

# On CUE

For the Language Professional in Higher Education

Autumn-Winter 1999 (Volume 7, Issue 3)

## IN THIS ISSUE:

### Feature Articles:

--Rausch: *Language Learning Strategies Simplified*

--Haarmans: *Japanese Women in History*

### Special Features:

*CUE Merit Award Winners 1999: MacLeod and Hirai*

### Book Reviews:

*Carroll: Mlynarczyk's Conversations of the Mind*

### Cyberpipeline:

*Online Communities Plus Booksellers on the WWW*

### CUE SIG News:

*The Year in Review, Plans for 2000*

### CUE SIG Mini-Conference:

*Call for Papers and Conference Details*

### Bulletin Board:

*Calls for Papers, Conference Announcements, and much more!*



### CONFERENCE INFO:

—TESOL 2000, 14-18 March,  
Vancouver

—IATEFL 2000, 27-31 March,  
Dublin

the

# CUE

## SIG Mini-Conference

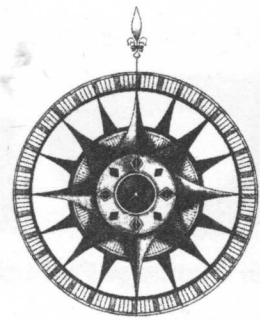
Content & Foreign  
Language Education  
20-21 May, Tokyo  
(Details inside, p. 25)



### Thought to Ponder:

'If you are possessed  
by an idea, you find  
it expressed everywhere,  
you even smell it.'

Thomas Mann, *Death in Venice*



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558 - 0004**

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# On CUE

A PUBLICATION OF THE CUE SIG OF JALT FOR THE  
LANGUAGE PROFESSIONAL IN HIGHER EDUCATION

Autumn-Winter 1999

Volume 7, Issue 3

## Table of Contents

1	A Word from the Editors.....	18
2	Letters to the Editor: Switzer and Adamson.....	21
4	Feature Article One: Rausch.....	23
9	Feature Article Two: Haarmans.....	25
13	Special Feature I: Macleod CUE Merit Award Essay	26
16	Special Feature II: Hirai CUE Merit Award Essay .....	30
17	Book Review: Carroll on Mlynarczyk.....	
	Officer Contact Information for 2000.....	
	Bulletin Board .....	
	for Papers.....	
	CUE SIG Mini-Conference: Announcement and Call	
	CUE SIG News.....	
	CUE SIG News.....	
	Focus on Language.....	
	Cyberpipeline: Online Communities.....	

## A WORD FROM THE EDITORS

**Bern Mulvey and Charles Jannuzzi, On CUE Co-Editors, Fukui University**

1. Call for Submissions for On CUE in 2000

(NOTE: Please contact Michael Carroll

<michael@kyokyo-u.ac.jp> to contribute to

On CUE for the year 2000.)

As always, we are open to submissions of papers in the following categories:

**Features Section:** feature articles with a focus on

language education and related issues at the tertiary

level, up to 2500 words. (Note: in-text citations and

references listed at the end of an article should follow

APA style, which is found in most JALT publications.)

**From the Chalkface:** articles about classroom applica-

tions, techniques and lesson plans that worked, usually

up to 1000 words.

**Reviews:** reviews of books, textbooks, videos, presenta-

tions/workshops, TV programmes, film, articles of cross-

disciplinary concern, etc. (600 words max).

**Review Essays:** longer, documented, more authorita-

tive reviews of book titles, course materials, video, film,

etc. The ideal Review Essay might look in depth at and

relate two or three titles that share much of the same

subject matter and many of the same themes and thus

would yield interesting, insightful comparisons and

contrasts on key issues in LT and LL. In terms of back-

hesitate to contact us.

specific proposal for an article or a column, don't

length guidelines are flexible. If you have an idea or a

Category bending and innovation are also possible;

English and Japanese in class?).

art or a science? Should we use only English or a mix of

different sides of an issue are possible (such as, is ELT an

coordinated, point-counterpoint type articles debating

**Opinion and Perspectives:** 650 words max.--longer,

many sites reviewed.

and professional development; length depends on how

activities that might prove useful for language teaching

**Cyberpipeline:** descriptions of internet sites and

answers can range from 250-600 words.

language that are of interest to teachers and learners;

may ask and/or answer common questions about

**Focus on Language:** a new column in which the writer

words).

to the subject of the titles under review (1000-2000

essay, the author should cite key works that are relevant

references are not encouraged; however, in the review

ground bibliography, long, unsynthesized lists of



## II. CUE Merit Award

### A. This Year's Winners

In this issue we are pleased to announce this year's winners of the annual CUE Merit Awards. They are **Lisa MacLeod** and **Akiyo Hirai**. Each award winner has written an interesting piece for the readers of *On CUE* and these appear in this issue. A hearty congratulations to our winners!

### B. Next Year's Nominations

Now is the time to start considering who to nominate for next year's award. Who is eligible to be nominated for the next Merit Award? Any language teacher who has entered the fourth, third, second or first year of post-secondary teaching as of 1 April 2000 (no age restrictions). Who nominates a candidate for CUE's Merit Award? Nominations of candidates for CUE's

Merit Award are requested from all CUE members. The deadline for receiving nominations is 1 August 2000. Essays written by the award winner(s) will be published in the post-conference issue of *On CUE*. The winner will receive both a cash prize of 10,000 yen and a year's free membership in the CUE SIG.

## III. CUE Readers' Choice Award

We would like to have you, the readers of *On CUE*, read and consider the articles that have appeared in issues 1, 2 and 3 of Volume 7 (all the articles that appeared in 1999). Then we would like you to tell us which article is your favorite. The articles you can vote for will be listed at this URL:

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

CUE SIG will award a prize to the author of the most highly rated article--more to be announced later.

## LETTERS TO THE EDITOR: SWITZER AND ADAMSON

### An Exchange Between Cameron Switzer, Arkhe Trading Corporation and Charles Adamson, Miyagi University

**Cameron Switzer writes:** In the last issue of *On CUE* (Summer 1999), there was an article about the failure of the Japanese educational system with regards to English Education. In "Why English Education Fails in Japan", Prof. Adamson did indeed discuss a large number of problematic, negative aspects of EFL education in Japan. I challenge Adamson to use his extensive experiences and insights to write a follow-up piece suggesting positive steps that might be taken to correct some of the reasons for the systemic failure. After all, why state a problem if not to try and give a solution?

**Charles Adamson responds:** Mr. Switzer has challenged me to suggest positive steps that might be taken to correct some of the reasons for the systemic failure in English Education in Japan. My article, in fact, was written and put forward as just such a positive step. To understand why this is so, we will have to look at how change and adoption of ideas could occur in institutional, bureaucratic and hierarchical contexts in Japan.

Decision-making in Japan is far too complex to address here in its entirety, but one aspect should be discussed and understood in terms of my article: when relatively

junior members of staff want to make a change, there is a seemingly slow but predictable process to accomplish it. In my experience, and in that of my colleagues, if a person has worked at a school for less than 10 years, it normally takes at least five years to get a new idea accepted within that school; and higher level and other types of organizations seem to work in much the same way, although there is probably more variation.

Some new ideas take longer, some less, but five years seems to be a good working figure. However, in order for the idea to take root even within this time period, certain things have to be done. First, the idea needs to be introduced, and reintroduced many times, in non-decision-making situations. The idea must be put forward as a low-key possibility, but NOT as a reform proposal for current adoption. This is repeated, as appropriate contexts develop, two or three times a year for a couple of years. At this stage it is necessary to keep the presentation as simple and uncomplicated as possible. Once the decision-makers indicate a familiarity with the idea, the descriptions of the idea are then changed to explanations of how other organizations have successfully applied the idea. There is still, how-



ever, no attempt to propose the idea as a solution to local problems. Finally, after about five years of this, one of the key decision-makers will propose the idea, taking credit for it while giving no overt acknowledgment to the person who originally put it forward. Even though the leader may make no explicit matching of idea with the originator, if the informal groundwork presentations and descriptions have been handled properly, everyone will know the source of the idea behind the proposal. If the quantity of such ideas is sufficient and if other social conditions have been met, the originator will gradually develop more and more authority and find that ideas can, after about 10 years of work in the same organization, be proposed more directly with a very good chance of acceptance. This process seems to apply to any relatively new employee, although many Japanese are able to accelerate the process and some foreigners find it an impossible approach to orchestrate change and get things done. However, a direct "in-your-face" approach, with its immediate appeals to others' sense of "logic," is unlikely to succeed. Obviously all this analysis has been somewhat simplified and much omitted, but the general framework should be clear.

Now, how does my original article fit into all this? I intended it to be an appropriate written work that starts the process of laying the groundwork for change in FL education. It outlines the problems (part of the idea underlying the need for reform) in a single, simple form. If seen by or summarized for the decision-makers, it will contribute toward making the problems themselves background information--not with the intent of provoking argument, but rather to be accepted as they

are. Once this happens, discussions of possible, but not proposed, solutions can begin. If the process is handled correctly, the ultimate outcome will be the proposal and acceptance of appropriate solutions. Another outcome will be a rise in the prestige of the teacher as the publicly unacknowledged source of the ideas. As I understand the institutional realities in which teachers must work, any solution will approximately follow these steps: First, there must be general acceptance that the present system for teaching foreign languages is inadequate. I think this has been accepted, but the reasons have not been adequately clarified. My article does that, although the information will have to be repeated in many other places before it is accepted as agreed-to knowledge. Next, there has to be some consensus reached on the goals--by that I mean realistic, teachable goals. The exact nature of these goals will depend on the outcomes of needs analysis carried out in specific situations, but the goals will surely center on making the foreign language meaningful. This will spell the end of the traditional, but ineffective, English Conversation and General English classes that take up so much of the current curriculum. Finally, after the question of the distribution of resources within the education system has been answered, a detailed solution to the balance between goals and resources can be worked out through consensus.

As teachers, we are not the decision-makers at programs and schools, and I believe that our best chance of effectively influencing the outcome of the current debates on language education is to follow the procedure outlined above. My article was written as a step in that process.

## FEATURE ARTICLE ONE: RAUSCH

### LANGUAGE LEARNING STRATEGIES IN THE FOREIGN LANGUAGE CURRICULUM OF JAPANESE UNIVERSITIES: A SIMPLIFIED "MENU" APPROACH

**Anthony S. Rausch, Faculty of Education, Hirosaki University**

#### Introduction

Extensive investigation has shown the importance of language learning strategies in making language learning more efficient and in producing a positive effect on learners' language use (Wenden and Rubin, 1987; O'Malley and Chamot, 1990; Chamot and O'Malley, 1994; Oxford, 1996, Cohen, 1998). With that in mind, the development of effective means of accommodating both language learning strategies instruction and actual language use is an increasingly important focus of research and inquiry.

I believe that the fullest potential for language learning strategies ultimately lies in self-accessible instructional materials supporting autonomous strategy use--particularly in the case of the Japanese foreign language curriculum at the university level. In this article, I will outline one possible way of addressing language learning strategies instruction and language use through what I have called a *Menu Approach*. I will begin by considering the importance of learning orientation and learner autonomy, both essential for effective learning strategy use. I will then introduce a model for *Simplified Language Learning Strategies (SLLS)*. Then, after considering two important points relevant to strategies instruction and language use, I will introduce in a menu-like form what I call the *SLLS Approach*, an approach to mastering language learning strategies that encourages autonomy but remains accessible to the learner in a manner which can complement existing university-level Japanese foreign language curriculums.

