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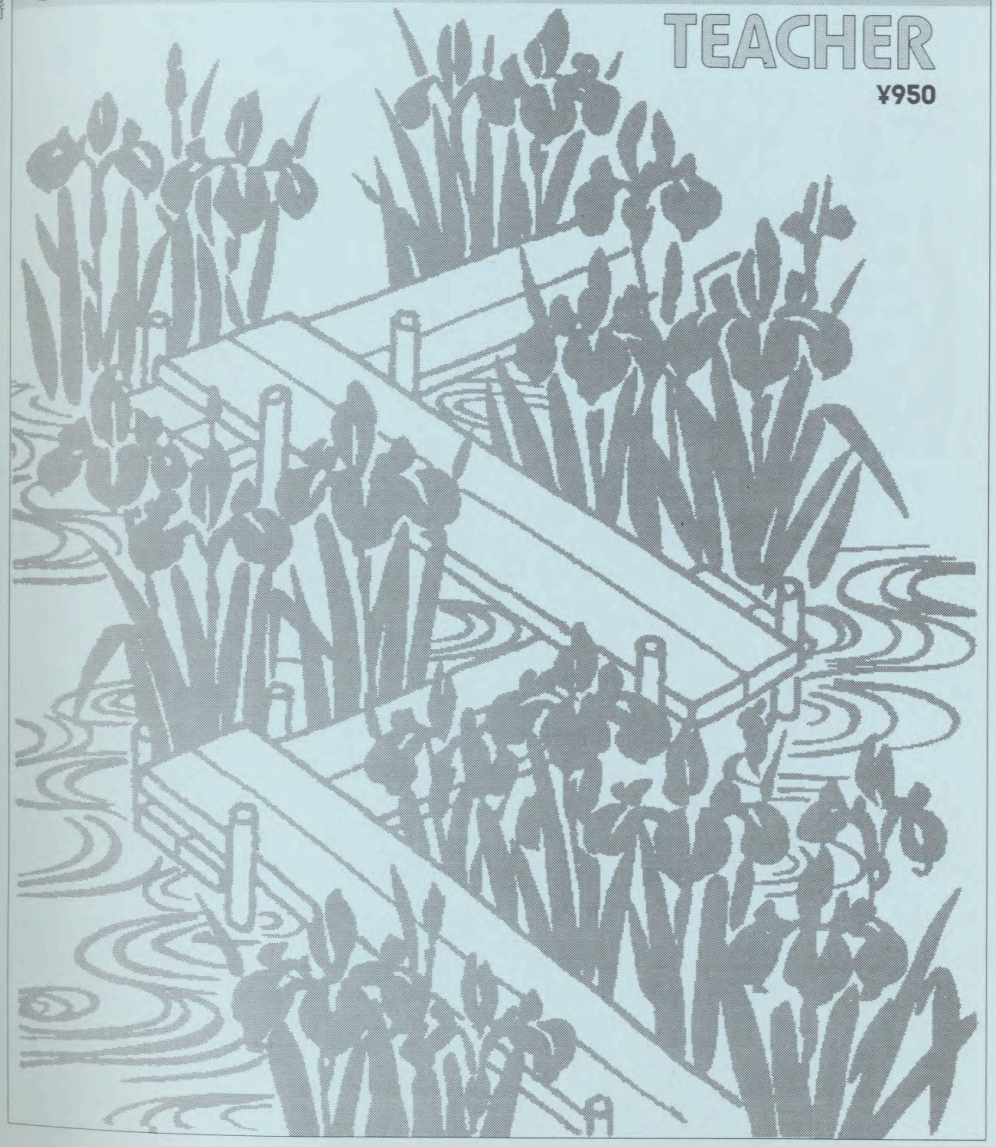

JALT

Volume 20, Number 6, June, 1996

THE LANGUAGE TEACHER

The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

Submissions

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.

Manuscripts should follow the American Psychological Association (APA) style, as it appears in *The Language Teacher*.

The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors.

Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、APA (American Psychological Association) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name and affiliation should appear under the title; and contact address, telephone and fax numbers should appear after the references on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to the editor.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の英文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。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。

Opinion & Perspectives. Pieces of up to 2,000 words must be informed, and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。

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

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

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

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の19日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

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

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

Departments

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

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

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に UnderCover 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News 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.

JALT 公認の National Special Interest Groups で、毎月のお知らせを掲載したい方は、N-SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に N-SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name and affiliation/institution, (d) include, in the body of the report, the month in which the presentation was given, (e) conclude with the reporter's name and affiliation. For specific guidelines contact the Chapter Reports editor. Deadline: 19th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a)支部会名、(b)発表の題名、(c)発表者名と所属機関名を明記し、(d)本文中に発表がいつ行われたかが分かる表現を含めてください。また、(e)文末に報告執筆者名と所属機関名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Reports 編集者必着です。

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.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファックス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 19th of the month, 2 months prior to publication.

JALT 以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT 以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

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

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。なお、求人広告不掲載が JALT Executive Board の方針です。

Greetings to all readers from our new editorial team. Allow me to take a little time to introduce some of the special features we have lined up for the latter half of this year.

Although the total number of pages available to us are fewer in 1996, we are endeavoring to increase the range of material included in *The Language Teacher* and upcoming issues will feature several new occasional columns, series and two further forums on employment issues. Readers of the Bulletin Board will be aware of work being done by the editors of our new occasional columns. **David McMurray** is currently organizing extended profiles on the language learning environment in the Asia-Pacific region. **The Region** is due to debut within the next couple of months. **Daniel McIntyre** is now preparing **Educational Innovations**, an occasional column which will feature outstanding programmes organized at an institutional level, while **Stephen Ryan** and **Emiko Yukawa** are seeking contributions for **In Translation**. We have four and six part series on **Teacher Education** and **Language Teaching and the Internet** ready to debut very soon, while **Bill Lee** is busy preparing our July and September forums on employment issues.

Production of a monthly publication such as *The Language Teacher* requires a great deal of work by a number of people. The names of most of these people appear on page three of *TLT* every month. It is a team effort, and I would like to take my first opportunity on this page to express my sincere gratitude to all members of this team. While learning my new role over recent months I have been helped enormously by four people in particular: **Steve McGuire**, **Steve Cornwell**, **Bill Lee** and **Ruth McCreery**. I am indebted to these four people for their tremendous help and support. Most sincere thanks also to **Carol Rinnert** for introducing me to the production of *TLT* with her support for a special issue in 1992, to **Greta Gorsuch** for all her marvelous encouragement and support since then, and to **Gene van Troyer** for his wise counsel on a number of issues.

On behalf of JALT I would like to offer a very special thanks to outgoing editor **Lyneve Rappell** for the great work she has done over the last year. Lyneve worked long and hard to develop the appearance and the content of *TLT*. In addition to normal editorial duties Lyneve found time to produce two JALT Information Directories. We congratulate Lyneve on her many achievements and wish her all the very best in her new endeavours.

As we look to the future we would love to hear from anyone with ideas for the future development of *TLT*. Please don't hesitate to contact us if there is a topic you would like to see covered in these pages.

Antony Cominos, Editor

今月号から新しい編集体制で臨むことになりました。今年後半の編集について少しご紹介いたしましょう。

1996年は総ページ数こそ減っていますが、掲載記事の分野がなるべく多岐に渡るように努めています。今月号以降、雇用特集のフォーラムなど新しいコラムの予定もあります。David McMurray は、アジア太平洋地域の言語学習環境について概略を準備中です。「地域」は、数ヶ月以内に掲載予定です。Daniel McIntyre は、機関レベルで組織されたすぐれたプログラムを特集したコラム、「教育改革」を準備中です。また、Stephen Ryan と Emiko Yukawa は、「翻訳」について投稿を募集中です。そして、近々「教師教育」・「言語教育とインターネット」について準備が開始される予定です。Bill Lee は、7月号と9月号の雇用特集のフォーラムを準備中です。

本誌のような月刊誌の編集には、大勢の人々の力が必要です。これらの人々の名前は、毎号3ページに掲載されています。それはチームが成せる業です。今回私が編集者を勤めるにあたり、このチームの全員に感謝の気持ちを表したいと思います。また、ここ数ヶ月、この任に就くために、Steve McGuire・Steve Cornwell・Bill Lee・Ruth McCreery の4名の方々には、数々のお世話になりました。彼等の大きな助力と援助に感謝いたします。また、1992年私に本誌への特集の導入を示唆してくださり、実現に尽力をいただいた Carol Rinnert、それ以来すばらしい努力と援助を惜しまれなかった Greta Gorsuch、そして、卓越した助言をいただいた Gene van Troyer の各氏には特に感謝を申しあげます。

最後になりますが、退かれる Lyneve Rappell に、昨年の仕事に対して JALT に代わり感謝の言葉を申しあげます。Lyneve は長年編集に携わり、本誌の外観と内容を発展させてきました。さらに、編集者の仕事に加え、2つの JALT Information Directories を作りました。彼女の多くの業績をたたえ、新たな活躍をお祈り申しあげます。

本誌の将来の発展に対する読者の皆さんからのご意見を歓迎いたします。もしご希望のトピックがありましたら、ご遠慮なくご連絡ください。

編集者　アントニー・コミノス　（抄訳：實平雅夫）

Andrew D. Cohen & Steve Hawras
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Mental Translation into the First Language During Foreign-Language Reading

母語への置き換え操作が第二言語の学習に悪影響を与えるという考えは、外国語教育の場で主導的な位置を占めてきた。果たしてこの警告は正当なものであろうか。このことを検討するために、まず外国語のライティングの研究がいくつか取り上げられる。それは、目標言語で直接書き表す場合よりも、母語に直したテクストから目標言語に置き換えたほうが効果的だとするものである。リーディングに関しても、母語への置き換えに触れた二つの研究が紹介される。以上の例から、母語への置き換えが有効とみなせるなら、そのことを教える際にも考慮する必要があり、研究の深化が望まれる。そして、母語への置き換えが正当と考えられる場合には、意味的なまとまりの構成、記憶の保持、連合のネットワーク形成、文法の役割の明確化、および言語材料の人力情報の平易化のために、外国語のリーディングでの第一言語の活用が推奨される。

The Admonition to Think Directly through the Target Language while Learning and Using It

> Actually [thinking in Spanish] is something that I've been working on, um . . . 'cause my Spanish teacher in high school said "You're not gonna get anywhere if you keep translating in your head."

This quote is from an advanced learner of Spanish at the university level (Hawras, 1996, p. 55). The student is simply echoing the oft-heard taboo against mental translation. In situations where the objective is to become fluent in a foreign language, both in the receptive and productive skills, learners such as the one cited above have often been encouraged to think through the target language as much as possible during the language learning and language use process. Learners may come to believe that it is detrimental for them to rely on their first language (L1) habits rather than making the effort to comprehend the target language on its own terms.

Whereas a fair amount of research has now been conducted to evaluate the benefits of explicitly teaching learners how to apply foreign language strategies in their language learning and language use (see Cohen, 1990; Cohen, Weaver, & Li, 1995; Dörnyei, 1995; McDonough, 1995; Mendelsohn, 1994; O'Malley & Chamot, 1990), the issue of the language of *thought* has not received much attention in the language learning strategy literature. As illustrated above, there is an intuitively-based assumption that it is beneficial for foreign language learners to think as much as possible through the language that they are learning. This assumption has been at the core of certain foreign language learning methods that have avoided the use of the learner's L1, at least during the initial phase of instruction—methods such as the Silent Way, Total Physical Response, and the Natural Approach. With regard to the Silent Way, Gattegno expressed his position as follows:

> Throughout our oral work with the rods and the visual dictation on the charts, we have carefully avoided the use of the students' native languages. We have even succeeded in blocking them so that the students relate to the new language directly . . . . (Gattegno, 1976, p. 99)

Asher (1977) described his Total Physical Response method as follows:

> Understanding should be developed through movements of the student's body. (p. 4)
> When you cast material in the imperative, there is no translation. (p. 20)

Krashen and Terrell (1983) stipulated the following with regard to the Natural Approach:

> (1) the instructor always uses the target language, (2) the focus of the communication will be on a topic of interest for the student, (3) the instructor will strive at all times to help the student understand. (p. 20)

In methods such as these three, teachers implicitly or explicitly discourage students from translating, and the learners themselves may come to feel that L1 or other-language thinking could be detrimental to the learning process. The argument is that by thinking in the target language, learners are increasing their chances of becoming idiomatically accurate in that language—that they are more likely to stop and ask themselves, "Now how would a native say or write that utterance?" The assumption behind the "don't translate" philosophy is that it will lead to greater success at language learning.

Whereas a fair amount of research has now been conducted to evaluate the benefits of explicitly teaching learners how to apply foreign language strategies in their language learning and language use, the issue of the language of thought has not received much attention in the language learning strategy literature.

This maxim has been applied to productive language skills—namely, speaking and writing—because they are so external and observable. With respect to speaking, for example, natives of a target language notice errors which are a result of negative transfer in the speech of nonnative interlocutors. For example, a native Hebrew speaker may say, "The policeman didn't give me to enter here," a direct translation from the L1. Teachers might suggest that such errors would disappear if the speakers were to think more through the target language while they are speaking.

As for writing, there has also been a focus on those errors which appear to be a result of negative transfer from the native language to the target language. Again, the assumption would be that thinking *through* the target language while writing would decrease the number of such errors. Yet there has been a series of studies which have looked at the influence of thinking through the L1 while writing in the second language (L2), and the results tend to go against the maxim. While Chelala (1981) found that the use of Spanish L1 to compose in the L2 was more harmful than helpful, Lay (1988) found, in a case study of four native Chinese-speaking ESL students at the intermediate level, that there were a number of benefits of thinking through the L1: brainstorming about topics and finding points to make about them, raising questions, working through complicated ideas, recalling past experiences, evaluating the organization of the essay, enhancing self-expression, increasing lexical variety, and displaying cultural sensitivity. In a study of 28 Chinese-speaking college students, Friedlander (1990) found that the students who initially used the L1 to describe a Chinese festival could more richly describe their experience in the L2, and that thinking and writing a rough draft in the L1 had a positive effect on their final product in the L2. Jones and Tetroe (1987) also report some benefits of thinking in Spanish when composing text in English L2. More recently studies by Kobayashi and Rinnert (1992) with Japanese-speaking EFL writers, and Brooks (1993) with native English-speaking learners of French also demonstrated that composing in native language first and then translating had benefits over composing directly into the second or foreign language. In both studies, outside raters determined that when intermediate learners of the foreign language were given an opportunity to write an essay in their first language and then translate it, they could express their thoughts and opinions more clearly, they were better able to convey subtle nuances of meaning, and their syntax was more complex than when they composed their essays directly in the foreign language.

While there has been some research done on the impact of L1 thought on L2 writing, few studies have considered the impact of L1 on L2 reading. Part of the problem is that much of reading is far more internal and unobservable process. Fortunately, verbal report methodology is improving (see Pressley & Afflerbach, 1995; Smagorinsky, 1994; Cohen, 1995) and so now there are more finely-tuned means available for studying what has until now gone largely unresearched.

Where studies of L1 impact on L2 reading have appeared, their primary emphasis has tended to be on transfer from L1 to L2 reading—especially on negative transfer.

While translation of L2 text into the L1 is a widespread occurrence, it is usually viewed as a crutch to be avoided if possible. The position taken by many language educators has been that translation into the L1 may have negative consequences for L2 reading.

A Study of Mental Translation to the Native Language During Foreign Language Reading

A recent study of native English speaking readers of intermediate French by Kern (1994) suggests that there are positive consequences of mental translation into the first language while reading in a foreign language, just as there are negative ones. The researcher explored the actual uses for translation into the first language in the language learning/using process. He had 51 college students of French at the intermediate level (in high, medium, and low reading ability groups) participate in verbal report interviews while reading French texts at the beginning and the end of a fifteen-week semester. Kern used a pretest-posttest research design in order to determine if propensity to translate changed over the semester. The subjects were presented with a French text one sentence at a time, which they were to read silently, and then were to report what they were thinking as they read each new sentence. They were asked 1) what they understood, 2) what they did not understand, 3) how they went about making sense of what they read, 4) whether they made any predictions or inferences, and 5) whether they translated into English. Subjects were free to return to earlier sections of the text as needed for clarification.

An analysis of the verbal report data provided a series of reasons why the learners of French as a foreign language chose to perform mental translation into their first language, English. The study provided a number of insights as to why readers of a foreign language may well choose to think through their first language or some other language instead. The following is a list of some of the potentially *positive* consequences according to Kern:

1. First-language processing facilitates semantic processing. Storing words as discrete units is more of a burden on memory and it is easier to chunk lexical items into semantic clusters in the first language.

What role does translation play in the reader's effort to determine the meaning of the text?

2. The use of mental translation helps to keep the train of thought when chunks are long or syntactically complex. Mental translation allows the reader to represent portions of the text in a familiar, memory-efficient form long enough for meaning to be integrated and assimilated.
3. The reader's network of associations is richer in the first language, so the concepts come alive. The semantic potency of words is greater in the first language than in the second.
4. The input is converted into more familiar, user-friendly terms, enhancing the readers' confidence in their ability to comprehend it—thus producing an affective boost and reducing feelings of insecurity.
5. Mental translation may help in clarifying syntactic roles, verifying a verb tense, or checking for comprehension.

The following are some of the *disadvantages* of mental translation:

1. Attempts at mental translation may be inaccurate, leading to miscomprehension.
2. Micro-level (e.g., word-by-word) translations may not lead to integration of meaning. They may produce a bottom-up sense of how portions of text and isolated items function and what they mean, without a top-down sense of what the material is all about. Some or much of the thought during mental translation may be of a technical or perfunctory nature—e.g., searching for literal equivalents of second-language forms, rather than determining the general coherence of the text.
3. There is a risk of attending to second-language forms only briefly, with the bulk of meaning processing reserved for the first-language mental representation. It is possible that during much of the meaning-integration process, learners focus primarily on transformed first-language representations rather than on the original second-language forms, diminishing possibilities of second-language acquisition.

In some ways the analysis of data for this study was problematic in that what the investigator called *reports of translation* describe different kinds of translation behavior. For one thing, the subject was sometimes reporting the translation of a single word, in other cases a phrase or whole sentence. So there was variation in the amount of material being translated. Perhaps the traditional linguistic elements framework is inappropriate for this kind of analysis since the translation of different isolated words may constitute radically different types of translation phenomena. The translation of one word may serve to check on its grammatical form whereas that of another word just to help store the meaning in a memory buffer. Thus, there is most likely both a grammatical reality of mental translation and a separate psycholinguistic reality.

The Kern study certainly raises the issues of just how much translation goes on while the reader is grappling with text, how it is used and why, and what the results are in terms of comprehension of

text. What role does translation play in the reader's effort to determine the meaning of the text?

A Recent Replication of the Mental Translation Study

Hawras started from the same premise as Kern, that the reading research had not fully addressed one of the fundamental differences between first-language and foreign-language comprehension: that foreign-language readers have *two* languages at their disposal rather than one. And this situation frequently poses what for many is a conundrum: just what is the proper place of the first language in the learning of a foreign language? He asked the following research questions: (1) To what extent do beginning, intermediate, and advanced-level Spanish students translate mentally as they read Spanish texts? (2) To what extent does mental translation actually facilitate foreign-language reading comprehension?

The subjects were 27 University of Minnesota students from eight different sections of Spanish language classes, representing three different proficiency levels. So whereas Kern had worked only with intermediate learners and studied them at the beginning and end of a term, Hawras looked cross-sectionally at three levels at the same time. The subjects were informed that this was to be an exploration of how foreign-language learners mentally process a reading task. They were given a reading task consisting of the first two paragraphs of an essay on European culture (about 220 words). The essay was presented using a technique from Fillmore and Kay's (1983) text interview procedure. It was printed on ten separate sheets of paper: the first sheet had the first sentence only, the second sheet had the first two sentences, the third sheet the first three, and so on, so that the respondents were presented only one new sentence at a time, but each new sheet included all the preceding sentences. The first two sentences served as the "warm up," to acclimate the students to the task, and were therefore not counted in the data. The students could read the sentences either silently or aloud. If they did not do so on their own, they were always asked to provide verbal report data as they read each sentence before going on to the next one. The verbal report consisted primarily of introspective and retrospective self-observation as to *whether* and *how* they understood each sentence. The interviews took between 12 and 30 minutes each and were tape-recorded.

