

ON CUE

For the Language Professional in Higher Education

Volume 7, Issue 1 (Spring 1999)

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JALT 99

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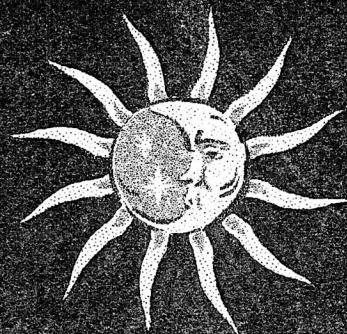
--Testing and Assessment

Conference, 19-20 June,

Kyoto

--JALT 99, 9-11 October,

Gunma



Thought to Ponder:

But it is bad to stop,
hard to be satisfied
with a single way of
seeing, to go without
contradiction, perhaps
the most subtle of all
spiritual forces. The
preceding merely
defines a way of thinking.
But the point is to live.

Albert Camus
The Myth of Sisyphus



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ON CUE

Volume 7, Issue 1

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Spring 1999

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Meet the Editors

Bern Mulvey, CUE Co-Editor, Fukui University

With this issue of *ON CUE*, the mantle of editorship passes from Jack Kimball to Charles Jannuzi and myself. Replacing Jack and Hugh in the running of the CUE SIG will not be an easy task (thankfully, Hugh continues as an officer and Jack is still involved). Under their stewardship, *ON CUE* successfully evolved in content from the obligatory SIG newsletter into something more substantial: a well-written and professionally presented forum for ideas and opinions, one designed to engage the intellects as well as the interests of its readers and that earned respect throughout JALT and ELT for its content.

It is our hope this evolution will continue as we now begin our own tenure; however, we will need your help. A journal is only as good and useful as its contributors make it. By this, we mean not only the articles you send us (though we need those too), but your ideas and feedback as well. Criticisms in the proper spirit are most welcome. (You damn us with faint praise or no feedback at all!) Tell us what does not work for you, what you think needs to be changed, and where applicable, what you like as well. It is only in this way that *ON CUE* will continue to grow and to improve.

On-going Call for Submissions

Long-time *ON CUE* readers will note that various changes have been made. Indeed, those wishing to contribute articles should be aware there are now

different categories (each with different length guidelines) for submissions:

Features Section: feature articles with a focus on language education and related issues at the tertiary level, up to 2000 words.

From the Chalkface: articles about classroom applications, techniques and lesson plans that worked, usually up to 1000 words.

Reviews: reviews of books, textbooks, videos, presentations/workshops, TV programmes, film, etc.; 600 words max.; 1500 words for longer combined or scholarly reviews.

Cyberpipeline: descriptions of websites that might prove useful for language teaching and professional development; length depends on how many sites reviewed.

Opinion and Perspectives: 650 words max.; longer, coordinated, point-counterpoint type articles debating different sides on an issue are possible (such as, Is ELT an art or a science?).

Category bending and innovation are also possible; length guidelines are flexible. If you have an idea or specific proposal for an article or a column, don't hesitate to contact us.

Excellence Rewarded

Furthermore, beginning in 1999, there will be a "Reader's Choice Award" given at the end of each year to the article deemed "most interesting and informative" by CUE members. Voting will be conducted at the CUE table during the JALT International Conference this October. The winner will receive a cash prize (¥10,000) and a year's free membership to the CUE SIG. All feature articles appearing this year in *ON CUE* will be eligible for selection.

Excellence Rewarded, Again

Finally, 1999 marks the second year CUE will be offering its Merit Award for Newcomers to College Teaching: This award is our way of recognizing outstanding college and university educators who have recently entered the language teaching profession. CUE's Merit Award consists of special recognition at the CUE Annual General Meeting and one year's free membership in JALT and CUE. The winner's/s' essay(s) will also be published in *ON CUE* newsletter at the end of the year--contact us for details.

Who is eligible to be nominated for the Merit Award? Any language instructor (L1 or L2) who has been teaching at the tertiary-- junior college/polytechnic (*senmon gakkou*), college or university-- level in Japan for no more than three years as of April 1, 1999. (In other words, any language teacher who is entering the fourth, third, second or first year of post-secondary teaching as of April 1, 1999.) There are, of course, no age, nationality, or language restrictions.

Comments/questions/submissions/nominations (for the Merit Award)/questions should be sent to us at the points of contact below:

E-mail:

Charles Jannuzi

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<jannuzi@hotmail.com>

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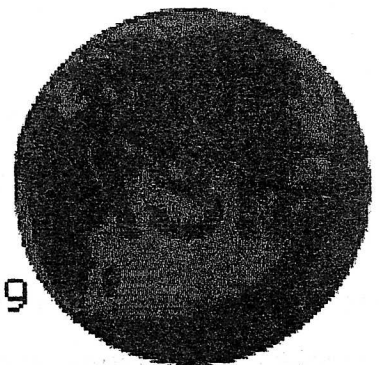
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The CUE SIG will co-host a roundtable on integrating PCs and technology into LT and LL. See you in Kyoto in May!

Feature Article One

Meanings in Song: A Model for EFL Material Design

by Brian Cullen, Aichi Prefectural University

Introduction

There is a growing amount of literature in ELT advocating and explaining the use of music and song in learning activities (e.g., Murphey, 1992; Griffiee, 1992). These music activities are mainly used to supplement more traditional learning, but songs have also been employed as the primary text in materials for teaching listening, culture and reading (e.g., Kanel 1995, Kumai and Timson 1998).

It could be argued that songs can be a powerful motivational tool for language teachers to use with students. It has been shown that at least part of this motivation is due to the strong physiological effects which music has on the human body (Murphey, 1990; Hansen, 1998, etc). However, despite the increasingly common use of music and songs in the EFL classroom, there has been little attempt to identify and understand their multiple non-verbal meanings (though some music genre are, of course, highly dependent on language, too). It is hoped, though, that an enhanced understanding of musical meaning can help teachers to use music more effectively in designing and conducting learning tasks and activities.

Linguistic Meaning vs. Meaning in Music

Meaning in language has been thoroughly analysed at different levels, including mainstream semantics, speech act theory, discourse analysis and genre analysis, which examine how meaning depends on and arises in words and sentences, communicative utterances, discourse and genre, respectively (see Austin, 1975; Hurford & Heasley, 1983; Stubbs, 1983; Swales, 1990). These theories and approaches to describing and explaining how meaning is possible in language have laid important conceptual groundwork for task design in language learning. However, there seems to be no similar analysis of the different but complex meanings in song.

In this paper, a model of meanings in song is developed by examining findings from psychology and musicology. Four factors which contribute to

meaning are isolated: social, cognitive, physiological and musical. These four factors interact to produce a multitude of possible interpretations or meanings in the mind of the listener. All of these meanings are postulated to fall into one of three groups: representation of external phenomena, expression of emotions, and musical meaning.

Negotiation of meaning is a vital part of language learning. Learning a language can be viewed as the process of learning how to mean with a previously unknown code. Only by making an attempt to uncover the meanings of music and song will we be able to see their full potential in the learning process. It is hoped that this model can make a preliminary step towards the goal of analysing the meanings of music and song and providing a framework for incorporating the multitude of meanings into material design.

Internal Structure and Social Context

Musicologists spend their entire energies on analysing music and its significance, so it is not surprising that there is a lot to be learnt from their work. In the traditional musicologist's view, dating from the Romantic Period, the meaning of music and song was believed to emerge solely from the internal musical structure. A musical work was considered to be "a permanent yet ideal entity that exists above and beyond its physical score and any single performance of the score" (Elliot, 1995, p.25). According to this view, music transcends context and does not reflect the circumstances of creation or listening. The value and meaning of the music is inherent only in its musical structure.

Clearly, then, the internal musical structure is important, but if we look at certain genres-- such as jazz, folk, rock and much non-Western music-- we find music that has never been solely tied for valuation to adherence to some sort of idealized musical structure. Instead it is arranged and improvised to accommodate the prevailing social circumstances, a fact that is recognized by contemporary musicolo-

gists (Sheperd, 1987; Rouget, 1980). In modern society, our culture delivers music and song in the form of convenient compact discs, packaged in glossy photos or through a variety of other media such as concerts, pop videos, radio, television shows and pin-up posters of idols. This packaging and the segmentation of the music market into such genres as adult contemporary, rap and mainstream pop are a direct reflection of the make-up of modern society. The social realities are very much encoded in the music of our time. Thus it is clear that a model of musical meanings must include reference to these social factors as well as the inherently musical ones.

Physiology and Cognition

Psychology also has a lot to say about the meanings of music. About 130 years ago, Helmholtz postulated that the recognition of pitch was a purely physiological phenomenon achieved by resonance of hairs in the inner ear. The pitches which were recognized in the ear would then be transmitted to the brain (Watson, 1968). Wilson and Aiken (1977) demonstrated the physiological effects of music and song by noting the changes in skin resistance and breathing rate. Smith and Laird (1930) have shown how sounds of about 80 decibels produce a decrease in stomach contractions equivalent to that produced by fear. Rouget (1980) reports how the power of amplified pop music acts upon the body and creates a strong feeling of participation, while the repetitive melodies and rhythms may produce a light hypnosis.

However, from the 1960s onwards, psychologists have argued that music needs to be explained cognitively as well as physiologically (Leman, 1997). The ear perceives sounds, but it is the brain which determines the meaning of these auditory objects and interprets them as pitches. These pitches are only meaningful because they have meaningful relationships within a recognized system of tones. The underlying tonality systems are a Gestalt or pattern which the brain recognizes. These Gestalt are culturally and individually defined and depend on previous exposure to music. Elliott (1995) describes these Gestalt as 'tones-for-us.' Cultures in China, India or Arabia, for example, may not use the same

'tones-for-us' and thus the music may seem to sound 'wrong'.

In a similar way, lyrics are interpreted depending on our previous exposure. People will associate different experiences or feelings with a certain set of lyrics. Like the tones and other parameters of music, lyrics of songs are interpreted by the brain in terms of our existing cognitive schemata. In other words, our model of musical meaning must take both of these factors into account. Physiology indeed plays an important part in determining the meaning of music since music is a physical phenomenon, but cognition is at least equally important in determining the meanings which are generated by the listener.

A Model of Meaning

To summarize the previous two sections, it is clear that music and song must be understood in terms of musical structure, social context, physiological nature and cognitive nature. These four factors interact within the mind of the listener to create the meanings of the music. In the mind of each listener, these factors come together in unique ways to form meanings or interpretations of songs which will coincide with the interpretations of other listeners to varying degrees. Indeed, it is precisely this variety of possible interpretations which allows music and song to be such a powerful tool for meaning negotiation in the EFL classroom.

