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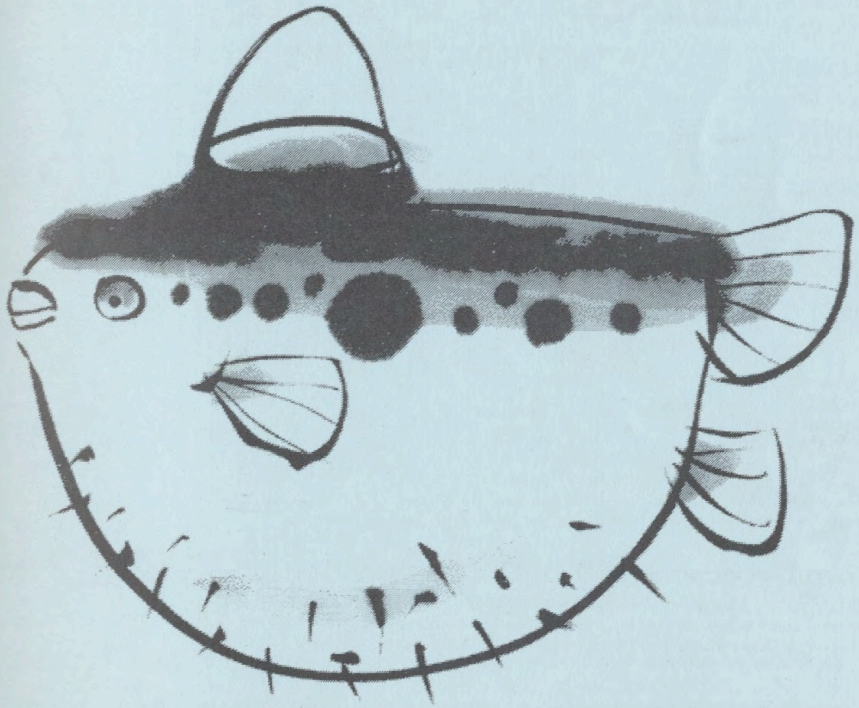

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Volume 20, Number 3, March, 1996

THE LANGUAGE TEACHER

Editorial

5

Features

by Roger Nunn
7 Learning from Qatar: Evaluation of Methods-in-Use
by Stephen J. Davies
13 Developing Sociolinguistic Competence through Learner-Centered Dialogues
松本和子
17 学習ストラテジーとは何か
(Learning Strategies, *by Kazuko Matsumoto*)

Forum: JALT Policy on Ageism

by Lyneve Rappell
21 Note from the Editor
by Gene van Troyer
The Discussion Paper
by Craig Sower
22 Monbusho, Discrimination, and JALT: Confrontation or Negotiations?
by Bill Lee
24 Thoughts on *TLT*'s Job Announcements Policy

Readers' Views

by Tonia McKay
27 Goals and Expectations in Content Courses: A Response to Lewitt
by Phillip J. Lewitt
29 Lewitt Replies to McKay
by Paul Stapleton
29 A Reaction to J.D. Brown's Recent Inquiry on the English Entrance Exam
32 Authors

My Share

by Susanna Stori
35 Encouraging Japanese Students to Take an Active Role In L2 Classes
by Rod Woodford
36 Active Listening Skills—A Wheel of Communication

UnderCover

40 Japanese WordMaster Version 3.0
40 Edict Dictionary
41 Non-Language Outcomes in the Adult Migrant English Program
41 Seeking Directions
43 NCELTR Teacher Resource Series 4, Finding Common Ground
43 Study Skills for Academic Writing
45 Finding Out 5

Departments

47 JALT News
49 Bulletin Board
51 Of National SIGnificance
55 Chapter Reports
57 Chapter Meetings
61 Conference Calendar
Advertiser's Index
63 JIC/Positions

The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zengoku Gogaku Kyoiku Gakkai*), a non-profit organization of language teachers promoting effective language learning and teaching. JALT welcomes members of any nationality, regardless of the language taught. The editors welcome articles and book reviews on all aspects of language teaching, particularly with relevance to Japan. Contact the appropriate editor for guidelines. Employer-placed position announcements are published free of charge, but publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Committee that no positions-wanted announcements will be printed. All contributions to *The Language Teacher* much be typed, double-spaced on A4 paper, and sent to the appropriate editor. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to the authors.

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The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan.

All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins.

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Readers' Views. Responses to articles, or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 19th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known by the editor.

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

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

Departments

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

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の19日必着です。

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

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JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editor at the address listed in the Masthead. Deadline: 19th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日にJALT News編集者必着です。

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

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Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements, or requests for guidelines, should be sent to the Chapter Meetings editor. Deadline: 19th of the month, 2 months prior to publication.

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

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Editorial

Ethos: 1. The prevalent tone of sentiment of a people or community; the genius of an institution or system. 2. Character; ideal excellence; in *Gr. Rhet.* often opposed to *pathos*, emotion.

Ethic: 1. Relating to morals. 2. Treating of moral questions or of moral science. 3. Characterised by 'ethos.'

Policy: 5. A course of action adopted and pursued by a government, party, ruler, statesman, etc.

Politic: 2. Characterised by policy; (of persons) sagacious, prudent, shrewd; (of actions or things) judicious, expedient, skillfully contrived.

Profession: II. a. A vocation in which a professed knowledge of some department of learning is used in its application to the affairs of others, or in the practice of an art founded upon it. . . . b. In a wider sense: Any calling or occupation by which a person habitually earns his [or her] living.

This month's issue contains a forum on the formation of a policy that will represent the ethos of this professional group. A key factor in the strict definition of a profession is that the knowledge of the group is applied to the affairs of others. Any policy designed to represent the profession, therefore, must be ethical; in that it is not only predicated on thought rather than emotions, and represents the wishes of the whole group rather than of a few vocal individuals; but that it takes into account the affairs of the wider community.

It is a defining ethic of our age that we have the right to conduct open debate on government policy in print. It is a privilege, however, not shared by the majority of the world, and it is flaunted if that debate is not intelligent, considerate, and aimed at moving constructively through a problematic situation.

As you read through the pieces in this month's forum, and re-read the articles already published on this issue, remember that none of the terms defined above is as simple as it seems. Consider the terms and the issues, weigh the evidence that is presented, listen to your colleagues and students, and add your voice to the debate. But, first, ask yourself whether what you are about to contribute is more likely to launch a balloon or an ethicopolitical professional policy.

Lyneve Rappell, Editor

Reference

Onions, C. T. (Ed.) (1984). *The shorter Oxford English dictionary.* (3rd ed., vols. 1–2). Oxford: Clarendon Press.

Ethos: 1. ある国民、あるいは地域社会で有力な精神(あるいは風潮): ある社会制度、またはシステムの特徴。2. 品格、理想的な美点: ギリシアの修辞法では、しばしばパトス、感情の反意語とされる。

Ethic: 1. 道徳に関するもの: 2. 倫理的な問題、あるいは道徳科学の扱い。3. 'Ethos' によって特徴づけられるもの。

Policy: 5. 政府、政党、統治者、政治家などによって取られる政策。

Politic: 2. 'Policy' によって特徴づけられるもの。: (人が)賢明な、思慮深い、抜け目がない: (行動が、あるいは物事が)慎重な、時宜を得た、たくみに計画された。

Profession: II a. ある分野で学んだ専門的な知識が他の人々の仕事や生活、教育などに役立てられる職業、またはその知識に基づいた技術が実践できるような職業・・・ b. より広い意味では: 人が生計をたてるためのあるゆる職業。

今月は、私たちが属する専門的職業集団のエトスを具体化する政策の形成について意見が交わされます。専門職を厳密に定義する場合に鍵となる要素は、その集団が持っている知識が他の人々の仕事や生活、教育などに役立てられるということです。すべての政策はそれぞれの職業を具体化するために作られているのですから、政策というものは道徳的なものでなくてはなりません。ですから、政策は感情よりもむしろ考察に基づくものです。また自己主張の強い限られた人々の願いを表わすのではなく、むしろその職業集団全体の願いを表わします。さらに、政策はより広い地域社会の出来事をも考慮に入れるのです。

政府の政策について、オープンに活字で討論する権利を持つということが、私たちの時代を定義づける精神つまりエトスなのです。しかしこの権利は、世界的に見れば多くの人に享受されてはいない特権です。そしてもしその論議が真剣に、また思いやりをもってなされないまま、困難な状態に向かっていったとしたら、貴重な権利をこれ見よがしにするだけに終わるでしょう。

みなさんが今月のフォーラムの記事を読み進め、既に出されているこの問題に関する論文を読み返すときに、初めに定義した用語は、すべて見かけほど単純ではないということを思い出してください。これらの用語と今月取り上げた問題を深く考え、出された事実を検討し、みなさんの同僚や生徒の声を聞き、そして論議にみなさんの意見を加えてください。しかしまず、みなさんがしようとしていることはいたずらに派手なみせびらかしをしようとすることなのか、倫理的政治的な知的職業の政策を提示しようとすることなのかを自問してください。

編集者　リニーヴ・ラッペル（抄訳: 江口　英子）

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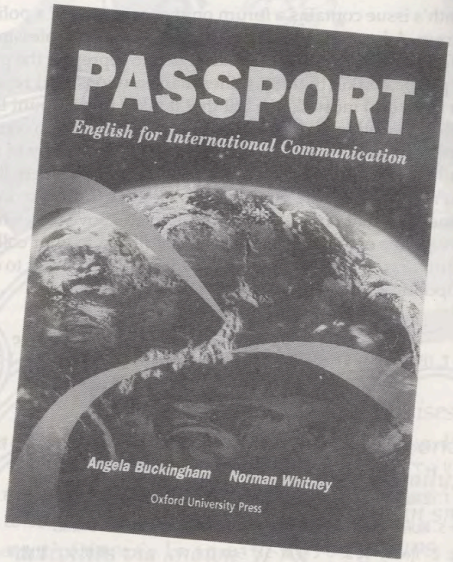

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English Language Teaching

Roger Nunn
Kochi University

Learning from Qatar: Evaluation of Methods-in-Use

1970年代にアラブ湾岸国のカタールにコミュニケーション重視の英語プログラムが導入された際、さまざまな問題が持ち上がった。最近日本でも、1992年に文部省が提唱したオーラル・コミュニケーション・ガイドラインに関する議論が盛んであるが、この二つの事例には類似点が多い。カタールの場合も日本のオーラル・コミュニケーション「改革」も、対象が中等教育であり、上から教師に押しつけられたものである。教師の大半は、今までと全然違う、新しい手法が要求する教師の役割を演じるよう期待された。ここでは、コミュニケーション重視の教育理論を紹介しながら、カタールでの実践内容を検討し、外国で実践されている教え方を採用する際の問題点が指摘される。

The Oral Communication Guidelines issued by the Ministry of Education, Science, and Culture (Monbusho) in 1992, have been the subject of considerable debate since their introduction. That Japanese students need to improve their spoken English is not disputed. It is rather the means of bringing this improvement about that is at issue. The assumption underlying the Guidelines is that a more "communicative" approach should be enacted in Japanese classrooms. According to Knight (1995, p. 20), however the Guidelines do not explore the means of achieving the switch to a different style of teaching, and have had little impact on curriculum planning in schools. Knight has also some evidence to suggest that teachers see the selection of more communicative textbooks as the main issue. The net result seems to be that, while course books might be replaced, the difficulties of actually managing a shift towards a communicative method in classrooms have not been seriously considered. The following paper will discuss the appropriateness of such a move by comparing it to a similar change attempted in the Middleeast in the 1970s. It will attempt to show what can happen when the importance of making a method compatible to the setting in which it is used, is underestimated.

On "Methods"

Pennycook (1989) was not the first to question the "method" concept (see Stern, 1985; Allwright, 1988), but he presented a powerful critique from several angles. Most relevant for this discussion is his claim that there is "little evidence that methods ever reflected classroom reality" (p. 602). He warned of "a close relationship between academic thought and textbook publication, but little between these and the knowledge produced by teachers in their daily practice," (p. 609). Dubin and Olshtain (1987, p. 31) similarly stated that "the teacher population is the most significant factor in determining success of a new syllabus or materials," referring to the need for "a reliable picture of teachers who will implement the programme."

There appears to be a scarcity of research demonstrating the effectiveness of a communicative approach (see Sheen, 1993, p. 13) While "scientific" proof is perhaps an inappropriate goal for research in teaching methodologies and approaches Pennycook warned that "any study that claims teachers are adhering to a certain method, without rigorous definition of that method and classroom observation, is ultimately of little value." (op. cit., p. 606). One of the main problems of providing reliable evidence of teaching methods is the difficulty of constructing

such an operational definition. There does appear, however, to be some coherence in descriptions of the classroom roles expected of teachers and students within the communicative approach.

Dubin and Olshtain (op. cit., p. 77) summed up the role of the "communicative teacher" in the following terms: "The teacher is there to guide learners, not to tell them. The teacher's role is recognised as a facilitating one, with learners proceeding according to their own inner capacities, not in a lock-step plan solely of the teacher's creation." Yalden (1987, p. 57) portrayed the role of the teacher in a very similar way: "The teacher is no longer director of the process. Nor are teachers the mere instruments of the expert who provides a method to be implemented in the classroom. They are monitor, counsellor, consultant, orchestrator and animateur." If we are to assess the suitability of a communicative approach for a specific context, it is important to know the extent to which a change of roles constitutes a precondition of success. Brumfit (1979, p. 188) pointed out that a move away from an accuracy based curriculum would "lead us to look more carefully at the role of methodology, the relationship between teacher and pupil." He underlined the need for freedom to interact outside the narrow confines of lock-step teaching. "Not to allow the learner some freedom to use the newly developed skills in unpredictable directions will be to frustrate the very abilities which will be necessary for the most effective response to the predicted needs" (p. 186). We might conclude from these descriptions that a communicative approach is indeed inherently linked to a need for devolved classroom roles.

The assumption that classroom roles can be rapidly dropped and new ones adopted is implicitly built into the approach that was applied to the Gulf context in the seventies and eighties. While such a perspective assumes that classroom roles can be radically modified by training, the research findings lead to an opposite conclusion. Furthermore, Dubin and Olshtain (1986) claimed that program design needs to be rooted in social context, and that course designers build in assumptions about social process into their materials (p. 77). They also, concluded that "the perspective of name-method is basically out of harmony with the intent of professional program design which begins by assessing the total context in which interactional plans are formulated"(p. 65).

The Crescent Course

A major reason for the adoption of a communicative approach in the Gulf State of Qatar was the growing perception that local people needed to acquire practical communication skills in English to deal with the ever increasing interchange with the outside world that had accompanied the oil boom. Although there was a real need for local people who could communicate in English, this need was only expressed in the most general terms and no kind of needs or means analysis was ever carried out by the Ministry of Education.

This coincided with growing disaffection among academics internationally with the kind of audio-lingual approach said to be in use in much of the Arab world. British and European applied-linguists such as Van Ek (1975), Wilkins (1976), Allwright (1976), Johnson (1977), and Widdowson (1978), were moving towards the "progressive" view that language should be taught as communication, and that this required a different pedagogical emphasis.

The communicative course used in the Gulf States since 1976, the Crescent English Course, was said to be designed for the local context, but the functional syllabus upon which it was based bore striking resemblances to the Council of Europe's guidelines for European adult learners. (see Van Ek & Alexander, 1975)

Since the Crescent Course was largely written in Britain by a western publisher, the Crescent project can be seen as an example of the attempted transfer of a British approach into a very different "configuration of social, cultural, economic, political and historical circumstances"(Pennycook, 1989, p. 595). However, at no point in the early years of the innovation was it considered that the approach itself might be wrong for the setting or that it would be useful to provide course writers with a rigorous description of the current roles of local teachers—mostly expatriate Arabs—and an assessment of their readiness and ability to change their classroom roles.

The guidelines in the Crescent Course on the approach to controlling classroom interaction, for instance, were unambiguously critical of "traditional" teacher-fronted interaction, and indicate that the materials were written with the intention of changing typical classroom roles.

> The typical classroom with its fixed rows of desks, with the teacher traditionally positioned at the front of the class confronting rows of children, does not allow communication to take place easily. These materials encourage alternatives to this arrangement. (Crescent Book 7, teacher's book, p. 5)

While Arab teachers do not ever seem to have adopted the new approach wholeheartedly even in the early years, by 1981 the suitability of the Course in the Qatari context was beginning to be questioned by outside specialists. In his report for the British Council, Early (1981) concluded that after four years of using Crescent in Qatari schools there were clear signs that it was ill adapted to its environment. He also pointed out that the course itself was only one element of innovation and stated that,

> there is bound to be a limit to the extent to which the substantive characteristics of the general educational and cultural context can be modified by the teacher training programmes and the public relations work which go hand in hand with the introduction of new kinds of materials. (Part 2, p. 1)

Nevertheless, although Early advocated a more "ecologically sensitive" approach to innovation, it was never formally suggested that a detailed description of local language teaching was needed, nor was any such description carried out. Only anecdotal descriptive information concerning the roles of teachers and the interaction between teachers and students is to be found, and it is based on unstructured observation of classes. In spite of Early's report, teachers' classroom behaviour was contrasted with the behaviours that would be required to teach the new course effectively. The conclusion was that more training was needed to change the attitudes and behaviour of either reluctant or incompetent teachers. There is, however, no basis in research for such a negative characterisation of teachers' behaviours because no independent or neutral description was available to assess the purposes and outcomes of pre-Crescent teacher-student interaction. Once a new course was introduced, all aspects of previous behaviour of teachers seem to have been rejected because that behaviour was incompatible with the roles prescribed by the new approach.

Examining Method-in-Use

The author's research project was designed to provide a description of the "method-in-use" of local teachers in the Crescent Course. The aim was to describe the roles that teachers and students were actually adopting before making suggestions for curriculum development. At the same time the description would provide an assessment of the extent to which classroom roles had actually become compatible with the roles outlined above for "communicative" teaching.

It was decided that no reliable conclusions should be drawn from unstructured observation of classes, particularly as an important aim was to describe the actual approach teachers were using. However, recording, analysing, and interpreting lessons to provide an adequate description of regular features of language teachers' behaviour is a lengthy process.

Prior to starting the project, I had spent two and a half years teaching Crescent myself and one year working in testing and teacher training with local teachers. After piloting and extensive classroom observation, 11 lessons were recorded and analysed in detail. To avoid prejudging the classroom behaviour of local teachers, a pre-pedagogical model combining discourse analysis and analysis of turn-taking was used. By pre-pedagogical, I simply mean that no pedagogical categories were used in the initial analysis. The aim of using this technique was to focus on the interaction between students and teachers as it was regularly enacted in the classroom and to infer typical roles from the analysis. Only then would the suitability of a pedagogical approach be considered.

The data was first examined for its own intrinsic qualities and then the roles adopted by teachers and students were compared to those normally associated with the communicative approach. The detailed description provided interesting results about what teachers were doing and not just in comparison to communicative methodology. A few relevant features of the research findings will be briefly summarized below.

Learner Discourse Initiation

Initiation of discourse by students is one stated aim of communicative methodology. Rather than simply providing responses to teachers, students are supposed to adopt roles through which they can structure interaction. However, when the discourse was analysed, it was strikingly clear that students hardly initiated any exchanges at all, even in so-called functional lessons. Only about 1% of all exchange initiations were actually produced by students. In addition, further qualitative analysis showed that most initiations that were produced by students were not produced in the planned interaction but in incidental interaction about lesson procedure. So, the tenor of the instructional discourse was rarely affected by student initiation as the following brief text sample illustrates (see Figure 1).

Figure 1

	T	Right. I want you to get your classbooks, exercise books, your pupil's book . . . pupil's book and exercise book because you are going to read page 61, and then answer the questions.	
→	S	**Exercise books?**	I
	T	Exercise book . . . yea . . . the classbook [starts writing questions on board].	R
→	SS	**Page, teacher . . .?**	I
	T	Page 61. The title is decision.	R

An analysis of the data in terms of turn-taking also indicated that there was no opportunity for self-selection by students in any lesson recorded or observed. In fact, on average there was less than one student self-selection per lesson. Furthermore, in the few lessons in which pairwork was carried out, it was always under strict teacher control, normally with two students standing to perform in front of the whole class.

The rather surprising conclusion of the research was that after 15 years of using a communicative course, supported by a 10 year teacher training project, the so-called communicative approach was not actually being enacted in any way; so absolutely no conclusions could be drawn about communicative teaching, per se.

This result did not mean that no identifiable approach was being used. In general, teachers spent a lot of time in detailed reconstruction of text with students, often, but not always, in a rather literal and repetitive manner. This method is similar in some respects to what Marton (1988) called a "reconstructive approach." One conclusion of the research project was that it would be more useful to build on the actual approach being used by the teachers, than to continue pushing an approach they were never likely to adopt. In many ways, the introduction of an incompatible methodology was counterproductive as it accompanied attempts to eradicate "non-communicative" techniques that teachers were more comfortable with and more able to perform effectively.

It would appear from an examination of the method-in-use of teachers in one context that the roles of teachers and learners as described in theoretical discussion were very different from the roles that were actually used in the classroom. The lack of an adequate and unbiased initial evaluation of those roles linked to the forceful prescription of new roles seems to have been an important factor contributing to the "role gap."

Japan

Monbusho's 1992 guidelines may not appear to be particularly controversial considering that the approach advocated was introduced in many countries almost 20 years ago. However, the findings of the Gulf research project correspond in some respects to informal assessments of the Japanese innovation reported in recent artieles. An issue that is often raised is the applicability of an imported methodology. Miller (1995a, p. 45) stated that communicative practices "run counter to Japanese educational tradition," concluding that this "may be a fundamental reason why the new policy, which took effect in April, 1994, has not led to a major shift in instructional practices." Knight (1995, p. 21) also concluded that the new curriculum is "unlikely to be implemented as conceived," pointing out that conditions do not favour changes in current classroom practices.

The growing evidence worldwide of unsuccessful experiences of communicative methodology applied to the wrong settings should perhaps lead to more serious evaluation of what is achievable in particular settings. Only detailed and adequate description of current practice can provide a solid basis for moving forward.