The beginning and intermediate students reported translating portions of text mentally into English about as often as they got the meaning directly from Spanish. The advanced group used mental translation into English only about one quarter of the time. This finding that advanced students translated the least would likewise be expected, as the more proficient one becomes in a foreign language, the less reliance on the first language is necessary.

It also appeared that the more advanced a learner was in the foreign language, the more that translation facilitated comprehension. However, for the beginning group, comprehension was achieved in only about half of all the instances of reported mental translation. For this group mental translation into English either did *not* help them understand some linguistic unit or caused them to misunderstand it as often as it actually facilitated comprehension. The intermediate and advanced groups were found to be similar with respect to what they comprehended. When they *did* avail themselves of mental translation, these two groups had a similar success rate in terms of the proportion of accurate comprehension of all reported instances of mental translation: 62% for the intermediate group to 68% for the advanced group. This finding might suggest that as learners are more proficient in a foreign language, they acquire a sense of just when mental translation into English will yield better results.

With regard to the qualitative portion of the study, Hawras noted that there were perhaps two general strategies or guiding principles employed by the respondents. For some of the beginners, it was to translate word for word. For most students the guiding principle was to read directly in the foreign language, Spanish, and to translate only when necessary. The following is a quote from an advanced respondent who used this principle:

> Yeah, the first scan-through I just read it usually without . . . thinking, I just read it and I hear the words . . . or. . . in my head. And then if I don't understand just reading it I have to . . . go back . . . and I read it slower. Then I stop and think: 'OK, what's that in English?' And then if I *still* don't get it I have to go back and read the whole thing in English, like translate word for word. But I usually don't translate word for word unless I *really* am having trouble understanding it. That's like the last case thing, 'cause it takes so long. (p. 54)

The last statement of this respondent calls attention to a potential disadvantage to the use of mental translation, namely, that *word-for-word* mental translation can be painstakingly slow.

Hawras found that a series of specific translation strategies emerged. One was for dealing with long sentences, as was evident with several of the subjects in the study. The following is an example of a long sentence and the response from an intermediate-level student:

> *Con la progresiva industrialización y urbanización y los muchos contactos internacionales que esto implica, y también la continua emigración entre*

países, todas las naciones avanzadas empiezan a parecerse más. [With the progressive industrialization, urbanization, and the many international contacts that this implies, and also with the continued emigration between countries, all advanced nations are beginning to resemble each other more and more.]

Student: I don't know, "Advanced nations are starting to . . ." um, kind of come up more with "industrialization," and "urbanization . . . ." I'm not really sure what this sentence . . . is getting at.
Interviewer: This is kind of a longer sentence.
Student: Mm-hm.
Interviewer: Are you just trying to get the whole meaning of the whole sentence all at a time?
Student: Yeah. Um, well, actually I'm reading, . . . no, I'm reading, um, I take kind of bits and pieces of it, like I took *con la progresiva industrialización y urbanización* and then, but then I look down at *todas las naciones avanzadas empiezan a parecerse más* [all the advanced nations are starting to resemble each other more]. Um, so I kind of divided it by the commas, almost, and trying to tell what that little fragment meant, and then, put it together with . . . but, I still don't know what it means, so . . .
Interviewer: You're getting the meaning of the individual words directly through Spanish?
Student: Mm-hm. (p. 56)

Here the student agreed that she was *not* mentally translating the words of the text. However, she *did* seem to be chunking together words comprehended directly through Spanish, into English language semantic clusters (i.e., "Advanced nations are starting to . . .") in order to get the meaning of the individual clauses of the sentence. Then, she tried to integrate the meanings of the clauses to understand the entire sentence.

> This finding might suggest that as learners are more proficient in a foreign language, they acquire a sense of just when mental translation into English will yield better results.

There were also examples of short sentences that were still demanding because they contained few contextual clues, syntactic markers, or guiding punctuation. As one intermediate-level student commented, "I think shorter ones are harder to understand. They're so short, I mean, the other ones I think you can take more context clues" (p. 58). The following is one example with a beginning student's response to it:

Es que las diferencias culturales dependen hasta cierto punto del aislamiento. [That is to say that cultural differences depend to a certain point on isolation.]

Student: Instead of seeing chunks, I see a long list of words I need to go through. . . . Maybe, maybe it's saying something like, "Cultures are gonna be different until there's no more isolation." (ha ha ha) or something like that. It doesn't sound like a very logical thought, but . . . (p. 58)

The sentence does not lend itself to division into more manageable chunks. The learner ended up resorting to translation, and got the general idea, but did not get it exactly, nor was she very confident of having gotten the right meaning. In this case, the physical size of the linguistic unit would seem to have little direct bearing on the complexity of the psycholinguistic processing called for.

Hawras also found that translation makes material more user-friendly and removes affective barriers, as had Kern in his study. One strategic use of mental translation was to shift into L1 syntax. The following is an explanation of this strategy by an intermediate respondent:

> I guess what I try, what I do, 'cause I know all these words in here, but the order in which they are don't often, don't always, make the proper sentence in mind. So then I have to, . . . I guess I kind of translated it a little bit . . . .'Cause often you know Spanish sentence structures aren't always the same as English, so I put them in, sometimes in English structure, but still using these words. (Hawras, p. 59)

Another strategic use for mental translation was to verify that a segment of text was accurately comprehended. The advanced learner in the following example reported striving to initially read and get the meaning of the text directly in Spanish, and only going back and translating when necessary. However, at one point she remarked:

> OK, this one I pretty much got the first time through, but then I went back to make sure, . . . and, um, . . . you know, I went back and kind of translated it as I went along to make sure that I had it. I don't think I did that the first time. (p. 60)

Even though she did understand the meaning of the sentence "the first time through," she translated it anyway. Thus, translating the sentence for verification may serve to reduce a lingering insecurity that even advanced students may feel when reading in a foreign language.

Limitations with the Mental Translation Studies

There are limitations with this study, just as with the Kern study. One limitation is that the genre of the text can have an effect on the extent to which mental translation is used and benefited from. In both studies, the texts were in the humanities and were of an academic nature. Perhaps other kinds of texts would prompt other types of behavior with regard to mental translation. Another limitation was that the procedure allowed for no pre-reading of the text. Readers could refer to the previous text, each time a new sentence was added, so they needed to read someway into the text before they could get a sense of the global meaning of the text. Once they reached the final sentence, they could then read the full text. It could be argued that this procedure could have generated more mental translation than would have occurred had the entire text been available at the outset.

Another limitation is that in neither of the studies was there any investigation of how well the respondents read in their native language, English. It could be argued that those who have greater difficulty keeping the main idea in their minds as they read along in native-language text would be those who need to resort more to mental translation when reading in a foreign language.

Suggestions for Further Research

With regard to future studies, it would seem worthwhile to include a measure of native-language reading ability, especially using texts that place demands on the reader both in terms of vocabulary and syntax. It might also be beneficial to determine how skillful the readers are at translating text from the target language to their native language. Students could be asked to provide an oral translation of the entire text and then to explain their translation. In other words, the purpose would be to see how capable they are at providing a functional translation that captures both the essence and the particulars of the text. Another purpose for such research could be to see which strategies the readers use for producing their oral translations and how they use them. This information might provide added insights into the nature of *mental* translation in foreign-language reading. It may be that the extent and types of mental translation used by readers of a foreign language may be determined to some extent by the strategies for translating from the foreign to the native language that the readers possess.

It may also be valuable to investigate the role that the educational system might play in the development of translation skills. In the North American context, for instance, middle school and secondary school students are discouraged from systematic use of translation in their foreign-language reading, whereas in Japanese junior and senior high schools, learners may be explicitly trained to read English by translating. Is it the case that those who are systematically trained in translating develop a more refined set of strategies for performing mental translation than those who are not?

Another issue to investigate would be that of the distance between the L1 and the L2. How would mental translation from Spanish or French L2 into English L1 (as in the studies cited in this article) compare with mental translation from Japanese L2, for example? What might be the relationship between the extent of mental translation and the similarity between the languages in question?

In addition, it may be valuable to look at the extent to which individual readers' use of mental translation differs significantly according to their language learning and use style preferences. Even within the same educational system, some individual readers may be more likely to employ mental translation than others.

Finally, an analysis could be made of the time needed to translate mentally. The Hawras study found that mental translation had the potential of slowing the reader down. Where time is a factor in performance (e.g., on reading comprehension tests), the use of extra time for translation may be a major concern. In other circumstances, extra time in reading may enhance comprehension. In still other cases, the use of mental translation may move the reading process along more rapidly.

Pedagogical Implications

If teachers choose to look upon mental translation as an unnecessary and perhaps unfortunate crutch, they might request that students make every effort to process written text directly through the foreign language when they read. Teachers could warn learners against doing more translation than they need to, with the assumption that such translations may inhibit the development of an independently functioning L2 system. The challenge is to distinguish a genuine need for translation from a perceived need. For example, a reader may feel a need to employ a heavy dose or even overdose of mental translation in order to comprehend a given text successfully, but without necessarily learning much of the L2 in the process. They may actually improve their reading ability in that language more by resisting translation and instead making an effort to generate meaning directly from the L2 text.

The Kern and Hawras studies, however, do provide some evidence that nonnative readers systematically (and not so systematically) use mental translation to successfully store and understand text. On the strength of these findings, language teachers might be encouraged to view mental translation as

offering at least an interim set of reading strategies while reading proficiency is developing. The assumption here would be that if mental translation has genuine benefits, then teachers should stress those beneficial areas or strategies to all foreign-language readers so that they might choose from among mental translation strategies. For example, learners may be advised to use their L1 to chunk material into semantic clusters, to keep their train of thought, to create a network of associations, to clarify grammatical roles, and to convert the input into more familiar and consequently more user-friendly forms.

Undoubtedly, some mental translation activities are unconscious and therefore would fall outside the realm of strategies that are consciously selected. The strategies research cited at the outset of the paper would indicate that there is some advantage to making language users more conscious of the processes that they use, so that they may take more responsibility for their own language learning and language use. Teachers may help to raise to a level of awareness those unconscious mental translation processes that learners may be engaging in while reading.

Teachers might also suggest mental translation more for some students than others—according to their cognitive styles and strategies of language learning and language use. The above studies would suggest that the less advanced students of language indulge more in mental translation than the more advanced ones. Perhaps teachers could alert learners at these lower levels to the fact that they will translate while reading and even to contemplate the various roles that such translation can play.

Let us return to the foreign language-learning principle presented at the outset of this paper, namely that learners should avoid thinking in their L1 when learning and using an L2. Given the issues raised in this article and the empirical evidence provided with regard to reading research, there appear to be grounds for language educators to speak out on behalf of systematic use of mental translation in the face of pronouncements against its use.

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Successfully Integrating the Job Search into the English Language Classroom

短大あるいは4年生大学の卒業を控えた学生は、会社訪問、会社説明会への参加、面接試験等に多くの時間を取られることから、就職活動のピーク時には勉強どころではなくなる。また教師の側にとっても、低い出席率、ないしは全く学生が出席しない授業にどう取り組むかという問題が生じる。ここで紹介するのは、英語クラスの内容を学生の必要に合致させるため、授業に就職活動に役立つ要素を取り入れる試みである。こうすることで、学生の出席率の上昇も期待できる。

Anyone who has taught a graduating class in Japan has experienced the difficulties that the job-searching season creates for both students and instructors: irregular attendance, a high number of absentees, late assignments, and a low level of interest. In order to compete successfully for an increasingly limited number of positions, students are forced to disregard their class schedules in favor of dates and times convenient to employers, many of which conflict with academic sessions. For instructors of elective English courses, the problems are compounded by the fact that some students eventually realize (usually late in the first semester) that they don't need the credits to graduate anyway or that the limited amount of time they have between company visits could be better spent on writing their graduation paper, and they eventually drop out. Given the importance that finding a good job has for students, integrating the job search into the content of a course may be one way to increase the relevance of the course for the students, encourage better attendance, and increase student-to-student participation in class.

This paper describes the materials, assignments, and activities that made up the job-searching unit of a year-long communication skills course offered as an elective to third- and fourth-year non-English majors at a women's university in Tokyo. The unit was begun before the start of summer vacation and ended two class meetings after students had returned in the fall. The primary reason for this schedule was to allow students an opportunity to use as much of their vacation time as needed to complete the final writing assignment.

Design of the Job-Searching Unit

Integrated Skills. Believing as does Kumaravadivelu (1994) that "language skills are essentially interrelated and mutually reinforcing" (p. 39), I chose to adopt a topic approach that integrates language skills when I designed the four units that made up this course, of which the job-searching unit was the third. The students had spent their first year in courses that were skill-based (i.e., writing, speaking, listening, and reading). The course they took in their second year as a prerequisite for the course discussed here focused primarily on reading and discussion skills. Therefore, in order to "gradually increase the demands on the learners" (Nunan, 1989, p. 119), I decided to design the course in such a way that the students would be required to produce a 500+ word English essay at the end of each unit. The syllabus for the job-searching unit consisted of three major phases that would involve the students in listening, reading, and finally writing. Discussion was expected throughout all three phases.

Written Journals. In order to complement the formal writing assignment (the essay), students were asked to record entries in a journal during the final 10-15 minutes of each class and turn them in before leaving. I then read and responded to individual entries before returning them in the following class. Absent students were also allowed to turn in a journal as long as it was done in advance of the next class. In most cases, late journal entries consisted of reasons for absences.

> It is very easy for us as instructors to get caught up in the deadlines dictated to us by administrations, and to forget that we have more control over what we do in our own classrooms than we typically think.

The value of journal writing has been discussed by numerous authors (e.g., Casanave, 1995a; Casanave, 1995b; Peyton, 1990; Peyton & Reed, 1990; Reid, 1993). The rationale for a journal in this course was both to encourage the students to reflect upon something that we discussed in class and to provide them with additional opportunities to write. I also hoped that providing students with a vehicle for giving ongoing feedback on the course would contribute toward the development of a more learner-centered class as suggested by Griffee (1995) and Nunan (1989).

Introducing the Topic. The topic of the job search was introduced in the first phase of the unit with two viewings of Donna Summer's music video "She works hard for her money" (Dow, 1985). The video was chosen not only to introduce the topic, through scenes of women in various jobs, but also to get their attention, through the music. The visual presents a dramatization of one day in the life of a single working mother. Students were asked to make a list of activities the woman is involved in during the course of the day, go over their lists in groups, and, finally, discuss as a class how that woman's work day compared with what they envisioned for themselves in the future. Many videos for language teaching contain scenes of women at work which would also be appropriate.

Readings. The second phase of the job-searching unit was based upon two abridged versions of articles, which students were given as homework assignments. These readings were selected because they were both written from interviews and therefore followed the format of the final writing assignment. Equally important is that they were interviews of young women about their experience searching for jobs, their feelings about the jobs they ultimately got, and their thoughts about being working women.

The first reading, "Job-Hunter" (Condon, 1985), was an interview with a young Japanese woman who had just received a job offer in her final year of university. The students were asked to read the article for homework. In the following class they were advised that the format of their essay would parallel that of this article as well as the next reading; that is, they would have to interview working women (in Japanese, if necessary) and write essays in the first person, using the interviews to provide the content.

The second reading reported on an interview with two female bus conductors in Beijing. "Forty Minutes" (Zhang & Sang, 1987) was selected in order to expose the students to the experiences of young working women in another Asian country. Also, it raised questions about employment benefits that were not mentioned in the first reading. As with the first reading, this article was initially read at home.

Discussion. After a reading was assigned, students were given the opportunity to review it in small groups and to assist each other with comprehension difficulties. As a class, they then orally reported on the various aspects of searching for a job mentioned in each article. To prepare them for their own writing assignment, they were asked to formulate the questions each writer presumably asked in their interviews to elicit the information found in the articles.

Students were given worksheets of questions on each reading (see Appendix). The questions were written both to check reading comprehension and to stimulate discussion. The questions fell into two types. The first type focused on the source of the original article. This was an attempt to help the students critique its timeliness and the author's intent. The second group of questions drew upon the students' personal knowledge and experience of job-searching but paralleled some of the issues raised in the reading.

Students worked through the questions on the worksheets in groups of three or four during class time. I circulated among the groups to answer questions and function as a visiting participant in the discussions. These discussion segments lasted for two class meetings after each reading was assigned and were extremely lively. Most of the journal entries for these classes aimed to enlighten me on the types of jobs students were finding available to them

on the job market.

Pre-Writing. The final class before summer vacation was devoted to reviewing and clarifying the instructions for the writing assignment. By this class meeting, the students had decided upon whom they were going to interview and for what reasons. They had been advised to interview a woman who could provide them with some insight into what they themselves might experience on the job.

During this class, students discussed the reasons for their choice and helped each other come up with possible questions for their interviews. They knew, of course, that their interviews would most likely develop in different directions based on the answers they would receive. Two students volunteered to role-play short interviews about their part-time jobs as examples.

Armed with a list of questions to fall back on if needed, my home address to which their papers should be mailed by September 1, and instructions to begin with a short biographical paragraph on their subject to allow the major portion of the essay to focus on substantive matters, the students left for vacation.

Editing. When class resumed in late September, the graded essays were returned to the students for further editing. A second grade would be given on the final version. The first class was spent discussing the interviews and what they had learned from them. Most students had been successful in giving their papers a focus that reflected their reason for selecting their subject in the first place.

The final class for the job-searching unit was spent on peer-correcting the essays. In my experience students often focus on grammatical errors, so I chose not to comment a great deal on grammar when I read the papers in September. I felt that their peers would point out weaknesses in grammar during this final class. That assumption was confirmed as I monitored the students' conversations. Final versions were collected two weeks later and were noticeably improved by the attention students gave both to my own comments and to those of their classmates.

Summary

Choice of Topic. The essays I received reflected the students' concerns about their own experiences of looking for work. Most had chosen to interview an older friend, two interviewed older sisters, and I was particularly pleased when one chose to interview a Chinese woman employed at her part-time job. Their papers focused on the issues of changing jobs, working for a foreign company, and combining work and a social life. Several students concluded their papers with the subject's comments on whether or not she would make the same job choice if she could do it all over again.

Comments in the journals and in class strongly indicated that students saw value in treating the subject of job-searching as a topic in their English class. Several voiced the fact that they rarely had an opportunity to share their experiences with anyone other than friends or family, and that they felt they benefited from doing so with students they met only in class. The comments they received from classmates were sometimes more objective than those they were getting from their friends.

> Equally as important as what you plan to do in class is the degree to which you are able to be flexible and willing to allow student input to aid you in making adjustments as you proceed through the syllabus.

Scheduling. One feature of these lessons that undoubtedly contributed to their success was my own willingness to adopt deadlines and plan activities with sufficient flexibility in terms of time so that students could conceivably maintain their job-searching schedules and manage to fulfill the course requirements. In other words, I decided to try not to put the students in the position of having to choose whether to attend class or pursue a job lead. It is very easy for us as instructors to get caught up in the deadlines dictated to us by administrations, and to forget that we have more control over what we do in our own classrooms than we typically think. Scheduling for this unit was not at such odds with the university's schedule as to pose problems for me in terms of submitting grades.

Journal Entries. The journals proved to be enlightening for me as the instructor. The topic and assignments affected the students in various ways. Journal entries indicated how important but difficult selecting a type of job is for students. One third-year student wrote that focusing on the job search made her both excited but worried about looking for employment in the future. The students' comments indicated the degree to which they were immersed in the topic and the material under discussion, and served as a barometer of sorts to enable me to assess the level of interest in any particular class or activity.

The journals proved useful for another reason. The job-searching experience of graduating students in Japan differs from that in many other countries, my own included. For this reason, many journal entries served to inform me of what the students were required to do in order to find employment. I often referred to their journal comments in class both to seek clarification and confirmation of what an individual student had written, and to stimulate discussion on points about the job search that were previously unknown to me.

Reflections

I was surprised by the students' willingness to discuss the topic so openly both in class and in their journals, as I had believed that looking for work was, in a sense, a very competitive venture. This unit would not have been so successful in terms of participation if they had not been so willing. Also, because of the timeliness of the topic for the students, their motivation for speaking and ultimately writing about job-hunting was very high. This in turn led to greater development of their speaking skills and, most noticeably, increased use of vocabulary needed to speak about employment, qualifications, and expectations.