#### Learning and Autonomy

An important part of mastering a foreign language is mastering learning. Mastery of the fundamentals of learning is not only important in aiding language learners in (1) consolidating vocabulary, (2) acquiring basic structures, and (3) accumulating the necessary linguistic and communication skills, but (4) such

mastery of learning skills puts the learner in active control of their own learning processes. The process of becoming successfully at learning nurtures learners who are autonomous and seek individualized approaches to specific learning objectives. An approach which includes conscious consideration of the process of learning as well as a mastery of typical language syllabus content contributes not only to more effective mastery of that specific content in the traditional educational setting. It also helps lead to the development of lifelong learners, be that in language learning or some other area of interest that at least initially requires metacognition.

It must be added, however, that culture and practice have been found to exert a significant influence on the development of such an orientation to learning (Oxford, 1996). In Japan, cultural beliefs that in part dictate--and educational practices that reinforce--a teaching-centered orientation rather than a learning orientation might be viewed as important factors that diminish motivation as they reduce learner autonomy. A perceived lack of student motivation toward learning, along with the desire on the part of many Japanese students to receive and absorb in a passive manner knowledge provided by teachers, are typically offered as major obstacles to effective learning in Japan (see, for example, Dadour and Robbins, 1996).

#### A Model for Simplified Language Learning Strategies

The concept of *learning strategies* is based in part on cognitive learning theory, in which learning is seen as an active, mental, learner-constructed process. A seminal definition of language learning strategies was developed by Rebecca Oxford (1990), and is described as specific, self-directed steps taken by learners to enhance their own learning. The most comprehensive language learning strategy scheme, the *Strategy Inventory for Language Learning (SILL)*, developed by Oxford, separates strategies into two strategy orientations and six strategies groups: (1) a direct learning

able to understand better the overall model, as well as to be select and pursue specific strategies effectively. The hierarchical order of the scheme is from indirect to direct, grouped under the headings of *management, learning, memory and communication*. This model then becomes an integral part of the SLLS Approach. The

**TABLE 1**  
**A SIMPLIFIED MODEL OF LANGUAGE LEARNING STRATEGIES**

**Management Strategies**

\*Prepare for learning: Prepare learning environment; prepare learning objectives and learning schedule.

\*Focus your learning: Use "purpose-requirements-re-sources-preparation process; use selective focus.

\*Motivate and monitor: Motivate yourself, and monitor your progress.

**Organizational Strategies**

\*Apply and analyze: Apply language rules; analyze real

language.

\*Control content: Compare and contrast content; transfer and translate content; combine and recombine content.

\*Identify structure: Identify patterns; highlight and outline.

**Memory Strategies**

\*Move and make: Move with physical actions; make

learning materials.

\*Create links: Use imagery, mind mapping, and similarity; categorize and group; connect and personalize content.

\*Learn and re-learn: Repeat-repeat; practice patterns; use

overlapping review; seek real language opportunities.

**Communication Strategies**

\*Cooperate and empathize: Empathize in order to

understand; cooperate to communicate.

\*Focus --> adjust --> repeat --> succeed: Focus on main idea or specific objective; summarize and paraphrase; adjust topic or message; repeat or clarify; use any means available mentally or in the communicative setting (fluency, pragmatic literacy) to negotiate and construct meaning.

orientation, consisting of (a) memory, (b) cognitive, and (c) linguistic deficiency compensation strategy groups, and (2) an indirect learning orientation, consisting of (a) metacognitive, (b) affective, and (c) social strategy groups.

The direct learning orientation strategies involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language. The indirect strategies concern the management of the learning and include such activities as: needs assessment, activities planning and monitoring, and outcome evaluation. The indirect strategies also involve aspects that aid the learner in regulating emotions, motivation, and attitudes. These include routines for self-encouragement and the reduction of anxiety, and those which address the actions learners take in order to communicate with others, such as asking questions for clarification and cooperating with others in communication.

**Relevance and Simplification**

Each of these six strategy groups can be further subdivided, with the end result being a compendium of 60 specific strategies. Oxford's model outlines a comprehensive, multi-levelled, and theoretically well-conceived taxonomy of language learning strategies. This taxonomy usefully encompasses a continuum of strategies, from affective personal management and general approaches to basic learning to specific language learning, memory, and communicative techniques. However, in keeping with the practical objective of autonomous learning strategies instruction and learner use, Cohen (1995) suggests that there is a need for greater care in specifying learning strategies on the basis of what is relevant for the given learner in the given learning circumstance. Thus, as a means of increasing accessibility and ease of use by learners and teachers alike, simplification of the language learning strategies model is important, desirable, and justifiable. In order to make Oxford's model easier for teachers and learners to understand and use, I have simplified the terminology and reduced and clarified the options. I have done this by eliminating extraneous options, simplifying the terminology, and reorganizing the internal relational logic of the model's hierarchy. Such adjustments are necessary in order for learners to be



materials that learners might use in this simplified model include specific descriptions and explanations, instructions for and examples of use, and exercises for specific strategies. See Table 1 (above) for a more holistic presentation of the simplified model.

### Instruction and Use of Language Learning Strategies

In principle, language learning strategy instruction and use can be undertaken at any educational level, in any number of forms, including both general and specific language learning skills objectives (Oxford & Leaver, 1996). Two important issues to consider in the instruction and use of such strategies are (1) the degree of curricular *integration versus detachment* and (2) the level of learner control.

### Integration Versus Detachment

The degree of integration of learning strategies into the existing curriculum can in reality be conceptualized as reflecting a continuum which extends from fully integrated, curriculum-based programs to detached, task- or skills-specific instruction with near autonomous use by the learner. Indeed, several fully-integrated curriculum-based language learning strategies instructional approaches have been developed (see Oxford, 1996; Cohen, 1998). However, one of the most important factors in successful strategy instruction depends on just how informed it is: the need, usefulness, and benefits of a given strategy are emphasized along with a focus on direct, explicit instruction. This is true because of the emphasis which can be placed on a conceptual three-sided basis--that of learning objective/learning strategy/learner need and fit--for selecting learning strategies. Ultimately, the strategies which learners make the most use of and those which yield the most benefit are not necessarily those which reflect the best fit in terms of the learning objectives. Rather, those which prove popular with students and bring tangible results are ones readily adapted to their learning level, disposition, and real-world goals.

Moreover, adoption of fully instructional curriculum models with integrated strategies entails adjustments on the part of teachers. It is teachers who must undergo the crucial conceptual shift toward a learner-centered classroom, making the necessary adjustments in their existing curriculum, and learning the specific

techniques of language learning strategies and instruction. What's more they must accept the problematic element of uncertainty inherent in curriculum change. Teachers are often uncomfortable with making such changes and thus ignore or resist introducing learning strategies (Nyikos, 1996). This is particularly true in an environment rife with pedagogical and curricular contradiction concerning how and what students should be taught, as is the case of education in Japan (though true of many other national educational systems as well).

### Learner Control

The idea of a *control continuum* is a notion developed by Oxford and Leaver (1996) to describe the successive levels of *awareness, attention, intentionality, and control* (or *autonomy*) which learners can develop in their use and understanding of language learning strategies. In any given learning situation, students will be at different learning strategies levels and will approach increasing levels of learning strategy control with different time frames.

The first step in strategy instruction is generating awareness, which can be accomplished by introducing the concept of learning strategies and having learners complete a learning strategies use assessment. Assessments--activities such as surveys, think-alouds, diaries, and group discussions--do not explicitly or directly implement strategy instruction. Instead they can be used to help students reflect on their own intuitive and already existent intentional strategy use.

At the attention level, the language learning strategies model is introduced and learners note which strategies are used for specific learning tasks and objectives, thereby developing an individual database of learning strategies. Intentionality is an active step in which learners autonomously select strategies for learning objectives on the basis of a triangular fit of individual learner/learning objective/learning strategy and their increasing experience.

Control is considered the highest level of strategy use, in which learners plan, self-assess, and evaluate overall strategy use and self-adjust use while continually incorporating a broad range of language learning strategies in their studies. In a sense, learning strategy

control returns the learner to the state of unconscious awareness of learning strategy, but in this case, by virtue of familiarity and ease of use.

### The SLS Approach Explained: An Adaptable Menu

On the basis of the need for detachment and control, one way to achieve instruction and use of language learning strategies is through what I have called an SLS Approach. The 'menu' metaphor represents an ap-

proach to instruction and use based on the principles of choice and control, as in choosing from a menu of possibilities. As will be shown, this approach reflects the necessity for combining a model of clarity with both curricular detachment and increasing levels of self-

control. These elements can then be wrapped into one practical approach which can be used with both

teacher-centered, grammar-oriented instruction and student-centered, communicative-oriented instruction. This Menu Approach ultimately proves feasible as an

independent, self-directed learning curriculum.

In this Menu Approach, the language learning strate-

gies are considered as complementary to the existing curriculum--as a means of enhancing the effectiveness

and efficiency with which the learner accomplishes the learning as dictated by the curriculum orientation or

objectives. However, in addition to addressing the learning objectives specified and prioritized in the curriculum, the menu's SLS Approach allows for the

specific and individual learning needs of the learner. In this sense, the approach also accommodates the needs

of independent and autonomous learners.

I have developed five basic orientations to the SLS

Approach: (1) a *Learning to Learn* orientation, (2) a

*Learning Process* orientation, (3) a *Traditional Skills*

orientation, (4) a *Language Structure* orientation, and

(5) an *Individual Development* orientation, as outlined

in Table 2 (below).

### SLS Approach: Instruction and Use

Each of the five sub-menus (see Table 2 below) has an inherent orientation. For example, the *Learning to*

*Learn* sub-menu is based on an increasing control

continuum, whereas the *Learning Process* or *Traditional* Skills sub-menus are, for example, based on use of the

TABLE 2

### THE SLS APPROACH MENU

#### Learning to Learn (Control Continuum:

#### Awareness - Attention - Intention - Control)

#### \*Awareness Level:

Introduce language learning strategy concept; assess

intuitive strategy use.

#### \*Attention Level:

Practice language learning strategies use with prepared

examples and exercises.

#### \*Intention Level:

Apply language learning strategies to curriculum or

independent learning needs using the learning process

orientation below.

#### Learning Process

\*Preparation: Management Strategies

\*Learning: Organization Strategies

\*Review and Practice: Memory Strategies

\*Activation: Communication Strategies

#### Traditional Skills

#### Strategy

Skill/Activity

Apply and

analyze

Cooperate

and

empathize

Create links

#### Memory

#### Language Structure

#### Strategies

Skill/Activity

Focus learning

Apply and

analyze

Create links

#### Memory

#### Organization

Communication

Cooperate

and

empathize

#### Individual Development

\* Based on specific objectives at the level of strategy group,

strategy set, or specific strategy.

\* Example: Content organization strategy group --> find

structure strategy set --> highlight and outline specific

strategy skills.

menu in an actual learning exercise, albeit with a specific learning or traditional skill orientation.

SLLSM instruction and use as presented in the menu schema can be facilitated through an in-class introduction and description, variously combined with modeling, practice, evaluation, and directed toward the goal of strategy transfer. Such instruction can be undertaken on a regular, random or one-off instructional basis, and, if materials development is a concern, can be incorporated into language textbooks as independent learning sections or simply left to a totally separate guidebook. The latter type of material would be an appropriate means for instructors who have no intention of teaching for comprehensive mastery of the learning strategies in their classes, but who would like to include it in their materials for students' independent work.