The meanings that emerge from the interaction of these four factors can be sorted into three major categories:

- a) **Musical Meaning:** This meaning is most obvious in instrumental music where there is no interference from lyrics. It includes areas such as theme development, musical structure, musical style, and the capabilities of the performers. This is the main type of meaning discussed in the musical appreciation classroom and although its use in the language classroom is far more limited, it may still be usefully employed.
- b) **Representation of External Meaning:** This includes all the social and cultural meanings which are unconsciously included in the song by the writer. It also includes those representations of the external world and topics which the writer intended. These

meanings are easily verbalized, and so this area has great potential for material design.

c) Expression of Emotion in Music: As song affect us emotionally, emotional reactions to songs are an interesting starting point for discussions. The emotional meanings of songs are also an important motivational factor. The important area of expression of emotions is often neglected in the language classroom, and song may have a particularly valuable role to play in this area.

To get a clearer picture of the three types of meaning which are outlined here, imagine watching a band playing in a local venue. We might remark to a friend, "the bass player is really good," referring to the musical meaning. Or, we could say "he never sings love songs, does he?", referring to the representation of external meaning. Or, we could say "it's such a happy, upbeat tune, isn't it?", referring to the expression of emotion. In each case, we are looking at certain meanings that emerge from the music. On a very simple level, these utterances show the types of meaning that songs can bring to materials for the EFL classroom.

Combining these three meaning concepts with the four factors discussed above, one arrives at the following comprehension model (see Figure 1 below). Each of the four factors on the left of the model is actually made up of many elements which are examined briefly below. The three groups of meaning on the right of the model will appear as the meanings to be negotiated in the various learning tasks.

The model illustrates how the meanings of music and song are influenced by musical, social, physiological and cognitive factors. Tables 1, 2 and 3 list some examples of the different meanings which emerge from the music or the lyrics or their combination in song. For example, in Table 1 (below), an example of a cognitive factor which influences meaning is how music may have an association with personal experience. In a future paper, this will be explained in more detail along with examples of how these meaning may be realized in a learning task.

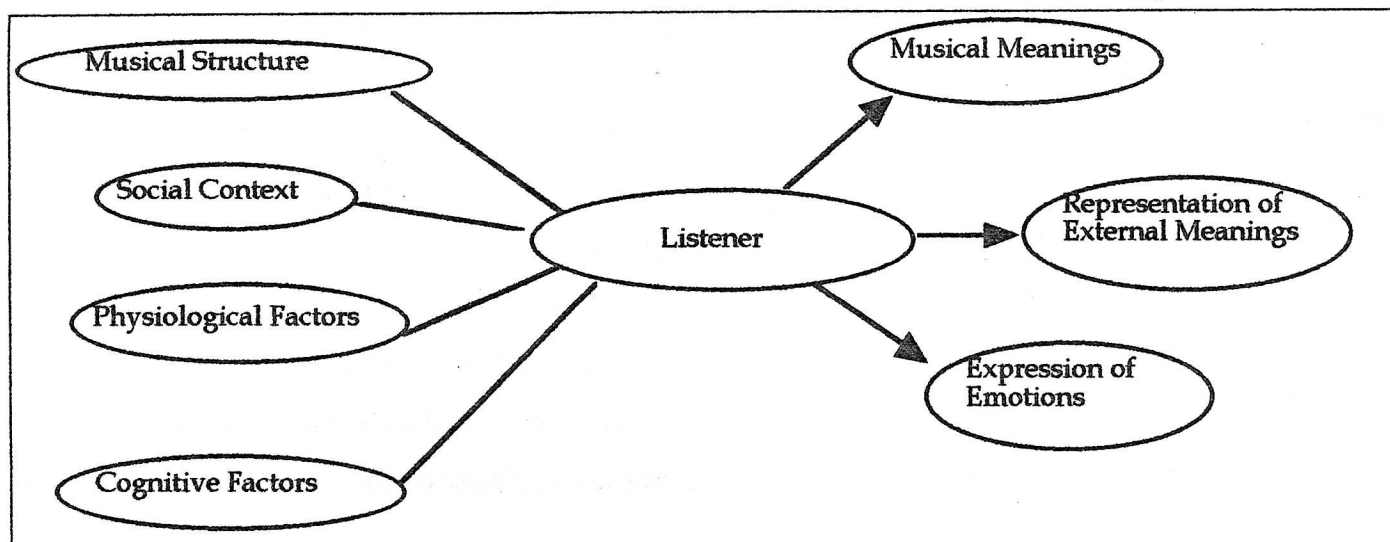


Figure 1 - A Model of Meanings in Music and Song

Each of the four factors on the left is made up of many elements; the three groups of meaning on the right appear as meanings to be negotiated in learning tasks.

Table 1 - Examples of the factors which influence meaning in music**Musical :**

- a) Imitation of the Human Voice
- b) Imitation of Human Movement
- c) Sound Effects
- d) Conventional Meaning
- e) Musical Reference to other Music
- f) Musical Structure : internal repetition, tempo, dynamics etc.

Social :

- a) Representations of Society and Culture
- b) Performance
- c) Packaging
- d) Socialization Effects

Physiological :

- a) Physical responses
- b) Emotional responses dependent on physical responses

Cognitive :

- a) Association with Personal Experience
- b) Association With Media, Movies or Advertisements
- c) Program Music
- d) Musical Exposure and Experience

Table 2 - Examples of the factors which influence meaning in lyrics**Social:**

- a) Lyrics as a Reflection of Society and Culture
- b) Lyrics as Self-Expression
- c) Lyrics as a Social Force

Cognitive :

- a) Subject Matter of Lyrics
- b) Viewpoint of the Subject Matter
- c) Vocabulary of Songs
- d) Unspecified Place and Time
- e) Unspecified Participants
- f) Ambiguity in Lyrics
- g) Communicative Function of the Lyrics

Table 3 - Examples of the factors which influence meaning in song**Musical :**

- a) Poetic Structure
- b) Interaction of Music and Lyrics
- c) Mismatch of Lyrics and Music

Social :

- a) Powerful Medium
- b) Communicative Power of Song

Physiological :

- a) Mood and Emotion
- b) Use of Motherese or Baby-talk
- c) Dance Music and Sexual Expression
- d) Music as an Inner Form

Cognitive :

- a) Flexible Schemata
- b) Stronger Schemata

Conclusion

This paper has presented the multitude of factors which influence our understanding of and response to music and song. The realization of these factors and the translation of them into learning tasks was shown through a number of generic examples. This paper is not intended to be a completely exhaustive treatment, nor is the classification intended to be definitive. However, this analysis does show the wide range of meanings which are available in songs and forms a preliminary step towards establishing a powerful framework for the design of materials and the conduct of learning activities.

Brian Cullen has used songs in Japanese high school and university EFL classrooms for the last eight years. He completed his MSc at Aston University in 1998 with the submission of the dissertation, Songs in the Discussion Classroom.

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Teacher Belief, Teacher Action: 理論と実践

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Feature Article Two

Academic English: The Importance of Interactive Discussion to Writing Development

by David P. Shea, Heisei International University

Introduction

For the past two and a half years, I have taught an advanced-level writing class at Keio University SFC. The course, called Academic English (AE), is a weekly seminar designed to develop academic literacy for advanced proficiency students, generally those with TOEFL scores in the 625 to 675 range. The class is intended to provide intensive, hands-on practice in reading academic journal articles and responding in writing to them.

Over the course of the semester, the journal reading and response activities lead to an 8-10 page paper, for which students write on a selected topic within the broadly defined field of language, culture and society. Although originally designed for third and fourth year students planning to attend graduate school abroad, the AE course (n.1) has attracted mostly first and second-year returnee and exchange students who want to maintain and develop their English proficiency.

In this article, I provide a brief description and analysis of important aspects of the class, focusing on the interactive talk and discussion that informs and supports the writing process and serves to scaffold student composition. As I will discuss below, my experiences with using discussion activities in a writing classroom have served to highlight the importance of the social environment in developing English academic literacy in the Japanese university.

Thematic Content-Based Instruction and EAP: A Scaffolded Apprenticeship Approach

Although the AE course I teach is located for administrative purposes outside the English Section (see Casanave & Kanno, 1998), the goals of the classroom are the same: I am expected to provide thematic, content-based instruction that attempts to get students to utilize language as an authentic tool of creative thought and critical inquiry. In order to

do so, I reject (in the manner of Freire, 1983) a "banking" notion of pedagogy, a pedagogy which in practice leads to reliance on transmission models of learning.

The issues of teaching English for Academic Purposes (EAP) are often defined in terms of acquiring genre-specific conventions of writing and argument (e.g., Swales, 1990); however, I have organized the AE class more in terms of a "scaffolded apprenticeship," following the notion of situated practice (Lave & Wenger, 1992).

Furthermore, in the conduct of this course, as much as possible, I try to incorporate elements of the sociocultural approach to language acquisition advocated by Hall, 1995 (see also, Lantolf & Appel, 1996). The rationale for my approach stated in plain terms is: I believe that students learn how to write, not by being told about writing, nor even by developing an explicit awareness of various rules of composition, but by actually writing and grounding talk about writing in concrete, locally situated social activity that takes place among writers. Finally, one of the activities fundamental to the scaffolding process (Cazden, 1989) is collaborative talk and engaged discussion centered on the ideas and opinions that students generate in response to reading done outside class.

Class Structure and Activities

The Keio-SFC semester schedule consists of 12 to 14 weekly class sessions, 90 minutes each. In the first session (interrupted repeatedly by prospective students walking in and out of the room "shopping" for classes, as according to university policy), I distribute the syllabus and explain course goals. I make sure that students realize the class, though potentially interesting and rewarding, requires a lot of effort and probably more homework than they are used to. After asking the students to briefly introduce the area of study in which they are most interested, I ask those who still want to enroll to

write a short in-class essay about their proposed topic of research.

As many as 50 to 60 students may attend the first class session, but the number usually drops to 15 or less by the end of the class. If the class size does not drop down to an appropriate size or if some students do not have the prerequisite proficiency level, I use the essay results to select those students most likely to do well in the class. Although, according to university policy, class enrollment cannot be limited, I do advise students to enroll in another proficiency level if it seems the assignments will prove too difficult. Given the large amount of revision, feedback, and discussion surrounding the writing assignments, it is essential to maintain a workshop atmosphere with motivated participants in order to meet the pedagogic goals of this course.