My advice to readers who may choose to integrate the job search into their own classes would be first to research the topic from the students' perspective, and to select and design materials and activities with that perspective in mind. The more you know about the students' background, both in terms of their language learning experiences and life experiences, the more you can establish reasonable and realistic learning and teaching objectives for a course. In terms of tasks or activities, the sources cited in this paper all contain very readable suggestions and ideas for utilizing journals or designing a more learner-centered curriculum. Finally, equally as important as what you plan to do in class is the degree to which you are able to be flexible and willing to allow student input to aid you in making adjustments as you proceed through the syllabus.

The journals and class discussions in the job-searching unit were the source of both learning and teaching opportunities for the students as well as myself.

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Appendix

Reading #1 Worksheet

1. When reading an article of this type, it is important to take into consideration the author's motivations for writing it and the context in which it appears. This is done by analyzing the source of the article.
   a. Who is the author? What do you know about her/him?
   b. Where does the article appear? What does the title tell you about the author's point of view?
   c. From the fact that the article (and the book) is written in English, who do you think the intended readers are?
   d. What is the date of publication? Why is that important?
2. Prepare to comment on the following after discussing them in groups.
   a. What do you feel are the qualities a company looks for in job applicants? Are they the same or different for men and women applicants? List the qualities on a sheet of paper below these headings: MEN, WOMEN, BOTH.
   b. Do you feel that the expectations most companies have of their employees are the same for men and women? What examples can you give to support your answer?
   c. What are the advantages and disadvantages of working for a foreign company? a domestic (Japanese) company?
   d. How important are contacts in getting a job?
   e. Describe the stereotype of an ideal female job applicant. Include a description of her background, appearance, qualifications, and future plans.
   f. Describe the stereotype of an ideal male job applicant.
   g. What types of jobs are available to graduating women about to enter the job market today? Which companies or types of companies are popular with female applicants today?

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Classroom Management in the Japanese Classroom

一般に、すべての大学の講義では出席と試験の点数が評価の際に必要な情報とされるが、この点に関しての研究は少ない。おそらくは、それが指導者の個人的な好みの問題とされてきたからであろう。筆者は、(外国人教師が)日本の学校で書き言葉、話し言葉の両面から悩まされる困難を踏まえ、学生の顔と名前を一致させて覚えるいくつかの方法を示唆する。さらにそのような方法が授業での学生の活動の枠組を作ったり、また英語を教える日本人教師にも有用であることを示唆する。

One often neglected area of language teaching is classroom management. This can be a special problem for non-Japanese teachers in the Japanese classroom on account of the language barrier that many teachers confront and the different cultural assumptions that underlie Japanese students' perceptions of the classroom. It is surprising, therefore, that the last five volumes of *The Language Teacher* have included only one feature article (Bresnihan, 1993), and three My Share contributions (Fujii, 1993; Minor & McClain, 1994; Mills, 1995) which address this issue. In this paper, I would like to outline my approach to classroom management.

What is Classroom Management?

For the purposes of this paper, I will define classroom management as the way we organize our students in class and the process of obtaining information that is required in order for us to fulfill our administrative responsibilities. Included here are the tasks of taking attendance and assessing grades. The necessity for teachers to identify students is also an important part of classroom management. In small, seminar-type classes of 10 to 15 students, obtaining administrative information may occupy a small amount of time. In larger classes ranging from 30 to 60 or more students, gathering the necessary details may take considerably more time. Rather than allow administrative responsibilities to swallow up valuable lesson time, I suggest that we utilize our responsibilities as a launching pad for language learning activities.

The First Lesson: Setting the Groundwork

Place yourself in the position of a college student in his or her first lesson with a non-Japanese teacher. Though, like many students, you may have had contact with such a teacher in secondary school, this will probably be the first time you are taught by a non-Japanese teacher who has control over most, if not all, aspects of the course. You are probably excited, but that excitement is balanced by a certain amount of fear, wondering if you will understand the teacher's English and hoping that you won't embarrass yourself.

One of the most important tasks for the non-Japanese teacher in this first lesson is to avoid lowering the confidence of the students. Furthermore, it is necessary for the teacher to outline the objectives of the course and to ensure that they are achievable. My primary aim for a first lesson is to conduct the

meeting totally in English in order to convey to students the organization of the course, and what will be expected of them. I could more easily do this in Japanese, but I do it in English in order to impress upon students that they will be able to function in a course conducted only in English.

First, I provide a B5 handout to each student. The specifics of the course and the requirements are supplied on one half. These include the aims and content of the course, my policy on homework, absences, grading, as well as suggested reference texts. I review this information during the first lesson, but feel that it should be provided on paper. Not all students will be able to understand my explanation, and the sheet serves as a reference that students can follow as they listen. They can review the information at their leisure. This activity sends an important message to students: This is an English class and the important information for this class will be imparted in English. One of my colleagues actually sets a quiz on the course requirements in the second lesson, making students retake the quiz until they achieve a perfect score.

The other side of the sheet is a guide to filling out a separate blank B6 card that I pass out (see Appendix 1). I ask the students to fill out the cards as quickly as possible, circulating among them to help those who seem confused. I collect the cards after about half or two-thirds of the students have finished.

Four aspects of the information card are noteworthy. The first is that in addition to including the essential information of name (in *kanji* and *romaji*) and student number (very useful when filling out grade forms that are either in *katakana* or a different *romaji* system), I ask the students to provide some additional information about themselves. Although not absolutely necessary, this information allows me to identify students who require support and students who are advanced. Students who may need support are often those who cannot complete the form in the allotted time. Advanced students are usually those who do finish and often include additional information when answering the open ended questions.

A second point is the use of different fonts to differentiate questions and example answers. I do this throughout the course when making exercise sheets and examples. The third point is the use of the character pun (the name *Jun Sato* uses the characters for *sugar* and the *month of June*) which suggests to students that I can understand Japanese, and that the use of English in class is a conscious choice, not something forced on me (and them) by the fact that I am not Japanese. Finally, asking the students to hand in their cards before they have finished demonstrates from the start that I will not wait for everyone to finish but that I expect the class to proceed at my pace.

After collecting the cards, I quickly review the questions written by the students, answering the ones I want to answer and passing on the ones I don't. I usually impart much personal information about myself and my family over the course of a term. In the first lesson, however, I generally answer only a limited range of questions. My usual routine is to read a question and, before answering it, to ask the relevant student to guess the answer. I then elicit further guesses from other students by calling their names from the cards.

If you are hesitant to reveal too much personal information, students could ask you about your home country or your thoughts on Japan, or if you are Japanese, your hometown, university, and so forth.

Identifying Students with Photographs

In the previous example, I spoke of using the cards to call on students by name. One cannot overemphasize the importance of knowing students' names when seeking to maintain classroom discipline. Good classroom discipline begins with establishing a relationship between teacher and student. Being able to call on your students by name is a good foundation to this rapport. I am not sure how prevalent cheating on the roll is (i.e., having one student answer for an absent student), but it is common enough to warrant a specific Japanese word in student slang: *daihen* (a short form of *kawari ni henji o suru* or "to give an answer in another's place"). The cards alone would not prevent students from answering for one another, and so I also paste each student's photograph onto his or her card.

I collect the photographs as follows: the students file up to the front, five at a time, and I photograph each group, standing three in the front and two at the back. On the blackboard, I write the class day and period and a number for the order of the photographs, changing the number each time. After each photo I give the students a form (see Appendix 2) with an outline of five figures and the number written on the blackboard. The students need only write their names over the appropriate outline. One hint: if you use a pocket camera, be sure to take each photo much closer that you normally would in order to ensure that the students' faces can be seen clearly. Five students per frame means that you can photograph four 40 student classes with a roll of 36 exposures.

I clip the outline paper with the names of the students to the appropriate photograph. After doing this, I cut out the students' individual photos and glue them to the cards. I then place the cards in a binder that I can carry to class each week. These cards allow me to put names to faces. On these cards, I can note down absences, assignments, and grades, write notes about performance (or lack of it), and assign students to groups. These cards also provide the basis for a number of activities that can be used during subsequent lessons.

The Beginning of a Regular Lesson

I use the cards when taking attendance. Rather than simply read out students' names, I first introduce the topic of the lesson. I then call five students at a time to write one relevant vocabulary item on the board. As I mentioned earlier, I emphasize that spelling is not important, as I correct the spelling at the end of the activity. Waiting students are encouraged to think of other words on the same topic. Vocabulary must not be repeated and all students must contribute one vocabulary item. As students approach the board, I separate out the cards of absentees, record the date, and take care of the gradebook after class.

This activity may take longer than reading from the list of names. However it demonstrates to students that this is a class in which they are expected to participate. These vocabulary items provide an introduction to each lesson. I use a list of forty adjectives that describe personalities, for example, as the basis of a lesson in which students are asked to talk about personalities. I use a list of forty professions or jobs when the lesson focuses on students talking about work. Students record this vocabulary in their vocabulary notebooks (cf. Redman & Ellis, 1990).

Student Selection and Classroom Organization

The cards allow me to group students in ways that are responsive to both their needs and mine. I can separate students who, if given a choice, might form a group that would be less than responsive. I can use the cards to ensure that mixed groups of male and female students are formed. In a group of forty students, I can choose ten students to be group leaders and instruct them each to select three other students to make a group of four. Information recorded on the cards also allows me to draw on students' interests and experiences when creating examples to illustrate grammatical points.

The cards are also useful as a basis for final interviews. A question like "You said you like tennis here, so, who is your favorite tennis player?" enables me to exchange real information with students. It is unfair, I believe, to expect our students to do well in end of term interviews if we behave as though we don't know them, despite having taught them for 15 weeks. On the other hand, it is equally unfair to demand that we remember all students when we see them for only 90 minutes a week. The cards let us know them in a sense, even though we may teach more than 250 students each term. This personal connection underlines what communicative teaching is all about: language is best learned when you have something to say.

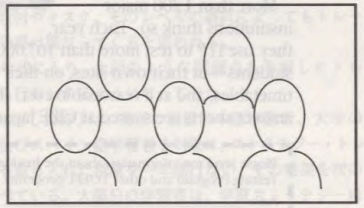
Classroom management aspects of language teaching are too often viewed as administrative chores that distract us from the business of teaching. In this short paper I have attempted to demonstrate that, with a little planning, certain administrative responsibilities can serve as a springboard for our learning activities. They can be organized in ways that will allow us to know our students better. Indeed, we can take advantage of these responsibilities to make our classes more beneficial for all involved.

Appendix 1 Sample Class Card
Filling out the information card

	Student Number 000
	Name (in romaji): Jun Sato
	Name (in kanji): 砂糖 六月
	Hometown: Sapporo
	Likes/hobbies:
	Sleeping, eating
	Dislikes:
	Pachinko, losing money
	Tell me one interesting thing about yourself:
	I have five brothers and sisters.
	One question you want to ask me:
	Do you know me?

Appendix 2

I copy three diagrams to a page and create a master sheet. After producing sufficient copies, I write the photograph number in the corner of each sheet before giving a copy to the five photographed students.



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ストラテジー・トレーニングに関する一考察

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With more attention now being focussed on learning processes, strategy training research has an important role to play in the area of second/foreign language teaching. However, there appear to be a number of problems with training programs and research methods concerned with learner/strategy training. This paper will discuss current training research and the implications of this research for the future of learner training.

1. はじめに

言語学習における学習過程の重視に伴い、学習者の使用する学習ストラテジーも注目されるようになった。それと同時に、学習者に効果的な学習を促すための方法として、ストラテジー・トレーニングも試みられるようになった。しかし、ストラテジー・トレーニングは、トレーニングのプログラム自体の抱える問題や、トレーニングの有効性を図る研究方法の問題に対する検討を余儀なくされている。

そこで、本稿は、これまでに行なわれてきたストラテジー・トレーニングの問題点を提起し、今後のトレーニングの在り方について考察する。

2. 先行研究

ストラテジー・トレーニングは、学習者が学習過程においてどのようなストラテジーを使っているかという研究がもとになっている。

1970年代、ストラテジーに関する研究が進むに従い、優秀な学習者とそうでない学習者との間には違いがあることがわかってきた。そして、その比較も行なわれるようになった。1980年代に入ると、学習ストラテジーと言語習得上の他の要素との関連にも目が向けられ、1980年代後半には、単一要素との関連にとどまらず、学習ストラテジーと様々な要素との関連性が図られるようになった。また、学習者のストラテジーは、その学習過程において変化するという観点から、優秀な学習者のストラテジーを教えることが学習の効果につながるのではないかという前提でストラテジー・トレーニングが試みられ始めた。そしてその研究は、外国語教育（O'Malley et. al, 1988 ; Nyikos, 1990 ; Carrell, Paris & Liberto, 1989）でも、外国語教育以外の分野（Dansereau 1985 in Jones & Idol, 1990 ; Paris & Cross, 1984 ; Lundberg, 1987）でも、ストラテジー・トレーニングの有効性を実験的に実証しようとするものが中心であった。そして、上記のいずれの場合もストラテジー・トレーニングは、学習者の学習を効果的にするという結果を得ている。

3. トレーニング・プログラムの問題点

前記に述べたように、先行研究の結果からみると、ストラテジー・トレーニングは学習者の学習を効果的にするように思われる。しかしながら、トレーニングの有効性を断定するには、問題が残る。Oxford（1993）は、それまで行なわれてきたストラテジー・トレーニングの問題点を次のように指摘している。

- トレーニングの期間が短いこと
- トレーニングのタスクが不均衡なこと
- 情緒的／社会的ストラテジーに対する考慮に欠けていること
- 学習者の使用している正確なストラテジー，学習スタイル，ニーズの把握が不的確なこと

上記のような問題点があることからすれば、ストラテジー・トレーニングが学習者にとって、どの程度有効であるかを改めて見直す必要がある。Shuell（1988）は、トレーニングの有効性は、学習者自身の使っているストラテジーに影響するため、学習者個別の扱いが必要だとしている。Willing（1987）もまた、学習者にはそれぞれの好みの学習スタイルがあり、同じトレーニングが、すべての学習者に有効であるとは限らないとして、学習者個々の違いを強調している。Mclaughlin（1983）は、トレーニングの有効性は、トレーニング自体の性格、そしてそれに伴う様々な状況と、対象とする学習者の学習スタイルとの適合によるとしている。

以上のことから言えることは、ストラテジー・トレーニングを行なうには、対象とする学習者の学習スタイル、現在使用している学習ストラテジー、ビリーフ、ニーズなど個々の違いを考慮する必要があるということである。また、トレーニングを受け入れる学習者側の情緒的な要素にも配慮が必要である。さらに、学習者側のみならず、トレーニングに取り入れる教材やタスク、そのレベルの選択によってもトレーニングの効果は異なってくると思われる。

1990年代に入り、上記のような問題点を考慮したトレーニングも行なわれるようになってきた。

Chamot（1993）は、高校の初級日本語学習者、大学のロシア語及びスペイン語学習者を対象に、ストラテジー・トレーニングを取り入れた授業を一年間行ない、その結果を次のように述べている。大部分の学習者は、学習ストラテジーは学習に効果があることを認めている。しかし、それぞれの学習者は、効果的なストラテジーとそうでないものとを選択して使っており、あるストラテジーに対しては、効果がないとして使わないことを学習者自身が決定している。つまり、学習者のビリーフや好みがストラテジー使用に大きく影響しており、トレーニング効果も学習者によって異なるということである。

また、Cotterall（1993）は、4名の英語中級学習者を対象に、メタ認知ストラテジーに対する意識を向上させるためのプログラムを考案した。これは、教師の発問によって、徐々

に学習者主導に導いていく Reciprocal Teaching を読解タスクに取り入れたものである。その結果、トレーニングのために選択したストラテジーは、すべての学習者に同様に効果的だったとは言えず、トレーニングの効果は学習者によってまちまちであった。

こうした結果は、トレーニングの有効性やその在り方に対して、新たに疑問を投げかけることとなった。

4．ストラテジー・トレーニングの在り方に関する視点

これまで行なわれてきた先行研究の結果から、ストラテジー・トレーニングのプログラムをどのように設定するべきか、文献をもとにまとめてみたい。

- ストラテジー・トレーニングを通常の授業に取り入れ、語学学習と関連づけて行なうことが効果的であると思われるが、それは、十分な期間をかけて行なう必要がある。(Oxford, 1989 ; Wenden, 1991)

- トレーニングの目的とするストラテジーを吟味し、選択しなければならない。(Chamot & Kupper, 1989 ; Jones & Idol, 1990)

- トレーニングについて、学習者に明示し、直接的な指導が行なわれるべきである。(Salincsar, 1986 ; Dickinson, 1987 ; Vanpatten, 1993)

- 新しいストラテジーを、学習者が取り入れ使用するようになるには、教師からのフィード・バックが十分に行なわれなければならない。(Elbaum, Borg & Dodd, 1993 ; Oxford, 1993)

- 他のタスクにも適用できるように、どのように適用させるかを具体的に順を追って指導する必要がある。(Nolen & Haladyne, 1990 ; Oxford, 1990)

- トレーニングのプログラムには、認知ストラテジーとメタ認知ストラテジーの両方を組み合わせたほうが、他のタスクへ新しいストラテジーを適用させることが容易となる。(Ellis & Sinclair, 1989)

- ストラテジー・トレーニングは、教師のコントロールを徐々に弱め、学習者が主体的にストラテジーを使用していくような指導('Scaffolding instruction')が望ましい。(Salincsar, 1986)

一方、実施されたストラテジー・トレーニングが有効であるか否かをどのように評価するかは、ストラテジー・トレーニングに対する賛否を決定する重要なポイントであると思われる。Wenden (1986) は、そのトレーニングが有効であったかどうかを判断するために、タスクにおける上達がみられるか、トレーニングに取り入れられたストラテジーが持続しているか、他への適用が行なわれているかという観点を挙げている。

5．ストラテジー・トレーニングの有効性を検証するための研究方法における問題点

1．で述べたように、ストラテジー・トレーニングの有効性を確かめるための研究は、実験的な性格を持つケース・スタディとして行なわれてきた。しかし、その研究方法が妥当かどうかの鍵となるのは、研究結果の一般化が可能か否か (generalisability) の問題である。

Nunan (1989) は、こうしたケース・スタディが果たして一般化の為し得るサンプルと考えられるのか、それとも単に一例としての事実にすぎないのか、今だに解決されない点であると述べている。Yin (1984) は、分析的な一般化は出来るが、統計的な一般化は出来ないと主張する。これに反して、Cohen & Manion (1991) は、現象を綿密に分析することを目的としたケース・スタディは、広く一般化が可能であると述べる。一方、Brindley (1990) は、結果の一般化は、その研究を行なうリサーチャーの意図によって異なるものであるとする。また、Johnson (1992) は、結果を他の学習者に一般化する必要はなく、むしろ、一般的な原理を見いだすために、様々なケース・スタディの結果を比較していくことが有効であるとしている。さらに、Johnson は、計画された変化を予期した実験的なトレーニングであっても、実験の外部で起こる要素は否めない。従って、そのような実験も一般化出来るかどうかは疑問であると言わざるを得ない。重要なことは、実験的には、様々な要素を組み込んだものが要求され、ケース・スタディ的には、様々なケースを複合することが必要であると主張している。Brindley (1990) もまた、どんな研究方法においても、すべての状況に適応させることのできる唯一の方法はない。従って、各々の研究方法の欠点を補い合う為に、様々な方法を与しなければならないとする。

6．今後のストラテジー・トレーニングを考える上での一考察

Little (1995) の指摘するように、学習者の個々の違いによってトレーニング効果も異なることから、新しいストラテジーを教え込むことに重点が置かれるよりもむしろ、ストラテジーに対する学習者の意識を高めることにトレーニングの焦点が置かれる傾向が強くなってきている。松本 (1996) の強調するように、学習者に自己のストラテジーを自覚させ、様々なストラテジーがあること、そして、その効果にも意識を向けさせることをトレーニングの目的とするが、新しいストラテジーを学習者が取り入れるか否かは学習者の選択に任せるという考え方である。