At present, I am conducting protocol feedbacks for use in developing a detached guidebook to be used to supplement established curriculum and syllabuses at a national university. In settings such as this and with this type of material, once the learner has achieved relative levels of attention, intention, and control, the Menu can be used as a guide in the selection and use of specific language learning strategies as dictated by task objective or learner need.

Use of the SLLS Approach Menu should prove to be fairly straightforward. Given a Learning to Learn orientation, for example, a teacher or learner might simply work through the various steps as specified in the Menu by using the descriptions, explanations, examples and exercises accompanying the materials together with whatever content is required by the curriculum or chosen by the learner. Likewise, given a Learning Process orientation, the learner could approach the material to be learned using the steps outlined in the Menu, again using the detailed descriptions and the like that accompany the Menu. Given a topical orientation, such as a Traditional Skills orientation or a Language Structural orientation, specific learning strategies from the appropriate Menu sections might be used to master the material. However, the potential for interpretation and variation in the use of learning strategies should prove near limitless and bounded only by the users' needs and imagination.

## Conclusion

I have at least implied that instruction and use of learning strategies must be amenable to the existing curriculum and prevailing learning culture while striving to be accessible for both curriculum-oriented teachers and potentially independent learners. With this goal of flexibility in mind, I have further implied that the existing models of learning strategies are either too complex, too highly integrated with particular contexts, or too curriculum- and teacher-dependent to be of practical value to the independent language learner. Thus, in this article I have proposed and outlined an SLLS Approach which I believe is clear, sufficiently detached from program idiosyncracies, and potentially more responsive and oriented to learners. It is, therefore, a scalable and adaptable model meant to complement ANY specific foreign language curriculum. At this time, this Menu Approach exists mostly in the world of the discourse of this article. However, the next step will be to construct a theory-in-use that will enable me to report on the development and testing of actual SLLS materials for classroom instruction and individual learning.

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## FEATURE ARTICLE TWO: HAARMANS

## HAVE YOU EVER HEARD OF OGINO GINKO? JAPANESE WOMEN IN HISTORY AS ROLE MODELS FOR LANGUAGE LEARNERS

Maria Haarmans, Keisen Women's University

## Introduction

Feminist pedagogy, developed in part as a corrective to the lack of gender analysis within the works of critical pedagogy theorists and practitioners (Jenefsky, 1996), is receiving growing interest among EFL educators in Japan and elsewhere. Indeed, many educators are now realizing that the images and language used in the classroom, as well as the extent to which their learners can identify with them, have an important effect on how well people learn; hence, it stands to reason that if women are under-represented in teaching materials--or represented in demeaning ways--the women who are taught with these materials may learn less well (Florent et al., 1994, p. 113).

In Japan, the invisibility and/or stereotypical depiction of women in teaching materials (as well as other media) has contributed to "...the absence of diverse role models who young women can readily look to, identify with, and aspire to emulate" (Fujimura-Fanselow 1995, p. 139). In this paper, I will describe one of the ways I seek, in the language classroom, to offset this imbalance. Informed by feminist pedagogy (Jenefsky, 1996), my goals for the activities to follow are to enable students to do the following: (1) learn to critique knowledge itself; (2) gain knowledge of the history and accomplishments of diverse Japanese women who provide strong, capable, and self-determining role

models; (3) assume a more active role in their language learning; and (4) develop ideas, skills and strategies which are important for the pursuit of further education, careers and/or social change.

One thing to note: as the discussion below makes clear, I choose to focus on Japanese women from history as opposed to women from other countries. As my students are Japanese women, I feel they may more readily identify and feel a connection with Japanese women role models. Moreover, I want to avoid 'importing' women from Western countries in order to offset another possible imbalance--that of Western cultural imperialism. In addition, I want to avoid the impression that the strength, determination, courage, and other attributes of the women are intrinsically related to their "Westernness." If students attributed too much to a woman's foreign cultural background, they might not be as inspired nor think to themselves "If she did it, maybe I could too." This reaction, incidentally, is one that students have expressed.

**Initial Consciousness-Raising Activities**

The following activities comprise a unit on Japanese Women in History implemented as part of a thematic content-based women's studies Communicative English course for first-year university students. With the increasing adoption of content-based EFL instruction at the university-level (Brinton et al., 1989; Swain &

*perspectives* (pp. 109-117). Honolulu: University of Hawaii Press.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House/Harper & Row. Now Boston: Heinle & Heinle.

Oxford, R. L. (Ed.). (1996). *Language learning strategies around the world: Cross-cultural perspectives*. Honolulu: University of Hawaii Press.

Oxford R. L., & Leaver, B. L. (1996). A synthesis of strategy instruction for language learners. In R. L.

Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 227-245). Honolulu: University of Hawaii Press.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

Wenden, A. L., & Rubin, J. (Eds.). (1987). *Learner strategies in language learning*. Englewood Cliffs, NJ: Prentice-Hall.

Wenden, A. L. (1991). *Learner strategies for learner autonomy*. Englewood Cliffs: Prentice Hall.

Miccoli, 1994; Soga, 1998; Wringer, 1998), teachers increasingly have the liberty to select, develop, and adapt authentic materials for their courses. As such, instructors can now ensure that women are not under-represented or depreciated in their course materials. Moreover, a content-based approach in EFL, where discussion is an integral part of the course, is more conducive to critical and feminist pedagogies which emphasize a critical inquiry into one's social reality.

To introduce this unit, I facilitate a consciousness-raising activity. In groups, students brainstorm and write down as many people from Japanese history as they can think of in five minutes. To create a game-like atmosphere, which students reportedly enjoy a great deal, I bring in a kitchen-timer from home. When the bell goes off students from each group write on the board all the names that they could come up with under the appropriate column "male" or "female." The group with the most names is the winner. Invariably, for each group there are as many as 22 names under the male column with as few as three under the female column.

Next, I ask the students to look at the board and tell me what they see. Surprisingly the conspicuous gender disparity is not always their first observation. Some students, for example, reply that many of the men listed on the board are government leaders or samurai warriors. I encourage the students to look again and tell me what else they see. Eventually, students will say that the vast majority of people listed are men. Upon asking students why this is so--why most of the names are men--my students' faces stare back at me with blank or puzzled expressions. One or two students may remark that most of the people on the lists are men because men were more active in history. And when probed further, a student may explain that this is primarily due to the prevailing cultural norm of the times--of *ryosai kenbo* or "good wife, wise mother." Sometimes a student will comment that this traditional idea of "men in the public world and women in the private world" is discriminatory.

Using an OHP, I then show the students photo prints of various Japanese women mostly from the Meiji, Taisho, and Showa periods and give them a brief introduction of each. I ask the students if they have ever heard of any

of these women. With the exception of perhaps one or two of the 12 women shown, none of the students have heard of any of the women. This has been a consistent response among first and second-year university students over the past three years. I pose the questions to my students: "Why do you think you have never been taught about these women in school? Why have you not read about them in any history texts?" After some urging, one or two students may reply that the majority of historical texts are written by men and thus it is the way history is written which excludes or minimizes women's contributions.

I emphasize how this kind of discrimination is not peculiar to Japan--it is universal. I share with my students that in school I, too, did not learn about many women in history and that it was only when I started to read on my own that I became aware of the many exceptional and talented women whose contributions to culture, politics, education, science, and society, are obscured.

Through this activity students do seem to gain a more critical perspective of the way history is written. A student's journal reaction to the consciousness-raising activity:

*I think that your method was very interesting and effective. At first we did not know your intention. We felt we were playing a game and it was fun. Then we saw almost men's names on the board. When you showed pictures of Japanese women almost we didn't know them. Then, I got it! You explained that it was men who wrote most of history. Now I understand discrimination better.*

### The Role Models

All 12 of the Japanese women I introduce to my students have in common an independent spirit and a determination which helped them struggle with the gender discrimination of the times, achieve their dreams, and set precedents for other women. Here I will briefly introduce three of the 12 women.

*Ogino Ginko*, after contracting a venereal disease from her first husband and becoming disillusioned with the medical treatment she received, resolved to become a doctor. Ogino fought the sexist barriers barring her

from medical school with tenacious courage until she eventually was allowed entrance, becoming the first woman doctor in Japan in 1886. She became a gynecologist at 35 years of age and established her own clinic. Interestingly, at 40 she married a man 14 years her junior.

With the same sort of tenacity as Ogino, Kono Yasui fought the institutionalized gender discrimination of the Ministry of Education of that period, which prevented her from publishing a physics text, claiming it was "too scholarly and brilliant" to have been written by a woman. She went on to become the first woman in Japan to achieve a Doctor of Science degree, and had over 100 scientific papers published.

Yamashita Rin, too, resisted the oppressive patriarchal and sexist attitudes of her time. In 1872 at 15 years of age, she ran away from home in order to escape a forced marriage and followed her dream of becoming an artist. After leaving Japan at age 24 to study painting in Russia, she earned status as a great painter of Russian Orthodox iconography. She has over 150 icons to her name, which today can still be found in churches in central and northern Japan.

#### Presentation Activities and Associated Procedures

A collaborative approach is used for these activities. Students work cooperatively in groups to do the research and to teach the class, through presentations, what they have learned about a particular Japanese woman in history. As students must dig deep to find information about these women, their research skills are strengthened. I introduce them to such resources as the Tokyo Women's Plaza in Omotesando, the National Women's Education Center in Saitama, as well as encourage them to take advantage of other universities such as Ochanomizu Women's University and the United Nations University. To help guide their research, I give the students a list of questions (see Appendix). They find the research challenging but rewarding -- particularly when reading other students' very positive responses to their presentations.

I found two things to be very helpful in encouraging students to listen carefully, ask questions and take notes (in English) during other groups' presentations. The first is administering a quiz on presentation content after

two or three groups present. Each group is responsible for developing a short quiz based on their oral presentation report. Developing the quiz is an effective way for students to synthesize their material. Moreover, taking the quiz helps them improve their listening skills. They also report that they find it "fun." Finally, having a quiz in the middle of presentations provides a change of pace and helps prevent any one activity from becoming monotonous. The second thing I do to encourage active listening is allowing students to use their notes to help answer the quiz questions. Indeed, I am always impressed with the quality of students' notes -- particularly when they pick up on things that I've missed!

A portion of one class is spent teaching the students how to make multiple choice and true-or-false questions. Students bring in the quizzes prior to presentation day and can request assistance for any required revisions. After completing final revisions for homework, students prepare enough copies for class distribution following their group's presentation. Students exchange and mark each other's quizzes in class immediately after taking the quiz. The day's presenting groups go over the quiz questions with the class, solicit answers, and provide correct responses. This allows for a more student-centered approach.

A lottery system is used to decide on what days various groups will present. Depending on class size usually three to four groups present during a 90-minute class. Groups' presentations are to be about 10 minutes of talking time with five minutes for questions and answers.

Adapting Yamashiro & Johnson's (1997) idea of public speaking in EFL course design, at the beginning of the course and throughout, the basics of academic English organization, language use and delivery skills for giving presentations are introduced. Students using tape cassettes in labs and in groups, learn and practice presentation skills, and evaluate themselves and classmates using a rating sheet (also adapted from Yamashiro & Johnson, 1997). Thus, by the time the students conduct their group presentations in class, they will have hopefully learned the skills and increased their confidence in giving presentations. I feel that these skills are potentially empowering. As Yamashiro &



Johnson (1997) point out, that "public speaking skills are increasingly important for global citizens who must create practical solutions to the world's existing and future problems (p. 16)."

