

On CUE

For the Language Professional in Higher Education

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Conferences

Global Issues in Language Education One-day Workshop
Sept. 24, Tokai University, Sapporo, Hokkaido
www.crosswinda.net/~hyrejalt/hokkaido/JALTPage/

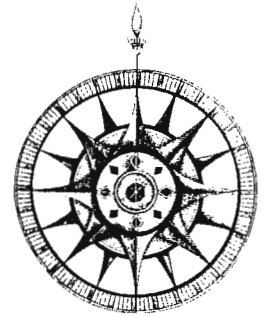
Casting the Net: Diversity in Language Learning and Learning.

Korea TESOL Annual Conference,
Sept 30-Oct 1 Taegu, South Korea.
<http://www.kotesol.org/conference>

Towards the New Millennium
JALT 26th Annual International Conference on
Language Teaching and Learning, Nov. 2-5,
Shizuoka, Japan
<http://www.jalt.org>

Thoughts to Ponder

"Values are the basis of a people's identity—their sense of peculiarity as members of the human race. All this is carried by language...the collective memory bank of a people's experience is history...language carries culture and culture carries...the entire body of values by which we come to perceive ourselves and our place in the world."
from "Decolonizing the Mind: The Politics of Language in African Literature" by Ngugi Wa Thiong'o



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Magellan K.K. are Independent International Investment Advisers. We advise the long stay Educational Professional working in Japan, of whatever nationality, whether Language Teacher, Lecturer or University Professor on how best to use their privileged expatriate status to achieve their long term financial objectives.

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On CUE Call for papers

Aims

To provide a forum for the presentation and discussion of research, ideas and curriculum activities of broad interest to College and University Language Educators.

Types of Articles Sought:

Features

APA referenced articles with a focus on language education and related issues at tertiary level of up to 2,000 words

Criteria for feature articles

- consideration of issues likely to be perceived by college and university educators as relevant to language teaching in Japan
- well designed and well reported empirical research
- writing that situates issues within the context of relevant previous work, while refraining from quoting for the sake of quoting
- thought-provoking theoretical papers, provided clear practical implications are foregrounded

From the Chalkface

classroom applications, techniques and lesson plans, usually up to 1000 words

Research Digest

summaries of research published in university in-house publications, of broad interest to college and university educators

Opinion and Perspective

650 words; longer, coordinated, point-counter-point articles are possible

Reviews

reviews of books, textbooks, videos, presentations/workshops, films, etc. 600 words, 1500 words for scholarly review essays

Cyberpipeline

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

Focus on Language

a column in which the writer may ask/answer common questions about language that are of interest to teachers and learners. 250-600 words

Approximate Publication Dates:

July 31, Nov. 30, March 30
(Deadlines June 1, Sept. 1, Feb. 1)

Contact: Michael Carroll,
michael@kyokyo-u.ac.jp

** Category bending and innovation are also possible. Length guidelines are flexible.*

Officer Contact Information for 2000: Feel free to contact board members about your SIG

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Message from the Editor

Michael Carrol, "On CUE" Editor

CUE SIG News

In the second issue of On CUE this year, and our second as editors, we and the CUE executive have been mulling over a few changes. We inherited a steadily growing reputation, built up by the previous editors, Charles Jannuzi and Bern Mulvey, and before them, Jack Kimball. On CUE is in the process of acquiring ISSN status, thanks to Charles. A possible next step would be to introduce peer reviewing.

Peer reviewing in a nutshell:

A peer reviewed journal has a number of reviewers, the editorial board or review board, with expertise in a range of fields relevant to the journal's theme. Instead of the editor selecting articles, he or she sends each submission anonymously to one or two reviewers. Each reviewer evaluates the quality of the submission and makes one of three recommendations: publish, reject or publish after amendments. This is essentially the same process as the one involved in evaluating Master's or PhD theses. The purpose is to maintain a high standard by separating quality control from the day to day editorial responsibilities, in particular the need to meet deadlines. The anonymity is to allow a focus on content aside from the reputation of the writer (or any personal feelings between reviewer and writer). Refereed publications have higher status than non-refereed ones. This is important for writers' cvs, and may have a knock-on effect on the journal by attracting more submissions.

Back to On CUE

The question for CUE is whether we want to take this route. Over the last several years the quality of On CUE has been very high, at least as high as many refereed journals, so the aim would not be as much to acknowledge the quality as to enhance it. One advantage this kind of change might be to increase both the number of

submissions and the number of readers. The readership of On CUE is quite small at the moment, and in one sense does not give very much exposure to the writers, considering the amount of work that goes into producing a paper. On the other hand, having papers peer reviewed would entail more work and may result in having a longer gap between submission and publication.

The process

In order to get started on the road to peer reviewing, we'd need to establish a group of people interested in working together as a review board. In practice, of course, board members are quite independent. Their reviews are directed only to the writer and editor. Nevertheless, in order to set up such a system from scratch, some preliminary benchmarking work would need to be done, to establish the criteria on which papers would be evaluated, and to ensure that reviewers were operating from a broadly similar base.

What do you think?

On CUE is 'owned' by the members of CUE. What do you, the members, think about this? We'd welcome any comments, in favour, against, or simply ruminative.

Contact: Michael Carroll at
michael@kyokyo-u.ac.jp

CUE 2000: Conference Report

*Edited by Alan Mackenzie, CUE Coordinator and
Conference Chair*

Introduction

All who attended the CUE conference in May agreed that we had a great weekend. The atmosphere was congenial, the group sizes cozy, the facilities comfortable, and the hospitality outstanding. Keisen University proved an able and warm host and there were even suggestions that a future national conference be held there. We'll have to wait and see about that, but as far as CUE and the other SIGs involved were concerned, we were very happy with the event.

After the event, we asked two of the conference attendees to review it for us. Since Kay Hammond and Greg Goodmacher attended a number of presentations on both days of the conference, they are in a good position to give the CUE membership an overview of what happened, and suggest changes for future events.

Review 1: Greg Goodmacher

The College and University Educators special interest group sponsored the "Content and Language Education: Looking at the Future" conference at Keisen University in Tokyo on May 21 and 22. This conference was, for many reasons, one of the best conferences that I have attended in over six years of teaching and attending conferences in Japan.

The presentations focused on content-based language instruction from both highly theoretical perspectives and very practical applications. Members of the College and University Educators, Global Issues in Language Education, Gender Awareness In Language Education, Materials Writers, and Pragmatics special interest groups of JALT presented their valuable experiences with content-based language education.

No famous international speakers presented at this conference. The presenters were teachers in Japan who are researching and learning about combining content and language educa-

tion. As a result, attendees received a well-rounded education about diverse issues in content-based education that relate directly to many of our teaching situations.

The atmosphere of this conference was serious, yet it was more personal than the national JALT conferences. Less than two hundred people attended this event. Because of the smaller number of attendees, we had more chances to ask questions and interact with each other. This interaction led to several highly spirited discussions in which presenters were actively challenged to defend their positions.

The host institution, Keisen University, gave tremendous support to the conference. By providing a free bus service at fifteen minute intervals, Keisen University staff made reaching the university from the train station and hotels convenient and comfortable despite the rain. Keisen University even generously arranged for cafeteria staff to provide free lunches on Saturday. Slurping noodles and discussing teaching, we relaxed together in the cafeteria. This calm atmosphere promoted bonding and informal but useful conversations.

The location of the conference also contributed to the relaxed feeling. The university is in a quiet area away from the noise and bustle of Tokyo City. Keisen is an attractive campus with a lot of foliage. The facilities were clean and impressive. Classrooms were equipped with much of the latest technology. The presentation rooms were all within a short walk from each other, so finding them was easy and fast. Each special interest group that participated in the conference had its own room. This helped attendees to quickly get where they wanted to be.

The social gathering of the conference was "The CUE Jump." Held on Saturday evening, the party was a great chance for everyone to get

to know each other outside of presentations. The food was good, and the excellent French, Australian, and Californian wine caused the lowering of affective filters.

The one negative point of the conference was that some of the time slots for presentations were only forty minutes long. This short period was inadequate for giving a solid presentation and for encouraging substantial discussions. However, the organisers have plans to rectify this situation at the next CUE conference, which promises to be another rewarding experience.

Review 2: Kay Hammond

A conference about teaching at the university level may seem a bit daunting to someone who does not teach in the university circle. This was the perception I held before attending the CUE conference held on May 20th/21st at Keisen University; however, that soon changed. I found most of the presentations I attended to be well presented and very accessible to someone who aspires to teach at a university.

There were several presentations that I found particularly interesting. "*Re-inventing the wheel: Considerations in designing a content-based course*" by Greg O'Dowd, gave a comprehensive overview of theoretical, social and institutional considerations when planning a content-based course. This was one of the first sessions of the conference and as such gave an excellent framework from which to appreciate later sessions.

Another impressive session was "*Every picture tells a story*" by John Small. This was a well-paced session with easy to follow handouts. The focus was on the use of telling and re-telling stories to encourage fluency and confidence in students. The contents of this presentation were given in such a way as to be immediately applicable in my classes. There was also a discussion of how to vary the material to suit different levels.

The presentation that remains most vivid to me was "*From design to assessment: Topics of personal development in a content-based program*" by Trudie Heiman. Samples of students' writing on personal topics such as "One hundred things I want" or "One hundred things I

want to get rid of" allowed me to see some of the depth of character behind the sea of faces in a Japanese class. As workshop participants, we were invited to start writing our own lists. The personal depth of the topics in addition to the enthusiastic presentation of this workshop made a lasting impression.

The Saturday night social event "The CUE Jump" provided a relaxing time to catch up with people who had been diving into different workshops during the day. The event was well catered for and there was plenty left over to extend the feast to breakfast the next day.

There were a couple of points that I thought could have been improved. Firstly, the interesting contents of some sessions were dulled a little by presenters who adopted the style of reading from their handouts rather than presenting the material. Secondly, although there was a variety of featured publisher presentations between sessions, many sessions went over their allotted time and thus it was sometimes difficult to attend those presentations.

The final event of the conference was a group evaluation session. This provided an excellent opportunity for participants to express conclusions, positive and negative, about the conference. In general many participants expressed their satisfaction with the conference and appreciation of the generosity shown by Keisen University in hosting the event. I thoroughly enjoyed the conference and I will certainly be CUEing up for the next one.

CUE Conference 2001
Developing
Autonomy
May 12-13th
In Shimizu City, Shizuoka,
at Miho Koshukan of
Tokai University.
(Pre-registration only)

Conference Calendar

Edited by Alan Mackenzie

August 2000

24-26 International colloquium on Instructed second language learning, Brussels, Belgium Contact: Geraldine De Visscher. Fax: +32 2 629 3684. Email: geraldine.de.visscher@vub.ac.be; Web: <http://www.vub.ac.be/CLIN/confres/>

31-2 Sept '00 EUROCALL 2000, Dundee, Scotland Contact: Jonathan Payens, EUROCALL Office, The Language Institute, University of Hull, Hull HU6 7RX UK. Fax: +44 1482 473 816. Email: eurocall@hull.ac.uk; Web: <http://dbs.tay.ac.uk/eurocall2000/>

September 2000

1-3 An international conference on the theory and application of diagrams, Edinburgh, Scotland Contact: Web: <http://www-cs.hartford.edu/~d2k/>

2-10 Conference and courses on new theoretical perspectives on syntax and semantics in cognitive science, Dubrovnik, Croatia Contact: Email: ctt.cogsci@fsb.hr

4-6 Language in the mind? Implications for research and education, Singapore Contact: Conference Secretary, Language in the Mind? Dept of English Language & Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570. Email: ellconlk@nus.edu.sg; Web: <http://www.fas.nus.edu.sg/ell/>

4-6 2nd National congress on foreign language teaching policy, Applied Linguistics Association of Brazil, Pelotas, Brazil Contact: Web: <http://atlas.ucpel.tche.br/~alab/>

4-7 NEW SOUNDS 2000, University of Amsterdam and University of Klagenfurt. Fourth International Symposium on the Acquisition of Second-Language Speech. Contact: Secretariat, New Sounds 2000, Department of English, University of Amsterdam, Spuistraat 210, 1012 VT Amsterdam, The Netherlands e-mail: newsounds@hum.uva.nl

5-10 7th European Summer Seminar in Intercultural Studies, "Building Communication in Europe: People and Organizations." Institute for Intercultural Communication in association with SIETAR Europa. Krakow, Poland. IIC Seminar administration, Marnixstraat 154-1, 1016 TE Amsterdam, The Netherlands. Tel. +31-20-6242212. Fax +31-20-6241513. E-mail: bvhouten@euronet.nl.