さらに、筆者は次の 2 点を加えたい。

まず、ストラテジー・トレーニングは、学習者が自分の学習に責任を持ち、学習を効果的にするにはどうしたらよいかを積極的に考えていく自律へ向けての学習者トレーニングの一貫として考えるべきである。それは、結果として、ある特定の効果を期待して「教師が学習者に施す」という考え方に基づくよりも、学習者の学習過程を重視し、学習者自身がいろいろな取り組みの中で「気づく機会を与えること」をトレーニングの目的と考えるべきではないかと思う。もう一つは、教師が教師としての役割を改めて考えてみるということである。学習者はその学習過程の中で、どのようなことを教師に求めているか、どんなところに不安やつまずきを感じているかを、教師は「教える」過程で「学ぶ」ことが必要であると思う。そうした意味で、教師も「学習者の一人」であると言える。日本人の英語教師は、教師自身が教室で面と向かっている日本人学生と同様、英語を学習してきた英語学習の経験者である。そして現在もなおかつ、さらに完全な習得を目指して学習している英語学習者の一人であるかもしれない。日本人の日本語教師は、日本語を第二外国語として学んだ経験がないことから言えば、教室にいる学習者からその視点を学ぶべき学習者であると言ってよい。これは、英語を母国語とする英語教師においても同様である。

もちろん、教室の中に 30 人の学生がいれば、それぞれの学生のたどる学習過程は、30 通りであり、顔が違う様に決して同じではない。しかし、学習者がストラテジーに意識を向け、その選択は学習者自身が決定するのと同様に、教師もまた、学習者からの声に耳を傾け、学習者のどの視点を考慮するかを教師自身が決定すると考えればよい。重要なことは、(ストラテジー・トレーニングも含めた) 学習者トレーニングは、単に学習者側のものだけではなく、教師側にも学習者としての意識が必要であり、それが反映するものでなければならないのではないかということである。これまでに行なわれてきたトレーニングは、教師から学習者へという一方方向的な意識づけであったが、今後は、教師と学習者が学習過程を共有しながら進んでいく学習の参加者としての両方向の意識化が必要なのではないだろうか。

「学習者中心の授業」は、授業の中で学習者がいかに多くの活動を行なっているかという、第三者の視点から観察した場合の授業形態そのものが問題にされるのではなく、学習者の内面で自律的に学習を行なおうという意識が実際に働いているかどうかがより重要であると考える。さらに、教師もまた、学習者としての意識をもち、教師としての自律を目指して授業を行なっているかどうかが問われるべきであろう。こうした視点から言えば、学習者中心 (Learner-centred) よりもむしろ、Nunan (1995) の主張するように「学習中心 (Learning-centred) 」に重きが置かれるべきかもしれない。

これからのトレーニングを考えるには、まず、対象とする学習者の視点を知ること、そして教師がそれを反映しようという意識を持つことから始めなければならない。教師が変わることによって学習者を変えることにつながると考えるべきであって、これまで行なわれてきた学習者を変えようとするトレーニングの在り方を見直す必要があるのではないだろうか。

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Working in a Japanese High School

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Textbooks give you the lessons; workshops give you ideas on how to teach the lessons. You can learn how to be successful in the classroom, but what are all the other things you have to know to be successful in the school? In junior high and senior high, if you have been hired as a full-time or part-time teacher, you are not on your own to be and do as you please. You become part of the whole system whether you've been hired as decoration, advertising, motivation, or as a real teacher. This paper will cover some of the basic attitudes that will work for you, and give you some ideas on how to understand the school system that you have become a part of. My twenty some years of experience teaching and surviving in senior high, as well as parenting two children who graduated from the system, have given me a basic understanding of the intricacies of the Japanese school system. It is hoped that, if you find yourself working in junior or senior high, these comments will help guide your planning for the school year and help you understand what is going on.

The following ground rules are not entirely true for all schools, but can probably be accepted as generally true for most.

1. Assume no one will tell you anything. It's likely that one of the faculty will be in charge of you or be interested in your welfare and promise to help, but, unfortunately, there are too many bits and pieces, the teachers are too busy, and a lot of people will figure that you can figure things out yourself. Be responsible for yourself. Keep your eyes and ears open. Find someone who doesn't mind filling you in. Write your own guide book—who's who, where things are, how things are done. Ask lots of questions.

2. Assume the students don't know how to "do" your class. You have to teach them from Day One how you want them to react to you; how you want them to interact with each other; how far you expect them to reach out for understanding of new material; how much you expect them to take risks, and so on. Assume, too, that the teachers may not understand your teaching methods nor what your goals for your students are.

3. Work in the existing system; don't try to change it. The way things are done doesn't have to make sense to you. Some practices come from long traditions or are more appropriate for this culture. There are plenty of weaknesses in any system, but it's the Japanese teachers that have to overcome them. You're not hired to recreate an American or British or Canadian school system. Your language may be English, but the "school" language is Japanese. When native speaker-teachers are hired, they're often told that Japanese ability isn't necessary, that it's O.K. to speak English and be foreign. Ideally, that may be O.K. as far as teaching in the classroom goes, but it's not O.K. as far as the rest of the school is concerned. You can't expect the administration and faculty in other disciplines to interact with you in English. School notices will not be printed in English for your benefit. It's a good idea to figure out as much Japanese as possible, as soon as possible.

Attitudes

I'm not Japanese, so it's a bit unfair to say Japanese teachers are "like this." I'll use the word "may" to make allowances for differences, but actually, I've talked to and worked with teachers "like this."

Japanese teachers may think foreigners are pushy, demanding, critical, are looking for change without making an investment in the school program, and don't know as much about teaching, discipline, problems, and curriculum needs as they do. In fact, all of the above are true for many, not because foreign teachers are bad, but because we are, indeed, ignorant of the system and the Japanese way of doing things.

Japanese teachers may think we are too much trouble because of language differences, different goals for our classes and students, and different methods for discussion and decision making. These differences are apparent particularly in a teachers' meeting where decisions have to be made. We are often seen as threatening because we are willing to argue a point or insist on explanations. No matter what the ability of some of the teachers in the second language, it's a fact that the Japanese teachers are more comfortable in Japanese and the non-Japanese teachers in English. Neither side will fully comprehend the language of the other, or the nuances.

Our Japanese supervisors may really want to tap into our potential, but don't know how, or just aren't convinced that what we know and do would work in a Japanese classroom or school. Generally speaking, we native English teachers want to teach English as a language for communication, and the Japanese teachers want the students to do well on the university entrance tests.

Information You Need to Know

School Calendar

Every school has a year calendar that shows midterm and final exam schedules, days off and holidays, and special school events. Additionally, the term calendars show the above plus assemblies, school administered tests, field trips, faculty meetings, and so on.

Schedule changes happen regularly, so it's important to know where to look for them. Announcements may be posted, put in mailboxes, or put on the teachers' desks. Never say "I can't read Japanese," or "No one told me about that." As professionals, it's our job to know what's going on.

Testing and Grading

Schools on a three term schedule will have mid-terms twice and finals three times. Besides knowing the dates for the exams, find out when to turn in the test to the curriculum committee, whether to print out the tests yourself or expect that to be done by someone else, and what the school policy for test format is. Know what the school policy for grading is. Know how to write up grades and to whom and when they must be turned in. Know what the school policy is for make-up exams. The school probably wants to know what percentage of our grades is based on exams and what percentage is based on class work, and whether it's necessary for us to proctor our own exams.

Conversation grades are often subjective and teachers sometimes try to grade based on elusive classroom performance. In my experience though, it's easier to support the given term grades if they're more objective, based on a variety of evaluations, such as unit quizzes, homework assignments, journal writing, oral interview tests, or other activities that allow us to write points in our grade book. Objective grading keeps us from determining grades solely on impressions — "she's too shy or aggressive or lazy," and gives these students a chance to substantiate our impression of them or prove us wrong.

Attendance

Junior high school is part of compulsory education, and so students are probably passed even if they are short on attendance. On the other hand, senior high is not compulsory, and so schools have strict attendance requirements and will fail a student on insufficient attendance alone. Keep meticulous records according to the school's marking system. Know the school policy for sports games away, death in the family, contagious diseases. Know the number of allowable absences for the year, and notify the homeroom teachers if there is a regular pattern of absences. Try not to be the one teacher responsible for a student failing the year because of too many absences from class.

Meetings

Find out if you have to attend the teachers' morning meeting every day before school. One school may require attendance; another may not want you there. This is the meeting where daily announcements are made and occasional problems are brought up. Schools have meetings for all English teachers, for all first, second, third grade teachers, for a special course in the school, like my English Conversation Course for English majors, and for the faculty. Find out which of these you are required to, or expected to, or not expected to attend. Be prepared not to understand much, but, if you are in fact welcome, attendance at these meetings shows you are interested in being thought of as a 'real' teacher.

Discipline

Don't believe that all Japanese students are diligent, respectful and responsible. Know what the school rules are and what, if anything, the school expects you to do about broken rules. In your own classes, be specific about what behavior you will accept and then follow through accordingly. You have to know if the school will allow you to expel an unruly student from your class for a day or a week, or detain one after school. Don't act alone; get support from your superior or the homeroom teacher. Outside of class, generally speaking, it's easier not to notice students breaking rules. Perhaps you may have noticed already that school rules and the policy for enforcement don't necessarily coincide and, consequently, it's better not to get involved.

Texts and Materials

Know when and how to order books or tapes for your course. You probably won't be free to choose whatever books you want and will need to gain approval beforehand. Find out what extras the school will or won't buy for you. You may want to order picture cards or cassette tapes or teacher development books, and so on. Some things you may have to buy for yourself; some materials may be beneficial to other teachers as well and come out of the school budget.

Find out if there are tape recorders, overhead projectors, CD players, or a language lab, and whether you may use them. If they are available to you, be sure you know how to schedule their use and that you are able to get them repaired when necessary.

Homeroom

The Japanese homeroom teacher is a disciplinarian, provider of information, and a counselor in addition to being a teacher. If you are assigned to a homeroom, your job is to give support to the homeroom teacher, to complement and encourage the teacher, not to undermine or criticize. Assume he or she knows best although we may see the classroom and the individual students with their problems and strengths differently. In morning or afternoon homeroom, you can take attendance, pass out or collect papers, make announcements, and help with daily cleaning. You can tell stories, read stories, read news items, do a quiz, puzzle or joke, explain vocabulary, idioms or practice pronunciation, or introduce resources and library books. You can spend time with students who are thinking about going overseas, who want individual help, who have questions, and who want extra conversation. If the homeroom teacher speaks English, your being there gives that teacher an opportunity to be a role model for students who'd like to become better English speakers. The homeroom teacher may not know how to make use of you in the classroom and may welcome suggestions you have for participation. At least you can stay afterwards to help clean the room and chat with students.

Organization Ideas

At the beginning of the school year, get accurate class lists in *kanji*, *hiragana*, *romaji* — whatever you can get. Have students write information cards with their names written correctly, and with information that might be helpful when asking questions later. Decide exactly how you want your class to form pairs, or small groups, to line up and so on; don't leave this for the students to figure out. Take advantage of a familiar class format, at least in the beginning. Use seating charts and have students stand at the beginning and end of class for greetings. An informal class setting may be your goal, but start where the students are and build to where you want them; otherwise, they may grab too much freedom and leave you out. Go for patterns and consistency in the way you assign activities or call the class back to order. Be more prepared than spontaneous. Remember: spontaneity is usually more oral and therefore more difficult for the students; the class may not be interested in you or in learning English; they will still have to take exams based on what you teach them; success for them comes easier if they are prepared for our lesson. Be flexible; toss out a lesson or question or activity that isn't working and repeat something that does work.

Besides Teaching

Just doing our classes is a full-time job, but there are other ways we can be beneficial to the school and to the teachers we have to work alongside. Other teachers are assigned jobs, such as handling lost and found items or bicycle registration, helping with the entrance test, the school festival, sports day, and so on, and so, if your school hasn't put your name on the chore list, ask to be put there.

Be available to help English teachers with English whenever possible. Actually, it's better to let them ask you for advice rather than go to them with corrections. You can help with the STEP test preparation, or TOEFL, perhaps in after school seminars, or exercises in your regular class or homeroom. You can help with speech contests, essay contests, debates, or model United Nations activities. You can work with the English club. You might be asked to assist with homestay preparation. You can watch and cheer for one of the sports teams.

Conclusion

English teachers have different qualifications, expectations, and strategies for dealing with new and different situations. Some of us are content to come every day and perform in whatever way we're asked; some of us feel stepped upon, frustrated, and ill-used. Some of us are content not knowing everything that is going on; some of us want to figure everything out. Whatever our personality and needs level, understanding as much of the system as we can will make our time at the school more valuable for the school and for us.

Note

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Equality In Team Teaching: Negotiating 'Flexible Equality'

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A one time Assistant English Teacher (AET) recently commented, rather bleakly, that "team teaching is two people usually of different ages, with totally different cultural backgrounds, personalities, and educational experiences trying to adjust to a style of teaching which is foreign to both of them" (Cudmore, 1995, p. 37). This very neatly encapsulates many of the challenges facing Japanese and non-Japanese teachers trying to teach together in Japanese high schools.

Who is responsible for what?

Officially, the main role of AETs is to 'assist' Japanese Teachers of English (JTEs) "in developing students' communicative abilities" in English (Ministry of Education, Science and Culture, 1994, p. 8). In fact, much more seems to be expected of AETs. A former Ministry of Education Curriculum Specialist who was responsible for the Japan Exchange and Teaching (JET) Program has argued that "Team teaching is total cooperation between JTE and AET where they take equal responsibility in planning and teaching their lesson" (Brumby & Wada, 1990, Introduction). Most team teachers would probably agree that this is an admirable objective.

Interestingly, most of our students also seem to feel that team teachers should play an equal role in class. A questionnaire administered in Japanese to forty-five high school students concerning our team teaching

elicited the following responses to the question, "When the JTE and AET teach together, what do you think is the best pattern?" Seventy one percent of students replied that the JTE and AET should share the teaching equally, while twenty two percent responded that the AET should take the lead, and only seven percent stated that the JTE should lead.

Influenced by these results, we decided (in our once-weekly senior high school English composition class) to share both our pre-class preparation and team teaching as equally as possible.

So much discussion, so little time

Immediately problems arose. The process of making a joint fifty-minute lesson plan took far longer than we had expected due to the need to discuss and agree upon every aspect of the plan. Language, of course, occasionally resulted in misunderstandings, but the need to explain half-formed ideas to one's partner during the early planning stage, when such ideas could be worked out far more effectively alone, was the real problem. For trainee teachers, a great deal of time spent in such discussions might well be valuable, but for experienced and busy teachers this might prove to be too time-consuming and exhausting to be practicable.

Problems also arose during our first class. Despite the fact that we had planned the class in painstaking detail, we were often momentarily confused about who should lead a particular activity. Talking at the same time or embarrassing hesitations were an obvious expression of this problem. Had we been teaching alone, we are sure that such hesitations would not have occurred.

Such difficulties were not simply the result of poor pre-class planning. After all, it is neither possible nor desirable to pre-plan every second of a fifty-minute language class. Any lesson plan must allow scope for students and teachers to be spontaneous when experimenting with the target language in the classroom. The real problem, we felt, was that we had interpreted the word *equality* too literally.

Solutions

The concept of *flexible equality* (as developed by members of the Koto-ku project) provides a useful framework for team teachers. The idea of flexible equality, it is said, "has enabled teachers with differing personalities and ideas about how to team teach to define roles and responsibilities that are suitable for their own situation" (Sturman, 1992, p. 160). Team teachers are allowed to carry out different but complementary classroom roles.

One common interpretation of flexible equality involves JTEs and AETs making use of their respective skills. Nagae suggests that the JTE should "take charge" in such areas as "translation, explanation of new words, details about grammar and style and sentences," while the AET should lead in activities involving "pronunciation, intonation, conversation, and cross-culture, etc. . ." (Nagae, 1992, p. 65; translation by Yamato & Sloss).

While we agree that the particular expertise of the JTE and AET make it logical for one or the other to lead certain activities, we are concerned that restricting our classroom roles too narrowly will quickly lead to a mechanical form of classroom instruction. Moreover, we feel that a style of team teaching in which the JTE and AET alternate as teacher depending upon the activity does not take full advantage of the presence of two teachers in the classroom. Ideally, we believe that both teachers should be constantly involved in the classroom learning process.

Clear but changeable roles

Our particular interpretation of flexible equality involves the creation of the roles *class leader* and *class helper*. In classes where our students mainly work in small groups, the main responsibility of the class leader is to explain to students clearly what is expected of them, to orchestrate students from the front of the classroom, and, finally, to call upon group representatives to report the progress of their groups' work to the rest of the class.

The role of the class helper is to move from group to group helping students individually. The helper often finds that students haven't fully understood the leader's instructions. In such cases, the helper either assists those students, or, if many students seemed to be confused, asks the leader to provide a clearer explanation. The helper is also active during the reporting stage, directing the leader's attention to groups which have produced interesting work, and generally encourages students.

Of course, these roles often overlap. Although the role of the class helper tends to remain constant, the class leader often performs the same role as the helper when students are engaged in group work.

Although originally we decided that the AET, as the assistant teacher, should take the role of class helper and the JTE the role of class leader, this proved to be unsatisfactory. The JTE felt that he was doing an unequal amount of work in the classroom, and that the AET was underemployed in the helper role. In deference to the JTE's opinion, the AET agreed to a switch in classroom roles.

This proved more successful. The AET, initially more comfortable in the class helper role realised that the key to the class leader role lay in making instructions in English as clear as possible. He rehearsed the instructions with the JTE before the class. Although dubious about the value of the class helper role at first, the JTE soon realised that this role enabled him to learn much more about students' classroom behavior, and to interact with students in a different and more informal way.

These distinct roles have improved our performance in the classroom as we know exactly what we are

OPINIONS & PERSPECTIVES, cont'd on p. 45.

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Communication Confusion and Excitement

by Kevin Johnson, *Seishu Junior College*

I teach a weekly English conversation class to about 55 college students. The exercise described below produces talking and enthusiasm, and is difficult for students to "short-circuit" by using their native language. The first time you try this, it's good to allow yourself about one hour for presentation, explanation, and completion.

1. Each student is assigned a partner. She then sits side-by-side with that partner, and fills in the blanks on the "Dialog Sheet" to make a natural-sounding conversation. If there's an odd number of students, one group of 3 is OK—with two students assuming one part. To help them, I pass out my filled out "sample." On the chalkboard, I write

~~cold~~ ~~warm~~ ~~go to a movie~~

so they will try to use their own original ideas.

2. I show them that some of the sentences are spoken by one partner (marked with and "—>" and called the "Arrow" person) and the others are spoken by the other partner (marked with a "*" and called the "Star" person). The goal is for the two partners to end up with identical sheets. (They must talk together and coordinate what they write!) I really encourage them to be creative, so that during the actual exercise there will be more listening variety.

Note: The dialog sheet is constructed so that information is reflected back and forth. ("I'm from **China**." "Really, I've never been to **China**.") You can create many variations of this dialog sheet—reinforcing a theme from your textbook, for example. About 12 lines of dialog seem to work best. The key is that the Arrow person and the Star person should do an almost equal amount of listing and reflecting.

3. I circulate among the student pairs as they write to make sure they understand each pair's sheets should be the same. I also help with spelling and grammar.

4. Then I ask everyone to practice their dialog with their partner once while seated. They all do this at the same time.

Note: I don't have them switch roles; an Arrow person only does the Arrow part, for example. This is to avoid confusion later during the actual exercise when it is important that students stick to their Arrow or Star roles. After that, I have two partners come up and stand in front of the class (at a distance from each other so they have to speak up) and perform their conversation.

5. After they finish and sit down, I ask just one other student to come up, and I model the dialog with her (I just use a blank dialog sheet and ad-lib my answers. We each respond as best we can, since we are hearing each other's information for the first time).

6. Then she sits down, and I pick two other students—this time not partners, but a randomly-chosen Arrow person and a randomly-chosen Star person. They come up and do the conversation, hearing each other's sentences for the first time.

Note: A few more randomly chosen Arrow and Star pairs can be asked to demonstrate until the class understands what they are to do. They are to listen and flexibly respond to what they hear, not just recite what they've written in the blanks on their dialog sheet.

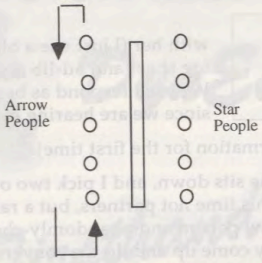
7. Finally, I have all the students stand up, and I line them up in two rows, facing each other, with some kind of low barrier between the rows (see note below). I make sure each Arrow student is paired with a Star student. If you've got an odd number of students, then two Arrow students might be paired with one Star student. Of course, almost no one is paired with their original partner. (It doesn't matter if some are.)