### Student Reactions

Are these women role models for my students? Are they really inspired by them? I think their words speak for themselves. Here are some sample journal entries (in the students own language):

*She [Kono Yasui] was studying very hard, so she showed that woman can study about science as a man...She was not married, but I think that she was happy. Because she could continue to study that she likes. I think that woman's happiness is not only marriage.*

*I am deeply moved that this woman [Kono Yasui] was absorbed in her favorite things and finished her life happily. I envy her life because I have nothing which I am absorbed in. I want to find my favorite things and study hard about it...I am sure that she had big courage. I want to be a strong woman who can do my favorite things.*

*I respect Toshiwo Takai. She was poor. She worked very hard. She like working. But she hated discrimination. So she did union activities with her companion. She continued a labor movement her lifetime. I respect her way of life. She had her opinion. And she carried out it. She made effort a lot of thing. I want to have my opinion tightly. And I want to live like her. I think women still suffer from discrimination. I think women's rights still have a long way to go. But, I want to make effort solving these problem.*

*She [Yamashita Rin] had never changed her attitude till people had came to recognize her. I like this because I feel her strong will. And I like that she left home because she struggled with women's role in society. She lived having strong will and she had never been a slave of gender role. Her attitudes set a good example to women in future.*

*I heard everyone's research about a woman. I thought that women is strong, so I'm very happy as a woman.*

### Final Comments

It is my hope that, through learning about the resistance, the struggles, and the achievements of these women, my students will be inspired both to acquire the courage to dream their own dreams and to struggle to achieve them. At the very least, students will have taught each other and me about the accomplishments of Japanese women in history; furthermore, by doing this, they will have corrected, at least in part, the gender imbalance so prevalent in all our lives.

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## Appendix: Japanese Women in History Research/Presentation

Teach us about this woman's life and answer the following questions as a guide for your research report.\*

1) What historical "firsts" did this woman achieve?

2) What was this woman's image of women's roles in society? What was her vision/dream of women's roles-- what did she want to change?

3) Describe and explain the kinds of gender discrimination this woman had to struggle with in pursuit of her goals/dreams as she worked for change.

4) Describe what this woman's personal life was like (i.e. relationships, family, education, marriage, etc.)?

5) How did this woman change the lives of the people and the places where she worked and lived?

- 6) What made this woman special/unique? Describe this woman's attitudes/beliefs and personal characteristics/personality that helped in her work.
  - 7) What new attitudes and new approaches (ways of doing things) did this woman use in her work?
  - 8) Find three or more quotations from this woman that you like and explain why you like them.
  - 9) What do you think this woman would say or think about a current crisis or problem facing women in Japan?
- \*I would like to acknowledge Donna McInnis for providing inspiration for some of the above questions after attending her workshop at the JALT Peace Education Conference at Soka University, Tokyo, Japan, June 9, 1996.

## SPECIAL FEATURE I: MACLEOD CUE MERIT AWARD ESSAY

### BRINGING STUDENT-CENTERED JOURNALS TO LIFE

**Lisa Macleod, 1999 CUE Merit Award Winner, Nevada-California International Consortium of Universities and Colleges**

#### Introduction

I have been working at Nevada-California International Consortium of Universities and Colleges (NIC) for the past sixteen months. The program specializes in teaching academic English study skills in order to succeed at university levels in America. The courses are designed to strengthen proficiency in communicative English, essay writing, academic reading, listening, note-taking and research paper writing. I knew from the beginning that teaching in an intensive English program would provide me with a wide variety of experiences. I just did not realize how fruitful they would be.

#### English for Academic Purposes (EAP)

My first classes at the university level are three eighty-five minute classes consisting of reading, writing and listening/speaking. The goal of the reading component is to improve reading comprehension and to increase reading speed, using a diverse range of text forms and

genres. Students also gain an understanding of, and an appreciation for, the importance of reading both inside and outside the academic setting. The goal of the writing component is to lead the student through the different steps of the writing process, from generating and organizing ideas to writing, editing and revising written work. Students develop a range of skills necessary to produce academic texts, from basic sentences to university papers. The emphasis of instruction is placed on developing fluency, grammatical and lexical accuracy by analyzing and practicing in the various rhetorical modes needed for academic writing. The goal of the listening component is to improve the ability of each student to effectively comprehend English in academic and social settings, using interactive listening activities which focus on understanding spoken English. The emphasis in lower level courses is on understanding conversations, determining main ideas and details, and comprehending short lectures. The emphasis for higher level

courses is on improving comprehension of longer and more complex academic lectures, developing clear and accurate methods of taking notes, and organizing information in a useful format.

The speaking component prepares students to communicate successfully in social and academic environments at university. Improving both fluency and accuracy are the goals of all courses in this area. Instruction is given on how to express an opinion articulately, agree or disagree effectively and persuade and argue a point convincingly. The emphasis is on developing the ability of each student to make speeches and oral presentations, to gather information, to participate in classroom and panel discussions, and to use computer technology for research and presentations.

### Students' Future Needs

After entering employment at the university, I realized that I was unfamiliar with the academic aspect of language teaching. Instead of teaching based on the requirements of the Ministry of Education, I now had to teach according to the needs of the students, based on their future plans, studying in the United States. My students were everything that an energetic teacher could hope for--their attendance was predictable and they were eager to learn the language. I was ready to use all the theoretical and practical aspects of language teaching that I had studied to help the students reach their goals. I practiced such methods as audio-lingual, audio-visual, cognitive code, counselling-learning, learning through actions, lexis-based, listening approach, natural approach, partnership learning, suggestopedia, and task-based approach. What one tends to overlook when getting involved with such a situation is the possibility of overload, not necessarily from the aspect of the students but for the teacher.

### Journals and Overload

This is exactly what happened with my classes. I was very interested in student journals, and this was the chance that I had longed for to utilize every possible aspect of journals I could think of based on the course components. The homework was different in each class. For the writing class, the students were to write one complete page in a notebook everyday about a topic of their choice. The topic could have been about their day,

their hometown, their family, best friend, and etc. I collected the journals twice a semester, read them and wrote comments about the content.

The reading class was to keep two journals--one for reading and one for vocabulary. For the daily reading journal, the students had to find an article from a newspaper, magazine, or pamphlet, read it, paste it in the notebook and write a summary about the article with their personal opinion about it. The vocabulary journal was used to record the new words and phrases they encountered. The students were to enter a minimum of five words or phrases a day and were to write down a synonym, antonym, and a definition in their own words. I also collected and checked these journals twice a semester.

The listening/speaking journals were assigned and collected weekly. These journals consisted of three listening sections where the students had to listen to a song, a movie, a documentary, a radio broadcast, or NHK English lessons. The students had to record the date, time, and give a summary of what it was that they listened to. There were two assignments in the speaking section and the students were paired with a listening partner in the class with whom they were to meet twice a week. As in the listening assignments, the students were to record the date, time, place and activity, along with a summary of the conversation and new words or phrases they learned.

After assigning the homework, I encountered a big dilemma: checking their journals. Not only was it time consuming for me, but the students also complained about not having the time to write and found it difficult to think of or find something about which to write. In order to help the students with their writing journals, I handed out a list of topics to write about. They felt that the topics I suggested, however, were not related directly to them personally, or the topics were just not fun to write about and eventually stopped writing in their journals.

### A Successful Shift to Student-Centeredness

To combat this problem, I changed the style of the journals. The students were given fifteen minutes at the beginning of class to work with their partner, who was someone he/she felt comfortable with and had similar



**A Positive Impact**

These activities had a noticeably positive impact on my students, in that they sat down for the first fifteen minutes of class without hesitation, and in the reading journals, the students began relating articles of similar topics in their partners' journals. The students also stopped asking for topics to write about, but instead seemed to continue on with real, authentic stories about what was happening in their daily lives. The students did not hesitate to check and make corrections to the writing during the peer editing. Instead they eventually started to talk about what they wrote and made suggestions about other possible sentence structures and they spoke using reading and writing technical terms that I used while explaining their text activities. Needless to say, it also reduced my out of class checking time while still meeting my class objectives.

**Conclusion**

In summary, what I have written about are a few of the experiences I have encountered with my post-secondary language teaching. I have enjoyed teaching English for Academic Purposes (EAP), trying alternative teaching methods and pursuing my personal interests, journals. The key for me as a teacher was to meet the course objectives and to satisfy my students while using my time effectively.

*Lisa MacLeod is currently teaching English in the Intensive English Program at Nevada-California International Consortium of Universities and Colleges (NIC), Japan. Her interests include writing and discussion skills in English for Academic Purposes (EAP) and disciplinary enculturation.*

writing and studying habits. This person became their writing/reading partner, to whom the students could write and respond during the fifteen minutes of free writing.

In the writing class, what the students wrote in their journals was not the focus of the activity. The objective of the activity was for the students to write fluently:

without stopping, or worrying too much about grammar, punctuation, or spelling. After they got together with their partners, I took the activity one step further by introducing editing techniques: checking the meaning, spelling, punctuation, and grammar. By

doing this, the students enjoyed reading what their friend had written and it put them in a relaxed, focused state, without being concerned that the writing was done in their second language.

It was also intriguing to see that, even though there were a lot of mistakes, the students were not shy about sharing what they wrote. Rather, they were excited and anxious to get together with their partner so that they could read what their friend had to communicate. I felt that this activity was much more creative and authentic than the original writing journal assignment and added a real-life element to their journals. In the reading class, the students were to prepare by choosing an article and writing a summary. They would then give their partner the article and summary to read and then the partner wrote an opinion about what they had read.

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## SPECIAL FEATURE II: HIRAI CUE MERIT AWARD ESSAY

### THEORY AND EDUCATION (A SUMMARY)

#### **Akiyo Hirai, 1999 CUE Merit Award Winner, Institute of Modern Languages & Cultures, University of Tsukuba**

*(Note: Prof. Hirai's full essay is written in Japanese, but due to the limitations of our desktop publishing program, we are unable to provide you with the entire essay. Fortunately, Prof. Hirai has been most gracious in providing us with an English-language summary that adequately explains the thrust and importance of her work.)*

Since the fall of 1995, I have been learning about theories of language teaching and learning in the doctoral program in TESOL at Temple University. However, the more I learned about teaching theory, the more I found a disconcerting gap between theory and my actual teaching: I lost self-confidence in my way of teaching, and I began to wonder to what extent theory is reflected in my classes.

Many researchers in our field put a higher premium on papers and presentations than they actually do on teaching. In turn, this leads them to put little effort into their teaching. I further questioned the validity of the assumption that, if one is a good researcher, one is necessarily a good teacher as well.

One teacher who warned me about the pitfalls of the research-oriented tendency was Dr. Sandra McKay. In her course at Temple University, she discussed at length the importance of the research-based classroom. As one assignment, she asked us to write a critical review of an actual paper that we were each planning to

publish. Reviewing my research paper, I realized what was missing as I struggled to connect the findings of my research with my actual teaching. Through the experience of critically reviewing my paper, I learned that whenever we do research, we must think about how our findings actually can be applied in the classroom.

In fact, Dr. McKay calls for a re-consideration of the value of all "theory-based" research and for the adoption of a more questioning stance towards the so-called experts who perpetuate such research. This year, I started working at the University of Tsukuba as a full-time teacher. In my work, I would like to make further efforts to bridge the gap between theory and educational practice, functioning as a researcher and teacher who does research for the sake of education--not research as a means to its own end. I would like, in a word, to work towards theory-based, effective teaching.

