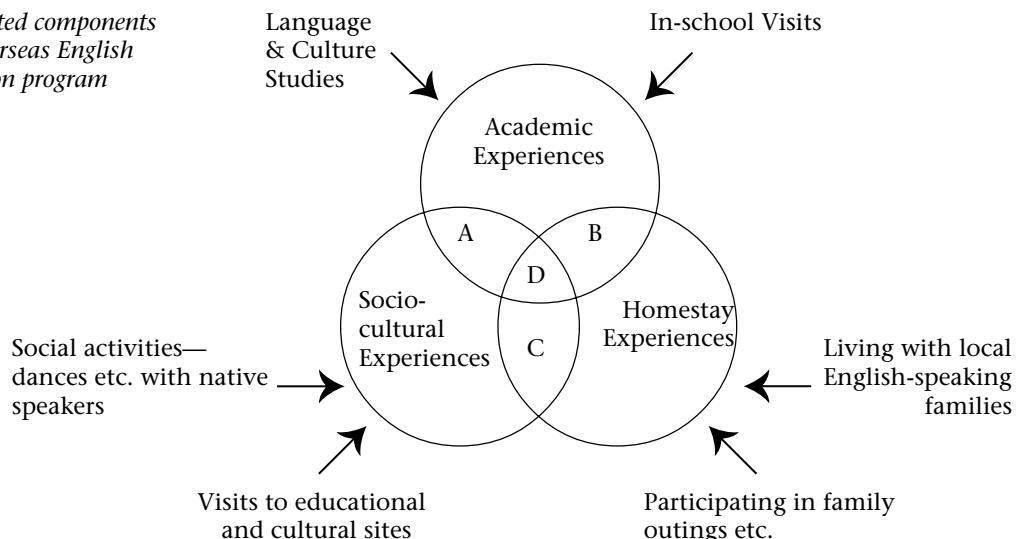
Program Expectations, Objectives and Design Components

From involvement in an English language immersion program, HKIEd expects that students will have gained in confidence, fluency, and accuracy in using English. It is also expected that they will have gained cross-cultural insights of life in an English-speaking culture, the education systems, and the methodologies used to facilitate learning. In addition, since some of the student teachers had not left Hong Kong or their families before, it is hoped that they will have developed life-long learning skills, and that the composite learning from the varied experiences will be of use in their future studies and teaching. These expectations form the basis of the program objectives, design, and assessment instruments used.

The objectives that guide the program are:

- To strengthen students' English language skills, in particular their spoken English and listening comprehension, by means of formal and informal immersion in a native-speaker cultural context;

Figure 1. Interrelated components of the six week overseas English language immersion program



- b) To provide students with the focussed experience of living and using English within a native-speaker cultural environment.
- c) To provide opportunities for students to visit schools operating within another culture and to collect and process spoken and written materials of use to them and their pupils in their future teaching in Hong Kong;
- d) To reflect purposefully and explicitly on pedagogical experiences encountered during all stages of the program.

As shown in Figure 1 there are three essential components of the HKIED six-week overseas immersion program: Academic Experiences, Sociocultural Experiences and Homestay Experiences. The specific content and methodology used in the academic experience

component varies between various contracting centres in the countries to which groups of students are sent. In all centres,

experienced second language teachers present content that ranges from individualised language development work and cross-cultural comparisons of societal beliefs and practices to integrated language studies linked to the sociocultural component (see A in Figure 1). The methodology used also varies, with some, but not all, centres electing to develop language and cultural understandings through some combination of integrated children's literature, drama and poetry lessons, and mini-action research type activities. Centres take every opportunity to design activities that get students out and about in their local communities. This has seen HKIED students scripting and performing plays for the general public with local school children; creating videos involving interviews with local identities and/or homestay members (see B in Figure 1), and writing reports for local newspapers on their experiences living within the community. Recently, one centre established a "buddy system" with local students studying in the second year of a three-year BEd degree program; thus HKIED students attended classes on Australian-Asian cultural studies with their buddies. While HKIED does not require direct instruction in subject matter or pedagogical knowledge, involvement in such classes provided unique opportunities for students to interact in meaningful contexts. Centres are moving toward offering students an escalating range of alternative contexts in which to use and develop their language proficiency; for example, the development of language

through an outdoor education module. Before selection, and during the program, successful contractors must demonstrate the scope of each component and articulate how each of the components interrelates (see A, B, C in Figure 1) to achieve the program's overall aims and objectives (See D in Figure 1).

Sociocultural experiences require students to participate actively in planned activities aimed at increasing student knowledge and understanding of English speaking cultures. Centres prepare students in classes for these sociocultural activities prior to involvement and allow opportunities for students to reflect on their involvement and developing cultural understandings following each activity. (see A & B in Figure 1). The range of activities includes visits to theme parks and places or events of cultural significance in and around the local community, e.g., a visit

to the Australian War Memorial in Canberra; participation in a community

"rainforest clean-up." Students also attend plays and dances such as discos. On free

weekends, homestay providers generally take the opportunity to involve students in family outings and events such as barbecues, picnics, and shopping excursions. Often these events coincide with planned centre-based sociocultural experiences (see C in Figure 1) and assist to develop student understandings and increase opportunities for meaningful language use. On average, contracting centres in 1999 involved homestay families in 40% of their respective sociocultural activities.

The homestay component is central to the design of HKIED's short-term immersion program. While students study at the centres during the working week, where they undertake a range of language development and cultural awareness activities, they live with host families, which maximises cultural exposure and opportunities for language immersion. In recent years, more by accident than design, students have increasingly shared homestay accommodation with students from other countries or provinces who are also attending ESL or immersion programs. This sharing has in itself led to significant changes in individual HKIED student perceptions of the benefits gained from their program. The HKIED requires homestay accommodation which is as close to the university as possible, is within easy reach of regular public transport, and is in areas in which it is safe for unaccompanied women to return home at night. The homestay family provides their student—only one HKIED student per family—with three

"the enhanced personal skills and attitudes, and the professional knowledge gained more than justify involvement in overseas ESL immersion programs"

meals a day and a private bedroom, which contains, as a minimum, a bed, wardrobe, desk, chair and light. Communication between homestay families begins well before the program starts. Students begin the process by writing letters introducing themselves, which is always followed by further mail or E-mail and/or telephone exchanges. HKIED students and their respective families become quite attached and it is not unusual for the bonds created during immersion to continue for years after the initial immersion experience. Research (Bodycott & Crew, 2000) indicates that the homestay experience is a most influential component of the immersion program design. Interviews with 45 homestay families between 1997-1999 indicate that in 85% of cases, the homestay families actively engage their students in discussions and activities relating to the development of language. Such activities range from pronunciation correction with explanation to exploration of idiom and slang. Such engagement, according to student survey and interview data, contributes much toward the overall achievement of program objectives (see D in Figure 1).

The program objectives are assessed according to: a) progress made by the student teachers during the program in the host country; b) the student teachers' views of the value of the program as a whole and of its various components; and c) the HKIED staff monitor's views of the value of the program in relation to the stated aims of the program and the progress made by the student teachers. This final evaluation component is achieved by direct observation of the program during implementation and follow-up assessment of centre reports and student portfolios. These student portfolios contain:

- Examples of course work, both in draft and finished form along with centre tutors' grading and comments;
- Group or individual project work showing the development from initial concept through to completion;
- A series of written pieces about life in an English speaking country;
- A reflective diary of themselves as users of English, and reflections on the way they are taught with respect to content and delivery;
- An account of their experiences in schools, concentrating on close observations of the ways in which the children learn, the learning environment, the curriculum, the nature of instruction;
- A summative essay written by participants, that outlines the benefits they feel have accrued as a result of attending the program

The HKIED's program is funded largely on the basis of perceived benefits in language proficiency that accrues as a result of the immersion experience. However, as experienced second language teacher

educators, we recognise that accurate measurement of language proficiency changes over such a short period of time is extremely difficult and problematic. Additionally, previous studies of 2-year Certificate in Education students (e.g. Crew, 1994) have shown that proficiency gains tend to fall away in the short term and the factors that affect this are discussed in the following section. The longer term outlook however is more positive, as attitudinal gains have been found to be more profound (Crew, 1996; MacLennan & Tse, 1995). The difficulty of demonstrating significant English language proficiency gains has led to questions by individuals and funding bodies about the viability and relevance of the relatively short-term overseas immersion programs.

Factors Affecting Language Proficiency

Altogether 234 students participated in the 1998/1999 immersion programs, all of whom were monitored and evaluated for the purposes of this study. Although HKIED staff monitored all centres to ensure the programs offered adhered to program objectives, naturally there was a wide variation in the nature of the programs offered. Because variations in program and individual student characteristics have the potential to affect changes in language proficiency, the more stable factors that students bring to second language learning were investigated. These checks were conducted before departure, during and on return from the immersion experience.

Confidence and Attitude

Pre-departure and post immersion English language proficiency tests, developed and refined by HKIED over the nine years of immersion experience indicate relatively small improvement in student language proficiency over the duration of the programs. However, the students themselves indicate and profess a new found confidence in their ability to use English and a positive change in attitude toward the language. Learning a second or foreign language requires vast reserves of this confidence, and while no one likes to make a fool of themselves, to learn a language one has to be brave, take risks, and expect to make mistakes. This however is a quality that schools in Hong Kong have not previously encouraged, as can be seen from the following student comments:

Before I came to the UK I seldom used English. In my English lessons I rarely talked to the teacher and I used Cantonese to talk to my classmates, even in English lessons. My attitude [has] changed. Here I need to use English all the time, no matter in the college, in my host family, in the street. My oral skills are therefore much improved. Through conversation with native speakers I have improved my intonation, rhythm and pronunciation.

I [have] overcome my nervousness of using English. I bargained the price of goods and bought a ticket to go to France. I never imagined that I would be able to speak English so convincingly and with such fluency. So now I feel free to express myself in English now that I have come back.

When speaking they [Australians] do not seem to bother too much with accurate grammar. In Hong Kong we are always focusing on grammar. This understanding may help me in my future teaching.

I made friends with many people, they came from Spain, Japan, France, Canada, Taiwan and Italy. My concept of why I need to learn English has changed now. Before I came to Canada I thought that learning English was mainly useful for teaching. Now I see it as a tool to communicate with the many people who do not speak Cantonese.

Colleagues at the HKIED have commented on the noticeable changes in immersion student confidence and attitude in subsequent ESL classes. As such, there has been an increase in the overt rewarding of students for using English in class. While Confucian societies respect the hard work ethic, there is little positive reinforcement, verbal or otherwise, for the effort put into learning. As a consequence of immersion, interest in the psychological effects of rewarding effort in second language learning—a practice largely uncommon in traditional ESL classrooms in Hong Kong—has been kindled in students who have been involved in immersion programs.

Anxiety and Coping Strategies

Anxiety has the potential to significantly influence the success and effectiveness of language immersion. This is particularly true in respect of second or foreign language proficiency gains (Ehrman & Oxford, 1995). As a support for students, intensive preparatory sessions are held before departure involving native speaking staff and ex-immersion students. However, no amount of planning or preparation can hope to eliminate individual student anxiety entirely. What we hope to do is to minimise anxiety by providing information and reassurance that strategies are in place to support them throughout their immersion experience.

Homestay anxiety, perhaps understandable for young people far from home for the first time, is the most prevalent concern of students before departure and during the initial stages of immersion. Similarly, concern about travel, public speaking, racial discrimination, climate, food, and eating habits all lead to varying degrees of anxiety.

The most successful coping strategies used by students include communication, having a positive attitude, and thorough preparation. We note that

language-based strategies form the largest proportion of reported successful strategies. Thus communication in English, practising English language skills, listening carefully, trying to think in English, use of and exposure to English media are all examples of English language strategies students reported applying successfully to the resolution of problems encountered during their immersion experiences.

Group and individual peer support is another useful strategy cited. Much of this came about on free weekends when students would, distance permitting, travel and meet up with friends studying at other centres. Access to e-mail also proves a popular tool for assisting students to cope with anxieties associated with isolation.

The debriefing sessions held by HKIED and individual centres throughout the program are reported as having helped minimise many of the anxieties participants were experiencing, especially on arrival. Similarly, homestay families are crucial in helping students cope with culture shock (Furnham, 1993). As indicated, homestay families spent considerable amounts of time discussing aspects of English language and culture with their HKIED student.

The Value of Homestay

A crucial aspect of the six-week program is the homestay experience. Students are placed in separate accommodation so that they are forced to speak English. Sometimes there is another foreign student staying with the family, but the lingua franca is English. Living with foreigners was the greatest concern of students before departure. However on return it emerges as one of the highlights of the entire immersion experience.

This was my first chance to stay with strangers. At first I was very frightened because I had no confidence to speak to them with my poor accent. But now I can bravely and happily talk to them. I knew I couldn't keep silent for six weeks.

Living with a host family was the most effective way to improve my English. I learnt a lot of Australian slang and was able to speak fluently in English. Now I have confidence to speak to foreigners.

By living with my host family I have many chances for practising my English through daily natural communication. I was able to learn some special terms that are not taught in books. For example, now I know the meaning of 'sleep tight', which my host Mum said to me each night when I went to bed.

Interviews with experienced homestay providers suggest that the standard of Hong Kong student language was generally above that of other Asian

students that they had had staying with them. Where Hong Kong students tended to fall below their Asian counterparts was in what homestay providers described as being "streetwise," that is, the ability to assimilate everyday behaviours. According to homestay providers and student diaries, it was the fear of making mistakes that concerned Hong Kong students most.

Living and communication with Japanese and other overseas students was wonderful. We were able to use English for discussion and decision making which gave us great confidence especially as my Japanese friend's level of English was not so good.

While in their care, most students referred to their hosts as "host Mum" or "host Dad". There seemed to be a genuine need for the role of substitute parents. Staying in homestay for the entire language immersion experience facilitates the development of personal and social relationships, and avoids problems experienced by Japanese students during a similar length immersion program (Drake, 1997). There is no doubt that the homestay experience was invaluable in all three countries, as evidenced by the number of students who continue to keep in touch with the families on their return to Hong Kong.

Enhanced Professional Understanding

The activities arranged by the centres focused on different aspects of language learning and the teaching experiences were different on a day to day basis. While many of these experiences would have resembled classes in Hong Kong, others enhanced students' exposure to the teaching of ESL through activities involving drama, Internet investigations and communication, and action research-based language experience projects. For students who have limited exposure to ESL, and who have been taught English largely through program books using traditional methods, these experiences proved a revelation.