Note: It's good to set up a barrier of desks or tables between the two lines of students, because otherwise they tend to drift very close to their partners during the exercise. If that happens, there is temptation for students to look directly at their partner's sheet instead of listening. Also, with the two rows blending together, it becomes confusing to do a rotation when you call out "Switch!" for the next step.

8. I show the arrow people how to rotate when I say "switch!"—the person on one end of the row walks all the way down to the other end, and everyone else moves down one position. (The Star side doesn't need to move.) I have the Arrow people do this switch a couple of times, just to check that they understand. The idea here is that with each switch a student will find herself face to face with a new person.

9. Then, with "Go!" they start talking! They are hearing their partner's information for the first time, and trying to answer appropriately. Also, there is a lot of noise because everyone is talking at the same time.

10. I have them switch about 8 or 9 times. I try to give them enough time so that they almost complete the dialog, but it's better if they don't finish with each partner—it keeps things lively. The rotation doesn't usually go smoothly—I usually have to run down the line and tap every one of the Arrow people on the shoulder to get them to disengage and move to the next person. But, the students really seem to enjoy the confusion and excitement. Good luck!



Dialog Sheet

—>Hi, I'm _____.
*Hi, _____, I'm _____.
It's nice to meet you.
—>I'm from _____.
*Really? I've never been to _____.
—>Are you from _____?
*No, I'm from _____.
—>Oh, I think _____ is a beautiful place.
*It is, but it's a little _____.
—>Really? I thought _____ was _____.
*Not really. I like it ,though.
*How about _____? Is it _____there?
—>It sure is. Say, would you like to _____ with me?
*_____? OK, sounds good!

Sample—Also given to students

—>Hi, I'm Fran.
*Hi, Fran, I'm Debbie. It's nice to meet you.
—>I'm from Fargo.
*Really? I've never been to Fargo.
—>Are you from Australia?
*No, I'm from England.
—>Oh, I think England is a beautiful place.
*It is, but it's a little cold.
—>Really? I thought England was warm.
*Not really. I like it ,though.
*How about Fargo? Is it cold there?
—>It sure is. Say, would you like to go to a movie with me?
*A movie? OK, sounds good!

Role Playing in Pairs: How To Keep the Conversation Moving in a Large Conversation Class

by John Jones, *Senzoku Gakuen Junior College*

Introduction

The following activity was originally designed for a large conversation class (over 20 students) although it can be used with smaller groups. The activity is designed to encourage students to participate instead of observe. It encourages giving opinions through role playing. I found that students were excited by the opportunity to speak as different characters and were more motivated to share "their" opinions with classmates. In my experience the lesson has been successful with students of intermediate and high intermediate speaking ability.

Preparation and Activity

1. Introduce vocabulary based on a theme, such as growing up, dating and marriage, college life, beliefs and values, or gender roles.
2. Practice some dialogues using the vocabulary.
3. Give each student a slip of paper with a prepared conversation starter that will lead them to converse about the theme. The conversation starter can be one sentence. Some examples are "My son enjoys playing with dolls," "I am looking for a roommate," "Can I copy your homework?," "I am thinking about quitting school," and "You're blood type O, aren't you?" It is good to have conversation starters that will force the students to take on an atypical role. For example, when conscientious students start with "Can I copy your homework?," they are forced to take on characteristics that are not normal for them. In my experience, students became very creative with these atypical situations and the conversations were more lively than usual.
4. Line up two rows of desks facing each other.
5. Seat the students across from a partner.
6. Ask the students in one row to start a conversation by reading their starter to the person across from them. When the conversations lapse, you should ask the students in the receiving row to move to the right (the person sitting at the far right end of the row will have to take the chair at the far left end).
7. Ask the students in the initiating row to read their conversation starter to their new partner. When the conversations start to lapse, you should have the other row move to their right again. Repeat this until the original partners are facing each other.
8. When the original partners are facing each other, you should have the other line use their conversation starters and repeat the same procedure. Continue until the original partners are facing each other.

MY SHARE, cont'd on p. 45.

Teachers' Voices: Exploring Course Design In a Changing Curriculum. Anne Burns and Susan Hood (Eds.). Sydney: Macquarie University, National Center for English Language Teaching and Research, 1995. Pp. vi + 137. ISBN 1-86408-028-0.

Teachers' Voices is a book written by teachers for all teachers of adult learners of English. It describes various approaches to designing courses in response to changed curriculum guidelines. Furthermore, and perhaps more important, it highlights the role of action research in issues related to learning processes verses "the end product" in course design. Through action research, teachers reflect on their own planning procedures and are informed how they can implement learner-centered approaches and teach to a prescribed set of learning outcomes. Although specific reference is made to the ESL context in Australia, issues are examined that can be transferred across a wide range of international situations.

In the initial part of the book, the editors Ann Burns and Susan Hood provide background information into the framing of the project, which takes place in Australia's Adult Migrant English Service (AMES). This is a large-scale, national program for adult migrants of non-English speaking backgrounds. In the early 1990s, a competency-based curriculum was introduced nationally. Programs that had been designed for learners on an individualized, needs basis, were replaced with standardized, performance criteria called competencies. Manidis and Jones (1992, p. 1) define competencies as a set of statements that express learning outcomes and involve language knowledge, linguistic skills and learning strategies (e.g., "Can follow and give oral instructions relevant to the workplace" and "Can read and interpret advertisements for employment"). This competency-based curriculum was designed to provide learners with more uniform measures of their language performance, as well as clearer pathways to employment and further study opportunities.

Hood reports that initial perceptions by most teachers were quite negative. Teachers felt that a competency-based curriculum encouraged a narrow view of teaching. It seemed to promote the notion of "teaching to a test" by focusing on a narrow set of learning outcomes. Furthermore, it appeared to render needs analyses redundant, as the needs of the learners were now defined by the competencies required for all students.

However, through the "teachers' voices" involved in the action research projects around Australia, the book concludes that it is possible to integrate competency-based programming with learner-centered needs. Through actual case studies, research and classroom practice merge, as teachers strive to find learner-centered ways to implement the new curriculum. As teachers examine their own curriculum planning processes in areas such as content selection, grammar, and assessment (the main sections of the book), a creative and more dynamic approach to language and language teaching emerges. By working through the steps involved in action research and collaborating with colleagues, teachers are able to sharpen up HOW best to approach what it is that needs to be taught. Furthermore, there is adequate room for flexibility in course planning if teachers continuously involve students in decisions about how the course should be taught. Hence, learning processes can be matched with the stated learning outcomes. Hold also states that involvement in action research not only promotes professional development, but it also gives teachers and their students a greater sense of achievement as their progress can be more easily described and evaluated. This would appear to sum up the importance of classroom-based, action research.

Perhaps there are three main weaknesses with the book for teachers in Japan. First, it assumes some knowledge of competencies. For many teachers, this would be a new term, yet it is central to the book. Although some examples are given, readers would probably benefit greatly by examining a list of competencies before they read the book. Second, it assumes some knowledge of functional grammar and genre theory, as reference is continually made to this theory of language. Third, the setting for the book is an ESL migrant one, rather than the EFL situation that teachers tend to find themselves in Japan. Although there are many similarities, readers might find some of the issues, such as workplace training, not directly relevant to their own teaching situations in Japan.

However, this book has many strengths. First, it highlights the importance of action research in both professional teacher development and curriculum design. This use of action research in English language teaching is growing in importance internationally and anyone interested in this area would find the book of tremendous value. All the case studies presented in the book are done so in a clear and understandable style, which is appealing to those "uninitiated" to the role of action research. Second, it provides insights into a theory of language that is not so well known in Japan, but represents an important influence in a growing number of countries around the world. The role of genre in the classroom and the benefits of a functional grammar over a structuralist one are well documented in the book. Finally, it illustrates how notions of process can be integrated with product in course design. The research indicates that by involving students continuously in course planning decisions, competency-based programs (or other such programs where the learning outcomes are already designated) need not be prescriptive. Through action research, teachers focus on their own teaching practices to develop ways to merge the learning process with the end product. From the many teacher voices in the book, it appears that they were quite successful.

I would strongly recommend *Teachers' Voices* as a readable, up-to-date account of issues involving action research in the classroom, the applications of systemic linguistics to language teaching, course design, and the use of competency-based curriculums. These issues transcend the Australian migrant English context and translate into important, international issues for English language teachers in general.

Reviewed by Damian Lucantonio
Director of EFL Teacher Training
The Japan Times

Reference

Jones, M., & Manidis, M. (1992). *The certificate in spoken and written English.* Sydney: New South Wales, Adult Migrant English Service.

Shine On: The 21st Century Approach to Learning English. Susan E. Nordyke and Gretchen N. Worthington. Tokyo: Twin Bridges Publications, 1995. Pp. ii +165. ¥2,000. ISBN 4-915975-97-5.

I found *Shine On* to be exactly what it is described as: an English conversation text for large or small classes, with twenty fully illustrated chapters, activities for pairs, small groups, and the entire class, all based on topics that are interesting and motivating. No specific skill level has been targeted, nor does any unit, or part of a unit, depend on having covered previous material, so the text can be adjusted for both student level, interest, and course time constraints. The text preface explains the unit arrangements and what to expect with each unit, and the teacher's guide (English and Japanese) provides some specific teaching points, as well as answers to the text exercises.

Each unit opens with a free thinking, language production exercise relevant to the unit theme. The unit themes are interesting and timely, including such topics as marriage, design, superstitions, fears, and movies. The unit introduction is followed by a dialogue section introducing a particular pattern together with some opportunity for practice. The dialogues however, are very short, usually consisting of only two or three exchanges. Following this are pairwork and information gap activities, a large group activity, and finally two homework sections. The group activity and homework sections usually consist of the introduction followed by practice of a specific functional skill (e.g., questions about jobs, comparisons, stating opinions, etc.), or some creative thinking exercise (e.g., a new idea for a store, designing various products, etc.), storytelling, word puzzles, readings, and creating rhymes. The directions for all the sections are easy to understand and fairly self-explanatory.

The text is thus a grab bag of approaches to learning and using English, all stimulating, relevant, useful, communication oriented, and easily adjustable with tremendous scope and inspiration for teacher enhancement and student innovation. I particularly found the short dialogues useful in emphasizing both general study strategies such as memorization of word partnerships, fixed expressions, and dialogue patterns, as well as conversational tactics like eye contact, response speed, and accuracy. Finally, it is an enjoyable conversation text. In fact, I often joined in on activities and did the homework simply out of interest.

However, *Shine On* is not a rigorous nor overtly language mechanics oriented text. There is virtually no vocabulary introduction, no grammar explanations or extensive pattern work, no methodological progression in either sentence construction or manipulation skills nor in dialogue development from phrases to extended conversation. The stimulating and communicative oriented tasks are there; however, they are not preceded by rigorous introduction, nor ordered in any discernibly progressive pattern. I found myself complimenting students on generating creative and original ideas and conversations while constantly providing vocabulary and correcting grammar. Furthermore, lacking a definition of what the 21st century approach to learning English is, I was at a loss as to whether or not I had achieved it. I doubt that *Shine On* alone however, can totally cover such a claim.

I used *Shine On* with a one-term (15 classes), non-continuous general English course for first-year university students from a variety of majors. The comments generated with a text feedback page (provided in the teacher's guide) can be summarized as follows. The pluses alluded to the ease of understanding, the pleasant illustrations, the classmate relationships generated, and the fact that it was interesting and fun. One student wrote, "Thanks to this book, my partner and I became best friends." On the other hand, students also indicated that they thought the book lacked long and varied conversation patterns. They also wanted a tape and an answer key, hoped for a more challenging text, and thought it was both too big (it is a fairly standard 26 X 19 cm) and too expensive.

I found *Shine On* very suitable for my class and will use it again. I could also envision it as a principal text for a one-year course, but I would cover the vocabulary and grammar shortcomings with an array of supplemental materials. Conversely, *Shine On* could be used as a supplemental text, most suitably to provide either a break from the drudgery of

vocabulary and grammar study or as a means of applying that vocabulary and grammar. Although with its black and white type, it is not as eye-catching as some color texts, it rivals most English texts in providing a refreshing breath of English which is both useful and presented in a pleasant way. *Shine On* is a text appropriate for both those students with limited interest in English, as well as those of the over-studied and burned out variety.

In short, *Shine On* is a fun book for both student and teacher which can be adapted to cover the range of students in Japan, from the beginning conversation course and the "one-course-for-credit" university students, to adult students who need a breath of fresh air. It can also be used to supplement classes with higher level students capable of free speaking and language innovation.

Reviewed by Anthony Rausch
Hirosaki University

Atlas 2: Learning-Centered Communication (Student's Book). David Nunan. Boston, MA: Heinle & Heinle, 1995. Pp. 136. ¥1,980. ISBN 0-8384-4086-X. (Teacher's Edition), David Nunan and Fran Byrnes. Pp. xxi + 173. ISBN 0-8384-4094-0. (Workbook), Angela Llanas and Libby Williams. Pp. 70. ISBN 0-8384-4090-8. (A Teacher's Tape and Workbook Tape are also available.)

David Nunan has established himself as one of the major theorists writing in the area of second language learning and teaching. His theoretical writings have always impressed me with their fairness to different teaching methodologies. His new *Atlas* is a four-level course. *Atlas 2* is for high beginners or false beginners. It is a four-skills book, so many teachers in conversation classes may choose to skip reading or writing sections, or else assign them as homework. I taught the book in conversation classes myself and did not find the four skills aspect a major problem. The reading sections are not very long, and I chose to omit most of the writing sections.

In the introduction to the *Teacher's Extended Edition*, Nunan says that "topics, tasks, grammar, pronunciation, vocabulary, functions, notions, and learning-how-to-learn are all integrated" (p. xi). There is a strong focus on vocabulary. There is also a considerable emphasis on having the students focus explicitly on different learning strategies such as classifying, predicting, brainstorming, and selective listening.

The book consists of 15 Units (12 "core" units and three two-page review units). Each of the core units consists of eight pages: a warm-up page, "Task Chain 1" over two pages, "Language Focus 1" on one page, "Task Chain 2" over two pages, "Language Focus 2" on one page, and finally a "Self-Check" page. At the back of the book, there are "Communication Challenges" for each unit. There is a workbook and tape which I did not use in my classes. The book is in full color with many photos and looks attractive. However, a number of the photos are too small and require a bit of study to find what one is expected to find.

The language throughout is generally quite natural. One criticism I would have is that too many of the model conversations are structured question-answer, question-answer. It is important to show Japanese students that a minimal answer is not going to help conversation, but of course, a teacher with weaker classes may be happy to keep things simple.

I found the listening tasks to be the best feature of the book. They are structured in a way that students will not be frustrated by them, a problem with many other materials. Students often do three tasks of increasing level of difficulty with the one tape segment. They gain a sense of accomplishment from being able to do the task. At the same time, they come to understand how 100% comprehension is rarely necessary.

I taught the book in fairly homogeneous classes of approximately thirty first-year university students. The main problem I found was that the speaking tasks were often not terribly interesting for my particular group, all female students of 18 or 19 years old. Among the topics for each of the first four units is "Occupations." To make this useful you have to go to a level beyond the textbook, teaching the students how to describe their major course of study and helping them find ways of expressing their parents' occupations, often not easily described in English. In a class of mixed nationalities, such as an ESL class in the United States, it may be interesting to talk about dating habits or where people meet, but it is less so in the typical Japanese class. Unit 4 does have a potentially interesting topic where students do a few exercises based on their responses to reproductions of three famous pictures. However, the pictures are far too small and I, in fact, skipped these pages.

A feature of the book is its focus on a different language learning strategy in each of the core units (e.g., personalizing and memorizing conversational patterns and expressions). However, I found many of the examples in the book difficult to get enthusiastic about.

Some teachers may still find the book suits their needs. It may work much better in conversation schools where the students are willing to take the discussion questions and make some real conversation with them. I also admit that I tried to teach the book without much supplementation and without skipping much, something I would not usually attempt. *Atlas 2* is made to be sold in many different countries and would probably work best in an ESL situation in the United States. It will need to be adapted considerably to be used in typical Japanese classes.

Reviewed by Joseph Cronin
Kyoto Women's University

Finding Out 1. David Paul. Hong Kong: Heinemann, 1991. Pp. 64. ¥1,490. ISBN 0-435-29020-7.

Finding Out 1 is the main classroom text for David Paul's collection of children's educational materials. There are five levels in the *Finding Out* series. The materials in each level consist of a class book, home book, teacher's book, cassette, and flash cards. The class book is divided into fifteen units of four pages. Each unit consists of short "target" structure on the first page followed by three pages of extension and practice. The units are coded with symbols to indicate whether the language is spoken, written, or read. The class book is constructed using bright, colorful, and interesting pictures which do not over challenge the learner. The aim of the layout and limited information presented in each unit is motivational. Students definitely feel a sense of accomplishment even after several minutes into a lesson. Excellent approach.

The teacher's book explains what Paul calls "The Questioning Approach" (pp. 3-6). *Approach* here is used to indicate a methodology which emphasizes answering and asking questions. Nothing new. What is new and refreshing is the clear and concise explanations and guidance directed at the novice teacher. In twenty-two pages of guidance, Paul presents more usable advice on teaching than can be found in more than a few MA TEFL courses.

There is also a cassette in addition to the classroom materials. The cassette's design is twofold. First, Side A is designed for use outside of class to improve listening and language skills without being a burden. Side B has model pronunciation and is appropriate for teachers to use in class for pronunciation practice. Another non-classroom resource is the home book. The home book reinforces classroom learning using some of the same images presented in unique, but not difficult, ways. There are fill-in-the blank pictures, writing practice, and coloring pages not to mention puzzles, mazes, and crosswords.

Usability separates *Finding Out* from the many children's language learning resources. Any English teacher, either new to the field or an experienced professional, can use the books with confidence; however, there are some teaching points that carry only the briefest of explanations. In these cases and in some of the lessons, the teacher must still take the initiative to expand and develop the activity. Generally, the teacher's book does a good job of carefully explaining how to conduct lessons. The other materials are attractive to students and are filled with a variety of interesting activities. The aim of the *Finding Out* series seems to be to get children interested in the content using very simple units of study. It is successful. The interest generated from the presentation of the content provides children with the basis for questions. This sort of student-centered involvement in the material seems central to the text's effectiveness. Active learning takes place.

The two most striking aspects of *Finding Out 1* are the number of activities Paul integrates into each lesson and the teacher's book, in instructing the teacher on how to use all the materials effectively. David Paul seems to have well understood the need for children to have a constant barrage of different and stimulating activities, and he has included them in his teacher's manual lesson plans. Although *Finding Out 1*, together with the set of materials, costs ¥15,000, it is worth the investment for individuals who want to successfully teach children English as a second or foreign language.

Reviewed by Keith JD Miller
Fukuoka International School

Power and Inequality in Language Education. James W. Tollefson, (Ed.). Cambridge University Press, 1995. Pp. 212. ¥3,620. ISBN 0-521-46807-8.

Power and Inequality in Language Education is a compilation of ten scholarly articles highlighting the influence money, power, and foreign language policies have on an individual's linguistic human rights. It is the most recent publication of the Cambridge Applied Linguistics Series. The research and essays are intended mainly for educational planners, researchers and graduate students of applied linguistics, or sociolinguistics. The book challenges readers to consider the politics of English before making teaching decisions in their classrooms.

Six main themes identified by the writers are: (a) Researchers should take the issue of power into consideration when conducting their work. "Power" needs further definition regarding ELT; (b) language policies in a specific country represent one side's victories of a past (and usually continuing) power struggle. Understanding the history and nature of such struggles provides greater insight for teachers; (c) English needs to be considered a world language, not the property of one specific culture; (d) understanding the reasons why people immigrate to another country is important for applied linguists; (e) despite the claims of empowerment that national language policies promise, most serve to enslave immigrants as exploitable cheap labor; (f) applied linguists and educational planners need to think about why and how they make their educa-

tional choices.