Summary and Response Activities

As preparation for the second class session, students are assigned to read Spack's (1997) study of Yuko, a Japanese student with a TOEFL score of 650 who graduated from a Japanese high school and enrolled in a U.S. university. The article is an in-depth, longitudinal analysis of the acquisition of academic literacy, which describes how Yuko learns to cope with heavy reading and writing assignments. Spack delineates not only the development of Yuko's writing, but also the shift in Yuko's conception of what academic writing actually involves. The article is long (over 60 pages) and challenging to the students, yet it is particularly relevant to them because they, like Yuko, have high TOEFL scores but nevertheless tend to struggle with long reading assignments and have problems in synthesizing information from sources for use in an original academic essay.

In addition to reading the Yuko article, AE students must write a short summary-response essay, which is used as the basis for discussion in the second class. Students write both a brief, one to two sentence summary of the article and a longer, one to two paragraph response to its argument.

Generally, students come to the second class having read the article; some, in fact, report having read the article several times. Even so, most students do not

fully grasp Spack's argument or understand the article's central thesis. Many demonstrate similar non-productive reading and study strategies as those exhibited by Yuko. They tend to focus on the first part of the article, which, because it develops chronologically and narratively, describes Yuko's dependence upon cross-linguistic and cross-cultural approaches to academic reading and writing. However, if students focus too much on the beginning they may miss the fact that, later in the article, Spack's research exposes the weaknesses of relying on such a cross-linguistic and cultural approach.

Developing Reading and Study Strategies

In pedagogical response to this kind of non-productive reading and study strategies, I stress the importance, not only of "skimming" and reading selectively for the main ideas in a long article, but point out and demonstrate the importance of being able to summarize the thesis in one or two "crystallized" sentences, which students should learn to produce without referring either to the article or their notes. This helps students to internalize what they have read and "make the argument their own," so that later students can utilize/refer to the article in their own writing.

While students find it hard to summarize Spack's article, most find it even more difficult to articulate a sustained and critical response to what they've read, particularly from a theoretical perspective. Many confuse summary with response, and simply restate the article's argument without articulating their own ideas. Some may attempt to take a critical stance without sufficient support. Typically they state that they just don't like Yuko, or they express doubts about generalizing based on a single research subject. However, such responses are generally asserted baldly and left unexplained, without substantiating explanation or illustration.

Developing Argumentative Skills through Discussion

What most students invariably cannot do is construct an extended, persuasive argument that develops an opinion and deals with issues raised by Spack, whether as counter argument or illustrative personal narrative. When asked, "What do you think about

the issues Spack is raising," most students draw a blank. But without being able to respond to this question, it is almost impossible to write an academic paper. To overcome this problem, I try to help students develop discursive and argumentation skills through interaction, as students collaboratively talk about ideas that come up and ways to think about the issues they are studying as they read the article.

Of course, few students have done any reading about language acquisition, EAP or L2 literacy, so they lack the background knowledge and, along with it, the confidence to clearly articulate their own ideas. (Indeed, this highlights the important role reading can play in the development of writing proficiency.) But perhaps most importantly, students have rarely been asked the kind of open-ended questions that allow an opportunity to articulate their own ideas, especially in an education system where the emphasis is characteristically placed on ingesting facts and information for multiple-choice examinations.

While students generally have a number of opportunities to engage in informal English conversation with friends in non-school contexts, they have few if any opportunities to engage in the more formal discourse of academic English and its characteristic argumentative mode. (Although some returnee students may have been exposed to these abroad, there is a decided lack of them in their education upon returning to Japan.) In fact, I would argue that it is this engagement with academic discussion that is the most important aim of the writing seminar, because it is the fundamental means by which students develop academic English writing skills.

Engaged Interaction

The summary-response essay assignment demonstrates that learning to write academic English is not simply a technical matter of acquiring knowledge about composition. Although such linguistic and rhetorical features as vocabulary and argument structure, respectively, are important, they are secondary and best developed in the process of articulating ideas critically and persuasively. Further, this development is situated socially, in interactive discussion with other people.

First and foremost, it is through talk that students develop their sense of audience and a feel for how words can be used forcefully and persuasively in argumentative speech and writing for academic purposes. When ideas are not clear or undeveloped for effective expression, it is through engaged discussion that students can recognize what is needed in order to be persuasive and clear. Interaction with an engaged audience provides an instructive scaffold (Bruner, Wood, & Ross, 1979; Donato, 1995) of "social cognition" (Cazden, 1989; Rogoff, 1990) wherein the group together accomplishes what the individual cannot accomplish alone.

What Students Do with It

For example, when one student says that she doesn't think Yuko is representative of Japanese people, but then stops, leaving her opinion abbreviated and unexplained, another student might ask just what she means. This question serves to stimulate the first student's ideas and awareness of what her written audience will need to know to follow her ideas in writing. Additionally, such feedback and communication serves to solicit further explanation and elaboration from all participants. If the second student offers a complementary "extending" opinion, for example pointing out that Yuko was shy, the comment may prompt the first student to include the point in her own argument, so that she complicates her original argument and states that Yuko's reticence and lack of confidence may have limited her academic success more than her Japanese nationality.

On the other hand, if the second student disagrees, challenging the assertion about Yuko's personality, the disagreement also can work in a positive way, to "push" the first student to recognize where her argument needs more elaboration and explanation to be convincing. In both cases, the students are co-constructing an argument interactionally that will later inform individual writing.

More Rationales for Discussion and Interaction

It is far more difficult for novice writers to internalize academic argument if writing activities are restricted to receptive exposure in which students learn about features of academic argument princi-

pally through reading. Certainly students can develop vocabulary and other critical features of academic discourse through reading (see Krashen, 1992), but in Swain's (1985) terms, students are simply being exposed to input, however comprehensible. Instead, if they are to acquire a full range of proficiency in the second language, students need the "push" that comes from trying to actively, productively articulate ideas. In more interactive terms, students can better reconcile and assimilate the many threads of academic discourse through the interactive construction of ideas in classroom discussion.

As Hall (1995) points out, it is the kind of talk in which second language students participate that fundamentally shapes the kinds of language that are internalized. Students, however, do not often come to class willing to talk about their ideas or engage with other students. Invariably, there is a reluctance to discuss ideas with other students. In part, this may be due to conceptions of academic English as specialized knowledge which can be measured on an objective examination. In part, the reluctance may stem from unfamiliarity with group discussion activities. Many students are simply not used to talking in English about academic ideas and issues with peers or teachers, which is precisely why creating opportunities for talk in AE class is so important.

By the second week of the semester, then, the central focus of AE class activities has been established, with primary emphasis placed upon creative, critical response to journal reading. While the ultimate goal of the class is to write a successful final paper, the roots of this end-product are grounded in the interactive process of student-to-student and student-to-teacher talk about ideas, opinions and interpretations. In each class throughout the semester, students summarize and articulate what they think about what they have read, whether this talk is a formal large-class presentation, informal small-group discussion, or one-to-one peer exchange.

Academic English as a Bilingual Policy

I have tried to make a case for the importance of talk and discussion in the development of academic

literacy, arguing that, to a great extent, it is the social environment in which students write that serves as a critically important scaffold to language acquisition, even for advanced proficiency returnee and exchange students who have acquired much of their English abroad. It is important to emphasize the opportunities for talk and discussion because of the tendency to reduce the development of academic literacy to the acquisition of technical features of composition. Indeed, the administrative title for the AE class set by the university is "technical writing." Nonetheless, the development of academic writing needs to be located in a rich social environment, where students have supported opportunities to think about academic issues and express their ideas and opinions, not simply memorize the rules of rhetoric and style.

There also seems to be an assumption that returnees and exchange students, who already speak English well (sometimes even better than they speak Japanese), do not need to develop their English language skills further. At SFC, for example, returnee and exchange students often assume, generally with the encouragement of family, friends, and sometimes even academic advisors, that they do not need to study English, particularly when their conversational proficiency is so advanced. This attitude is implicitly reinforced by a university curriculum which allows students to register for only a handful of advanced, credit-bearing courses in English (n. 2).

While I would certainly encourage the study of other languages, a simplistic attitude of either English or Japanese reflects a monolingual bias (Skutnabb-Kangas, 1984) that neglects key features of what it means to be bilingual. Returnees and exchange students are not simply Japanese who have learned English, but bilingual speakers whose language education needs should be evaluated according to a bilingual perspective that recognizes the need to use, maintain, and develop both languages in academic contexts that ensure development of high level proficiency, extending beyond conversational fluency. Advanced bilingual proficiency should not be reserved for the lucky or the elite.

Conclusion

In this respect, the AE class that I have just outlined within a constructivist and social-interactionist framework is only a part of what should be a broader and more coordinated language education program and language-across-the-curriculum policy at Japanese universities. In other words, the acquisition of academic literacy (L1, L2, or bilingual), located within the interpersonal interaction on the microsocial level within the classroom, is shaped and constrained on the macrosocial level by institutional policies and wider, ideologically informed language attitudes. While I can consider my AE class and others at Keio SFC a success and serving the purposes of many students—including returnees with various degrees of bilingual—this achievement is tempered by the language education policies of the university and native beliefs and practices about language found throughout Japan.

Notes

1. There are other sections of the AE course taught differently by other instructors, geared to different proficiency levels. All references to the AE course in this paper are to the course I teach.
2. Of course, the argument holds for other languages as well.

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Opinion and Perspective

Politics and Pedagogy in Higher Education ELT

by Alison Stewart, Waseda University

Introduction: At the Forum

The CUE Forum which met at the JALT conference in Omiya last year featured three speakers, each with a different view on what we can or should bring to our higher education English classes in Japan. I would like to return to a question raised in the ensuing discussion that was addressed in particular to McMahonill (1998) and McVeigh (1998): Is it wrong for foreign language instructors to impose their cultural and political values on students who belong to a society which does not uphold or even approve of those values?

Avoiding Relativism

Both McMahonill and McVeigh espouse some form of critical pedagogy which aims primarily to uncover hidden or unrecognised forms of oppression in society. With both there is the implied assumption that justice and equality are universal values, and this, I assume, was what prompted the question in the first place. My purpose, however, is not to rehearse the relativist counterargument: That is a debate which allows for no middle ground. Either you believe that justice and equality are absolute and universal, in which case it is not wrong for foreign language instructors to impose their values on students from a different culture, or you believe that justice and equality are values which are interpreted according to the specific cultural and historical make-up of a society, in which case it is wrong.