7-10 Second Language Research: Past, Present and Future, University of Wisconsin-Madison, Second Language Research Forum. Madison, Wisconsin. Hanh Nguyen. E-mail: slrf2000@studentorg.wisc.edu. Web site: <http://mendota.english.wisc.edu/~SLRF/>

7-10 SLRF: Second Language Research Forum, Madison, Wisconsin, USA Contact: Applied Linguistics Students Association (ALSA), SLRF Committee, University of Wisconsin-Madison, Dept of English, 7187 H.C. White Hall, 600 North Park St, Madison, WI 53706-1475 USA. Email: slrf2000@studentorg.wisc.edu; Web: <http://mendota.english.wisc.edu/~SLRF/>

7-10 10th Annual Conference of the European Second Language Association (EUROSLA 10), Krakow, Poland Contact: Web: <http://www.us.edu.pl/universitytet/konferencje/2000/filang/eurosla/EUROSLA2000.html>

7-9 Universitat de Barcelona and Universidad de Granada. IV International Conference on Languages for Specific Purposes, Barcelona, Spain. Contact Frances Luttikhuisen, Facultat de Geologia, Zona Universitaria de Pedrable, Universitat de Barcelona, 08028 Barcelona, Spain. Fax +34-93-402-13-40. E-mail frances@natura.geo.ub.es

7-9 Language Across Boundaries, British Association of Applied Linguistics (BAAL). 33rd Annual Meeting (preceded by BAAL Summer Schools), Cambridge, England. Andy Cawdell, Conference Contact. E-mail: andy.cawdell@BAAL.org.uk. M.C. Manning, Summer Schools Contact. E-mail m.c.manning@anglia.ac.uk. Web site: <http://www.BAAL.org.uk>

11-13 2nd International Conference in contrastive semantics and pragmatics (SIC-CSP 2000), Cambridge, UK Contact: Dr K. M. Jaszczolt, Dept of Linguistics, MML, University of Cambridge, Sidgwick Avenue, Cambridge CB3 9DA UK. Web: <http://www.newn.cam.ac.uk/SIC-CSP2000/>

14-17 First Annual Conference of the Association of Internet Researchers: The state of the interdisciplinary, Lawrence, Kansas USA Contact: Web: <http://www.cddc.vt.edu/aoir/>

15-17 New Challenges, Panama TESOL 14th Annual Conference, Panama City, Panama. Carlos A. King. Tel. +314-0366. Fax +314-0368 or -0369. E-mail: cking@sinfo.net

15-16 Symposium on Second Language Writing, West Lafayette, Indiana. Paul Kei Matsuda or Tony Silva, Department of English, Purdue University, West Lafayette, Indiana 47907-1356. Tel. 765-494-3769. E-mail: pmatsuda@purdue.edu. Web site: <http://iodweb.cc.purdue.edu/~silvat/symposium2000/>

20-23 9th International Conference on functional grammar, Madrid, Spain Contact: Dr Ricardo Mairal, ICFG9, Facultad de Filología, Dpto. de Filologías de Educación a Distancia, c/- Senda del Rey, S/N 28040 Madrid, Spain. Tel: +34 91 398 6819; Fax: +34 91 398 6826. Email: fgconference@vip.uned.es

22-24 INSOLICO '2000: 7th International Sociolinguistic Conference, Sofia, Bulgaria Contact: Emanuil Kostov, St Kliment Ochridski University of Sofia, Faculty of Slavic Philologies, BG-1504 Sofia, Bulgaria. Fax: +3592 946 0255. Email: emanuil@slav.uni-sofia.bg

22-24 5th TELRI Seminar: Corpus linguistics — how to extract meaning from corpora, Ljubljana, Slovenia Contact: Email: telri-admin@ids-mannheim.de; Web: <http://ml.ijs.si/telri00/>

22-25 TESOLANZ, The Seventh National Conference on Community Languages and ESOL, "Language: Continuity, Challenge and Change," Auckland, New Zealand. Helen Nicholls, 235 Mt. Albert Road, Auckland 1003, New Zealand. Tel. +0(0)9-6293606. Fax +0(0)9-6293613. E-mail hknich@iprolink.co.nz. Web site: <http://www.cmsl.co.nz/clesol2000/>

27-30 Learning 2000: Reassessing the virtual university, Roanoke, Virginia USA Contact: Len Hatfield. Email: len.hatfield@vt.edu; Web: <http://www.cddc.vt.edu/learning>

28-30 Changing Faces: Facing Change, TESL Canada and TESL Nova Scotia. TESL Canada 2000, Halifax, Nova Scotia. Sandra Heft. Tel. 902-861-1227. E-mail: smheft@navnet.net. Web site: <http://www.tesl.ca>

30-Oct 1 Casting the Net: Diversity in Language Learning and Learning, Korea TESOL. Annual Conference, Taegu, South Korea. Jane Hoelker, International Affairs Liaison. Seoul National University, Hoam #104 East, 239-1 Pongchon 7 dong, Kwanak-gu, Seoul 151-057, South Korea. Fax +82-2-871-4056. E-mail: hoelkerj@hotmail.com. Web site: <http://www.kotesol.org/conference>

October 2000

5-7 Image and Imagery: an international conference on literature and the arts, St Catharines, Ontario, Canada Contact: Image and Imagery Conference on Literature and the Arts, c/o Corrado Federici, Esther Raventos-Pons & Paolo Cianfrone, Dept of French, Italian and Spanish, Brock University, St. Catharines, Ontario, Canada L2S 3A1. Fax: +1 905 688 2789 (Attn: Esther Raventos-Pons). Email: image@www.brocku.ca

6-7 1st Freiburg workshop on Romance corpus linguistics: Spoken language corpora — state of the art, projects, and new perspectives, Freiburg im Breisgau, Germany Contact: Claus D. Pusch, Albert-Ludwigs-Universität, Romanisches Seminar, Werthmampplatz 3, D-79085 Freiburg im Breisgau, Germany. Fax: +49 761 203 3195. Email: pusch@uni-

freiburg.de; Web: http://omnibus.uni-freiburg.de/~pusch/korpus_2000/english.htm

- 6 6th Annual conference of the Humanities and Arts Higher Education Network: Subject knowledge and professional practice in the arts and humanities**, Milton Keynes, UK Contact: Kelvin Lack, Institute for Educational Technology, The Open University, Walton Hall, Milton Keynes MK7 6AA UK. Tel: +44 1908 653 488. Email: k.j.lack@open.ac.uk; Web: <http://iet.open.ac.uk/research/herg/index.htm>
- 6-8 Voices from the Classroom**. Angoltan, arok Nemzetközi Egyesület IATEFL Hungary. Pecs, Hungary. Proposal Deadline June 15, 2000. Eva Illes, Budapest 1146, Ajtosi Durer Sor 19-21, Hungary. Tel: +36-1-388-8326. Fax +36-1-252-2897. E-mail evailles@hotmail.com
- 8-9 Education Expo 2000**. Tokyo (Distance Learning Center)
- 7-12 The Structure of Learner Language: Information Structure, linguistic structure, and the dynamics of acquisition**. San Feliu de Guixols, Spain/European Research Conferences, European Science Foundation, and the Euroconferences Activity of the European Union. Valerie Allspach-Kiechel. E-mail vallspach@esf.org. Web site <http://www.esf.org/euresco>
- 12-13 Languages & The Media**. 3rd International Conference and Exhibition, "Converging Markets and Multimedia," Berlin, Germany. ICEF GmbH, Niebuhrstr. 69 A, 10629 Berlin, Germany. Tel: +49-30-327 61 40. Fax +49-30-324 98 33. E-mail languages-media@icef.com. Web site <http://www.languages-media.com>
- 13-15 Destination 21st Century: New Challenges**. ASCOCOPI (Columbian Association of Teachers of English). Conference, Cartagena, Columbia. Proposal Deadline May 31, 2000. JoEllen M. Simpson. Tel: +57-2-339-8497. Fax +57-2-333-0494. E-mail jsimpson@columbianet.net. Web site <http://www.ascocopi.edu.co>
- 14-15 The Center for Multicultural Literature for Children and Young Adults**. Third Conference, "Reading the World III," San Francisco, California. Bobbi Kyle, Registrar. Tel: 415-242-2451. E-mail bobbikyle@aol.com.
- 15-16 Challenge, Change, and Moving On: Living and Learning in a Culturally Diverse Society**. The Department of Education, Employment and Training, Victoria, Australia. Multicultural Education 2000, Melbourne, Australia. Contact Drina Andrews, Multicultural Education Manager. E-mail andrews.andrina.a@edumail.vic.gov.au
- 18-20 2nd International Conference on the Mental Lexicon**, Montreal, Canada Contact: Helene Kaufman, Centre de recherche, Institut universitaire de geriatrie de Montreal, 4565 chemin

Queen Mary, Montreal, Quebec H3W 1W5 Canada. Tel: +1 514 340 3540 ext. 4138; Fax: +1 514 340 3548. Email: kaufmanh@magellan.umontreal.ca; Web: <http://www.criugm.qc.ca/mentalexicon2000>

- 19-22 Teachers Working Together**. Mexico TESOL (MEXTESOL). Annual Conference, Aguascalientes, Mexico. Contact MEXTESOL, A.C., San Borja 726-2, Col. del Valle, C.P. 03100, Mexico D.F. Tel: +5-575-16-48. Fax +5-575-54-73. E-mail mextesol@mail.internet.com.mx. Web site <http://www.mextesol.uvmnet.edu>
- 21-22 Encouraging Strategic Classroom Applications**. INGED (Turkey). Adana, Turkey. Proposal Deadline June 16, 2000. Sehnaz Sahinkarakas, Yedigöller University, Adana 01330, Turkey. Fax +90-322-338-6275. E-mail ssehnaz@yahoo.com. Web site <http://www.ekmekci.com>
- 23-24 International conference on cognitive modelling in linguistics 2000**, Pereslavl'-Zalesskiy, Russia Deadline for abstracts: 1 September '00 Contact: Prof Valery Solovyev, Russia, 420140, Kazan, Fuchika str., 127-88. Tel: +7 8432 624 252 (home). Email: vladimir_polyakov@yahoo.com AND solovyev@tatincom.ru
- 26-28 SPEAQ Annual Conference, "Aujourd'hui * Demain * Tomorrow * Today"**, Quebec, Canada. Proposal Deadline May 31, 2000. Gisèle B. Veilleux, c/o SPEAQ, 7400 St-Laurent Boulevards, Suite 530, Montreal, QC, Canada. Tel: 514-271-3700. Fax 514-271-4587. E-mail speaq@aqops.qc.ca. Web site <http://station05.qc.ca/partenaires/speaq/>
- 26-28 Romance Languages and Linguistic Communities in the United States**. The Latin American Studies Center and Union Latina. International Conference, College Park, Maryland. S. Sosnowski, Director, Latin American Studies Center, University of Maryland, College Park, Maryland 20742. Tel: 301-405-6459. Fax 301-405-3665. E-mail al68@umail.umd.edu. Web site <http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/LAS/>
- 27-28 French Applied Linguistics Confederation: 3rd International Conference — Cognitive perspectives in applied linguistics and language learning/teaching**, Avignon, France Contact: Coordinator, Stephanie Clerc. Email: stephanie.clerc@univ-avignon.fr; Web: <http://u2.u-strasbg.fr/dilinet/cofdelcollo3.htm>
- 27-29 Independent Scholars: The Public Intellectuals of the Future**. National Coalition of Independent Scholars (NCIS). Raleigh, North Carolina. Thomas C. Jepsen, Program Chair, 515 Morgan Creek Road, Chapel Hill, North Carolina 27514-4931. Tel: 919-933-0377. E-mail tjepsen@mindspring.com. Web site <http://www.ncis.org>

November 2000

- 2-5 Towards the New Millennium**. JALT 26th Annual International Conference on Language Teaching and Learning, Shizuoka, Japan. Keith Lane, JALT Central Office, Urban Edge Building SF, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan. Tel: +81-3-3837-1630. Fax +81-3-3837-1631. E-mail jalt@gol.com. Web site <http://www.jalt.org>
- 3-5 JACET Annual Conference**. Okinawa
- 3-5 Best Practice in TEFL**. Egyptesol. Annual convention and book exposition, Cairo, Egypt. Deena Boarie, Convention Chair. Tel: +202-267-5677. Fax +202-267-5699. E-mail cde@intouch.com. Web site <http://www.egyptesol.org>
- 8-9 Multilanguage Congress: A way to promote the use of ITs, multimedia and language industries in lesser used languages**, San Sebastian, Spain Contact: Jokim Garatea, International Department, GAIA, C/ Camino Portueta, 14, Edificio Ibaeta 1, 20018, San Sebastian, Spain. Tel: +34 943 31 6666; Fax: +34 943 31 1066. Email: garatea@gaia.es
- 10-12 Art of ELT**. Slovak Association of Teachers of English (SAUA/SATE). Conference, Bratislava, Slovakia. Proposal Deadline May 31, 2000. Eva Tandlichová, Karam FFUK, Gondova 2, 81801 Bratislava, Slovakia. Tel: +421-7-5933-9119. Fax +421-7-366-016. E-mail tandlichova@phil.uniba.sk
- 10-12 2000: Changes and Challenges in ELT**. ETA-ROC (Taiwan). The Ninth International Symposium and Book Fair on English Teaching, Taipei, Taiwan. Johanna E. Katchen, Department of Foreign Languages, National Tsing Hua University, Hsinchu 30043, Taiwan. Tel: +886-3-5742705. Fax +886-3-571-8977. E-mail katchen@mx.nthu.edu.tw. Web site <http://www.helios.fi.nthu.edu.tw/~eta>
- 14-16 Language for Specific Purposes: Tuning in to the New Millennium**, Johor Bahru, Malaysia. The Director, LSP2000, Department of Modern Languages, Faculty of Management and Human Resource Development, Universiti Teknologi Malaysia, 81310 UTM, Skudai, Johor, Johor Darul Takzim, Malaysia. Tel: +607-5503304. Fax +607-5566911. E-mail khairi_izwan@hotmail.com. Web site <http://www.fppsm.utn.my/lsp2000/index.htm>
- 15-17 Learning to Teach: Approaches and Methods in Language Teacher Education**, Institute for Applied Language Studies. 8th IALS Symposium for Language Teacher Educators, Edinburgh, Scotland. Proposal Deadline July 31, 2000. Symposium Administrator, Institute for Applied Language Studies, The University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP, Scotland, United Kingdom. Fax +44-131-667-5927. E-mail ials.symposium@ed.ac.uk

15-19 Research & Practice in Professional Discourse, City University of Hong Kong. Abstract Deadline May 31, 2000. Tel: +852-2788-8209 or +852-2194-2625. Fax +852-2788-7261. E-mail Prof.Discourse2000@cityu.edu.hk. Web site <http://Prof.Discourse2000.cityu.edu.hk>.

16-19 Language Learners in the 21st Century: Every One, Every Day, Every Where, American Council on the Teaching of Foreign Languages (ACTFL). Annual conference, Boston, Massachusetts. ACTFL, 6 Executive Plaza, Yonkers, New York 10701-6801. Tel. 914-963-8830. Fax 914-963-1275. E-mail actflhq@aol.com. Web site <http://www.actfl.org/>.

17-19 ICEF Berlin. International Language Fair,"EXPOLINGUA Berlin," Berlin, Germany. Sylke Sedelies, ICEF Berlin, Niebuhstr. 69A, 10629 Berlin, Germany. Tel. +49-30-32-76-140. Fax +49-30-32-49-833. E-mail expolingua@icef.com. Web site <http://www.expolingua.com>.