The collection deals with language issues primarily in Europe, America, South America, Australia, Pacific Islands and Southeast Asia. The article by Elsa Roberts Auerback discusses the politics of power in ESL classrooms. Alastair Pennycook examines the relation between global inequalities and TEFL. Karen Watson-Gegeo and David Gegeo cover the tension between English education, power, and native dialects in the Solomon Islands. Marilyn Martin-Jones and Mukul Saena look at the policies and teaching practices in bilingual British primary school classrooms. Selma Sontag reports on the politics of official language movements. Thomas S. Donahue details language policies in America. Ofelia Garcia's account covers the struggle of Latinos to preserve their bilingualism in the United States. Brian Bullivan argues for the successes of multicultural education in Australia. Nancy Hornberger exposes many of the injustices in the linguistic politics around the Peruvian Quechua and Aymara language projects.

I was disappointed to find little in *Power and Inequality* that directly relates to Japanese educational concerns. There should have been some analysis of the economic implications of Japanese national passion for English. However, the philosophical concerns of power, the status of teachers and learners, and the motivations of various national language policies are all thoroughly examined. These are subjects that interested readers can consider whatever their teaching situation.

Teachers with sociolinguistic concerns will find *Power and Inequality* in *Language Education* an insightful resource book. The challenges raised in this book will interest educators, especially those with influence in shaping the policy of their schools. Others will be motivated to take a closer look at the underlying processes and assumptions in their classrooms.

Reviewed by Gregory Hadley
Keiwa College

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 30th of June. 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 the distributor in Japan.

For Students

Children

Graham, C. (1995). *Let's chant, let's sing* (student's, tape). Hong Kong: Oxford University Press.

Coursebooks

*Bowers. B. A., & Godfrey, J. (1996). *What in the world: Exploring global issues* (student's, teacher's resource, tape). Ontario: Prentice Hall Regents.

Beaven, B., Soars, J., & Soars, L. (1995). *Headstart: Beginner* (student's, teacher's, tape, workbook). Spain: Oxford University Press.

!Bergman, K., Kusuya, B., & Ozeki, N. (1995). *Let's speak: Topics for cross-cultural communication* (student's, teacher's, tape). Hong Kong: Longman.

Briouz-Aldcorn, S., Bycina, D., & Richards, J. C. (1995). *New person to person 1* (student's, teacher's, tape). Hong Kong: Oxford University Press.

Briouz-Aldcorn, S., Bycina, D., & Richards, J. C. (1995). *New person to person 2* (student's, teacher's, tape). Hong Kong: Oxford University Press.

!Browne, C., Ellis, R., Gorsuch, G., Helgesen, M., & Schwab, J. (1996). *High impact* (student's, teacher's, tape, workbook). Hong Kong: Longman.

!Gershon, S., & Mares, C. (1995). *OnLine: The fast route to fluency* (student's, teacher's, tape/CD, workbook). Hong Kong: Heinemann ELT.

!Harris, T., Rowe, A., & Zukowski/Faust, J. (1995). *Exploring English 1* (student's, teacher's, tape, workbook). New York: Longman.

!Harris, T., Rowe, A., & Zukowski/Faust, J. (1995). *Exploring English 2* (student's, teacher's, tape, workbook). New York: Longman.

Hartley, B., & Viney, P. (1994). *New American streamline departures* (student's, teacher's, tape, workbook). Hong Kong: Oxford University Press.

Rein, D. P., Viney, K., & Viney, P. (1995). *Mainstreet 5* (student's, teacher's, tape, workbook).

Rein, D. P., Viney, K., & Viney, P. (1995). *Mainstreet 6* (student's, teacher's, tape, workbook).

ESP

!Badger, I., Daniel, D. A., & Menzies, P. (1995). *American business English program* (CD-ROM, student's tape, trainer's, self-study pack). Hong Kong: Phoenix ELT (Prentice Hall Japan).

Baldwin, R., & Heitler, D. (1995). *Creating opportunities* (video, video guide, workbook). Spain: Oxford University Press.

Buckingham, A., & Stott, T. (1995). *At your service: English for the travel and tourist industry* (student's, teacher's, tape, workbook). Hong Kong: Oxford University Press.

Comfort, J. (1995). *Effective presentations* (student's, teacher's, tape, video). Spain: Oxford University Press.

Grant, D., & McLarty, R. (1995). *Business basics* (student's, teacher's, tape, workbook). Hong Kong: Oxford University Press.

!Miller, K. (1995). *Survival English resource pack: Communicative activities for professional people*. Scotland: Heinemann ELT.

Grammar

!Swan, M. (1995). *Practical English usage: New edition*. Hong Kong: Oxford University Press.

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

Listening

*Gaunt-Leshinky, J. (1995). *Authentic listening and discussion for advanced students* (student's, teacher's, tapes). New Jersey: Prentice Hall Regents.

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Reading

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Conference highlights

JALT 96, the 22nd Annual JALT International Conference on Language Teaching/Learning and Educational Materials Exposition will be held November 1-4, 1996 at the International Conference Center in Hiroshima City's Peace Park. This year's theme is *Crossing Borders*; therefore the conference will focus on taking what is learned in the classroom into the outside world, and bringing important world issues into the classroom. In addition, crossing electronic (i.e., computer via the Internet), cultural, ethnic, regional, and national borders will be discussed.

What makes this conference unique?

1. Its focus on the real world.

Special presentations by UNESCO (The United Nations Educational, Scientific and Cultural Organization)/Linguapax will help language teachers realize what they can do to promote peace and international understanding through language education. (Linguapax combines the Latin words "lingua" meaning language and "pax" meaning peace. Linguapax itself is a series of lectures designed to bring about peace through language learning and teaching.)

2. Its practicality.

There are ten pre-conference workshops providing useful teaching techniques and ideas. There are presentations, workshops, and demonstrations from fellow teachers who are in the same situation as you. Most importantly, there are a lot of opportunities to meet new people and to have fun.

3. The extent of the community's involvement.

Not only are many of the local schools involved, but so are many of the local businesses. For example, The *Chugoku Shinbun* is an official sponsor of the conference. The Boards of Education from both Hiroshima City and Hiroshima Prefecture have given this conference *koen meigi*, official recognition of its importance to language education. Also, we plan to have the plenary speeches translated into Japanese and English.

4. You!

What makes this conference really special are the people who are attending and those who are presenting. Trust me, you will not be sorry for coming; a lot of great people will be there to meet you!

by Mark Zeid, JALT96 Publicity Coordinator

Main and Special Speakers

JALT 96 is pleased to announce the main and special speakers for the Hiroshima conference. They are Braj Kachru, Julian Edge, and Teruhisa Horio.

Dr. Braj Kachru is best known for his work in the area which he created and defined: World Englishes. His initial interest in Indian English soon broadened to include Englishes spoken by speakers in all parts of the world. Major works such as *The Alchemy of English* (1986) and his edited work *The Other Tongue* (1982), together with his work for the journal *World Englishes* have provided a new perspective on the varieties of English. For these and all his other contributions to the English-teaching profession, JALT is proud to welcome him to this year's conference.

Dr. Julian Edge brings to the conference wide experience in the British/European line of applied linguistics. His work has covered all areas of English language teaching, with his *Essentials of English Language Teaching* (1993) being his most recent theoretical work. He is also known to teachers in Japan as the co-author of *Right Track 1* (Longman, 1994). He is therefore a "teacher's teacher," and we look forward to hearing his ideas.

In contrast with the perspectives associated with Braj Kachru and Julian Edge, Dr. Teruhisa Horio will give conference participants an insider's view of English teaching in Japan. His recent *Education in Japan* (Todai Press, 1994) is the most recent in a line of publications on Japanese and international education. In 1993 he was elected Professor Emeritus at the University of Tokyo, and currently teaches at Chuo University. He regards his special area as philosophy and the history of education, and his presentations will add depth and substance to our activities as language teachers.

In addition to the above three speakers there will be two special speakers sponsored by UNESCO/Linguapax.

Watch this column for more detailed information on each of these speakers in future issues of *The Language Teacher*.

by Valerie Benson, JALT96 VIP Liaison

National Officer Nominations & Election

Nominations for JALT treasurer, program chair, and publicity chair will be accepted until July 1, 1996. Send your nominaton to David Neil, National Elections Committee chair. And don't forget to vote, at JALT 96 or by mail. (Ballots will be included with the Oct. *TLT*.)

edited by steve mcguire

SOS Available to Overseas Teachers

This month, the lower cost Japanese yen makes the JALT SOS (Special Overseas Sampler) particularly attractive. The SOS is a mailing of this month's *TLT*, *JALT Information and Directory Supplement*, and *JALT96 Pre-Conference Supplement*. It is a good introduction to JALT for colleagues and an opportunity for them to see what teachers in Japan are doing. To have the SOS sent to a colleague overseas, send a ¥1,000 money order (international postal order if ordered from overseas) with your colleague's name, address, and phone/fax to JALT's new Central Office address.

Pan Asian Conference Posters Available

Beautiful posters of the January 5-7, 1997 Pan Asian Conference, printed and designed in Korea, are now available. To receive a B4 or a full-size poster, please send your request and a SASE to David McMurray, International Affairs Chair, FPU, 4-1-1 Kenjojima, Matsuoka-cho, Yoshida-gun, Fukui-ken 910-11, Japan. The posters, printed on heavy quality paper, can be folded into large envelopes or placed into canisters. Updated news about the conference is also available by e-mail at <fk01146@jupiter.cis.fpu.ac.jp>.

TLT ADVERTISER'S INDEX

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

OPINIONS & PERSPECTIVES, cont'd from p. 30.

These distinct roles have improved our performance in the classroom as we know exactly what we are supposed to be doing at all times. The distinction also helps with pre-class preparation—the class plan is drawn up by that week's class leader. Then, at a short meeting, the leader explains the lesson plan and the helper suggests possible improvements. By endeavouring to participate equally in team taught classes we have discovered that it is not sufficient simply to adopt separate classroom roles. It is essential that both teachers perceive these roles to be roughly equal. Both teachers must be willing to compromise and to see things from their partners' perspectives. In the negotiation of equality in team teaching, flexibility is essential.

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Colin Sloss can be contacted at: Flat 2c Maison Hosai, 2-14-23 Hosai-machi, Kanazawa-shi, Ishikawa-ken, 920.

MY SHARE, cont'd from p. 34.

Variations

1. Instead of making all the conversation starters on the same theme throw in a few zany starters. This will catch the students by surprise and give them the opportunity to reply to unexpected statements. The students particularly enjoy these variations "Did you know that KFC means Kentucky Fried Cat?" is an example of a zany starter.

2. Use a few conversation starters to review earlier lessons.

Results

1. This activity generates student conversations for long periods of time.

2. It reinforces structures and vocabulary. As the activity proceeds and students become familiar with the material, the conversations become longer and more animated.

3. The activity invites enough variation to hold the students' interest. The students get to hear many different responses to their conversation starter, and they reply to many different conversational starters in turn.

4. It gives the students opportunities to speak out of character. The students feel more comfortable stating unpopular or atypical opinions. Thus, the conversations are more varied and lively.

5. It allows the students an opportunity to review structures already learned.

edited by antony cominos & tomoko yamamoto

Educational Innovations

This occasional column will inform readers about developments in the organization of foreign language education in elementary, junior, and senior high schools, language schools, companies, colleges and universities in Japan, and in neighbouring countries where conditions confronting teachers and learners may be similar. We seek descriptions and evaluations of interesting/insightful developments in the organization of foreign language education at an institutional level, whether departmental, faculty or whole institution, I.e., not individual-teacher focused developments in classroom teaching. Readers are invited to write about interesting innovations related to new curricula/courses, extra-curricular activities, or institutional organization. With the introduction of this column, we hope to share insights and keep ourselves informed about each other's work, and to learn of possible directions we could move in our own institutions. Contributions of no more than 2,000 words should be sent to the column editor: Daniel McIntyre, Shuwa Residence 702, 4-11-7 Nishi Azabu, Minato-ku, Tokyo, 106. E-mail: <daniel@juen.ac.jp>; <daniel@cc.aoyama.ac.jp>

Announcing a Forum on Job Fairness

As the National Officers carry out the members' mandate to investigate job discrimination, *TLT* calls on readers to contribute to a forum on this topic in September.

The JALT 95 motion was a response to the age-based dismissal of foreign teachers at national universities, but employment discrimination is not a single-issue topic. It is a complex, interrelated one that affects every member: *Monbusho*'s future revisions of Japanese teachers' hiring and tenure policies will interact with discrimination facing foreign teachers now; unchecked employer abuse hits teachers even harder outside academia, particularly part-timers, women, and native Japanese.

We ask you to contribute any useful knowledge or resources, both to enrich the discussion at JALT 96 and to aid and guide colleagues in need: case narratives, helpful individuals or institutions, effective strategies, calls for support, whatever can help. The motivation for the forum came in part from the valuable and useful exchanges taking place on <jaltcall>, and we encourage those contributors who wish to reach a much wider audience to edit and submit their postings.

All contributions will be carefully considered, but the ideal one will be short, factual, and above all useful to our readership. *TLT* can serve its members well only if it reports events completely impartially and its impartiality is recognized as such. Please send contributions, by e-mail when possible, to Bill Lee at the addresses listed in the Chapter Reports/Announcements section of the Masthead on p. 3.

Call for Papers

A great deal of interest has been expressed in a special *TLT* issue on the theme of Study Abroad. In response to that interest we would like to invite submissions to a special issue that is tentatively scheduled for publication in November 1997.

Topics for Features and Opinions and Perspectives articles could include: learning goals and outcomes; design, administration, and evaluation of programs; the orientation process; the re-entry experience; studying abroad in Japan; children's programs, and so forth. Articles written in either English or Japanese are accepted.

My Share and Undercover could also have a study abroad theme in this issue, so please include your teaching tips and contact us about books you'd like to review.

The deadline for written submissions is December 1, 1996. Co-editors: Jim Swan and Sandra J. Smith. Send submissions to: Sandra J. Smith, Suzugamine Women's College, 4-6-18 Inokuchi, Nishi-ku, Hiroshima, 733. Fax: 082-277-0301; Tel: 082-278-1103. E-mail: <smith@news1.suzugamine.ac.jp>

Call for Papers

Call for Papers for a possible JALT Applied Materials (JAM) volume on cooperative learning. This volume will focus on actual applications of cooperative learning in Japanese classrooms rather than theoretical descriptions of possible applications. Send a page with your name, the title of the proposed article and a 200-250 word abstract describing the type of class, type of cooperative activity, and the objectives of your paper. Please include an additional sheet noting the proposed title, your cooperative learning classroom experience to date and contact information (address, home/work phone numbers, fax number and/or e-mail address) to: David Kluge and Steve McGuire, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463. Fax (w): 052-799-2089; E-mail: <kluge@kinjo-u.ac.jp> Deadline: June 28, 1996.

Call for Abstracts and Proposals

Proposals for papers, or drafts of papers on the topic of SLA are invited from teachers and researchers working in Japan for possible eventual publication in *Second Language Acquisition Research in Japan* (1988), edited by Peter Robinson, Steven Ross and Mark Sawyer; JALT Applied Materials (JAM) Series, Volume 4.

Papers should report on data-based research on SLA in the Japanese context. Appropriate topics include (but are not limited to) classroom-based and experimental research on the effect of SL instruction; the role of individual differences in SLA; the role of attention and memory in SLA; negotiation, corrective feedback and

BULLETIN BOARD, cont'd on p. 59.

This month, in lieu of brief messages from each individual N-SIG, this column features a message from Peter Lobell, one of our three N-SIG Representatives to the JALT Executive Board, in which he shares his thoughts on the problem of rivalry between chapters and N-SIGs.

A Message from Peter Lobell, N-SIG Representative

I was elected at JALT 95 to be one of the three N-SIG reps to the JALT Executive Board, and I went to my first Board meeting in Utsunomiya in January. Below are a few comments about this experience that I would like to share with all JALT members:

Although the meeting did not accomplish all that many of us had hoped it might, especially in terms of dealing with this year's fiscal crisis, I believe it was valuable for "chapter" people and "N-SIG" people to come together to try to deal with issues that concern all of us. Many of us met face to face for the first time. Despite the legitimate differences that still separate some of us, it is difficult to demonize those with whom one breaks bread. Some of the old "us *vs* them" feeling has been dissipated, I think.

Both chapters and N-SIGs have vital missions to perform for JALT. It is important that we share our perceptions of our purposes, so that misunderstandings are kept to a minimum. Each facet of JALT has a particular mandate to fulfill for its members, and it is important that the legitimacy of those mandates be accepted by those members who are concerned with different issues. The chapters provide the opportunity for face-to-face meetings among members that many of us need to do our work most effectively, to network with others involved in our common endeavor. N-SIGs provide their members with a more focused approach to the particular problems we face in our areas of interest or specialties. This is not an either/or proposition! We are all part of JALT – chapters and SIGs are simply different aspects of an increasingly complex organization.

So what's the problem? In a word – money. The JALT "pie" is only so large. We are currently facing a deficit of approximately 30 million yen, and both the chapters and the N-SIGs are competing for the wherewithal to fulfill their missions. The question now is one of allocating resources in ways that best serve the interests of all the members of JALT. At Utsunomiya we began this process, but it is far from finished. Chapters need money to rent monthly meeting space, to pay guest speakers, to notify members of meeting times and places, and, in some cases, to put out newsletters. SIGs need money mainly for communication: they are geographically spread out in ways that chapters are not, and officers need to communicate with each other over long distances. More important, they are required by JALT to put out a minimum of three newsletters a year. These newsletters are expensive to produce and mail. The point to remember is that these goals should be complementary and that they serve the increasing variety of needs of the overall membership. We need to continue to discuss how best to finance the legitimate expenses of all JALT undertakings, and I hope that we can do that in a spirit of mutual understanding rather than mutual antagonism. Let's try to keep sight of the goals of the larger organization and the members which comprise it. Let's ask ourselves these questions: How can we save on rent and overhead? How can we cut production and mailing costs? What can we do together to promote JALT more cost-effectively?

In order to promote more understanding between these different aspects of JALT, I'd like to suggest that N-SIG members consider participating more actively in their chapters, and that chapter members give more thought to joining and being active in one or more N-SIGs. Can the chapter and N-SIG Program Chairs work together to put on more shared programs? Can N-SIG members provide free or low-cost speakers for the chapter meetings? The point here is that we need to get away from the feeling that we are working at cross-purposes. Wherever we live and whatever we do professionally, we are all JALT. I am proud to be a member of the Kobe Chapter: I go to meetings as often as possible and sometimes give presentations. I am also proud to be a member of the Jr/Sr High N-SIG: I am the Treasurer and a contributor to the newsletter. Both of these venues offer me possibilities for networking, for expanding my contacts, for finding out what's happening in areas of interest to me. Chapters without N-SIGs (or N-SIGs without chapters) is like peanut butter without jelly – a little bland and not quite satisfying. Let's work together to make JALT an exciting and rewarding organization that provides its members with a variety of ways to become better teachers.

The Global Issues N-SIG invites all JALT members to attend a one-day Peace Education Mini-Conference on June 9, 1996 at Soka University in Tokyo. For more information or to pre-register, contact Donna McInnis, Soka University, English Dept., 1-236 Tangi-cho, Hachioji-shi, Tokyo 192 Tel: 0426-28-5126; Fax: 0426-91-9365; E-mail: dmcinnis@s.soka.ac.jp

The Video N-SIG wishes to express its sincerest condolences on the tragic loss of one of its founding members, Mitsuko Hosoya, in a traffic accident in the US.