Answering Pragmatically

Instead, I would like to address the question at a practical rather than philosophical level, in the hope that this will touch on the more complex dilemmas that face all higher education language instructors and provide the basis for further debate amongst members of the CUE N-SIG.

I would state at the outset that I find little to object to in the views that were expressed: I fully support McMahonill's position that women's rights should be enhanced by promoting awareness of and taking

action against sexual discrimination; nor would I disagree with McVeigh that much of what is taught in Japanese education serves the purpose of social and political control over people (although I would add that the same could be said of education systems anywhere). However, is it proper to use English classes as the medium for teaching these views? This question can be divided into two separate issues.

Job Obligations

Firstly, is it proper vis-a-vis our university employers? Both McMahonill and McVeigh view their role as teachers as one of influencing their students to improve society by struggling against discrimination or oppression of any kind. When discrimination is actively upheld and perpetuated by the university, such as in the unrepresentative employment and lack of promotion of women in academia (McMahonill), or in the syllabuses which teach women social and political subservience in the name of some spurious patriotic duty (McVeigh), then, they argue, the teacher should actively seek to subvert, to transform "our universities" (McMahonill).

However, the question I have here regarding these positions is not whether teachers should or should not bite the hand that feeds them, but whether they are doing the job that they were hired to do. Of course, most of us are free from prescribed syllabuses in our higher education teaching in Japan, and a content-based course on gender issues would probably not elicit any objection from curriculum coordinators. Moreover, some of us have been employed on the basis of our expertise in subjects other than ELT. However, in those cases where we are employed to teach English, if content of our classes is prioritised to the extent of making the language aspect of the syllabus almost incidental, then we may simply not be doing our job, or not doing it effectively, a point to which I shall return.

Ethical Ones as Well

Secondly, is it proper to impose our political views on our students by making these views the core of a syllabus? It would be naive to insist that teachers, whether native or foreign, leave their politics outside the classroom door. All pedagogy is fundamentally political, including language pedagogy, and the teaching styles and methods of each individual teacher are inevitably coloured by cultural and political experience and beliefs. (Personally speaking, I find it less objectionable if teachers expound left-wing views of social justice, than philosophies of xenophobic nationalism or blinkered cultural imperialism.)

A Freirian philosophy of education as empowerment has been enormously influential in literacy education in the West and has been increasingly evident in EFL. It is also exemplified, I would suggest, in the teaching approaches of McMahonill and McVeigh. But what are we actually empowering our students to do? Is it in our students' best interests to teach them to fight against social inequity when the majority of the students themselves are more intent on securing a good job and fitting in. Even if we believe that it is in their best interests, is it what they want? Do they have a choice?

Other Professional Considerations

This question of best interests also relates to pedagogy, or more precisely, methodology: how effective is this type of instruction? To illustrate my point, McMahonill describes a course she teaches in which students analyse Japanese television programmes for evidence of gender roles and then report on their findings in English. However, unless English discourse is then subjected to the same type of analysis, perhaps these students would fare better if they were taught entirely in Japanese.

Conclusion: Asking the Central Question

So what sort of language pedagogy is appropriate and effective? Few linguists would deny that language and culture, which incorporates ideological beliefs, are inextricably linked. But how do we devise a pedagogy that deals with the cultural and political dimension, yet does not lose sight of the language? This, I believe, is the central question that needs to be addressed by all language instructors in higher education, a question which the CUE SIG of JALT offers a powerful forum for debate.

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From the Chalkface One

Setting Up an E-mail Project in the Writing Class

by Eamon McCafferty, CUE SIG Program Chair

Introduction

Setting up and running an e-mail project with a writing class is not as complicated and time-consuming as many teachers might believe. In fact, as the following project demonstrates it can actually reduce the time teachers spend responding to students' work, with students able to get feedback from several sources. Best of all, though, is students actually enjoy writing!

Rationale

After a year that saw a considerable amount of free-time spent commenting on student journals, it was decided that if this student-instructor contact was to be continued a more practical method was required. Convinced that the use of e-mail was a powerful motivating tool for student writers, it was decided to harness it as an alternative.

By setting up e-mailing groups within the class, it was hoped to solidify class cohesion as well as giving students a powerful motivational tool for writing in English. Students and instructor would also have a quick and effective line of communication that could be used for a number of other purposes.

Since previous writing classes often ended up being too teacher-fronted, the e-mail project would allow discussion in small groups and short written answers to questions, giving students time to share ideas and opinions on the class topics that would form the basis of e-mailed assignments. Furthermore, e-mail counterbalanced the first semester's focus on teaching writing skills, by providing a focus on use.

Prerequisites

Of course, the first necessary ingredient for an e-mailing project to work is for all students to have e-mail addresses as well as regular access to a computer. It is also advisable to start the project with an information sheet in the first class containing the instructor's e-mail address as well as the various rules and deadlines for the project. This will keep both you and your students on track and avoid confusion later.

Instructions to Students

In the case of the project discussed here, the following information was given to students:

- * e-mail to instructor every Thursday by 6 pm a minimum of 100 words opinion on topics discussed in class.
- * activities in classes involve discussion in small groups and short written answers to questions.
- * in every class a different member of each group sums up his/her group's opinions leading to an open class discussion (facilitated by the instructor), while ideas are written on the blackboard.
- * don't worry about grammatical accuracy. The emphasis is on the sharing of ideas. Use anything written on the board to help complete homework assignments.
- * one person in each of three class groups serves as 'leader' each week.

* leaders are chosen after the deadline for assignments and their opinion pieces are sent by the instructor to all members of their group on the same evening. Reply by the following Wednesday 6pm to the author, commenting in any way (to facilitate this, the instructor also joined each group for the first two weeks criticising the pieces in terms of opinions and writing style as well as adding supporting or opposing ideas).

* class leaders make a hard copy (i.e. a printout) of all replies and bring them to the instructor in the following class.

The last point was to ensure that the instructor would not be burdened with more messages than was necessary (with two classes of 20 students a minimum of 40 messages already had to be downloaded each week).

What the Teacher Needs to Do on the Computer:

- * set up folders for each group's mail.
- * in the address book, index student addresses into groups (e.g. class one, group one becomes Waseda 1.1, etc.) as well as into a whole class group.
- * with *Microsoft Internet Mail* (most other programs have the same basic functions) use the filter facility within the Inbox Assistant to direct messages to their appropriate group folders. This happens when students insert a unique code-word (which you can give them) into the subject box of all messages sent to their instructor. It is then a simple matter for their messages to be checked when necessary by the instructor without these messages interfering with the usual e-mail intake.

Approximate Teacher Time Utilized:

A teacher log was kept during the entirety of the project. From this it became clear that it took a total of 3.5 hours to set up at home and an average of one hour per week on the computer for both classes. The most time-consuming aspect of this was reading student responses. Replying to them was a simple and quick process with one message going to each of the six groups. This mainly involved cutting and pasting student writing and then writing a few lines of comment. On average, two more messages would be sent to the whole class per week, mainly to give

reminders and encouragement. Students who wrote particularly interesting pieces were also mentioned in these messages, with the instructor being careful that every participant received some whole-class praise on at least one occasion. Considerable time was saved with the use of form letters that were personalised with a few words. When compared with semester one's 'paper' journals students were able to get much more feedback, while the total amount of words written by their instructor decreased significantly.

Trouble-shooting in Advance:

As with any project involving the use of technology that will be new to some students (and possibly the instructor too!) problems can occur. The following suggestions will help to limit them:

1. Familiarise yourself with the university computer room before devoting a class to taking students through the ABC's of e-mail.
2. As students will probably be using Japanese software, make sure that they send their writing as text files (also referred to as "ASCII text" or "plain text.") so English software can read it.
3. Make deadlines clear from the beginning and keep to your end of the bargain. One week's lapse on the instructors part can lead to all sorts of electronic confusion!
4. For the first few weeks make all problems known to all members of the project through whole-class messages. A problem that a student has in week one may become a future problem for other participants.
5. Don't collect student email addresses; it's easy to make a typing error and it's time-consuming. When they send their first message you will be able to transfer their addresses directly to your address book.
6. Keep track of anyone who is missing messages or sending them late. This whole project depends on both instructor and students remaining involved on a week-to-week basis. Sending a gentle reminder to 'slackers' will soon get them back on board, as well as reinforcing the notion that you are in control of things.

7. Keep reminding students to put code words in the subject boxes. It's amazing how many times they'll forget otherwise!

Why Use E-mail?

It's versatile.

Although this paper describes one way of utilising e-mail in the class, once it is set up it can be used to meet any number of projects that you or your students might want to embark on. In the case of the classes described in this paper, the medium was used for the following additional purposes: to compile grades at the end of the course (10% of their final grade depended on their participation in the project); to provide a mechanism for student's self, teacher, and course assessment; to follow up on any problems that students were having within the course; to establish closer rapport with the class generally; to get insights into student thinking on a wide range of issues.

It's motivating.

End of term questionnaires showed that the project had increased student motivation. Although many of them found the project challenging, a majority enjoyed this form of writing in preference to what was done in the first semester. This may be partly because of it's novelty value and also because they could practice 'real' writing by receiving responses from several classmates as well as their instructor. It was also interesting to note that the average length of students' opinion pieces was well over double that required. When questioned (by e-mail of course!), just over half of the students also said that they had continued on-line communication with one or more of their classmates for purposes other than the writing project. Indeed, a similar number contacted their instructor on additional matters.

It's natural.

The interactive nature of this type of project can be stimulating for both students and instructor, and a more natural form of interaction seems to develop from this type of communication. Students seem to more freely express themselves in a way not normally seen in peer group discussions in class. Although e-mail might be thought of as a less

personal form of communication, the very nature of the medium appears to lead to more natural interaction among second language learners, perhaps because of the removal of the pressures of time and face-to-face contact.

It increases student confidence.

In about fifteen percent of course evaluations positive comments were made about instructor praise of individual student work sent to the entire class. This was seen as a motivating factor to write their pieces carefully, and as the term progressed the quality of the thoughts expressed became evermore impressive.

Several students with whom there had been minimal student-instructor interaction in the first semester also 'opened up' to their instructor through this medium, which in turn led to them showing increased confidence in the classroom.

It builds community.

An unexpected result was that all of these factors seemed to lead to an increased sense of community among the students who took part.

Conclusion

E-mail can be used as a medium for successful communication in the writing class as these positive student comments received at the end of the course show.

I feel that I really communicated with a native-speaker for the first time.

By using e-mail we could have more time to express our thinking clearly.