24-26 Bilingualism at the Ends of the Earth, Waikato, New Zealand Contact: A/Prof. Ray Harlow, Dept of General & Applied Linguistics, University of Waikato, Private Bag 3105, Hamilton, NZ. Tel: +64 7 838 4466 ext 8771; Fax: +64 7 838 4932. Web: <http://www.waikato.ac.nz/ling/reorua>

29 Online Educa Berlin. "6th International Conference on Technology Supported Learning and Training," Berlin, Germany. ICEF Berlin, Sylke Sedelies, Niebuhstr. 69 A, D-10629 Berlin. Tel. +49-(0)30-32-761-40. Fax +49-(0)30-32-498-33. E-mail sylke.sedelies@icef.com. Web site <http://www.online-educa.com>.

December 2000

1-2 Treasuring the Old, Challenging the New, TESOL-ITALY. XXVth National Convention, Assisi, Italy. Rosanna Fiorentino, Via San Erasmo 4, 00184 Rome, Italy. Tel. +39-06-70475392. E-mail blasco@rpilo.it. Web site <http://www.eurolink.it/tesol>.

4-8 OZCHI 2000 Conference: Human-computer interaction interfacing reality in the new millennium, Sydney, Australia Contact: OzCHI2000, Well Done Events, PO Box 90, Cambewarra, NSW 2450, Australia. Email: ozchi@welldone.com.au; Web: <http://www.cmis.csiro.au/ozchi2000/>

6-8 5th English in South East Asia Conference (SESEA): Communication, identity, power and education — roles and functions of Englishes, Perth, Western Australia Contact: Conference Convenor, SESEA, School of Languages and Intercultural Education, Curtin University of Technology, GPO U1987, Perth WA 6845, Australia. Email: esea@hits.curtin.edu.au; Web: <http://hits.curtin.edu.au/~esea>

11-15 International conference on stress and rhythm, Hyderabad, India Contact: Dr K. G. Vijayakrishnan, Dept of Linguistics, CIEFL, Hyderabad 500007. Email: vijay@ciefl.ernet.in; Web: <http://www.cieflconf.homepage.com>

14-16 World Englishes and Globalization: Facing Challenges and Maximizing Opportunities, International Association for World Englishes (IAWE). 7th International Conference, Portland, Oregon. Kimberley Brown, IAWE Secretary. E-mail brownk@pdx.edu.

14-16 Raising The Profile Into The New Millennium, Grupo de Especialistas en Lengua Inglesa: Asociacion de Linguistas de Cuba (GELI-ALC). Annual Conference, Havana, Cuba. Proposal Deadline October 15, 2000. Tony Ineyan. Tel. +53-7-30-8014. Fax +53-7-33-8943. E-mail t_cup_10@calva.com.

14-16 Innovation and Language Education, The University of Hong Kong. International Language in Education (ILEC) Conference 2000, Hong Kong, SAR, China. Secretariat, ILEC 2000, c/o Faculty of Education, The University of Hong Kong, Pokfulam, Hong Kong, SAR, China. Tel. +852-2859-2781. Fax +852-2547-1924. E-mail ilec2000@hkucc.hku.hk. Web site <http://www.hku.hk/ilec2000>.

27-30 Modern Language Association of America (MLA). Annual conference, TBA. MLA, 10 Astor Place, New York, New York 10003-6981. Fax 212-477-9863. E-mail convention@mla.org.

January 2001

3-6 3rd Annual workshop and minitrack on persistent conversation: Perspectives from research and design, Maui, Hawaii Contact: Web: <http://www.pliant.org/personal/Tom-Erickson/HICSS34pc.html>

3-7 World Languages in Multilingual Contexts, Hyderabad, Contact: Prof. Makhan Lal Tickoo, President, International Congress, CIEFL, Hyderabad 500 007, India. Tel: +91 40 701 8131; Fax: +91 40 701 8402. Email: congress@ciefl.ernet.in

4-7 Linguistic Society of America. Annual Conference, Washington, D.C. Margaret Reynolds, 1325 18th Street, NW, Suite 211, Washington, District of Columbia 20036. Tel. 202-835-1714. Fax 202-835-1717. E-mail lsa@lsadc.org. Web site <http://www.lsadc.org>

11-13 15th Holland Institute of Generative Linguistics Phonology Conference (HILP5), Potsdam, Germany *Deadline for abstracts: 1 October '00* Contact: HILP 5 Committee, Institute for Linguistics, University of Potsdam, Postfach 501553, 14415 Potsdam, Germany. Email: hilp5@kronos.ling.uni-potsdam.de; Web: <http://www.ling.uni-potsdam.de/aktuelles/hilp5>

23-25 7th International Symposium on social communication, Santiago de Cuba, Cuba Contact: Dr. Eloina Miyares Bermudez, Secretaria Ejecutiva, Comita Organizador, VII Simposio Interacional de Comunicacion Social, Centro de Linguistica Aplicada, Apartado Postal 4067, Vista Alegre, Santiago de Cuba, 4, Cuba 90400. Tel: +53 226 42760; Fax: +53 226 41579. Email: leonel@lingapli.ciges.inf.cu; Web: <http://parlevink.cs.utwente.nl/Cuba/index.html>

26-28 English for Occupational Purposes: What is it and how to teach it? - Contents, Methods, and Materials, IATEFL ESPSIG and VHS Bielefeld, Dept. of Modern Languages. Conference, Bielefeld, Germany. Proposal Deadline October 31, 2000. Registration Deadline January 20, 2001. Contact JWH Ridder, IATEFL ESPSIG Event Coordinator, Beethovenstr. 5, D-33604 Bielefeld, Germany. Tel. +49-521-521-2440. Fax +49-521-66209. E-mail jwh.ridder@t-online.de.

February 2001

12-14 Opening Gates in Teacher Education, Mofet Institute, Israel. First Virtual Conference. Jean Vermel, Co-convenor. Beit Berl College. E-mail jean@macam.ac.il. Web site <http://vcisrael.macam98.ac.il>

24-27 American Association of Applied Linguistics (AAAL). AAAL 2001 Annual Convention, St. Louis, Missouri. AAAL, PO Box 21686, Eagan, Minnesota 55121-0686. Tel. 612-953-0805. Fax 612-431-8404. E-mail aaaloffice@aaal.org. Web site <http://www.aaal.org/>

27-3 Gateway To The Future. TESOL Annual conference (including pre- and postconvention institutes, and publisher and software exhibition), St. Louis, Missouri. TESOL, 700 South Washington St., Ste. 200, Alexandria, Virginia 22314.

Grice's Cooperative Principle and the 'Ambiguous' Japanese 'hai'

Martin Bradshaw, Yokohama YMCA Language and Business College

The 'hai' response sometimes seems an indispensable part of any Japanese conversation. Witness any telephone conversation between Japanese salarymen. Often, it can appear to have no greater communicative function than to punctuate periods of extended silence. But this, to be sure, misses the illocutionary subtleties that its usage often implies. Translated, 'hai' is most often treated as equivalent to a 'yes' response in English. But while convenient, this rendering is to a large extent overly simplistic as it fails to take into account the varied nuance which occasions its situational context.

A number of years ago, I was part of the hiring committee at a college interviewing prospective English language teachers for a position in the coming school year. One of the applicants interviewed was a British teacher named Keith. Mr. Okada¹, a new Japanese director at the college, and I conducted the interview. Toward the end of the interview Keith asked Mr. Okada about the salary conditions of the position he had applied for. Unlike our previous director, Mr. Okada always requested a second interview alone with hopeful applicants to discuss salary. I was unaware of this at the time. Although Keith spoke Japanese fluently, the interview was conducted entirely in English. Our discussion went something like this:

Keith: *Mr. Okada, may I ask the salary conditions of the position I am being interviewed for?*

Okada: *Hai.* (three minutes of silence, with Mr. Okada head down staring at Keith's resume)

Martin: (quietly to Keith) *Keith, perhaps you would like to repeat your question in Japanese?*

Keith: (quietly to Martin) *No, it's all right.*

Keith: (to Mr. Okada) *Could you tell me a little more about the college curriculum?* (Mr. Okada looked up and immediately went on to explain next year's curriculum.)

Translated as a straightforward affirmative 'yes', Mr. Okada's 'hai' could well have been interpreted as "Yes, what would you like to know?". But clearly, given his body language — head down, staring at the resume in front of him, an obvious turning away — combined with a prolonged period of silence, it was intended as something very different. My immediate thought was that Keith's question was quite a reasonable one — considering, after all, that he was being interviewed for a job! So why the hesitation? I supposed that Keith initially felt the same way. I was a little slow interpreting the situation. Keith, to his credit, was a little more perceptive.

Before attempting to surmise the underlying forces at work in our exchange, let's briefly outline the main points of Grice's Cooperative Principle.

Grice's Cooperative Principle

According to Grice, the interpretation of an utterance in a talk exchange can only be worked out if we assume that the people engaged in the exchange are attempting to be cooperative.

"Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. One might label this *the cooperative principle*." (Grice, 1975, p. 45)

Subordinate to this Cooperative Principle Grice counted four maxims (nine including submaxims):

1. **Quantity:** Give the right amount of information; that is
 - (a) make your contribution as informative as is required (for the current purposes of the exchange).
 - (b) do not make your contribution more informative than is required.

2. **Quality:** Try to make your contribution one that is true; that is
 - (a) do not say what you believe to be false.
 - (b) do not say that for which you lack adequate evidence.
3. **Relation:** Be relevant.
4. **Manner:** Be perspicuous:
 - (a) avoid obscurity of expression.
 - (b) avoid ambiguity.
 - (c) be brief (avoid unnecessary prolixity).
 - (d) be orderly. (Grice, 1975, pp. 45-46)

Any apparent breaches of the maxims in an exchange are resolved by an appeal to the Cooperative Principle.

Grice goes on to note that these maxims are frequently broken; they are exploited by conversants for the purpose of conveying more than they actually denote. A participant in a talk exchange may fail to fulfill a maxim in various ways, which include the following. Grice called this *conversational implicature*:

1. A speaker may quietly and unostentatiously *violate* a maxim, in the case of lies, for example.
2. A speaker may *opt out* of the Cooperative Principle, as for example when people refuse to answer a question. He/she may say, for example, 'I cannot say more; my lips are sealed'.
3. A speaker may be faced by a *clash*: He/she may be unable, for example, to fulfill the first maxim of Quality (be as informative as is required) without violating the second maxim of Quality (have adequate evidence for what you say).
4. A speaker may *flout* a maxim; that is, he/she may *blatantly* fail to fulfill it. (Grice 1975, p. 49)

Returning to our little exchange, what then, can we surmise, actually went on between Keith and Mr. Okada? Was it that Okada was attempting to convey something to us *implicitly* through his response that I initially missed? To be sure, the *propositional content* of the utterance was clear enough if a 'yes' rendering of it is accepted, but what about its *illocutionary force*, the actual intention of the utterance? It seemed that Grice's Cooperative Principle was not obtaining particularly well at all in the situation. All communication had come to an abrupt standstill — one party becoming very uncooperative indeed! Only later

was I able to read the intent, the *illocutionary force*, of the seemingly inscrutable 'hai': that from Mr. Okada's perspective we, the English-speaking foreigners, not he, were the uncooperative ones. His intention could only be understood by relating *what he uttered* to its wider *cultural/situational context*.

To anyone arriving culturally unaware in Japan, the subtleties of Japanese social etiquette and expected behaviour are often misinterpreted, or commonly not even noted. I do not want to get sidetracked into a lengthy discussion of Japanese protocol. But to get to the bottom of the 'dilemma' encountered in our job interview let me say a few words about what I think led to my confusion. Clearly, the *illocutionary force* of 'hai' (yes) was very different for the two parties involved — the two English-speakers and the one Japanese speaker.

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

But what are we to make of Mr. Okada's 'hai' and the subsequent three-minute silence? Obviously, during the prolonged quiet, Mr. Okada had no intention of responding further to the question; in fact, he had no intention of saying anything before we did. It was our 'turn'. As the silence became increasingly uncomfortable, the onus was clearly on us to make the next move. But why the *onus*? Well, as Mr. Okada must have seen it, Keith asked the wrong question at the wrong time and the extralinguistic signals attending his 'hai' response should have been an immediate indication to us that he thought it an

inappropriate question, at least while I was present.

We can only surmise what was running through his mind as he stared blankly at Keith's resume: *Well, they've done it now, how are they going to get out of this one?* The onus was on us (or, at least, on Keith) because, given the relationship between Speaker and Hearer (in this case, job applicant and school director), the directness of the question had resulted in a loss of face for Okada, and his responding to it could only have resulted in even more of a loss. From Okada's standpoint, the question was a clear imposition (I), defined relative to the social distance (D) between him and Keith and his power over Keith (P).

Moreover, Japanese social etiquette in such situations demands that the Speaker (the one who created the discomfort) not the Hearer find a way to manoeuvre out of the created unpleasantness. Smoothing over such social gaffes is most easily achieved by simply changing the subject and pretending the original question had not been uttered.

Concomitantly, the Hearer (although it was to him that the question had been directed) is absolved of any commitment to respond; his lack of 'cooperation' is considered justified due to the inappropriateness of the question and his relationship to the Speaker.

Clearly, then, Mr. Okada, from the principles of his social etiquette, was not required to respond any further than he did. In fact, the *ambivalent* message conveyed in his usage of 'hai' was almost certainly calculated to affect a purposeful end, namely, to have the Speaker, Keith, assess the appropriateness of his question with the hope that by doing so he would change his 'behaviour'.

From a Japanese perspective, Okada's seemingly uncooperative response was culturally permissible, given his social *rights* as a power figure in the proceedings.

My strategy, on the other hand, one that proved inappropriate to the situation, was to take a typical Westerner's assertive approach to the impasse; that is, try the question again in another manner in the hope of succeeding. This could have meant rephrasing the question or framing it in more polite, less threatening terms. In the interview, I advised Keith to try again using Japa-

nese, thinking naively that by pushing the issue Keith would have his question answered.