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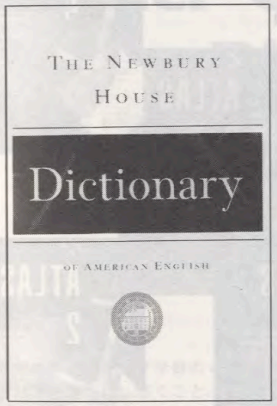

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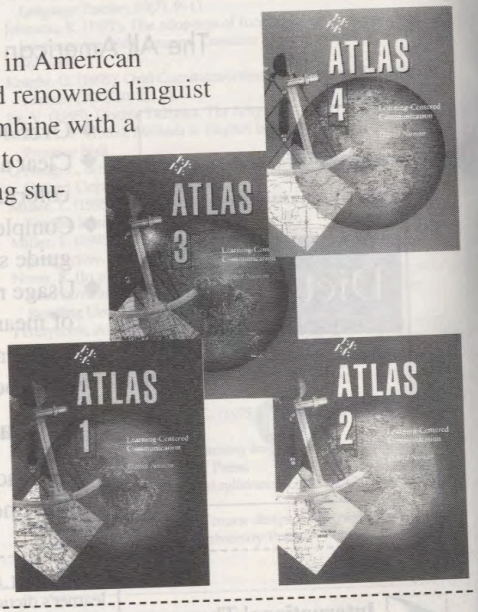

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Stephen J. Davies
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Developing Sociolinguistic Competence Through Learner-Centered Dialogues

クラスでのダイアローグ学習の４段階が示される。それは、書くこと、訂正すること、覚えること、そしてダイアローグを実際に演じることによって、目標言語の社会言語学的能力の向上を目指すことである。書く作業における学習者の役割とともに、作成されたダイアローグの意味や形式の適切性に対する教師の目配りの必要性も強調される。ここでは、大学レベルの学生によるダイアローグ例が二つ示されるが、学習環境や学習者が異なる場合、ここで紹介されるやり方は、それに適合するように変更可能なものである。

Communicative language teaching has, by definition, foregrounded the communicative aspect of discourse, and has led to renewed interest in the "conversation class." However, such classes often lack well thought-out objectives, consisting of a variety of classroom activities combined in an apparently non-systematic way (Dornyei & Thurrell, 1994).

Since Hymes (1971) produced his definition of communicative competence, further elaborated by Canale and Swain (1980), there has been an awareness that communicative competence must include a knowledge of sociolinguistic rules as well as grammar rules. Communicative competence implies an ability to negotiate meaning in specific social contexts and to make "appropriate choices of register and style in terms of the situation and the participants" (Savignon, 1983, p. 8). The problem for EFL teachers is how to develop their learners' sociolinguistic proficiency without direct access to L2 social contexts.

In his discussion of English instruction in Japanese high schools, where time for studying English is limited, Ellis (1991) agreed that minimal communicative competence should consist of a knowledge of linguistic form and sociolinguistic rules. He noted that Japanese speakers of English find it difficult to use English in socially appropriate ways. Starting with a specific function, for example, "refusal" he aimed to make learners aware of the linguistic formulas and formulaic phrases that are used in the performance of refusals in English. He also informed them about various sociolinguistic rules that apply to the use of these formulas in order to raise consciousness about forms and their appropriate use.

Using the functions "inviting" and "consulting," this paper describes a procedure that will also help learners gain an understanding of the importance of speech act context and participant status in determining the appropriate level of language use.

Selecting Speech Acts

The responsibility for selecting speech acts in EFL situations tends to lie with the teacher. Tarone and Yule (1989) suggested an alternative approach in which learners tape record conversations outside the classroom and bring these to the lesson. These are then used as the bases for investigations into participant roles, language variation, social context and other aspects of discourse. This method seems to be

more workable in situations where students are using the target language outside the classroom, and where speech samples may be readily obtained. For teachers working in countries where the target language is not the national language there may be problems finding relevant source material, apart from media sources, which, inevitably have had some form of editing. The procedure described in this paper frees learners from the necessity to search for language samples outside the classroom, allowing them to concentrate on creating their own dialogues, and enabling them to make progress towards sociolinguistic proficiency.

After writing and memorizing their dialogues, the learners perform them in front of their classmates. Performing is the final stage of the procedure. A lot has been written about mimes, skits, role plays, and other dramatic activities and their importance in language teaching (see Dougill, 1987; Wessels, 1987; Porter-Ladousse, 1987) and (Duff & Maley, 1978). These activities give learners opportunities to work on paralinguistic features that will make their communication more authentic, and allows them to experiment with prosody in a non-threatening context.

The Procedure

Introduction

Prior to beginning the presentation, it is important to note that there may be a difference between the sequence and nature of elements that make up the speech event in the learners' native culture, and elements of the target culture. Investigations by Shank and Abelson discussed in Tarone and Yule (1989), where knowledge of relevant participant interaction in specific speech acts was defined as "script," have shown this to be true in some cases. Scripts encode an individuals's concept of what takes place in a given culturally stereotypical situation; therefore, scripts may have an influence when it comes to creating dialogs. However, by using questionnaires, it is easy to gather information about learners' scripts, and this information can be used as a point of discussion during the presentation stage of the procedure.

The presentation stage of the procedure should begin with a brief discussion of the functions of inviting and consulting. In particular, the class should explore the contexts of where, when, and between whom these speech events typically occur. The teacher should develop imaginary situations, including a party and a consultation, which students can use to focus on words such as "party," "date," "dinner," "meeting with professor or doctor," and so on. This discussion should focus on the different status of participants in speech events, noting that societies frequently afford higher status to some individuals than to others and, in both English and Japanese, polite language is used to show respect, implying a difference in status between addresser and addressee. Next, the learners should be given a list of appropriate formulaic phrases, ranged in order of politeness, including openings, pre-closings, and closings that they can use when writing dialogues. Finally, they should be divided into pairs and given instructions to write two dialogues; the first an invitation to a party from one friend to another, and the second a consultation between a patient and a doctor.

Writing

Tarone and Yule (1989) noted the importance of avoiding the fossilization of grammatically inaccurate forms in learner language. So, before the learners memorize their dialogues, the teacher should remove any errors. It is more effective to correct errors in learner writing than to deal with them later on when the dialogues are being performed and errors have already been memorized. Working from written scripts also gives confidence when performing in front of classmates. Here are two uncorrected dialogues written by my students:

1. Invitation

A: Hi Miyuki! I have to tell you about a kind of party.
B: Yes, but what kind of party?
A: It's hard to say . . . well. . .we're going to hold the farewell party.
B: Whose party?
A: Mr. Takeda. The people who can attend is only C class.
B: Well, that's very interesting but I'm afraid I must go to Tomoko's birthday party. She will be 60.
A: All right. I'll be talking to you again later, maybe?
B: OK. See you.

2. Consultation

A: Have a seat.
B: Yes, thanks.
A: What's your problem? Here it says diarrhoea. Am I right?
B: Yes.
A: Well, how long has this been bothering you? When did it start?
B: Well, from this morning.
A: Did you eat something wrong yesterday? What did you eat?
B: I ate curry rice.

Correcting

Dialogue 1 uses informal expressions, such as, "hi!" and "see you," that suggest familiarity and intimacy between the speakers. The students have understood that the situation is informal and have used the appropriate register. The purpose of the interaction is clearly stated and maintained throughout, but is marked by some grammatical irregularities. Errors should be dealt with before the learners commit the dialogue to memory.

Dialogue 2 begins with an imperative, and consists of a series of six questions from the doctor to which the patient gives short replies. It is grammatically accurate but does not resemble a true consultation. Tarone and Yule (1989), discussed Ranney's research into medical consultations in Japan and the USA. In both countries similarities in the procedure of events were noted such as check-in, wait, talk to the doctor, talk to the nurse, and so on. Similarly, all subjects in the research agreed that doctors have high status, making a formal register appropriate for the patient. The importance of being able to give information in this speech event was also noted. Given, then, that the leaners are aware of the social norms relating to this type of speech event and that they have a range of formulaic phrases at their disposal, a useful discussion could start with a further definition of "consultations" in contrast with, say, "interviews" or "interrogations" to further define the roles of the participants and guide the learners towards more appropriate linguistic choices.

Memorization

After the dialogues have been corrected, the learners should read them aloud and memorize them. This is best done as a closed pair activity. The aim is for the learners to be able to perform the dialogue in front of their classmates without referring to their scripts. This stage should not take more than about ten minutes.

Performance

Having memorized their dialogues, the learners can begin practising them in pairs. The final stage is the performance of the dialogue. Probably the dialogue will not "come alive" because emphasis has been placed primarily on appropriate and grammatically accurate language. So far there has been no discussion of any paralinguistic features that further define these speech events such as voice volume and gestures. The performance stage is an ideal time for work in these areas. The gestures and tone of voice while inviting a friend to a party are clearly different from those used during a medical consultation where a formal register is used. The teacher can demonstrate the paralinguistic features that are most relevant to the learners dialogues and then allow them to practice freely.

Conclusion

The four stage procedure described here: presentation, writing and correcting, memorization, and performance, has proven to be an effective way for learners to develop their sociolinguistic competency and provides a formula for structuring a conversation class. Although only two speech acts have been referred to, the same procedure may be used to teach a wide range of speech events such as "complaints," "apologies," "compliments," "requests," and so on. Although, at first, it is necessary for the teacher to direct activities, once learners are familiar with the procedure they can be allowed greater freedom to choose speech events that they want to study. It is important that the focus is on real life situations where the learners will need to use socially appropriate language.

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学習ストラテジーとは何か

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Recent increased attention to the learner and to the learner-centered communicative approach to classroom teaching has led to the tremendous growth of learning strategy research in the past few years. This article deals with the definition and classification systems of learning strategies, introspective research methods which have been employed to assess second language learners' strategies (i.e., questionnaires, interviews, diaries, and think-aloud procedures), and recent developments in learner strategy research. The main findings of learning strategy identification research and training research are summarized, and their implications for classroom second language instruction are discussed. It is expected that future research will focus more on this area for obtaining intriguing insights into how Japanese foreign language learners help themselves learn.

1. はじめに

第2言語学習研究において、近年、学習者中心、自己主導型の教室内学習活動を特徴とするコミュニカティブ・アプローチが普及したことに伴い、学習者が教室におけるコミュニケーション活動に積極的に参加するのを助ける種々の学習ストラテジー（learning strategies）を扱った研究が、特に過去数年間に顕著な伸びを見せている（Cohen, 1990; O'Malley & Chamot, 1990; Oxford, 1990; Wenden, 1990; Wenden & Rubin, 1987）。学習ストラテジーは、情報の獲得、蓄積、活用等のために学習者がしばしば意識的に使用する手順又は手段と定義づけられる（Dansereau, 1985）。第2言語学習プロセスにおける適切な学習ストラテジーの効果的な使用は、学習者の独立を促進し、能率的な自己主導型学習を可能にするものである。

本稿では、松本（1995a）に基づき、第2言語学習のストラテジーに関する研究の現状を概観し、学習ストラテジー研究の英語教育への示唆について考案する。

2. 学習ストラテジーの種類と分類

学習ストラテジーの分類に関しては、目下、第2言語研究者の間に完全な合意は見られない。しかし、具体的なストラテジー等、細部において異なる場合のある点を除けば、各分類間で基幹となるストラテジーは共有しているのが、その特徴である。以下に紹介するのは、O'Malley & Chamot（1990）及びOxford（1990）による2大分類法である。

O'Malley & Chamot（1990）は、学習ストラテジーをメタ認知的（meta cognitive）ストラテジー、認知的（cognitive）ストラテジー、社会的・情意的（social and affective）ストラテジーの3種に分類している。第1に、メタ認知的ストラテジーは、学習過程に関する思考、学習のための計画、学習課題の点検、学習の進度の評価に関与するストラテジーと定義づけられる。このカテゴリーに含まれる具体的ストラテジーは、主要アイディア等の立案、課題全般への注意集中、自己管理（言語学習を成功に導く条件の整備等）、自己点検（自らの理解度、言語運用の点検）、言語レパートリー、ストラテジー使用等に関する自己評価等である。第2に、認知的ストラテジーは、学習教材との相互作用、教材の精神的又は物理的な取り扱い、特定のテクニックの学習課題への適用に関与するストラテジーである。このカテゴリーを構成する具体的ストラテジーには、単語や句の反復、使用教材の分類、メモをとること、異なる語句等による代用、演繹法・帰納法の使用、要約、翻訳、既に入手済の言語知識の転移使用、知らない動詞の意味や用法等の推測等が含まれる。第3に、社会的・情意的ストラテジーは、言語学習の手助けとしての他人とのコミュニケーション、または、効果的なコントロールの使用に関与するストラテジーである。このカテゴリーは、質問を通じて教材や課題に関する説明、確認、言い換え、例の提示等を求めること、問題解決、情報収集等のために他の学習者と協力すること、自己暗示法を用いて言語学習に付随する不安を軽減すること、言語課題をうまく完了した時に自らにほうびを与えることによって自らの学習意欲を喚起し、自己強化を行うこと、の4種の具体的ストラテジーから構成される。

一方、Oxford（1990）の分類法は、学習ストラテジーを、まず、言語の直接的使用に関与する直接的（direct）ストラテジーと言語使用に直接的には関与しないが言語学習を助ける間接的（indirect）ストラテジーに2分している。直接的ストラテジーは、さらに、記憶関連（memory）ストラテジー、認知的（cognitive）ストラテジー、代償的（compensation）ストラテジーの3種に、間接的ストラテジーは、メタ認知的（metacognitive）ストラテジー、情意的（affective）ストラテジー、社会的（social）ストラテジーの3種に、それぞれ分類される。Oxfordは、O'Malley & Chamotに基づき、それを包括した上で、記憶関連ストラテジー（分類、連係等、新しい言語情報の記憶の促進に関与するストラテジー）及び代償的ストラテジー（母国語への切り替え使用等、不十分な第2言語能力の埋め合わせとして学習者が用いるストラテジー）の2種の「認知的」ストラテジーを付加し、さらに、情意的ストラテジーと社会的ストラテジーを別個の学習ストラテジーとして独立させている。Oxfordのストラテジー分類には、より数多くの具体的ストラテジーの提示が見られ、例えば、情意的ストラテジーの1種として言語学習日記の記録を含めている点は、内観としてのdiary keepingが学習者の学習プロセスに対する認識、意識を高め、究極的には第2言語能力の向上に貢献するという最近の研究成果を直接組み入れたものとして重要視される。（cf. Matsumoto, 1987, 1989）一方、Oxfordの分類は過度に詳細にわたる傾向があり、この分類において提示された具体的ストラテジーは、排他的なものではなく、むしろ単なる具体例と捉えるべきであろう。また、これら2種の分類法は、欧米人学習者の使用するストラテジーに基づいて作成されたものであり、これらを日本人第2言語学習者のストラテジー研究に適用することの妥当性に関しては検討が必要である。

3. 学習ストラテジーの研究方法

ストラテジー使用を含む第2言語学習者の認知的プロセス探究のための研究方法が内観である。これまでに第2言語の分類において用いられてきた主たる内観法は、インタビュー法、アンケート法、ダイアリー法、思考音声化法の4種であ

り、思考音声化法は同時的内観、他の方法は回顧的内観に基づく自己報告データを得るための方法である（Ericsson & Simon, 1993; Færch & Kasper, 1987）。内観的データ収集の利点が学習者の認知的プロセスの探求方法としての従来の外観的な観察の限界と深く関連している一方、内観の最も基本的な問題点として指摘されるのは、言葉による自己報告の真実性、つまり、学習者から得た自己報告データが実際の認知的プロセスを正確に又完全に反映するか否かである。今後の学習ストラテジー研究において内観的自己報告データの真実性を高めるために配慮すべきことは、思考報告間の時間的ずれの短縮化、実際の課題に基づく内観データの使用、認知的負担の軽い複雑でない報告課題の使用、の3点に要約される。また、内観データの妥当性を高めるために重要不可欠なことは、複数の研究方法の使用を通じて複数の情報源からデータを収集することである（Matsumoto, 1993a, 1994a;松本, 1993b, 1994b）。最近の学習者中心の言語教育の観点からしても、内観を通じて学習者から第2言語学習に関与する認知的プロセスに関する有用な識見を得ることこそ、重要視されるべきである。

4. 学習ストラテジー研究 ―その主な研究成果―

学習ストラテジー研究は、1970年代の半ばにカナダで始まり、その後、1980年代～1990年代の今日に至るまで、米国のO'Malley及びOxfordの率いる2大研究グループを中心に積極的に研究が進められている。

1970年代の初期の学習ストラテジー研究は、高いレベルの第2言語のコミュニケーション能力を有する、いわゆる「できる」学習者（"good" language learners）の用いるストラテジーに関する研究であり、典型的に、教師の立場からの学習者の外観的観察を用いたものである。主な研究成果として、「できる」学習者は、言語学習過程における積極的、意欲的な参加者であり、第2言語の形式と意味の両方に注目し、言語使用の機会を可能な限り利用し、批判的に自己点検し、曖昧さに対して寛容であり、種々のストラテジーを効果的に駆使する自己主導型の学習者であることが明らかにされている（Naiman et al., 1978; Rubin, 1975; Stern, 1975）。しかしながら、これら初期の研究が抽出した言語学習を成功に導くとされる学習ストラテジーは、あまりにも一般的であり、その研究方法にも問題があると言わざるを得ない。さらなる問題点として、これらの研究は、学習者の多様性、つまり、様々なタイプの学習者が第2言語学習において成功を収めることができるという事実を無視し、"the good language learner"という理想化された概念に固執する規範的な研究である点が指摘される（Tyacke, 1991）。

1980年代及び1990年代に行われた学習ストラテジー研究は、ストラテジー確認研究とストラテジー・トレーニング研究の2種に大別される。前者は、さらに、初期の研究の延長としての学習者のストラテジー使用と第2言語能力との関係、つまり、「できる」学習者と「できない」学習者のストラテジー使用における差異を扱った研究と学習者のストラテジー選択に影響を及ぼす要因の探求研究の2種に分類される。後者は、学習者に対する特定のストラテジーの使用方法に関する教授を扱った研究である。

ストラテジー確認研究としては、O'Malley et al（1985a）及びChamot & Küpper（1989）が代表的である。主な研究結果として、より能力レベルの高い学習者は、初級レベルの学習者よりもより数多くのストラテジーをより頻繁に使用したこと、あらゆるレベルの学習者において、メタ認知的ストラテジーよりも認知的ストラテジーの使用度が高かったこと、社会的及び情意的ストラテジーの使用報告がまれであったこと、能力レベルの低い「できない」学習者でさえストラテジーについての知識を持ち、実際にストラテジーを使用していること、効果的な学習者は使用可能なストラテジーのレパートリーが広く、課題完了を成功に導く様な形で、より適切にストラテジー使用を行うことが提示されている。また、Anderson（1990）では、興味深い研究結果として、能力レベルの異なる2グループの読み手に同種類のストラテジー使用が見られたことが報告されている。これは、第2言語による効果的なリーディングは、どのストラテジーを使うか（what）だけではなく、いかにストラテジーをうまく適用するか（how）の問題であることを示唆するものである。学習者の第2言語能力とストラテジー使用との関係を扱った実証的研究の結果を要約すると、「できる」学習者と「できない」学習者の学習ストラテジー使用における主な差異は、ストラテジーの数と種類、使用頻度、及び、その適用方法にある、と言うことができよう。

学習者のストラテジー選択に影響を与える要因として過去の実証的研究が提示したファクターは多数である。すなわち、1つストラテジーが全ての状況、目的、学習者に本質的に適するとは限らないわけである。例えば、Politzer & McGroarty（1985）では、学習者の文化的背景がストラテジー選択に強い影響を及ぼすことの証明として、アジア人（主として日本人）学習者は、ラテンアメリカ系学習者と比較して、コミュニケーション志向のストラテジーよりも暗記や規則関連のストラテジーの使用を好む傾向にあることが明らかにされている。また、Oxford & Nyikos（1989）は、学習者の外国語学習の目的が使用するストラテジーの種類に影響を与えたこと、Ehrman & Oxford（1989）は、性別がストラテジー選択に影響を及ぼしたこと、つまり、女性は男性よりも使用するストラテジーの種類が多く、社会的ストラテジーの使用頻度も高いことを提示している。これらの諸要因に加えて、学習ストラテジー使用に影響を及ぼす他の主要要因としては、学習者の年令、態度、職業的志向、学習スタイル、学習意欲、教授法、課題の性格が挙げられる。

ストラテジー・トレーニング研究としては、O'Malley et al（1985b）において、トレーニングの効果が課題により異なること、Kern（1989）において、能力レベルの最も低い学習者のグループが、トレーニングの結果、最大の読解力の伸びを示したことが報告されている。これら先行研究が示した最も効果的なストラテジー・トレーニングは、特定のストラテジーの有用性及びその使用方法、新しい状況や課題への適用方法を学習者に明示的に教えるトレーニング、及び、通常の教室内での学習活動の1部として、その中に融合されたトレーニングである（Oxford & Crookall, 1989; Oxford et al., 1990）。

5. 学習ストラテジー研究の英語教育への示唆

上述の学習ストラテジー研究の研究成果が英語教育に与える示唆として、まず、「できる」学習者は使用する学習ストラテジーの種類と頻度において「できない」学習者と異なるという最も重要視されるべき研究結果に鑑み、学習者が、第1に自分がどのストラテジーをどの程度使用しているかを認識し、第2に、認知的、メタ認知的ストラテジーだけでなく社会的、情意的ストラテジー等、使用可能な様々な種類の学習ストラテジーの存在を認識する機会を教師が学習者に与えてやることである。ダイアリー、アンケート、インタビュー、非形式的なディスカッション等の方法が学習者によるストラテジー認識のために有用である。例えば、ストラテジーの使用頻度に関する統制されたアンケートであるOxford（1990）のSILLを学習者に提示し、各項目の質問に対する解答を求めることによって、学習者は、自分が用いたことのない他の学習ストラテジーの存在を認識し、結果として、使用可能なストラテジーのレパートリーを拡大し、究極的には、さらに柔軟な姿勢で英語学習に取り組むことが可能となる（Matsumoto, 1993a, 1994a, in press）。また、初期のストラテジー研究が提示した「できる」学習者の使用するストラテジーのリストに関しては、単に1970年代の研究成果として学習者に示すことは有害ではないであろうが、これらを英語学習を成功に導く「正しい」ストラテジーとして学習者に規範的にかつ強制的に使用させることは避けるべきである。重要なことは、教師が学習者にオプションとして種々の選択使用可能な学習ストラテジーを提供した上で、学習者が自分の英語学習に最も適合し、最も有用な学習ストラテジーを試行錯誤を繰り返しながら見きわめ、自己認識してゆくことである。つまり、教師は、有用なインフォメーションの提供者であることを通じて、学習者を効果的なストラテジー使用へと誘導する役割を担っているのである。教師は、特定のストラテジーの使用を強要すべきでない。どのストラテジーを使用するか等の決定は、学習者自身に任せるのがよい（cf. Oxford, 1992）。

学習ストラテジー研究の英語教育への示唆として、もう1つの重要点がストラテジー・トレーニングである。第1に、ストラテジー・トレーニングは、通常の授業における英語学習活動に関連づけられ、その中に融合されるのが望ましい。第2に、ストラテジー・トレーニングは、学習者が、ある特定のストラテジーがなぜ重要であるか、どのようにそのストラテジーを使用するか、新しい状況や課題へどのように適用するか等を明示的に理解すべく行れるべきである。具体的な手順としては、新しいストラテジーの最初の提示時には、英語学習における学習ストラテジーの役割に関する一般的な説明が有用であろう。また、特定のストラテジーの使用方法の説明時には、教師がそのストラテジーの模範を示すこと、つまり、課題完了に至るまでのストラテジー使用のステップを実地に示すことが特に効果的であると考えられる。しかしながら、ここにおいても重要なことは、教授した学習ストラテジーを学習者に強要することではなく、それらを英語学習プロセスにおいて実際に使用するか否かの最終的な決定は、学習者各人に任せるべきである。

6. おわりに

第2言語学習者のストラテジー使用に関する本格的な研究は、約15年前に始まったばかりであり、学習ストラテジー研究は、比較的新しい第2言語の研究分野である。先行研究の大部分は、欧米人学習者のストラテジー使用を扱った研究であり、例えば、日本人英語学習者の使用する学習ストラテジーに関する研究は、目下、皆無に等しいのが現況である。ストラテジー・トレーニングの観点からしても、日本人学習者のストラテジー使用と英語能力との関係を解明し、その研究成果を日常のクラスルームにおける英語教育に効果的に応用することの重要性を強調したい（cf. Matsumoto, 1995b）。

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MATSUMOTO, cont'd on p. 32.