The best aspect of this course is that we must use a computer (As for me, if I didn't take this course I would never have touched keyboard!).

Talking to teacher and other classmates by email forced me to think and write creatively.

I learned many new opinions in this class. It was good that people were not afraid to disagree by e-mail.

Suggested Reading

For a more detailed discussion on a variety of uses for e-mail in the classroom including links to other sources and a more detailed reading list see:

Bauman, J. (1998). Using e-mail with your students. *The Language Teacher*, 22(2), 11-15.

Pattimore, R.E. (1999). Using e-mail to encourage junior high school students to write. *The Language Teacher*, 23(3), 9-11.

(Editors' note: See in this issue of ON CUE the Cyberpipeline column to learn more about web- and browser-based alternatives to regular e-mail accounts and programs.)

From the Chalkface Two

A Grammar Consciousness-Raising Activity: Use of the Word 'Play' before the Names of Sports

by Warren R. Elliott, Chiba University of Commerce

Introduction

Japanese students of English have a very difficult time in deciding when to use the word play in front of the names of sports and when it is not needed. Students will say things like "I played skiing last week" and "I like to play swimming." In this paper, I would like to introduce a consciousness-raising (C-R) activity that I use in the university classes that I teach. This C-R task was designed to help clarify in the learners minds when to use play and when not to use it. After completing this activity, students will be able to correctly use the word play in front of the names of sports -- except for the many exceptions to the rule.

Summary of Method

Because this is a C-R task, I wanted to make it as inductive as possible. I give the students several sentences with a blank space in front of the name of the sport. The students are to decide if the word play is needed or not. Then several examples are given with the correct usage of the word play. After looking at the correct examples, the students are asked to try to write grammar rules covering the usage or non-usage of the word play before the names of sports. This can be done individually, in pairs, or in small groups, depending on the size and ability of the class.

In order to get more complete and correct answers, the students are allowed to write the rules in Japanese if they can not express themselves in English. It will depend on the Japanese ability of the teacher to allow this or not. Although the students use various terms and reasoning, almost every student is able to correctly state that team sports use the word play while one-person sports do not.

The students are then asked to go back to the first section of the task and change any answer they think may be wrong. Finally, the students are asked to write four sentences with the correct use of the word

play. This is done as a final check to see if they really comprehend the grammar point. Depending on how much time can be allotted to this activity, the teacher may want to explain that there are many exceptions to this usage and may want to give some examples.

The Activity

1. Decide whether to use the word play before the name of the sport or to not use the word play before the name.

- a. I () basketball every day.
- b. Mary likes to () tennis with Betty.
- c. The Dodgers () baseball in Los Angeles.
- d. Did your team () volleyball yesterday?
- e. Do you want to () ice hockey on the national team?
- f. I () windsurf at Zushi beach in summer.
- g. Jack will () ice skate in Hokkaido next year.
- h. Can you () swim well?
- i. I like to () bowl on the weekends.
- j. Does Tom () jog every morning?

2. Look at the following correct sentences.

- a. We need eleven members to play soccer.
- b. I played volleyball on my high school team.
- c. Next week the BayStars will play baseball at Yokohama Stadium.
- d. Jeff was the quarterback when he played football in college.
- e. I'm really tired because I played handball all day yesterday.
- f. Do you rock climb on Sundays?

- g. Eric will paraglide at the international meeting soon.
- h. Jane likes to scuba dive in Okinawa.
- i. Mickey and Minnie will horseback ride today.
- j. Let's roller skate at the arena next Saturday, ok?
- 3. Try to make rules to explain how and when to use play before the names of sports.
- 4. Look at Task 1 again. Change any answer that you think is wrong.

Ask a classmate if you do not know the correct answer.

- 5. Write four sentences: two using the word 'play' and two NOT using the word 'play'.

Review

The purpose of this grammar consciousness-raising task is to help students understand when--and when not to--use 'play' before the name of a sport. This task gives students the chance to become familiar with this grammar point. Hopefully, in the future they will remember that they have seen the usage before and be able to use it correctly.

After students have had a chance to learn to differentiate the different rules of usage by themselves, the teacher should reinforce their ideas by explaining that usually sports involving two or more people take the word play, while sports that can be done

alone do not take play. Another explanation is that sports using a ball, with some exceptions (e.g. bowling), take the word play.

The teacher should also explain that there are other exceptions to the rules and follow-up with a similar lesson covering foreign sports like 'aikido, judo, and kendo.' It also should be pointed out that some sports take words other than play. Some examples are "I shoot archery," "I run the marathon," and "I throw darts."

A final thing that the teacher should point out is that even though we now call boxing and wrestling sports, they were originally kinds of fighting and thus do not take the word play, although at least two people are involved.

Some Final Notes

All of these activities can be done in pairs, small groups, or individually. The students should be allowed to write up the rules in either their L1 or L2, depending on their abilities and whether the teacher understands the students' L1. If the students have made any errors in the rules, the teacher should write a few more sentences on the blackboard showing examples of correct usage, instead of simply citing the rule and correcting the students. Finally, to reconfirm the students' ability to understand this usage, the teacher should have the students write sentences using the correct forms of this grammar point.

Review (Video)

McGraw-Hill's Teleconference: The Role of Grammar in the Communicative Language Classroom. 1997. From the series, *Instruction and Acquisition*. 2 hours. \$20. ISBN 0-07-303510-6

Reviewed by Keith Ford, Waseda University

The McGraw-Hill Teleconferences on Instruction and Acquisition have been taking place annually since 1994, and *The Role of Grammar in the Communicative Language Classroom* is the fourth in the series. The format tends to be presentation(s), panel discussion, videotaped examples of proposed classroom practices, and viewers on-line questions by telephone, fax and email.

Gerard L. Ervin, the moderator, begins the proceedings of this particular teleconference by outlining the questions to be addressed: 1) Should grammar be explicitly taught in the communicative language classroom? 2) Does grammar instruction make a difference in the acquisition of a second language? If so, what are the effects? 3) What approach to grammar instruction should be followed? Two presentations follow.

The first, titled "An Historical Perspective," is by Diane Musameci. In it, she discusses the fact that the meaning-form debate has been around for centuries. She points out that while many students and teachers see grammar traditionally as 'a set of rules which govern language,' with teaching methods having concentrated on syntax and morphology, communicative language teaching began to emphasise the role of semantics. Musameci's underlying message is that 'research and experience have shown that explicit teaching of grammatical rules does not produce proficient users of the second language', and she raises the question 'How then should grammar be taught?'

It is the second presentation, given by Michael Long, (Title: "Focus on Form in Task-based Language Teaching"), which addresses the central pedagogic concern of when, and how, we should focus on grammar in a communicative classroom. In making a proposal for task-based language teaching, he rejects the discredited and outmoded behaviourist models and traditional teaching of a predetermined graded linguistic syllabus. Also, he criticises the extreme swing towards meaning-only methodologies, such as 'The Natural Approach,' based on Krashen's view of the primacy of comprehensible input in L2 acquisition.

To support his argument, he highlights weaknesses of both extremes and cites various research findings. One of Long's main arguments is that comprehensible input is necessary, but not sufficient alone, for continued second language development. Instead, he opts for the middle ground by proposing a focus on form (contrasting with the traditional focus on forms), which essentially involves a degree of grammar-focused instruction while maintaining a communicative task-based framework.

This represents a rejection of a pre-written fixed order of presenting grammar and a move towards respecting learners' internal syllabuses. He suggests how attention to form can occur in context, with the instructor intervening into pair and group work only at the point when a perceived common error is impeding communication. At that time, the instructor re-establishes a teacher-fronted mode of instruction, drawing learners' attention to the correct form.

Long gives the following example of this: in discussing travel arrangements in a role-play situation various learners are heard to say 'I want two seats' rather than the more polite 'I'd like two seats' or they fail to add the plural as in 'I'd like two seat.' While any such practical examples are useful, what is notably lacking in this teleconference, and something which was a welcome feature of some of the earlier teleconferences, is videotaped classroom interaction, in this case demonstrating the kind of teaching of grammar within a communicative framework that Long recommends.

I'd like to make a number of further points regarding Long's method. First, I would suggest that neither of the learners' errors above actually impedes the communication of meaning. The second point concerns the question of individual learner differences -- i.e., how does this method respect the internal syllabuses of those learners who were not heard committing such an error and who may well have already acquired the form into their interlanguage? As a third point, Long's discussion does not seem to take into account the problem of determining errors of performance from those of learners' underlying competence. That is, where learners have knowledge of the correct form but are not ready to use it in spontaneous communication. This, of course, can result in the problem of over-teaching.

Finally, perhaps the most important point I have is regarding the issues of learner-centredness and the development of learners' analytical language skills. Long suggests that it is the teacher who should decide which forms to focus on, and who therefore does the 'noticing.' However, I suggest, in a truly learner-centred environment, this should be done by the learners themselves. Having said this, undoubtedly Long's suggestion is an improvement on what he calls the 'one size fits all' graded predetermined linguistic syllabus. Furthermore, we need to take into account that the learners' previous exposure to the language will to a large extent determine their capability for noticing any gap between their form and the correct form. Learner training, of course, can also make a big difference.

Long does give further examples of how the instructor might get learners to focus on form while

maintaining an emphasis on communicative activities. The first is that the teacher intervenes on noticing an error only at the level of small group interaction rather than drawing attention to it whole-class. However, this is still dependent on the teacher doing the noticing rather than the learner, and this, I would emphasise, is a key factor, in determining whether there is true respect for a learner's internal syllabus and whether the learner is actually ready to turn input into intake. Indeed, as language educators, shouldn't we be encouraging the development of learners' independent analytical language skills rather than emphasising the question of which is the best way to 'teach' grammar? A further possibility Long suggests is to build the correct forms that learners are likely to need into the input materials. It should be added that he sees these techniques as only recommendations, suggesting that the question of when to intervene is best left to teachers' own judgements.

In the discussion and the response to viewers' questions that follow Long's presentation there are a number of insightful contributions, such as: Patsy Lightbown adds a wise note of caution by pointing out the importance of flexibility and that the role of grammar depends on such factors as learners' ages, previous learning background and goals, and whether it is an EFL or ESL environment; Long warns against opting for 'an eclectic mishmash' which is not based on learners' needs; Theodore Higgs raises the problem of trying to solve the tensions of having 'linguistic babies' in the minds of adults who want to communicate at a higher level; Bill Van Patten suggests that a greater research base is needed before we can accept that the teaching of grammar does have an effect; Elizabeth Bernhardt points to the fact that many students actually request explicit grammatical instruction; Diane Musameci proposes that grammar explanations and grammar exercises can be studied in the learners' own time so as not to interfere with communicative activities in the classroom.