*A former Rotary Scholarship winner, Professor Hirai received an MA in TESL at St. Michael's College in Vermont in 1987. Despite the demanding schedule of working as a translator, interpreter, and part-time teacher at four universities, she entered the doctoral program in TESOL at Temple University Japan in 1995. She has since started working as an assistant professor at the University of Tsukuba (in 1999), and is currently completing her doctoral dissertation.*

## BOOK REVIEW: CARROLL ON MLYNARCZYK

REBECCA WILLIAMS MLYNARCZYK. *MAHWAY, NJ: LAWRENCE ERLBAUM ASSOCIATES, 1998. PP. XIV + 215. ISBN 0-8058-2318-2*

Reviewed by Michael Carroll, Kyoto University of Education

In her closing remarks, Rebecca Mlynarczyk quotes from an anonymous email list posting which raised a fundamental question about the value of educational research: does it help practitioners, does it solve problems? The question is particularly acute when posed for the qualitative researcher. What can we learn from a case study? Does it reveal anything about reality beyond the particular situation in which it was carried out (pp. 176-177)?

This volume is an elegant and persuasive answer to these questions. For those who need one, it is a powerful argument for the value of qualitative research. Mlynarczyk has constructed a well-reasoned and balanced evaluation of the uses and limitations of journal writing in second language learning. Around the case studies of five ESL student writers, and of herself as a life-long developing teacher, she builds, in Eisner's words, her "own interpretive universe" (p. 177). "Taking the words and experiences of these students, as they grapple with what it means to write in a foreign language and to come to be able to participate in a foreign culture, she fills in the background to show the reader how we might interpret their experiences in the light of writing and language learning theory.

One of the strengths of the book is found in the second chapter in which Mlynarczyk reviews the field and explicates the notion of *connected knowing* (pp. 26-30), showing how it underpins her rationale for reflective journal writing. *Connected knowing*, here described, is a rational alternative to the scientific objectivism that still dominates the way we think about and analyze most classrooms. (The scientific objectivist inheritance still accounts for a large part of professional academic discourse in both the West as well as Japan.) Connected knowing emphasizes personal meaning making and expression. It is the kind of knowing that recognises the presence of the knower in any kind of knowledge, and that validates personal meaning

making as an inescapable part of learning. For Mlynarczyk this is precisely what happens in journal writing. Another strength is that, though there is no doubting Mlynarczyk's advocacy of journal writing as a way of learning and of articulating thoughts, she resists the temptation to showcase only the glossy side, those students who take to it with ease. Instead two of the five case studies are of students who have feelings quite different from the authors' about journal writing. One is a reluctant writer, whom Mlynarczyk eventually realises is not unable to reflect personally, but unwilling to make public her private life, even in the limited sense of a journal shared only with her teacher. The other is a student, who, in the teacher's eyes, was an exemplary journal writer, but who herself felt it was unimportant. These are issues about journal writing that it is perhaps most important to reflect on at this stage, rather than simply describing how journals can help some students.

This sense of balance also results in an intriguing concluding chapter in which the writer shows the limitations of some overly simplistic assumptions often made by writing teachers. Personal writing isn't necessarily easier for women than men; native culture doesn't always determine how students respond to texts; freewriting is not necessarily the best technique for all students; and despite the importance of connected knowing in Mlynarczyk's epistemology, journal writing may not necessarily elicit it from all students.

The key to appreciating the book completely lies in this final section. The boundary between an enthusiastic teacher trying to lead her students in a particular direction, and at the same time describing that direction as "finding your own way" presents a dilemma. Mlynarczyk's answer to this dilemma is reflected in her answer to the questions that open this review. Perhaps neither we as readers, nor Mlynarczyk's students as writers, may find solutions to problems here; but our "sensitivity to and appreciation for the unexpected



situations that occur in teaching (p. 177)" (or writing, studying, getting used to a new culture) may be heightened. It's a book that is well worth reading.

## CYBERPIPELINE: ONLINE COMMUNITIES DISCUSSION LISTS & E-GROUPS, PLUS--BOOKSELLERS

**Charles Jannuzi, On CUE Co-Editor**

### A Sense of Community

It is hard to say just what makes a community on the Internet and WWW. Some people are concerned that too many of us spend far too much time on our internet-connected computers than we do experiencing the real, face-to-face world. But if people spend more of their time on the Internet interacting with other people and less of it watching non-interactive and usually uneducational primetime TV, is the time so spent inherently such a bad thing?

Let's define online community as non-random, potentially on-going social interaction and group participation displaced and deferred through computers, networks and software. I suppose that how people actually experience community and a social life through a connected PC varies enormously, and that anything I might wish to say in an article of this length will be highly selective. I want to look here at what I have found as activities and "places" that provide for me a sense of belonging as an English-speaking, ex-patriate American teaching EFL in Japan.

### Group Discussion Lists and Related Sites

E-mail is a basic thing to do on your computer and the Internet (and now the WWW) and has been around a long time, relatively speaking. The newer activity of web browsing now rivals in popularity TV, phones and driving as something we do with a machine everyday. I have found discussion lists and websites to be tremendous professional and personal resources and hope that some of the following prove helpful to you.

### The CUE SIG: A Real Online Community

First, please note that the CUE SIG of JALT—one of the largest and most active groups in JALT—is also a significant online community. The CUE SIG maintains a

homepage at the acclaimed teacher and learner development site <<http://www.wild-e.org>> (itself something of an online community in its own right).

To get to CUE on the WWW, try:

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

There you will find a fully searchable archive of *On CUE* articles (you can navigate there easily from the sidebar) that is constantly being updated as well as the latest information on the upcoming CUE SIG events. So check it out!

Second, did you know that the CUE SIG is also active on its own listserv? That's right, any member of the CUE SIG can join, receive from and post to the growing CMN-TALK list. The list participants post and exchange ideas on a number of topics. It is a good place to go for general discussion, but it is also a place that will yield a lot of information for specific inquiries (like a thread this year about the use of closed caption technology for teaching a FL). Recent discussions on the list that drew a variety of opinions and prompted a healthy exchange of ideas include the following: (1) discourse styles for personal and public communication; (2) alternative structures for presentations at conferences to enhance participation; (3) the influence of the exam system on EFL education in Japan; and (4) managing assignment schedules and deadlines for evaluation and grading.

To join the CMN-TALK list send an e-mail with nothing in the title but with the command:  
subscribe CMN-Talk.

Place this in the body of the e-mail and send to this address:

<[requests@cedar.miyazaki-mu.ac.jp](mailto:requests@cedar.miyazaki-mu.ac.jp)>

There is also a digest version, which compiles all posts into one daily version, which you can request at the

same address with this command line:  
 subscribe CMN-Talk-Digest  
 Also, you may contact list owner, Hugh Nicoll (CUE SIG Membership Chair) for any inquiry concerning your subscription at:  
 <hnicoll@funatsuka.miyazaki-mu.ac.jp>  
**JALT Online**  
 JALT, the parent organization of the CUE SIG, is also online. You can link to many aspects of JALT from the JALT homepage, which is:  
 <http://www.jalt.org>  
 JALT has a discussion list associated with it of a similar nature to CMN-TALK. The list is called JALTTALK and here is what Duane Flowers, the listowner, writes about it to warmly invite you to give it a try:  
 A little over five years ago, when I first came to Japan, I was looking for some suggestions on how to accentuate my lessons with something or other (I really can't remember what it was... which is probably for the best anyway) and a friend suggested I try JALTTALK, the "definitive" listserv for English teaching professionals in Japan (that's how it was explained to me anyway). At the time I had no idea what a listserv was, nor had I any idea what such a thing could possibly do to help, but I got the instructions for subscribing, and away I went. As quick as a flash messages started arriving on my computer from other English teachers all over Japan, all talking about various "threads" or issues worthy of discussion. For the first six months or so I was what is commonly referred to as a "lurker", i.e., I received e-mail messages but made no attempt to communicate with the other members of the list. I was really surprised that so many people were going through the same thing as I (stranger in a strange land stuff) and before long I felt like I was part of a secret club consisting of English teaching veterans in Japan and newcomers alike, all in search of answers to whatever bizarre problem happened to rear its ugly head that week. JALTTALK soon became a constant source of companionship for me, since I was rather far away from any semblance of an English speaking society, and before long I came to look upon it as a sort of "teachers lounge" where we could gather and discuss whatever it

is that teachers discuss in such places. Little did I know that someday I would be the owner of the list (or babysitter as some might say), but there you have it. I happen to feel that JALTTALK as we are now called, really is the "definitive" listserv for English teaching professionals in Japan, and I would like to hereby invite you, one and all, to experience the "magic" that makes JALTTALK a true gem in this land of riddles. I don't know if you will get out of it what I have, but you are certainly welcome to try. To subscribe to JALTTALK send the message: subscribe end  
 to: <jalttalk-ctl@clc.hyper.chubu.ac.jp> and leave the subject line empty. Alternately, just send me an e-mail at <jalttalk-admin@clc.hyper.chubu.ac.jp> and I will be happy to sign you up.  
**ELT Asia**  
 Rick Reynolds owns and constantly updates a site that is very much of interest for professional development and materials writing. The site is:  
 <http://eltasia.com>  
 There is a very lively, Asia-focused list associated with the site that Rick runs called ELTASIA. Send an untitled e-mail to:  
 <major-domo@connect.or.th>  
 with this one-line message in the body:  
 subscribe eltasia-I  
 Also, you might try:  
 1. FLTEACH, covering a wide range of topics of practical interest to FL teachers. See FLTEACH archives for details:  
 http://listserv.acsu.buffalo.edu/archives/flteach.html  
 Main web page at:  
 <http://www.cortland.edu/www/flteach/>  
 To subscribe send the message:  
 SUBSCRIBE FLTEACH Your Name to:  
 <listserv@listserv.acsu.buffalo.edu>  
 2. CULI has just launched a new listserv on ELT practice, methods, materials, testing and evaluation. It is hosted at: <http://culi.listbot.com> or  
 <http://www.culi.chula.ac.th>

This listserv is mainly educational and non-profit, and it is provided for teachers of English in higher education institutions, but interested teachers from schools and language training centres can also subscribe to the list.

Contact Thiraboon Terry Somboontakerng at::

<sthirabo@chula.ac.th>

### Starting Up Your Own E-Mail List

It used to be that lists were pretty much limited to those with an inclination to get and learn the special listserv and majordomo software and who had the dedicated hardware and internet connection to run them. Not anymore. Services on the WWW make the same basic functions available to anyone with a connection. I manage and moderate, for example, a list for the FL Literacy SIG of JALT that distributes our publication, *Literacy Across Cultures (LAC)*, in an e-mail form (to subscribe send me an e-mail titled LAC to: <jannuzi@hotmail.com>).

The list that I do started out as my own private one maintained and sent from my Windows 98 PC and its MS Exchange e-mail program. There are problems with this: first, it is easy to get an address book so large that it is difficult to manage on an e-mail program meant for personal use, and second, your server might recognize you as a spammer if you are doing mass mailings from your personal computer (ISPs usually want you to sign up for a special membership that allows you to do lists). So I transferred my privately maintained address book to the egroup site and was quickly able to grow my mailing list to over 650 subscribers worldwide.