Let us now interpret Okada's 'hai' response according to each of Grice's four maxims:

Quantity

The single word 'hai' followed by prolonged silence and dismissive body language I initially interpreted as uncooperative behaviour on the part of the Hearer, Okada. No additional information was forthcoming, no explanations given, no attempt made to alleviate the resulting tension; only the scantiest of informational content was given. However, as noted above, this tension was purposeful. Okada felt wronged and, as such, believed it was our responsibility, given the (D), (P) and (I) of the situation, to rectify the wrong. It was at this juncture, however, where our two cultures clashed: Okada felt he was being sufficiently informative, while we felt the question deserved further response.

Quality and Relation

As to the Quality and Relation maxims, it can be argued that Mr. Okada followed the Cooperative Principle in giving the response he did. His 'hai' response could not be taken as *false*, nor could it be considered *irrelevant* to the situation.

Manner

From my then uninformed cross-cultural perspective, Okada's reply seemed wholly ambiguous. While the propositional content of his verbal response seemed to say to Keith, "Yes, you may indeed ask about the salary conditions of the position", the body language and silence which accompanied it, and thus his reply's intended illocutionary force, demanded that the opposite conclusion be drawn.

From my naive viewpoint, the verbal and non-language elements of Okada's response were at odds. I thus wrongly concluded that the utterance violated Grice's fourth maxim. For Okada and Keith, on the other hand, both of whom recognized the illocutionary force of the utterance, no ambiguity nor obscurity of expression would have been evident. Through his *indirectness*, Okada was able to maintain the level of politeness required of the situation, while, at the same time, signalling his displeasure — the intention

of which was to effect a change in Keith's behaviour.

Clearly, then, Okada exploited the Quantity maxim through *implicature*. He *opted out* of the Cooperative Principle, deliberately violating it to convey a *pragmatic* meaning that transcended its literal *semantic* meaning. Although the three of us shared a common language system, Keith and I had to bring our knowledge of Japanese social roles and relationships to bear on the situation, constructing a sequence of inferences from Okada's ambiguous utterance in an attempt to render it 'cooperative'; that is, we had to make a leap from *form* to *function* as we went about constructing a discourse that was both meaningful and coherent. Obviously, Okada did not intend us to take his utterance at face value; only through inference were we able to arrive at the intended meaning.

Okada's intent also lends support to Scollon and Scollon's (1983) notion that "simultaneous with the basic message is a metamessage" (p. 159), in this case resulting in a tension between the cooperative and politeness principles. By responding with a simple 'hai', Okada acknowledged that he had heard what Keith had said — a response aimed at maintaining the required level of social politeness. At the same time he was clearly showing his refusal to answer the question, leaving us the task to figure out the metamessage *why*. And clearly, our confusion was not with the *what* of the utterance but its *why*. As Scollon and Scollon (1983) aptly phrase it, we were left "untangling the interwoven strands of message and metamessage." (p. 159)

Turning briefly again to the issue of politeness, the distance and power relationship between Okada and Keith demanded that Okada be left relatively free from imposition in dealing with his interviewee. Out of respect for Okada's (the Hearer's) *negative face*, it was necessary for Keith to advance his imposition with care. However, his question did not give Okada a way out — hence, the need, from Okada's viewpoint, for an ambiguous response. Okada's taciturnity was a reminder to us of the distance and power dynamics involved — an asymmetrical relationship requiring deference by the subordinate members. As Scollon and Scollon (1983) note, problems often arise between cultures when "...one party had assumed solidarity

politeness while the other had assumed deference politeness as the appropriate set of strategies for interaction." (p. 185) The tendency of some Westerner's to treat everyone, despite their social status, informally often backfires in cultures, like Japan's, where codes of conduct are clearly defined and ritualistic behaviour honoured. Respect for this issue, that of deference, is where I stumbled when asking Keith to repeat his question in Japanese; on the other hand, it was where Keith's deeper understanding of the culture served him well. Misreading the situation, I assumed *solidarity politeness*; Keith more wisely, *deference politeness* — the latter, of course, proving the more appropriate strategy for the occasion.

Notes

1. The names, Okada and Keith, have been fictionalized.

References

- Grice, P. (1975). Logic and conversation. In D. Davidson and G. Harman (eds.) *The Logic of grammar*. Encino, California: Dickinson.
- Scollon, Ron & Scollon, Suzanne B. K. (1983). Face in interethnic communication. In J. Richards & Schmidt (eds.) *Language and Communication*. London: Longman.

TOWARDS THE NEW MILLENNIUM
新千年紀に向かって

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The IATEFL 2000 Conference Reviewed

Joseph Dias, Kitasato University

Keith Ford, Tokyo Woman's Christian University

Eamon McCafferty, Tokai University

Gary Ockey, International University of Japan

The 34th International IATEFL Annual Conference was held at the Burlington Hotel in the heart of Dublin between the 27th and the 31st of March 2000. Given the quality of the presentations on offer, it was not only the Guinness that went down well over the five days. Aside from a host of social events, which included traditional Irish music, jazz poetry by Carolyn Graham, an Irish ceili and a talk by James Joyce's nephew, there was also an array of presentations, posters and exhibits to tempt participants. The following are a sample of some of the academic presentations on offer.

Are we making the most of ourselves?

Title of talk: Making the most of yourself

Presenter: Alan Maley (Assumption University, Thailand)

With his distinguished white beard, flowing tunic, and air of self-possession, Alan Maley comes across as someone between scholar and guru, with a dash of latent Timothy Leary-like anti-establishmentarianism. Having attended a number of his talks in the States, Thailand, Japan, and Malaysia, I anticipated a presentation that would make no attempt to dazzle, presented by a man who, with his quiet dignity, has the ability to draw large audiences. Dublin was no exception: That is exactly what the attentive audience got.

Maley's talk was based on his observation that teachers receive little or no training in how to present themselves effectively in the classroom and his feeling that this situation was in need of remedy. The presentation was billed as "Focusing on the six Ps of presentations: Preparation, Purpose, Presentation skills, Presence, Personality and Passion." However, these were not covered in a systematic or thorough way. Having once been approached by Mr. Maley in a pre-

sender's room minutes before one of his talks with a request for OHP film, my impression is that he takes a seat-of-the-pants approach to presentations, altering his talk's content and delivery according to the vagaries of audience response. It seems to work for him due to his wealth of experience, knowledge and engaging manner.

Maley began by reminding the audience that the usual conception of what teachers bring to the classroom includes knowledge, skills and attitude, with the focus, in recent years, increasingly falling on the third of these. In other words, there has been a shift from the question of 'what' to 'why.' Another tripartite system for understanding the role of teachers is by thinking of materials, students and teachers as being the three critical components. He believes that after years of interest in student-centeredness, there is now a shift towards the teacher and what he/she can bring to the learning process. Maley contends, and few would challenge this contention, that we may not be actualizing as much of our potential as teachers as possible. When we teach, we do not leave behind our personalities, beliefs, emotions, culture, etc. His presentation centered on the simple truth that "we are what we teach." The more awareness we have of who we are, the more effective we can be as teachers. He presented a useful OHP (Figure 1: Did he borrow the film minutes before? Perhaps we'll never know?) with a circle in the middle representing "self." Radiating from it were the abundant qualities and factors that contribute to its formation. Maley spoke at length on voice and beliefs, as he felt these have been areas of greatest neglect. (A new book by Maley is entitled *The Language Teacher's Voice*).

The one audience participation activity that was offered involved having the participants dis-

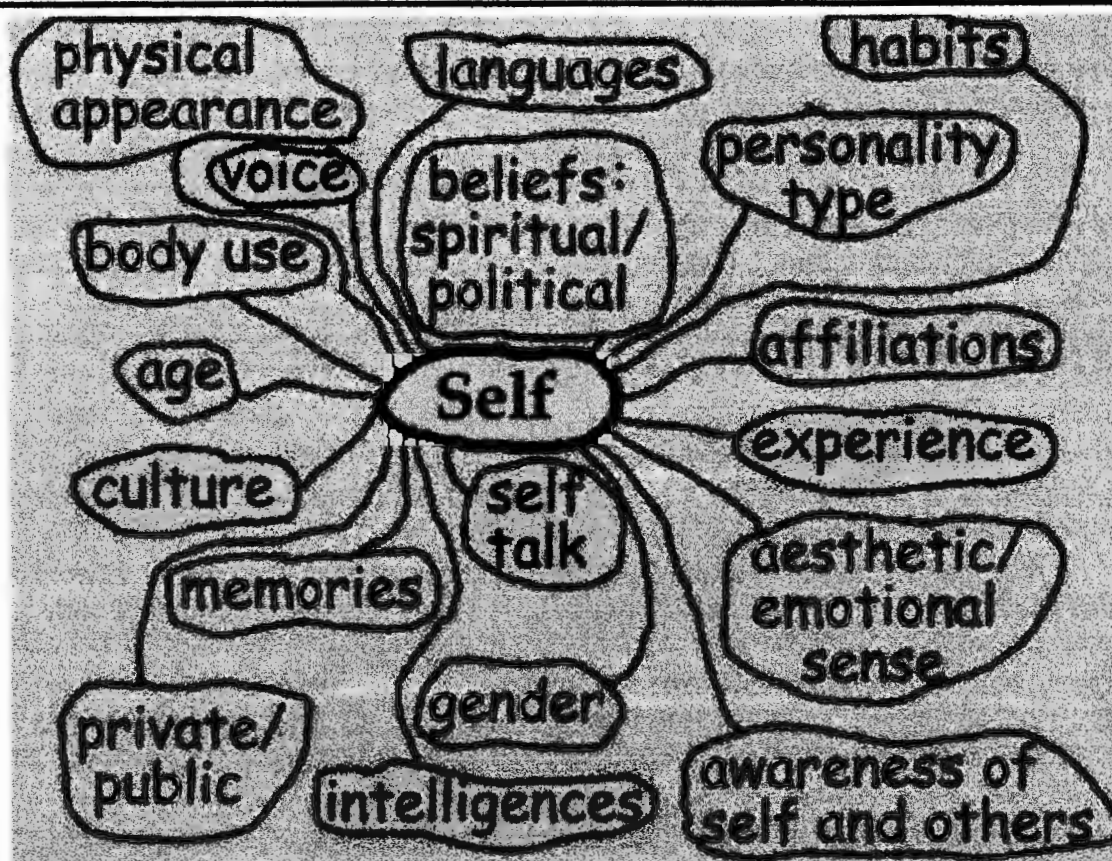


Figure 1: Making the most of yourself

cuss the qualities of a particular teacher who had made the biggest impact on them. The most emotional 'testimonial' was made by a woman from Sri Lanka whose teacher beat her regularly!! I thought of my dear Italian teacher, Father Spolini, who had a flair for motivating hormone-laced teenage boys by beginning his courses with the revelation that Italians put sex into EVERYTHING—even their nouns. I felt sad that my partner could not think of a single teacher who made a significant impact on her life. I suppose it wasn't surprising that she was no longer a teacher and now worked as a school administrator.

I've often felt that by his example as a presenter, Alan Maley has more to say about teaching than anything in particular he speaks about. The audience is never quite sure what he is going to say next and, at times, his spontaneity puts him in compromising positions, as it did when he made remarks - clearly perceived as being sexist by many audience members - about 'overly made-up and dressed' female teachers he encountered in his own school days and squeaky-voiced Thai in-service teachers, his present charges. Yes, he is a teacher and a hu-

man being—prejudices and all. Should he hide them? Should we?

Are you ready to let your students shine?

Title of Talk: Romeo and Juliet: the original TEFL couple?

Presenter: Matt Wicks (Bell Educational Trust, England)

In a particularly practical presentation, Matt Wicks introduced a drama project aimed initially at 12-16 year olds in an EFL context. 'Romeo and Juliet: the original TEFL couple?' offered a representative sample from his forthcoming photocopiable resource book, 'Imaginative Projects' (out in July 2000, CUP). It proved a good balance between audience participation and an outlining of his project approach.

Wicks began by presenting a video clip from his Portuguese teenagers performing their versions of Shakespeare. He then involved half of the twenty or so participants at his workshop in a warm-up activity he had used with his students involving a quick-fire questions and answers drill that introduced the play's protagonists. At the beginning, a few reluctant smiles of the "OK,

so we're gonna be the students again" variety could be seen among the back tier of the two groups we had been divided into. However, they soon mellowed as Matt confidently choreographed the entire room through a couple of creative activities from his soon to be published book.

The fifty-minute session was a high-energy demonstration of activities that no doubt worked just as well in Matt's classes as they did with us. Watching clips of the enthusiastic teenagers perform their own unique version of Romeo and Juliet confirmed this. They had written and produced the entire script using Matt as a resource to assist them. That they truly 'owned' the project was amply demonstrated by the humorous and culturally localized anecdotes they had woven into the original story.

The questions that Matt answered from the floor towards the end of his session clearly showed that many participants were keen to try out the project for themselves. One important point that came out of this period was that the project had made space in the classroom for multiple types of learning and learners. One example of this was of a quiet, shy student (the likes of which we all know) who got enthusiastically involved in the performance in a 'behind-the-scenes' production role.

Just like our students, we teachers slot in somewhere along the introvert-extrovert continuum, and the way we tailor our courses reflects this reality. Matt Wicks certainly fell somewhere to the far right of that line but was still able to show us that projects have a place in any syllabus that aims to be inclusive and promote self-directed learning. Is there a lesson here? Of course, there always is, and maybe it goes something like this: *Trust your students. Give them a little space to shine. What they are capable of producing might just blow you away!*

The future of testing?

Title of Talk: Test of Interactive English: testing without tears.

Presenter: Grania De Vordon Cooney (Freelance, Ireland).