There are, I believe other options for form-focussed work which are genuinely learner-centered, and which are not really explored either in Long's presentation or in the discussion. For example, one particular class period might focus purely on a

communicative activity while another is more form-focussed but using a communicative grammar activity such as the dictogloss procedure. Or, learners might record the group communication activity and in the next class period analyse it for errors, calling the teacher for advice when necessary. In both these cases language is the actual content of communication, therefore providing a more likely scenario for the development of learners' noticing skills and for turning the input into intake. But, again, the kind of activity used and learners' potential for noticing will depend on their existing knowledge of rules, previous learning and exposure to the language.

All in all, this teleconference video would make a very useful addition to any teachers' library of resources, particularly in terms of in-service teacher training and of input for generating debate over the meaning-form dichotomy. Also, it could play an important role in learner training, especially if classroom models of teaching practices and of learner-learner interactions were included, as I suggested earlier.

My final point, however, is a negative one. I felt that most of the time the panel discussion lacked genuine debate as the participants tended to be supporters of Long's focus on form proposals. The first teleconference focussed on The Natural Approach and was similarly one-sided with an equally supportive panel. Now, getting Krashen and Long together to hammer out the pros and cons of their different approaches, that would definitely make good viewing.

(Note: At the time of writing this review a further teleconference was about to be made available on video, *The Role of Grammar in the Communicative Language Classroom, Part Two*, 1998).

I am particularly interested to hear any readers' views on how grammar should be taught, if at all, in a communicative language classroom. Or, especially, on university and college courses of a content-based nature, whether/how instructors give feedback, explicit or implicit, on grammatical errors. Email: <fordkeith@hotmail.com>.

Review (Book)

***Beginnings of Learning.* J. Krishnamurti. Arkana/Penguin.**

Reviewed by Alan Mackenzie, CUE SIG Coordinator, Waseda, Sophia and Keisen Universities

Beginnings of Learning is an astonishing series of conversations with the students, teachers and parents of Brockwood Park school, England. They range in topics from our basic interactions with other humans, to wider philosophical issues such as the nature of the self, and the meaning of education. Essentially, though, Krishnamurti's conversations examine the heart of what language teachers call 'autonomy'. This terribly fuzzy term has come to mean a variety of different things; and Krishnamurti goes into a wide range of them, taking into account the distinction between inner and outer autonomy (Stevick, 1981), motivation (Skehan, 1989), self-direction (Nunan & Lamb, 1996), self-instruction (Dickinson, 1987) and self-assessment (Oskarson, 1980). Other issues explored include teacher development, awareness, and limited thinking.

In Krishnamurti's view, current education systems and practice do not foster intelligence. By intelligence, he means being sensitive to, and looking objectively at the world without prejudice and preconceived conclusions. If we can be intelligent in this way, we might make the right choices in life because they are right for us and not because they conform to another's idea of what is right. Current educational systems, which reinforce the acquisition of pieces of knowledge and social conformity, are completely at odds with the development of truly intelligent human beings.

Imitation and conformity are unintelligent while rebellion is divisive and non-cooperative. Cooperation means yielding, being pliable to those around you so that you can achieve things together while conflict exists only when you are not learning. This has obvious implications for all staff-rooms, educational policy boards and departmental committees--as well as classrooms. Only after we are free of our conditioning can we be truly free and make intelligent choices, and only when we are truly learning about others, can we cooperate.

While reading the book, certain statements spring out as holding truth in many, perhaps all contexts. These are not arguments. They are statements of an objective view of reality. For me, *Beginnings of Learning* clarified many issues that I had been struggling with in both my personal and professional life. It also exposed many of the contradictions I had sensed in my teaching philosophy and belief system but rarely articulated. The following can only be a selective condensation of all that I have learned from this work.

"Do everything skillfully," (p. 38) and "Learn the art of listening" (p. 45) are probably the best two pieces of advice any teacher or learner could have. While "The moment you make a rule, I will break it because I want to be free," (p. 39) explains why students never seem to do what we want them to and how we want them to do it, probably because "to have a purpose implies a direction: you fix a direction and avoid everything else." (p. 56). And in that avoidance we cease to listen.

Many quarters of the Japanese education system have ceased to listen to calls for reform for a long time now, but finally the educational world appears to have realised that, freedom does not mean doing what you want to do because that leads to chaos. (p. 47) The future changes to the university system are going to decrease the freedom instructors have over their classes since there has been a realization that there is chaos in terms of course quality and content. That there is going to be a major revision in the monolith of higher education shows that "Anything can be changed." (p. 40). However, we always have to remember that "No problem is separate all by itself." (p. 55) and we cannot simply change one thing and expect everything to be perfect.

Although anyone reading the book is bound to find a great deal of "truth" expressed, Krishnamurti does not offer any teaching techniques or methods other than meditation, which has no specific associated technique. In fact, he feels that methods are counter-

productive since they imply mechanical repetition which is unintelligent and a waste of effort.

Intelligence, he says, echoing the *Tao-te-Ching* (or *Lao-tzu*), comes when you are truly aware of what is happening around you and can react to it. Although this state is superficially easy to reach (all you have to do is let go of all your pre-conceived ideas of good and bad and non-judgementally observe those around you), many of the students and teachers in conversation have a great deal of difficulty seeing this and seeing how to do it. Krishnamurti's response is to ask them to forget about the "how" and see the internal logic first. Seeing is what is most important.

In language learning terms this may be equated with the strong version of the natural approach: just listen and you will learn (Krashen & Terrel, 1983). However, just as the natural approach was criticized for being strong on ideals and weak in practice, I fail to see how, if it is without methods, an education system could function at all.

In fact, these conversations at least implicitly connect with a great number of methods that are used in classrooms today: discourse analysis (Cook, 1989); awareness raising activities for grammar and vocabulary (Fairclough, 1992), combining top-down and bottom-up comprehension activities (Ur, 1984); cooperative learning tasks (Johnson & Johnson, 1989); discovery-based learning and learning language through content. Integral to all of this is a fostering of self-critical awareness through self- and peer-assessment and a great deal of intuition on the part of the instructor (Griggs, 1998).

Perhaps combining the above methods in intelligent ways, while being aware of what is happening around you, will help students simultaneously become more aware of themselves, their interactions with others, and the language they are learning. For the instructor, developing a sense of self-critical

awareness through reflection on beliefs, teaching practice and interaction with students and other teachers can only lead to more intelligent teaching and learning.

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Cyberpipeline: WWW Links for Professional Development and Language Teaching

by Charles Jannuzi, *ON CUE* Co-Editor, Fukui University

Send descriptions and reviews of your favorite sites on the WWW to Charles Jannuzi at his e-mail address, <jannuzi@edu00.f-edu.fukui-u.ac.jp>. Or, consider guest writing this column yourself.

With each issue of *ON CUE*, we will try to bring you link descriptions and reviews of sites that offer real value and content for educators. In this issue of *ON CUE*, we will look at two different sets of links. The first set will be links that you may find useful for your own professional development. The second set will concern links that you can use for your class or that your students can use for learning and practice.

There are brief descriptions and reviews of many sites, followed by a rating system that evaluates on these criteria: *content, design, navigability (within the site itself), links (to other useful places on the WWW)*. Rated sites are scored on a scale from one to ten on each of these characteristics.

Professional Development:

1. ELT News

<http://www.eltnews.com>

Launched last year, this site for ELT in Japan very quickly became one I visit everyday. The layout is visually simple and effective. The opening page provides you with a newspaper-like variety of ELT-related stories, and takes you to where you want to go. It also, among other things, links you to more information about those stories, various ELT sites, and world news. This is also a great site to find out about potential textbooks and other course materials, and there are even sections you can link to that contain useful write-ups of concepts and activities (look for the links to the *Pedagogue* and *Teaching Ideas* sections), so this site could also be listed in the second section of this column. Readers are also invited to send e-mail to the editor and to subscribe to an e-mail newsletter. This would be a good site to make your opening browser page if you teach EFL in Japan.

Content: 9 Design: 8

Navigability: 9 Links: 2

2. EL Gazette

<http://www.elgazette.com>

There are true web publications and then there are publications on the web. ELT News (above) is an example of the former; EL Gazette is of the latter category. The ELT-industry newspaper of the same name has established an electronic form of itself with this site. When you first reach the site, if you have an advance browser (like Netscape Navigator 4.x or MS Internet Explorer 4.x) enabled for Java, prepare for a little wait as your PC downloads the applets. For a site that claims to contain the latest news relevant to ELT, I found it a little disappointing that, as of 13 March, the site hadn't been updated since 26 February. Also, for a publication with a supposedly global reach, the news seemed limited to the UK, the Commonwealth, and two countries of Western Europe. Still, viewed as a site that complements ELT News (with its Japan focus), it is well worth regular visits.

Content: 7 Design: 8

Navigability: 9 Links: 6

3. Humanizing Language Teaching

<http://www.pilgrims.co.uk/hlt>

A newly created on-line magazine published by the venerable Pilgrims organization (known for its high-quality student and teacher courses), this site will become a regular read for me if it gets updated (the only issue up to the time of writing this article is February 99) as often as promised (every six weeks or so).

The editorial from Paul Davis and Mario Rinvolutri, which introduces the magazine states, "each issue will carry a major article in the area of humanistic thinking-- this issue it's Paul Davis making a clear distinction between teacher training and teacher

development. We want the magazine to become interactive so please send ...your articles and letters. The humanistic movement is gathering strength and this new Pilgrims initiative is a further sign of the times. The magazine succeeds if it becomes a genuine humanistic forum."

The first issue is very good if a bit skimpy and indicates that, with people like Paul Davis and Mario Rinvulcri as regular contributors, it could continue to develop into something outstanding. Articles can be viewed as HTML loaded on your browser or you can download them in a MS Word executable file. As this site contains activity and lesson plan descriptions, it, too, could be listed under the LT and LL category.

Content: 7.5 (what is there is excellent)

Design: 8 Navigability: 9

Links: NA

(The related site, <<http://www.pilgrims.co.uk>>, leads to this address, <www.aaefl.co.uk/aaa/>, which is an extensive links page for ELT.)

4. Association for Supervision and Curriculum Development (ASCD)

<http://www.ascd.org>

The on-line establishment of the rather large American-based organization of the same name. If your interests are educational leadership and management (including classroom management), the ASCD and its site are highly recommended. This is a comprehensive site pretty much designed to market membership in and materials published by the ASCD, but the reason why it finds a place in this issue of *LAC* is that on-line professional development courses are available here.