The solution that allowed me to do this is found at:

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

At this site you can join the thousands of lists that already exist and you can start your own. The interface (using an advanced browser like Netscape Navigator or MS Internet Explorer) is a little complex because of the array of services and functions there, but in very little time you can run your own list at no cost to you and your group. Such lists are also a great way to bring an entire class online—either to have it replace the classroom or to supplement traditionally delivered lessons.

Other sites that provide similar services (thanks to Kevin Ryan of the CALL SIG of JALT for some of this list) are.

<<http://www.excite.com/communities>>

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

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

With Planetall.com so far my activity has been limited to joining an already existing EFL Teachers' Group, and the procedure for creating a new group is not clear to me. Listbot, I have verified, works very much like Egroups but with fewer services available to the list manager.

You are invited to send feedback to *On CUE* about your experiences using any of these mailing list sites so that readers can learn from your experiences. Tell us which sites are best for you and why and describe how you used them for your professional activities and teaching. Maybe you will want to invite *On CUE* readers to join a group that you have established devoted to your special area of interest.

### Holiday Bonus: Booksellers on the WWW

The holiday gift-buying season is upon us again, and at this time of year I like to highlight sites that are of use to *On CUE* readers for gift buying—especially readers of English in a country where English is not the main language, such as Japan. (*Note: These sites are of a commercial nature and are not endorsed by the CUE SIG of JALT or JALT, and readers are advised to make proper inquiries and to use appropriate caution and security measures such as encryption when making on-line purchases.*)

Books are a natural for commerce on the Web (along with software, videos, and musical CDs) because the sites selling them can provide you detailed information about far more titles than any bookstore could possibly stock. There are different types of book sellers on the WWW: firms specifically established to sell on the Web, book retailers who have moved on line because of the rapid growth of Amazon.com, and speciality presses and bookstores who carry a limited line. These are the book-selling sites that I have found useful to feed my bibliophile habits:

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



## FOCUS ON LANGUAGE

### A HISTORIC OR AN HISTORIC? WHICH IS IT AND WHY?

Charles Jannuzzi, Fukui University

Should one say and/or write "a historic" or "an historic"? I remember some years ago a bitter debate raged in the letters column of *Time Magazine* because on its cover "an historic" had been chosen for the caption. When these types of language questions invariably come up, I ask myself three things:

1. What is the possible psycholinguistic motivation for saying (or writing) something a certain way when the "rules" of the language don't clearly decide but rather apparently provide choices?

2. Does the corpus evidence support such choices? That is, do people actually say and write such things?
3. Do the imperfect but useful distinctions of spoken language vs. written, and formal vs. informal, this dialect vs. that dialect, etc. come into play, or at least help explain the choice?

In the case of whether to say "a historic" OR "an historic" OR "a 'historic'" OR an 'historic', I can psycholinguistically motivate ALL of them. A limited investigation of corpora reveals that writers choose both "a" or "an". I

I recently found Borders very fast and hassle-free for book, video and CD purchases. The Bertelsmann site <www.bol.com> is a great place for those interested in non-English titles (and Bertelsmann co-owns the Barnes and Noble site, too). My one problem with Amazon is that, while they are a great place to buy bestsellers, they don't seem to want to deal with customers' inquiries. If a company will do individual searches based on e-mail inquiries, for me, that is a good sign they know books and want my business.

The Barnes and Noble catalog in print that I get every month complements nicely my online book browsing and buying, but their online purchasing system didn't work too well with Netscape Communicator 4.7 and crashed just as I was going to finish the order. It might well have been something I or Netscape did and not Barnes and Noble's site. I have made previous purchases with Wordsworth and Anybook and can recommend them based on my experiences. If you have the time and perhaps can run two browsers at once, comparison

#### Recent Adventures in Shopping

<http://www.anybook.com>  
 <http://www.wordsworth.com>  
 <http://www.borders.com>  
 <http://www.bol.com>  
 <http://www.amazon.com>

shopping (especially on the overseas shipping charges) is possible. One thing to remember is, although I find that prices don't vary that much for book and music titles, shipping to Japan sure does. It pays to comparison shop.

#### Why Do They Read So Much in the UK?

Or at least print so many books? I don't know, but remember that the UK, with about one quarter the population of the US, is a country in which about TWICE as many English-language titles are published every year. Therefore, it is worth tracking down your favorite subjects, authors and titles on sites in the UK. Ones that I have tried and found more than satisfactory include:

<http://www.bookzone.co.uk>  
 <http://www.amazon.co.uk>  
 <http://www.bookshop.co.uk>  
 <http://www.uk.bol.com>  
 <http://www.thegoodbookguide.co.uk>  
 <http://www.sandpiper.co.uk/postscript>

Postscript (URL above) offers a wide array of classic, popular and academic titles at very low remaindered prices. They do not yet have secure payments for online shopping, so you will have to fax or phone in your card number.

think that there is as much variation within dialect groups as across them in this case, so trying to pin a certain choice down as belonging to a national identity or dialect (e.g. an Americanism, etc.) may not be very illuminating here.

If the initial [h] sound stays rather unvoiced and aspirated, then saying "a" makes good sense. If the [h] sound drops out altogether (because of an analogy with "hour" or "honest?"), then it makes good sense that "an" is used (the question really being of how to best link the one indefinite article of English with the following word, the question of whether to intrude or elide sounds in order to do so).

If there is a glottal movement or constriction as the first sound in the word "historic" that helps links the article with the word, then I could see "a" getting linked without an [n] sound because the tendency would be to treat such a glottal sound as a full consonant. If the initial [h] sound reduces somewhat but is still psychologically felt to be there, I could see it linking easily to an article without the [n], too.

However, I can even motivate saying "an historic" if the [h] sound reduces and becomes voiced (less sibilant) but is still felt to be there. This, I think, is what I usually say. Why? On the one hand, the first syllable of "historic" is reduced (the stress falling clearly on the second syllable of the word) and the [h] sound becomes voiced between the article (comprised of two voiced sounds, with the [n] also nasal) and the following vowel sound. On the other hand, I am aware of, or at least anticipate, some aspiration, especially since the [h] sound is soon followed by an aspirated [s] sound (actually an aspirated [st] cluster) in the next syllable. When I stop to think about it, it feels like it could go either way, with "an historic" intuitively working the easiest for me. I recently heard someone say, "Well, that was *an hysterical* thing to do!" Is something along the same lines happening here?

The relationship of the possible vowels of the article with the possible ones in the "hi-" syllable might also be

important here--it could be said that assimilation is working forwards and backwards, reciprocally, in this case. A final possibility might be this: whether I say "a" or "an", the vowel of the article is a reduced one preceding a noun. The [n], if it is produced, might actually serve as the initial spoken consonant of the "historic" that follows: "a nistoric".

Now this analysis is based on introspection and fallible consciousness of my native English ability; but clearly, if I want to understand why I say what I say, perhaps I had better understand just what it is I actually do say before I refer to rules set down purporting to be about the grammar of English (often prescriptive rules for Written English at that).

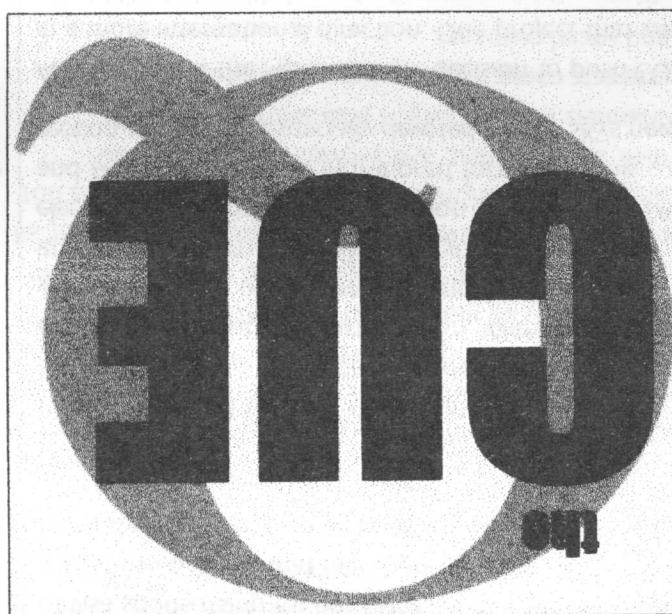
With the case of another word beginning in [h], "a hotel", I know I do not say "an hotel" because even though the first syllable "ho-" is not as stressed compared to the second "-tel", the vowel in the first does not reduce to the neutral, unstressed schwa and the initial [h] stays an aspirated one. That seems to be the rule operating for me in this case. I have encountered people who claim that "an hotel" is natural for them because they drop the initial [h] sound--perhaps reflecting a French influence here? Is such a normal pronunciation by some considered pretentious or pseudo-learned by others?

I do have to wonder why someone who says "an 'otel" (with no pronounced [h]) would find it peculiar for someone else to say "an 'erb tea". Let's all be tolerant of how others speak, shall we? Before we question someone else's English just because it does not conform to our own (or conform to our prescriptive consciousness of our own), let's consider: (1) variation can be psycholinguistically motivated; (2) it can be found in the corpus data; and (3) it is the reality of language across registers, dialects, idiolects, ingroup jargon and slang, and linguistic modes (spoken or written). Here's to a celebration of an expressive multilingualism and a plurality of usage within our wonderful language, English!

## CUE SIG NEWS

### THE YEAR IN REVIEW, PLANS FOR 2000

#### Alan Mackenzie, CUE SIG Coordinator



CUE is on a Roll!

Our publication, *On CUE*, is a huge success. Our

membership is up. We are building a strong interna-

tional profile and a close-knit online community. We

have laid the foundations for a successful mini-confer-

ence in 2000 and are planning publishing projects

through 2001. From a largely passive past, the College

and University Educators' (CUE) SIG has had one of its

most active years yet, and is looking forward to being

even more active in the year 2000.

#### A Look Back at 1999

This year has been extremely busy for CUE. It has seen

our involvement as co-sponsors of three mini-confer-

ences and a featured speaker at the JALT 99 interna-

tional conference. It has also included the successful

publication of three issues of *On CUE*. Our particular

successes this year have been the great response to the

CUE presentations at the Testing and Assessment

conference (co-sponsored by the Teacher Development

SIG and the IATEFL Testing and Assessment SIG) and the

Kansai mini-conference, "Cradle to College." CUE

participation was also highly evident in the C@lling Asia

conference and at JALT '99. Our featured speaker,

Susan Steinbach, was highly rated by many who saw

#### CMN-Talk Talks

dance.

conference. No mean feat considering the low atten-

members to CUE at the table in the SIG area of the

future. We also managed to recruit a further 19 new

editing of *On CUE* and become more active in the

meeting saw many people volunteer to help out in the

people in attendance. The energy generated at this

participation in our AGM this year, with over twenty

our otherwise high profile at JALT 99 served to increase

(perhaps more a scheduling quirk than anything else),

Although the CUE Forum was relatively lightly attended

using technology in the classroom.

one-on-one communication with Susan and others

her speak, and the CUE Forum offered a rare chance for

#### Renewal and Growth at On CUE

e-mail discussion list).

issue of *On CUE* for more information on the CMN-Talk

taking. (Note: see the *Cyberpipeline Column* of this

gentler, but no less analytical tone the list is now

discussions should sign on again to experience the

well. Anyone scared off by earlier, overly argumentative

harmonious start, the list appears to be policing itself

There is no shortage of opinion, but after a less than

conferences and presentations within conferences.