The ways of teaching were new and sometimes extraordinary. I found the most useful teaching methods were "learning through songs," "using authentic materials," and "writing poems." These can be useful for teaching English and other subjects like Chinese.

Our tutors encouraged us to think. There were many group work activities and presentations. They developed my co-operative skills. My group members and I solved problems, interviewed people, researched, and presented together. I now have more confidence speaking English in front of people. This is very important for me in my future career as an English teacher.

The language awareness part was very good. The tutors used newspaper articles to give us real examples of the use of tenses. It really helped me to

know about the writer's attitude. I was interested in the activity and my knowledge of tenses and my comprehension improved.

It was interesting and encouraging for us as teacher educators to discover evidence that some students were using immersion experiences to reflect on their future role as teachers of ESL.

In the classes we were not only learning the academic study, but by observation and experience. We learned how to teach English effectively. Pupils love interesting activities. If they enjoy the lesson they will learn a lot from it. I shall remember this when I am a teacher.

As our students are all going to become teachers, it is considered essential that they should visit schools in the host country. This is so that they can become aware of the importance of comparing the way that different countries and cultures educate their children. Students are encouraged to integrate with the children and teachers to get as broad a perspective as possible. Much of the preparation for school visits is done in Hong Kong prior to departure. Our experience indicates a tendency for Hong Kong participants, when visiting schools during their immersion programs, to view the teaching and classrooms observed as those of desirable "best practice." Therefore, the focus of school visit preparation sessions is on developing participant understanding of the nature of the whole experience as one of exposure to be subsequently reflected on with an open mind, rather than something that is of automatic relevance to the Hong Kong context. For the most part students appreciated greatly the in-school experiences and were surprised by the more relaxed atmosphere in most of the schools they visited, and the range of teaching practices used in the classrooms. Each group of students also prepared a presentation on an aspect of Hong Kong life to take into the schools to share with the classes they visited. The outcome was that that it gave them a tremendous confidence boost because they realised that their level of English was good enough to communicate adequately with native speaking children.

We were shown around the school by two year six children. They seemed very talkative and professional as they introduced everything to us, even the toilets! I like the way the students and teachers were allowed to sit freely, even on the floor for learning. A warm and friendly atmosphere was created for the children. The students seemed to be creative and active in class. They were not afraid to make mistakes during class because of the supportive atmosphere. Students seemed to have the ability to control themselves and were well behaved even though the teaching was child centred. Students were not forced to learn but were led to learn new things through participation in activities.

After the teacher asked questions you could see hands being raised everywhere in the class. When I was at school in Hong Kong if a student answered a question actively or spoke English in class he was thought to be showing off. This thinking flashed into my mind in England. I found I had a responsibility to train my students differently in the future. One thing I must do is to create a good atmosphere in my lessons.

Conclusion

It is our experience that the value of short-term overseas English language immersion programs does not necessarily lie in quantifiable language proficiency gains. Such statistics provide little indication of the increased confidence in using English, developments in self-esteem and life-long learning skills, or improvements in motivation and enthusiasm for further ESL study. Our students return from studying overseas as changed individuals. They view ESL language learning and teaching through new eyes. They have a new appreciation and understanding both of the English language and of English speaking cultures, plus acquired knowledge, experiences, and positive attitudes that will shape and inform their future practice as ESL teachers in Hong Kong. Confident informed, resourceful, positive thinking ESL teachers—what greater long-term value could we ask from a six-week overseas language immersion program?

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, our column features Ali Campbell and Kevin Ryan updating us on JALT CALL, its successful JALTCALL 2000 conference, the SIG's publications, and contacts.

JALT CALL

Ali Campbell (Chair JALTCALL 2000) and Kevin Ryan

Computer-assisted language learning (CALL) is becoming increasingly popular in language teaching programs across Japan. The Special Interest Group (JALT CALL SIG) is a group of about 300 teachers within JALT who are interested in using computers to promote language learning. We exchange information through presentations at the annual JALT conference, our internally produced books (4 titles currently available), our newsletter *C@lling Japan*, our website located at <jaltcall.org>, and our electronic mailing lists. Most important of all, however, is our annual four-day SIG conference, now in its fifth year.

Last year, the event reached an unprecedented peak at Kyoto Sangyo Daigaku with the conference, CALLing Asia, featuring over 100 sessions and, for the first time, attracting a significant number of delegates from overseas. The challenge this year was to maintain momentum and capitalize on the previous conferences, to broaden the appeal, and make it more international and more accessible to both "newbie" and "guru" alike.

Tokyo University of Technology hosted JALTCALL 2000 in June. This is an institution well endowed with computer facilities: online classrooms, Windows and UNIX labs, a 400-seater fully wired auditorium, and a futuristic gathering place known as the Media Lobby. The campus, located just south of Hachioji, is also vast and strikingly beautiful.

Such was the location for JALTCALL 2000 and although the university's natural charms were shrouded in drizzle for the entire weekend, this did not prevent 200 participants, including 30 from overseas, from attending 60 presentations, workshops and poster sessions with themes ranging from "Making Online Quizzes" to "Bringing Efficiency to Testing through the Use of Microsoft Excel" to "Virtual Reality Applications and Second Language Acquisition." The conference ran a Beginners' Workshop ("All you ever wanted to ask about computers and CALL") for the first time in the hope of attracting CALL newcomers to the event. Registrants who had submitted their queries online in advance received their answers in this session. Although fewer newbies than anticipated turned up this time, the session will be repeated in future years.

The conference gave prominence to an expo of the most important materials and service providers in CALL today. Participants were thus able to view a full range of newly published books and training options, and come to grips with many types of soft-

ware and web-based learning. The coffee and chocolate biscuits served in the same area proved perhaps to be an even bigger draw, however, and showed once more that for many people the attraction of a conference is the chance to meet socially with others involved in the same field and facing the same kind of challenges. Indeed, the networking reception (a.k.a. conference party) on the Saturday evening was extremely well attended, and as at CALLing Asia, the generosity of our corporate sponsors enabled us to stage a Grand Prize Draw.

Since many of the people attending JALTCALL 2000 had travelled a long distance—not just from Hokkaido and Kyushu, but also Canada, New Zealand, the UK, the Philippines and India to mention but a few examples—pre- and post-conference sessions were organised. On Friday, three practical workshops ran parallel for different levels of expertise, and on Monday, delegates visited the nearby Tokyo Metropolitan Institute of Technology to observe their world-class CALL facilities in use.

JALTCALL 2000 was thus a showcase for the SIG and for the state of computer-assisted language learning in Japan. It is clear that the annual conference is now a notable fixture on the international calendar of CALL events. The CALL SIG finds strength both in its membership and in its access to technology and facilities of which most visitors from outside Japan are rightly envious. Two areas which illustrate the excellent health of our organisation in particular are the wide variety of research activities being carried out nationwide, and, allied to this, the contribution of our membership to a number of publications which have gained a solid reputation amongst CALL practitioners/researchers around the globe.

The conference also celebrated the launch of two new CALL SIG publications. *Recipes for Wired Teachers* containing eighty practical ideas for using computers in language learning is now available to all at the JALTCALL webpage. Members got a special discount at the conference and may still receive one on the webpage. A huge collection of papers from CALLing Asia conference was given away free to any CALL member at the conference. You can order both using a bank transfer or credit card through our website.

You can join the CALL SIG if you are a member of JALT by sending in the *furikae* at the back of the *TLT*. For more information and to contact people in the SIG, visit our website at <jaltcall.org>.

From the editor—The summer vacation is over, your classrooms are returning to a bearable temperature, and most importantly, you've finally put together a curriculum for your next few months of study. Maybe you've included some ideas from My Share as part of that curriculum. (I hope so.) But now's a good time to think, "What ideas of my own am I using with my students this fall? Maybe I ought to share one of my favorites with teachers all over the world by submitting it to the My Share column." It only takes a good idea and about a thousand words. We'd love to hear about activities that work for you.

Batter Up! English Classroom Baseball

Michael Graves Klug, Ibaraki City Board of Education

Classroom Baseball is a classic American elementary school activity that is readily adaptable for use in junior high school classrooms in baseball-loving Japan. Although in my own elementary school days, Classroom Baseball was usually played to review arithmetic, the game has more recently served well in my team-taught Japanese English classes. This useful and enjoyable activity enables students to get up and move about the classroom while using English. In the game, students make hits and score runs by successfully answering questions in English. Classroom Baseball is highly flexible in terms of what type of English language content may be employed to serve as the basis of the activity. In my own classes, Classroom Baseball is utilized as a periodic review activity for unit content from the *Sunshine English Course* textbook. The game encourages spirited competitiveness and engages students regardless of ability level.

Setup

In Classroom Baseball, the four corners of the classroom serve as the bases on the baseball diamond. The ALT (Assistant Language Teacher) assumes the role of permanent pitcher, offering up questions for each batter to answer, while the JTE (Japanese Teacher of English) serves as umpire, standing behind the hitter and making the necessary judgment calls. Outs and innings are variable. Although baseball innings commonly consist of three outs, allowing only two outs per inning can make Classroom Baseball more interesting with added pressure on each hitter to do well, and with more back and forth action between teams. A three-out Classroom Baseball game tends to become one-sided very quickly, often leading to slackening efforts on the part of the players. In a 50-minute class period anywhere from five to eight innings are playable with a two-out game.

Students should be divided into two relatively equally matched teams of batters. This can be done in any number of ways, but often the easiest way is to simply split the class in half. The two teams then choose a name for their team and appoint a

captain. As suggested in Martin (1996), to promote team spirit and identity, the students themselves should be allowed to write a team name logo on the blackboard above the space where the JTE or ALT will record that team's runs and outs. At the ALT and JTE's discretion, the students may be allowed to decide their own batting order, or the batting order may simply follow the students' classroom seating arrangement. The captains of the two teams should then play "scissors, rock, paper" or flip a coin for the privilege of batting first.

Game Play

Structure of play is as follows. The team that bats first sends its leadoff hitter to the improvised batter's box. The ALT/Pitcher asks the batter if he or she would like to try for a "single, double, triple, or home run?" i.e., a one-, two-, or three-base hit, or home run question. The ALT then "pitches" an appropriate selection from a prepared list of single, double, triple, and home run questions. If the batter answers the question correctly, he or she moves to the corresponding base. If the batter answers incorrectly, then he or she is out. Runs are scored either by correctly answering a home run question, or by "batting in" a runner already on base. There is no base stealing in Classroom Baseball. It is important to make this clear beforehand, as some zealous players (often school baseball club members) will invariably attempt to steal bases.

Pitch Questions

If the game is played to review content from specific units, it may be helpful to inform the students beforehand from which units the questions will be drawn. An appropriate "single" question in a first- or second-year junior high school English class might require the batter to translate a vocabulary word into Japanese (in a case such as this, the JTE/Umpire's judgment and expertise may be very helpful). A "double" question might involve spelling a more difficult vocabulary word on the blackboard. A "triple" or "home run" question might involve orally paraphrasing or translating a key textbook phrase into English. At the ALT & JTE's discretion, a partially correct answer on a three-base or home run question can be ruled as a single, rather than an out (of course, it is important to be fair and consistent with this policy).

Special Considerations

In certain classrooms there may be problems with teammates helping a player by way of shouting out the answer, or otherwise clueing in the batter. The ALT and JTE should try to nip this potential problem in the bud by explaining beforehand that these illegal actions will result in an automatic out for the offending team.

In some situations when the game runs long or starts late, teachers may wish to make a written record of the game's present condition (score, inning, number of outs, and names of players on base) and continue the game in a future class.

Conclusions

Classroom Baseball is a useful and flexible review activity for junior high school English classes in Japan. The game is enjoyable for students and

teachers alike. Classroom Baseball can make the routine task of course content review more active and communicative as it challenges lower achieving students to make an effort for their team, and at the same time gives more accomplished students a chance to show off and be "heavy hitters."

References

Martin, B.D. (1996). *The busy teacher's survival guide*. Huntington Beach, CA: Teacher Created Materials Inc.

Quick Guide

Key Words: Speaking, Listening, Review
Learner English Level: Beginner to Intermediate
Learner Maturity Level: Junior High School
Preparation Time: 15-30 minutes
Activity Time: 30 minutes or more

Meeting a New Class in Writing

Tim Knight, Ferris University

The following activity is for that first writing class of a new term. It is especially appropriate for freshmen classes, but could be used in any class where the teacher and students are not very familiar with each other. It has two main purposes: first, to introduce teacher and students to each other in the appropriate language medium for the class (i.e., writing); and second, to provide an immediate writing model for students at the beginning of their college career.

Procedure

Give each student a copy of a one-page letter you've written introducing yourself. Because the letter is meant for everyone in the class, and because all, or most, students will be unknown to you, address the letter to "Dear Everyone." For the activity it will be easier for the students to follow this model if you do not sign your name at the bottom. The content of the letter is up to you, of course, but it should be a general introduction including some basic personal information, such as where you are from, where you live, something about your family and so on—the kind of information that students are normally expected to divulge early on in their conversation and writing classes.

After the students have read the letter quietly, read it through to them. The first time I used this activity I found, while reading it through to the class, that I'd made a mistake, but found that this provided a good opportunity for early, natural, spo-

ken interaction with the students; so now I leave, perhaps, a missing word or spelling mistake on purpose—although I pretend to have just noticed it.

After making sure the content is clear, you should impress on the students certain things about the format. The most important point I like to stress early in the year is that good, clear English is written in clear paragraphs with clear topics. Some students need a while to grasp this, so the first class is a good time to begin teaching them. This is quite easy if the letter has, say, three simple paragraphs. Point out that there are three paragraphs, easily identifiable by the clear indentation on the opening lines. Then ask the students to note what the topics of the paragraphs are, for example, where you are from, family, current situation. Stress again that it is clear where these different paragraphs begin and end and that it is much easier to read and understand when writers organize their writing like this.

These points will be clearer if they are made on the board or on an OHP. Similarly, the following directions will be clearer to the students if they are written on the board. Ask the students to follow the model and write their own letter of self-introduction. Tell them they can choose to write about anything they like but that they should not write anything that they would not like any of the other students to read. They should address the letter to "Dear Everyone," just as the model does. Stress—and this is most important—that they should not write their names at the foot of the letter or, indeed, anywhere on the paper.

The next task can be a tricky one for the teacher, so while the students are writing, look around the classroom and think about how you can do it efficiently without embarrassment! As the students finish writing, collect the letters, making sure there are no names on the papers. Make piles of letters at the front of the class according to the parts of the room you get them from. Then give the letters out again—making sure each one goes to a student sitting away from the writer. The students should read the letter they have received and write a short reply at the end. This time they can sign their names. When they have done this, the students should get up and walk around, speaking to each other until they have both found the original letter writers and also retrieved their own letters. I have noticed that students have a lot of fun meeting lots of new

people during this part of the activity. Let them talk to each other as they wish.

