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The Japan Association for Language Teaching

Volume 20, Number 7

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THE LANGUAGE TEACHER

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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.

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The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins.

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、原稿用紙への書き込みに関わりなく、行数を打ち、段落の最初には必ず1文字空け、1行27字、横書きをお願いいたします。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ってください。

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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。

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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字語原稿用紙20枚以内。左寄せで題名を記す。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そ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、別文書をお願いいたします。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 1,500 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 unstated 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*に掲載するにあふさい日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。原稿の始めに支部会を明記し、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・ファックス番号を簡潔書きしてください。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、論文の募集を無料に掲載します。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。

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Introduction

In this issue, James C. Scott and Joseph Tomei continue the discussion of JALT policy towards university job discrimination. Brett Reynolds extends it to fair labor practices for individuals, as well as for groups, at language schools as well as at universities. Meanwhile, the on-line discussion on JALTCALL has not only covered related issues, but actually played a significant role in the happy outcome of Brett Reynolds's narrative.

The theme running through all these articles is the importance of knowledge—how ignorance isolates and frightens us, how knowledge encourages us and gives us power.

Most of us care so deeply about our teaching, and we feel so alone facing the arbitrariness of termination—striking here, but not there, sparing the incompetent and claiming the dedicated—that we fall into the superstitions that accompany plagues or disasters in whose face we feel helpless.

The belief that victims of rape, AIDS, or cancer somehow bring tragedy on themselves is not just cruel insensitivity; it's a way to feel some control over one's fate: "If I'm careful, if I make myself the right kind of person, it won't happen to me." It's the other side of the victim's natural reaction when it does happen: "My God, what's *wrong* with me? What could I have done differently?" We have to beware the superstition, "People who are really doing their jobs don't get dismissed." Some of us bargain with fate: "If I don't ask for all I'm worth, maybe I'll get what I ask for. Maybe I won't be punished a lot if I punish myself a little by settling for the second-rate."

As knowledge is the best enemy of superstition and isolation, it is no coincidence that James Scott's article repeatedly calls for data on teachers' conditions to be publicized, that Joseph Tomei's calls for a survey of all members, or that Brett Reynolds's demonstrates the value of information and advice from colleagues.

And knowledge is the best enemy of discrimination, too, which never goes by its right name, but lurks in the shadows whispering lies about this group to that one and about that one to this one. Help drag it out in the light. Send us your contributions for our next Employment Issues Forum to appear in September.

Bill Lee

Employment Issues Forum Editor

今月号では、James C. Scott と Joseph Tomei が、大学の雇用差別に対する JALT の方針を引き続き議論しています。Brett Reynolds は、雇用に関する議論を大学および語学学校における集団、あるいは個人の公平な雇用へと広げています。一方、JALTCALL のオンライン・ディスカッションは、これと関連のある問題を扱うと同時に、実際に Brett Reynolds の話に出てくる良い結果を生み出す上で大切な役割を演じています。

以上の論文を一貫して流れるテーマは知識の重要性です。つまり、知識を持たないことが私たちにいかに疎外するのか、知識を持つことが私たちにいかに力を与えてくれるのかということです。

私たちのほとんどが教えることに深い関心を持っています。そして、無能な教員を救ったかと思えば、熱心な教員が首を切られることもあるように、いつあるか予想もつかない恣意的な解雇に直面して、私たちは不幸や災いでどうにもたまらないときにつきものの根拠のない思い込みにはまってしまうほど孤独感を抱えています。

レイプやエイズやガンに不幸にも見舞われた人が、自分で悲劇を呼び寄せていると考えるのは残酷で無神経な言い方ですが、反面このような考え方をすることで、自分の運命にいくらかでもコントロールを取り戻せると思うこともできます。「もし用心していたら、もし正しい人間として生きていたら、こんなことにはならない」というわけです。一方、「なんとしたことだ！なにをしたっていうんだ。どうすればよかったんだ？」という考え方は、不幸に見舞われたときの自然な反応なのです。「本当に仕事をしている人は解雇されないものだ」というような思い込みには気をつけましょう。ある人は自分で自分が価値があると思っても、自分の価値全てに対する報酬を求めないでいたら、少なくとも求めた分だけは与えられるだろう、自分が一流で劣っていると過小評価して折り合いをつけ、自分を少し罰しておけば罰をひどくは受けずにすむだろう、と考えて運命と安取り引きをしようとしています。