EFL in Japan, discourse styles, different formats for both

of topics. Recently we have been discussing the state of

now enjoying a lively mixture of discussion on a number

Our mailing list, CMN-Talk, has finally lifted off and is

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CILT in the UK so that the content of *On CUE* finds its way into databases that allow for dissemination worldwide. We believe that *On CUE* has the potential to become a world-class teaching publication for college and university educators, and all these steps bring us closer to seeing our journal expand its contributor base and its distribution network.

All credit for this year's *On CUE* (Volume 7, Issues 1-3) goes entirely to Charles Jannuzi and Bern Mulvey. They have helped take *On CUE* in new directions and will be missed next year, as they are devoting their energies to *Literacy Across Cultures*, a publication of the FL Literacy SIG of JALT. Both the editorial teams of *On CUE* and *LAC* hope to maintain strong links between the two journals through the occasional reprinting of articles, in the interests of mutual cooperation and broadening the readership for contributors' work. We are also investigating similar 'sister-relationships' with suitable overseas journals. Everyone involved in CUE would like to thank them for a job well done. We hope to continue their efforts at expanding the range, appeal, and quality of *On CUE*. At the same time, we would also like to give a warm welcome to the new publication board headed by editor-in-chief Michael Carroll. The other members of the publishing board who volunteered at the AGM in Maebashi (we think the wine may have played a part!) are: Silvina Ciccarelli, Joe Tomei, Debra Pappler, Mark Weinkle, Lisa Macleod, John McLaughlin and Steven Snyder. Also, Steven Snyder will be the new *Reviews* editor and Debra Pappler will be in charge of the *Opinion and Perspectives* section.

### A Look Ahead

The coming year will be another busy one for CUE, with a new editorial team for *On CUE*, our own mini-conference, a strong presence at both JALT and JALTCALL 2000, and other activities yet to be confirmed. We hope that CUE members take advantage of these great opportunities for personal and professional development.

Our primary goals for the remainder of this year and through 2000 are (1) increased membership and (2) increased international profile. To this end, we are sending representatives to the Thai TESOL mini-confer-

ence in December and to IATEFL in February in Dublin with promotional material for CUE.

CUE also hope to increase international involvement in the JALT National Conference by setting up a program of visa sponsorship for educators in developing countries. Any contacts that members could provide to facilitate this would be very helpful.

### New Directions

It was agreed at the CUE AGM that decisions about CUE plans for the future be more democratic. Democracy is about informed participation. With that in mind, we hope to step up the amount and quality of the information we make available to you, both in the electronic form on e-mail discussion lists like CMN-TALK and JALT-TALK but also in the print form, with this section of *On CUE* especially devoted to our SIG's news.

Also ratified at the AGM was the decision to push CUE in a more international direction. One project that we would like help with is contacting organizations with a focus on colleges and universities in other countries. With the expansion of the Internet, the possibilities for international collaboration on publication, research and conferences are endless.

To aid professional collaboration, we are currently working on the mechanics behind a research database which will simultaneously be a form of online CV for CUE members and a way to find others with similar research interests for collaborative projects. Hopefully, all CUE members interested in research and publishing (which should be all CUE members!) will participate in this new online venture.

### The CUE Forum At JALT 2000

The CUE Forum is already a permanent fixture on our annual calendar. CUE's mini-conferences and forums aim to attract and involve as many college and university educators as possible. However, in order to do this we need to know what they/you want. What themes would you like to see a future mini-conference/Forum on? What formats should they take? Should we invite featured speakers? If so, do you have any suggestions? Do you have any other questions you think should be discussed? Please send your ideas and replies to Eamon

## CUE SIG MINI-CONFERENCE: ANNOUNCEMENT AND CALL FOR PAPERS

### CONTENT AND FOREIGN LANGUAGE EDUCATION: LOOKING AT THE FUTURE

**Eamon McCafferty, CUE SIG Programme Chair**

Call for Papers

Where: Keisen University, Tama Center, Tokyo

When: Sat 20th-Sun 21st May 2000

**Submission Deadline:** If you wish to present at the conference, the deadline for submissions is 29 February 2000.

**Pre-Registration Deadline:** Guarantee yourself a place. Register by 1 April 2000. Proposals are invited for presentations, posters, sessions, workshops, roundtables and demonstrations on the theme of content-centered language learning.

To further our goals we have planned a mini-conference on the 20th and 21st of May 2000 at Keisen University, Tama Center, West Tokyo, on the topic "Content and Language Education: Looking at the Future." We hope this specially focused conference will appeal, not only to English teachers using, or wanting to use content-based approaches in their classrooms, but also to content area teachers teaching in English around the world in foreign language settings.

#### The CUE Mini-Conference

Our vision for the future is of a dynamic national and international network of tertiary educators who teach in language settings different from their native language that can make a real difference in tertiary education. We see the scope of CUE as broadening to both create an autonomous support mechanism for all university educators teaching in a language that is not their students' first, and provide communication channels through which educators with specific interests come together for research, developmental and social purposes.

A further aim of the current executive board is to attempt to mobilize the near 300 members of CUE around the country to contribute concretely to the development of the organization and to help it grow in both stature and influence.

#### Our Aim is True

<eamon@gol.com>  
McCafferty, CUE SIG Programme Chair,

All in all we are in for a busy year: the mini-conference, our usual strong presence at JALT 2000 and various regional events, continuing development and publication of *On CUE*, mini-conference proceedings (hopefully free to all CUE members) and the launch of the CUE Research Database in spring. I think you'll agree we are worth your 1,500 yen? However, we can always use more hands. CUE (and of course JALT) only works because individuals decide to help out. The more involved the membership, the better the organization and the more those involved members benefit from their membership. Please consider getting more for your money: contact the Coordinator, Alan Mackenzie <asm@typphoon.co.jp> to discover what you can do for CUE and what CUE can do for you.

#### CUE Needs You

(Note: see the full call for papers below.)

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

CUE web-site:

This major event in the JALT calendar has already attracted a lot of interest and hopes to attract 250-300 participants for a two-day exploration of content-centered teaching and learning including presentations, workshops and student and teacher poster sessions. The deadline for submitting proposals for the conference is February 29th and the pre-registration deadline is April 1st. Detailed information can be found at the CUE web-site:

The scope of the conference includes content- and theme-based education, sheltered- learning, and content classes taught in the learner's second language, with possible connections to skill-based learning and the learning of foreign languages for specific/special purposes (e.g. ESP, EAP).

The aim of the conference is to explore how such approaches to learning language are being implemented in Japan and neighboring countries, what issues arise from their implementation and what future they have within individual classrooms, institutions and education systems. It is also the aim of the conference to offer practical, hands-on workshops to help participants conceive, plan, and implement their own content-centered courses.

During the conference, we hope to find answers to such questions as: What language and language-learning theories lie behind content-centered approaches? What forms can content-centered learning take? What content can be used/ is being used now? What methods can be used to access content? What materials design issues are involved? How can traditional textbooks be exploited to enhance their content value? How is a content-based class, course, or program planned, implemented, and assessed?

Details are available on the WWW at: <<http://www.wild-e.org/cue/conferences/content.html>>

Interested parties and volunteers should contact CUE Programme Chair: Eamon McCafferty, Green Hill Mukougaoka, #301 5-4-6, Masugata, Tama-ku, Kawasaki shi, Kanagawa, Japan 214-0032; e-mail: <[eamon@gol.com](mailto:eamon@gol.com)>.

Proposals should include: 1. Presenter's name 2. Professional affiliation 3. Contact address, telephone/fax numbers, e-mail address 4. Title of presentation 5. Type (presentation, demonstration, roundtable (45 mins), workshop (2 hours), poster session (two-day display in high traffic area)). Formats negotiable. 6. Equipment needed (OHP, video, audio) 7. Summary of presentation (maximum 200 words). For inclusion in the event's program please provide: 8. a short summary (75 words) and 9. biographical data (25 words per presenter).

A facility for online submissions is available at: <<http://www.wild-e.org/cue/conferences/submissions.html>>

## BULLETIN BOARD

### NEWS, ANNOUNCEMENTS, CALLS FOR PAPERS

**Compiled and Edited by Charles Jannuzi with Michael Carroll**

#### I. CALLS FOR PAPERS

(Note: For the contact details of some calls for papers, see the corresponding conference listed under "Conferences and Bookfairs".)

##### A. IATEFL ESP SIG WORKSHOP CONFERENCE

25-27 February 2000

VHS Bielefeld, Germany "Common Threads and Differences between Business English and ESP.

Deadline for submissions: 30 November 1999

##### B. SECOND SYMPOSIUM ON SL WRITING

15-16 September 2000

Purdue University, West Lafayette, Indiana, USA

Proposals for papers (20 minutes) and poster sessions

invited. Any topic related to second language writing is welcome. We especially encourage proposals that focus on second or foreign languages other than English, English as a foreign language, and instructional contexts other than higher education. We also encourage proposals from non-native speakers of English. Deadline: 1 December 1999.

##### C. GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS (GURT) 2000

4-6 May 2000

Georgetown University, Washington, D.C.

"Linguistics, Language, and the Professions"

Deadline: 10 December 1999



Contact: < tana@gusun.georgetown.edu > OR  
< alatisj@gusun.georgetown.edu

#### D. CASE STUDIES IN TESOL: JOURNAL WRITING IN

TESOL (a volume in the TESOL Practice Series)

Extended call for submissions: Case studies involving

exemplary and/or innovative uses of journals in lan-

guage classrooms in a broad range of TESOL settings,

especially from Asia, are sought for this volume.

Deadline extended until 31 December 1999.

Contact the editors: < JillBurton@unisa.edu.au > or

< MichaelCarroll@kyoko-u.ac.jp >

< http://www.tesol.edu/pubs/author/casesstudies/ >

#### E. CAMPUS-WIDE INFORMATION SYSTEMS (CWIS)

CWIS is a quarterly journal about technology develop-  
ments at colleges and universities around the world. It

seeks articles that highlight creative uses of technology

both in the classroom and for student and other

administrative services. More info. about CWIS is

available at: < http://www.mcb.co.uk/cwis.htm >

Submission deadline for next issue : 15 January 2000

Contact: Les Lloyd, Editor < lloyd@Rollins.Edu >

#### F. JALT 2000: TOWARDS THE NEW MILLENNIUM

2 - 5 Nov. 2000

Shizuoka, Japan

Preferred method is to submit online (and last year this

method worked great!) so go to:

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

For a paper version of the Call for Submissions, see your

issue of *The Language Teacher*.

Deadline: 15 January 2000 (by midnight)

Note: (1) the all-important deadline is two weeks

earlier this year and (2) whether you submit online at

the website, on a floppy disk, or in paper form, the

deadline is still the 15th.

#### G. JOURNAL OF THE ASSEMBLY FOR EXPANDED

PERSPECTIVES ON LEARNING (JAPEL) solicits submis-

sions for its sixth annual edition. JAPEL solicits theory-

grounded manuscripts that discuss pedagogical

concerns focusing on topics that extend beyond

currently accepted attitudes toward, and paradigms of,

language. We invite an exploration of subjects that

range over but are not limited to: emotion, imagery,

kineshetics, ecofeminism, situated knowledge, medita-

tion, healing and inspiration.