The two following conference sessions on testing, evaluation, and assessment offered revolutionary ideas that got my research juices flowing. The first introduced the oral component of

a test that has just been launched in Ireland as an alternative to tests such as the Cambridge suite, TOEFL, and TOEIC. A couple of features help to bring this test in line with current classroom practice. First, it is interactive in that it includes two or three students and two examiners, one of which participates in the interaction and plays a role in controlling the pace of the test. Another important feature of the test is the element of portfolio assessment. To prepare for the test, candidates are told to research a mini-project on a topic of their choice, read one book, and follow one news story in both printed and spoken form. They are also required to keep a log of these tasks. The 30-35 minute test follows a similar pattern, beginning with the examiner asking one of the students to talk about his research project. The examinee takes about 5 minutes to accomplish this task, and then the other participants and the interlocutor ask the examinee questions about his research. Next, the interlocutor asks one of the other examinees to take 5 minutes to talk about the book he has read, followed by questions from the others. The final examinee is asked to take about 5 minutes to talk about his/her prepared news story. Again, this is followed by questions. Finally, the test concludes with a decision-making task based on authentic and locally relevant materials provided by the instructor, and a follow-up discussion based on the tasks completed by each examinee and on the decision-making task.

The presenter reported that examinees have reacted very positively to this exciting and innovative test format. She stated that most importantly the examinees like the idea of being tested on topics that they have chosen. The washback effect could also be positive since the performance-based test requires students to study authentic language topically and holistically. However, having two trained examiners is no doubt costly, and so far there is a lack of quantitative evidence demonstrating the test's reliability.

This evidence should be available soon; the presenter was excited to announce that in April 2000, the Irish Department of Education and Science had agreed to allocate funds for the test for three years to get the project started.

Re-evaluating self-assessment

Title of Talk: How do employers and higher education value self-assessment?

Presenter: Karl Smith (Oranim Coll. Of Teacher Educ., Israel).

In another innovative session on testing, Kari Smith introduced a new way of considering validity which she termed 'user validity'. In her small-scale research, she interviewed four representatives of university entrance committees and four employers from various locations in Israel to consider how they value self-assessment compared with teacher and external assessment. Her exploratory research found that both employers and higher education institutions are reluctant to use self-assessment alone, but both groups felt it could provide valuable information when coupled with other types of assessment.

Employers also felt that self-assessment revealed a lot about the personality of the individual, which was helpful when making hiring decisions.

In regard to the importance of training an individual to self-assess, both employers and educators agreed that it should start from school age. However, personality still has an effect even when careful training has taken place.

Educators also stated that self-assessment should not be a part of high stakes assessment. Interestingly, when asked to assess their own language proficiency, the subjects in the study (both employers and educators) felt that their own self-assessment was a better measuring stick than that of an external examination or teacher evaluation.

The presenter suggested that this apparent contradiction could be explained by the fact that the employers' and educators' self-assessments had no repercussions on decision-making, and therefore they could be honest in their own self-assessment. On the other hand, a person applying for a job or trying to get accepted at a university might not be completely honest about his or her proficiency because of the importance of the decision.

A number of valuable insights regarding the worth and uses of self-assessment were brought up in this presentation which should be further investigated in various contexts. If these findings can be confirmed, it might be interesting to

see if a way can be devised so that self-assessment can be effectively utilized when high stakes decisions are involved.

Video in ESP (medical)

Title of Talk: Conversation analysis in ESP courses.

Presenter: Joseph Dias (Kitasato University, Japan).

Video is becoming an almost standard feature of ESL/EFL course books. However, even those billed as authentic can be disappointingly stilted. There is also the problem that although video courses for general English abound, video materials for more specialized purposes are relatively rare. The presenter explained his solution to the lack of appropriate audiovisual resources in his area, medical ESP: he made his own. Although this may not seem feasible to many people due to logistical restraints, the speaker showed how obstacles could be overcome if the task is approached in small steps.

He laid the groundwork for shooting the videos by getting the cooperation of general practitioners in the States and Britain. They consented to having a day's worth of their consultations videotaped—of course, subject to the informed consent of patients. The speaker demonstrated how the videotaped consultations were made accessible and comprehensible by fitting conversation analytic-inspired tasks to them. Dias characterized conversation analysis (CA) as a way of looking at communication sequentially, usually, by audiotaping or videotaping naturally occurring events, creating 'close' transcriptions, and discovering interactional features that are salient and relevant to an issue of interest. Giving an example of the value CA might have for medical practitioners, and their teachers, he noted Paul ten Have's observation (which he makes in his article "Doctor-Patient Interaction Reconsidered") that although "Oh" is common in informal conversation, it is rare in the speech of professionals (such as GPs) when they are speaking with patients. This is important because its use signals to the other party that a message has been received and acknowledged. Therefore, its absence may be a sign of trouble. In the process of transcribing and analyzing consultations between physicians and patients, Dias

was able to lead students to discover how such abstract concepts as 'client participation', 'patient power', 'user direction' and 'patient-centred health care' manifest themselves at a practical level (by focusing on such seemingly trivial features of talk as occurrences of "Oh.").

Although the talk seemed to have been intended to inspire teachers dissatisfied with commercially produced video materials to make more relevant ones themselves and develop creative uses for them, it was clear during the question/answer period that this was a very tall order for most time-strapped teachers. The most burning question was: Do you plan to create a commercially available medical ESP video course? His announcement that he had no such intention was greeted with disappointment.

Meaning and form. What's it all about?

Title of Talk: Language using, language learning.

Presenter: Rob Batstone (Institute of Education, England).

Two presentations offered critical perspectives on the meaning-form dichotomy, raising questions of how best to combine linguistic accuracy and fluency. They addressed questions of both terminology and methodology concerning *task* and *focus on form*, both of which in recent years have become important terms in pedagogic debate.

In his presentation 'Language using, language learning' Rob Batstone criticised task-based methodology for failing to promote learners' accuracy and interlanguage development. The data he presented for discussion demonstrated how a typical meaning-oriented task, such as asking small groups to decide 'Who should be thrown out of the balloon in order to save others?' tended to result in ungrammaticalised lexis and pidginised learner discourse as learners were engaged primarily in communicating meaning. He suggested that this is because learners cannot cope with the attentional load of attending to content and form at the same time, especially when the task is a complex one. The data he presented was of two ESL learners (one a Swiss female, the other a Brazilian male) who were asked to discuss a set of tragic, but extremely hypothetical, events and come to some agree-

ment as to who was to blame for the outcome. The audience was invited to reflect on this data and offer opinions. It was suggested that the learners' reluctance to try and jointly co-construct more sophisticated discourse was partly due to the gender, nationality, cultural and proficiency differences. While accepting this, Batstone argued that involving learners in this kind of 'free-wheeling discourse' was not enough to stretch their language skills, and that they need to be encouraged to think consciously about developing their own interlanguage prior to undertaking the task. There was little time remaining to go into how this might be achieved, however, any prior focus on grammar, phrases, or vocabulary which was to be incorporated into the task output would, one imagines, have a considerable trade-off in terms of degree of fluency.

Title of Talk: Focus on form: a meaningless term?

Presenter: Anthony Bruton (University of Seville, Spain).

Anthony Bruton's presentation focused on a construct which has recently been put forward as being an essential component of Task-Based Language Teaching (TBLT): focus on form. The distinction between *focus on form* (FonF) and *focus on formS* is one attributed to Michael Long. *Focus on formS* essentially involves using a prescriptive grammar-based syllabus and therefore is a proactive method of giving attention to grammatical form. *Focus on form* tends to be reactive and done in the context of communicative interaction, and is triggered by communicative breakdown. Bruton outlined the rather nebulous distinction between the two terms, suggesting it to be practically meaningless. He also cited this as a general criticism of the lack of terminological rigor in theoretical discussions. Furthermore, he suggested that the recent collection of papers expounding the benefits of focus on form, edited by Doughty and Williams was a rather cynical attempt by academic buddies to piece together under one theme what were essentially very different perspectives on the role of grammar in language teaching. He suggested that many academics are far too eager to jump on any theoretical bandwagon that offers publish-

ing opportunities. However, the main question concerning explicit and implicit instruction still remains: does form-focused instruction, regardless of its terminological disguise, result in promoting language acquisition? As with so much theoretical debate behind our profession these days the old cliché still rings true: the jury is still out.

To continue in a proverbial vein: coming away from the presentation I was left with the reminder that while as practising teachers we should consider the valuable support of research and theory, we should not be duped into partaking of 'old wine in new skins' or expect easy solutions to complex problems. Mary Ruane (see below) reinforced this message in the final plenary session.

Negotiating the Path

Title of Talk: Seeking and shaping change in language learning environments.

Presenter: Mary Ruane (University College Dublin)

Mary Ruane set a suitably reflective tone for the final plenary of the conference. The audience was asked to consider whether the various methods many of us are apt to embrace (sometimes unkindly referred to as the 'methods fetish') in our genuine desire to be better teachers, could ever really provide the answers to the problems we seek to address. She cautioned us to remember that these methods can be used to give the *impression* that great things are happening, whereas in reality there is no panacea, no silver bullet. Rather, she continued, what we have to do is take ownership of our problems and by doing so move forward and improve. In this movement or 'journey' that our careers become we need a goal, Ruane reasoned. Carrying the metaphor further in a manner most teachers can surely identify with, she said that on that journey we have no map and are therefore constantly inventing and reinventing our goals as we go along.

Once again returning to the phrase 'ownership' to address the question of our place within the institutions we work at, Ruane talked of the various 'visions' that might exist within these educational establishments and how many of them have been applied or imposed on others

by one individual or group. She warned that real vision and deep planning could only come later, when there is *deep ownership* of a project. She therefore called for us to help *reculture* rather than attempt to *restructure* our workplaces.

Drawing on an old proverb that we all know to be a truism but often forget in our daily lives, the softly spoken but powerful speaker from Dublin's own University College (UCD) reminded us simply that 'good fences make good neighbors'. A fitting end to a gathering in the name of improvement: growth within ourselves that must ultimately trickle-down to our students, and progress that should also seep deep into the structures that support us on our journeys.

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

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Educational Opportunities for Teachers Abroad

Debra Pappler and Mark Weinkle

For teachers living abroad, pursuing an advanced degree can be a complicated process. Trying to decide whether to study by distance or on-campus is difficult enough. The effort is further compounded by financial concerns, time constraints and trying to determine the quality of schools you may never have heard of. In addition to providing a list of educational opportunities, this issue's Professional Development Page will deal with some of the more common questions regarding distance and on-campus education for teachers living abroad.

The following information is in no way exhaustive. CUE members are advised to thoroughly review any program before considering it. Information about distance degrees was obtained from James P. Duffy's *How to Earn an Advanced Degree without Going to Graduate School*. Information about individual programs was obtained from program catalogs and the websites listed.

Are Distance Programs as Good as Their On-Campus Counterparts?

While the quality of individual distance programs varies, misinformation about distance education in general abounds. During a recent on-line discussion about distance education at ELTASIA in which I participated, one teaching professional said he would consider an A-average distance student about the same as a B-average on-campus student. Many of his reasons for this belief revolved around the genuine disadvantages of distance learning including lack of teacher/student interaction and limited access to research materials. In addition, however, he supported his argument with some of the more common fallacies about distance programs: primarily that the degrees awarded are different from on-campus ones and that the requirements

Welcome to On Cue's newest column: **The Professional Development Page**. This section of On Cue will be devoted to the noble cause of helping you, the CUE members, to improve your professional situation. Our goal is to provide easy-to-understand information for both teachers already working at the college/university level and those who are hoping to move into that area.

Some columns might be just what you are looking for while others will deal with a step you've already taken. Upcoming topics include advice on publications and tips for getting hired. If you have a topic, a question, feedback, or further information about a topic that would be useful to other CUE members please contact toonomads@hotmail.com

are easier.

The truth is that requirements and course work for reputable distance programs are usually either identical to or derived from the on-campus programs. The distance degree programs of accredited schools (North America) and schools with Royal Charters (UK) come under the same scrutiny as the other programs the school offers (more about accreditation and royal charters later) and must meet the same standards. The degrees awarded are exactly the same as those awarded to on-campus students. Degrees obtained through a distance program do not say 'distance degree' on them.

Another common fallacy is that distance programs, like extension programs or continuing education programs (which usually award certificates, not degrees), are separate from the university. While distance programs might have a special office or department to deal only with their students, the programs themselves are not separate from the university. They are usually included within the school or department that is awarding the degree (i.e. the School of Education, the Humanities Department).

If the program that you are considering is not part of a university, not from an accredited school, awards a degree that says distance on it, or seems to have reduced requirements, investigate further. There's a good chance that it is not the kind of degree you are looking for.