The courses available include: *The Brain, Multiple Intelligences*, and *Planning for Technology*. At \$24.95 (USD) each, they would be an inexpensive way to learn more about relevant subjects using the newest technology and learning mode while trying WWW-based learning to see if it is for you. You can register for the courses from this address: <<http://www.ascd.org/pdi/pd.html>>. Any *ON CUE*

reader who tries one of the courses is encouraged to submit a review.

Content: 8 Design: 8

Navigability: 9 Links: 8

LT and LL Sites:

1. English-to-Go/Instant Lessons

<http://www.english-to-go.com>

If you teach EFL reading and vocabulary and are looking for interesting texts adapted for use in class, this is a site well worth visiting. What's more, the texts (taken from *Reuters*) are accompanied by fully prepared lesson plans ready for photocopying. The weekly lesson is offered free of charge now, but you must register to get a password that allows access to an archive of past lessons. I found the lessons that I downloaded most appropriate for students at a solid intermediate level and above, though the site is set to expand to include lower proficiency levels. I was impressed with just how complete and well thought out the lessons are. They are complete in terms of language building activities, reading skills, and overall reading for comprehension.

An expanded version of the site will also offer more varied content for teacher development and for independent student study and practice. All this comes at a cost, though, so subscription schemes are being considered. All the more reason to visit the site now to get free material and to offer your input on what is a fair payment plan from your perspective.

Content: 9 Design: 9

Navigability: 9 (with password) Links: NA

2. Web-based E-mail

Various addresses listed below.

More and more teachers and their students are on-line, and e-mail is an obvious choice for an expressive, communicative language and literacy activity. It is one that is basic to computer literacy, too.

The problems: (1) e-mail programs can be difficult to use (MS Exchange would frequently crash my Win 95 OS); (2) e-mail servers crash (Win NT is

very popular and not so robust as was advertised); (3) students may not know how to use the e-mail system that their school provides (like here at Fukui University, where many students don't understand the Telnet interface with the Unix server).

The solution: **web-based e-mail accounts.** You can set up accounts for entire composition and other courses without too much trouble—for individuals or for larger discussion groups. Web-based e-mail accounts can be accessed wherever you have use of a PC with an advanced browser and a WWW connection. Any PC's installed browser program (and the latest versions of Netscape Communicator and MS Internet Explorer are fairly amazing!) becomes your e-mail program. (Remember that the next time you are on vacation carrying around a heavy notebook PC--instead you could be sitting in a web cafe accessing e-mail that sits at your home server using the POP mail feature of sites like <www.hotmail.com> or <www.mail.yahoo.com>.)

Web-based e-mail has proliferated and has spread beyond the English-speaking world. Here are some links to help you find a service you like:

Free Web Page Review

www.digiweb.com/~maxlee/FWPReview

The single best place to find free web page and e-mail service providers. The content with this sort of page is the links, and the links take you to hundreds of places. Look for services that (1) create easy-to-use e-mail "programs" on your browser; (2) can do POP mail to remote servers (so you can access your e-mail at your home server anywhere); (3) can handle sizable attachments (and offer virus scans before you download); and (4) provide security and privacy to account holders.

List of some of the more popular services

Rocketmail

<http://www.rocketmail.com/>

Hotmail

<http://www.hotmail.com/>

Yahoo Mail

<http://www.yahoo.com>

<http://mail.yahoo.com>

USA Net

<http://netaddress.usa.net/>

Geocities

<http://www.geocities.com/>

<http://www.geocities.com/join/freehp.html>

The Globe

<http://www.theglobe.com/>

<http://www.theglobe.com/orbit/email/email.qry>

Angelfire

<http://www.angelfire.com/>

<http://email.angelfire.com:80/freemail/Agreement.html>

MailCity

<http://www.mailcity.com/>

LycosEmail

<http://email.lycos.com/member/login.page>

<http://email.lycos.com/signup/signup.page>

FocusAsia

<http://www.focus-asia.com/>

<http://www.focus-asia.com/reg/>

Starting-Point

<http://mail.starting-point.com/>

Netscape Webmail

<http://webmail.netscape.com/>

Fortune City

<http://www2.fortunecity.com>

<http://www.fortunecity.com>

Homework Central/NoSweat.com

<http://mail.homeworkcentral.com/>

Hotbot

<http://members.hotbot.com/>

Altavista

<http://altavista.iname.com/member/login.page>

Note: The WWW is constantly changing. If my links are incorrect, or if a site has changed and there is a referring page and a new address, or if you have been led to a derelict site, please report it all to me at the address in the by-line or: <janmuzzi@hotmail.com>.

CUE News and Announcements

Compiled and edited by Charles Jannuzi

Send your CUE SIG-related news and announcements to Charles Jannuzi at his e-mail, <jannuzi@edu00.f-edu.fukui-u.ac.jp> or to his fax, 0776-27-7102.

I. CALL Conference to include CUE-FL Literacy SIG Roundtable

A. CALLing Asia 99 International Conference

This annual conference is to be held at Kyoto Sangyo University, Kyoto on May 22-23 this year. Sponsored by the JALT CALL SIG, it serves as a forum for the discussion on the research, development and applications related to computer-assisted language education, and information and communication technology in general. There will be presentations and workshops for teachers with various levels of computer experience.

For more Information please contact: Thomas Robb at: <trobb@cc.kyoto-su.ac.jp> or Paul Daniels at: <daniels@keyaki.cc.u-tokai.ac.jp>

(Note: the CUE and FL Literacy SIGs of JALT will be sponsoring a roundtable discussion at this conference, and CUE SIG members are warmly invited to attend.)

B. The CUE and FL Literacy SIG Roundtable at the CALLing Asia 99 International Conference: Integrating Technology into Real Language Classrooms: A Roundtable of the CUE and FL Literacy SIGs of JALT

Access to PCs, applications, the Internet, and the WWW is here on an unprecedented scale. The problem is better integrating them to actually support, improve and even transform LT and LL. In this roundtable moderated by David Dycus (FL Literacy SIG) a panel will discuss the difficulties and rewards of using PCs and the Internet in real FLT and classrooms. The numerous techniques and activities discussed will be accessible to the beginning level computer user, but this roundtable should prove useful even to advanced users interested in improving their teaching and their students' learning with computers.

The roundtable speakers are:

John Eyles (www.english-to-go.com): Instant Lessons - The Delivery of Teaching Materials through the Internet for both Online and Offline Use

John will introduce us to the potential of Internet delivery with respect to: immediacy, quality, content, and communication, and a look at some of the implications for educators, learners, materials development, publishing and pedagogy.

Alan Mackenzie (CUE SIG, www.wild-e.org): On-Line Cultural Exchange Project

Alan will share his experiences running an on-line cultural exchange project at Keisen Women's University, highlighting what skills are necessary for both teachers and students while describing the pitfalls to avoid.

Hugh Nicoll (CUE SIG): Getting an American Studies Course Wired

Hugh will address the fundamentals of integrating content courses and EFL literacy with the domain of computer literacy, focusing on efforts at setting up a content seminar on-line. Topics include: using e-mail for written assignments and for discussing research/writing projects; using applications for bibliographic searches; and building up web use skills for scholarly research, addressing the fundamentals of integrating content courses and EFL literacy with the domain of computer literacy.

Charles Jannuzi (FL LIT and CUE SIGs): Internet and WWW Activities for Real LT and LL

Charles will present an updated and revised guide to some of the more useful resources that are now available and suggest ways to integrate computer use into mainstream LT and LL.

II. Testing and Assessment Conference

The IATEFL Teacher Trainers and Testing SIGs and the JALT Teacher Education SIG are holding a conference, with the theme of Testing and Assess-

ment for Learners, Teachers and Trainers. It will be on June 19-June 20, 1999 at the Kyoto International Community House, Kyoto, Japan.

Day 1 - a series of workshops, presentations, poster sessions and plenaries addressing the following issues:

Assessing: learner involvement

Testing: options and alternatives

Training: improving teacher training in testing

Evaluating: our own programs / our own progress as teachers

Day 2 - an extended workshop in which teachers break into small interest groups to design tests, assessment methods and small-scale Action Research projects addressing areas of individual concern. It is hoped that teachers in each group will continue to work on their projects together after the weekend is over.

For pre-registration details contact Janina Tubby at t: 078-845-5768, (e-mail) <janina@gol.com>

Note: CUE SIG has secured a block of five presentation slots for examining higher education issues as they relate to the theme of this conference. All CUE members are warmly invited to attend this conference and presentations.

III. CUE SIG Will Hold Forum and AGM at JALT 99 in Gunma, 8-11 October 1999.

The CUE SIG will be a very active presence at JALT 99. Here are some details about the activities that the CUE SIG will hold:

A. The CUE Forum: Content Courses: Technology and Innovation.

Teaching content courses in English is a growing area in Japan as is the presence of technology in the classroom. However, both of these areas have associated common problems. The innovative format for this forum aims at giving CUE members an opportunity to talk about the problems and solutions they have encountered.

Format: Bern Mulvey will moderate, leading a short brainstorming session on the problems of content-based education. The Forum will then split into groups which will discuss possible solutions to these problems from different perspectives.

Each group will be based around one of the following speakers: Susan Steinbach will lead a discussion on using a discourse analysis approach to teaching intercultural communication as a content course. Potential adjunct materials such as cultural videos, assessment tools, and filmed simulations will be addressed. Charles Jannuzi will lead a discussion on integrating the p.c. into the mainstream language classroom. Ted Quock will examine alternative ways of using video. While listening is probably the first application for video that comes to most teachers, minds, this usually implies intensive listening, which is deemed to difficult for many students. Targeting speaking, writing or reading instead can show the full potential of this powerful medium of teaching. Alan Mackenzie will discuss content-based computer mediated communication courses and other CALL solutions. Eamon McCafferty will lead a discussion on successful introduction of sensitive/controversial topics into the content-based classroom. Joseph Tomei will lead a talk on balancing content and communication by using the language lab. Group leaders will summarise their discussions for the whole forum and encourage contributions from all quarters.

B. The CUE AGM

A fun-filled affair, hopefully even more so this year with the presence of ***FREE WINE!***

This is where future directions are decided and members can put forth ideas to the executive board about services you want, information you need and help you can give. Officers are elected and contacts made. Come and join us if you are available.