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Forum: JALT Policy on Ageism

Note from the Editor – *Lyneve Rappell*

Last year, *The Language Teacher* ran two articles (Freeman, 1995; Kay, 1995) which discussed a 1992 directive from Monbusho (Ministry of Education, Science, and Culture) to national universities. The directive resulted in the unexpected termination of employment of many foreign instructors over the age of 45. Members of JALT have been amongst those dismissed, and several of our members feel that JALT should take action on behalf of those members.

The following proposal was originally presented at the National Officers' Meeting in Sendai on October 1, 1995. Discussion ensued, and the matter was tabled for further attention at the January 1996 Executive Board Meeting. During the Annual General Meeting on November 4, 1995, however, a motion was put forward that JALT should formulate a "Policy on Age Discrimination," and the original proposal was then subsumed by a directive that the national officers "Investigate, formulate, and recommend policy regarding teacher termination at universities and that this policy be brought before the 1996 AGM" (*JALT Executive News Letter, Hiroshima* December 1995, p. 20).

The Sendai proposal is presented here as a discussion paper. Also included is an alternative view on how JALT should proceed, and a piece discussing the issue of ageism. Please consider the points raised in these papers, the advisability of the various courses of action, or whether JALT should adopt a policy at all. I invite all of our readers to submit alternative policy proposals, or to make your views known to your local chapter president, N-SIG liaison officers, or JALT national officers, and help them formulate a policy that more accurately reflects the views of the wider membership.

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The Discussion Paper – *Gene van Troyer*

JALT, as an academic organization dedicated to the pursuit of professional and academic excel-lence in language teaching in Japan, expresses its disapproval of, and condemns, the current national university policy of terminating senior foreign faculty solely on the basis of age. It further disdains and condemns the practice of hiring foreign faculty on the basis of age, unless such faculty are employed on a permanent or tenured basis. It is JALT's further view that terminating foreign faculty, or refusing to renew fixed term contracts, strictly on the basis of age, corrupts and invalidates professional and academic excellence in the national universities. In accord with this policy, JALT will do the following until such a time that national universities modify their hiring policies with regard to foreign faculty:

1. JALT will not lend its name, prestige, or expertise, or any other JALT resources to events sponsored by any national university that it deems to be engaged in discriminatory practices based on age.

2. JALT will not invite or sponsor said national university representatives to attend any JALT function until the national universities discontinue their practice of terminating faculty on the basis of age.

3. JALT will not recognize the status of a national university representative until the national universities and Monbusho can satisfactorily explain why age is a factor in the termination of foreign faculty, when in all other ways the terminated faculty member is fully qualified for the position he or she holds.

4. JALT rejects the notion that "older" foreign faculty (45+ years) are less able to represent their respective contemporary cultures than "younger" foreign faculty. Contemporary culture can only be defined by all participants in that culture, which necessarily includes old and young alike.

5. JALT rejects the claim that termination of older foreign faculty has to be done for "budgetary" reasons. The total of these salaries is paltry when compared to the aggregate salaries paid to tenured faculty and administrative staff throughout the national university system.

6. JALT rejects Monbusho and national university rationales that termination of foreign faculty is valid on the basis of the fact that their contracts are fixed term. JALT recongnizes that these faculty members took the positions based on assurances that contracts were renewable indefinitely if the foreign faculty member responsibly fulfilled the requirements of the position.

7. JALT rejects the Monbusho claim that its directive to the national universities to "clarify" the status of foreign faculty has been "misunderstood." The Mon-

busho dictates policy to the national universities, which are controlled through the Monbusho budgetary allocations (i.e. power of the purse). Administrators at these universities clearly understand the meaning of the Monbusho's directive to "clarify" the status of their foreign faculty, especially on a budgetary level.

JALT urges the Monbusho and all national universities to reconsider their policies with regard to hiring and terminating foreign faculty. Present policies are clearly oppressive and capricious; they serve only to stain and undercut the Japanese education system in the eyes of the international professional and academic community.

Rationale: A large portion of the rationale for making this proposal is embodied in the proposal itself. Other aspects involve the following: The issue has been raised in *The Chronicle of Higher Education* (7/28/95, p. A47), *Asahi Evening News* (Monday, 5/8/95), the Japan Policy Research Institute Working Paper No. 3, and other published venues, in addition to being discussed online in TESLJB. It has become an issue at the diplomatic level, with the U.S. Embassy issuing statements on the ill effects of the Monbusho's directive, and human rights attorneys in Japan are drawing local attention to the inequity of the matter. On January 11, 1996, the U.S. Embassy contacted the JALT President for further clarification about JALT's position on this issue. For JALT to remain silent in this issue seriously calls into question its ability to reflect the concerns of the membership.

As an academic organization, JALT cannot engage in labor advocacy activities. As an organization wholly independent of any government agency, however, it can take official policy stands on any issue relevant to the plight of foreign faculty in as much as it impacts both an instructor's ability to perform and the quality of language education received by students.

Monbusho, Discrimination, and JALT: Confrontation or Negotiations?

Craig Sower

In December 1992, the Ministry of Education, Sci-ence and Culture (Monbusho) issued a directive to national universities asking that they submit plans regarding the continued employment of senior (age 40-45) foreign lecturers. Citing a lack of funds, Monbusho directed that contracts for foreign lecturers not be considered indefinite, younger people be employed where possible, and the number of foreign lecturers be reduced (Freeman, 1995). Subsequently, many foreign faculty over age 45 have had their employment terminated or been told their contracts will not be renewed, and younger teachers have been told their positions are limited to three to six years (Freeman, 1995). Whether or not younger teachers have been hired as replacements for those who were let go is yet to be documented. There has also been a flurry of activity including news reports, a press conference, efforts by U.S. and British diplomats (Kay, 1995) and, within JALT, proposals to address the issue of ageism. This piece situates ageism within the broader context of institutional discrimination, explores some of the problems which underlie the current discussions within JALT (and which are likely to make discrimination even more of an issue in the future), and raises questions about how best to remedy the situation. The purpose of this piece is to invite comments from, and initiate a dialog with, other teachers.

Discrimination

Discrimination against employees on the basis of factors unrelated to their job performance is unprofessional, counter-productive, and painful. Most of us have suffered unfair treatment, or know someone who has, so discrimination is not abstract: it has a face. The recent dismissal of foreign English teachers because of their age is a case in point. Having served a school loyally and professionally for many years; having aspired to cultural sensitivity, learned the language, and observed the customs; having considered oneself an integral part of the organization, well-known, respected and liked, to then be discharged must be excruciating. That these terminations were due to a Monbusho directive must only make it worse. Whether senior foreign teachers are being targeted for purely financial reasons or simply to make room for Japanese teachers, it is discriminatory.

Less severe, though no fairer, are the cases of teachers whose contracts have not been renewed because they were members of the wrong faction within a school, failed to say hello and good-bye properly in the teachers' room, asked too many questions, or took the sick leave or vacation leave they had coming. People are upset about these situations and want something done.

Some teachers, who are properly concerned about their own predicaments or those of their colleagues, have suggested that the best thing for JALT to do is rally support from embassies, trade delegations, and professional organizations like TESOL, and publicly confront Monbusho about the offending directive. My purpose is not to question the motives of those who feel this way. The decision of the JALT membership at the 1995 Annual General Meeting to have the JALT Executive Board investigate the situation is perfectly understandable. But tackling these individual cases begs larger questions: How do changes in the job market relate to ageism? How should JALT address the issue of discrimination generally? And, what is the best way to deal with Monbusho?

Whence the pressure?

The source of the problem may be that too many teachers are chasing too few jobs, a situation which is not likely to improve any time soon (Wadden, 1994). The most intractable reason for the lack of teaching positions is the sharp decline in student enrollment. The baby boom is over (Keizai Koho Center, 1991) and as lower-tier secondary schools and colleges close their doors, the market is becoming glutted with unemployed English teachers, Japanese and foreign. The Japanese government is likely to be primarily concerned with meeting the employment needs of its citizens (Fallows, 1989), which bodes ill for foreigners.

Further pressures are exerted as the seniority system which controls Japanese education comes into conflict with changes in teaching technologies, goals, and methods. As is often the case, increasing the amount of contact between foreigners and Japanese does not always lead to better understanding—it sometimes exacerbates communication problems instead (Hirano, 1988). Computer-assisted language learning, interactive media, and use of computer networks (often organized by foreigners or younger Japanese) may be unfamiliar and hence threatening to older teachers. So, language labs and the teachers who staff them may already be seen as redundant by local powers that be. Also, despite the declared shift in goals towards communicative competency in secondary schools, embodied in Monbusho's 1994 guidelines for teaching English in public senior high schools (Carter, Goold, & Madeley, 1993; Goold, et al., 1993, 1994), progress on this front is questionable (Knight, 1995). While it may be desirable in principle for schools to hire or retain teachers with native-like fluency and training in TEFL, in practice such credentials are currently available almost exclusively outside Japan and thus are out of reach, especially for older Japanese (Oda, 1995). So, the budgetary constraints imposed by falling enrollment coupled with the resistance of senior staff at institutions militate against an increase in the number of positions for foreign teachers.

As if this were not enough, Japan's persistent recession has restricted non-academic options. Many language schools and in-house company training programs have been eliminated or curtailed, adding to the number of teachers looking for work. Combined with the bleak demographics and built-in resistance factors cited above, foreign teachers face an even more difficult future (Oda, 1995; Wadden, 1994).

One possible way to winnow the pool of foreign teachers in Japan would be professional licenses and standards. Though that may be where JALT is ultimately headed if it is not careful, that path is fraught with peril (Fallows, 1989) and, in any case, would not solve the problem of racial discrimination, if that is what it is.

Whither JALT?

Broadly, there are two directions to go. One school of thought holds that a good way to effect change in Japan is through *gaiatsu*, or outside pressure (Prestowitz, 1988; Van Wolferen, 1989). The Japanese bureaucracy cannot change on its own so outsiders must help (Johnson, 1982). This is the spirit behind the confrontation strategy to combat ageism currently being discussed within JALT. A different view is that Japanese are offended by direct, public confrontation, and often respond by hardening their position (Hall & Hall, 1987; Johnson, 1982). Quiet, private negotiations, in which areas of agreement and prospects for long-term mutual benefit are stressed, are felt to be more likely to succeed (Fallows, 1989; Hall & Hall, 1987). While JALT now seems to be heading towards the former, it is by no means too late to consider the latter.

Sitting down calmly rather than angrily with Japanese professional organizations and government agencies would at least allow these two hypotheses to be tested. In April and October 1993, Gillian Kay, as chair of CUE (the College and University Educators) N-SIG, visited Monbusho in order to open lines of communication between individual university teachers and ministry representatives (Kay, 1993, 1994). Building upon her existing relationships in an attempt to further the dialog seems more promising than officially marching JALT into an open war with Monbusho.

Whether or not either approach would work depends partly on the aim. If the goal is to eliminate discrimination on the basis of race or national origin it may be overly ambitious. If the goal is to influence future decisions on employment of foreign teachers (including issues of age) success may be more attainable.

Questions

This leads to a final set of questions. Ask three of your most intimate Japanese friends which path they think JALT should take—confrontation or negotiation. Then think it over. Are you satisfied that we are heading in the right direction? What do you anticipate we will find at the end of this road? Do you have questions or comments to add to the debate? I hope so, because if teachers cannot have an open dialog with each other about these issues, it is difficult to see how we will be able to talk with Monbusho.

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Thoughts on *TLT*'s Job Announcements Policy – *Bill Lee*

In the November 1995, "University English Teach-ing" issue of *The Language Teacher,* the following instructions appeared in the periodically published Policy on Discrimination:

> Announcements in the JIC/Position column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin. . . unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. (p. 95)

In the same issue, a job announcement appeared for Kyoto University of Technology which contained the following conditions:

> Requirements: Native-speaker of English, teaching experience, Master's degree in a field of humanities, under 40 years old (please note we will not be able to reply to applicants who do not meet the qualifications listed). (p. 91)

One argument in defence of our listing such ads, holds that censoring legal, socially acceptable conditions arrogantly imposes an alien value system on JALT's host academic institutions, not to mention our Japanese members.

In defence of racism, male supremacy, or tyranny such an argument deserves short shift: Within cultures where such oppressions dominate there are also people struggling for freedom or equality, and those of us who admire their efforts should join, rather than abandon them. Moreover, norms can change: I can remember when some of the purest, most sincere, leftist radicals of my own culture held an explicit male chauvinist ideology, kept women out of leadership positions, and taunted their enemies by calling them homosexuals. What *is* arrogant is the belief that members of other cultures are unable to recognize and outgrow their inhumane perspectives. The age question, however, is a complex one—even when untangled from the issue of separate and unequal treatment of foreign faculty.

Japanese colleagues of mine who are revolted by inequality based on sex or race, do not see the age restrictions that apply to them as deviations from a professedly equitable system but see them rather as part of its equity. At various stages in their lives different doors open while others close; some privileges are extended, others withdrawn. In all walks of life, the privileges and responsibilities of their individual compacts with society change form as they age; partly because of the experience and consequent authority and respect that are felt to accrue.

Monbusho (the Ministry of Education, Science, and Culture) strictly apportions the number of positions at each level in my department, where age is the paramount criterion in determining promotion. When we select a candidate, age is the most important and most hotly debated variable because our new colleague's age will directly affect the future for some of us.

I am told that determination of a job candidate's age is always strategic and that the strategies are various. One department may have few available slots for full professors so it seeks younger candidates who will not come between existing staff and promotions. Another junior college may aspire to four-year status, so it hires older people to increase its ratio of full professors. Yet another faculty may choose a 58-year-old professor so that the position will open again soon. These practises, common to other fields, would be no different if foreign teachers had never set foot in Japan.

In some cases, a foreign candidate's age also has consequences for colleagues' careers but it seems that in many cases it does not. Nevertheless, departments seem to expect most new appointees—of whatever nationality—to be younger. The national universities' firing of old and hiring of young *gaikokujin kyoshi* (foreign instructors) sets a precedent, and private schools may also prefer to fill their foreign instructor positions with young, short-term teachers. Denied tenure by academic apartheid, most aging foreigners can probably look forward to a series of short-term appointments interspersing a job search in an ever-diminishing field.

The Language Teacher is not grounded in the Confucian ethos that may apply elsewhere in Japanese academia. Thus, age restrictions printed in its announcements do take on a discriminatory cast that they may not have in other contexts and which conflict with the norms of the teaching profession's international community.

A second and more compelling argument for posting discriminatory announcements runs like this: To

FORUM, cont'd on p. 55.

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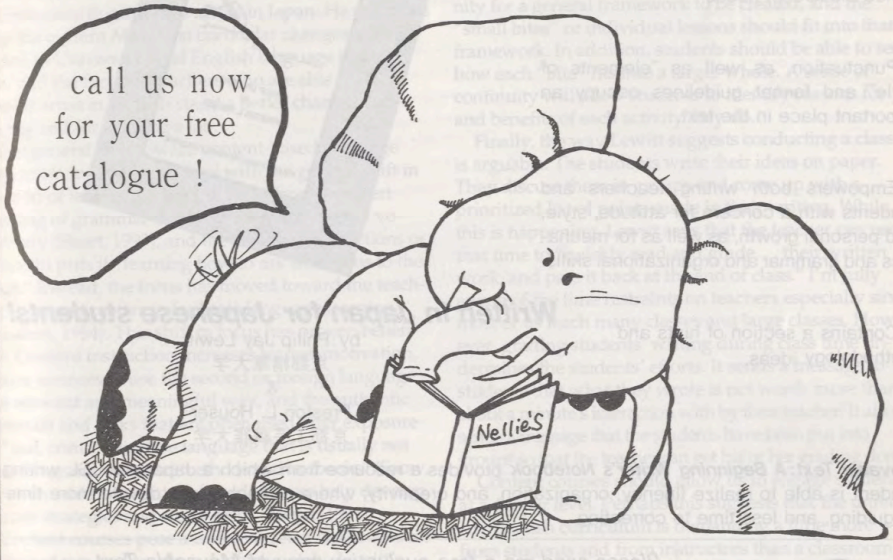

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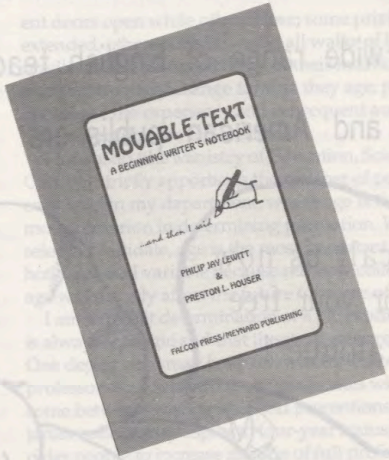

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Goals and Expectations in Content Courses: A Response to Lewitt

Tonia McKay, Osaka Jogakuin Junior College

The title of Phillip Jay Lewitt's November 1995 article in *The Language Teacher*, "The Means of Meaning—A Why and a How of Teaching Content" promised more than it delivered. The article lacks any concrete "whys" for teaching content in the university curriculum. Furthermore, Lewitt strongly urged us not to "talk down" to our students or to "belittle their intelligence and curiosity and sense of grown-upness." While this is an appropriate suggestion, Lewitt contradicts himself in his description of the "how" of teaching content. The "hows" described in the article only undermine the intellect, motivation, and level of sophistication of our students.

Lewitt fails to discuss any of the benefits for language learners inherent to content courses and concentrates solely on the benefits that content courses bring to University English instructors in Japan. He mentions only the current *Monbusho* curricular changes with regard to University level English language instruction, and the fact that teachers who are able to teach content areas in English stand a better chance of obtaining and/or keeping a job.

The general shift toward content-based language instruction in Japan coincides with the general shift in the field of language teaching away from the overt teaching of grammar rules, the memorization of vocabulary (Short, 1993), and the teaching of functions or as Lewitt puts it "learning how to ask directions to the toilet." Instead, the focus has moved toward the teaching of subject matter to facilitate language learning (Krashen, 1984). This shift in focus has proven beneficial. Content instruction increases learner motivation, allows learners to use the second or foreign language in a relevant and meaningful way, and the authentic materials and tasks that are often used offer exposure to "real, communicative language that is usually not found in grammar-based methods and textbooks" (Snow, 1991). In addition, content-based courses help develop learner strategies and study skills (Biegel, 1991).

Content courses pose a different set of challenges for both students and teachers. Unfortunately, Lewitt's methodology or "how" of teaching content does not rise to the challenges. Lewitt's suggestion is, "Don't expect great work. Don't expect good work. Don't expect." Here lies a major contradiction to his previous suggestion to not belittle students. By not expecting anything of our students we are inadvertently saying to students, "I know you either cannot or will not work with this material." We are undermining the level of "intelligence, curiosity, and sense of grown-upness" we can fairly expect a 20-year-old to have. To expect nothing only absolves students from taking any kind of responsibility for their own learning, and teachers from taking responsibility for students' learning.

Lewitt advises us not to give homework, and that all input given to students be in "very small bites." It is, of course, within the principles of good teaching not to overwhelm students and not to give them more than they can realistically handle. Lewitt then says that we "need to realize that there is no goal to reach, no target to hit, no expectations other than this work at hand right now." The comment leads me to question whether these "small bites" are not in fact small *decontextualized* bites. Omaggio (1986) emphasizes the need to "make each activity a logical continuation of the one before it" (p. 417). For every course there are objectives or realistic goals appropriate to the level of the students and the amount of class time, etc. The challenge a teacher faces is to design each lesson to bring learners toward the end goal. Content courses offer a unique opportunity for a general framework to be created, and the "small bites" or individual lessons should fit into that framework. In addition, students should be able to see how each "bite" fits into a larger whole. A sense of continuity will allow students to identify reasons for and benefits of each activity they do.