SCHOOL	DEGREES/CERT. OFFERED	COST	DISTANCE OR ON-CAMPUS?	OTHER INFORMATION
Australian TESOL Training Centre, Cambridge (UK)	CELTA/DELTA	CELTA A\$2,150 DELTA A\$3,300	On-Campus Australia / 4 Weeks	
California State Univ Longbeach Hills	M.A. Humanities	\$4,350 (~¥460,000) approx.	Distance	TOEFL 580 or GRE
University of Chicago	M.A. Humanities	\$26,600 + on-campus fees	Tokyo-eve/Sats, summer school (Chicago)	TOEFL 580 or GRE
U.T.T. (US)	TESOL Certificate, M.A. in Teaching	Cert ¥195,000, M.A. \$18,932	Cert Japan 19 days, M.A. US 2 blocks 8 weeks	Teaching post required; GRE not. M.A.: 1 week classroom observation(anywhere in the world)
Easton University (UK)	TEFL Cert, Dip TEFL, M.Sc. TEFL	Dip £3,000; M.Sc. £6,000	Distance	IELTS 7.0, practice teaching component - UK, Greece, or on video
Columbia Teachers College (US and Japan)	M.A. TESOL	¥70,000 per credit for 34 credits + ¥40,000 initial fees	On-Campus Tokyo / Weekend Classes	Computer essential. TOEFL 550
Macquarie University (Australia)	App Linguistics M.A./ Postgrad Dip	25% discount for up-front payment	Distance	TOEFL 550, IELTS 6.0
University of Sheffield (UK)	M.A. Japanese Lang and Society	£7,500 approx.	Distance + 2 one-week residential Hiroshima	IELTS 6.0; Japanese Language Proficiency 2. Orientation in Tokyo
University of Reading (UK)	M.A. TEFL (cert, dip, M.A.)	Pt1: £1,735; Pts 2, 3: £1,300 each, Total: £4,335	Distance / Average 3 years	9 mths full time option
University of Birmingham (UK)	M.A. TEFL (Cert, Dipl, M.A.)	¥480,000 to ¥540,000 per part	Distance	TOEFL 550, IELTS 6.0, or Cambridge Proficiency C local tutors and one-week seminar in your country
Deakin University (Australia)	M. Ed TESOL, M.A. TESOL		Distance	application available on-line; learning toolkit on CDROM; 25% discount for up-front payment
University of Leicester	M.A. App Ling / TESOL		Distance	
University of Manchester	M.Ed. (Ed Tech for ELT)		Distance, 6-week summer school	IELTS 7, TOEFL 600 or TWE 4.5; 6 week teaching block; personal tutor
University of Surrey (UK)	M.A. in Linguistics (TESOL)	£5,600	Distance	
Example (US w/ Japan campus)	M.A. TESOL/Ed D	3-credits ¥190,000 M.Ed. -30 credits	Tokyo, Osaka, (Fukuoka M.Ed. only)	TOEFL 575; or GRE or M.A.T.
University of Southern Queensland (us.)	M.Ed. / Ed.D.	A\$3,463 pa (P/T pro-rata)	Distance	25% discount for up-front payment
Language Resources Kobe	Cambridge CELTA		Kobe Part-Time	
Fielding Institute (US)	Ed.D. (Ed Leadership Change)	\$12,000 per year/ \$ 4,000 per trimester	Distance	
Cardue	Ph.d Ed Admin		Distance	must hold M.Ed. Admin
Charles Sturt University, Australia	B Ed; Grad DipEd; M.Ed.; PhD		Distance and on campus	Contact The Distance Learning Centre

What are the Advantages and Disadvantages of Distance versus On-Campus Programs?

Though the degree awarded and the material studied may be the same, learning by distance and learning on-campus differ significantly. Studying in isolation without the ability to easily question peers and professors regarding course material might be considered the most significant disadvantage of distant study. On-campus students have the benefit of regular discourse with instructors who are often working professionals in their fields (for example: Leslie Beebe, Rebecca Oxford, and Ted Rogers at Columbia in Tokyo) and can therefore offer both theoretical and practical advice.

Other disadvantages for distance learners include lack of a supervised teaching practicum, limited feedback, and, depending on the area the students live in, limited (or non-existent) access to necessary research materials. Students on campus have access to school libraries and other resources as well as a staff network that can assist in acquiring necessary materials.

Some programs such as University of Birmingham's MA in TEFL, offered in association with David English House, try to combat the disadvantages of distance study by putting students in touch with local tutors and networking them with other students in the program.

For the working teacher, the most significant advantage of distance study is the flexibility. With no classes to attend, the distance learner can arrange the completion of his or her degree around an established or changing work schedule. In addition, for those living outside major cities, distance education may be the only option: there are limited on-campus choices in Japan. Other advantages include being able to work at your own pace and a larger pool of schools to choose from, which increases options regarding the kind of degree, the area of study, and the price.

While presumably the actual completion of on-campus and distance programs require similar effort on the part of the student, distance learners must be independent and able to motivate themselves to complete course work without outside reminders. Some distance students find it easy to fall behind in course work because of the lack of the traditional term/semester structure.

How do I Know if a School is Legitimate? Accreditation and Royal Charters

One of the reasons that distance education may be regarded with some suspicion (especially in North America) is that it is associated with mail-order degrees that require little or no course work. When exploring North American schools students should look for accredited institutions that have both on-campus and distance programs. The accreditation system is complicated and there are many different accreditation boards. To further complicate things, some schools create their own accreditation boards to approve their own programs. Accreditation doesn't guarantee a good school, and lack of accreditation doesn't guarantee a bad one, but accreditation is the general standard for choosing a reputable school. When dealing with a completely unknown school, it is best to ask specifically by whom they are accredited, and to check a list of standard accreditation boards (a good list can be found in James Duffy's book).

The systems in the UK, Australia, and Canada are similar to each other and much simpler than accreditation. The title 'university' is, in itself, an accreditation. UK universities have what is called a Royal Charter, which gives them the authority to award degrees. In England, the Quality Assurance Agency of the Higher Education Funding Council assesses and grades the quality of each discipline offered by universities. If a course or a set of courses receive a failing grade, they must be improved in order to continue (Information provided by Clare Furneaux of Reading University). Canada and Australia have similar quality assurance agencies. It is usually possible to find out what rating the school received during its last review. Programs that received high marks will usually include this as a selling point in their brochures or on their websites.

Certificates and Diplomas

We have included information about Cambridge certificates and diplomas on our list for those who might have a MA in a related field but want to get specific TEFL training in order to improve their credentials.

Phd and Ed.D

In most cases those already working in college and university possess a Master's degree. Though a number of good Master's programs in TEFL are available to those living in Japan there are a limited number of options for those who wish to pursue higher degrees. We have included as many as possible. If you are currently pursuing a higher degree or know of a program not listed here, please

let us know about them so that we may include it in the next issue for other CUE members. Some universities where distance or reduced residency Ph.D / Ed.D study may be possible but for which we were unable to get any detailed information about are Nova University (US), U. Of Hawaii at Manoa (US), York University (UK), Open University (UK), and Macquire University (Aus).

Contact Information

GRE (Graduation Record Examination) test centres are in Fukuoka, Hiroshima, Okinawa, Osaka, Sapporo, Sendai, and Tokyo. Tel: 03-3269-9601; Fax 03-3260-2587; Website: <http://www.gre.org>

Australian TESOL Training Centre 237 Oxford Street, Bondi Junction, NSW 2022, Australia. Website: <http://www.ace.edu.au/attc>

SIT School for International Training, Kipling Road, P.O. Box 676, Brattleboro, Vermont, 05302-0676 USA. Website: <http://www.sit.edu>; E-mail: tesolcert@sit.edu

University Of Chicago Tel: 03-3359-9621; Website: <http://humanities.uchicago.edu/humanities/japan>

University of Manchester Faculty of Education, Oxford Road, Manchester, England, M13 9PL. Tel: +44 (0)161 275 3467; Fax: +44 (0)161 275 3480; E-mail: CELSE@man.ac.uk; Website: <http://www.man.ac.uk/CELSE>

Columbia University, Teachers College
Tel 03-5325-6305; Fax 03-5325-6306; E-mail: info@tc-japan.edu;
Website: <http://www.tc-japan.edu>

Temple University Tel: 0120-86-1026; tujinfo@tuj.ac.jp; Website: <http://www.tuj.ac.jp>; TUJ, Tokyo Center, Graduate College of Education, 2-8-12 Minami Azabu, Minato-ku, Tokyo 106-0047. Tel: 03-5441-9842; Fax: 03-5441-9822. Osaka Tel: 06-6577-1277; Fax: 06-6577-1281. Fukuoka Tel: 092-781-7410; Fax: 092-712-4223.

Aston University Website: <http://www.les.aston.ac.uk/1su> Tokyo contact: Christopher Gallagher Tel: 0422-33-3392; Fax: 0422-33-3500. Nagoya contact: Katsumi Ito Tel: 052-732-4660; Fax: 052-732-4691; E-mail: katsumi@aston.office.ne.jp or Brian McNeill, Tel/fax: 052-834-1362; E-mail: burachan@spice.or.jp

California State University at Dominguez Hills SAC 2-2126, 1000 E. Victoria St., Carson, Ca. 90747 USA. Web site: <http://www.csudh.edu/hus/>

Deakin University Website: <http://www.deakin.edu.au/international>

Macquire University Linguistics Department (attn. postgraduate officer), Macquire University, NSW 2109, Australia. E-mail: lingpgo@elm.mq.edu.au; www.ling.mq.edu.au

The University of Reading The Course Administrator, Centre for Applied Language Studies, P.O. Box 241, Reading RG6 6WB, UK. Website: <http://www.rd.ac.uk/AcaDepts/cl/CALS/index.html>

University of Birmingham David English House, Polesta Bldg, 7-5 Nakamachi, Naka-ku, Hiroshima City, 730. Tel: 082-244-2633; deh-at@mx.meshnet.or.jp; Website: <http://www.birmingham.ac.uk>

University of Sheffield David English House, details above.

University of Leicester Helen Whitfield, Fax: +44 (0) 116 252 3653; E-mail: hw8@le.ac.uk; Website: <http://www.leicester.ac.uk/education/cours>

University of Surrey Tammy Hughes, Fax: +44 (0)148 325 9507; Website: <http://www.surrey.ac.uk/EL/ma.html>

University of Southern Queensland Website: <http://www.usq.edu.au>

Purdue University Admissions, Office of Graduate Studies, School of Education, 1440 Liberal Arts and Education Building, Room 6104, W. Lafayette, IN 47907-1440; Tel: 1-765-494-2345; E-mail: gradoffice@soe.purdue.edu, Website: <http://www.soe.purdue.edu/gradoffice>

The Fielding Institute (US) Website: <http://www.fielding.edu>

Research Reports

Publications at Ryukoku University

John Dougill is working on the social context of postwar British films and has written two articles. *The rise and fall of the English Gentleman* (Ryukoku Bungakkai Ronshuu no. 454, 1999) provides an overview of the nineteenth-century code of the gentleman and how this was overthrown in the cultural revolution of the 1960s.

Examples are provided from both literature and film, with the latter part of the article placing British movies of recent years within the framework of post-gentlemanly multiculturalism. The article *From Gentleman to Angry Man* (Ryukoku Studies in English Language and Literature, 2000) focusses on the British New Wave films of 1959-1963. The mood of the 1950s was captured in an Ealing comedy *The Ladykillers* (1955), which can be interpreted as a social commentary on the backward-looking values of its time. Thereafter the cultural life of the country was marked by discontent with the status quo, led by the Angry Young Men movement which found expression in film through socially aware films of working class realism such as *Room at the Top* (1959). Though out of step with the nascent youth movement, such films presaged the revolt of the 1960s through their expression of dissatisfaction with a stifling class system and the repressive code of the gentleman.

Of past papers published at Ryukoku, Simon Rosati's article on *Textbooks Revisited* (Ryukoku Studies in English Language and Literature, March 1996) is of particular interest. This is an extensive survey of Monbusho approved English textbooks used at high school, both from the viewpoint of language and cultural content. 'The textbooks have improved considerably, in every respect,' the author concludes. 'It used to be easy to find serious grammatical and lexical errors, but now there are fewer.'

Communicative textbooks can now be found, and translation is in partial retreat. Overt propaganda about Japanese uniqueness (inscrutability?) is all but gone. There is a considerable quantity of interesting and enlightened material. But there is still some way to go.

For further information, please contact John Dougill <dougill@mbox.kyoto-inet.or.jp>

Language and Power in "We Are the World"

Andrew Obermeier, Osaka City University

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

Culture in competition is a well explored issue. Language is a deceptively gentle vehicle that allows classes in power to oppress. Shannon (1995) reveals linguistic oppression of Mexican Americans in her case study of a classroom of a bilingual classroom. Heath (1983) and Delpit (1988) write of the linguistic and paralinguistic barriers black children must overcome in order to progress academically. Ogbu (1995) discusses how minorities, particularly blacks, get caught in a cycle of learned helplessness. Perhaps most relevant to readers of this article, Pennycook (1994) writes of the spread of English as veiled imperialism, and asserts that the English teaching profession is a perpetuation of colonialism. In this article, I hope to heighten the reader's sensitivity to the subtleties of how power relationships play themselves out linguistically through critical analysis of a popular music video.

"We Are the World", narrated by Jane Fonda, leads the viewer through the three distinct recording sessions that resulted in the pop song. In the first session, Micheal Jackson, Quincy Jones, Stevie Wonder, and Lionel Richie gathered to compose; in the second, forty-five celebrity artists are recorded singing solos and in chorus; and in the third, the recordings were compiled, edited and touched up to produce the final version. Although numerous white celebrities contributed their voices to the project, it was an almost completely black team who made the song, and who later invited other artists to

lend their voices to it. The resulting assembly has blacks running the show, with whites put in an unfamiliar position of subservience.

I came to see the group gathered for the second recording session as a micro society: the forty-five artists invited are personifications of subsegments of American society, and here they must harmonize and sing. Though none of the artists involved could be accused of bigotry, cultural habits result in subtle and unconscious domineering behavior.

In the United States, where racism is disdained, it persists camouflaged. One of the strongest camouflaging agents is language: words often demarcate lines between 'us' and 'them'. During the singing rehearsal, as the camera cut from white face to white face, artists came to a consensus to change the lyrics. They wanted the 'better' in the verse "we are the ones who make a better day, just you and me" changed to 'brighter'.

'Better' is clearly the superior word in the context of the song and its cause, but this group of linguistically nimble stars chose 'brighter'. The majority awareness should have been high enough to realize that the last thing one should wish upon the starving and sun-parched of Ethiopia is 'brightness'. This word at best conveys superficial exuberance and at worst, irritating illumination. As Stevie Wonder put it, "'Better' has more bite." The change in the lyrics happened almost immediately after rehearsal began, an instant rebuke to the writers and hosts.

Shortly after, co-writer Micheal Jackson was snubbed when his proposal to integrate a short chorus in an Ethiopian language was brusquely disregarded. Other instances of whites behaving inappropriately in the video abound for the sensitive viewer.

Choosing 'brighter' over 'better', and choosing not to sing a few verses in the language of the song's beneficiaries are two instances of insensitivity as people unconsciously clanned to-

gether, entwined by the thin veil of language.

The choices mentioned above could be viewed as subtle assertions of the status quo. Without making any clear racist statement, the "Brighter Coalition" established its dominance with an oppressive underlying message: "OK, you black guys wrote this song, and now you're coralling us around to sing it, but we know what's right and 'brighter' is the word we're singing. And you can just forget about us singing in some African tongue, our language, English, is the language of the world."