Ask the students now to sign their own letters and hand them to the teacher. Over the next week, read the letters and write short replies (not corrections or grades) and return them in the next class. I have found this activity helps create a friendly, warm atmosphere at the beginning of the term—largely through writing.

Quick Guide

Key Words: Communicative Writing, Class Introductions

Learner English Level: Intermediate and up

Learner Maturity Level: High School to Adult

Preparation Time: About 15 minutes

Activity Time: Most of a 90-minute class

Using Drama Techniques to Facilitate Speech

Paul A. Cunningham, *Rikkyo University*

Much has been recounted about how passive Japanese learners are, and how reticent they can be to participate actively in class activities. Here is a tried-and-true winner, one that is sure to get your students hopping.

Drama techniques have long been successfully incorporated into English language classes. Some apparent obstacles might be: 1) the size of the class, 2) the time involved in such an activity, and 3) whether the teacher feels comfortable performing drama. Well, rest assured that the following treatment can be done with up to 30 students, one lesson can be completed in less than an hour, and even I (with stage fright and no theater training) have grown comfortable with these exercises.

To make things simple, I am going to use my favorite text on the subject, *Pinch & Ouch*, as a guide. This book is widely available and can be used as a springboard to other related activities. For the sake of simplicity and clarity, I have decided to draw from the content and some of the techniques presented in Lesson One of this text.

The dialogues are succinct and easy to memorize. The first two lines of a seven-line dialogue read, "Hi. How are you doing?" / "I'm doing all right." Dialogue variations are also concise and useful (i.e., "Hi. How are you?" / "I'm doing fine"). These types of dialogues can easily be created from scratch. The real variety comes from the Situations section, which provides different contexts for the dialogues to take place. These contexts serve as a gateway to improvisation.

I often start the lesson by telling students that we are going to do something wild and crazy—just to forewarn them. We then move all of the desks against the walls. I give each of the students a handout, including the dialogue and variations. I ask the students to sit down and read over the dialogue, marking it to help them say the lines as naturally as possible. (I try not to put any ideas in their heads at this stage, so I do not model the dialogue.) I then ask for a few volunteers to read the dialogue line by line. Students listen and make some suggestions about how each line might be read. While I try to have the students lead this discussion, I sometimes raise questions about rhythm, stress, and intonation, to encourage ideas. I now ask the students to re-mark the dialogue so these features have been indicated in some way. (I see this part of the lesson as an informal pronunciation workshop.)

Game time! I now divide the class into two equal groups and give them 30 seconds to memorize their lines. Along with the mounting tension, this really gets their blood moving. I then line them up, one group facing the other, and all together we go over the lines one by one. At this point, I may model a sentence or part of a sentence if need be. But usually, the students have done a good job discovering viable renditions of each line. At this point, if the group (or I) seem to be nervous, I will extend the choral practice session by suggesting variations to the way each line is read. For example, I might ask one group to read their lines in a very loud voice, and the other group in a very soft voice. Some other variations I suggest are fast/slow, high/low, hearing/hard of hearing (requiring repetition), old/young

(gets them thinking about the improvisation to come), even English/Japanese. All along, the students are getting more time to learn their lines and to feel more comfortable saying them.

There are many techniques which can now be introduced to help illustrate an aspect of pronunciation or discourse style. One common one is to toss a ball (or substitute) back and forth as they say their lines, reinforcing the catch-ball quality of a conversation. A technique which I have developed and find helpful in focusing on word stress is to have the two lines of students approach each other, and have each pair interlock arms at the elbow and move back and forth as they punctuate word stress in each line by stepping (stamping!) forward and backward. If this is difficult to visualize, imagine two lines of 15 students facing each other with their arms locked. (The idea is to get them to move together and to respond to their partners' movements.) Line A—"Hi. How are you doing?"—starts by moving forward three steps, emphasizing the stress that falls on "hi," "how," and "doing." Of course stress markers can and do move depending on context, so determining stress is left up to the teacher. Line A stamps forward in three clear steps, with their partners in tow. Then Line B—"I'm doing all right."—responds in kind, moving forward two steps, emphasizing "doing" and "right." This is not as chaotic as it may sound, mostly because the students are attached and focused on task. It encourages them to pay attention to word stress and to the give-and-take quality of conversation. It also allows them the chance to focus on rhythm and intonation

and leads nicely into the third and final stage: improvisation.

In the final stage, students are presented with a few simple situations—i.e., girlfriend and boyfriend, father and son, rival fashion models, etc.—and are asked to sit down with their partners, with whom by now they are usually quite close, select a situation, and work out a simple sketch. Pairs of students are then asked to perform in the center of the circle, sometimes accompanied by a few simple props such as a table and chair. Students can use the dialogue they have learned or are free to improvise. Believe it or not, if you have come this far, the students are usually quite enthusiastic and do a surprisingly good job saying their lines and *acting*. Class usually ends with a great feeling of warmth (literal and otherwise) and a sense of camaraderie. Try this once or twice a semester and you will be sure to keep your students *genki!*

References

- Nomura, Y. (1982). *Pinch & Ouch: English through drama*. Tucson, AZ: Lingual House.

Quick Guide

Key Words: Drama, Conversation, Improvisation, Pronunciation

Learner English Level: All levels

Learner Maturity Level: Junior High to Adult

Preparation Time: 10 minutes

Activity Time: 40-50 minutes

My Share—Live! at JALT2000 in Shizuoka

This year's My Share—Live! will take place Saturday, November 4 from 12:15 to 1 pm. To participate, make 50 copies of a favorite lesson/activity you have created, and bring them to the Material Writers SIG desk before the swap meet. Just sign a copyright release and you will receive an admission ticket to enter the swap meet and take lessons other teachers have contributed. Share a little fun at JALT2000!



Book Reviews

edited by katharine isbell and oda masaki

Establishing Self-Access: From Theory to Practice. David Gardner and Lindsay Miller. Cambridge: Cambridge University Press, 1999. pp. xvi + 276. £48.00. ISBN: 0-521-58556-2.

Self-access language learning (SALL), whereby learners select their own learning material from a resource centre especially set up for that purpose, is a logical progression from the current interest in learner autonomy. *Establishing Self-Access: From Theory to Practice* is a complete overview of the development of SALL, the theory behind it as well as the application of the theory, including a lot of practical information on how to set up and manage a self-access learning centre (SALC).

Selecting resources for a SALC should take into consideration its specific aim in terms of what learners are expected to gain from the centre. For example, if the aim is to develop the listening skills of the learners, appropriate material may include videos, listening material on cassettes, and interactive CDs. The advantages and disadvantages of authentic materials versus specially produced materials are discussed including cost issues. The level of the learners as well as their interests should also be taken into account when selecting materials. Learners may also contribute resources provided they are appropriate in terms of content and topic. The SALC resources should be accompanied by worksheets that enable learners to know what to do with the materials. It is also useful if learners keep a journal to record their use of and comments about the material. This information can be used to evaluate the resources and the accompanying activities.

Setting up a SALC, however, is not just about providing appropriate resources. It is also about educating both the teachers and learners in terms of their beliefs about language learning and self-learning in particular, in addition to what self-access learning is and what to expect from it. Clarifying the beliefs and expectations of both the teachers and learners and providing appropriate orientation for using a SALC can ensure a more successful outcome. Although SALL is done outside the classroom, there should be a "counsellor" available to assist the learners to use the materials and to help them to set their own learning goals. The counsellor may also assess and evaluate the learners' use of the material. Counsellors need not be the EFL classroom teachers, but should be someone familiar with how to access and use the available resource materials. Other learners who have SALC experience may equally fill

this role, and may even be better, as learners may find them more approachable, thus improving the use of the centre.

This book also includes case studies of SALCs that have been set up, including one in a primary school, a secondary school, a university, and a private language school. Each case study is very explicit in providing information on the specific institution, the numbers of staff and learners, the reasons for establishing the SALC, what materials and activities are available, how the centre is used and managed including assessment and evaluation, and even a floor plan detailing the layout.

Establishing Self-Access: From Theory to Practice is well researched, well structured and easy to follow, lending itself well to its title and purpose. The chapters are relatively jargon free, and there are lots of tables, charts and diagrams to complement the clear explanations. It is invaluable for anyone who is or will be involved in setting up, running, or using a self-access learning centre in any teaching environment. It clearly demonstrates how to hand over the control of learning from the teacher to the learner and how to establish a supportive, practical, and functional self-access learning environment.

Reviewed by Caroline Bertorelli
FIA Language Training

Focus on Grammar. Helen de Silva Joyce and Anne Burns. Sydney: NCELTR, 1999. pp. vi + 162. \$26.50 AUD. ISBN: 1-86408-313-1.

Focus on Grammar is not what it seems. For readers looking for a book that focuses on traditional grammar structures, look further. For readers looking for a meaning-focused functional grammar instead, you have come to the right place. From the outset, hints of the authors' preference for this deeper meaning focus lead ultimately to arguments for exactly that.

The book begins with some fundamental questions about the nature of grammar and the history of grammar teaching. The authors quickly dispense with traditional approaches to grammar and state that functional grammar holds the key for successful grammar teaching. The authors go on to present some very useful ideas for applying functional grammar in the classroom through a communicative framework. There are some practical suggestions to help students come to terms with how meaning forms grammar rather than the reverse. The book ends with a helpful section in which the authors attempt to answer common questions from teachers concerning grammar.

A good introduction gives an overview of the sequence of the chapters, which are well set out and prefaced by questions to stimulate the reader's

thoughts. Though serviceable, I felt that some questions were impractical and a little shallow. For example, while claiming to appeal to trainee teachers (p. iv), asking specific questions about "a language course [they] have taught recently" (p.73) seemed inappropriate. Each chapter closes with a reference list and suggestions for further reading. Here, though, the authors' Australian bias is keenly felt. In some cases over 50% of the further reading list looked difficult to obtain worldwide as they were conference papers or published by small Australian concerns. This is a shame because I felt the authors' arguments for a focus on functional grammar were tentative at best, and I would definitely recommend further reading on the issues raised. Whilst they may have done research to back up the point of view on grammar taken in the book, the authors do not present their arguments conclusively enough, I feel, for those who may struggle to accept such an approach. Recent developments in focus on form (Long, 1991; Doughty & Williams, 1998) and grammar consciousness raising, for example, were only very briefly mentioned despite their status as key issues in the move away from traditional grammar.

All in all, I felt that the book had little new to say about the teaching of grammar in terms of theory, but that it contained some usable examples of helping students learn via the functional approach to grammar. For readers who are thinking of buying this book, I would recommend that you examine a copy carefully to make sure that it is exactly what you want. This is one book that cannot be judged by its cover.

*Reviewed by John Grummitt
Christian English School Association*

References

- Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.
- Long, M. H. (1991). Focus on form: a design feature in language development. In K. de Bot, R. Ginsberg, & C. Kramsch (Eds.). *Foreign language research in cross-cultural perspective* (pp. 39-52). Amsterdam: John Benjamins.

The Heart of the Matter: High-Intermediate Listening, Speaking, and Critical Thinking. Marjorie Vai. USA: Heinle and Heinle, 1998. pp. iii + 174. ¥2780. ISBN: 0-8384-7857-3. Cassettes: ISBN: 0-8384-6088-7. Video: ISBN: 0-8384-5271-X.

The Heart of the Matter: High-Intermediate Listening, Speaking, and Critical Thinking is, with its wide variety of interesting topics focusing on American culture, a refreshing addition to current ESL/EFL course books. As it claims, it gives ample opportunities for listening and speaking practice, two skills which Japanese university students usually have had very

little chance to practice in high schools. In addition, it helps students develop critical thinking skills which they have had few opportunities to develop in secondary education. Furthermore, but not specifically mentioned, it raises awareness of language learning strategies and guides students towards using these.

The engaging subject matter is one of the book's main attractions. The nine units of *The Heart of the Matter* can be divided into three main groups. One deals with issues relevant for students at the end of the 20th century, such as crime and the changing nature of work. Another deals with more introspective topics such as self-esteem, dreams, and our subconscious. The third group looks at visual art and music.

Each unit revolves around three authentic listening segments. Five units are also supplemented by video features. The different segments include a variety of viewpoints and degrees of formality. They also cover a wide range of speech speeds, and variety of American accents as well as those of ESL learners. Each segment is connected to the overall topic of each particular unit, developing and enhancing it in different complementary ways. Further opportunities for listening practice on the same overarching topic and re-spiralling of newly introduced vocabulary lead to consolidation of learning.

Vai encourages students to consider listening tasks holistically by directing students to pre-, during, and post-listening activities. My students found the post-listening activities which focus on analysis, synthesis, and summarizing of the listening text—in order to prepare for presentations, discussions, or debates—particularly exciting and challenging. In these activities, speaking and critical thinking skills dominate, and they provide students chances to use the new words and expressions meaningfully.

The video deserves a special mention because it provides illuminating contributions to the different topics. Episodes include a fascinating short film by Natalie Reuss about a blues musician and singer who plies his craft underground at Central Station in New York. A collage of moving images by Reiko Tahara exposes students to the experience of an art film. The riveting "Murder Post-Meridian" by Cristina Palacio masquerades as a documentary of an inmate on death row and can be the basis for lively discussions on capital punishment in the United States.

The Heart of the Matter is of a suitable length for short courses of 30-35 hours. It does not attempt to include too much. There is one complaint, however. Although various cognitive and social strategies are developed, there is no attention paid to metacognitive learning strategies such as planning, goal setting, or self-evaluation, which are essential for optimising one's language learning potential.

Recently Received/JALT News

Despite this, *The Heart of the Matter* is extremely recommendable in that its collection of fascinating and intriguing topic matter piques students' interest, thus encouraging them to work enthusiastically with the listening samples. Judicious use of activities connected with these help cultivate useful cognitive learning strategies for improving aural comprehension. Furthermore, the text helps students increase their vocabulary concerning contemporary issues and augments their knowledge of American culture. Last, but not least, the students with whom I have used *The Heart of the Matter* have enjoyed it immensely.

*Reviewed by Karen Fedderholdt
Toyama University*

Recently Received compiled by angela ota

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

For Students

Children

- ***Join In Starter** (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.
- ***Join In 1** (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.
- ***Join In 2** (student's, teacher's, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and ELI, 2000.
- ***Playway to English 1** (student's, teacher's, cassette, activity book, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and Edition Helbing, 1998.
- ***Playway to English 2** (student's, teacher's, cassette, activity book, cassette). Gerngross, G., & Puchta, H. Cambridge: Cambridge University Press and Edition Helbing, 1998.