Finally, the way Lewitt suggests conducting a class is arguable. The students write their ideas on paper. They discuss them in groups and come up with a prioritized list of points made in their writing. While this is happening, Lewitt says that the teacher can use that time to "quickly read and grade. . . their written work, and pass it back at the end of class." I'm fully aware of the time restraints on teachers especially since most of us teach many classes and large classes. However, grading students' writing during class time undermines the students' efforts. It sends a message to students that what they wrote is not worth more than about a minute's interaction with by their teacher. It also sends a message that the students have been put into groups so that the teacher can get his or her grading done.

Content courses should allow us to engage students at a deeper level. Perhaps this suggests that the university English curriculum is demanding a little more from students and from instructors than a classroom void of goals and expectations.

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The author wishes to thank Steve Cornwell for his valuable feedback on this article.

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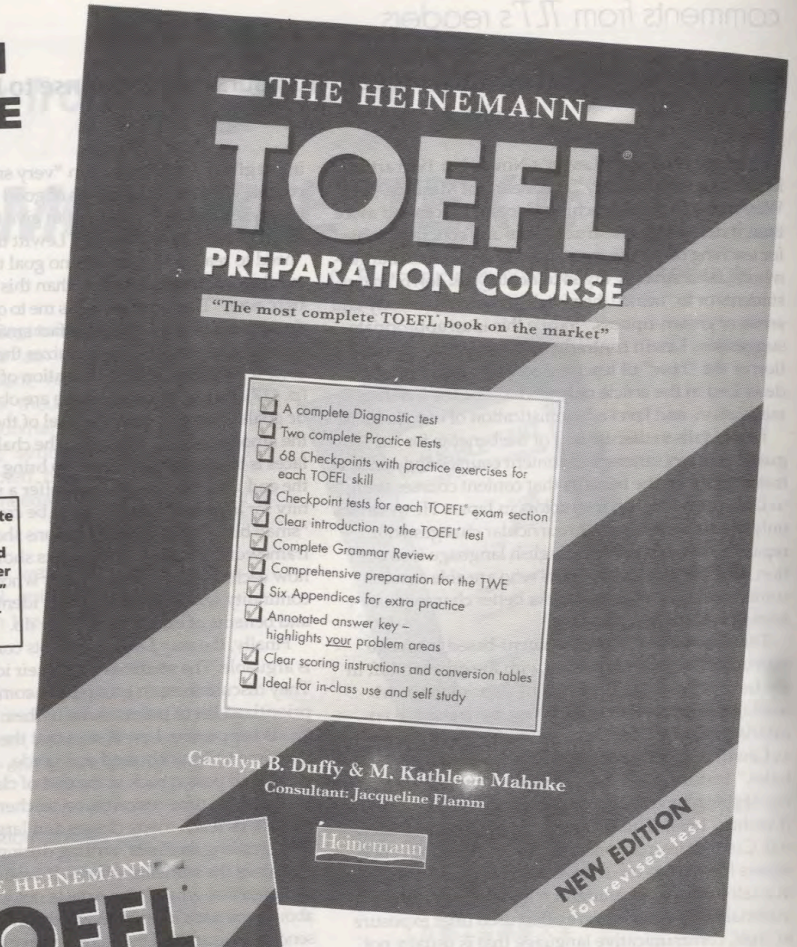

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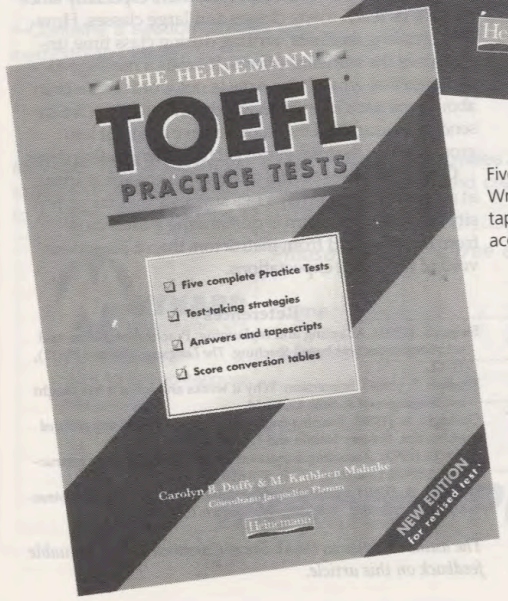

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Lewitt Replies to McKay

Phillip J. Lewitt

1. "Don't expect" means being surprised and delighted by your students at every turn.
2. Teaching content is not a clever ruse for teaching language; it is a clever ruse for helping young people understand what it means to be a human being.
3. "Less *is* more" means not taking yourself and your position so seriously.

A Reaction to J.D. Brown's Recent Inquiry on the English Entrance Exam

Paul Stapleton

I believe we are indebted to Professor Brown for bringing to light many issues regarding the Japanese university entrance exam in recent months, both in print and at his presentations during the JALT 95 conference. Professor Brown argues very persuasively about the need for more reliability and validity, among other things, and implies that a thorough overhaul of the whole examination system is not without merit. Certainly, he is not the first to have questioned the examination system here in Japan. However, in analyzing Japanese entrance exams on the basis of technical (validity and reliability, etc.), social (examination hell, quality of adolescent life, etc.), and pedagogical (the backwash effect) factors (Brown, 1995, p.21-26) there is a danger of not seeing the forest for the trees. Specifically, an argument exists that the entrance exam is steeped in a history much longer than the Meiji Era start that Brown adheres to (Brown and Yamashita, 1995) and its purpose operates on an entirely different plane than the one Brown criticizes. In fact, it appears rather shortsighted to think that the exam could be so successfully criticized, which I believe Brown has done on one level, without being suspicious that such a long-standing system could have some other virtue, hidden or otherwise.

The forest that I refer to above is the Confucian plane that runs through Japanese society at every conceivable level and it is on this plane that the examination system, for better or for worse, also operates. It is within Confucianism that concepts like hierarchy, effort, harmony, meritocracy, and memorization have arisen, and one of the manifestations of these concepts is the entrance exam. A brief discussion of Confucianism may be helpful here to reveal its connection with the examination system in Japan.

Beginning with hierarchy, Confucius believed that every member of society had a role and responsibility that fit into a rigid vertical structure with the emperor at the top (Chai and Chai, 1973, p.45). The purpose of advocating such a system was to bring order and harmony to the society of Confucius' time. However, Confucius did not believe in a system that was based on heredity. Instead, he sought to break down the aristocratic system of education that conferred learning based on heredity; this alone may be considered his greatest achievement (Chai and Chai, 1973, p.31). It is here that the role of effort comes in, for it is effort that distinguishes people. Those who work hard and persevere are the ones who will achieve. In this sense, as Confucius said,"in education there is no discrimination" (*Encyclopedia Britannica*, p. 1,098). The highly meritocratic examination system in today's Japan that Brown and many others allude to may well be a reflection of the latter Confucian statement.

Confucius also had much to say about how one could go about expending effort. As a believer in the status quo: "Confucius is not found developing arguments or attempting to refute contrary doctrines." (*Encyclopedia Britannica*, p. 1,100). Instead, he believed in studying the collected wisdom of the Five Classics which were based around various disciplines (Chai and Chai, 1973, p. 10), i.e., past knowledge rather than new creative ideas. In Confucius' time, memorization was seen as the way to acquire knowledge and came to be esteemed as a skill in itself. Certainly, part of this emphasis on memorization may have resulted from the need to develop good memory skills in order to learn the thousands of complicated *kanji* (Reischauer, 1988, p. 194); however, it also arose out of respect for antiquity.

In the West, just as it is a natural tendency for teachers to value probing and creativity from students, a belief that stems back to Socrates and Plato, who urged students to debate all assumptions (Bowen and Hobson, 1987, p. 23-24), so is it equally natural for Japanese teachers to believe in the efficacy of memorization. In effect, imitation is considered a skill in itself for the Japanese (Fukui, 1988, p. 53). The myriad recitation and speech contests held in Japan serve as testimony to this. Indeed, in Ruth Benedict's classic study, *The Chrysanthemum and the Sword* written during World War II, the author claimed about the Japanese, "unforeseen situations which cannot be handled by rote are frightening to them." (Benedict, 1952, p. 292).

Enter the examination system, an instrument that dovetails with all the Confucian concepts outlined above. In 136 B.C., China established the civil service examinations based on Confucian orthodoxy. It was only in 1905 that this system ended (*Encyclopedia Britannica*, p. 1,095). These Chinese style civil service examinations arrived in Japan along with Confucianism in the seventh century A.D. and in time were adopted (Reischauer, 1988, p. 186). Frost (1991, p. 295)

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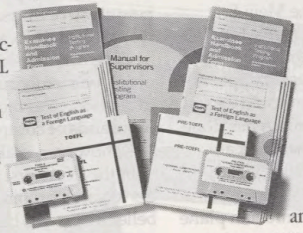

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cites the story of *Sugawara no Michizane*, the ninth century scholar who was unfairly exiled after passing his civil service examination, and notes that his shrine is still visited by hopeful students today.

The reason for pursuing the role of Confucianism in talking about the entrance exam is to point out that Brown's criticisms and urgings for an overhaul consider the system in light of only the one dimension of test efficacy while a whole other Confucian dimension exists. Brown claims that failure to address issues of quality, test revision, reliability and validity "borders on being unethical and is definitely unprofessional. After all, the entrance exams are used to make important decisions—decisions that will affect the children of Japan for the rest of their lives" (Brown, JALT 95 Plenary Handout). Certainly, Brown will find few to disagree with the latter statement but the former needs closer examination.

Examinations in Japan are a natural outgrowth of Confucian thought. First and most importantly, they promote virtues such as diligence, persistence, and memory (Van Wolferen, 1989, p. 117), which are all Confucian strongholds. Secondly, examinations advance harmony—another Confucian merit—by diminishing classroom competition and down playing differences in ability (Reischauer, 1988, p. 193). In this sense, the entrance exam is serving a different and much deeper purpose. The much criticized rote learning that characterizes Japanese education is not just a mindless exercise in futility; rather, it is a method by which students can demonstrate their compliance to a system that demands unquestioning effort and devotion to the task at hand along with the restraint of individual desires (Kelly, 1993, p. 179).

Thus, the entrance exam operates on at least two planes. One plane is the one seen by Brown, i.e., the *surface* plane. On this plane, the examination system is viewed as one would view the TOEFL (in fact, Brown made references to the TOEFL in his initial paper on the entrance exam (Brown and Yamashita, 1995) and in his plenary address, as an instrument used to determine the language ability of those taking the test. However, this fails to take into account a deeper plane which measures not language ability but ability to make an effort and persevere despite facing what one observer termed, "Trivial Pursuit" (The Economist, 1990, p. 22), replete with the seeming futility of learning the discrete grammar points which invariably turn up on entrance exams. This idea is not new. Frost (1991) described how young men in the Tokugawa era were assigned jobs on the basis of "effort rather than originality, teacher dominance, memorization skills and a level of detail that Americans would find trivial" (p. 296).

Whether Monbusho has actually consciously designed the entrance exam with this *hidden curriculum* in mind is not the point here. The point is that the entrance exam quite successfully prepares Japanese youth to develop qualities such as perseverance and effort which are prized by Japanese society as a whole. Thus, at its deepest and perhaps truest level, the entrance exam is a sorter that places young people into a hierarchy of effort and perseverance: two qualities that have infinitely more utility in Japanese society than learning to communicate in English which is the goal that Brown suggests the test should aim for.

I am in complete agreement with Brown that as a test of English communication the entrance exam fails miserably, and in putting his case forth Brown has furthered the debate about the examination system. The suggested areas for improvement that Brown isolates are certainly laudable goals. However, to simply view the exam as a test of content knowledge and set about changing it without considering the entrance exam's deeper value to Japanese society could have undesired repercussions. The exam, as it now stands, does an excellent job of instilling certain desired qualities in Japanese youth. Any tinkering with the present formula, even if that tinkering *improves* the exam by the standards of the surface level plane, risks jeopardizing the efficacy of the hidden curriculum.

Just for a moment consider a hypothetical design change in the entrance exam that results in catering more to communicative competence. On the surface, such a change may appear incontestable however at the level of the hidden curriculum this seemingly innocuous modification could stir creativity which may in turn have adverse effects on effort and perseverance. The idea that creativity may not actually be viewed as an esteemed attribute epitomizes the enormous gap that exists between Western and Japanese ways of looking at the world.

In closing, to return to the forest and trees analogy, Brown has done an exemplary job in bringing light to certain inadequacies of the entrance examination system, inadequacies that should be addressed, albeit extremely carefully. However, his empirical analysis only examines the trees without considering the forest. The forest in this case is Japanese society as a whole, a society which has had miraculous economic and social success in the latter half of the twentieth century. If the examination system is so powerful in that it affects the lives of all Japanese youth yet so flawed as Brown contends, is it really possible that Japan could have achieved such success?

I would like to thank Richard Kizziar and Joseph Tomei for their advice and support in the writing of this paper.

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READERS' VIEWS, cont'd on p. 32.

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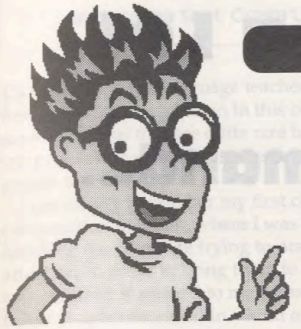

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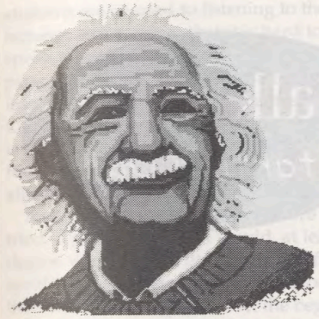

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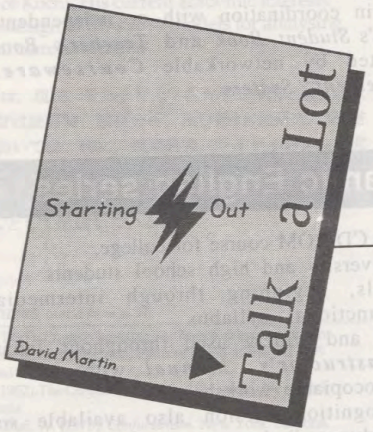

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Encouraging Japanese Students to Take an Active Role In L2 Classes

By Susanna Stori, Osaka University of Foreign Studies

Like many foreign language teachers in Japan, when I first started to teach Italian in this country, I faced some problems that are quite rare in my own country: problems concerning students and their approach to learning.

I can clearly remember my first classes of Italian conversation in Japan, where I was clearly and slowly speaking my language trying to draw the students' attention, in order to bring them to a very basic, easy conversation: it seemed to me I was in a classroom full of people immersed in a kind of doziness, everybody looking straight at their own notebooks.

With time, I came to understand that Japanese students are so used to listening to the teachers' lectures, and writing, that it is hard to get them to speak. Furthermore, they're not used to making personal reasoning comments: most of the time, they learn by heart. This results in a passive approach towards the learning process. This passive approach is found even in an L2 class, where oral production is fundamental if reasonable results are to be achieved, allowing students to feel successful.

As I realized what I and they were up against, I tried to plan lessons that would, at least to a certain degree, make them a little more comfortable in speaking, without uprooting them too strongly from their usual learning habits. At the beginning of the new academic year, I began to program a new kind of lesson which I named 'Decomposition-Recomposition.' To provoke the interest of the students I chose some short novels of Italo Calvino, a well-known Italian writer. I explained to the classes that we would be studying the Italian language and its culture through these novels. I found them somewhat enthusiastic about this idea, and their enthusiasm gave me more energy to put into the project.

Though each of the novels is no more than 15 to 20 pages long, I divide each into several parts. Then I make a handout containing a linguistic section and a culture section for each part of the novel. In the linguistic section, I underline two categories of words: those that are new to students and those words that are very useful for everyday conversation. The useful words will be replaced by synonyms and/or antonyms; the words that are unknown to the students will be explained with other, already known words. For example, here is a piece of Calvino's novel *Il nome, il naso.*

> Come *EPIGRAFI* in un alfabeto indecifrabile, di cui metà delle lettere siano state cancellate dallo smeriglio del vento di *SABBIA*, così voi resterete, *PROFUMERIE*, per l'uomo futuro senza naso" (1).

The words in capital letters are to be explained with other, simpler words. The words in bold are to be associated with synonyms and/or antonyms. The following are some of the solutions chosen by my students:

EPIGRAFI: segni o disegni del passato, difficili da capire oggi.(signs or pictures used in the distant past as an alphabet; mostly difficult to understand today.)
Indecifrabili: non decifrabili./ant: decifrabili.(not understandable)
Cancellate: erose, tolte, diventate invisibili.(rubbed off)
SABBIA: rena, la terra del deserto o della spiaggia. (made of the earth of the desert or of the beach)

Students are asked to do this as their homework, so that during the class we compare the different ways they choose to explain or to paraphrase each word or sentence. In this first phase, reading in class what they have written as homework helps students to move, slowly and smoothly, into a kind of conversation .

In the second phase, some of the most useful words that we have used so far are listed on the blackboard. Without looking at their notebooks, the students are asked to make short sentences with the words on the blackboard and with other new words and phrases they would have come up with during their homework. The purpose of the second phase is to bring the students a little step closer towards more real conversation. Both the first and the second phase are a kind of 'warming up.'

In the third phase, they are asked to talk about what they have been reading and studying both at home and during classes. They are to think about their feelings and the images that come to mind while reading and learning new words. They are encouraged to do this with much attention and energy as it will become the main point for their conversation in class. Even if this might seem to be an unproductive and unnatural way of making conversation, I find it's a successful springboard to good oral production for Japanese students. In fact, when we reach phase three, the class is really warmed up and ready to be more productive. After a few students have told the class their own ideas, some others will follow their example and get into the conversation saying: "I agree because. . ." or "I'm not really sure about this as. . .," and so on. When the classes reach this point, I really feel I have gained a little success: my students are finally conversing, exchanging opinions and ideas around a theme using Italian.

Since classes last only ninety minutes, there is no

time left after these three phases. So, once a month we put aside the language and have a cultural lesson. During this fourth phase, students are asked to express their own ideas about what has been read during the month, comparing their own ideas with those of other students. They also compare cultural aspects from the Italian novel with various aspects of Japanese culture. If they wish to do additional research or produce drawings, they can also share these with the class.

Furthermore, at the end of each lesson the students are requested to write a comment on the pages studied for the day or on ideas that came out during the discussion. These are collected and made into a booklet which is distributed to them at the end of the semester. I hope that by reading their own writings,they might feel satisfaction and achievement, and be ready to do even better the next term.

After six months of the program, 80% of the students improve their oral production and skill, although not all of them to the same degree. Though the remaining 20% are still looking straight at their notebooks, I feel satisfied with the results, at least at the moment.

For the future, I'm planning to refine the program by using different materials such as video, comics, magazines, pictures and so on; hoping to arouse students' attention even more. And interest is certainly the best way to achievement.

Note

1) "Like EPIGRAPHS written in an INDECIPHERABLE alphabet, of which half of the letters have been rubbed off by the emery of a SANDY wind, in the same way you, PERFUMERY, will be, in the future a man without his nose."

Active Listening Skills—A Wheel of Communication

by Rod Woodford,
The British Council Cambridge English School, Osaka

Introduction

How can we teach our students to do more than just nod their heads in response when another student is talking? How can we get our students to: interrupt, involve the listener and, basically, share a conversation? The well trained student might hand over the conversation with a polite, "What do you think?," but the conversation isn't alive. We need to improve the student's active or reciprocal listening skills if we are to introduce more learner autonomy or develop an ability to function effectively in an L2 environment. We need to give students the confidence to interrupt when they don't understand.

Based on my own efforts to develop students' active listening skills, I have produced a **wheel of English communication**, an exercise which works but should only be treated as an opportunity to practise the sub-skills required in communication, not as a model of successful communication. The wheel of communication works at any level from elementary up and, once the students are familiar with it, can be used as a warmer.

A Suggested Approach.

Getting the Students Prepared

Before using the **wheel of communication,** it is important that the students are aware of the exponents used to perform the functions involved, and the cultural differences. A minimal number of 'safe' exponents is recommended (when interrupting, 'sorry but..' will serve just as well as 'sorry to interrupt but ..'). Explain, for example, that interrupting can demonstrate interest and silently nodding your head can be a sign of boredom.

Using the Wheel

Let's consider using the wheel to develop the students' skill at talking about an incident or experience. Note that the wheels (see below) allow for different numbers of students and some have a passive 'listen only' role—the listen only student can be assigned tasks ranging from: 'relax and see how well the others perform,' to, 'listen out for any errors in tense.' Involving the listener and passing on the conversation is as important as using the various exponents and well worth some additional development.

Stage 1 - Interrupting

The students could first be taught how to interrupt. The listener can be instructed to interrupt the speaker as often as possible, using an array of functions, whilst the speakers talk about something interesting that has happened to them.

This could be presented as:

1. The teacher tells the students that they will have to talk for a minute without stopping, but they can say, "Errr, Ummm" etc. to fill the gaps. The teacher has prepared a number of topics on cards, (e.g., marriage, the USA, children) and a student chooses one. The student then struggles to talk for a minute.
2. A second student has a try but this time the teacher helps out by constantly interrupting with questions. For example: "Sorry. Did you say . . .?" The teacher then highlights the language used ("Where was I?" may be useful) and explains that it is much easier to talk if you are assisted by an active listener.
3. The students do the activity in pairs. The teacher may prefer to sub-divide the skill into a) interrupting to check meaning; b) interrupting to ask a related question; c) interrupting to share your own experience.