知識は、思い込みや孤独に打ち勝つ力です。James Scott の論文が教師の現状に関するデータを公表するよう繰り返し求めていること、また Joseph Tomei が JALT の全会員の現状調査を求めていること、そして、Brett Reynolds が同僚からの情報と助言の重要性を示唆していることは偶然の一致ではなく当然のことです。

さらに、情報は差別に対する最良の対抗手段でもあります。しかも、「差別」が起こるときは「差別」という本当の名前で現れるのではなく、こちらのグループについてあちらのグループにひそひそと嘘を言い、またあちらのグループについて、こちらのグループに嘘を耳打ちするという形で闇に潜んでいるものなのです。それを明るい場所に引っ張り出す手助けをしてください。次回9月号の雇用問題フォーラムへの投稿をお待ちしております。

雇用問題フォーラム編集者 ビル・リー (抄訳: 實平 雅夫)

Rodney E. Tyson
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A Decade of the TOEFL Test of Written English

The Test of English as a Foreign Language (TOEFL) was established in the early 1960s (see Spolsky, 1990). Results of this examination are used for a variety of purposes. TOEFL scores are used by many government agencies, scholarship programs, and licensing/certification agencies, for example, to evaluate the English proficiency of their employees and applicants. However, TOEFL scores are mainly used by colleges and universities in North America to make admissions decisions concerning nonnative-speaking applicants. In fact, more than 2,300 colleges and universities in the United States and Canada require TOEFL scores for purposes of admission. According to the Educational Testing Service (ETS), the organization which owns and administers the TOEFL, nearly 800,000 people a year take the TOEFL at more than 1,200 test centers in 175 countries and areas around the world (ETS, 1994b, p. 1), and "as many as 80,000 may test worldwide on one date" (ETS, 1989, p. 1). Obviously, then, the TOEFL has a direct and very important effect on the lives of a large number of people around the world.

Since 1975, the TOEFL has been divided into three sections: (1) listening comprehension, (2) grammatical structure, and (3) reading comprehension. Questions in these three sections are entirely multiple choice;¹ answers are either right or wrong, and only one possible answer is acceptable (Traynor, 1985, p. 43). Scores on the TOEFL range from 200 to 677 with 490 considered to be about the mean (ETS, 1994a, p. 31). Many colleges and universities set relatively rigid cut-off scores² of about 500 or 550—sometimes even higher for certain schools or programs—that nonnative-speaking students must achieve in order to be considered for admission. This multiple choice format has been one of the major criticisms of the TOEFL since it was established: "[The TOEFL] does not test either ability to speak English or ability to write it. . . . Theoretically at least, one could score well on the TOEFL without being able to say a single word in English or write a single word other than one's name" (Traynor, 1985, p. 44).

As Traynor also points out, some of the most important reasons for not testing speaking and writing on the TOEFL, while sound for other reasons, are not pedagogical: "They are for administrative convenience, or because of financial constraints or difficulty in framing questions. . . ." (p. 45). Also, a great deal of research seems to support the argument that any student who has developed listening and reading skills will also have developed corresponding speaking and writing skills (Greenberg, Wiener, & Donovan, 1986). This point of view assumes, of

course, that the student has worked equally hard at these four main skills before being tested in two of them. The problem with this argument, as many language teachers are well aware, is that students preparing for the TOEFL sometimes tend to neglect speaking and writing, since these skills are not considered to be important to "pass" the TOEFL. In other words, the types of questions on the TOEFL create a negative backwash effect, or as Traynor puts it: "When a student is preparing for the TOEFL, his or her interest in speaking and writing skills declines in direct proportion to the length of time remaining between the lesson and the examination" (p. 44).

In response to this type of criticism, ETS added a separate Test of Spoken English (TSE) in the early 1980s. The TSE is a twenty-minute recorded examination which requires students to answer a variety of printed and recorded questions orally. The recording is then sent to ETS for scoring.³ Students register for the TSE in addition to the TOEFL only if it is required by the school or program they are applying for or if it is required to obtain a license or certification in a professional or occupational field (ETS, 1990a, p. 3). The TSE is often required by foreign graduate students who apply for teaching assistantships at American universities, for example.