Course Books

- Innovations: an intermediate/upper intermediate course** (student's, teacher's, workbook, cassettes). Dollar,

H., & Hocking, D. Hove: Language Teaching Publications, 2000.

***Language in Use** (student's, teacher's, cassette, self-study workbook, self-study cassette). Doff, C., & Jones, C. Cambridge: Cambridge University Press, 1999.

Business English

Management Matters 2 (CD-ROM). Tomalin, B., & Aspinall, T. Essex: IBI multimedia, 2000.

Readers

***Mystery and Murder in Australia: Australian Reader Collection**. Harris, C. Sydney: NCELTR, 2000.

Supplementary Materials

Idioms Organizer: Organized by Metaphor, Topic and Keyword. Wright, J. Hove: Language Teaching Publications, 1999.

JALT News

edited by amy e. hawley

Welcome to the September JALT News Column. I have two issues which I would like to briefly touch upon that are very important. The first one is the proxy issue. Junko Fujio and Larry Cisar have set up a proxy database in the JALT Central Office that will be kept running and up-to-date right up until the start of the Ordinary General Meeting in Shizuoka. The proxies must arrive in JCO before the conference or be handed in before the start of the OGM at the conference. It would make things much easier if the proxies were turned into JCO before the conference, though. Since I am the Director of Records, I will be in touch with Larry and Junko to find out where we stand on the number of proxies we need. As a reminder, we need a majority of the membership to be present or to turn in a proxy to have the OGM be a valid meeting in order to maintain our NPO status. The proxy is simply an abstention. If a person turns in a proxy and then attends the OGM, I just throw out their proxy and give them their vote. So, please check the JALT email lists and any messages from me regarding this very important issue which can really affect the future of JALT.

The second thing is that JALT would like to thank the following *Koen-meigi* sponsors for JALT2000 in Shizuoka. (Dates indicate when the *Koen-meigi* was granted.)

1. Shizuoka City Board of Education 3/27/2000
2. The Japan Foundation 4/17/2000
3. Shizuoka Prefecture Board of Education 4/18/2000
4. Shizuoka Shinbunsha-SBS Shizuoka Hoso 5/10/2000
5. The Science Council of Japan 6/20/2000
6. Monbusho 8/1/2000

These sponsors were inadvertently omitted from

the pre-conference supplement and JALT apologizes for this oversight. Without these sponsors, JALT2000 could not run smoothly.

Submitted by Amy E. Hawley

9月号JALT Newsへようこそ。今月は二つの重要な問題について簡単に触れておきたいと思います。まず、第一は代理人の問題です。Junko FujioとLarry CisarはJCO内に静岡におけるOGMが開催されるまで運用され、アップデートされる代理人データベースを設置しました。代理人は大会前にJCOに到着するか、年次総会開催前に提出されなければなりません。書記担当理事として、LarryとJunkoと連絡を取り、何人の代理人が必要かを明らかにしようと考えています。NPOの権利を維持するためには、総会の定数を満たせるよう、多数の会員の参加を求めています。委任は単に棄権でしかありません。代理人となり総会に出席すれば、我々は代理人に投票権を与えます。ですから、JALT e-mail listsで、JALTの将来に関する私からの重要な問い合わせに注意し、チェックしてください。

第二に、JALTは静岡でのJALT2000に対する後援に感謝を表します。

1. 静岡市教育委員会
2. 国際交流基金
3. 静岡県教育委員会
4. 静岡新聞社、SBS静岡放送
5. 日本学術会議
6. 文部省

申し込みの締め切り時期が近づいています。pre-conference supplementに掲載できなかったスポンサーの方々には深くお詫び申し上げます。皆さんの協力なしに、JALT2000は順調には開催できなかつたでしょう。

Amy E. Hawley

Reminder to Vote for National Officers

JALT National Officer elections are being held this year for the positions of Director of Treasury, Director of Program, Director of Public Relations, and Auditor. Voting began August 1 and will end on October 5. Your ballot and information about the candidates were included in the August issue of *The Language Teacher*.

Nominations for Director of Treasury Still Open

Because no candidate was found for the position of Director of Treasury by the end of the regular nominations deadline, that position is not listed on the ballot. To fill this position, we will follow JALT's bylaws and hold a special election for Director of Treasury at the JALT 2000 Conference. Nominations for Director of Treasury are open until Sunday, October 15. Please contact Peter Gray in writing at fax: 011-897-9891 or email: <pag@sapporo.email.ne.jp> to nominate someone.

Submitted by Peter Gray

JALT全国選出委員選挙のお知らせ

財務担当理事、企画担当理事、広報担当理事、会計監査のJALT全国選出委員選挙が行われます。投票は、8月1日に始まり、10月5

日に終了します。8号に差し込まれている投票用紙で、投票を行ってください。

財務担当理事推薦のお願い

財務担当理事に関しては、推薦締め切りまでに候補者の推薦が無かったため、投票用紙では空欄になっています。このポストの補充はJALT定款に則り、JALT2000年次大会で投票が行われます。財務担当理事の推薦、立候補は10月15日（日）まで受け付けます。Peter Gray(fax: 011-897-9891; e-mail pag@sapporo.email.ne.jp)まで推薦のご連絡をお願いいたします。

Peter Gray

Discount Rates for Language Publications

JALT and David English House announce new discount rates for JALT members on teaching and other applied linguistics publications. You may now order and pay for your subscription using the postal order form (*furikae*) in the back of this publication. Enter the # code on the line "other" and enter the subscription rate on the line for "amount" in yen.

English Teaching Professional (4 issues per year)

Usual subscription: ¥4500

JALT subscription: ¥4000

#1-ETP (enter this code on the furikae line "other")

American Language Review (6 issues per year)

Usual subscription: ¥4500

JALT subscription: ¥4000

#2-ELR (enter this code on the furikae line "other")

EL Gazette (12 issues per year)

Usual subscription: ¥7000

JALT subscription: ¥6200

#3-ELG (enter this code on the furikae line "other")

ELT Journal (4 issues per year)

Usual subscription: ¥6800

JALT subscription: ¥6160

#4-ELTJ (enter this code on the furikae line "other")

Applied Linguistics (4 issues per year)

Usual subscription: ¥10,800

JALT subscription: ¥9760

#5-AL (enter this code on the furikae line "other")

Submitted by Thom Simmons

JALTとDavid English HouseはJALT会員に対する教育、及び応用言語関係の出版物のディスカウントを発表しました。振り替えにてすぐに注文できます。詳細は英文をご参照ください。

Thom Simmons

Three Position Announcements for *JALT Journal*

1. Associate Editor

The successful applicant will begin reviewing, accepting and editing manuscripts submitted to the Perspectives section of *JALT Journal* from Janu-

ary 1, 2001, taking over officially from June 1, 2001. The Associate Editor will become *JALT Journal* Editor after three years as Associate Editor.

Interested applicants must: (a) be a JALT member in good standing, (b) be resident in Japan, (c) have experience in second/foreign language teaching, (d) have an academic background in second/foreign language acquisition and pedagogy, (e) have published in the *JALT Journal*, *The Language Teacher* or in other scholarly journals, (f) have a computer that can read and write MS Word files, and (g) be able to make a commitment of three years.

2. Japanese-language Editor

The successful applicant will begin reviewing, accepting and editing Japanese-language manuscripts for *JALT Journal* from January 1, 2001, taking over officially from June 1, 2001. The editor will translate English-language abstracts into Japanese and check Japanese-language abstracts, and will also proofread the Japanese content of the page proofs for each issue.

Interested applicants must: (a) be a native speaker of Japanese or have native speaker level proficiency, (b) be a JALT member in good standing, (c) be resident in Japan, (d) have experience in second/foreign language teaching, (e) have an academic background in second/foreign language acquisition and pedagogy, (f) have published in either the *JALT Journal*, *The Language Teacher* or in other scholarly journals, (g) have a computer that can read and write MS Word files, and (h) be able to make a commitment of three years.

3. *JALT Journal* Webmaster

The successful applicant will be responsible for maintaining the *JALT Journal* website, updating it after each issue, and answering/re-directing questions about the journal submitted online. The position will begin in May 2001, after publication of the May issue of the journal, and the applicant will work closely with current Webmaster and Incoming Editor Nick Jungheim to facilitate the transition.

Interested applicants must: (a) be a JALT member in good standing, (b) be resident in Japan, (c) have a computer that can read and write MS Word files, (d) be able to design and upload webpages, and (h) be able to make a commitment of three years.

Those interested in any of these positions should submit a curriculum vitae and cover letter to the current editor, who will also answer questions about the positions: Sandra Fotos, EdD, Editor, *JALT Journal*; School of Economics, Senshu University, 2-1-1 Higashi Mita, Tama-ku Kawasaki-shi, Kanagawa-ken 214-0033, Japan; <sfotos@gol.com>

Submitted by Gene van Troyer



JALT2000 Conference News

edited by l. dennis woolbright

If you are still undecided about whether to go to this year's JALT conference, then read what some of JALT's leading lights have to say.

Joyce Cunningham, Director of Programmes

Going to Shizuoka for JALT2000's international conference on November 2-5? There are many reasons why you should. It's only an hour away from Tokyo by Shinkansen. It's Mount Fuji country. There's a superb conference site building and easy access to and from your hotel in a matter of minutes. Hmm...still not totally convinced? Well then don't stop reading. JALT2000 features over 300 demonstrations, workshops, colloquia, forums, special interest events, plenary speeches, and featured speaker presentations. The JALT2000 Program Team is proud of its expanded poster session display as well. Take an opportunity to browse and talk to some 40 presenters about the topics of interest on display; get a handout and exchange meishi. Don't miss the exciting Educational Materials Exhibition crammed with the latest books and publisher materials—enough to make you drool, lots of fun parties, a street performer's festival, and a great Irish band. Plus, it's a great opportunity to network with some of the best in the field. Meet old friends and new from Japan and abroad. Hey, now you are looking more willing...but I ain't finished by a long shot. We've got Koen-meigi for many areas (including Monbusho - see the JALT News column for a list) so you can come to enjoy our main speakers: Torikai Kumiko from Rikkyo University and Anne Burns on action research. Special guest speakers are Jane Sunderland (language and gender issues), and Gabriele Kasper (pragmatics), and our Asian Scholar, Dr. In Lee from Chongju National University in Korea. There is also a whole day of Featured Speakers sponsored by our Associate Members on November 2 when you can attend two three-hour workshops given by experts in your area of interest. If you want to get involved with our organization, there are lots of SIG and chapter contacts, and meetings galore. Back by popular demand are the Special English workshops for the nonnative speaker looking for something unique. The conference also includes a job info centre, a handout centre where you can get copies of handouts for workshops you missed, a childcare room for the first time this year...Hey, you

are smiling? Yeah, you are nodding? Yes? I will see you there? That's great!

Robert Long, JALT2000 Program Co-Chair

The JALT2000 conference is the time that English teachers of all nationalities, backgrounds, and beliefs can come together for a few days to share ideas, learn new theories and practices, and network. We feel that the Granship will be a great venue to steer you in the right direction.

Keith Lane, JALT2000 Program Co-Chair

Ahoy there teachers and language professionals. I would like to welcome you aboard JALT's Granship this November as we set sail into the new millennium. All hands on deck for plenary speeches by famous navigators Anne Burns, Kumiko Torikai, Gabriele Kasper and Jane Sunderland, and the Organization General Meeting. Let's hoist sails for the 21st century.

Mark Zeid, Director of Public Relations

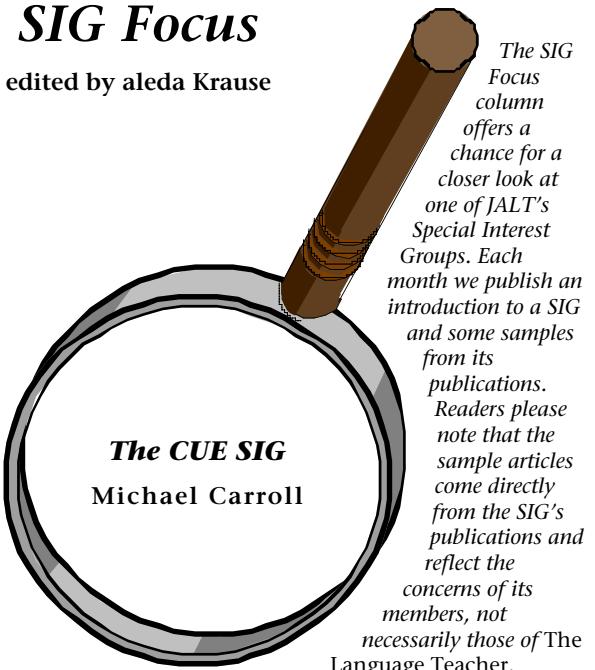
So many people have worked so hard to make JALT2000 the best conference on language education in Asia for this year. This is once again going to be the best event and the best opportunity for professional development for educators. We are providing childcare, special workshops for nonnative English speakers, the largest display of educational materials in Asia, wonderful social events, and hundreds of presentations. Of course, we also provide the opportunity to network and meet 2000 other professionals who will also be attending the conference. In short, JALT2000 is once again the number one place to be for fun and learning. Furthermore, with all the new events taking place in JALT since it became a NPO, JALT2000 is a great place to learn more about how these changes will affect all its members. It's also a perfect venue to get more involved with making JALT the premier organization for language professionals in Japan. JALT2000 is going to be a great conference and a wonderful opportunity for everyone. It would be a shame for anyone to miss it.



The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

SIG Focus

edited by aleda Krause



*The SIG Focus column offers a chance for a closer look at one of JALT's Special Interest Groups. Each month we publish an introduction to a SIG and some samples from its publications. Readers please note that the sample articles come directly from the SIG's publications and reflect the concerns of its members, not necessarily those of *The Language Teacher*.*

CUE is the College and University Educators Special Interest Group. Our aim is to promote discussion among language educators at colleges and universities in Japan. Our focus is teaching and research, and we also do our best to respond to members' needs for information regarding other professional and employment issues. Some of the things we do regarding members' needs are offer a base of mutual support, networking and professional development among group members; disseminate information about current research relating to language teaching in Japanese higher education; help members not fluent in Japanese to understand Japanese language information related to teaching at Japanese colleges; sponsor awards to encourage excellence in tertiary education: the CUE Merit Award and the CUE Reader's Choice Award; and provide multiple forums for exchange of information and opinion among educators, such as (1) *On CUE*, the thrice yearly membership journal, featuring information on research, teaching practices, etc. reported by members and other professionals in post-secondary education; (2) CMN-talk, a discussion list open to all members of CUE and others who are interested; (3) conferences, such as the CUE mini-conference on content-based learning held at Keisen University in May this year; (4) the CUE forum at the JALT national conference; (5) CUDs, informal discussion groups which aim to provide forums for the exchange of ideas and information; (6) and the CUE Research Database, under development at the moment.