Stage 2 - Involving the Listener

1. The teacher demonstrates how to involve the listener by encouraging the students to interrupt and, at suitable points, checking that the listeners understand by asking, "Do you know what I mean?"
2. The students perform the activity again but every time the teacher claps his or her hands the topic must be passed to the listener with an appropriate question. e.g., "Have you been . . ." (Doing the one minute activity with the talker asking as many questions as possible may help.)

Stage 3 - Spinning the Wheel

The teacher prepares a list of topics, perhaps ones that exploit a language point (e.g., past tense—talk about your first day at school), or asks the students to each choose two topics that they would like to talk about.

1. The teacher arranges the students in small groups around a wheel of conversation. The students look at which arrow is pointing their way and list the exponents they should use in that role. They then rotate the wheel and do the same for the next function, and so on.
2. The students can confer to make sure they have a suitable range of exponents ready.
3. The wheel is spun. Just holding a pen in the middle of a photocopy of the wheel, and flicking it round, works well enough but 'contraptionists' may prefer to make something more substantial. The students must act according to the role that the wheel assigns them. The talker might be asked to talk about something by another student, draw a card, or whatever.
4. When the teacher claps, perhaps three minutes later, the 'talker' must pass on the conversation.

Stage 4

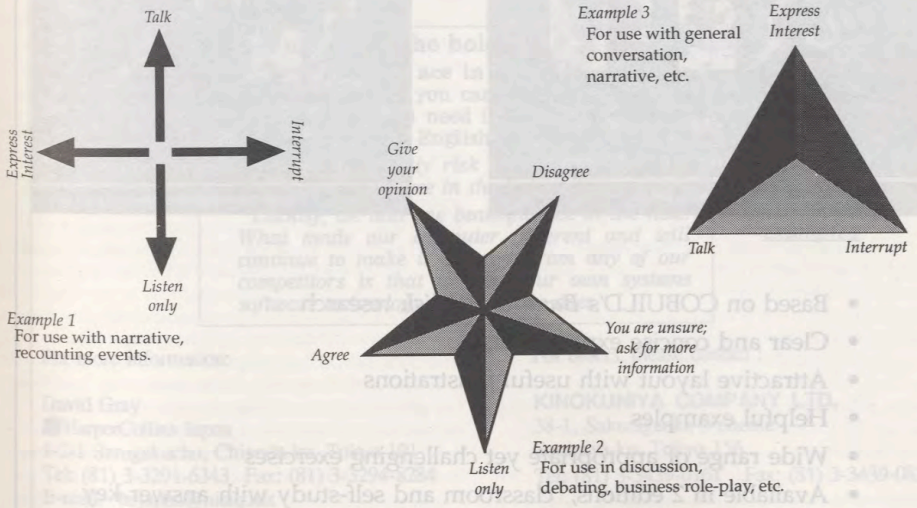
Take away the wheels and get the students to continue their conversations.

Stage 5

Extensive feedback and discussion of the success of the activity.

In addition: Unlimited Uses

Wheels can be created to perform any number of functions. For example: to develop debating roles: *You agree, You disagree, You are unsure so you want to find out more about why people think . . .*, etc.; to develop the use of classroom language e.g., *You read out these words, You don't know what *** means, so ask. You didn't hear so ask the speaker to repeat what he or she said*, etc.



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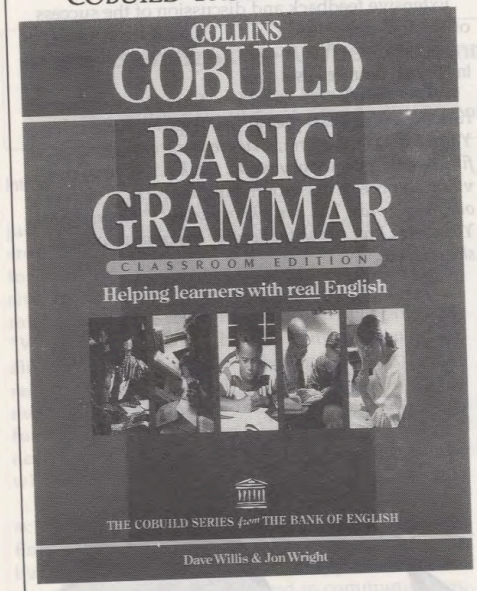

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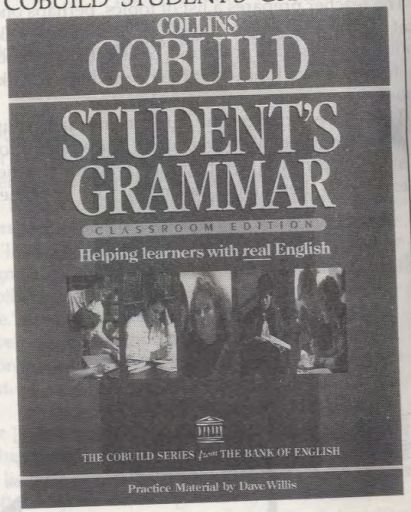

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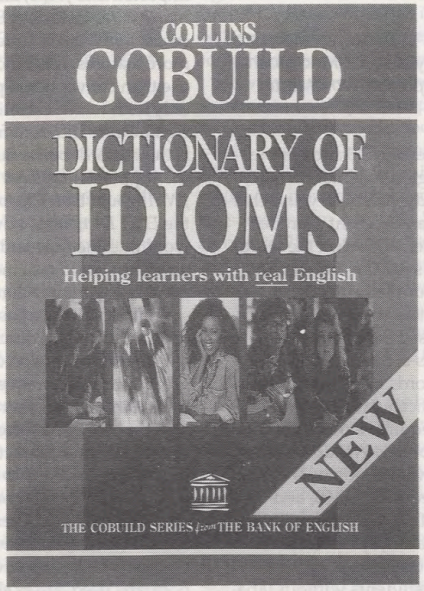

dictionary headword

frequency indicator

have an ace in the hole

If you **have an ace in the hole**, you have something which you can use to gain an advantage when you need it. This expression is used in American English.

explanation

He doesn't usually risk that much unless he thinks he has an ace in the hole.

Luckily, we had one beautiful ace in the hole. What made our computer different and will continue to make it different from any of our competitors is that we own our own systems software technology. Nobody else does.

examples

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edited by randall davis

Japanese WordMaster Version 3.0. Michael Wildoer and John Martin. Adelaide: Lava Software, 1995. Two floppy discs for Macintosh computers. Pp. 65 (manual). $129.00; academic price, $99.00; substantial discounts for multi-user packs and additional machine licenses.

Edict Dictionary. Jim Breen. Melbourne: Monash University, 1995. One floppy disc for Macintosh computers. Included with *Japanese WordMaster Version 3.0*.

Japanese WordMaster (JWM) Version 3.0 and supplementary dictionary enable beginning, intermediate, and advanced students to study vocabulary and characters. The software contains an excellent exercise system which empowers students to select the words they want to learn from *JWM*'s 3,000 word and 1,850 character dictionary and the supplementary dictionary's over 7,500 characters and 100,000 words. The dictionaries can also be used independently of the exercises. In addition, students are able to add new entries ranging from single words to entire dictionaries. The new characters and vocabulary can then be used in the exercises. *JWM* requires a Macintosh Classic with System 6.0.7 or better. Windows users can look forward to a Windows version of *JWM* in the future. Full installation requires 22MB, and the minimum installation is 4.7MB. Neither KanjiTalk, the Japanese Macintosh operating system, nor the Japanese Language Kit is required, making *JWM* accessible and affordable for students without Japanese operating systems.

When *JWM* is first installed, the vocabulary and characters all have the status of unused. Students tag the vocabulary and characters they want to learn with an "L" for "Learning." The software then quizzes students by asking the Japanese or English equivalents. If it is a character, students must also know its reading. Students have the option of either remembering their answer or writing it down to check it against the next screen. Students then mark their responses as correct or incorrect. The system uses this information to direct the exercises at the student's weakest points. When the system has decided that the student knows the definitions and readings of the character well enough, it automatically changes its status from "Learning" to "Mastered."

As students can learn words and characters and then forget them later, *JWM* includes Mastered material in the exercises. The student can even use the exercise options menu to set the percentage of Mastered words and characters which will be used in the exercises. If the student has forgotten the material, the system will change its status back to Learning. This means that the student can efficiently study new words and vocabulary by simply tagging new words with "L" and then doing the exercises. As the words with Learning and Mastered status grow, the pool of unused words will shrink. It is this exercise system which makes *JWM* an exceptional study aid for learning vocabulary and characters.

The *JWM* dictionary (and any other dictionary that is imported into *JWM*) allows users to look up words in many ways including English, *kana*, radicals, stroke count, and Nelson code. Future versions will include more features. It is much more convenient and faster to use than conventional printed dictionaries, but the only item which establishes the *JWM* dictionaries as significantly different from other computer dictionaries is their affordability. Buying a dictionary equivalent to the supplemental *Edict Dictionary* that is included with *JWM* would be fairly expensive. The current version of the *Edict Dictionary*, however, may not include every word intermediate and advanced users look up. Future versions should also include more vocabulary. One attractive feature is that students can create their own specialized dictionaries by adding full color photos, sound effects, and descriptive entries.

The current version of the *JWM* basic dictionary is a great improvement over earlier versions. The sloppy translations which detracted greatly from earlier versions appear to have been corrected. The additional vocabulary and characters which the new supplementary dictionary adds to *JWM* mean that students can now look up many more of the Japanese words or characters needed. There are still occasional errors such as (缶詰) (*kanzume* meaning *canned food*) which is written (かん詰) substituting kana where characters are normally used. Users should be prepared for these errors, but they have diminished to the point where they no longer threaten the integrity of the dictionaries and the software.

There are a number of software programs for learning Japanese on the market today which offer a number of features for studying Japanese at varying prices. Students have different preferences and goals concerning their language studies. One student's ideal program is one which another student will find next to useless. For students who want to build their vocabulary and character reading ability, *JapaneseWordMaster* has a superb exercise system which may be without equal in Japanese language education. Japanese language students can purchase this excellent exercise system with extensive dictionaries at an affordable price.

Interested users can request additional information from Lava Software, GPO Box 215, Adelaide, Australia, 5001. Their telephone and fax number is 61-8-235-0003. They can also be reached by e-mail at LavaSoftware@eworld.com on the Internet. Free demo disks are available by mail, or they can be downloaded from the Internet at ftp.monash.edu.au in directory/pub/nihongo.

Reviewed by Rory S. Baskin
Shion Junior Collage

Non-Language Outcomes in the Adult Migrant English Program. Elaine Jackson. Sydney: Macquarie University, National Centre for English Language Teaching and Research [NCELTR], 1994. Pp. ix + 88. A$24.95. ISBN 1-86408-160-0.

Seeking Directions: Training Industry Trainers in a Multilingual Workforce. Crina Virgona. Sydney: Macquarie University, National Centre for English Language Teaching and Research [NCELTR], 1994. Pp. iv + 120. ISBN 1-86408-050-7.

Try to forget about Japan for a minute. Shift instead to economic restructuring in Australia, where changes are being felt in education too. These two books, from the National Centre for English Language Teaching and Research [NCELTR] at Macquarie University in Sydney, are a symptom of this current phenomenon. They reflect heightened awareness of the need for adequate second language [L2] English literacy skills, the importance of workplace learning, and a new culture of life-long learning to be facilitated by literacy education. Australian government policy-makers state short term economic goals and emphasise competency-based training [CBT] within the context of the Australian National Industrial Reform Agenda (Jackson, 1994, pp. 17-24). Given this background, interest to language teachers in Japan is going to be eclectic at best.

One reason is that English L2 education in Australia is to facilitate use of English where it is the *dominant* language, whereas in Japan English functions as an *ancillary* language (Hill & Parry, 1994, p. 1). Alternatively, this might make these books of more interest to L2 teachers of Japanese here rather than teachers of English.

I say this because *Non-Language Outcomes in the Adult Migrant English Program* [AMEP] (Jackson, 1994) takes an expanded notion of literacy. Jackson includes fields of language communication, mathematics, problem solving, technological and cultural understanding, personal and interpersonal social skills, worker autonomy, and working with others as all parts of literacy for work (p. 25). She describes how these bear in relation to the AMEP Certificate's Knowledge and Learning Competencies 1, 2, & 3 (pp. 30-33).

The book is a research report discussing connections between linguistic and non-linguistic outcomes. Jackson's premise is that they are inseparable. She highlights this in the impact that language and literacy education makes on certain non-linguistic outcomes. These include immigrant students' confidence, motivation, learning skills, social, psychological, and emotional support in a new life and learning environment in Australia, and access to greater economic and academic opportunities. Although almost all AMEP teachers surveyed realised the "confidence" and "motivation" outcomes, she laments that only half could realise the last, specifically socio-economic outcome as a result of their own work (pp. 11-13). In a Japanese context her feelings might be reversed.

The Australian AMEP is one of the largest publicly organised L2 education systems in the world, employing thousands of teachers reaching hundreds of thousands of immigrants in Australia. As it adapts to current economic restructuring efforts and tighter public funding, it has to reinforce its own viability beyond immigrants' L2 education. Thus it has become a big player in the workplace literacy field. Crina Virgona's (1994) book describes one such foray into Ford Australia.

However, everyone seems to suffer from economic constraints: employers are preferring to avoid paying to have language and literacy trainers if they can. They would have their own training staff do that job. The AMEP adapts to this by training the trainers.

Virgona has worked in and written extensively in the same field in Australia. She does so again in *Seeking Directions* (1994), a book that could be called "language and literacy teaching made simple." Parts 1 and 2 describe the historical context, structure, and rationale of a "model for training the trainers of NESB (non-English speaking background) trainees . . . at Ford Motor Company with VIC (Vehicle Industry Certificate) Trainers" (p. 25).

Part 3 is the meat of the book, "a survival kit for trainers" (p. 51). Trainers, in dialogue with AMEP teachers, could produce their own course based on what they felt were their main needs: presentation skills and catering to individuals' differing backgrounds and needs (p. 53). In fact, this reflective and collaborative learning dynamic is an overt feature of the program, with team teaching and feedback sessions. Half the book is a session-by-session account of the program well laid out for skimming. It includes many examples of teaching material and authentic texts of students' work. The latter is a rare occurrence in any teacher-training book.

It is easy to view the literacy-based pedagogies apparent in these two books as unrelated to language teaching in Japan. However skills-based programs could have similarities. As well, a more intuitive or enterprising teacher would find relevance, inspiration, or parallels to their own teaching (or their students' language learning) contexts. JET-scheme team teaching, corporate ESP, and adult EFL programs spring to my mind. The more underdeveloped JSL field is another.

Yet these books are not directly useful for Japan's L2 marketplace, nor are they meant to be. They are products of and tools for a broad-based Australian adult literacy education industry which develops and adapts to social, economic, cultural, and pedagogical changes there with regularity. These books are even hard to find in Japan, but are available direct from NCELTR for A$24.95 or through Meynard Publishing Ltd.

Reviewed by Howard Doyle
Yokohama Chapter

Reference

Hill, C., & Parry, K. (Eds.). (1994). *From testing to assessment: English as an international language.* London: Longman.

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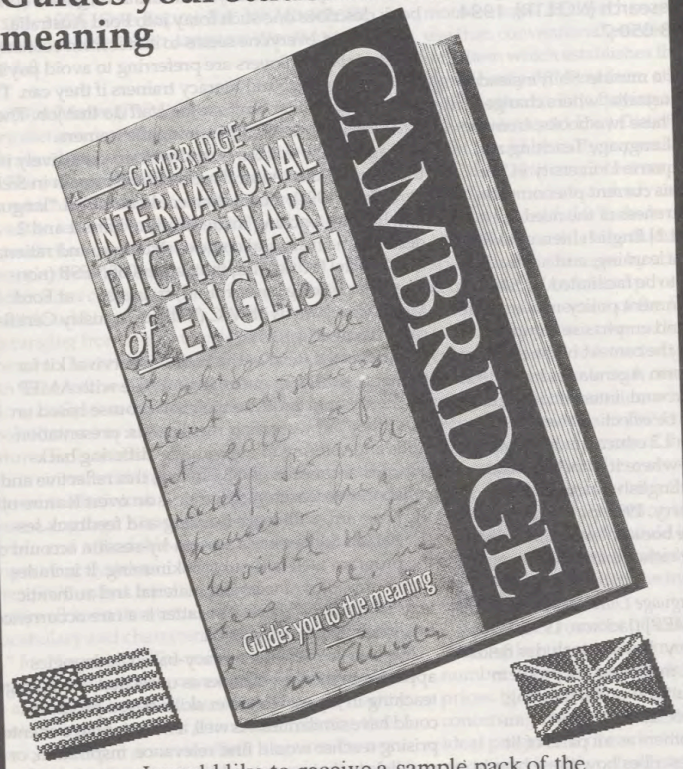

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NCELTR Teacher Resource Series 4, Finding Common Ground: Cross-Cultural Communication Strategies for Job Seekers. Catherine O'Grady and Mark Millen (authors); Geoff Brindley (Series Editor). Sydney: Macquarie University, National Centre for English Language Teaching and Research. 1994. Pp. xii + 156. ISBN 1-86408-184-8.

Although this resource book was written specifically to address the needs of immigrant job seekers in Australia, it has merits and applications outside both the Australian experience and job seeking context it addresses. This book approaches the problems of cross-cultural misunderstanding and miscommunication through the use of discourse analysis, in particular, pragmatics, and critical linguistics.

The book is organized into ten chapters. Chapter 1 is the introduction which is followed by three sections. Section 1 (Chapters 2-5) is titled "Preparing the Way." Section 2 (Chapters 6-9) is called "Accomplishing the Task," and Section 3 (Chapter 10) is "Overcoming Barriers."

In Chapter 1, the authors inform us that "this book examines interactions between people who have access to the same language system but whose cultural, conceptual, and metaphorical systems may at times diverge, causing miscommunication and misunderstanding" (p. 1). These factors can lead to different assumptions about meaning and intention, a phenomenon that the authors call "talking past each other" (p. 1). The authors have adapted classifications previously set forth by Thomas (1983) to define three different levels (linguistic, pragmalinguistic, and sociopragmatic) where cross-cultural communication problems can occur. It is the authors' position that although linguistic-level "failure" can result in confusion, it is failure in the latter two levels that is the hidden source of cross-cultural miscommunication and "negative judgements about the speaker's personality, character, or ability" (p. 4).

The purpose of Section 1 is to familiarize students with the Anglo-Celtic cultural concepts underlying the interview procedures common in Australia. In Chapter 2, although many issues related to Australian migrant settlement and integration are discussed, some activities could be adapted to a variety of classroom situations in Japan focusing on language and cultural identity issues. Chapter 3 deals with the concept of shared knowledge, specifically schemas, and scripts as they relate to job interview procedures. Much of this chapter could be adapted to job seeking or business skills courses in Japan. Chapter 4 looks into metaphors and attitudes; it is short but has broad application possibilities outside the context of this book. Chapter 5 examines roles, status, and relationships in the interview. It is a shorter version of Chapter 3 with more emphasis placed on the roles people are expected to play in the interview.

The main thrust of Section 2 is to give students the opportunity to practice specific linguistic strategies that can help clear up pragmalinguistic and sociopragmatic misunderstandings before they lead to major problems. Chapter 6 explores strategies of interpreting the intent of interview questions and responding appropriately. The idea of the interview as a discrete activity type is further developed. Many of the activities give solid examples of the interview and could be used elsewhere. Chapter 7 is relatively short, but covers the vital clarification and repair strategies. Most activities here could be used in any classroom to develop these essential skills. Chapter 8 deals with communication styles, largely from the framework of the needs and conflicts of ESL learners in Australia. Nevertheless, it examines relevant issues such as turn taking, feedback, information structuring, and body language, and a number of the accompanying activities are excellent. Chapter 9 briefly examines the three most common types of persuasion: quasilogic, presentation, and analogy. Initial activities help students identify these forms of persuasion and the more dominant forms of persuasion prevalent in their culture. Then the authors point out that "logic is an expected and effective persuasive style" (p. 131) and present strategies for persuasive interview talk.

Section 3 attempts to give immigrants the strategic tools needed to deal with preconceived notions and institutionalized assumptions where foreign qualifications and a lack of local experience tend to automatically disqualify immigrant applicants.

In the end, there is no doubt this is an ESL book with a very specific purpose that may not interest many readers of *The Language Teacher*. Nevertheless, it has clear insights into many cross-cultural issues, a large stock of activities that could be adapted, and good references. Given that, it may be a useful resource for newer teachers who have done limited reading in these areas or veteran teachers who would like a rather innovative approach to job seeking skills or the cross-cultural dilemma.

Reviewed by Mark Field
Tokyo Science University

Reference

Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, *4*(2), 92-112.

Study Skills for Academic Writing. John Trzeciak and S. E. Mackay. New York: Prentice Hall International (UK) Ltd, 1994. Pp. 120. Student's book, ¥2,160. ISBN 0-13-017856-X.