Perhaps I am taking too big a leap, and some might say this is an inconsequential instance, but a similar line of analysis showed how language usage in Scholastic Aptitude Test in the United States favoured students of the white middle class in the college admissions process. Linguistic chauvanism is an integral part of the Darwinistic competition that occurs between cultures.

A different version of this phenomenon is played out internationally. I have an opportunity to make English teaching my profession because my mother tongue happens to be the one used by the world's most powerful nations. Many of my students feel that their career advancement depends on their ability to speak a language that I learned without effort.

It is my hope that the reader has been made more sensitive to this mechanism. As English teachers, we must be responsible examples of users of our language, and explore the complexities and paradoxes of our privilege.

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Research Reports

**Charles Adamson, Ph.D. Professor,
School of Nursing Miyagi University
Miyagi Prefecture, Japan**

**11 Adamson, C. (1999). Language Learning -
Explicit or Implicit? Miyagi University
Nursing Review, Vol. 2, No. 1, March 1999,
pages 108 to 113**

Abstract: Reber's theory of implicit learning and Anderson's theory of explicit learning are first described and compared. Rather than being in opposition as is generally believed, the methods are found to describe different learning situations. Finally, the application of these two methods to language learning is discussed and guidelines developed for deciding which method to choose in a specific teaching situation.

**12 Adamson, C. (2000). Explorations of the
Lexical Interface between Japanese and
English. Miyagi University Nursing Review,
Vol. 3, No. 1, March 2000, (in press)**

Abstract: This pilot study investigates aspects of the lexical interface between Japanese and English. The transcription of a single concept using the English and Japanese roots presented in English letters, hiragana, katakana, and kanji were evaluated by the subjects using a Likert scale. The results suggest that there is a consistent perceived order in the relative Japaneseness of the tokens: 1) English transcribed in English, 2) English in katakana, 3) English in hiragana and Japanese in romaji, 4) Japanese in katakana, 5) Japanese in hiragana, and 6) Japanese in kanji. Suggestions are made for further research.

*Please submit brief summaries of current
in-house publications and abstracts of
research reports to the editor:
Michael Carroll (michael@kyokyo-u.ac.jp)*

Heroes and Drama: A Second Application for English Language Learning

Jim Corbett, Pusan Teacher Training Center, S. Korea

Class Information

I taught this lesson six times during a three-week workshop. Each class consisted of eight or nine middle and high school Korean English teachers whose speaking level ranged from intermediate to advanced.

Background Information

In my previous article, I provided techniques for combining drama and literature in an English class using a scene from *Oliver Twist* as a guide. Since that lesson succeeded in generating meaningful interaction, I considered possibilities in combining drama with other subjects. When a trainee suggested using short skits about famous people to teach English, I developed this lesson on Terry Fox, an amputee who ran halfway across Canada to raise money for cancer research. The lesson begins with simple exercises on vocabulary and concludes with dramatic interpretations of specific events in Terry's life.

Lesson Plan

Warm Up

The teacher begins by eliciting names of famous people. Groups make a list of adjectives that describe a hero. After a discussing some of the adjectives with the class, the teacher explains that the theme of the lesson will be a hero named Terry Fox.

Development Activity 1

Partners discuss the meanings of these eight words by filling in the blanks:

*suffering artificial Hope lungs tumour
amputated marathon donations*

Terry Fox was an energetic teenager who played many sports but in 1977, doctors discovered a cancerous _____ in his right leg. Terry's leg was _____ above his knee to stop the cancer from spreading. While in the hospital, he was so moved by the _____ of other patients that he decided to run across Canada to raise money for cancer research.

Terry regained his strength by pushing his wheel chair up steep mountains day after day. In 1979 he began training for his cross-country _____. The Marathon of _____ began in St. John's, Newfoundland on April 12, 1980 and ended in Thunder Bay, Ontario on September 1, 1980 when cancer spread to Terry's _____. Although he did not make it across Canada, he ran 5300km through six provinces and collected _____ totalling almost \$25 million. Terry had dreamed of raising one dollar from every Canadian and the population at the time was 25 million. The Annual Terry Fox Run for cancer research is now held in more than 60 countries.

Development Activity 2

Groups select three events from the following time line and rank the dates with number one as the most important and number three as the least important. The groups will explain their choices to the class.

***March 9, 1977:** Terry gets a cancerous tumour in his right leg and his leg is amputated above the knee.

***April 12, 1980:** In St. John's, Terry begins his Marathon of Hope by dipping his artificial leg into the Atlantic Ocean.

***February 1, 1981:** The population of Canada is 24 million. Terry's dream of raising one dollar from every Canadian is realized as funds from the Marathon of Hope reaches \$24.1 million.

***June 28, 1981:** Terry Fox dies at the Royal Columbian Hospital.

***September 22, 1996:** Over 1,000,000 people from Canada and around the world participate in the Sixteenth Annual Terry Fox Run.

Development Activity 3

The teacher explains the reactions of Terry's parents when he first suggested running across Canada. Although Betty, Terry's mother, objected, Rolly, his father, simply said, "When?"

- A. The class discusses possible reasons why Terry's parents had different opinions.
- B. This role play will help the students understand various attitudes in this issue. Group members of four or five sit in a circle and the teacher assigns character roles like Terry, Betty, Rolly, Darren (Terry's brother), Doug (Terry's best friend), doctors and patients. Terry begins the discussion by introducing his plan to run across Canada and the others respond. The teacher has the students express different opinions by changing the roles several times.

Dramatic Interpretation

- A. After the discussions, the teacher divides the class into groups of four. Each group must select one of the following scenarios that occurred during the Marathon of Hope.
 1. Terry is running down a street when a musician hands him an expensive guitar as a donation.
 2. Terry's artificial leg breaks while he is running.
 3. Terry is talking to a class at an elementary school.
 4. Terry is running through a city when a pee wee baseball team collects donations from spectators and motorists.
 5. Terry becomes weak and collapses just out-

side of Thunder Bay.

- B. Each group now selects one of these quotes:

1. "I will never give up on a dream."
2. "Somewhere the hurting must stop."
3. "I just wish people would realize anything is possible."
4. "I promise I won't give up."
5. "I can make it!"

- C. Using the scenario from part A as a guide, each group creates an original skit in which Terry Fox says the quote from part B. Everyone in the group must speak and participate in the skit.

Note: Since the skits can accommodate many different characters, the number of students in each group can vary depending on the class size.

Feedback

Discussions on this lesson generated many imaginative teaching ideas like using scenario 3 in the dramatic interpretation to practise Q and A and performing scenario 5 to reinforce expressions used in emergencies.

The quotes in part B of the drama interpretation reinforce comprehension of the auxiliary verbs "can" and "will". Development activity 3 provides practice in expressing opinions and also includes vocabulary related to family. Many trainees also concluded that in addition to challenging students to communicate clearly and spontaneously, the creativity required for the drama interpretation also sparked enthusiasm in learning a second language.

Conclusion

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

Cyberpipeline: Academic and General Information Sources on the Web

Steven Snyder, Kyushu University
of Health and Welfare

In the last issue of Cyberpipeline, I mentioned a source for used books through the Internet, here is another one:

Alibris

<www.alibris.com>

Alibris comes highly recommended by one of our CUE members and I can see why. I did a number of test searches and an order and I found that the service is very well organized and easy to use. For the books I looked for, I got a few more items with one service over the other, but I suspect the results will depend upon the type of book you are looking for. In the case of my test searches, it appeared that each service was accessing different collections, so you might try both services when looking for a difficult to find book.

Unlike ABE Book Exchange <www.abe.com>, you don't have the option of contacting the bookstores yourself, as all orders are processed through Alibris. I have been told that the Alibris shipping is cost effective and very efficient, and cheaper rates are available. Ordering is a straight forward affair: you will encounter a series of secure pages requesting information about you, credit card details and shipping preferences. Like most online booksellers, you can first group your purchases in a "shopping basket," so you don't have to process each book separately.

Linguafranca Magazine

<www.linguafranca.com>

What is it?

This is the website of a magazine which calls itself, "the review of academic life." There are, of course, a large number of periodicals that cater to the specific interests of academia. The

periodicals directed at general academic interest are fewer, arguably two of the most notable are *The Chronicle of Higher Education* and *Linguafranca*. For those unfamiliar with them, *The Chronicle* is styled like a newspaper, whereas *Linguafranca* is very much a magazine. Years ago, I was fighting with everyone else to get my hands on a recent issue of *The Chronicle* from our library, usually with little success. I even planned on getting my own subscription, until I found out how expensive it was.

I now subscribe to *Linguafranca* and if you are looking of a source of general happenings in academia let me recommend it to you. The web site is a good way to see if the magazine is for you by checking out some feature articles from previous issues. The *Linguafranca* website also has very useful links which may be of particular interest to university and college educators.

One section, called "Bookshelf" lists 6 online book stores that specialize in intellectual and hard to find books. Another section of interest is the archive of "Breakthrough Books," which includes the current issue on "Technology and Higher Education." There are over 60 archived topics. Of course there are tidbits from the current issue and there is a archive of previously featured articles with some dating back to 1996.

Whereas *The Chronicle* jobs section <chronicle.com/free/jobs> is a regularly visited site by many of us teaching in Japan, the conference and jobs section at the *Linguafranca* site is disappointing. There are few entries, and very few of relevance to many *On CUE* readers, but there are some items which I haven't seen in other places.

Please send site recommendations and
comments to me at
<snyder@phoenix.oc.jp>

You can subscribe, make inquiries and update your mailing address through the site. Even if you are already a subscriber, the website is still a useful resource.

Why is it important?

There is a terrible pull of specialization which haunts all of us working in academia, and separates us from the fast changing developments in other areas of scholarship. Working in relative isolation magnifies the problem. General periodicals like *The Chronicle* and *Linguafranca* not only bring you ideas and information that you'd be hard pressed to get on your own, but they also mold the experience with interesting writing that underlines important connections. Lots of notices and reviews of books, too.

One of the nicest features of the *Linguafranca* website is the archive of "Breakthrough Books" columns. Breakthrough Books is a regular column in *Linguafranca* where 6 or more noted scholars in a field not only recommend new books, they say why they recommend them. So, if you're feeling that you are falling behind, or you want more intellectual stimulation of a general nature, then this is an excellent place to go.

Arts and Letters Daily

<www.cybereditions.com/alldaily>

What is it?

If you want to be a bit more active in getting that intellectual stimulation, then the link to The Arts and Letters Daily is something you won't want to miss. You can find this link on the *Linguafranca* webpage. The Arts and Letters Daily link is an amazing resource. The website's motto is "Vertes odit moras," which at the bottom of the page you learn means "Truth hates delay," (taken from Sophocles' *Oedipus*). The page itself looks like the front page of a newspaper with four columns, but it functions as central links page to just about any intellectually stimulating site that is on the web. There are 17 Newspaper links, 11 news services (e.g. Associated Press), 3 major news magazine pages, 55 links to magazine sites, 24 links to sources of book reviews, 29 links to well known columnists, 14 links to Ezines, and a number of other links—and that is just the first of the four col-

umns! The other three columns consist of brief descriptions of online articles, new books, and essays with a link to each item. Some links are updated daily, while others will be there for a longer time. Every possible subject appears, and sometimes it is worth scanning the pages just for the entertainment value. Here are some selected headings from a recent weekend edition,

"Working with Woody Allen is like holding a puppy. It's nice, but if you hold on too long he'll piss all over you..."

"The future won't be unrecognizably exotic, says Steven Pinker. For all the dizzying changes that shape history, our stone-age minds remain basically the same..."

"Nietzsche has long served as a patron saint of postmodern discourse. But wasn't he really just an aristocrat, obsessed with hierarchy?..."

"Noam Chomsky's linguistics has been attacked because it isn't a science like old-style physics. His critics, he says, don't understand Newton..."

I followed the link to the Chomsky item and it turned out to be an interview piece by an Italian journalist filled with wonderful insights. Another link to the L.A. Times led to a series of articles about languages in Southern California. An article entitled "Language Enclaves Are Havens, Prisons" claimed that over 120 languages are spoken in the L.A. area. Another article was about brain surgery around language areas in the brain.

The site also has an archive and, though the links are fragile, these older links can prove very informative. Needless to say, this is a site that can best be exploited by those with lots of time on their hands. But even if you have only a little time, this site may prove helpful.

Why is it important?

This site is the mother of all news information link pages. But better than other link pages, this one has separated the interesting, the timely, and the valuable from much of the useless mess of the web—it functions as a web digest. To be sure, it has its editorial perspective, and is associated with *Linguafranca*, but that also gives the site much of its value.

CNET Help

< www.cnethelp.com >

What is it?

This is a website devoted to providing help advice and tips for computer users. In the previous issue of Cyberpipeline I wrote about early warning mailing lists for academic books and publications, where you receive titles in advance of the publications. The CNET Help website offers a similar idea for computer users: a number of "tips" mailing lists. The tips are organized by six topic categories: hardware tips, software tips, Internet tips, web building tips, games tips and consumer electronics tips. Within these categories are specific areas for which advice or ideas are given, such as tips for JavaScript, tips for PowerPoint, tips for CD-Recording, tips for Photoshop Pro, tips for Mac OS, etc. Many of the lists address the needs of PC users, but a good number address cross-platform uses. When you subscribe to a particular list, you then receive an email each workday with a single tip included. The messages can be in either text or html format.

Why is it important?

Although mail lists can quickly clog up your mail box, getting small bites of information regularly is a very helpful way to learn about things. This is especially true of the computer world, where the systems are designed to learn through experimentation and the manuals are unreadable. These days university teachers are heavily dependent computer users, who often lack gurus. Not only that, we are increasingly confronted with different platforms and a large number of applications. To be sure, many of the tips you will receive will be useless, but they are easily discarded. The hard part is getting those rare bits of information that push out the margins and some of these tips may do just that. The site also contains links to tutorials and other kinds of help— but be careful, some of those links will lead to services that charge for advice or tutorials.