This year has been another busy one for CUE. The mini-conference in May was a great success.

Small enough to allow participants to get a sense of the big picture, it was nevertheless well attended. For an account of some of the highlights see the review by Greg Goodmacher, Kay Hammond and Alan Mackenzie in the current *On CUE*. The conference proceedings are in the process of being put together and will be available for distribution at the JALT conference in November. Already plans for the next mini-conference, on autonomy in learning, are under way.

If you are interested in knowing more about CUE, contact the coordinator, Alan Mackenzie at <asm@typhoon.co.jp> or the membership chair, Hugh Nicoll at <hnicoll@funatsuka.miyazaki-mu.ac.jp>.

On CUE has an ongoing call for papers as follows:

On CUE aims to provide a forum for the presentation and discussion of research, ideas and curriculum activities of interest to College and University Language Educators. Feature articles of around 2000 words are welcome, as are shorter pieces for the columns "From the Chalkface," edited by Andrew Obermeier, "Opinions and Perspectives," edited by Debra Pappler and Mark Weinkle, and "Focus on Language," book, software, and website reviews, edited by Steve Snyder. Full submission guidelines are available from the editor, or from the CUE website: <www.wilde-e.org/cue>. Abstracts of papers published in college and university bulletins are also sought for the new "Research Digest" column, the aim of which is to make such research more widely accessible, and to build up a picture of the diverse, but often hidden, research activity going on in Japan. A new column "Professional Development," edited by Debra Pappler, is being launched in the current issue. Deadlines are Feb. 1, June 1, and Sept. 1. Contact the editor, Michael Carroll at <michael@kyokyo-u.ac.jp>; f: 075-645-1734.

In the current issue of *On CUE*, Martin Bradshaw (Grice's Cooperative Principle and the "Ambiguous" Japanese "Hai." *On CUE*, 8(2), 8-11) looks at the Japanese "hai" from the perspective of Grice's cooperative principle. In a thoughtful analysis of a common cross-cultural misunderstanding, Bradshaw demonstrates how the Gricean principle and the four maxims can help us to a possible interpretation. Taking as an example a short stretch of discourse (in English) from a job interview, he examines the various layers of meaning of the word "hai" uttered as part of that discourse.

To anyone arriving culturally unaware in Japan, the subtleties of Japanese social etiquette and expected behaviour are often misinterpreted, or

commonly not even noted. I do not want to get sidetracked into a lengthy discussion of Japanese protocol. But to get to the bottom of the "dilemma" encountered in our job interview let me say a few words about what I think led to my confusion. Clearly, the illocutionary force of "hai" (yes) was very different for the two parties involved—the two English-speakers and the one Japanese speaker.

"Yes" in English, like "hai" in Japanese, can possess differing language functions, or Speech Acts [sic]. Its single sense can have variable force. For example, as permission: May I borrow your pen? Yes, go ahead; as affirmation: Joe left work early today? Yes, he left about an hour ago; as query: Mr. Bradshaw? Yes (what do you want)? to name but a few. Like "yes" in English, the Japanese "hai" can also have differing force—some instances being more direct than others. As I did not know at the time of our interview, "hai" in Japanese, or sometimes the use of "yes" by Japanese when speaking English, can simply mean "I hear you." That is, it can mean no more than "I understand what you said." In such instances, it is not to be taken as an affirmation of what was previously said nor as a positive response to anything, even if uttered in response to a clearly stated yes/no question.

In the same issue, Andrew Obermeier (Language and Power in "We are the World." *On CUE* 8(2), 22-23) contributes an insightful piece to the "Focus on Language" column, in which he examines a subtle instance of how power relationships are played out through the use of language in the music video *We are the World*.

Though my students were moved by *We Are the World*'s message of hope and contribution to humanity, repeated viewings led me to see it in a different light. Subtle cultural confrontation revealed itself amidst this amalgamation of forty-five artists singing to fight hunger in Africa. Juxtapositions of blacks and whites are scattered throughout the video, and as a result I saw examples of how dominant and minority cultures cope when forced to interact. . . .

During the singing rehearsal, as the camera cut from white face to white face, artists came to a consensus to change the lyrics. They wanted the *better* [italics added] in the verse "we are the ones who make a better day, just you and me" changed to *brighter* [italics added]. *Better* is clearly the superior word in the context of the song and its cause, but this group of linguistically nimble stars chose *brighter*. The majority awareness should have been high enough to realize that the last thing one should wish upon

the starving and sun-parched of Ethiopia is "brightness." This word at best conveys superficial exuberance and at worst, irritating illumination. As Stevie Wonder put it, "Better has more bite." The change in the lyrics happened almost immediately after rehearsal began, an instant rebuke to the writers and hosts. Shortly after, co-writer Michael Jackson was snubbed when his proposal to integrate a short chorus in an Ethiopian language was brusquely disregarded. Other instances of whites behaving inappropriately abound in the video for the sensitive viewer.

Choosing *brighter* over *better* [italics added], and choosing not to sing a few verses in the language of the song's beneficiaries are two instances of insensitivity as people unconsciously clanged together, entwined by the thin veil of language. The choices mentioned above could be viewed as subtle assertions of the status quo.

The piece nicely complements Bradshaw's in that both point out that there is more to choice of words than initially meets the eye, and that particularly in cross-cultural encounters sensitivity to such subtleties is not just a question of propositional meaning, but of interpersonal meanings, and power relationships as well.

Also in this issue, Joseph Dias, Keith Ford, Eamon McCafferty and Gary Ockey (*IATEFL: A Review. On CUE 8(2)*, 12-17) review a selection of talks presented at this year's IATEFL conference in Dublin. Reviewing eight presentations that made the biggest impressions on them, on topics such as testing and assessment, the form-meaning debate, video in the classroom, conversational analysis, and teacher presentation skills, they conclude with an account of a plenary by Mary Ruane considering the nature of educational change.

Perhaps this profession that we have all chosen (or fallen into) is one particularly conducive to encouraging the journey of self-discovery that Ruane spoke of. If so, it may be useful to reflect upon her message that there are no universal answers to the challenges we meet in our life and work, but rather "it is the walk that makes the path and not the path that makes the walk."

In Volume 8 issue 1, Anthony Rausch (University Student Readiness to Language Learning Strategies Instruction: Teacher-Directed Versus Learner-Directed Approaches. *On CUE 8(1)*, 12-17), following up on an earlier paper in which he described a "menu approach" to teaching learning strategies, considers Japanese students' state of readiness of for the role of active learners.

Most approaches to strategy instruction are teacher directed and instruction based, under-

taken by teachers who "teach" strategies to learners during a language class. In such approaches, strategies instruction is integrated into the existing curriculum at the discretion of the teacher and with teachers having the responsibility for introducing, explaining, and modeling the strategies, necessitating additional teacher training on language-learning strategies. An alternative can be found in student-directed, learning-based approaches, with materials developed specifically for learners to access, direct, instruct, and assess various strategies directly and independently on the basis of either a materials fit, a task fit, or a personal learning styles fit.

He reports the results of a survey in which he investigated students' views of learning management, learner- vs. teacher-centred orientation, teacher and student roles, and ways of improving learning and learning strategies.

The responses seemed to point to a contradiction between a learner-centered learning orientation on the one hand and a lack of confidence on the part of these same students regarding their own learning capabilities [plus] a reluctance to take control of their own learning on the other. Most students appear to have a learner-centered orientation, as seen in their recognition of the inherent individuality in learning and the importance of student effort in learning success; together with the view that the teacher's role includes responding to students' learning needs, and addressing learning difficulties.

However, this learner-centeredness appeared to be contradicted by responses regarding study management and improving learning, which reflect an apparent desire for a balance between teacher-guided and self-guided study, confirmed by responses indicating that students stressed the importance of teachers acting to provide learning materials and organize learning activities. Furthermore, students indicated that attitudes about learning were at least as important as either an understanding of learning on behalf of learners themselves [or] the planning and management of learning, curriculum and course management, teacher expertise and quality of materials. . . .

The survey seems to indicate a relatively high degree of readiness for teacher-directed, instruction-based approaches. Respondents report preference for professorial guidance and exhibit lack of confidence regarding an independent role in the learning process. Students see teacher-training sessions as the most practical means of introducing language learning strategies to the English language curriculum. They also see improvements in learning as an outcome of im-

proved attitudes about learning as much as increased understanding of learning or any other means such as concrete planning and management of learning. . . .

Student readiness for student-directed, learning-based approaches on the other hand, appears to be relatively low. However, ...the degree of learner-centeredness characterizing students points to the potential they have for self-instruction and regulation of strategies use, albeit within the construct of what Littlewood (1999) calls reactive autonomy. Littlewood pointed out that while East Asian students have the same latent capacity for autonomy as Western learners, they have likely not experienced learning contexts which encourage proactive autonomy, the Western concept in which learners take charge of their learning, determine their objectives, select methods, and evaluate what has transpired. Therefore, efforts to increase autonomy in East Asian settings should initially focus on reactive autonomy, that [sic] "which does not create its own directions but [which], once a direction has been initiated, enables learners to organize their resources autonomously in order to reach their goal [sic]" (p. 75).

Rausch concludes by suggesting that improving attitudes is not a prerequisite but a result of improved learning.

Efforts to improve student attitudes about language learning in the abstract sense would be much improved by generating motivation to learn by giving learners strategies to address the actual process of learning autonomously. The notion that "we must improve attitudes to improve learning" must be reintroduced as "we can improve attitudes by improving learning," with one way being student-directed, learning-based-strategies instructional approaches.

In the same issue, Keith Ford (Promoting Autonomous Language Use in the Japanese University EFL Classroom. *On CUE* 8(1), 7-11) looks at the notion of autonomy from a different perspective:

Most proposals for learner development, particularly in ESL, have tended to concentrate on the question of "strategy training" in cognitive and metacognitive skills....However, my focus here is on the interpersonal, social and interactive side of language learning rather than the intrapersonal (van Lier, 1996). I look at promoting learners' autonomous use of the L2 by raising their awareness of the importance of a number of attitudinal and behavioural factors involved in moving from a teacher-dependent language-learning environment to one of active independence/interdependence.....

Making a transition from a passive and teacher-dependent role—which the majority of Japanese high school learners have experienced—to one of active independence is fundamental to the way in which learners will perceive their future contributions and responsibilities in the language-learning process. As one learner commented, reflecting an increasing awareness of accepting such a role in a more autonomous learning environment, "We have to move by ourselves in this class" (Ford, 1997). So, what does this "moving by ourselves" actually involve? In terms of learner activity, increasing independence can be recognized by such hallmarks as learner-initiated interaction, willingness to interact in the target language both in and out of the instructor's earshot, volunteering, willingness to undertake spontaneous communication, active and willing involvement in group formation, and seeking teacher advice when needed. We should keep in mind that these learners have been used to being told what to do, how and when, rather than using their own initiative, and so they must be steadily nurtured in the right direction for them to make this transition.

While Rausch sees attitudes towards learning as being a function of learning itself, Ford proposes that teachers of beginning first-year students have a responsibility to try to shape this attitude from the first, since this is "fundamental to the way in which learners will perceive their future contributions and responsibilities in the language learning process." For example he notes the difficulties involved in creating a communication-friendly class when students are reluctant to mix freely, and advocates a directive approach to grouping students within the class in order to bypass clique formation and foster a dynamic, interactive classroom culture.

It seems that most Japanese Freshman, given the option, will sit with the same classmate(s) in the same part of the classroom. This is usually due not only to friendships but also perceptions of belonging to certain cliques or circles determined by such factors as fashion preferences, appearances, and degree of proficiency in the L2. This is not conducive to establishing a highly interactive class, as clique formation may result in negative peer pressure, competition rather than cooperation, and possibly reluctance to participate. Thus, the instructor must make clear early on the importance of making an effort to get to know and work with all one's classmates. Constant recombining of groups and pairs must be a feature of the early classes....

To promote high levels of interaction, participation and autonomous language use, learners must get the sense that they all have an invest-

ment and a part to play in that culture, sharing its rules, attitudes and types of behaviour....The importance of the socialization process cannot be underestimated, as inherent in the rationale behind promoting cooperation and interdependence in the language classroom is the view that social interaction is the driving force behind interlanguage development.

On *CUE*'s regular columns have also featured a variety of articles. Jim Corbett, in Issue 1 this year, described a way of using a short scene from *Oliver Twist* to encourage spontaneous use of English through the preparation and performance of unscripted skits. Building on this idea, Corbett follows up in Issue 2 (*Heroes and Drama: A Second Application for English Language Learning*. *On CUE* 8(2), 24-25) with a description of how he has developed the activity, using the life story of a well-known Canadian, Terry Fox, and focussing on the character, motivations and feelings of people in the story.

The central theme of my lessons on *Oliver Twist* and Terry Fox was the lives of individuals. Before experimenting with drama, I assumed that unique events were essential for generating discussions, role-plays and skits in an English class but after examining theses [sic] two lessons, I realized that character development is more important. This is why classic plays like *Hamlet* and *Death of a Salesman* revolve around central characters. A letter from a former trainee expressing enthusiasm in my lesson on Terry Fox has inspired me to incorporate more activities related to character development and drama.

Steve Snyder's "Cyberpipeline" column has built on the style initiated by former editor Charles Jannuzi in focussing on internet research resources: booksellers, alerting services, article search services, and other tools for getting information quickly and efficiently. Recent book reviews have included Snyder on Carruthers and Boucher's *Language and Thought: Interdisciplinary Themes* (8:1), and Michael Crawford on Kumai and Timson's *Hit Parade: Listening* (8:2).

In the current issue there are two new columns. "The Professional Development" page aims to give advice and information on practical issues of employment, hiring and firing practices, and further education opportunities. The first article (8:2) looks at options for teachers based in Japan studying for higher degrees by distance. The "Research Digest," a column suggested by John Dougill, will publish abstracts of papers published in university bulletins, as a means of disseminating reports of research activities more widely.