This practical and well-organized book is designed for advanced learners of English who intend to study in an English language environment, probably at the graduate level. Like many study skills texts designed

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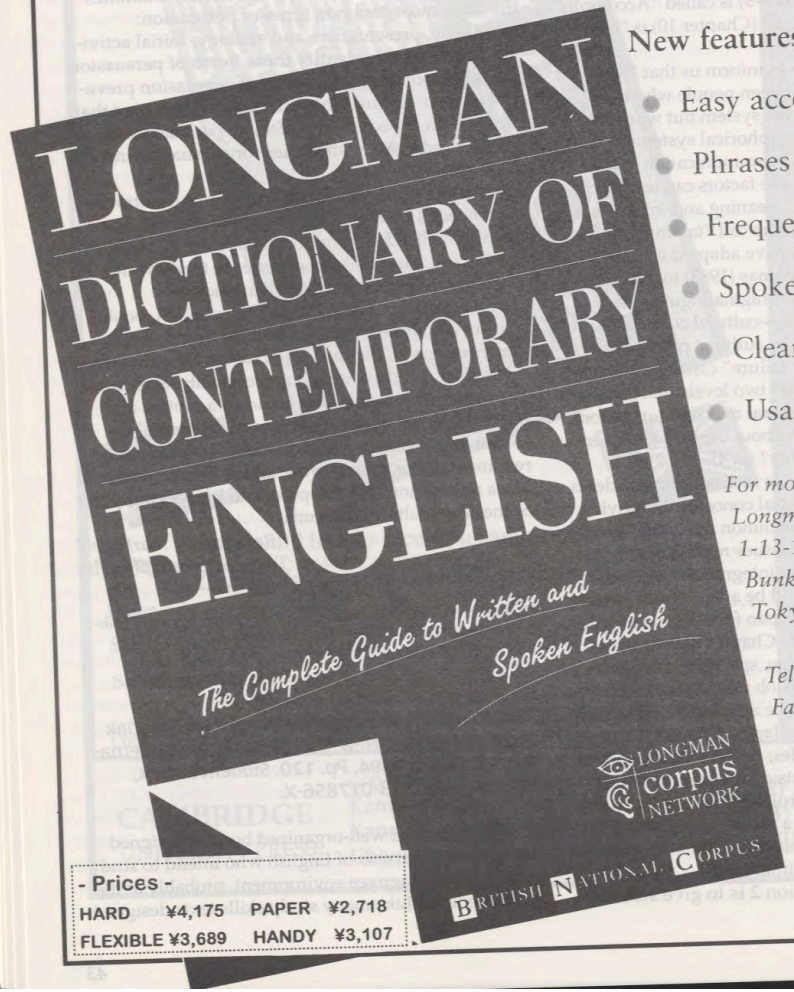

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for beginners, this book is separated into units according to skills. The format is easy to follow, and tasks combine reading and writing practice. Another strength is that it can be easily adapted by teachers for a variety of writing or research skills courses. It might also be adapted for upper-intermediate learners. In addition to reinforcing basic skills, it includes challenging tasks related to topics such as incorporating research and avoiding plagiarism. It includes assignments related to the necessary activities at all stages of the writing process, from surveying material to proofreading.

Each unit is divided into two sections, a "Guide" and a set of "Tasks." Thus, to quickly access information related to a skills area, the student can scan the introductory statements in each "Guide." The order of topics is, to some extent, chronological; skills are introduced in the order that they are usually practiced by the writer of an extended piece. The main task of the final section of the volume is for students to write a 2000 to 3000 word piece in their own area of research.

Study Skills provides an array of exercises, of the sort that teachers often find themselves creating to go along with textbooks. For less advanced classes, teachers might choose to introduce a skill using readings that are less technical than those provided here. Conveniently, exercises vary in level of difficulty and length, making it possible to use the book in class for varied amounts of time. Some can be completed individually or in groups in under 15 minutes. More involved tasks can be used for group reports or as the basis of class discussion. I tried surveying and summarizing activities with an upper intermediate class. Both were worthwhile, but I spent a lot of time introducing the activities.

This book emphasizes the integration of skills, culminating in the writing of a research paper. Teachers can further encourage such integration of skills by producing supplemental tasks using readings in students' areas of study. Indeed, the readings in *Study Skills* can be dry, so added readings in students' interest areas may help them to maintain an interest in a difficult class. However, it should be remembered that this book would be most useful in a class for highly motivated students who must learn to write extended works in English. Such students must be capable of reading and evaluating highly technical writings. It would be especially valuable as a text or supplement for an advanced undergraduate course in research skills, study skills, or technical writing. The book may also suit the needs of some upper-intermediate classes; however, in this context the teacher would have to prepare lessons or lectures to help introduce the material to students.

Reviewed by Valerie Fox
Senzoku Gakuen Junior College

Finding Out 5. David Paul. London: Heinemann, 1993. Pp. 93. Teacher's book, ¥3,200; class book, ¥1,490; home book, ¥990; flashcards, ¥4,990; and cassette, ¥3,780.

Created for elementary school children of all ages, this 5th Level, the last in the *Finding Out* Series, carries on in the tradition of its four predecessors—encouraging teachers to "discover" new language with the children by first setting up situations that create a need in the students for the target language.

This series is based on a phonics approach and a question-and-answer method of presentation and practice. Level 5 (as well as the other four levels) includes all four skill areas in classwork, and the home book and cassette provide at-home practice in all skills except speaking.

An advice and techniques section in the teacher's book emphasizes the role of the teacher as a facilitator who presents the language as an intriguing yet solvable puzzle. By advising the teacher to "appear fascinated," "appear puzzled," and "look as if you are wondering what to do" when introducing new material, the author encourages teachers to talk as little as possible so that the children feel as if they are experiencing the language directly, not dependently through the teacher.

The phonics approach is presented (in the lower levels) through natural language, first with individual letters and later with letter combinations. Meaningless words are used to ensure students' understanding of the phonetic patterns being practiced and to avoid rote memorization, giving students confidence to make predictions about new words by applying these learned patterns. Because Level 5 does not include an introduction to these patterns, but *does* include hearing and writing review practice of them, this book could not be made total use of in a class which had not covered Levels 1-4, unless a similar phonics approach had been used or the teacher supplemented with her/his own introductions as necessary.

The 15 units of *Finding Out 5* specifically cover weather, months, adverbs, adjectives, comparatives, superlatives, descriptions, *can/can't*, *there is/there are*, *how many* (and more). The useful game suggestions with photocopiable game components in the teacher's book add to the appeal of this set of materials. I have found it to be a very well thought-out and teacher-friendly series which students really learn from and enjoy. By following this book's approach, the student's inquisitive mind is nurtured as is a positive and confident attitude towards wanting to learn, but it will take some effort on the part of teachers to familiarize themselves with the approach.

Reviewed by Evelyn Sasamoto
West Tokyo Chapter

JALT UNDERCOVER, cont'd on p. 53.

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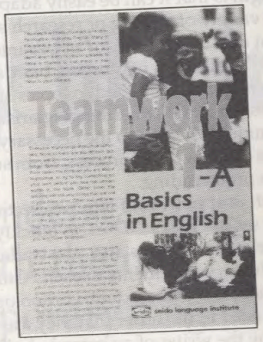

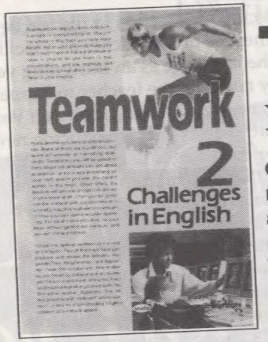

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Executive Board Summary

At the Jan. 27-28 Executive Board Meeting in Utsunomiya, the following motions passed:

- East Hokkaido was welcomed as a new affiliate chapter of JALT.
- Two new affiliate N-SIGs were recognized: Teaching Children (TC) and Professionalism, Administration, and Leadership in Education (PALE). The Teaching Children N-SIG affiliate, chaired by Aleda Krause, has 72 members and PALE, chaired by Thom Simmons, has 52 members.
- The Financial Steering Committee was reactivated with Dan Gossman as chair. This committee will offer fiscal advice and ensure that the National Treasurer adheres to fiscal policies.
- The 1996 Four Corners Tour was approved and Virginia Hamori-Ota appointed as the tour coordinator. Details about the 1996 Four Corners Tour will appear in subsequent issues of *The Language Teacher*.
- Jill Robbins was appointed as the head of the Research Committee. If you are interesting in procuring JALT funding for a research project, please contact her.
- Barry Mateer was appointed as Chapter Treasurer Liaison and Steve McGuire as N-SIG Treasurer Liaison. Chapter treasurers should send their chapter T-1C forms to Barry and N-SIG Treasurers should send their forms to Steve.

TESOL and IATEFL Reps

David McMurray was elected as the 1996 JALT TESOL Asst. Liaison (former position title: TESOL Alt. Rep) and Kip Cates as the 1996 JALT IATEFL Asst. Liaison (former position title IATEFL Alt. Rep). David will represent JALT at the March 1996 TESOL Convention with Guy Modica, and Kip will represent JALT at the April 1996 IATEFL Convention with Gerald Couzens.

JALT96 Information

The 22nd International JALT Conference will be held on November 1-4 at the International Conference Center: Peace Memorial Park in Hiroshima. The theme of this conference will be "Crossing Borders" and main speakers will include Braj Kachru, Teruhisa Horio, and Julian Edge, British Council-sponsored. The featured speakers for the 1996 Conference include Denise Alquist, Adrian Doff, Rod Ellis, David Nunan, David Paul, Setsuko Toyama, Alan Tonkyn, and Adrian Underhill. Detailed information about this conference will be in subsequent issues of *The Language Teacher*.

Still Pending

Many issues on the agenda of Jan. 96 ExBoard were not covered and will be discussed further at the July 6-7 Executive Board Meeting. Please feel free to let your chapter or N-SIG rep or any elected JALT national officer know your views on the following issues:

- What should JALT's response be to ageist hiring policies at Japanese universities?
- Should emergency funding be awarded to the Tokyo Chapter and to the Teacher Education N-SIG?
- Should the 1996 financial records be audited by a professional agency?
- Should JALT enter a formal relationship with JACET?
- Should a "Business Affairs Committee" be created, and what should its purview be?
- What international charities, if any, should JALT support?
- Should the role of the Immediate Past President and IATEFL/TESOL Liaisons be revised?
- How far in advance should national JALT Administrative Meetings be scheduled ?
- Should JALT membership fees be increased?
- Should N-SIG membership fees be increased?
- How much money should N-SIGs receive from the national organization?

Full details of these meetings are available in the JALT Executive Newsletter (JENL), which is mailed to every chapter president and N-SIG chair.

Reported by Tim Newfields

Presidential Speech

(Utsunomiya, January 27, 1996)

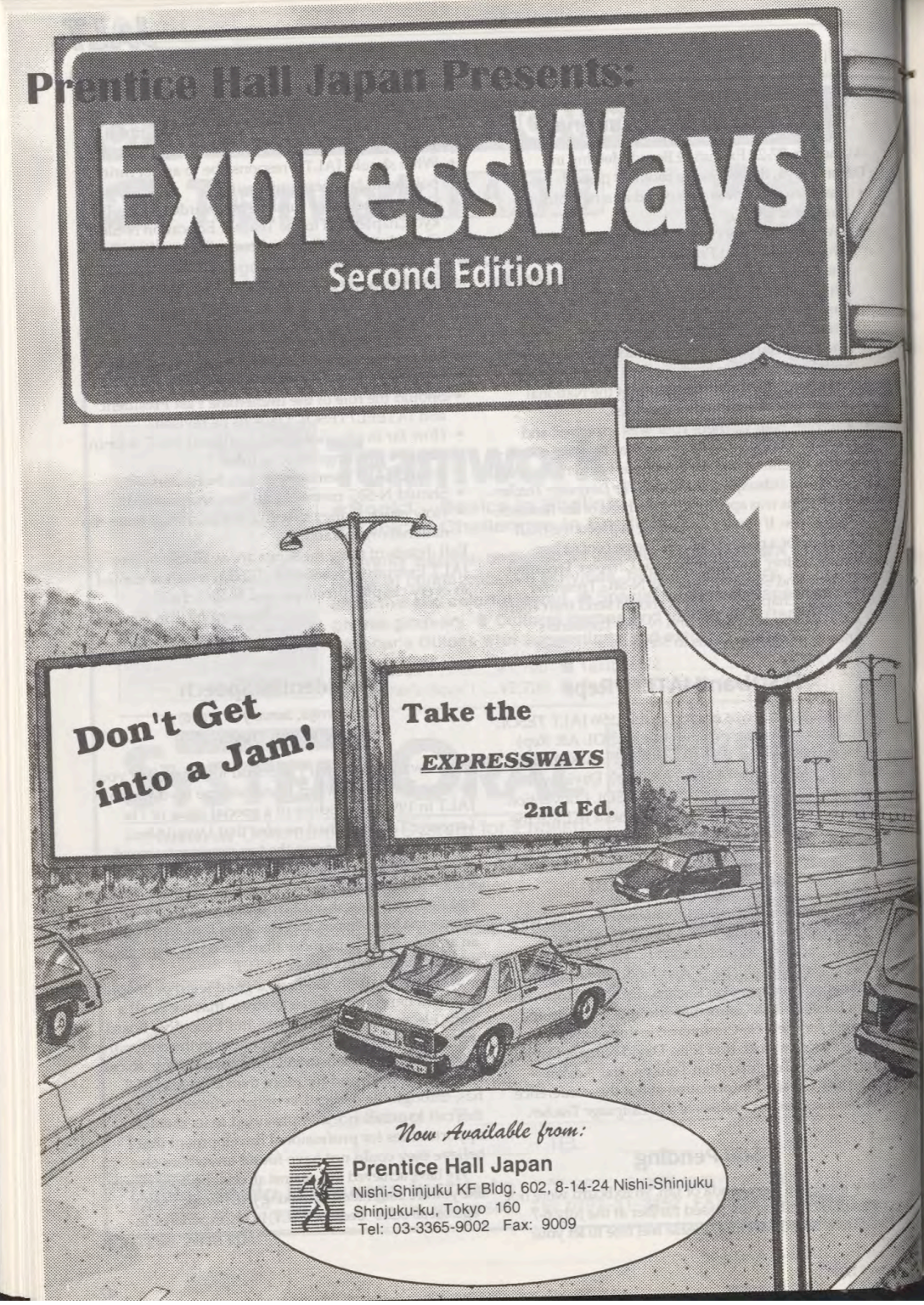
Gene van Troyer

First, I want to say that I'm proud to serve all of you as your President. When I first become involved in JALT in 1990 as an editor of a special issue of *The Language Teacher*, I had no idea that I would be sitting here before you as the top representative of our professional organization. After serving as a somewhat contentious associate editor, editor of *TLT*, and then as publications board chair, here I am, somewhat bewildered and realizing that assembling an agenda is perhaps more than the equivalent of putting out monthly issues of *TLT*.

Seriously, though, we have a good team of people gathered here, and I'd like to stress that we're all a team, elected National Officers and Executive Board representatives alike. We are all here in the common cause of professionalism in language teaching. Excellence is our goal, and for more than 21 years JALT has, through the dedication of its members risen to this call to excellence and provided to its members opportunities for professional development that I believe they could not have found anywhere else.

We have achieved this against all odds because people like you are committed to making JALT work. I say "against all odds" because JALT, in my experience in

JALT NEWS, cont'd on p. 55.



edited by antony cominos

Submissions Wanted for New *TLT* Columns

Found in Translation

This occasional column will provide an opportunity for *TLT*'s bilingual readers to broaden the range of material available to readers who can read academic material in English or Japanese only. Likewise, it will provide an opportunity for our bilingual readers to publish feature length translations which can be used for the purposes of career advancement. Translations may be made into Japanese or English from any language, but only translations of previously published material will be considered. Papers selected for translation should have either a strong pedagogical or educational policy focus and be relevant to classroom teaching in Japan. The length of translations should not exceed 2500 words (translations into English), or 20 pages of 400 ji *genko yoshi* (translations into Japanese). All translations will be refereed. Column editors: Stephen Ryan and Emiko Yukawa. Information: Stephen Ryan, 704 Rafine Minami Ibaraki, 1-5-39 Tenno, Ibaraki 567. E-mail: RX1S-RYAN@asahi-net.or.jp

The Region

This occasional column will feature extended profiles of the foreign language education environment in the Asia/Pacific region.

In keeping with *TLT*'s strong pedagogical focus, these profiles will focus primarily on the character of classroom teaching and learning in each individual country, and on those policies and conditions which bear directly on the work of teachers and learners. Profiles would likely include information on: foreign languages taught; levels of education at which foreign language education is offered; relevant government policies and initiatives; current debates; national and state organization of foreign language education; teacher education programmes; and current employment prospects for teachers of foreign languages.

We are now seeking profiles for the Asia-Pacific region, including, but not limited to the following countries: Korea, Thailand, Laos, Vietnam, China, Indonesia, Malaysia, Singapore, Australia, New Zealand, and the islands of the Pacific.

Profiles should run to no longer than 2,500 words. Anyone who could contribute a profile or recommend a profile writer should contact the column editor: Steve McGuire, Apt. A102, 5-112-2 Nakahira, Tempaku-ku, Nagoya, Aichi-ken 468. E-mail: steve@sccs.chukyo-u.ac.jp

Call for Papers

The JALT Hokkaido 13th Annual Language Conference will be held in Sapporo on May 19, 1996. The Hokkaido Chapter invites you to submit papers in English or Japanese, on any aspect of language teaching in Japan. Presentation blocks will be one hour and any special equipment needs must be specified. Abstracts should be no longer than 300 words (English) or 100 characters (Japanese), with a cover sheet bearing your name, address, phone/fax contact, paper's title, and bio-data. Japanese papers should have an English summary attached. The deadline for papers is **March 22, 1996.** If at all possible, please prepare abstracts in DOS or MAC format on a floppy disk and forward to: JALT Hokkaido, 1-2-3-305 Midori-machi, Makomanai, Minami-ku, Sapporo 005.

NLP Practitioners' Training

The National Institute of NLP offers its third 18 day NLP Practitioners' Training during the spring and summer of 1996 at Nanzan University, Nagoya. An introductory weekend is offered April 27-28 with the option of continuing for the full course: May 25-26, June 22-23, July 29-August 3, and August 5-10. A half Master's Practitioners' course is offered August 12-21. The weekends are with Tim Murphey and the summer sessions with full-time trainers Richard Bolstad and Margot Hamblett (New Zealand). For a brochure fax/call 052-781-3871 or e-mail: mits@ic.nanzan-u.ac.jp

Call for Papers

The *Japan Journal of Multilingualism and Multiculturalism* welcomes well-written research papers in English and Japanese concerned with bi/multilingualism, intercultural communication, and other related fields of study. Papers must not have been previously published or under consideration for publication elsewhere. The journal uses the *Publication Manual of the American Psychological Association*. Consult recent issues of the *JALT Journal* for examples of documentation and references. Feature articles should be no more than 5,000 words, typed and double-spaced on A4 paper. Three copies of the manuscript should be included with a cover letter at the time of submission. Once articles are accepted, authors will be asked to provide a short abstract of the article in Japanese and a Macintosh test format disk if possible. Manuscripts complying with the above guidelines will be subject to blind review by at least two readers, with special attention given to Bilingualism N-SIG aims, the significance and originality of submission, and the use of appropriate research design and methodology. The evaluation process is generally completed within three months. The deadline for issue number 2 is **May 15, 1996**. Address manuscripts and inquiries to: Mary Goebel Noguchi, 56-19 Yamashina Kusauchi, Tanabe-cho, Tsuzuki-gun, Kyoto 610-03.

『多言語・多文化研究』は、バイリンガリズム、異文化コミュニケーションなどについての日本語論文の投稿を受け付けます。しかし、投稿する原稿は、すでに出版されているものや他の学術雑誌などに投稿中のものは避けてください。文体は一般的な学術論文のスタイルを使ってください。章だてのしかたや参考文献の書き方などは、*Publication Manual of the American Psychological Association* (3rd ed.) の定める方式にできるだけ近い形にしてください。ご不明の場合は、*JALT Journal* の英語論文を参考にしてください。原稿は、A4の用紙にワープロで横書きに打ってください。長さは、1行40字、1ページ30行で10枚以内です。手書きの原稿は受け付けられません。投稿のしかたは、まず始めに、原稿3部を送ってください。原稿には執筆者の名前や連絡先を入れずに、別紙に書いて原稿とともに送ってください。審

BULLETIN BOARD, cont'd on p. 63.

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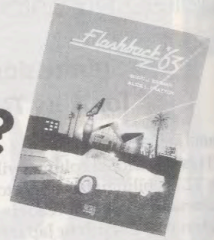

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Bilingualism

多くのJALT会員の皆様は日々何らかの形でバイリンガリズム、バイカルチャリズムを経験しているのではないでしょうか。例えば、第二言語学習者として、外国語教師として、外国在住者として、あるいは、バイリンガルの子の親として経験しているのではありませんか。当部会は、日本における二言語主義、多言語主義、多文化主義の多面的な研究を支援し促進します。定期刊行物としては、ニュースレター「バイリンガルジャパン」の年6回の発行、多言語主義と多文化主義の研究紀要の年1回の発行があります。

Most JALT members experience bilingualism and its first cousin, multiculturalism, daily in one or all of the following ways: as students of a second language, as foreign language teachers, as residents of a foreign country, and as parents of bilingual children. The Bilingualism N-SIG supports and promotes research into numerous aspects of bilingualism, multilingualism, and multiculturalism as they occur in Japan. We publish a 20-page newsletter, *Bilingual Japan*, six times a year, and an academic journal, *The Japan Journal of Multilingualism and Multiculturalism*, once a year.

Global Issues in Language Education

当部会は、この春からの新企画が目白押しです。一つは、エイズ教育・語学教育研究班の設立です。この班は、日本のエイズ予防団体のJAPANetworkと協力して活動を進めます。この班の活動に興味のある方、あるいは、自分が担当している語学クラスでエイズ教育をどう行えばいいか知りたい方は、以下担当者までご連絡下さい。

〒158 東京都世田谷区深沢7-1-1
日本体育大学　スーザン・ミラー
fax: 03-5706-0912

もう一つは、WELLというグループの誕生です。このグループでは、教材で女性がどのように扱われているかという問題や職場での性差別の問題など、語学教育分野での女性に関わる問題に焦点をあてます。このグループに参加したい方、あるいは、3月8日の国際婦人デーにクラスで女性問題をどう教えるかについてのヒントを希望される方は次の担当者に連絡して下さい。

〒363 埼玉県桶川市末広3-12-25
カイロン・マクメイヒル
tel/fax:048-728-7498、電子メール: chei@sainet.or.jp

当部会の他の活動についてももっと知りたい方は、このコラム最後の当部会担当者連絡先まで連絡して下さい。当部会のニュースレター最新号を無料で差し上げます。このニュースレターには、差別撲滅教育、タイ・日本教師交流、グローバル教育修士プログラム案内、平和教育等についての記事があります。

Our Global Issues N-SIG moves into spring with a number of new initiatives. One is a newly established AIDS education and language teaching study group, set up to work with the Japan AIDS Prevention Awareness Network (JAPANetwork). Teachers wishing to learn more about this group or about how to do AIDS education in their language classes should contact Susan Miller, Nippon Taiiku Daigaku, 7-1-1 Fukazawa, Setagaya-ku, Tokyo 158. Fax: 03-5706-0912.