Deadline: 15 January 2000  
Contact: Kristie S. Fleckenstein, Co-Editor, JAPEL, Dept.  
of English, Ball State University, Muncie, IN 47306-  
0460 < kflecken@gw.bsu.edu >

#### H. FLEAT IV IN KOBE

29 July to 1 August 2000

Kobe, Japan

The 4th International Conference on Foreign Language  
Education and Technology: 'Language Learning and

Multimedia: Bridging Humanity and Technology'. Not

limited to technology in language learning and

teaching, but also cognitive processes of language skills

cross-cultural aspects of language learning, first and/or

second language acquisition, and related areas. Papers

from Asia, in English or Japanese, especially welcomed.

Deadline: 20 January 2000

Contact: < fleatsnb@kobec.ac.jp >

< http://www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html >

#### I. FIRST INTERNATIONAL CONFERENCE ON LAN- GUAGE AND CULTURE OF THE CARIBBEAN

27-29 June 2000

Santiago de Cuba, Cuba

"The Teaching of Languages of the Caribbean and

Language-Culture"

Deadline: 31 January 2000

Contact: Prof. Humberto San Pedro Soto

< sanpedro@hjs.us.edu.cu >

J. KATA, IS A REFEREED JOURNAL PUBLISHED twice a  
year in December and June by the Faculty of Letters,  
Petra Christian University, Surabaya, Indonesia. It

presents articles on the study of language and litera-

ture. Its overriding objective is to provide a forum for

scholars and practitioners within any of the various sub-

specialties of the discipline to address a broad cross-

section of the profession. Appropriate subjects include,

but are not limited to: the dissemination of well-

conceived analyses, studies, application of theories,

research reports, material development reviews, critical

theory, rhetoric, and pedagogy. An attempt is made to

maintain a balanced coverage of language, literature,

and teaching issues; no area is less welcome than any

other, as long as the topic is of general interest within

the profession.

More info: < http://faculty.petra.ac.id >

Deadline: 15 February 2000 (for June publication)

Contact: <kata@peter.petra.ac.id>

#### K. RELC NEWSLETTER

(For free subscription to the Newsletter, contact

<purelc@mbox4.singnet.com.sg>)

Authors Sought for Environmental Education Book, A South East Asian version of a Philippines-based environmental education/English textbook is being planned.

Writers from SEAMO countries are wanted.

Contact: Mr William Wang, RELC Publications Manager, at <purelc@mbox4.singnet.com.sg>.

## II. CONFERENCES AND BOOKFAIRS

(Note: some conferences have corresponding calls for papers--be sure to cross-reference.)

#### A. JALT TOKYO METRO MINI CONFERENCE

5 December 1999 (Sun. 9:30AM-5:00PM)

Komazawa University, Tokyo

"Reading: An Overview" Register on site.

Contact David Brooks: <dbrooks@planetall.com>

Takako Suzuki: t/f: 0424-16-1460

#### B. THE 20th THAILAND TESOL INTERNATIONAL CONFERENCE

20-22 January 2000

The Hotel Sofitel Raja Orchid, Khon Kaen, Thailand

"Reflections on the past--projections for the future"

Contact: Thailand TESOL at Tel. 66-2-2186027, 66-2-2186100

<naraporn.c@chula.ac.th> or

<nsuchada@chula.ac.th>

Deadline for pre-registration: 30 December 1999.

#### C. FUKUOKA JALT BOOK FAIR 2000

30 January 2000 (Sun. 10AM-5PM)

5-minute walk from Hakata Station

Contact: Bill Pellowe <billp@gol.com>

Tel 092-883-3688, Fax 092-415-2295

<http://kyushu.com/jalt/bookfair>

#### D. KANSAI BOOK FAIR

6 February 2000 (Sun. 10AM-4PM)

Kobe YMCA

Presentation slots (50 minutes each) available.

Contact: Alan Mackenzie <asm@typhoon.co.jp>

#### E. NEPAL ENGLISH LANGUAGE TEACHERS' ASSOCIATION (NELTA) 7TH INTERNATIONAL CONFERENCE

25-27 February 2000

Kathmandu, Nepal

"Revisiting Teacher training"

Contact: General Secretary, NELTA, GPO BOX NO.

11110, Kathmandu, Nepal

Mr. Ganga Ram Gautam <qep@wlink.com.np>

Dr. Jai Raj Awasthi <awasthi@jai.wlink.com.np>

Mr. Ram Ashish Giri <ra-giri@nelta.wlink.com.np>

#### F. ESP SIG of IATEFL WORKSHOP CONFERENCE

25-27 February 2000 VHS Bielefeld, Germany

"Common Threads and Differences Between Business English and ESP"

Contact: J. Wolfgang H. Ridder

<jwh.ridder@t-online.de>

t: +49(0)521/51-2331 f: +49(0)521/51-3431

#### G. TESOL 2000: NAVIGATING THE NEW MILLENNIUM

14-18 March 2000, Vancouver, BC

Contact: <conv@tesol.edu>

<http://www.tesol.edu/>

#### H. GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS (GURT) 2000

4-6 May 2000

Georgetown University, Washington, D.C.

"Linguistics, Language, and the Professions"

Contact: <tana@gusun.georgetown.edu> OR

<alatisj@gusun.georgetown.edu>

#### I. THE FAR EAST ENGLISH LANGUAGE TEACHERS' ASSOCIATION THIRD BIENNIAL CONFERENCE

June 15-18, 2000, Vladivostok, on the theme "People,

Languages, and Cultures in the Third Millennium. For

further details, please contact: Stephen M. Ryan

<RX1S-RYAN@asahi-net.or.jp>

#### J. FLEAT IV IN KOBE

29 July to 1 August 2000

Kobe, Japan

The 4th International Conference on Foreign Language

Education and Technology: 'Language Learning and

Multimedia: Bridging Humanity and Technology'.

Not limited to technology in language learning and

teaching, but also cognitive processes of language

skills, cross-cultural aspects of language learning, first

and/or second language acquisition, and related areas.

Papers from Asia, in English or Japanese, especially

welcomed.

Deadline: 20 January 2000

Contact: <fheatsnb@kobec.ac.jp>

<http://www.hll.kuic.kansai-u.ac.jp:8000/fheata4.html>

### K. SECOND SYMPOSIUM ON SL WRITING

15-16 September 2000

Purdue University, West Lafayette, Indiana, USA

<http://icdweb.cc.purdue.edu/~silvat/symposium/>

Contact: Paul Kei Matsuda

< pmtsuda@purdue.edu >

<http://omni.cc.purdue.edu/~pmtsuda/>

### L. JALT 2000: TOWARDS THE NEW MILLENNIUM

2 - 5 Nov. 2000

Shizuoka, Japan

<http://www.jalt.org>

(Note: CUE SIG will hold its Forum and its AGM as well

as be a part of numerous related presentations--keep a

look out in the pages of *On CUE* and on CMN-Talk list

for more details).

### III. OFFERS

#### A. PAPYRUS NEWS

*PV* is a distribution list devoted to the global impact of information technology on language, literacy, and

education.

To subscribe: send the message

"subscribe papyrus-news Yourfirstname Yourlastname"

(without the quotation marks, and substituting your

own name for Yourfirstname Yourlastname) to

<listproc@hawaii.edu>.

For further information, see:

<http://www.ill.hawaii.edu/web/faculty/markw/

papyrus-news.html>.

Mark Warschauer <markw@hawaii.edu>

<http://www.ill.hawaii.edu/markw>

#### B. THE AGORA NEWSLETTER

"Much more than a marketplace: a religious site and

springboard for the organization of society, an indis-

pensable setting for the birth of democracy."

<agoranews@agorallang.com>

<http://agorallang.com/agora/

agoranews\_current.html>

Contact: Carolyn Fidelman <cgf@agorallang.com>

#### C. LANGUAGE LINK

The ERIC Clearinghouse on Languages and Linguistics

(ERIC CLL) is pleased to announce the publication of

*Language Link*, a quarterly online newsletter about

foreign language education, English as a second

language, bilingual education, and linguistics. Profiles

of relevant books, journals, and recent ERIC documents

will follow a feature article on a given theme. Each issue

will also feature news from ERIC partners and the ERIC

system, as well as information about upcoming confer-

ences and links to organizations and publishers. To

subscribe to *Language Link*, send a message to

<langlink-on@mail-list.cal.org>. Please leave the

subject and message fields blank. You will then receive

a welcome letter along with subscription option

information.

Contact: <linkeditor@cal.org>

#### D. RELC NEWSLETTER

(For free subscription to the Newsletter, contact

<purelc@mbbox4.singnet.com.sg>)

Authors sought for environmental education book, a

South East Asian version of a Philippines-based environ-

mental education/English textbook is being planned.

Writers from SEAMO countries are wanted.

Contact: Mr William Wang, RELC Publications Manager,

at: <purelc@mbbox4.singnet.com.sg>.



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## OFFICER CONTACT INFORMATION FOR 2000

FEEL FREE TO CONTACT YOUR OFFICERS ABOUT YOUR SIG.

### The CUE SIG of JALT Executive Board

Alan Mackenzie, CUE SIG Coordinator

Waseda/Sophia/Keisen Universities, Riverside Heights,

2a; Yaguchi 3-12-12, Ota-ku, Tokyo 146-0093

Tel/Fax: 03-3757-7008

E-mail: <asm@typhoon.co.jp>

Steven Snyder, Treasurer

Miyazaki Women's Junior College, 1415 Hei, Kano,

Miyazaki-gun, Miyazaki-ken 889-1605

Tel: 0985-85-7161 (h) 0985-85-0146 (w)

Fax: 0985-85-7161 (h) 0985-85-0101 (w)

E-mail: <tomobear@m-surf.or.jp>

Eamon McCafferty, Program Chair

Green Hill Mukogaoka 301, Masugata 5-4-6,

Tama-ku, Kawasaki-shi 214-0032

Tel/Fax: 044-934-8723

E-mail: <eamon@gol.com>

Hugh Nicoll, Membership Chair

Miyazaki Koritsu Daigaku, 1-1-2 Funatsuka,

Miyazakiishi 880-8520

Tel: 0985-22-8812 (h)

0985-20-2000, ext 1306 (w)

Fax: 0985-20-4807 (w)

E-mail: <hnicoll@funatsuka.miyazaki-mu.ac.jp>

Bern Mulvey, Publications Co-Chair/On CUE Co-Editor

Charles Jannuzi, Publications Co-Chair/On CUE Co-

Editor (both until 31 December 1999)

Fukui University, College of Education, Bunkyo 3-9-1,

Fukui-shi 910-8507

Tel: 0776-23-0500 (w)

E-mail: <mulvey@edu00.f-edu.fukui-u.ac.jp>

<jannuzi@hotmail.com>

Michael Carroll, Publications Chair/On CUE Editor

Kyoto University Of Education, English Dept., 1 Fujino-

mori-Cho, Fukakusa, Fushimi-Ku, Kyoto 612-0863

Tel: 075-723-1275 (h)

075-645-1734 (w)

Fax: 075-644-8240 (w)

E-mail: <michael@kyokyo-u.ac.jp>

### On CUE Editorial Advisory Board

Susan Phillippoussis <sphilipp@miyazaki-mic.ac.jp>

Joseph Tomei <jtomei@kumagaku.ac.jp>

Debra Pappler (Opinion and Perspective Editor)

<nomad1@gol.com>

Mark Weinkle <toonomads@hotmail.com>

Lisa MacLeod <macleod@gol.com>

Greg O'Dowd <godowd@scc.u-tokai.ac.jp>

John McLaughlin <jmcl@gol.com>

Steven Snyder (Reviews Editor)

<tomobear@m-surf.ne.jp>

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