This window into *On CUE* has looked only at the most recent two issues. Previous issues have included a wealth of research and ideas on language

teaching and classrooms in Japan. These can be found in the CUE archive on our homepage at <www.wilde-e.org/cue>. Issue 8 will be uploaded shortly. In the meantime readers with a particular interest in the articles mentioned here can contact Michael Carroll or Alan Mackenzie for a copy.

SIG News

edited by robert long

Interested in learning more about your SIG? Please feel free to contact the coordinators listed after this column.

各部会の活動の詳細にいては、コラム下に掲載の各部会コーディネーターへお問い合わせください。

CALL: The CALL SIG has many events planned for JALT2000. Stop at our table to get more information. Now we are looking for CALL users to present at our forum in Shizuoka on November 4th, 10:15-12:00. The forum will run on a software fair and poster session model with people showing and or explaining their favorite software or projects. Presenters will need to bring their own laptops to show software. For more information visit <<http://jaltcall.org/conferences/jalt2000>> or email <celin@gol.com>. The deadline for presenters is October 5.

コンピューター利用語学学習研究部会では、JALT2000において様々な催しを計画しております。詳細は、会場内の部会テーブルまでお越しください。また、11月4日の部会フォーラムにおいて、ご自身のお気に入りのソフトを紹介してくださる講演者を現在募集しております。詳細は、上記英文記載URLのページをご覧ください。

GALE: GALE program chairs Cheryl Martens and Simon Cole made our second annual retreat and symposium in Hiroshima June 23-25 a very special event. Presenters came from as far away as Canada. We witnessed the birth of "The study and teaching of masculinities in TEFL" in Japan, learned new ways of coping with verbal and physical aggression, and stressed the importance of method as well as content in creating non-racist, nonsexist, non-homophobic classrooms. Planning is already underway for our third symposium in Hokkaido next year, thanks to Sean Curtin, who will be our new program chair.

6月23-25日に広島で開催された当部会第2回シンポジウムは大成功に終わりました。来年北海道で開催予定の第3回シンポジウムの準備にも着手しております。

OLE: OLE has issued its NL 16, containing besides the usual statement of purpose in four languages, reports from the January 2000 Exbo and the Gallagher case, whose verdict could be crucially important for teachers of OFLs. This is followed by

extensive information on OLE's activities on the regional level as well as at on OLE-related submissions to JALT 2000. There is also a contribution by Professor Chi on teaching Korean as well as information by various publishers for the new term. Orders copies from the coordinator, Rudolf Reinelt.

当部会設立趣意書、1月開催の今年度役員総会概要、英語以外の言語を指導する教員にも重要なGallagher訴訟、また、各地におけるOLE関連の催しやJALT2000での当部会の活動等を掲載したニュースレター16号が発刊となりました。

CROSS CULTURE: Crossing Cultures SIG members are invited to participate in the SIETAR Japan Mini-Seminar on Intercultural Experiential Learning on October 7-8 from 10:00-17:00 at Obirin University in Machida, an event supported by the Crossing Cultures SIG and West Tokyo Chapter. See details in Chapter Meetings.

異文化研究部会の会員の皆様、10月7-8日に当部会と西東京支部の後援で町田市の桜美林大学で開催されるSIETARのミニ・セミナーへの参加をお勧めいたします。詳細は、Chapter Meetingsコラムをご覧ください。

GILE: JALT Hokkaido Chapter is cosponsoring a workshop with the Global Issues in Language Education SIG on September 24. The theme is how to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills and commitment required by world citizens to solve global problems. Global education content includes world regions, world themes and world problems. The workshop will have 18 speakers and five roundtable discussions. The issues focus on five main areas: (a) environment, (b) discrimination and human rights, (c) multiculturalism and cross-cultural communication, (d) international cooperation, youth exchanges, and NGOs, and (e) global issues in critical perspective. The first presentations start at 10:00 and the roundtable discussions end at 16:00. The event will be held at the Hokkaido International School, 1-55 5-jo, 19-chome Hiragishi (5-min walk from the Sumikawa Station). JALT members enter for free. One-day guests are 2000 yen. Please visit the homepage <www.crosswinds.net/~hyrejalthokkaido/JALTPage/> to find the presenters' abstracts, the schedule, and for a map to get to Hokkaido International School.

グローバル問題研究部会では、JALT北海道支部との共催で、学習者に効果的に語学を習得させると同時に地球市民としてグローバル問題を解決するための知識や技能とその意欲を身に付けさせる方法をテーマとしたワークショップを9月24日に開催します。環境、差別と人権、異文化間コミュニケーション、国際協力とNGO、批判的視点からのグローバル問題を焦点に18人の講演者を迎える5つのラウンドテーブルを展開します。

Teaching Children: The TC SIG, along with the JALT Osaka Chapter, World Academy, and Pearson Education, is sponsoring a Kansai Mini-Conference, "Learn With Children," on Sunday Septem-

ber 17 from 10:00-17:00 (registration begins at 10:00, presentations at 10:20). It will be at the Abeno YMCA (5 minutes from Tennoji Station). With the upcoming introduction of English lessons in public Elementary schools, everyone wants to know: What's happening in children's classes now? Find out from speakers Greg Cossu (*Asking as Well as Answering* on teaching questions), Mikiko Nakamoto (*Are Singing, Dancing, and Games the Only Ways to Teach English to Children?* on teaching communicative competence), Chris Hunt (*All Together Now!* on cooperative games), Yukie Kawaguchi (*The Younger the Better?* on organizing 2- to 3-year-old classes), and Katherine MacKay (*It's Story Time!* on using storytelling). We welcome everyone who is interested in teaching English to children. For more information, contact Yukie Kawaguchi; t/f: 0726-20-7103; <kawaguchi@zenken-inc.co.jp>.

児童教育部会では、JALT大阪支部、ワールド・アカデミー、Pearson Educationとの共催で9月17日にあべのYMCAにおいて「こども達とともに学ぶ」をテーマに関西地域のミニ会合を開催します。公立小学校への英語指導の導入を受け、今こどもへの英語授業で何が行われているのかが大きな話題となっています。5人の講演者を迎え、それぞれの分野に関する講演を行います。ふるってご参加ください。

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Chapter Reports

edited by diane pelyk

Gunma: May—Getting False Beginners to Communicate by Toyama Setsuko. Bringing a textbook to life is one of the most challenging tasks for a teacher. Using *Journeys Listening and Speaking 1*, Toyama demonstrated how to guide students in interactive and challenging activities. She recommended adapting core activities such as information gap exercises and classic games such as “Go Fish” to fit the level of the students and coincide with the text themes. For example, in playing “Go Fish,” when students are asked if they have a certain card, higher level students can reply, “As a matter of fact, I do. Would you like to have it?” or “I’m sorry. I don’t. You’ll have to go fish.”

The *Journeys* textbook provides ear-catching, energetic recordings that provide a lot of input and achievable listening tasks for false beginners. Complementing the listening tasks are some phonetic and rhythm practice sessions. Participants engaged in a “mouth the sounds” exercise that demonstrated the importance of raising student awareness of the differences in mouth movements when using Japanese and English.

At every level, Toyama personalizes her classes. On the first day, students fill out data forms and paste on a picture that Toyama takes with an instant camera. She keeps her forms in a file and uses them for record keeping. This helps her remember the students’ names, a first step in building relationships.

Reported by Renée Gauthier Sawazaki

Hiroshima: May—Professional Development and Cross-cultural Comparisons

by Ian Nakamura. Nakamura believes that teachers’ self-awareness increases their ability to better serve their students as well as benefiting their educational research. He focused on two questions for teacher-learning discussions and possible research. First, he asked how much English should be used by teachers in an English language class. After a lively discussion, most audience members agreed that the majority of a lesson should be conducted in English. The second question concerned the benefits of teachers talking to one another. Nakamura related the results from interviews conducted with Japanese teachers of English. The replies ranged from not giving the matter much thought to welcoming the opportunity to communicate with other teachers and find out what is occurring in the field. The presenter also gave some examples of gaps between the theory and reality of teaching and learning English in Japan.

The presenter then discussed cross-cultural comparisons of movies and remakes. He showed the opening and closing scenes from *The Seven Samurai* (1945) and *The Magnificent Seven* (1960) to compare and contrast the original film and the subsequent remake. He provided examples of students’ comments regarding similarities and differences.

Reported by Roidina Salisbury

Hokkaido: June—Chapter Conference Part 1: The Future of Universities in Hokkaido

by Sean Curtin. Curtin began his presentation by outlining recent demographic trends of the entire Japanese educational system from elementary schools to universities. As is well known, the population of school-age children began decreasing in 1992. At present, this decrease is most noticeable in elementary schools and to a lesser degree at all levels of education up to and including junior

colleges. Four-year universities, however, are continuing to increase in the number of universities, the number of students enrolled, and the number of teachers employed. Although fewer students are graduating from high schools in Japan, a larger percentage of these graduates are choosing to attend four-year universities. Curtin attributes this trend to several factors. Japan is an educational credential society, and the weak Japanese economy makes a university degree seem more attractive than ever, as students and their parents worry about future job markets. The average size of a Japanese family is decreasing, so parents have more money to spend on the education of a child. Also, it is increasingly acceptable for women as well as men to attend university.

Curtin predicts that this trend in four-year universities will hold steady or increase and that universities will adapt to this trend in several ways. Universities will spend more money advertising themselves and will change their entrance requirements to attract more students. Universities will add new departments in growth areas of education such as health care and computer technology. Further, university teachers will be forced to cope with a general lowering of academic standards.

For a teacher interested in university work, Curtin suggests looking for a tenured position in a four-year university located in a fairly large metropolitan area, especially one that has a department in a new growth area. Junior colleges and universities in rural areas will have the hardest time attracting new students and, therefore, are risky places to look for long-term employment.

Reported by Peter Gray

Hokkaido: June—Chapter Conference Part 2: Teaching Culture in the Elementary Classroom by Mark Hamilton. From the year 2002, the Japanese Ministry of Education is planning to introduce new subjects including foreign language lessons and international understanding in elementary classrooms. However, with no curriculum provided by the Ministry, schools and teachers are now facing the challenge of designing courses on their own.

The presenter explained his volunteer experience teaching Canadian culture at two Sapporo elementary schools during 1998-99. Designing the course himself, Hamilton first had to define the term "Canadian," which itself proved interesting and challenging. Some features he identified were a strong connection with seasons, a wealth of natural resources, concern for the environment, and a growing recognition of native peoples' beliefs.

From these general ideas, he then designed experiential activities for elementary learners. A variety of lesson plans were developed including topics

such as playing hockey, cooking pancakes with maple syrup, making dream catchers, and celebrating Halloween. The lessons were conducted with two groups of 80 sixth-grade students on a monthly basis in a team-teaching format.

Although the original lessons were teacher initiated, midway through the program a metamorphosis occurred with students expressing an interest in researching self-selected topics. Research methods included using the Internet, visiting the Canada Association in Sapporo, using the libraries, and interviewing Hamilton. The students' enthusiasm was so strong that they decided to teach the younger students and a school-wide discovery program called "Oh! Canada" was developed.

To teach the younger grades, the students created puppet shows, role-plays, quiz games, and other entertaining methods for sharing what they had learned.

Looking back, Hamilton expressed a hope that the students might somehow reflect more on their own culture. Through the study of foreign cultures, there is a great opportunity for students to better understand themselves, and by allowing students more input in curriculum development, perhaps this goal can be achieved.

Reported by David Burrowes

Kobe: April—Implementing Task-Based Learning by David Beglar. The presenter introduced the audience to the topic of task-based language learning (TBLL) by providing a historical overview of some of the approaches to language teaching. He stressed that TBLL is based on principles as opposed to methods. Beglar presented his personal summary of the basics of language teaching and learning, namely motivation, awareness, meaningful input and output, focus on form, fluency development, and whole language teaching. In addition to providing research-based support for TBLL, Beglar ran participants through each step of a sample lesson plan including pre-task activities, the task cycle, and follow-up language focus for a short reading assignment. Pre-task activities include an introduction to the task and clear instructions. Our example was a brief introduction to a short story with an outline of the tasks. The task cycle included brainstorming for vocabulary, making predictions, and sharing questions to be answered after reading the story. The presenter stressed that the results of all three of these steps should be written and kept on a board in front of the class. The task cycle provides the students with an opportunity to activate some of their own language facilities and increases interest. The follow-up exercise is usually focused on language. One example is practice with verbs in a short story. Finally, the audience was provided with references

Chapter Reports/Chapter Meetings

for further study, including the works of Jane Willis, Peter Skehan, and Michael Long.

Reported by Brent Jones

Matsuyama: March—An Introduction to Black English Vernacular

English Vernacular by Kathleen Yamane. Black English Vernacular (BEV) is the form of English familiar to a considerable number of Black English speakers in the United States and elsewhere. BEV is a fascinating facet in the jewel of English.

Yamane began with a discussion of the nature of language. She demonstrated how language changes through time and space with concrete examples from the Middle English period.

By considering five or six passages from modern American literature, the audience was able to look at the phonological, grammatical, and lexical structure of BEV and to contrast it with Standard American English (SAE). Here are some examples:

SAE	BEV
"They're mine."	"They mine."
"She looks nice (today)."	"She nice."
"She is (always) nice."	"She be nice."

BEV has its own distinct and regular grammatical structure. There is no doubt that Japanese students, who struggle with the complexities of SAE grammar, would prefer to study such structures.

Basically, BEV is a throbbing, living language that spews forth a veritable plethora of new and exciting words full of energy and life. Humor and wordplays also give BEV a user-friendly quality that invokes feelings of camaraderie among speakers.

Despite all of the problems and pressures on Black people to learn Standard English, BEV is growing. About 80% of Black Americans are reported as using BEV in certain contexts. BEV is thus a language of considerable importance and worthy of future study.

Reported by Paul Dalley

Nagoya: May—Teacher Empathy and Language Learning

Learning by Kuwayama Hitomi. After summarizing the historical and philosophical development of the concept of empathy, the presenter went on to outline some of the listening strategies that an empathetic teacher should employ when interacting with students. These strategies included talking less and listening more, asking questions, paraphrasing what a student says and giving both verbal and non-verbal support.

Participants were then invited to fill in a 20-item questionnaire designed to measure their responses with each other. This was followed by a role-play and discussion session in which participants were divided into pairs and presented with several role-

play scenarios to perform. One participant played the teacher and the other played a student with a learning or attitudinal problem. In the subsequent feedback session, participants discussed their observations and insights. Audience members agreed on the importance of teachers showing empathy towards their students, but that empathy did not involve being soft on students. Both the teacher and students would benefit from clear behavioral guidelines being set.