Another newly established group is WELL (Women in Education and Language Learning). This is an informal network of women in JALT who focus on women's issues in language teaching, ranging from topics such as the portrayal of women in textbooks to issues of sexism and discrimination in the workplace. Teachers who would like to join the group or get ideas for teaching women's issues in their classes for International Women's Day (March 8) should contact Cheiron McMahill, 3-12-25 Suehiro, Okegawa, Saitama 363.Tel/Fax: 048-728-7498, e-mail <chei@sainet.or.jp>

Language teachers interested in learning more about our N-SIG should write to the address listed for a free copy of our latest newsletter. This includes articles on teaching against prejudice, a Thailand-Japan teacher exchange, global education MA programs, global awareness workshops, and peace action projects.

Japanese as a Second Language

1月中旬に「JALT日本語学習・日本語教育ネット」というささやかな通信フォーラムをニフティーのホームパーティー上に開設しました。日本語学習者及び教師の皆さんで、日頃疑問に思っていることや試みていることやアイデア等、他の人と共有したい方は、このネットをご利用下さい。アクセスのためのHPのIDはHCA01742、パスワードnhng123です。需要が増えれば、ネットを拡張する予定です。

In mid-January JSL N-SIG set up the JSL Learners and Teachers Network on Niftyserve HP (Home Party). This is a forum intended for Japanese-language learners and teachers. If you would like to share your questions and ideas for learning or teaching Japanese, you are invited to access this net. For access, use the HP's ID, HCA01742, and the password nhng123.

Teacher Education

当部会は外国語教師の自己開発、教師養成、教師研修のための部会です。今年度の研究会活動、出版活動へのより活発な参加をお待ちしています。5月には教師教育ワークショップが九州、金沢、東京で予定されています。詳細はプログラム担当のジャニナ・タビー（電話番号(自宅): 078-706-5026、(勤務先): 078-303-0825)まで。尚、教師養成・教師研修の論集の原稿の締切は6月1日です。執筆要項は、返信用封筒に切手をはってアンドリュー・バーフィールドまでお送り下さい。ニュースレター6月号の原稿も募集中です。詳細は、以下の編集担当者連絡先までお願いします。

〒466 名古屋市昭和区山里町18
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LINGUAL HOUSE
The Japan Specialists

The Teacher Education N-SIG focusses on teacher development, teacher training, and self-development for foreign language teachers. We invite you to take a more active part in the N-SIG's 1996 events and publications. Coming up in May are Teacher Education workshops in Kyushu, Kanazawa, and Tokyo—for more information about these, please contact our programme coordinator, Janina Tubby at 078-706-5026 (h) or 078-303-0825 (w). June 1st is the deadline for submission of papers for an anthology of work on reflective teacher training/teacher development in practice- for guidelines about this, send a self-addressed stamped envelope to Andy Barfield at the address listed below. And, as always, our newsletter editor, Tim Murphey is looking forward to your news and views for the June issue of *Teacher Talking To Teacher*. You can contact Tim at Nanzan University, 18 Yamazato-cho, Nagoya, Aichi-ken 466, or by e-mail at mits@ic.nanzan-u.ac.jp. We look forward to hearing from you.

Teaching Children

当部会は1月の宇都宮でのJALT理事会で11番目の研究部会として正式に認可を受けました。4月に出る予定のニュースレター第1号では、教室でのコンピュータ利用、絵本の利用等を特集する予定です。このニュースレターは日英両語使用にします。日本語の方の編集を担当していただける方は、次の担当者までご連絡下さい。

ミシェル・ナガシマ　tel/fax: 048-874-2996

Teaching Children became JALT's 11th N-SIG at the January Ex-Board meeting in Utsunomiya. The first newsletter will come out in April, with feature articles on The New Class, computers in the classroom, picture books, and much more. We're looking for a newsletter co-editor, especially someone fluent in Japanese who could help make the newsletter bilingual. Contact editor Michelle Nagashima, tel/fax 048-874-2996.

Video

5月21日に福岡支部と共催でミニコンフェランスを開催します。ゲスト講演者にハワイ大学教授のジェイムズ・ディーン・ブラウン氏をお迎えします。ブラウン教授は、昨年のJALT名古屋大会の基調講演者の１人で、試験を特集したJALT論集の編集も担当されました。また、教育工学、カリキュラム開発の分野でもよく知られています。詳細は、*The Language Teacher*4月号をご覧下さい。会場は、駅からも空港からも遠くなく便利で施設も整っています。会場所在地等の問い合わせは、コーディネーターまでお願いします。

The Video N-SIG and JALT Fukuoka chapter will co-host a mini-conference on Sunday, May 21st at Aso College. The invited speaker will be James Dean Brown of the University of Hawaii. Prof. Brown is well known for his research publications and for his plenary sessions on testing, technology, and curriculum development. He was editor of the JALT Applied Materials volume on testing, the Keynote Speaker for the Language Laboratory Association of Japan, and the main speaker at JALT 95 in Nagoya.

The conference site is within easy reach of the main Shinkansen terminal and Fukuoka Airport. Two fully-equipped language laboratories will facilitate the video presentations. Other lecture rooms will also be used for talks on testing, teacher education, and curriculum development. Please look for further program details in the April issue of *The Language Teacher*; address inquiries to the Video N-SIG Coordinator at the contact address given below.

JALT UNDERCOVER, cont'd from p. 45.

Recently Received

Compiled by Julian Whitney

The following items are available for review by JALT members. Reviewers must test materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final-notice items will be discarded after the 31st of March. Contact the Publishers' Review Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Review Copies Liaison. N.B. Brackets after a publisher's name indicate that the distributor is in Japan.

For Students

*Badalamenti, V., & Henner-Stanchina, C. (1993). *Grammar dimensions one: Form, meaning, and use* (student's, teacher's, text). Boston: Heinle & Heinle (ITP).

*Martin, D. (1995). *Talk a lot*. Saitama, Japan: EFL Press.

Reading

*Mare, N. N., & Smith, L. C. (1995). *Issues for today: An intermediate reading skills text* (2nd ed.). Boston: Heinle & Heinle (ITP).

Reading & Writing

*Broukal, M. (1993). *Weaving it together, book 2* (high beginner). Boston: Heinle & Heinle (ITP).

Video

*Kelty, J. (1991). *Family album U.S.A. 2* (student's, teacher's, video tapes). Singapore: Maxwell Macmillan.

Vocabulary

**The Newbury House dictionary of American English*. Boston: Heinle & Heinle (ITP).

The December issue featured a review of: *GOAL!* D. Bunday & N. Randell. Kobe: B & R, 1994. The authors wish to advise readers that this book has now been revised and republished as: *KICK-OFF!* (Macmillan Language House).

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edited by bill lee

Hokkaido: November

Possibilities in Teacher Education

by Andrew Barfield

Andrew Barfield presented a number of practical techniques and activities that could easily be incorporated into a teacher education curriculum, institutional development program, or used by individuals interested in professional growth. The first half of the workshop focused on reflective listening, and the second half drew upon listening skills for creative problem solving.

Barfield created a comfortable, learner-centered atmosphere by arranging the seats in a circle and asking us to introduce ourselves to those nearest. He built trust in the beginning of both segments with a theater game. By eliciting reactions to the activities, he gave all of us the chance to give feedback, to evaluate the activities more objectively, and to compare our experiences.

Then partners took turns as speakers and listeners, each speaking twice for up to 10 minutes, while the listener focused on understanding without reacting. The listener then reflected or paraphrased what was understood, or sought to clarify that understanding, often drawing out more detail or deeper thinking from the speaker. Then, in groups, one person would volunteer to share a teaching problem they were experiencing. The others listened and checked their understanding by summaries and responses of what they understood. The speakers then left the groups and formed a new group to share advice and ideas. Meanwhile, the listener groups each created a metaphor for the speaker's problem and offered a solution or way of dealing with the problem. The activity ended with the sharing of the metaphors.

Reported by Lois Scott Conley

Kitakyushu: January

Cartooning in the Classroom

by Chris Chase

At our January meeting, Chris Chase shared many of the ways he uses cartoons in his classes. He began with a rather bare illustration of a student in his room, which he normally asks students to fill with various items in the places he specifies. He explained how to use photocopies and white-out to create two versions of the basic drawing for a spot-the-difference pair activity. Student drawings that illustrated the metaphors in pop songs became the basis for a three-way matching exercise of pictures, idioms, and paraphrases. He also projected examples of student translations of favorite comic strips and student-drawn manga versions of short stories they had read in a literature class. A final exercise involved all of us creating a drawing with prescribed and elective elements and then describing our drawings to partners, who tried to reproduce them.

Chase, who was impressed enough by Japanese students' artistic skills to pursue a doctorate in educational psychology in order to explain them, assured us that with time and practice, we too could learn to cartoon. He suggested doodling while talking on the phone or listening to music in order to silence our critical internal monitors and cautioned us against expecting rapid improvement, even if we have the necessary motivation.

Reported by Margaret Orleans

FORUM, *cont'd from p. 24.*

suppress information about a job that may save a colleague's career is to betray our trust and patronize our membership. Likewise, to censor requirements—which may not offend the job seekers themselves—is to deceive them.

If we take this argument seriously it leads to its own solution. We list only non-discriminatory positions, which would amount to a fraction of the available positions of interest to our membership being printed, but instead, list other resources where readers may find listings—with and without age, sex, and language restrictions—which do not appear in our pages. The JIC/jobs column could carry a notice mentioning such general publications as *The Japan Times*, and professional journals like *Eigo Seinen*, *Gengo*, and *Gendai Eigo Kyoiku*. Such a list would certainly satisfy the "full disclosure, free choice" argument.

Finally, I would urge job seekers to ignore age and any other requirements and apply, with realistic expectations, for any position they like. Age limits are usually passed by the entire faculty and are not easily bypassed. But such announcements embody, after all, the negotiations of a committee comprising various viewpoints. Universities often overestimate the appeal of three-year renewable contracts to international scholars, and you may simply outshine all other applicants.

JALT NEWS, *cont'd from p. 47.*

Japan, is truly a non-governmental organization, and through our various local, regional, national, and international activities, we continue to do so on a volunteer basis.

Why? Because we believe that what we're doing is important. Because we believe that excellence and professionalism in language teaching are important, and because we stress it in everything we do as an organization—in our publications, in our local chapter presentations, in our regional and international conferences—we convince others. We wouldn't have lasted 21 years if we lacked this commitment.

All of this tells me that JALT works as an organisation, and works well among its various parts. Let's keep up the good work. I know it sounds idealistic, but—we've done a good job at it for the last 21 years. We're still doing it—keeping our eyes locked on the goal of excellence in our profession, and working as a whole to bring it about. That's why we're here today, and that's why JALT is going to keep on going on.

The pupils will accompany the KIDS' CLUB characters as they play, sing and share a wide variety of childhood experiences.

MACMILLAN LANGUAGEHOUSE

Hayakawa Building, 5–14–7 Hakusan
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Tel: 03-3943-6857 / Fax: 03-3943-6863

Please send a sampler of *KIDS' CLUB*.
I'd like to consider it for adopption.

Name:
School:
Address: Home ☐ School ☐

TEL: Home ☐ School ☐

edited by bill lee

AKITA
Nigel Moore 0188-37-5937
Dave Ragan 0188-86-3758

CHIBA
Gordon Sites 0432-44-7128

FUKUI
Topic: Ideas Which Work!!!
Spkr: Local Talent
Date: Sunday, March 17
Time: 2:00-4:00 p.m.
Place: Fukui Internat'l Exchange Center (Fukui Kenmin Kaikan, 6F)
Fee: Members free; non-members ¥800
Info: Aida Markulin 0776-29-0420
Masako Kunimura 0776-27-7332

In a very practical small group session, eight local teachers will present ideas which have worked for them. Participants can try them out, ask lots of questions, & explore the benefits for their own teaching. You will leave with plenty of food for thought & suggestions for your class on Monday morning. The presenters have taught at local high schools, universities, & language schools & are familiar with your teaching situation.

FUKUOKA
Topic: Cartooning in the Classroom
Spkr: Christopher Chase
Date: Sunday, March 31
Place: Aso Gaigo Kanko Col.—Aso Senmon Gakko (Hakata eki Minami, 10 min. from Hakata Sta.)
Fee: JALT members free; non-members ¥1000
Info: Bill Pellowe 092-732-6706, 733-8403 (f), e-mail: bpellowe@bamboo.paradigm.co.jp

This workshop will demonstrate how drawings & cartoons can stimulate & facilitate English communication through information gaps, illustrated idioms, metaphors, stories & song lyrics. To help dispel the myth that artistic ability is rare, Chase will offer tips from his own experience on improving drawing skills & finding a comfortable cartooning style. Anyone who takes the time & learns to enjoy it can develop these skills.

GUNMA
Hisatake Jimbo 0274-62-0376

HAMAMATSU
Topic: Undecided
Spkr: Undecided
Date: Sunday March 17
Time: 2:00-4:00 p.m.
Place: Create Hamamatsu
Fee: Members free; non-members ¥1000; students ¥500
Info: Shiomi Yamamoto 053-456-4315

HIMEJI
Yasutoshi Kaneda 0792-89-0855
William Balsamo 0792-24-4876

HIROSHIMA
Topic 1. Teaching Students to Infer Meanings; 2. Translation Studies—Views & Experiments
Spkr: 1. Joel Harris 2. Andy Jones
Date: Sunday, March 17
Time: Main presentations, 1-3 p.m. Open discussion, 3-4 p.m.
Place: Hiroshima Internat'l Center, Hiroshima Crystal Plaza 6f, nr ANA Hotel
Fee: Members free; non-members ¥1000
Info: Ian Nakamura 0848-48-2876
Carol Rinnert 082-239-1374

1. Imagine a teenager leaving the house for the evening: "Where are you going?" "Out." This is implicature. Participants will discuss examples & how to teach it. 2. Briefly examining translation & communication theories, including those from East Asia, Jones will discuss experiments in translation & teaching translation as a model exchange process to help people surmount communication barriers.

Joel Harris teaches at Yasuda Women's Univ. & researches pragmatics & composition.

Andy Jones began translating in Japan in 1983 & teaching it in 1992.

HOKKAIDO
Ken Hartmann 011-584-7588 (t/f)

IBARAKI
Andy Barfield 0298-55-7783
Michiko Komatsuzaki 0292-54-7203

IWATE
Ellen Sadao 0196-83-3083
Akiko Shimizu 0197-65-3636

KAGAWA
Michael Bedlow 0877-63-6494
Shizuka Maruura 0878-34-6801

KAGOSHIMA
Hiroshi Tashima 0992-73-5398 (h) 0992-73-2195 (w) 0992-54-1344 (f)

KANAZAWA
Topic: Theme-Based Oral English: Meaningful Lessons
Spkr: Stewart Wachs
Date: Sunday, March 17
Time: 2.00 - 4.00 p.m.
Place: Shakai Kyoiku Center (4F), 3-2-15 Honda-machi, Kanazawa
Fee: Members free; non-members ¥600
Info: Neil Hargreaves 0762-80-3448
Risa Kitade 0762-77-3287

Are four skills really enough? Intermediate students must learn to think in English, too. In groups, participants in this workshop will plan multi-lesson units where students delve into one ripe subject—with stimulating discussions, role plays, debates, interviews, & presentations. The presenter will provide resources & ideas on how to create meaningful, theme-based lessons.

Stewart Wachs, Kyoto Univ. of Foreign Studies, has taught college-level English conversation & composition in Japan for 10 years.

KITAKYUSHU
Topic: Marathon Mouth
Spkr: Paul Shimizu
Date: Saturday, April 6
Time: 7:00 p.m.
Place: Immanuel Kyokai, next to YMCA Senmon Gakko, Kokura Kitaku, Kitakyushu
Fee: Members free, non-members ¥500
Info: Margaret Orleans 093-871-7706

Using textbooks for English conversation is a contradiction in terms, &, with beginners, next to impossible. But with a well-designed text, imagination, & hard work, the classroom can become fun. *Marathon Mouth* is an ideal text for beginners in classes of 20 to 100 students. The workshop will feature information gap activities, interviews, pair & small group activities & card games.

Paul Shimizu of Intercom, Ltd., has taught nearly 20 years, 7 in Japan, & teaches at Futaba H. S. in Fukuoka.

KOBE
Topic: *Motivate 'Em*: Color-Coded Learning Cards for Children
Spkr: Paul Shimizu
Date: Sunday, March 24
Time: 1:30-4:30 p.m.
Place: Kobe YMCA Language Center 4f, 078-241-7205
Fee: Free
Info: Michael Furmanovsky 0798-26-0692 (t/f)
Nihei Nagaki 078-593-7998, -9957 (f)

Participants in this workshop will learn how to use color-coded cards in a variety of activities designed to motivate children from 6 to 12. The workshop will culminate in student-controlled activities that lead to sentence building & real dialog. In

the second half of the presentation, Shimizu will introduce materials & techniques for college conversation classes based on his Marathon Mouth workshop.

Paul Shimizu of Intercom, Ltd. has taught nearly 20 years, 7 in Japan, & teaches at Futaba High School in Fukuoka.

Kochi
Lawrie Hunter 0888-44-8838; -8354 (f)
Yoshiko Fujisaki 0888-44-8215; -8354 (f)

Kyoto
Topic: The *TALK* Learning System
Spkr: Johann Junge
Date: Sunday, March 24
Time: 1:30-4:30 p.m.
Place: Kyoto Kyoiku Bunka Center
Fee: Free
Info: Harold Melville 075-741-1491, -1492 (f)

TALK works if people are organized in small groups & have a hand in their own learning process. By becoming responsible for themselves & other group members, people can develop positive interdependence. The teacher becomes the facilitator & the learning process becomes the real fun & excitement.

Johann Junge, creator of the TALK Learning System, teaches English at Kansai Gaidai & German at Ritsumeikan. He's also a drum-maker.

Matsuyama
Topic: The MAT Method
Spkr: Ritsuko Nakata
Date: Sunday, March 17
Time: 2:30-4:30 p.m.
Place: Shinonome H.S. Kinenkan 4F
Fee: Free
Info: Yumiko Shiraishi 089-922-3551 (h), 945-6123 (wt/f)

Getting students to interact by asking each other questions is a struggle for teachers & students alike, as is getting them to remember what they were taught. With the MAT method you can get your students asking lots of questions & remembering better. Working together, students are not embarrassed, get maximum practice time, & gain confidence.

Oxford Univ. Press author Ritsuko Nakata has been teaching, training teachers, & writing children's materials for many years.

Nagano
Edward Mills 0262-85-5837

Nagasaki
Motoshi Shinozaki 0957-25-0214

Nagoya
Topic: Reflecting on Stages of Learning
Spkr: Joshua Kurzwell
Date Sunday, March 31
Time: 1:00-4:00 p.m.
Place: Mikokoro Center 3F
Fee: Members free; non-members ¥1000
Info: Linda Donan 052-872-5836 Scott Rule 052-524-6016

A workshop discussion exploring stages people go through when learning. Participants will have opportunities to reflect on both their on learning & that of their students as they look for patterns in the process. The presenter will also offer a model of how learning happens drawing from TEFL & neuro-linguistic programming (NLP).

Joshua Kurzwell teaches part-time at Kyoto Univ. of Foreign Studies & Osaka Gakuin Junior Col.. He has taught in Japan for 5 years & trained extensively in NLP.

Nara
Jill Robbins 074-545-1732
Sachiko Shimomura 0742-46-4724

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For additional information please contact Joseph Dias at 0462-55-1104 Ph/Fax (home) or email him at jodias@cc.aoyama.ac.jp. Maps to TMIT sent on request.

Happy 'Year of the Mouse'!

Niigata
Topic: Integrating Reading & Writing
Spkr: Thom Hudson
Date Sunday, March 10
Time: 1:00-3:30 p.m.
Place: Niigata International Friendship Center, Niigata City 025-225-2777
Fee: Members free; non-members ¥1000
Info: Donna Fujimoto 0257-79-1818

This combination lecture & workshop concerns bringing reading & writing together in second & foreign language classrooms. It focuses on the interrelatedness of the two areas in theoretical background; materials, & teaching.

Thom Hudson teaches ESL at the Univ. of Hawaii at Manoa, is a visiting teacher at Temple Univ. in Tokyo, & has also taught in Egypt & Mexico. His research interests include language testing, second language reading & writing, & curriculum design.

Okayama
Hiroko Sasakura 086-222-7118

Okinawa
Michele Winter 098-956-5287

Omiya
Topic: 1. A Discoursal Look at Reading Comprehension
2. Academic Writing from Discourse Perspectives
Spkr: 1.Chikahiko Okada
2. Hiroyuki Umeno
Date: Sunday, March 17
Time: 2:00-5:00 p.m.
Place: Omiya JACK
Fee: Members free; non-members ¥1000
Info: Lisa Sanders 0422-37-4354

1. Traditionally, high school foreign language reading instruction has centered on vocabulary & grammar. This presentation will propose an alternative approach to the various difficulties learners face, based on the discourse aspects of texts.

2. Drawing learners' attention to rhetorical structure offers an alternative to excessive focus on grammatical accuracy & enables students to make their texts more coherent.

Chikahiko Okada teaches at Adachi H. S. Hiroyuki Umeno tutors at the Temple U. Japan writing center in the TESOL program.

Osaka
Topic: Focus on Form in L2 Instruction
Spkr: Catherine Doughty
Date: Saturday, March 16
Time: 2:00-5:00 p.m.
Place: Temple U., Umeda OS Bldg. 16F
Fee: Free
Info: Temple Univ. 06-363-8490 Kimiko Nakamura 06-376-8490

When learning is entirely experiential or communicative, some linguistic features do not fully develop despite years of meaningful L2 communication. This talk will examine Focus on Form (FonF), how it differs from discrete-point grammar instruction, when & how it is effective, & how teachers can facilitate it.

Catherine Doughty teaches at Georgetown Univ.