C. The CUE Co-sponsored Featured Speaker: Susan Steinbach

Co-sponsored by CUE, Video and Kyoto chapter, Susan Steinbach; UCLA-Davis, current TESOL Video IS chair and has produced a number of instructional videos commercially available. One called *Fluent American English* focuses on how the

conversational style of American English differs from that of several other cultures, including Japanese, and offers learners practical tips on what our students can do to increase their participation and manage comprehension in conversation with native speakers of American English.

She has two new projects being released this year which may be of interest to CUE members:

Body Language: An International View

This film highlights gestures, facial expressions and nuances in body language across cultures. Designed for cultural training programs, Intensive English Programs, international student advisors, international agencies, etc., the film takes a playful yet informative look at a variety of global styles in non-verbal communication.

Voices of Experience: Cross Cultural Adjustment

This film showcases the stories of more than a dozen international businesspeople and students whose unique position in crossing cultures provides a bird's-eye view of adjustment to American life. Culture shock, personal change, teaching styles, homesickness, pre-departure expectations, value differences and other topics are covered.

At JALT '99, she will have a variety of presentations including:

- The CUE Forum
- A pre-conference Workshop
- Other presentations

Note: look for an article from Susan in an upcoming issue of *ON CUE*.

Other News and Announcements

Compiled and Edited by Charles Jannuzi

Send your JALT and ELT-related news and announcements to Charles Jannuzi at his e-mail address, <jannuzi@edu00.f-edu.fukui-u.ac.jp>, or to his fax, 0776-27-7102.

I. Complete Pan-Asian Update

By David McMuray, JALT National Treasurer

A. Special Membership Offer from JALT:
Support for University Language Educators in Asia

Details: The Japan Association for Language Teaching (JALT) would like to offer educators living in Asia, outside of Japan, the following special opportunity.

Two years of JALT membership for the price of one year. If you join JALT now you will receive:

- 24 issues of *The Language Teacher* magazine (60 pages of feature articles, tips, jobs, news)
- 4 issues of *JALT Journal* (a bound, refereed academic publication)
- member discounted rate at JALT99 international conference
- member discounted rate at JALT99-featured speaker workshops

- member discounted rate on the FL Literacy SIG in 1999
- member discounted rate on other N-SIG newsletters
- JALT member discounted rate at PAC2 conference in Korea
- JALT99 conference publication supplements
- JALT's information and directory of officers and associate members
- JALT *Applied Material* publication in 1999
- other publications and announcements of interest to teachers
- eligibility for scholarships, research funding
- and more...

Payment of 9,000 yen (approximately \$70 U.S.) can be made by sending an international postal money order denominated in Japanese yen to: JALT Office, 5th floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016, Japan. Include the following personal

information: full name, current mailing address, telephone and/or fax, and e-mail address.

Gift Memberships: Gift memberships at this special price can also be made by CUE SIG members for their colleagues and family at other addresses in Asia (except for Japan). JALT is an NPO (non-profit organization) and NGO (non-governmental organization) that has been serving a wide professional group of language teachers for well over 20 years.

This special offer is designed to encourage further development of the collaboratively working language associations, ThaiTESOL, KoreaTESOL, and JALT, and their Pan Asian series of Conferences. Because JALT publications invite and publish articles from authors from Asia, as well as the rest of the world, it will also increase the sharing of language teaching and learning ideas and assist teachers in Asia adversely affected by currency devaluations.

Invite a Colleague: CUE SIG members are asked to invite language educators outside of Japan in other parts of Asia to join JALT. For more information contact David McMurray <mcmurray@fpu.ac.jp>.

B. PAC: The Pan-Asian Series of Conferences and Related Research and Publications

Background:

Since 1994, increased regional cooperation among language associations has led to a highly coordinated program of collaborative research, publications and conferences. JALT is proud to take part in this project, whose first conference received the patronage of Her Right Honorable Princess Galyani Vadhana Krom Luang Naradhiwas Rajanagarindra of Thailand. We encourage teachers throughout Asia to join forces to solve these and other pressing issues: (1) How best do Asian students learn second and foreign languages? (2) What is the usefulness and necessity of an Asian model? (3) Are we moving toward common teaching and learning methodologies in Asia?

Future Pan-Asian Conference Dates:

PAC Sponsors and PAC Conference Dates: PAC1 Thailand TESOL, Ambassador Hotel in Bangkok,

January 5 -7, 1997 PAC2 Korea TESOL, Olympic ParkTel in Seoul, October 1-3, 1999 PAC3 Japan JALT, Convention Center, Kitakyushu, November 22-25, 2001

PAC Supporters: IATEFL, TESOL, TESL Canada, ETA-Republic of China

PAC Conference Themes:

To develop momentum in the search for a language teaching model for Asia, PAC program leaders observed annual conferences in 15 other countries, and advanced the following themes to stimulate individual research efforts.

PAC1 New Perspectives on Teaching and Learning English in Asia

PAC2 Teaching Foreign Language: Asian Contexts and Cultures

PAC3 JALT2001: A Language Teaching Odyssey

PAC Research:

Lists of research partners are growing. Over 200 presentations, and 50 research articles have been published. Traditional and innovative cross-national research projects at the university level

would be most welcome. Between PAC Conferences, researchers can share their work in progress at TESOL, IATEFL, and JALT.

PAC Publications: ThaiTESOL Bulletin, The Region Column in TLT and The English Connection by KoreaTESOL provide space for PAC articles.

PAC2 on the WWW

<<http://www2.gol.com/users/pndl/PAC/PACmain/PAC2.html>>

PAC3 on the WWW

<<http://www.seafolk.ne.jp/kqjalt/2001.html>>

PAC International Contacts:

Join in the collaborative effort to improve foreign language teaching and learning in Asia by asking the following teachers.

Thailand: Naraporn Chan-Ocha

<fnnnco@chulkn.car.chula.ac.th>

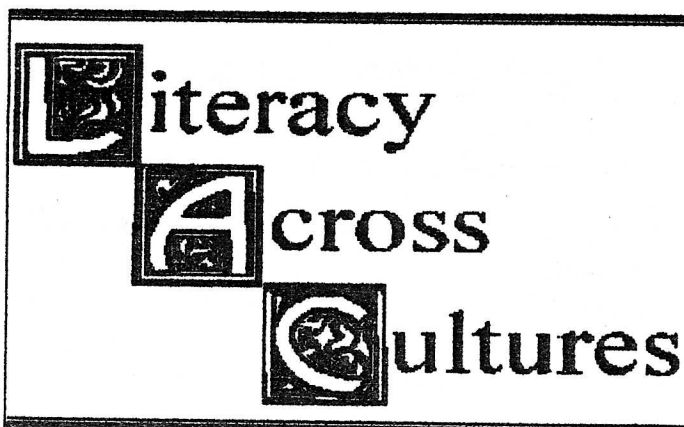
Korea: Kim Jeong Ryeol
<jrkim@knuecc-sun.knue.ac.kr>

Japan: David McMurray
<mcmurray@fpu.ac.jp>

II. FL Literacy SIG of JALT Gets Affiliate Status

(Item taken from www.eltnews.com)

The Japanese Association for Language Teaching (JALT) Executive Board has conferred "affiliate" status on the Foreign Language Literacy SIG. The SIG was in "forming" status for over two years. It has built its membership up to around 40 and now puts out two publications -- *Literacy Across Cultures*, a practitioner journal, and a newsletter. Affiliate status brings with it some funding from JALT National and will be for a period of two years, during which the group hopes to expand its membership and its activities. For more information on how to join the FL Literacy SIG or to receive and contribute to its publications, contact Charles Jannuzzi, t/f: 0776-27-7102, e-mail: <jannuzzi@edu00.f-edu.fukui-u.ac.jp>.



Literacy Across Cultures: A New JALT SIG Publication

III. David Paul Announces Launch of New ELT Organization

(item taken from www.eltnews.com)

A new group has been launched for English teachers in Japan. According to founder David Paul, English Teachers in Japan (ETJ) "has been set up with the overall aim to give more power to learners and teachers in Japan. The group wants to encourage

grass-roots participation, enabling teachers to share their ideas with one another through meetings, discussions, training workshops and magazines." Another immediate aim of the group is to provide financial advantages to members by organizing discounts on teaching materials. An information pack about ETJ can be had by contacting David English House:

David English House
Polesta Bldg, 7-5, Nakamachi
Naka-ku, Hiroshima City 730
tel: 082-244-2633, fax: 082-244-2651
<deh-sy@mx.meshnet.or.jp>

IV. Southeast Asian Ministers of Education Organization (SEAMEO), Regional Language Centre (RELC) Seminar, "Language in the Global Context: Implications for the Global Classroom", Singapore, 19-21 April 1999. Contact Yolanda Beh, SEAMO RELC, 30 Orange Grove Rd., Singapore 258352 Republic of Singapore. Tel: 65-7379044 Fax: 65-7342753 E-mail: <ybehrelc@singnet.com.sg>

V. International Conference and Call for Papers - Thailand

You are invited to join our fourth international conference both as a speaker and as a participant.

Chulalongkorn University Language Institute (CULI) is organizing the fourth international conference on "ELT Collaboration: Towards Excellence in the New Millennium" at Chulalongkorn University, Bangkok, Thailand during 1 to 3 December 1999.

The topic areas include the five main areas of ELT. They are: Curriculum Design and Development Teaching and Learning Materials Methodology/IT Testing and Evaluation Research in Language Learning and Teaching.

The deadline for submitting the abstract of the proposal is 1 May 1999.

For complete information about this international conference, please visit our website:

<http://www.chula.ac.th/institute/culi/default.htm>

Or contact: Prakaikaw Opanon-amata, Deputy Director International Affairs, Chulalongkorn University Language Institute Phayathai Road Bangkok, Thailand, Tel: (662) 218-6039, (662) 218-6031, Fax: (662) 218-6031.

VI. International Association for Applied Linguistics (AILA) and the Japan Association of College English Teachers (JACET) co-host a 12th World Congress, "The Roles of Language in the 21st Century," in Tokyo, Japan, 2-6 August 1999. Contact Secretariat, AILA '99, Simul International, Inc., Kowa Bldg. No. 9, 1-8-10 Akasaka, Minato-ku, Tokyo 107 Japan. Tel: 81-(0)3-3586-8691 Fax: 81-(0)3-3586-4531

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Feel free to contact your officers about your SIG.

And consider taking on an officer position yourself. We'd love to work with you!

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<<http://www.wild-e.org/cue/>>.

There is even a search function now to help you find things in the archive.



www.wild-e.org

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