Reported by Bob Jones

Omiya: March—Listening Skills

by Richard Walker. Walker began by sketching some stick figures to show his position in the family and Tokyo Tower to illustrate that he lives in Tokyo. The audience became involved through asking questions and guessing information. This listening/speaking task demonstrated the importance of opening activities that focus student attention. Beginning with a short whole-class activity is a good way of reviewing or pre-teaching information. It is also effective in classes with latecomers.

Why is it difficult to listen to and understand oral and written text in the target language? Some answers given by audience participants included speaking speed, accent, length, purpose, and vocabulary. Walker reorganized this information under headings for the components of a listening situation: a) content (grammar, vocabulary, concepts, length); b) speaker (speed, accent, style, expectations); c) listener (interest, purpose, knowledge, role); and d) task (transparency, focus, purpose, support.)

By creating or choosing materials that address these components, teachers can make listening easier for students.

Reported by Mary Grove

Chapter Meetings

edited by tom merner

Akita—We will have a monthly meeting in September. The final and detailed information will be provided later.

9月中に月例会合を予定しております。後日、詳しい内容を御連絡します。

Fukuoka—Roundtable on Issues Related to University Employment. Several speakers will give short talks on issues related to university employment, followed by a roundtable discussion with questions from the audience. Speakers include Richard Oberc, on the currently developing situation at Fukuoka University; Dan Kirk and Paul Beaufait,

on the continuing situation at the Prefectural University of Kumamoto; Fred Anderson, on finding a good employment situation; and Joe Tomei, with an overview of types of employment. Final panel to be confirmed. See our website for additions and modifications. *Sunday September 17, 14:00-17:00; Aso Foreign Language & Travel College, Bldg 5 (map on website).*

各地から上記各氏を迎える、大学教員の雇用問題についての講演とラウンドテーブル形式の討議を開催いたします。

Gunma—What is Happening in Public Elementary Schools Now? by Yuri Kuno, Bunka Women's University. What should be taught to children who are ready to learn the language and who are greatly different from junior high students, but who don't have enough exposure to the language and who do not have skills or good strategies for learning? And also what can we offer not only for the children but also for the schoolteachers who are going to teach English with little knowledge of the language? *Sunday September 17, 14:00-16:30; Maebashi Kyoai Gakuen College (t: 027-266-7575); one-day members 1000 yen, students 200 yen, newcomers free.*

Hokkaido—Workshop cosponsored with the Global Issues in Language Education SIG. The theme is how to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems. Global education content includes world regions, world themes, and world problems. Kip Cates, coordinator of GILE, will be participating in the workshop. For further details, see the GILE announcement in SIG News or visit our chapter homepage. *Sunday September 24; Hokkaido International School (5-minute walk from the Sumikawa Station); one-day members 2000 yen.*

ALT北海道支部では、グローバル問題研究部会（GILE）との共催で、来る9月24日にワークショップを開催いたします。学習者に外国語を効果的に習得してもらい、同時にグローバル問題の解決に必要な知識や技能ならびに責任感を身に付けてもらうための方法をテーマとした本ワークショップでは、世界の各地域について学び、グローバルなテーマや諸問題についても考えます。ワークショップには、GILEのコーディネーターであるキップ・ケイツ氏も参加する予定です。

Ibaraki—Teaching Bilingual Children to Read and Write by Brian Purdue, University of Tsukuba. Dominant bilinguals can learn to read their repressed language as fast as native speakers, but it does not improve their speaking ability. The presenter will discuss his experience and research. *Sunday September 17, 13:30-17:00; Tsuchiura Ulara Bldg, Kennan-Shougai-Gakushuu Center (across from Tsuchiura Station); one-day members 500 yen.*

バイリンガル児童の読書能力と会話能力の習得に関する講演者の経験と研究結果を報告します。

Iwate—Practical Ideas for Teaching Elementary Students. New ALTs, don't miss this one!! Ms.

Natsumi Onaka will do a presentation geared toward new ALTs, but sure to be helpful to any interested teachers on the elementary level. She will offer practical teaching techniques and ideas for syllabus and course design for both one-shot and repeat visits. Ms. Onaka is a former Iwate JALT president, current international coordinator and advisor at Iwate University, lecturer at Morioka College, and a member of the Iwate Society for Global Education. *Sunday September 17, 10:30-12:30; Iwate International Plaza, Morioka.*

Kagoshima—Idea Swap. At this meeting we would like to share teaching ideas and activities. Please bring along an idea or activity that you use in your teaching which you think others would like to know about. Activities should be from 5 to 15 minutes long. If your activity requires photocopies, please bring about 20 copies. Don't be shy—come along and share your ideas! *Sunday September 17, 14:00-16:00; Iris Kyuden Plaza IM Building (2nd floor); one-day members 500 yen.*

スワップ・ミート形式で指導アイデアやアクティビティー案を交換します。ご自身で使用されている5~15分程度のアクティビティー案をお持ちください。

Kanazawa—Star Taxi by Theo Steckler, Drama Works. A new method for teaching EFL called *Star Taxi* has been used successfully in secondary and higher education as well as in companies, and would interest and appeal to teachers in these areas. *Star Taxi* is a story told in 20 scenes of dialogue which is easy and fun to use, does not require any drama experience or props and does not end in a full-blown dramatic production. It is a complete course but can also be used as a supplement. *Sunday September 24, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi).*

Kitakyushu—The Pedagogical Potential of Songs by Ronan Brown. This presentation will be on how to use songs to enliven lessons and enhance communication in the classroom. The presenter will demonstrate song activities that can be adapted for level and used in a range of teaching situations. Example activities are: Music Genre Quiz, Lyric Completion, Songs and Discussion, and Structure Songs. *Saturday September 23, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

授業を活発にし、コミュニケーションを促進する歌の導入方法を紹介します。

Kobe—Alleviating Comprehension Problems in Movies by Donna Tatsuki, Kobe University of Commerce. This presentation describes the various barriers to comprehension that learners may encounter when viewing films. Two clusters of interacting factors that may contribute to comprehension hot spots emerged from a qualitative analysis of problems noted in student log-books. One cluster has a strong acoustic basis

Chapter Meetings

while the other has a more cognitive or memory/attention basis. *Sunday September 24, 13:30-16:30; Kobe YMCA 4F LETS.*

Matsuyama—Stone-Age Multimedia: No Computers Required by Tom McCarthy, Sei Catalina High School. Pictures, sound, and text are types of media which language teachers use in the classroom. Many of us don't use computers when we teach, but every teacher needs to use multimedia. We will 1) discuss why we need them, 2) look at new ways to use them, and 3) learn how to make them. (Bring a crayon! Everyone is a potential Picasso.) Examples will be given in English, Japanese, French, Latin, and any language you are teaching. *Sunday September 10, 14:00-16:30; Shinonome High School Kinenkan 4F; one-day members 1000 yen, Matsuyama Chapter Local Member fee 4000 yen per year.*

Nagasaki—Reading With Pause, Prompt and Praise: A New Way to Help Students With Reading by Steven Donald and Mario McKenna, Nagasaki Junshin Catholic University, with Alison Kane, OUP. Pause, Prompt and Praise (P.P.P.) was developed in New Zealand in the late 1970s to help students who were experiencing reading problems to catch up and to become independent readers. Studies show children make reading gains in comprehension, accuracy, and fluency as well as in improved behavioral skills. This presentation will introduce the technique, explain the history and discuss current related projects. *Sunday October 1, 13:30-16:30; Nagasaki Shimin Kaikan; one-day members 1000 yen.*

Nagoya—Language and Self-Image by Kay Hammond, Kumiyama town kindergarten. Do you remember someone making a comment about your body? Have you made comments about other people's bodies? This session looks at the language we and our students use to describe our experiences. The presenter's research showed that women used language in a way that blamed the victim. She suggests ways we can stop this. Group discussion will follow. *Sunday September 24, 13:30-16:00; Nagoya International Center 3rd floor, room 1.*

Nara—Language: A Neurological View by Dean Williams. Advances in cognitive science, neurology, paleontology, and neuro-linguistics are drawing back the curtain that has veiled the inner workings of the human brain. This presentation will attempt to draw together the strands of evolution, brain science, and linguistics to portray, at least in a rough way, how nature might have formed language in the human animal. *Saturday September 30, 14:00-17:00; Tezukayama Tandai (near Kintetsu Gakuenmae station).*

Niigata—Fun in the Lab! by Chris Mori, Shikoku University. Think the language lab is too complicated or just boring old ALM? Stir things up with some simple activities that require only a mini-

mum of lab know-how and preparation. Participants will experience several interactive lab activities that will engage and hold even the lowest proficiency learner. Most of the activities can be modified according to content and level and combine the four skills with an emphasis on speaking and listening. *Sunday September 17, 10:30-12:30; Nagaoka University of Technology; one-day members 1000 yen, students 500 yen.*

LL設備に関する基本的な知識と簡単な準備で導入できる、LL教室におけるアクティビティーを紹介します。

Omiya—What's This Action Research All About Then? by Neil Cowie (Saitama University) and Ethel Ogane (Meiji University), coeditors of the December 1999 *TLT* on Action Research, will give a brief overview of how action research is defined in second and foreign language education and what some of its key features and procedures are. They will also share some examples of how teachers have used AR to improve their practice. Participants in the workshop should leave with some practical ideas of how to start doing action research themselves, or if they have already started, with the motivation to take their research further through collaboration and networking with other teachers. *Sunday September 17, 14:00-17:00; Omiya Jack, 5th floor (near Omiya station, west exit); one-day members 1000 yen.*

Osaka—Kansai Mini-Conference jointly sponsored by JALT Teaching Children SIG, JALT Osaka Chapter, World Academy, and Pearson Education. With the upcoming introduction of English lessons in public elementary schools, everyone wants to know: What's happening in children's classes now? We welcome everyone who is interested in teaching English to children. Session schedule as follows:

10:20-11:10: *Asking as Well as Answering* by Greg Cossu

11:20-12:10: *Are Singing, Dancing, and Games the Only Ways to Teach English to Children?* by Mikiko Nakamoto

13:30-14:20: *All Together Now!* by Chris Hunt

14:40-15:30: *The Younger the Better?* by Yukie Kawaguchi

15:40-16:30: *It's Story Time!* by Catherine McKay (Pearson Education)

Sunday September 17, 10:00-17:00 (Registration begins at 10:00); Abeno YMCA (5 min from Tennoji Station); one-day members 1000 yen.

J A L T 児童教育部会、大阪支部、ワールド・アカデミー、Pearson Education共催による児童英語指導をテーマとしたミニ会合を開催します。

Tokyo—Graded Readers by Barry Mateer, Nihon University Buzan Jr/Sr High School and Rory Rosszell. Barry will describe a Reader-Response Approach to Oral Communication used at the junior and senior high school levels where students read graded readers and in journals pose questions that

arise. Rory will introduce an extensive graded reading (EGR) program he set up, with groups reading either teacher-selected class readers, self-selected individual titles, or a combination of the two. *Saturday September 30, 14:00-17:00; Sophia University (near Yotsuya station), Building 7 (the tall building) 11th Floor, Room 2; one-day members 1000 yen.*

Toyohashi—Expanding and Exploring Language through Rhythm and Rap Music by Prisca Molotsi, Nanzan University. The presenter will show how to use rhythm to create language exercises for the language classroom. What is rap music? and How is it important in relation to language development? will also be discussed. Audience participation will be welcomed. *Sunday September 24, 13:30-16:00; Aichi University Building No. 5.*

West Tokyo—Intercultural Communication Experiential Learning Seminar. All JALT members are invited to participate in the SIETAR JAPAN Mini-Seminar on Experiential Learning. The focus will be on sharing practical teaching know-how about instructional activities for intercultural communication training, including how to conduct a simulation game and how to debrief it. Onsite contact: 070-5369-1894. *Saturday & Sunday October 7-8, 10:00-17:00; Obirin University (Machida, 5-min bus ride from north exit of Fuchinobe Station on JR Yokohama Line); 3000 yen per session. On Saturday at 18:00-20:00, there will be a joint JALT-SIETAR meal at a Machida restaurant.*

JR 横浜線より淵野辺駅北口下車。町田バスセンター行き、もしくは小山田桜台行きのバスで桜美林学園前まで約5分です。

Yamagata—Another Approach to Communicative English Through Canada by Sarah Wells, Yamagata Prefectural Board. The presenter will introduce herself and talk briefly about why she came to Japan. She will also talk a bit about her family. She will talk about Canada as a country. She will show some pictures and talk about Canada's history, culture, and beliefs. She will talk about English language instruction and why she feels it is important in Japan. She will introduce her friend and they will sing a Canadian song together. *Sunday September 3, 13:30-16:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Yokohama—Cross-Cultural Communication by Margaret Kim. *Sunday September 10, 14:00-16:30; Gino Bunka Kaikan, 6F; one-day members 1000 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.

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inet.or.jp/~kimiko/josaka.html>

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ters/wtokyo/>

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Yokohama—Ron Thornton; t/f: 0467-31-2797;
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contact her at <aadele@apionet.or.jp> or by fax at 0866-92-8656.

As usual, the JIC will be listing positions, forwarding resumes, and helping arrange interviews. If you are an employer seeking qualified teachers, please contact Adele for an advertising form. If you are a job seeker, be sure to come and visit us. If you would like to volunteer to help staff the Job Information Center for a couple of hours during the conference, please contact Adele.

The JIC will also have the annual job-hunting workshop at the conference. Especially if you are fairly new to Japan, come and listen to Boyce Watkins as he gives you some hints on finding that dream job in Japan.

The Job Information Center has a new email address, <ctlt_jic@jalt.org>, that should be much easier to remember. Please use this address to place ads, or to request the job list. You can now also find the JIC jobs listed at <www.jalt.org/jalt_e/main/careers/carers.html>.

To list a position in *The Language Teacher*, please fax or email Bettina Begole, Job Information Center, at <tl_jic@jalt.org> or call 0857-87-0858. Please email rather than fax, if possible. 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. A special form is not necessary.

Aichi-ken—The Department of British and American Studies of Nanzan University in Nagoya is seeking a full-time associate instructor in the English language to begin April 1, 2001. **Qualifications:** MA in English teaching or a related field; native-speaker competency in English; teaching experience at the university level; publications preferred. Duties: teach nine, 90-minute classes per week; may be required to coordinate departmental programs; expected to participate in departmental activities and committees; duties regarding the university entrance exams. **Salary & Benefits:** two-year contract with one two-year renewal possible; salary based on experience and qualifications and determined according to university regulations. **Application Materials:** resume with addresses and phone numbers of two references; copy of graduate degree transcript; 500-word essay that outlines teaching philosophy. **Deadline:** ongoing until filled. **Contact:** Professor Sasaki Tsuyoshi, Chairperson; Eibe Gakka, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466-8673.