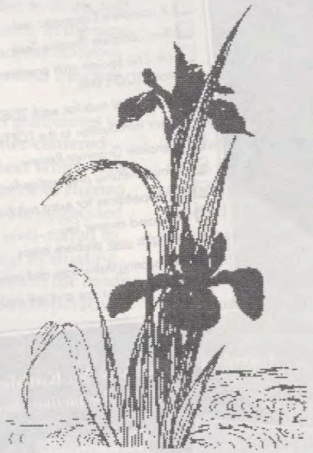
[今月号のこの研究部会欄では、いつもの支部会の報告やお知らせにかえて、研究部会選出運営委員のピーター・ロベルからのメッセージをお届けします。]

「支部と研究部会のより強固な協力関係に向けて」

研究部会選出運営委員：ピーター・ロベル

昨年の年次大会で3名の研究部会選出運営委員のうちの1人に選ばれ、去る1月に宇都宮でのJALT運営委員会に初めて参加しました。その時に感じたことを会員の皆さんにも知って頂きたくこの場を借りて以下報告します。

この委員会で私達の多くが望んでいたことが全て実現したわけではありません。とりわけ今年度の財政危機の乗り切り策等が解決したわけではありませんが、私達会員全員に関わる問題について支部委員と研究部会委員が一同に会し一緒に検討できたのは意義深いことでした。お互い初対面の者もいて、また支部と研究部会の当然の違いにもかかわらず、今までのお互い違うんだという対立意識は解消したのではないかと思います。



支部も研究部会もJALTのために果たすべき使命があります。そして、誤解を避けるため、その使命・目的を相互に認識しなければなりません。JALTは会員それぞれの異なるニーズ、関心に対応しなければなりません。支部は、会員が直接顔を合わせ共通の課題で連携する場を提供してくれます。研究部会は、関心領域または専門領域の問題についてより詳しく考える場を提供してくれます。両者は、二者択一の存在ではなく共にJALTを構成する存在であり、ますます複雑化する組織の異なる側面を担っているにすぎません。

では、何が問題なのでしょうか。それは、一言でいえばお金です。JALTの「パイ」はただただ巨大化し、現在約三千万円の赤字に直面しています。支部も研究部会もそれぞれの使命を果たすべくお金を取り合っています。要は、如何にJALT会員全員の利益に一番資する方法で資金を分配するかです。宇都宮での委員会でこの問題に取り組みはじめましたが、まだ緒についたばかりです。支部は、月例会の会場費、講師への謝礼、会員へのお知らせのための通信費、また、支部によっては会報のためにお金が要ります。研究部会は、主に通信連絡に費用がかかります。支部と異なり会員は地理的に全国に散らばっていて、委員間の連絡も長距離のやりとりとなります。さらに、最低年3回の会報の発行が義務づけられていますが、この会報の発行と発送にコストがかかります。しかし、ここで忘れてならないのは、両者ともお互い補完し合うものであり、ますます多様化する会員のニーズに応じるためどちらも必要だということです。これからもJALT事業にかかわる正当な支出をどううまく資金繰りして支えて行くべきかという議論を続けなければなりませんが、お互い反目するのではなく相互理解の精神で議論できるよう願っています。JALT及びその構成員たる会員全体の目標を見失わないようにしましょう。どうすれば賃貸料や一般聞接費を節約できるか、どうすれば会報等の印刷発行費、郵送費を削減できるか、より経済的にJALTを発展させるにはどうすればいいか、皆さん、一緒に考えませんか。

お互いに理解を深めるために、研究部会の会員はもっと積極的に支部活動に参加するようにし、支部会員はどれか一つかそれ以上の研究部会に加入し活動することをもっと考えてはどうでしょう。支部と研究部会のプログラム担当者が一緒になればもっと共催の研究会が開けるのではないでしょうか。研究部会会員は、支部例会にさほどお金のかからない講演者を紹介できるのではないでしょうか。大切なのは、お互い相対する目的で活動しているのだという気持ちから脱却することです。どこに住んでいようと、また、何を専門にしていようと、私達は皆JALT会員なのです。私個人、神戸支部の会員であることを誇りに思い、例会には出来るだけ出るようにし発表をすることもあります。同時に、中学高校英語教育部会の会員であることも誇りであり、会計を担当し会報に投稿もします。どちらも自分のネットワーク作りに必要です。研究部会のない支部だけのJALT（あるいは支部のない研究部会だけのJALT）は、「ゼリーがついてこないピーナッツバター」だけのトーストのようなものです、つまり、ちょっぴり心地よくとも何か物足りないのです。お互い力を合わせ、JALTをわくわくする入り甲斐のある、会員に多様な向上の手段を提供できる組織にしませんか。

[グローバル問題研究部会からのお知らせ]

6月9日創価大学で平和教育研究会が開催されます。ふるってご参加下さい。詳しくは、創価大学英語科Donna McInnisまで。

[訃報]

ビデオ研究部会の創立者の1人、細谷みつ子氏が米国にて交通事故で亡くなられました。ビデオ研究部会会員一同心よりお悔やみ申し上げます。

East Hokkaido: April

Where There's LIFE There's Hope: Managing Large Classes

by Edward Haig

To resolve problems he encountered in managing large classes, Edward Haig developed the Learner-centered, Imagination-driven, Fluency Enjoyment-oriented system (LIFE). In the first half of the presentation, he isolated the areas of difficulty in teaching large classes. Citing Freeman, Haig suggested that a teacher-centered approach rather than a learner-centered one causes many of these difficulties. In a teacher-centered approach, the teacher does most of the talking and the students are expected to listen and take notes. They are not active participants in the class. In a learner-centered approach, the students do most of the talking, and the teacher walks around the class, offering help when it is needed.

Haig emphasized the need for strict guidelines for the students before conducting a learner-centered class and distributed a sample rule sheet which tells students exactly how they are going to be evaluated, and how they can earn or lose points. He suggested the Cooperative Learning method as well-suited to developing a learner-centered class and evaluating group work. Haig then described a system for modifying textbooks to make each activity a cooperative learning activity.

Reported by Marion Flaman

Hiroshima: April

Teaching English Presentation Skills

by Roger Davies

Roger Davies practiced what he preached by giving a clear, well-organized presentation on practical ways to help students with their English presentation skills, emphasizing that teachers should not make students memorize speeches, but rather make them memorize the organization of their speeches.

Davies first introduces outlining, both the traditional indented format and the spidergram style, in which ideas are connected and inter-connected in a growing web of relationships. Next, he emphasizes the importance of linking expressions and the elements of effective delivery. Then he gets out of the way and his students make a speech every week. He feels that it is extremely important to give them as much practice time as possible instead of building up to one final speech at the end of a semester. While students speak in front of their respective groups, Davies circulates and makes mental notes of certain points he brings up during embedded mini-lessons between presentations.

Many of the organizational concepts taught for speech making can be transferred to writing. In fact, Davies advocates the linking of writing and speaking classes. In addition to the overlap of skills, the practical applications of writing will be much more apparent to students, who will have few chances in the outside world to excel in speech contests.

A videotaped speech of one of Davies' students illustrated to us that strong organizational skills can overcome failings in grammar and pronunciation to give a strong impression and clear idea of the student's message. The student was also well-prepared for the question and answer session that followed, as was Davies for the animated one that followed his informative presentation.

Reported by Nelson Einwaechter

Kagoshima: March

Non-Native Teachers and the Direct Method

by Toshihiro Shimizu

Although most Direct Method teachers in Japan are native speakers (NS) of the target language, native Japanese Toshihiro Shimizu has employed this method in his university English classes this past year. His audience, both NS and non-native speakers (NNS), greeted his results with interest, because most of the NNS participants reported that they do try to use English in their classes, if not all the time, and they shared their experiences both positive and negative.

Surveying his students at year's end, Shimizu found 233 students out of 303 answered they liked the teacher's speaking only English in class: they could practice listening; they became less afraid of English; they found it natural to study English in English; they could comprehend Shimizu's English more easily than a native speaker's.

Others had reservations: they were unable to understand the teacher; it took them too long to comprehend what is said; they found it difficult to ask questions in English; and they were unable to figure out the teacher's personality.

Synthesizing these findings with SLA research, Shimizu focused in particular on the input non-native teachers can provide and the roles they can play. Non-native Teacher Talk is similar in purpose and context to that of a native speaker. A non-native teacher can be as effective a language input source as a native counterpart since non-native teachers do strive within their capacity to supply comprehensible input through confirmation, negotiation of meaning, and classification. He also emphasized that they serve as role models for students who would otherwise never see what their teachers are capable of doing, and by implication, what they can accomplish themselves. Such teachers can also furnish an important resource: a perfectly functional non-native variety of English. By actually using their variety of English successfully, they can demonstrate an essential aspect of English, its value as international communication tool.

Shimizu's workshop in English itself convinced

us of the advantages of the English-only policy and the important role a non-native teacher has in our classrooms.

Reported by Chiaki Kotori

Kitakyushu: April

Marathon Mouth: A Workshop

At our April meeting, publisher-teacher Paul Shimizu led us through one high school term's worth of Lesley Koustaff's popular text *Marathon Mouth* in just under an hour. We were skeptical about students speaking up as much as we did during the exercises, but Shimizu believes that Japanese students are generally quite willing to meet their teachers' expectations. He has found that his students participate actively in the course as long as they understand exactly what is expected of them. To this end, he gives short, clear directions for each activity, employing diagrams and Japanese as necessary, and continually checks that students are attentive and have understood those directions. For example, after diagramming the following seating arrangement on the board,

O> A I B <O

O> C I D <O

he will ask all the C's to raise their hands.

Because Japanese students have functioned essentially as sponges, soaking up the information provided by their teachers throughout their secondary education, Shimizu says, it is necessary to clarify for them how they are expected to act in a communicative classroom. The first unit of the text is devoted to the practice of control language: e.g. "Could you please speak a little louder?" or "How do you pronounce this?" The following units deliberately employ difficult vocabulary so that students will have plenty of opportunity to use such phrases. No dictionaries are allowed in the classroom to guarantee that the students ask the teacher for definitions and pronunciations, using the language they have learned.

Reported by Margaret Orleans

Kochi: April

Speak Out! Write Up!

by Eiji Kobayashi

Eiji Kobayashi spent 26 years working in development in southeast Asia and has now returned to teach economics at Kochi University. To introduce his topic, he explained the history and function of the Asian Development Bank (ADB) and showed a brief video produced by ADB to describe its loans, projects, and human resource development.

English plays a very important role in Asia: it is the lingua franca of a huge area with a large number of languages, despite its colonial history; it is the language of business; it is the primary language of media entertainment, given the preponderance of American movies and music.

The United Nations has five official languages, but the ADB has only one: English. All ADB workers at all levels receive their professional and work-related training in English. As well, they receive in-service training in English communication skills.

The speaker demonstrated a few of the activities from the ADB English composition course, "Clear Writing." The audience, English professionals all, found themselves working hard to reduce and to clarify written messages.

The presentation concluded with a brief examination of the international living situation for Japanese. For a developed country, Kobayashi said, Japan has far to go, but many Japanese, especially women, want to go abroad to live and work. To succeed, he suggested, express yourself, use the new media, gain a strong academic background which you can apply overseas, and study local conditions when you get there (i.e. listen to the local people).

Reported by Lawrie Hunter

Niigata: February

Getting Your Signs (a)Cross(ed)—Sign Language, Deaf Education and Culture

by Michael W. Morgan

Niigata JALT's first presentation ever on sign language, deaf education and deaf culture was by Michael Morgan, a linguist who has been studying Japanese Sign Language (JSL) for four years and who is presently leading a weekly American Sign Language study group in Niigata city.

The talk itself was given in JSL, in English, and at times in signed English and signed Japanese. The ensuing discussion involved all these as well as American Sign Language (ASL).

The audience consisted of Japanese and non-Japanese teachers and students, deaf and hearing-impaired Japanese, and a hard of hearing American with deaf parents. Morgan accordingly decided to include his audience in the discussion.

The issues ranged over minority language rights:

"What is a deaf Japanese person's mother tongue?"
"Why is it that at schools for the deaf, students must fulfill the same English language requirement as for all hearing students, yet are not given courses in their own language—Japanese Sign Language?"

pedagogy:

"How does one teach with no shared mother tongue?"
"To fulfill the English requirement isn't a course in American or British sign language preferable to English?"

and policy making:

"What are the criteria for success in Deaf Education?"
"Why should deaf people be required to learn English?"

The hearing teachers present were particularly impressed with the comments from the deaf participants. For the first time some people realized that signing is not just a matter of linking a gesture to a particular vocabulary item, but, in fact, it is a real language with its own syntax, morphology, semantics and etymology. One participant wanted to know if the deaf participants dreamed in sign language. Others suddenly realized that a deaf person is bilingual and most probably multi- lingual since Japanese and Japanese Sign Language are indeed two different language systems. In an atmosphere of sharing and earnest discussion, participants were asking and being asked questions that had never occurred to them before, and by the end we realized that together we had stretched one another's horizons by grappling with the question: "What constitutes a language?"

Reported by Donna Fujimoto

Okinawa: April

Fun Activities Using English-English Dictionaries

by Junko Yamanaka

We have found the cure! A serious situation often associated with students and teachers alike, the dreaded dictionary complex, has finally met its cure. Everyone in attendance was ready to purchase an English-English dictionary before Ms. Junko Yamanaka had finished the first part of her presentation. Focusing on English-English dictionaries in reading classes, Ms. Yamanaka has developed enjoyable activities and games to motivate students to learn how easy it is to skim, scan, read and find information in the English-English dictionary, using it as an effective reference tool. She stated two main objectives: 1. The student and teacher must learn to overcome their fear of using English-English dictionaries, and develop a friendship with this useful tool. 2. Develop a method by which the student can enjoy reading their dictionaries as part of their reading materials. The way to meet these objectives is to choose a dictionary that has easy definitions, require all students to bring dictionaries to class, and use games and activities which require them to use their dictionaries. She added it is also helpful to have students look up words that they already know. Ms. Yamanaka allowed all of us to practice our skills using a dictionary, which she had shipped from Nagoya. A treasure hunt, a sample crossword puzzle, and other games clearly demonstrated her approach. We were all improving our dictionary skills, finding words, quickly identifying appropriate definitions, reading, scanning, skimming, reading for meaning, guessing unknown words, and reading for grammar and spelling. And the great part, everyone was having fun. No more mono-lingual dictionary hell!

Reported by Ray Welch

Omiya: March

Reading Comprehension and Academic Writing from a Discourse Perspective

by Chikahiko Okada and Hiroyuki Umeno

The presenters agreed that insights from schema theory have relevance for teaching both writing and reading. Reading comprehension involves knowing not only about the subject content, but also about the rhetorical structures that can be expected in the various types, or genres, of writing. Students who grasp the rhetorical organization of English texts can read more efficiently and write more effectively and cohesively for a native-speaking audience.

Okada has found from working with high school readers that many focus their attention on the meaning of individual words or small sections of text. This narrow, time-consuming approach obscures the text's overall organization and intended message. To develop an alternative strategy, Okada's students practice exercises leading them to read for overall content. For example, before they read, Okada asks them to write down what they already know or think about the text topic, and then to share their results with the entire class. He pointed out the importance of choosing interesting topics and texts of appropriate length and difficulty for each level.

From helping Temple University Japan students revise successive drafts of coursework papers, Umeno has found that they need to learn more about the organizational and rhetorical features of academic writing. He helps students achieve both global coherence with macro-structures, and local coherence through managing structures like nominalization and the logical relationships between sentences. He concluded by illustrating these ideas in an analysis of a short academic text with the participation of the audience.

Reported by Joyce Maeda

Shizuoka: March

Insights from Cognitive Psychology Regarding Grammar and Communication

by Stephen Brivati

Discussing a broad range of themes relating to the nature of cognition, grammar, and education, Stephen Brivati consistently underscored the need for a fundamental shift in our understanding of learning, stressing that learning is a complex cognitive skill which involves the automation and integration of a hierarchy of sub-skills. As the human mind is a "limited capacity processor," he noted, teachers should focus on one sub-skill at a time.

In the model of learning originally proposed by Shiffrin & Schneider in 1977, mental events occur as a result of both automatic and conscious processing. Whereas automatic processing is a non-conscious event based on long-term memory, conscious processing is a controlled event which involves short-term memory. Brivati added that consciously processed events may eventually become automatic.

As grammar is the underlying system of the language, or as Pat McEldowney put it, "the tool by which we communicate . . . [to] encode and decode messages," Brivati claimed it should be the focus of the language classroom. Traditional grammar instruction is ineffective, however, because it amounts to the piecemeal dispensing of decon- textualized, discrete rules. He emphasized that since the interaction of grammatical and lexical categories affects meaning, grammar and communication are inseparable.

With some sample lesson materials, Brivati demonstrated that an effective learning cycle consists of input, transition, and controlled output. Echoing Frederick Bartlett's point that "learning is effort after meaning," he cautioned, "So many language classes are wasted because information is given away too soon . . . if we put across the meaning from the beginning, there is no need to struggle after meaning." He concluded by emphasizing there is no such thing as a right or wrong teaching method independent of context and situation. Moreover, there is nothing wrong with eclecticism if it is founded upon a firm understanding of praxis.

Reported by Tim Newfields

BULLETIN BOARD, cont'd from p. 47.

SLA; motivation, anxiety and SLA; SL task complexity. Deadline for submissions: September 1, 1996. Please direct proposals to: Dr. Peter Robinson, Aoyama Gakuin University, Department of English, 4-4-25 Shibuya, Shibuya-ku, Tokyo. 150.

JALT Journal: Proofreader

The *JALT Journal* is seeking a proofreader. Interested applicants should have knowledge of APA style, familiarity with current research trends, and access to a fax machine. To apply, send a letter of application stating any previous experience and resume to : Tamara Swenson, *JALT Journal* Editor, Osaka Jogakuin Junior College, 2-26-54 Tamatsukuri, Chuo-ku, Osaka 540. Deadline for receipt of applications is July 1, 1996.

Nanzan University's 8th EFL Mini-Conference

Special guest Charles Adamson talking on "Suggestopedia Applied to Regular Classes" is free and open to all teachers at all levels on Wednesday, June 26, 1996, 18:00-21:00. Venue: L- Building, Nanzan University, Nagoya. 30-minute practical presentations by Nanzan University graduate students (high school teachers), Asano book display, coffee break and pizza-closing. Contact: Tim Murphey, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466. Tel: +81-(0)52-832-3111; Fax: +81-(0)52-833-6985. E-mail: <mits@ic.nanzan-u.ac.jp>

The Association of Canadian Teachers in Japan

The Association of Canadian Teachers in Japan/Association des Enseignants canadiens au Japon welcomes new members of any nationality. For more information write to ACTJ, c/o Setagaya Village, 8-1-1 Kitami, Setagaya-ku, Tokyo 157; or contact Geoff Morrison Tel/Fax: 03-3394-5244. E-mail: <geoff.morrison@iac-online.com>

新規投稿募集

今回TLTでは、bilingualの会員から様々な学術資料の翻訳を募集し、英語又は日本語のみを使用される会員ができるだけ多くの資料を利用できる機会を提供することになりました。さらにbilingualの会員にとっては、寄稿論文と同程度の長さの翻訳を掲載/出版することは業績の一部となる利点があります。使用言語は英語又は日本語のどちらかとし、あらゆる言語からの翻訳が可能です。ただし、原文は既に出版されているものに限ります。対象となる論文は教授法や教育政策に重点を置いたもので、日本での授業に関連のあることが条件です。翻訳は全体として、英語の場合は2500語、日本語の場合は400字詰原稿用紙20枚以内に納めてください。応募された原稿の掲載にあたっては審査があります。

編集：Stephen Ryan and Emiko Yukawa

連絡先：Stephen Ryan, 704 Rafine Minami Ibaraki, 1-5-39 Tenno, Ibaraki, 567; e-mail: RX1S-RYAN@asahi-net.or.jp

地域特集

この欄では、アジア・太平洋地域の外国語教育事情を紹介する記事を掲載します。教育学的見地から、各国の語学教育/学習の特色、教師の仕事や学生の勉強に直接関連する方針や状況に重きをおいた内容が求められます。必要とされる情報は、教えられている外国語・教育レベル・関連政策・現在抱えている問題点・外国語教育に関わる国や州などの機関・教師教育のプログラム・現時点での教師採用の見込みなどです。

例えば、韓国・タイ・ラオス・ベトナム・中国・インドネシア・マレーシア・シンガポール・オーストラリア・ニュージーランド・太平洋諸島などを対象としますが、その他の国の情報も歓迎します。この特集記事を執筆してくださる方、または執筆者を推薦してくださる会員は、編集者までご連絡ください。

編集：David McMurray, B-204, 38-7 Kenjojima Koshinai, Matsuoka-cho, Yoshida-gun, Fukui-ken, 910-11; E-mail: fk01146@jupiter.cis.fpu.ac.jp

Chapter Meetings

edited by bill lee

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

Chiba
Literature: Teaching to All Levels
Spencer Weatherly & David Cozy
Sunday, June 16, 1:30-3:30 p.m.; Sen City Building, 12f (behind Sogo Dept. Store at Chiba Station); Info: Gordon Sites 0432-44-7128

The presenters will discuss two ways to make literature more accessible: first, teaching English literature in translation to learners who have difficulty reading literature in the original; second, for more advanced learners, jigsaw tasks to encourage their discussion of the texts (non-members ¥1000).