Calls for papers

(Dates given in sub-headings are conference dates)

March 2001

1-3 11th Susanne Hubner Seminar: Bridging the gap between interaction and cognition in linguistics, Zaragoza Spain. Contact: Dr Celia Floren, XI Seminario Susanne Hubner, Departamento de Filología Inglesa y Alemana, Facultad de Filosofía y Letras, Ciudad Universitaria, C/ Pedro Cerbuna, 12, 50009 Zaragoza, Spain. Tel: +34 976 761 538; Fax: +34 976 761 519. Email: cfloren@posta.unizar.es

8-10 Internet and multimedia application to French Studies: in search of a dialogue, Vancouver, British Columbia Canada. Contact: Rejean Canac Marquis, Département de Français, Simon Fraser University, Burnaby, BC V5A 1S6 Canada. Tel: +1 604 291 3533; Fax: +1 604 291 5932. Email: rcanacma@sfu.ca

14-16 Challenges in the New Millennium, TESOL Arabia, 7th International Conference, Dubai, United Arab Emirates. Sandra Oddy, PO Box 17258, Al Ain, United Arab Emirates. E-mail: sandra.oddy@hct.ac.ae. Web site: <http://tesolrabia.usci.ac.ae>

23-25 The Second International Conference on Contrastive Rhetoric, "Linguistics, Culture, and Teaching," Cairo, Egypt. Proposal Deadline September 10, 2000. The American University in Cairo, 113 Sharia Kasr El Aini, Cairo, Egypt. E-mail: CRCONF@aucegypt.edu. Web site: <http://www.aucegypt.edu>

April 2001

18-20 Third International Symposium on Bilingualism (ISB3), Bristol, UK. Contact: Third International Symposium on Bilingualism, University of the West of England, Bristol, Faculty of Languages and European Studies, Coldharbour Lane, Bristol BS16 1QY UK. Email: jeanne.treffers-daller@uwe.ac.uk

19-21 11th Biennial International conference, Society for Textual Scholarship, New York City USA. Contact: Prof. Robin Schulze, Program Chair, Society for Textual Scholarship, Dept. of English, Penn State University, 119 Burrows Building, University Park, PA 16802-6200 USA. Fax: +1 814 863 7283. Email: rgs3@psu.edu. Web: <http://www.textual.org>

19-22 Cognitive Linguistics in the year 2001, Lodz, Poland. Deadline for abstracts: 30 September '00. Contact: CLY 2001, Institute of English, University of Lodz, Kosciuszki 63, 90-514 Lodz, Poland. Tel/fax: +48 42 636 6337. Email: cly2001@krysa.uni.lodz.pl

May 2001

18-19 Sixth Conference on Applied Linguistics, "Technology and Education in Second Language Acquisition and Teaching," Puebla, Mexico. Proposal Deadline January 15, 2001. Virginia LoCastro, Universidad de las Américas-Puebla, Departamento de Lenguas, Sta. Catarina Martín, 72820 Puebla, Mexico. Tel: +52-(2)-229-31-05. Fax: +52-(2)-229-31-01. E-mail: lcastro@mail.udlap.mx

1-13 Semantics and linguistic theory (SALT) 11, New York City, USA. Deadline for abstracts: 15 January '01. Contact: Anna Szabolcsi, Dept. of Linguistics, New York University, 719 Broadway, #501, NY, NY 10003. Tel: +1 212 998 7956. Fax: +1 212 995 4707. Web: <http://www.nyu.edu/gsas/dept/lingu2>

June 2001

2 IT & Multimedia in English Language Teaching 2001 (ITMELT 2001), Hong Kong, China. Contact: Bruce Morrison, ELC, Hong Kong Polytechnic University, Kowloon, Hong Kong, China. E-mail: itmelt2001@ele.polyu.edu.hk. Web site: <http://ele.polyu.edu.hk/conference/>

ISSN 0957-5717

In Defence of the Cushy Life

Colin Sloss on Bern Mulvey

I was much better informed after reading Bern Mulvey's fascinating account of the plight of our Japanese and foreign colleagues at national universities. And I thought those of us working in private colleges were having a hard time! Although I agreed with almost every point he made, I am not sure I agree with Mr Mulvey's suggestion that it is difficult to argue against the need for the proposed new reforms advocated by the Japanese government.

Certainly, drastic cuts in the number of those working in national universities would help to get rid of some of those "malingers" who abuse their privileges as academics working in such institutions. It seems to me, however, that the same conditions which allow those malingers to exist (a relatively stress-free and deadline-free working environment) are also those that are conducive to producing creative academic work.

Richard Feynman once wrote that the few minutes play which led to the idea for which he eventually received his Nobel prize came from him having just observed a student spinning a plate in the dining hall. One wonders whether Feynman would have received his prize if, instead of having the freedom to muse over spinning plates, he had been rushing to fulfil heavy administrative and teaching duties necessitated by staff cuts.

It is not at all fashionable to defend the position of "ivory tower academics" in the face of an all conquering onslaught against higher education everywhere in the name of "cost effectiveness" and "greater accountability". Moreover, we are probably all aware that higher education in Japan is far from perfect and could all no doubt, put forward proposals for its improvement. Nevertheless, the proposed changes hardly seem likely to improve higher education in Japan.

Given Mr Mulvey's perceptive comments about the difficulties involved in assessing academic work earlier in his article, I suspect he might agree that we really must try to persuade the people who financially support higher education that teaching and academic work can not be properly assessed merely by simplistic, slide-

rule standards. Trying to run a university as if it were just another corporation may result in greater efficiency in certain areas, but it will alter the quality of the work being done. While it would not be wise to deny the need for the reform of the Japanese national universities, it does seem in the case of these proposed reforms that they would be more likely to result in impoverishment rather than improvement.

Bern Mulvey Replies

Despite having read Mr. Sloss' response very carefully, I must admit to a certain amount of confusion. In my article, I attempted to provide an impartial English summary explaining the following:

- 1) what reforms were being proposed by Monbusho,
- 2) why they were being proposed, and
- 3) the nature of (and reasoning behind) Japanese faculty/staff resistance to their implementation.

Unfortunately, Mr. Sloss seems to have mistaken attempts at fairness in my presentation of these issues with an unconditional endorsement of the reforms themselves.

My article neither makes nor implies such a position.

Beyond the fact that almost one third is devoted to summarizing the various criticisms of the proposals, I conclude the paper with the following statements: "the current proposals as now written place too much emphasis on budgetary concerns...to be ideal" and "could not we...work together in order to achieve a more balanced deal with the government, thereby improving long-term prospects for everyone?" (Mulvey 2000,

*"He that hath little business
shall become wise."*

Ecclesiasticus

The opinions expressed in this column are not necessarily the views of "On CUE" or the CUE Executive Board

23). Where in this is an unqualified acceptance of Monbusho's terms?

Mr. Sloss' comments seem directed less at me than at some vaguely defined, McCarthyesque boogeyman out to steal the so-called freedoms of academics everywhere. Unfortunately, his obsession with skewering this fictional beast leads him to fits of misquotation and/or invention to better suit his rhetorical needs. For example, Mr. Sloss writes that initiating "drastic cuts in the number of those working in national universities" just "to get rid of some malingerers" would be absurd; my response to him is simple: no one is advocating such a thing! As I state quite clearly on page 20, while Monbusho is considering faculty/staff cuts, this decision is being made in reaction to "the low national birthrate and resultant decrease in the number of applicants for university entrance" — i.e., they are responding to the demographic reality that (as early as the year 2007) there simply may not be enough students to go around.

While one could argue that a 35% reduction in staff and faculty is an overreaction to this problem, Mr. Sloss chooses to avoid the complexities of the issue entirely, focusing instead on bemoaning a planned mass-martyring of innocents in order to catch a few scoundrels — a plan which Mr. Sloss, to be frank, appears to have invented.

The Japanese national university system is in need of reform. Tightened standards of financial and professional accountability — including, yes, the ability to fire those few individuals who continue to abuse the system — must be parts of any rational proposal to reform this system.

This is not a controversial position; even Japanese educators against the proposed reforms agree that something must be done. Why? Ironically, their intention in backing reforms of some sort is not to destroy the idyllic working environment that Mr. Sloss imagines already to be in place, but to create such an environment.

Are the proposed reforms perfect? Of course not — and for reasons I state quite clearly in my paper. Monbusho's proposed reforms, however,

do represent an important first step in what ideally will be an on-going dialogue, one in which it is to be hoped foreign residents of Japan may also come to participate.

Such participation, though, should not degenerate into a "Monbusho is bad because it is Monbusho"-type diatribe. Unfortunately, by ignoring economic and demographic realities in his attempts to demonize Monbusho, Mr. Sloss comes close to doing just that.

An attempt to establish minimum standards of financial and professional accountability at the national university level is not McCarthyism, nor should it be made out to be.

REFERENCE

Mulvey, Bern. (2000). The recent Monbusho reform proposals: Ramifications and opportunities. *On Cue*, 8,1, 18-23.

Hit Parade Listening: Developing Listening Skills through Rock and Pop.

Nobuhiko Kumai & Stephen Timson, MacMillan Language House, Ltd. 1998. pp IX + 132. ISBN 4-89585-255-5

Reviewed by Michael J. Crawford,

Hokkaido University of Education, Hakodate Campus

Listening to a second language at natural speed often poses a problem for learners. Almost every language teacher has heard the complaint "people speak too fast" from his or her students. In English, part of what makes natural speech challenging is that there are a large number of reductions such as "*hafta*" for "have to," and so on. Although most listening textbooks make an effort to introduce at least some of these reductions, this reviewer feels that to some extent they have gotten short shrift and that their importance for comprehension of natural speech has been underestimated.

As a step towards focusing more attention on reductions, "*Hit Parade Listening*" is a welcome addition to the listening textbook market. Aimed at pre-intermediate to intermediate learners of English, the book's major emphasis is on teaching reductions, or "sound changes" as the authors refer to them. As can be deduced from the title, pop and rock music are used to provide examples of reductions in real language. The text contains 20 units, each of which introduces one or more reductions and uses a song to provide examples of them.

The units follow the same basic format. First, the students listen to five sentences (on the cassette which comes with the book) and do a cloze exercise in which they are asked to guess the reductions to be studied in the unit. The reductions are then explained in a brief section written in Japanese. Next the students listen to 12 more cloze sentences and two short conversations which contain the same reductions. After this the song is played for the first time, and the students answer a few questions as they listen. The song is then played again, and this time the students complete a cloze exercise of the lyrics with

spaces for the reductions (and spaces for some other words as well). At the end of the chapter there are readings about the lyrics and/or the artist, both of which are available in oral form on the cassette tape.

There are a number of things about "*Hit Parade Listening*" which make it an attractive option for university-level teachers in Japan who have listening and/or general English classes. First, the inclusion of music tends to motivate students. Many students may not have had a chance to listen to music in their junior high and high school classes, so doing so may be a needed breath of fresh air. Another good point is the explanations in Japanese mentioned above. The explanations are short and to the point, and provide students with the information they need to understand the reductions introduced in each unit. These explanations are useful for all teachers, of course, but perhaps especially so for native English speaking teachers who may not have the Japanese skills required to explain reductions and feel that their students would have trouble understanding an explanation in English. Even if a native English speaking teacher cannot read the section, he or she can simply have the students read it and rest assured the concept has been explained. (It should perhaps be noted that this explanation is the only section of the chapter written in Japanese. Everything else, including the exercise instructions, is written in English.) The cloze exercises that the students do before listening to the songs in each unit are also well done. The sentences are read at natural speed on the tape and also provide excellent examples of natural conversational speech, including sentences such as "I'd better let you go" and "You should've known better."

In addition to the points mentioned above, perhaps the strongest endorsement of "Hit Parade Listening" are the results for the pre-test and post-test (a cloze listening test of reductions) included in the text for two first-year university classes this reviewer taught at the Hokkaido University of Education in the fall semester of 1999. Students in both classes performed significantly better on the post-test than they did on the pre-test. Among the 32 students for whom both pre-test and post-test data were available, some students did twice as well on the post-test. Although this of course do not *prove* that the text was effective, it is somewhat striking, and demonstrates that the students were much better able to understand reduced forms at the end of the course.

Despite the positive aspects of "Hit Parade Listening" mentioned above, clearly no textbook is perfect and this one is not an exception. One problem is lack of variety in the exercises in the book. The text relies a bit too heavily on cloze exercises. These may be well-written and useful, but after 20 units of cloze exercises students may feel that they never want to do another one again. Another problem is that some of the songs provide few examples of the reductions they are meant to exemplify. Although the cloze exercises that come before the songs provide ample practice for the students, real examples of their use are also very important. Finally, the fact of the matter is that although most teachers will be familiar with the songs and the artists included in the book, many students (at least the Hokkaido University of Education) do not know artists like The Carpenters, Chicago, Michael Bolton, The Eagles, etc. Although artists students *do* know such as Mariah Carey and Celine Dion are also included in the book, they are in the minority. More recent songs and more artists that are familiar to college-age Japanese learners would be welcome.

These shortcomings do not detract from the overall value of the text, and will hopefully be addressed if a second edition is published. The text is easy to use, fun to teach, and, from this reviewer's experience, pedagogically effective. Clearly, teachers need to do other activities in class to maintain variety and interest, but this is true for every textbook on the market. I look forward to using it next semester.

Calls for papers contd.

(Dates given in sub-headings are conference dates)

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18-22 ORAGE 2001: *Orality and Gestuality*, Aix-en-Provence, France. *Deadline for abstracts: 15 September '00*. Contact: Colloque ORAGE 2001, Laboratoire Parole et Langage, Université de Provence, 29, av. R. Schuman, 13621 Aix-en-Provence Cedex 1 France. Tel: +33 4 42 95 36 37; Fax: +33 4 42 59 50 96 (specify 'colloque ORAGE 2001'). Email: orage2001@lpl.univ-aix.fr Web: <http://www.lpl.univ-aix.fr/~gevoix/ORAGE2001>

July 2001

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<http://www.lll.hawaii.edu/nflrc/Videos.html>

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