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University in Sanda-shi is looking

Job Information Center/ Positions

edited by bettina begole

Fall officially arrives this month, marking the beginning of the major job-hunting season in Japan. Frequent readers of this column will notice the jump from four listings last month to 11 this month. Now is the time to polish your resume and hone your job-hunting skills.

The JALT conference in Shizuoka is also rapidly approaching. This year, Adele Yamada will be putting together the JIC at the conference. You can

for part-time English instructors for the fall semester. **Qualifications:** MA in TEFL or doctorate, or currently enrolled in an MA-TEFL program. Must be a Kansai resident, preferably in Osaka/Kobe area. **Duties:** teach a minimum of three koma per day for one to three days. Courses include academic writing, content, listening, and discussion/presentation. **Salary & Benefits:** competitive salary and commuting allowance. **Application Materials:** curriculum vitae and letter of introduction. **Contact:** James Riedel, Coordinator; English Language Program, Kwansei Gakuin University, Gakuen 2, Sanda-shi 669-1337; <james@ksc.kwansei.ac.jp>.

Ishikawa-ken—Hokuriku Gakuin Junior College, a Christian college in Kanazawa, is seeking candidates for a full-time EFL teaching position to begin April 2001. **Qualifications:** native-speaker competency in North American English; MA in TESL/TEFL, applied linguistics, or related field; two years experience in TESL/TEFL at the college level in Japan; ability to adapt to cross-cultural environment; intermediate Japanese conversation ability; international or Japanese driver's license; current resident of Japan. Basic computer skills and musical ability are also desirable. **Duties:** teach fifteen to eighteen, 45-minute classes per week. In addition to teaching courses such as conversation and composition, teachers help with department events, serve on committees, and perform assigned administrative duties. Teachers are also occasionally expected to help teach classes at related institutions (kindergartens, etc.). Working hours are typically 8:15 to 4:35. **Salary & Benefits:** one-year contract, renewable subject to performance and budget; salary is based on Japanese faculty scale. Housing; return airfare to home country upon completion of contract; subsidized health/dental insurance; paid holidays; completion bonus; travel allowance; paid vacation; relocation allowance, and research allowance are provided. **Application Materials:** CV/resume; letter of introduction including information about what the Christian faith means to the applicant and why they want to work at a Christian college; photo; and three letters of recommendation. **Contact:** Marie Clapsaddle; Hokuriku Gakuin Junior College, 11, Mitsukoji-machi, Kanazawa-shi, Ishikawa-ken 920-1396; <marie@hokurikugakuin.ac.jp>. **Other information:** Only applicants considered suitable for the position will be contacted.

Kanagawa-ken—Keio Shonan-Fujisawa Junior and Senior High School in Fujisawa-shi, the newest secondary school associated with Keio University, is seeking applicants for two full-time teaching positions in the English department to begin April 1, 2001. **Qualifications:** native-speaker competency in English; MA in TESOL or related field;

junior/senior high school experience, particularly in Japan, an advantage; conversational Japanese an advantage. **Duties:** teach 18 hours per week; share typical homeroom responsibilities with a Japanese partner; assess students in accordance with school guidelines; participate in all school events and supervise students during school trips, etc.; play an active role in departmental functions such as curriculum development, test writing, coordination of exchange programs, etc. Full-time staff work five days a week, with Sunday and one other day off. **Salary & Benefits:** based on age/qualifications and year of graduation; commuting allowance, annual book allowance; optional health insurance plan; furnished apartments close to school available for rent with no key money. Annual contract renewable for up to three years. **Application Materials:** cover letter; CV; transcripts from all post-secondary schools attended; details of publications and presentations, if any; at least one letter of recommendation from a recent employer and/or professor in TESOL. **Deadline:** application materials to arrive by post by October 20, 2000. **Contact:** Mr. Tanabe Takumi, English Department; Keio Shonan-Fujisawa Junior & Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa-ken 252-0816; t: 0466-47-5111; f: 0466-47-5078; <takumi@sfc.js.keio.ac.jp>. **Other information:** Graduates of SFC Junior and Senior High School go on to Keio University, and more than two-fifths of the student body have lived abroad for extended periods. Many students already speak English or other languages. The school provides training in computing, language, and intercultural communication in an effort to equip the students for active roles in the global community.

Kyoto-fu—Doshisha International Junior-Senior High School in Kyotanabe-shi is seeking applicants for a full-time tenured faculty position to begin April 1, 2001. **Qualifications:** university degree; teaching experience; long-term commitment required. Computer competency and interest in using new media highly desirable. **Duties:** teach classes primarily for returnees; homeroom, club and other responsibilities requiring strong Japanese ability. **Salary & Benefits:** excellent salary and benefits. **Application Materials:** English resume and Japanese rirekisho. **Deadline:** September 9, 2000. Contact: "Application," c/o English Department Chairperson; Doshisha International Junior-Senior High School, 60-1 Miyakodani Tatara, Kyotanabe-shi, Kyoto-fu 610-0321. No phone inquiries or email applications.

Kyoto-fu—Ritsumeikan University in Kyoto is seeking two full-time, native-speaker English-language instructors (FLI) to begin April 1, 2001. **Qualifications:** MA or PhD in field related to TESOL/TEFL, economics, political science, law or international

cooperation; experience in TEFL/TESL preferred; degree conferred within the last ten years preferred; basic Japanese ability preferred. **Duties:** teach an average of ten 90-minute content-based English courses provided by the International Institute with focus on the following areas: reading/writing, aural/oral skills; presentation and discussion skills; development of teaching materials. May be asked to teach courses offered by other faculties of Ritsumeikan University. **Salary & Benefits:** 6,134,400 yen gross salary paid in monthly increments of 340,800 yen plus two bonuses; research allowance; travel allowance; shipping allowance; accommodation allowance; housing allowance; commuting allowance; group medical insurance (required). **Application Materials:** completed application form in either Japanese or English (contact office of academic affairs, see address below); copy of most recent degree earned; list of academic works (thesis, etc.) with a 500-word abstract of each; 1000-word statement of academic background, strengths, and interests with regard to teaching and developing teaching material at the International Institute. A health certificate is not required at time of application, but will be required prior to employment. **Deadline:** September 14, 2000. Applicants will be notified of results of selection process in November, 2000. **Contact:** Send applications by registered mail and indicate on the envelope in red "Application for International Institute Full-time English Language Instructors." Send to: Office of Academic Affairs (*kyomu-ka*) (Note: *kyomu-ka*, not *gakuji-ka*), Ritsumeikan University, Tojiin, Kita-machi 56-1, Kita-ku, Kyoto 603-8577; t: 075-465-8154; f: 075-465-8155. Office hours are 9:00-5:30, Monday-Friday.

Niigata-ken—The International University of Japan (IUJ), a fully English-medium graduate institution, is looking for temporary English-language instructors to teach in its intensive English Program in Yamato-machi in 2001. The program is nine weeks long: eight days of orientation and debriefing and eight weeks teaching. The program dates have yet to be finalized, but will probably run mid-July to mid-September. **Qualifications:** MA or equivalent in TESL/TEFL or related field; experience with EAP, intermediate students, and intensive programs highly desirable; experience with programs in international relations, international management, or cross-cultural communication helpful; familiarity with Windows computers required. **Duties:** teach intermediate-level graduate students up to 16 hours per week; assist in testing and materials preparation; attend meetings; write short student reports; participate in extra-curricular activities. **Salary & Benefits:** 850,000 yen gross salary; free apartment-style accommodation provided on or

near campus; transportation costs refunded soon after arrival; no health insurance provided. **Application Materials:** CV and cover letter; no email applications will be accepted. **Deadline:** October 27, 2000. Successful applicants will be invited to interview at the JALT2000 conference in Shizuoka or in Tokyo in February 2001. **Contact:** Nakajima Mitsuko, IEP Administrative Coordinator; IUJ, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277.

Tokyo-to—The International Training Institute, NHK Joho Network, an affiliate of NHK, in Shibuya, Tokyo is seeking part-time English teachers to begin work in October 2000. Qualifications: must have three years English-teaching experience at an advanced level (over 550 in TOEFL); a graduate degree in TEFL/TEST, international relations, business, or related fields is preferable. **Salary & Benefits:** based on qualifications and experience. **Duties:** teach advanced English classes through a content-based approach, using news programs and articles, business texts, etc. **Application Materials:** cover letter highlighting qualifications, experience, and preferred teaching methods for advanced classes; detailed CV with photo; copy of diploma and the names and contact information of two references. **Deadline:** September 15, 2000, but the sooner the better. **Contact:** Meguro Hiroshi; International Training Institute, NHK Joho Network Inc., 9-23 Kamiyama-cho, Shibuya-ku, Tokyo 150-0047. After screening, strong candidates will be contacted for interviews.

Tokyo-to—The English Department at Aoyama Gakuin University is 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 in Japan, with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; one-year university English teaching experience. **Duties:** classroom activities include teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project. Publications, experience with presentations, and familiarity with email are assets. **Salary & Benefits:** comparable to other universities in the Tokyo area. **Application Materials:** apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline:** ongoing. **Contact:** PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Short-listed candidates will be contacted for interviews.



Web Corner

You can receive the updated JIC job listings on the 20th of each month by email at <tlt_jic@jalt.org> and view them online on JALT's homepage (address below).

Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com/want-ads.htm>
2. Information for those seeking university positions (not a job list) at <www.voicenet.co.jp/~davalda/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Cafe's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <nacwww.nacsis.ac.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

TLT/Job Information Center Policy on Discrimination

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

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

Bulletin Board

edited by brian cullen

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Calls for Papers (in order of deadlines) **7th EFL Skills Conference**—January 23-25, 2001 at The American University in Cairo, held by the Center for Adult & Continuing Education. The subject addressed is "Integrating EFL Skills: Teaching, Management and Technology for the Future." The theme includes but is not limited to EFL skills, using instructional technology, distance learning, ELT management, teacher training, and young learners. The conference will also feature pre-conference events, a testing colloquium, a video conferencing session, a book exhibition, and a ticketed Nile dinner cruise for conference participants. All are invited to present and participate. The deadline for receipt of proposals is **September 30, 2000**. For more information contact The EFL Skills Conference Committee; English Studies Division/CACE (Mail 209), The American University in Cairo, P.O. Box 2511, Cairo, Egypt; t: 202-357-6871; <eflskill@aucegypt.edu>.

The Pan Asia Consortium (PAC) Journal is seeking four to five articles focused on Action Research as it is conducted and applied in the Japanese EFL teaching context. Papers should include: (1) A statement of the problem including the context and the participants. Why was this a problem? The problem should not be too broad and should be located in teaching. (2) A brief review of the literature—all the recent movers and shakers in the area should be included that address the problem only! (3) A method to solve the problem—outlined in detail—what method, why this method, where did it come from, etc. (4) Result—what was the outcome—details. (5) Action—this last cycle is sometimes left out of AR projects but should be included: A comparison of #1 and #4 above—what will the teacher do now and in the future? Will he/she incorporate the new result (#4) or will he/she stick with the original method (or whatever)? Submission deadline: **November 30, 2000**. Information: <www.jalt.org>.

TLT Japan's Meritocratic Education Special Issue—A special issue of *The Language Teacher* is scheduled for publication in November 2001. This special issue will analyse whether Japan's education system, being historically based on merit (i.e., that entrance into universities has traditionally

been decided exclusively by students' entrance examination scores), is in need of qualitative reform. The editor encourages papers which examine this method of selection and other issues of social responsibility stemming from it (e.g., ranking schools, juku, ijime), thereby providing useful insight into the education system teachers are working in, which might in turn promote more socially aware classrooms. Submissions, in either English or Japanese (if possible, please include an abstract in English), of feature, opinion and perspective articles investigating these or related issues are especially invited. Please submit your manuscripts by **February 1, 2001**. Send submissions and enquiries to: Kent Hill; Hikone-so 202, Tokiwa-cho 3461-1, Machida-shi, Tokyo 194-0213; t/f: 042-798-1599; <kentokun@twics.com>.

Papers and New Members: *JALA*—The Japan Anthropological Linguistic Association (*JALA*), formed last year, invites new members and announces a call for papers to its first journal publication (to be published in May of 2001). *JALA* is a professional association for the study of the interrelationship of people, language and culture. *JALA* welcomes as members any person interested in discussing these topics from an anthropological point of view. Information:

<www.fsci.fuk.kindai.ac.jp/~iaoi/jala.html> (Japanese) or <kyushu.com/jala> (English).

Essay Collection—What is it like for native speakers to profess English in Japan? A proposed collection of essays aims to gather a wide number of individual examples across many different organizational and institutional sites. Some issues that might be addressed include reasons for teaching in Japan and their relationship to teaching, the assumptions held prior to arrival and the approaches to the realities subsequently encountered, and the nature of English in Japan. Contributions should be twenty to thirty pages, double-spaced, clear, and follow the conventions of the personal essay. The purpose of the collection will not be practical, but instead personal, as well as theoretical. For

more information, contact: Eva Bueno; <evapbueno@yahoo.com> or Terry Caesar; <caesar@mwu.mukogawa-u.ac.jp>; English Department, Mukogawa Women's University, 6-46 Ikebiraki-cho, Nishinomiya 663-8558.

Other Announcements

TESOL Online Career Center—Debuting in the fall of 2000 and featuring job listings from around the globe, career resources, and much more, it will be the career site devoted to TESOL professionals. We are very excited about this project and the opportunity to better serve our members. Stay posted at <www.tesol.edu>.

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 online and face-to-face meetings. 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 the Publications Board Chair; <pubchair@jalt.org>.

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. 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 indicated below.

日本語記事の投稿を頒：編集者は、外国语教育に関する、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間わりなく、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 is, American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式をお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照ください。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. Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and sub-headings (**bold-faced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

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・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

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

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

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

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

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the

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

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

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

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

Departments

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

学習活動に関する実践的なアイデ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。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

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

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaisonにご相談ください。また、重複を避け、*The Language Teacher*に掲載するにふさわしい本であるかどうかを確認するため、事前に Book 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・ファッ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. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

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

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For information on advertising in *TLT*, please contact the JALT Central Office:

Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; tlt_adv@jalt.org

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 39 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, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (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** (¥6,000) are available to full-time 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

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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、テストイ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、熊本、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、岐阜〔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、学習者ディベロブメント、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、年次大会で発表します。

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