David Cozy teaches at Shonan International Women's College and is interested in language acquisition and literature.

Spencer D. Weatherly teaches EFL at several Tokyo universities and is interested in materials development, cooperative strategies, and language testing.

East Hokkaido Affiliate
Yuji Ushiro 0154-41-6161
Marion Flaman 015-525-9086

Fukui • Action Research
Janina Tubby
Sunday, June 16, 2:00-4:00 p.m.; Fukui International Exchange Center; Fukui Kenmin Kaikan, 6f; Info: Aida Markulin 0776-24-5180; Masako Kunimura 0776-27-7332

Small-scale classroom research can help solve problems and create a more positive and stress-free learning environment for all. Participants will go through the three-stage process of setting up an action research project, discussing practical examples of the goals and benefits of each stage, then identify their own classroom research areas, and make plans for achieving them (non-members ¥800; students ¥500).

Janina Tubby is program coordinator for the Teacher Education N-SIG.

Fukuoka
Bill Pellowe 092-732-6706, 733-8403 (f)

Gunma
The Object of the Game: English
Donna Fujimoto
Sunday, June 16, 2:00-4:30 p.m.; Nodai Nikko High School, Takasaki; info: Leo Yoffe, 0272-33-8696; Hisatake Jimbo, 0274-62-0376

Key game elements in language activities can benefit students. With game-like qualities—clear rules, clear turn-taking, clear time limits and clear outcomes—language production increases and becomes more natural and stress-free. Fujimoto will demonstrate activities that always seem to work no matter what the age or proficiency level. She will also report on her innovative activities development project with a Tokyo junior high school English program (non-members ¥1000; students ¥200).

Niigata JALT President Donna Fujimoto teaches in the Graduate School of International Management at International University of Japan in Niigata.

Hamamatsu
The "One Person One Language" Principle works in a Japanese Family
Takako Watanabe
Sunday, June 16, 2:00-4:00 p.m.; Create Hamamatsu (near Enshu-Byoinmae Station); Info: Shiomi Yamamoto 053-456-4315; Chris Knapp 053-596-2319

The presenter and her husband, native Japanese speakers, have strictly observed the "One Person One Language" principle for nearly 12 years, as they have been raising their 13- and 10-year-old children bilingually. Watanabe will discuss the effects of this principle on simultaneous acquisition by the children of English and Japanese (non-members ¥1000, students ¥500).

JALT Fukui President Takako Watanabe teaches at Fukui University.

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

Hiroshima
Ways of Testing Spoken Language
Barry O'Sullivan
Sunday, June 16, 1:00-4:00 p.m.; Hiroshima International Center, Hiroshima Crystal Plaza 6F, near ANA Hotel; Info: Ian Nakamura 0848-48-2876; Carol Rinnert 082-239-1374

Growing interest in the teaching of language for communication has heightened awareness of the need to evaluate learners' spoken performance. This presentation introduces basic testing concepts and reviews a range of suitable language elicitation tasks. Particular attention will be paid to factors which affect testee performance in tests of spoken language.

Barry O'Sullivan of Okayama University is doing ongoing research on the testing of spoken language.

(July) **Teaching Japanese to Adults**
Saburou Ukida and Kanetaka Fukami
Sunday, July 7, 1:00-2:00 p.m.: teacher-sharing meeting about personal experiences in learning and teaching Japanese. 2:00-4:00 p.m.: Main presentation

This presentation will examine some of the issues associated with teaching Japanese as a Second Language. Some popular teaching techniques will be presented. Participation by the audience is encouraged, and about half of the presentation will be in Japanese. Hopefully, the talk will be of use to EFL teachers and learners.

Saburou Ukida is deeply involved with Hiroshima University's Institute for International Education, and teaches Japanese. Kanetaka Fukami teaches Japanese at Hiroshima University, specializing in Japanese/Korean Contrastive Linguistics.

Hokkaido
Getting a Master's Degree While Working in Japan
(local panel)
Sunday, June 23, 1:30-4:00 p.m.; Hokkaido International School, Hiragishi 5-jo, 19 chome, Toyohira-ku (5 minutes walk from Sumikawa Station),011-816-5000; info: Ken Hartmann (t/f) 011-584-7588

Several local teachers will discuss the trials and tribulations of pursuing an advanced degree while living and working in Japan. Those who are considering this road to higher education should not miss this opportunity to learn from the experiences of others.

Ibaraki • Computer Communications
Frank Berberich
Mito Shimin Kaikan; Sunday June 23, 2:00-5:00 p.m.; Info: Andy Barfield 0298-55-7783 (h); Michiko Komatsuzaki 0292-54-7203

Local chapter member Frank Berberich will give a computer-assisted language learning presentation. The workshop will feature video-taped sequences of actual Web-surfing and e-mail communication. After demonstrating different computer communication techniques, he will lead a discussion of their uses for language learning (non-members ¥500).

Frank Berberich works at the University of Library and Information Science in Tsukuba, and teaches multimedia in both English and Japanese.

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

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

Kagoshima
Keith Lane 0985-85-5931 (w) -65-0020 (h)
Hiroshi Tashima 0992-73-5398 (h) 73-2195 (w) 54-1344 (f)

Kanazawa
Fluency and Appropriacy
J. D. Brown
Sunday, June 16, 2:00-4:00 p.m.; Shokai Kyoiku Center 4f; 3-2-15 Honda-machi, Kanazawa (non-members ¥600); Info: Neil Hargreaves 0762-80-3448 (h)

After tapping and discussing participants' views on fluency, the talk will compare them with the knowledge recorded in the language learning literature. The discussion next focuses on the tension between fluency and accuracy: how it can foster fluency while helping students actually use their language knowledge, i.e. accuracy.

The author of works on testing, curriculum, and statistics, James Dean Brown teaches in the ESL department of the University of Hawaii at Manoa.

Kitakyushu Affiliate
Malcolm Swanson 093-452 3554

Kobe
CE, RO, AC, AE: Which learning style are you?
Jane Hoelker
June 23, 1996, 1:30-4:30; Kobe YMCA Language Center, 4f, 078-241-7205; Info: Nihei Nagaki 078-593-7998 , (f) -9957

Teachers who understand differences in their students' learning styles can maximize participation and minimize resistance. After assessing their own styles, participants will discuss a problem in groups of like styles (Concrete, Reflective, Abstract, or Active), compare the characteristics of each problem-solving style, and finally apply the theory to teaching techniques, and curriculum and test design (non-members ¥1000).

Kanazawa Institute of Technology teacher Jane Hoelker has taught EFL at universities and commercial institutions in Rwanda, Mali, and Korea.

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

Kumamoto (Forming Chapter)
Annie Marquez 096-326-8074

Kyoto
Compliment Responses in Japanese
Yoko Ueda
June 22, 1996,1:30 - 4:30; Kyoto Kyoiku Bunka Center; Info: Harold Melville 0749-24-0287 or 075-741-1491

Generally speaking, Japanese do not accept a speaker's compliments which mention them as referents. The presentation will analyze responses to praise, offers, and invitations from tape-recorded conversations of young Japanese students and discuss why they accept compliments in some circumstances.

Yoko Ueda taught Japanese for a decade at the University of South Carolina, Miami University of Ohio, and other colleges in the USA.

Matsuyama
Two Nobodies Go Nowhere with Nothing
Glenn Erik Jakobson & Donn Miguel Durante
Sunday, June 16, 2:30-4:30 p.m.; Info: Kimiyo Tanaka 089-953-2218

Things have become complicated. There may be things we need to unlearn. We'd like to talk about alternative approaches to growth and learning, the difference between knowledge and wisdom, and the true meaning of *education*. We will question our basic assumptions about teaching. We welcome your thoughts (non-members ¥1000).

Jake Jakobson teaches at Nitta High School. Donn Durante teaches at Ten's Club.

Nagano
Edward Mills 0262-85-5837

Nagasaki
Classroom "Scrum" for the Tired Teacher
Paula Elizabeth Ackers
Sunday, June 16, 1:30-4:30; Nagasaki Shimin Kaikan; Info: Motoshi Shinozaki 0957-25-0214; Susann Birch 0958-48-5533.

Action-filled games are the vehicles that make English come alive for learners from elementary to high school. Learn how to motivate students to think, listen, and interact in English. Most students think the goal is winning, but teachers know that all who participate in English are the real winners. All activities systematically guarantee everyone a successful English experience (non-members ¥1000).

Paula Elizabeth Ackers teaches at Little America.

Nagoya
Giving Cultural Concepts Depth and Vitality
Barbara Fujiwara
Sunday, June 23, 1:00-4:00 p.m.; Mikokoro Center 3f, 3-6-43 Maronouchi, Nakaku (5 minutes from Hisaya Odori Station exit 2); Info: Linda Donan 052-872-5836; Misako Tanimoto 052-841-9788

The "culture tree" is a useful paradigm integrating the concepts, tasks, and information of content-based courses related to culture. The culture tree consists of visible culture, hidden culture including values and communication styles, and cultural roots. In tasks emphasizing discovery learning, students develop cultural awareness by acting as anthropologists (non-members ¥1000).

Barbara Fujiwara teaches content-based courses on communication and culture at Doshisha Women's Junior College.

Nara
Global Studies in the University Classrooms
Sabrina & Winston Welch
Sunday, June 9, 1:00-4:00; Nara YMCA Annex Building in Saidaiji; Info: Sachiko Shimomura, 0742-46-4724; Jill Robbins, 074545-1732

Global studies issues and their presentation in the university setting: participants are encouraged to bring their own ideas and experiences to share (non-members ¥1000).

The Welches teach global issues at Kyoto Gaidai University, Sabrina at Doshisha Women's Junior College, and Winston at Osaka Gakuin University as well.

NIIGATA
Donna Fujimoto 0257-79-1818
Wilma Wilcox 0254-43-2592

OKAYAMA
Once Upon a Time: Folklore in the Classroom
Hana Griff
Saturday, June 15, 2:00-4:00 p.m.; Okayama International Exchange Center (near JR West Exit); Info: Medhankar Ravi 0867-24-2979 (t/f)

Using Japanese folklore as a teaching aid is exciting for teacher as well as for the students. This presentation will focus on what exactly folklore is and how to use it in the classroom. Folklore offers a wonderful way to learn about Japan and to get students talking and doing creative projects(non-members ¥1000, students ¥500).

Hana Griff researches folklore and American studies and teaches Interculture Studies at Sanyo Gakuen University.

OKINAWA
Ray Welch 098-964-6911(t/f)
e-mail : 102466.237@compuserve.com

OMIYA
Japanese Language Learning for Community Residents: From the Learners' Perspective (in Japanese)
Reiko Tomiya &
Chikashi Furukawa (Commentator)
Sunday, July 7, 2:00-5:00 p.m.; Omiya JACK; Info: Lisa Sanders 0422-37-4354

Reiko Tomiya will facilitate a panel discussion on the experiences and perspectives of Japanese language learners and their families: their expectations, daily needs, community support, and problems. Learners and teachers can meet and share ideas on employing these perspectives in the classroom (non-members ¥1000).

Reiko Tomiya teaches at Sophia University.

Chikashi Furukawa directs the Teacher Education Program of the National Language Research Institute's Center for Teaching Japanese as a Second Language.

OSAKA • Japanese through TPR
Mary Sisk Noguchi
Sunday, July 7, 2:00-4:30;(No June meeting); Beneten-cho YMCA; Info: Kimiko Nakamura 06-376-3741; Jack Yohay 06-771-5757

The author of *Iki-Iki Nihongo: Live Action Japanese* will introduce her book and focus on practicing Japanese grammatical patterns through Total Physical Response (TPR) activities. Small-group activities will foster much-needed dialogue between JSL teachers and adult learners about learners' real needs (non-members ¥1000).

Mary Sisk Noguchi teaches at Meijo University Junior College.

SENDAI
Pragmatics in Language Teaching
Bruce Wilkerson & Colleague
Sunday, June 23rd, 1:00-4:00 p.m.; 141 Bldg., 5th Floor, Seminar Room; Info: Lorne Spry 022-291-6738; Japanese-Kazuko Honma 022-717-4177

Both speakers teach at Meiji University in Tokyo.

SHIZUOKA
Glenn Sanders 054-264-5211
Tim Newfields 0543-48-6613

SUWA
Mary Aruga 0266-27-3894

TOCHIGI
Michiko Kunitomo 0286-61-8759

TOKUSHIMA
Teaching for World Citizenship
Kip A. Cates
June 23, 1996, 1:30-3:30 p.m.; non-members ¥1000; Chuo Kominkan 4f; Info: Nora McKenna 0883-24-9323

This presentation will demonstrate innovative lessons for teaching world awareness or "global literacy" through themes such as "flags of the world," "money around the world," and "world religions." Through such a global approach to language education, teachers can help promote world citizenship.

JALT Global Issues N-SIG coordinator Kip A. Cates teaches English at Tottori University and global education for Teachers College, Columbia University, Tokyo.

TOKYO
Tokyo JALT Summer Workshop
Word & Action Theatre Group
Sunday, June 30, 10:00 a.m.-6:00 p.m.; Tokyo Keizai University (Kokubunji in Tokyo) Room F201; Members ¥1500; non-members ¥2000; students ¥1000; Info: Masataka Kizuka 048-839-9106 (Tuesdays and Sundays before 9:00 p.m.)

Instant Theatre is a participatory form of theatre in the round. The Word & Action team invites the participant audience to create (and subsequently act out) its own story in English through a unique question and answer process.

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

WEST TOKYO
(Joint meeting with JSL N-SIG)
1. Discourse Analysis of Japanese
Kayoko Sasaki
2. Fun with Kanji
Evelyn Sasamoto
Sunday, June 16, 2:00 p.m.; Tachikawa Shimin Hall, near Tachikawa Station; Info: (West Tokyo) Joseph Dias 0462-55-1104, jodias@kiasato-u.ac.jp; (JSL N-SIG) Tomoko Mitsumi 03-5562-3507

1. What can be learned from discourse analysis? Incorporating sociological viewpoints, Kayako Sasaki will analyze functions of conversation (Japanese).

2. A hands-on presentation in English and Japanese of games and activities that JSL teachers and learners can incorporate into their own methods (non-members ¥1000).

Kayako Sasaki researches discourse analysis and teaches Japanese methodology at Senshu University.

Evelyn Sasamoto teaches English and is involved with language minority children in the public schools.

YAMAGATA
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)

YAMAGUCHI
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YOKOHAMA
Ron Thornton 0467-31-2797 (h)
Yumiko Kiguchi 0427-92-2891

edited by catherine sasaki

22nd Conference of Zenkoku Eigo Kyoiku Gakkai
Date: August 1-2, 1996
Place: Tohoku Gakuin U., Izumi Campus
Contact: Hayasaka Kenkyushitsu, Miyagi Kyoiku Daigaku, Eigoka, Aoba Aramakiaza, Aoba-ku, Sendai-shi 980
Tel/Fax: 022-214-3489

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

Joint IATEFL Special Interest Group/British Council Symposium
Date: September 26-28, 1996
Place: Vienna, Austria
Theme: ELT Links
Contact: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent, CT5 2DJ, UK
Tel: +44-0-1227-276528
Fax: +44-0-1227-274415
E-mail: 10007.1327@Compuserve.com

13th Conference on English Teaching in R.O.C.
Date: October 5, 1996
Place: National Tsing Hua University, Hsinchu, Taiwan
Theme: Building Our Future Together
Contact: 13th TEFL Conference, Department Of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC
Tel: 886-35-715131, Ext. 4390
Fax: 886-35-718977
E-mail: 13TEFL@FL.nthu.edu.tw

Society of Pakistan English Language Teachers (SPELT) 12th International Conferences 1996
Dates: October 17-19, 1996 (Karachi)
October 24-26, 1996 (Islamabad)
Contact: Mohsin Tejani, SPELT F-25.D, Block-9, Clifton, Karachi 75600, Pakistan
Fax: 92-91-532604
E-mail: Mohsin@spelt.khi.sdnpk.undp.org

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 University, Denmark
Theme: Intercultural Communication and National Identity
Contact: Center for Languages and Intercultural Studies, Aalborg University, Havrevangen 1, DK-9000 Aalborg, Denmark
Fax: +45-9816-6566
E-mail: nic@hum.auc.dk

The Third International Conference on World Englishes
Date: December 19-21, 1996
Place: East-West Center in Honolulu, Hawaii
Contact: (Accommodations, etc.), Sara Rabie, Assistant to Larry E. Smith , Education and Culture, East-West Center, 1777 East West Road, Honolulu, HI 96848
Fax: 808 944-7790

The 8th Conference on Second Language Research in Japan
Date: January 18, 1997
Place: International University of Japan, Tokyo Offices, Hiroo, Minato-ku, Tokyo
Abstracts: 3 copies, up to 300 words (English) or 1,000字(日本語; attach summary in English)
Deadline: September 15, 1996
Contact: Mitsuko Nakajima
Tel: 0257-79-1498
Fax: 0257-79-1187
E-mail: conferen@iuj.ac.jp

Job Information Center/Positions

edited by craig sower

(IWATE-KEN) Mizusawa School of English in Mizusawa-shi announces an opening for a full-time English teacher starting August 27, 1996. Qualifications & Requirements: Must be a native English speaker with a college degree and at least two years experience teaching English to Japanese children and young students. Must have conversational Japanese ability. Duties: Duties include class preparation, teaching English to all ages, testing and helping with the school in general. Salary and Benefits: One-year renewable contract; ¥270,000 per month; no key money is required when renting apartment provided by the school. **Application Materials:** Resumé with photo and three letters of recommendation. **Deadline:** On-going until filled. **Contact:** Mr. Masakazu Mine, Mizusawa School of English, 1-2-3 Tainichidori, Mizusawa-shi, Iwate-ken. Fax: 0197-25-8860.

(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:** On-going. **Contact:** Linda Downs, Shin Osaki Kangyo Bldg. 4F, 6-4 Osaki 1-chome, Shinagawa-ku, Tokyo 141. Tel: 03-5434-0220.

(TOKYO) The Foreign Languages Department of the Musashi Institute of Technology announces two full-time Lecturer positions. Qualifications & Requirements: Japanese national proficient in English, especially conversation, or native speaker of English fluent in spoken and written Japanese. Applicants should have a minimum of five years teaching experience in a university setting. Preference will be given to applicants with a strong literature or CALL background. Duties: Teach English conversation, listening/comprehension, composition, etc., 7 classes (4 days) a week. Salary & Benefits: Salary based on the general university scale, social insurance benefits, etc. **Application Materials:** Send resumé (English and Japanese "rirekisho"), list of publications and copies of two or three major publications. **Deadline:** August 31, 1996. **Contact:** Isamu Ichikawa, Foreign Languages Department, Musashi Institute of Technology, 1-28-1 Tamazutsumi, Setagaya-ku, Tokyo 158. Tel: 03-3703-3111, ext. 2328. Fax: 03-5707-2167.

(TOKYO) Oak Associates KK announces a full-time children's curriculum developer position. Qualifications & Requirements: Curriculum development of English-language texts; experience teaching children; bilingual Japanese and English. Salary and Benefits: Salary DOE; typical social benefits; bonus system if preferred. **Application Materials:** English resumé. **Deadline:** Until filled. **Contact:** Brock Stout, Riviera 3-B, 1-21-22 Higashiyama, Meguro-ku, Tokyo 153. Tel: 03-3760-8451. Fax: 03-3760-8411.

(TOKYO) 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:** On-going. **Contact:** Linda Downs, Shin Osaki Kangyo Bldg. 4F, 6-4 Osaki 1-chome, Shinagawa-ku, Tokyo 141. Tel: 03-5434-0220.

(TOKYO) G. Harris announces an unusual business opportunity to take over an English juku established in 1982 in Denenchofu (students, house, know-how and more; from early 1997). Qualifications & Requirements: Native speaker and Japanese spouse preferred. **Application Materials:** For details send profile (brief resumé), phone number and best time to to receive phone calls. **Deadline:** On-going until filled. **Contact:** G. Harris, 3-14-5 Denenchofu, Ohta-ku, Tokyo 145. Fax: 03-3722-0404.

(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:** On-going. **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.