Sendai
Lorne Spry 022-291-6738 (E)
Kazuko Honma 022-717-4177 (J)

Shizuoka
Topic: Insights from Cognitive Psychology Regarding Grammar & Communication
Spkr: Stephen Brivati
Date: Sunday, March 17
Time: 2:00 - 4:00 p.m.
Info: Stephen Brivati 0537-73-7422 Glenn Sanders 054-265-7274

This talk will address: learning as a function of automatization & restructuring; its definition based on Schiffrint et al.; correlation with the "present, practice, performance" paradigm of communicative language teaching; a fundamental shift in how we understand learning; prior knowledge & schema; how schematics activate innate language universals; the relation between grammar & discourse types; an overview of actual course materials.

Stephen Brivati is completing his doctorate from the Univ. of Manchester & teaches at a junior high school in Shizuoka prefecture.

Suwa
Mary Aruga 0266-27-3894

Tochigi
Michiko Kunitomo 0286-61-8759

Tokushima
Nora McKenna 0883-24-9323

Tokyo
No Meeting in March. Masataka Kizuka 048-839-9106 (before 9:00 p.m.)

Toyohashi
Richard Marshall 0532-47-0111
Tomoyo Kumamoto 0532-63-2337

West Tokyo
Kevin Schoppenhorst 0423-85-4821
Yumiko Kiguchi 0427-92-2891

Yamagata
Topic: Good Teaching & Effective Training
Spkr: Group Discussion
Date: Saturday March 9
Time: 6:30-8:30 p.m.
Place: Kajo Kominkan Com. Center
Fee: Free
Info: Doug Sawyer 0236-24-2838 (w), 31-8379 (f)
Ayako Sasahara 0236-22-9588 (w), 22-9587 (f)
Fumio Sugawara 0238-85-2468 (h), 84-1660 (w)

What skills, attitudes, etc. are important for successful language teaching? What activities, methods, styles do students find helpful & desirable? How can we best assess our own & other teachers' potential & effectiveness & how best develop skills & motivation? Teachers, students, & bystanders are welcome to a friendly, courteous, relaxed, open discussion (with J/E interpretation). Come prepared to listen, contribute ideas, listen, share experiences, & listen. We will do our best to make this discussion productive & helpful, anticipating future ones.

Yamaguchi
Yayoi Akagi 0836-65-4256
Eri Takeyama 0836-31-4373

山口
論題： 絵を描いて教える日本語
講師： 永保澄雄先生 (龍谷大学教授)
日時： 1996年3月16日 (土) 10:00~13:00
場所： 山口大学・大学会館・会議室 (山口市大字吉田1677-1 山口大学内)
参加費： JALT会員 無料 非会員 500円
問い合わせ：竹山恵里 tel 0836-31-4373 林 伸一 tel 0839-20-3459
内容： 『日本語直接教授法』(創拓社) の著者として知られる永保澄雄先生をお迎えして、授業中にその場で絵が描けるように指導を受ける。日本語教師に限らず教える立場にある者は、理解を助ける絵が描けることに越したことはない。『絵を描いて教える日本語』(創拓社) からの近著のタイトルがそのままテーマであるが、日本語教育関係者以外の参加者もおおいに歓迎したい。
主催： 全国語学教育学会(JALT) 山口支部
協賛： 山口県日本語教育ネットワーク準備会
連絡先： 〒753 山口市大字吉田1677-1 山口大学教養部日本語・日本事情研究室 気付
＊当日、託児コーナーあり(乳幼児、お子さんをお預りします)

Yokohama
Topic: Assumptions & Expectations
Spkr: Daniel L. Gossman
Date: Sunday, March 10
Time: 2:00-4:00 p.m.
Place: Gino Bunka Kaikan, Kannai
Fee: Members free; non-members ¥1000
Info: Ron Thornton 0467-31-2797 (h) Yumiko Kiguchi 0427-92-2891

MEETINGS, cont'd on p. 61.

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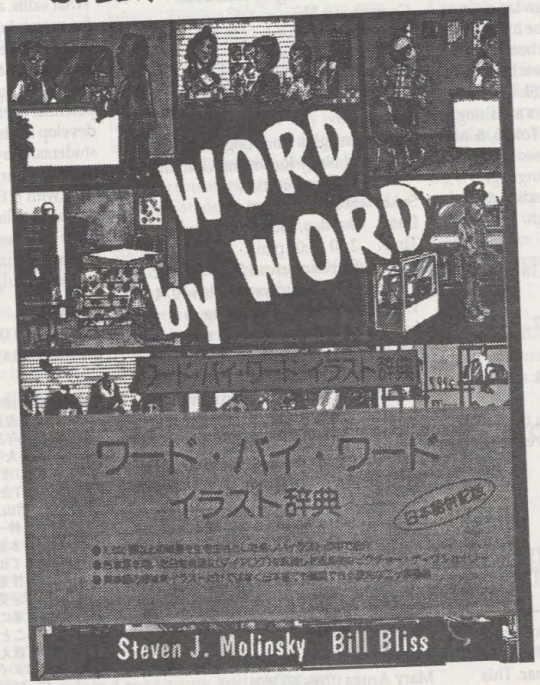

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edited by catherine sasaki

MICELT 96
Date: May 20-22, 1996
Place: Univ. Pertanian Malaysia
Theme: Towards 2020: Future Directions in English Language Learning and Teaching
Contact: MICELT 96
Mr. Jayakaran Mukundan
Fakulti Pengajian, Pendidikan
Univ. Pertanian Malaysia
43400 Serdang,
Selangor D.E., Malaysia
Tel/fax: 03-943-5386
E-mail: limster@pop.jaring.my

SIETAR Congress '96
Date: May 28-June 2, 1996
Place: Gasteig Cultural Centre, Munich, Germany
Theme: Meeting the Intercultural Challenge
Contact: SIETAR Congress '96
c/o ISD GmbH
Alexanderstr. 42
D-70182 Stuttgart, GR
Fax: +49-711-240477

TESOL Russia-Far East Conference
Date: June 12-14, 1996
Place: Vladivostok, Russia
Theme: Teaching American Culture
Contact: Natasha Lyubvina, Conf. Sec't'ry, Russian-American Department, Far Eastern State Univ., Vladivostok, Russia 600000
Aleutskaya 56
Fax: +7-4332-25-72-00

Knowledge and Discourse: A Multidisciplinary Conference
Date: June 18-21, 1996
Place: The Univ. of Hong Kong
Theme: Changing Relationships across Academic Disciplines and Professional Practices
Contact: Conference '96 Secretary
English Centre
University of Hong Kong
Pokfulam Rd.
Hong Kong
E-mail: KandD@hkucc.hku.hk

International Conference on Language Rights
Date: June 22-24, 1996
Place: The Hong Kong Polytechnic University
Contact: Phil Benson
Dept. of English, Hong Kong Polytechnic University
Hung Hom, Hong Kong
Fax: +852-2333-6569
E-mail: egphil@polyu.edu.hk

1996 International Conference on Language Analysis and Description: Applications in Language Teaching
Date: June 26-29, 1996
Place: Hong Kong University of Science & Technology
Contact: Ken Chan
Hong Kong Univeristy of Science & Technology
Fax: +852-2335-0249

AILA 11th World Congress of Applied Linguistics
Date: August 4-9, 1996
Place: Jyvaskyla, Finland
Theme: Applied Linguistics Across Disciplines
Contact: AILA 96 Secretariat
Ms. Taru-Maija Heilala
Jyvaskyla Congresses
P.O. Box 35, FIN-40351
Jyvaskyla, Finland
Fax: +35841603621
E-mail: heilala@jyu.fi

Second Language Research Forum (SLRF) '96
Date: October 25-28, 1996
Place: University of Arizona, Tucson, Arizona, USA
Theme: Crossing Disciplinary Boundaries
Contact: SLRF '96
c/o Second Language Acquisition and Teaching (SLAT)
Modern Languages 347
University of Arizona
Tucson, AZ 85721 USA
E-mail: SLRF@ccit.arizona.edu

Nordic Network for Intercultural Communication: 3rd Annual Symposium
Date: November 20-23, 1996
Place: Aalborg Univ., Denmark
Theme: Intercultural Communication and National Identity
Contact: Center for Languages and Intercultural Studies
AalborgUniv., Havrevangen 1
DK-9000 Aalborg, Denmark
Fax: +45-9816-6566
E-mail: nic@hum.auc.dk

日本語編集者の都合により *The Language Teacher* 5月号の日本語原稿の送付先を Japanese-Language Assistant Editor 江口英子に変更させていただきます。なお、1996年3月中の日本語編集に関するお問い合わせも江口までお願いいたします。ご迷惑をおかけしますが、よろしくご協力ください。

MEETINGS, cont'd from p. 59.

Focusing on U. S.-Japanese cultural differences, but with broader implications, this presentation offers a look at how teacher & students, particularly with different cultural backgrounds, may differ in their assumptions & expectations, & suggests a model for checking & clarifying them. Goals: understanding reasons for differences & classroom negotiation methods.

Daniel L. Gossman teaches at Kanto Gakuen Univ. & has over 20 years' experience in language teaching, business, & international communications consulting.

TLT ADVERTISER'S INDEX

key: IFC-inside front cover; IBC-inside back cover; OBC-outside back cover

Cambridge University Press 20, 42
C.I.E.E. (TOEFL ITP) 16, 30
Dong-A Ed. Found. 15
DynEd Japan 33
EFL Press 34
Harcourt Brace 50
Harper Collins 38, 39
Heinemann 28
IDC ..... IFC
Intercom 4
ITJ ..... IBC
ITP 11, 12
Longman ELT 44, 52
Macmillan 54, 56
Meynard 26, 62
Nellie's Books 25
Oxford University Press 6
Prentice Hall Japan 48, 60
Seido 46
Sony Pictures (CINEX) ..... OBC

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edited by craig sower

(NAGOYA) Time T.I. Communications Co., Ltd., announces a full-time English Teacher position. Qualifications & Requirements: B.A. or higher, native speaker currently in Japan, experience preferred. Must be willing to live in Nagoya City. Duties: Travel from Nagoya to client companies to teach English to Japanese business people. Salary & Benefits: Visa sponsorship, ¥3,000,000/year for base salary, overtime rate depends on qualifications; 1-year renewable contract. **Application Materials:** Cover letter, resumé, copy of degree, references. **Deadline:** On-going until filled. **Contact:** Dave Cook, Personnel Manager, Time T.I./Ikko Fushimi Bldg. 4F, 1-20-10 Nishiki, Naka-ku, Nagoya 460. Tel: 052-203-5491. Fax: 052-211-2194.

(OSAKA-FU) Geos Communications International announces a part-time Corporate Instructor position. Qualifications & Requirements: Native-speaker competency, teaching experience, working visa and university degree. Duties: teaching business English on-site corporate lessons. Salary & Benefits: ¥4,000/hour or ¥100,000 per month retainer (up to 3 classes a week). **Application Materials:** Resumé, copy of working visa and university degree. **Deadline:** Ongoing. **Contact:** Linda Downs, Shin Osaki Kangyo Bldg. 4F, 6-4 Osaki 1 chome, Shinagawa-ku, Tokyo 141. Tel: 03-5434-0220.

(TOKYO-TO) Geos Communications International announces a part-time Corporate Instructor position. Qualifications & Requirements: Native-speaker competency, teaching experience, working visa and university degree. Duties: teaching business English on-site corporate lessons. Salary & Benefits: ¥4,000/hour or ¥100,000 per month retainer (up to 3 classes a week). **Application Materials:** Resumé, copy of working visa and university degree. **Deadline:** Ongoing. **Contact:** Linda Downs, Shin Osaki Kangyo Bldg. 4F, 6-4 Osaki 1 chome, Shinagawa-ku, Tokyo 141. Tel: 03-5434-0220.

(TOYAMA-KEN) The Toyama YMCA in Toyama City announces a full-time English Conversation Teacher position. Qualifications & Requirements: B.A. in Applied Linguistics, Linguistics, TESOL or equivalent; minimum of two years experience. Duties: Teach up to 20 hours per week and school activities (i.e., fund raising for charity) starting in April 1996. Salary & Benefits: Starting at ¥220,000 per month, ¥50,000 per month housing allowance, 3-week summer vacation, 3-week winter vacation; round-trip airfare after two years. **Application Materials:** Resumé and photo, copy of university degree, cover letter. **Deadline:** March 20, 1996. **Contact:** Ms. J. Johnson, Coordinator, 1-3-14 Tsutsumicho-dori, Toyama 930. Tel: 0764-25-9001. Fax: 0764-24-6937.

(KUWAIT) Kuwait University Language Center in Kuwait City announces a full-time Language Instructor position for the spring and fall semesters. Qualifications & Requirements: M.A. in TEFL/TESL or Applied Linguistics; at least two years teaching experience in EFL/ESL; strong preference given to applicants w/experience in test development, curriculum design, materials writing, CALL, and/or ESP. Duties: Teach 15 contact hours weekly plus 3 hours of student counseling; engage in test and curriculum development. Salary & Benefits: KD 345-458 per month, based on years of experience; furnished accommodations; 8-week summer holiday; 2-week mid-year break; annual round-trip air tickets to country of permanent residence; opportunities to teach extra programs for extra remuneration. **Application Materials:** Cover letter; resumé; 3 letters of reference; and a 3-minute audio cassette indicating why you want to teach at KULC. **Deadline:** Ongoing. **Contact:** Dr. Yahia Ahmad, Director, Kuwait University Language Center, P.O. Box 2575, Safat 13026, Kuwait. Tel: 965-484-3658. Fax: 965-484-3824. You may also contact Dr. Bader Mohammad Hasan Al-Kandary, P.O. Box 2575 Safat, 13026 Safat, Kuwait. Tel: 484-3743. Fax: 484-1741.

BULLETIN BOARD, cont'd from p. 49.

査過程を経てから、英文のタイトルと、500-750語の英文要旨と、できれば、マッキントッシュのテキスト形式で保存したディスクを提出していただきます。審査の方法は、投稿要領にあっていることを確認の上、原則として二人の審査員が審査を行います。審査員には、執筆者の名前は知らされません。審査の過程では特に、バイリンガリズム研究部会の目的にかなっているか、意義または独創性があるか、研究計画と方法論が適切かが評価されます。審査には通常３ヵ月を要します。２号の**締切は1996年5月15日です。**投稿原稿の送り先とお問い合わせは以下にお願いします。〒610-03 京都府綴喜郡田辺町草内山科56-19 野口メアリー・ゲイブル。

Call for Papers

The Communication Association of Japan 26th Convention will be held June 22-23, 1996 in Tama, Tokyo. Papers will be considered for themes relating to all areas of the field of Communication, Language Teaching, and Linguistics, and on the conference theme, Globalization and Communication. Presentations will be about 20 minutes in length including a question and answer session. Send a completed paper or a title and abstract by **March 15, 1996**. If the paper is accepted, it is to be presented in the same language, Japanese or English, as the proposal. English abstracts should be within 200 words and typewritten, single-spaced on an A-4 page. Papers presented at the conference will be considered for publication in C. A. J. journals. Send proposals to Prof. Nobuo Naruke, Nihon University, School of Commerce, 5-2-1 Kimuta, Setagaya-ku, Tokyo 187. Tel: 03-3415-2121.

Announcement

Srinakharinwirot University, Thailand, will be holding a conference on "A Review of Graduate Programs in Language Education in Asia," in Bangkok, April 16-18, 1996. Main content areas include: Policy–concepts at macro and and micro levels; Curriculum–design structures, contents, strategies, and evaluation; Research–categories, objectives, design, and methodology; and New perspectives on syllabus design. For information contact: Dr. Samang Hiranburana, Seminar Secretariat, Office of International Affairs, Srinakharinwirot University, Sukhumvit 23, Bangkok 10110, Thailand.

New Postal Payments System

Due to a change in the postal regulations we now have a new postal *furikae*. With one trip to the post office you can use the *furikae* to:

- begin or renew your JALT membership,
- join one or more of JALT's National Special Interest Groups (N-SIG),
- purchase additional copies or back copies of The *Language Teacher* or *JALT Journal*,
- order binders to keep all the *TLT*s that you will receive with your membership over the year,
- join or renew your IATEFL membership (with which you receive membership in one complimentary Special Interest Group), and
- add one or more Special Interest Groups to your IATEFL membership.

So, check the date that your current membership expires by looking at the mailing label on the next *TLT* you receive, and plan to visit the post office the week before the expiry date to cover all your JALT business in one go.

How to use the *furikae*

1. Read the back of the form really carefully—I swear, it's trickier than an Australian customs form!

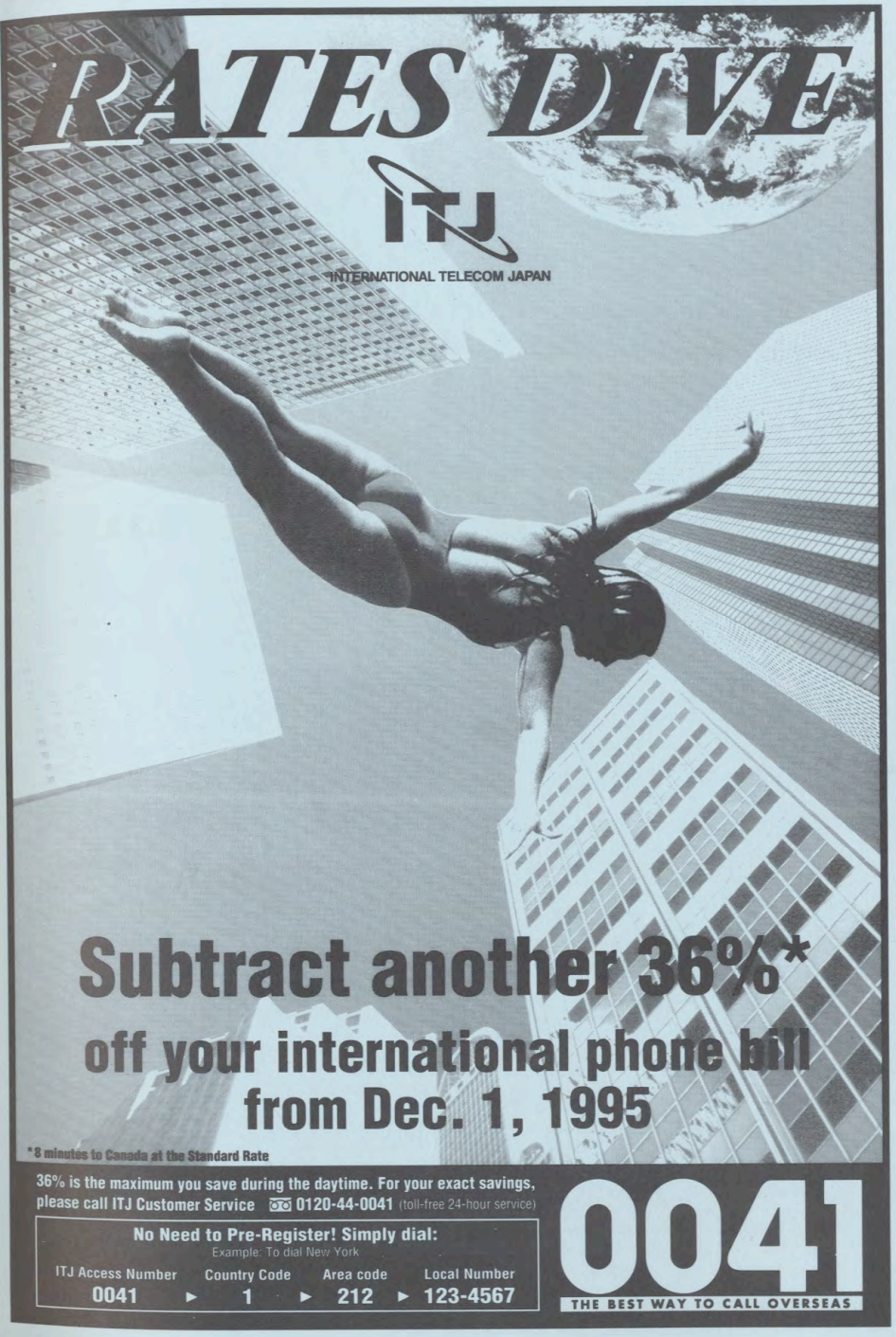
Personal stuff

2. Fill in your name, address, and telephone numbers. You'd be amazed how many people don't know who they are, where they live, or how we can get in contact—it makes communication very difficult for us!
3. Indicate if you are male or female (M/F)—not that it matters. It's just so we know whether to address you as Mr. or Ms.
4. Fill in the institutional affiliation and your main teaching area(s).

Now for the challenging part

5. If you are renewing your membership, fill in your membership number. If you have lost your membership card you may need to check the mailing label on your last issue of the *TLT*. If you've let your membership lapse, you probably won't have received a *TLT* for a few months, and almost certainly won't have an old mailing label lying around. This is one reason why you need to get this organized well *before* the expiry date. If you really get stuck, call the Central Office for help at 03-3802-7121.
6. Circle which category of membership you want. You'll see the rates and codes are in the chart on the back of the *furikae* but you may have some questions about your particular situation, so call the Central Office, *before* you go to the post office, and they'll be more than willing to clarify these categories for you.

And finally, the downhill run . . .

7. List the code numbers of N-SIGs you want to join.
8. If you wish to include IATEFL membership, write in the code of the SIG you would like to join. If you wish to join an extra SIG, fill in the appropriate code then add the two fees together in the "Amount" column.
9. In "Other" you can include further IATEFL SIGs, back issues of *The Language Teacher* or *JALT Journal*, or *TLT* binders.
10. Fill in the the appropriate costs in the "Amount" column. Grab your money, trot off to the post office, hand the *furikae* and the cash over the counter, and then sit back and wait for the magazines to start rolling in!

Of course, it goes without saying that if you need an extension because your dog ate your membership card, your neighbour keeps stealing your *TLT*s, you had a flat tire on the way to the post office, you missed the train, or any other other unique and amazing misadventures, don't tell us about it six months later: just CALL THE CENTRAL OFFICE at 03-3802-7121.