Then, beginning in the 1986-87 testing year, the Test of Written English (TWE), "an essay test of students' academic writing proficiency" (Greenberg, 1986, p. 531), was added to the TOEFL on an experimental basis in order to complement the indirect measures of writing proficiency in the TOEFL (Stansfield, 1986). According to ETS, the TWE was developed in response to pressure from faculty in various academic departments at a number of North American colleges and universities to institute an essay test (Raimes, 1990; Stansfield & Webster, 1986). At present, the TWE is given at five of the twelve administrations every year—in August, September, October, February, and May during the 1994-95 testing year (ETS, 1994a, p. 13). Because it is still in the developmental stages, students do not register separately to take the TWE as they do for the TSE. Instead, if the TWE is being given at a certain administration, then all applicants are required to take it, and a separate TWE score is reported along with the regular TOEFL scores. The remainder of this paper discusses certain aspects of the TWE that should be of particular interest to teachers of English as a second/foreign language (ESL/EFL)—i.e., how the test was developed, its format, scoring, and validation, and significant criticisms made by researchers and English teachers since its implementation in 1986.

TWE Development, Format, and Scoring

Greenberg (1986) and Raimes (1990) describe some of the procedures used by ETS in developing the TWE. First, in order "to describe the domain of competen-

cies to be measured" by such a proficiency test, an ETS "national advisory committee" interviewed college and university faculty and administrators in subject areas with high enrollments of foreign students, writing assessment specialists, and ESL and EFL teachers, researchers, and students. On the basis of these interviews, the committee constructed a questionnaire designed to assess the types of writing demands made on students at post secondary institutions in the United States and Canada. The questionnaire included a list of ten different types of writing tasks which were sent to both undergraduate and graduate faculty in academic departments at such institutions with high enrollments of foreign students. According to Raimes (1990, p. 432), the departments of the faculty who received the questionnaires included English, electrical engineering, civil engineering, computer science, chemistry, psychology, and MBA programs. The faculty were asked to evaluate and rank the tasks as being "good, fair, or acceptable for use in making placement or admission decisions for nonnative-speaking applicants" (Greenberg, 1986, p. 534). Responses to the questionnaires were received from 190 faculty at thirty-four universities in the United States and Canada.

Based on these responses, two types of writing tasks were initially chosen for the TWE: (1) comparison/contrast, with a defense of position, and (2) description and interpretation of a graph or chart. The following sample topics, included in the 1991-92 *Bulletin of Information for TOEFL and TSE* (ETS, 1991, p. 19), illustrate these two types of tasks:

Sample Topic #1

Some people say that the best preparation for life is learning to work with others and be cooperative. Others take the opposite view and say that learning to be competitive is the best preparation. Discuss these positions, using concrete examples of both. Tell which one you agree with and explain why.

Sample Topic #2

You have interviewed three people for an engineering job in your company. Using information from the chart, select one of the three people for the position. Explain why you have chosen that person.

Characteristics of Three People Interviewed for a Job

| | Person A | Person B | Person C |
|--|----------|----------|----------|
| Ability to Communicate in Speaking and Writing | * | ** | **** |
| General Appearance | **** | *** | * |
| Recommendation from a Previous Employer | **** | ** | *** |
| Excellent | **** | Good | Fair |
| | *** | ** | * |

世界175か国・地域の1,200以上のテストセンターで、毎年80万人がTOEFLを受験しているが、今やこの試験は、北米の大学への入学を目指して英語を学習中の学生のみならず、多くの人々の生活に直接的かつ重要な影響を及ぼしている。このテストがライティング能力を間接的にしか測定していないという批判に答えて、1986-87テストイヤーにはライティング問題(TWE)が試験的に追加された。しかし10年を経過した現在も、教師と学生の多くがTWEの多様な側面を掌握し切れずにいる。ここでは、受験準備中の学生を教える教師の参考として、TWE採用の経緯、その問題構成、配点、テストとしての妥当性、および1986年の実施以来研究者等によって指摘された問題点の主なものが紹介され、検討される。

Raimes (1990), however, points out that the TWE has actually moved away, without explanation of rationale, from including only topics recommended in the original research. In particular, new types of writing tasks have been introduced, and the chart/graph type of item has not been used for some time because "so much language is contained in the charts and graphs themselves that there is a concern that students simply reproduce that given information" (p. 434). The 1994-95 *Bulletin of Information for TOEFL, TWE, and TSE* (ETS, 1994a, p. 13), in fact, does not include a chart/graph topic as a practice topic. Instead, the following explanation of TWE test topics is given:

The TWE test uses a variety of writing tasks that research has identified as typical of those required of college and university students. As more is learned about other kinds of academic writing, the TWE test will use additional types of essay questions.

On the actual test, students are given just one topic and have thirty minutes to "compose, revise, and edit a [200-300 word] response to the task" (Greenberg, 1986, p. 531). According to ETS (1990c, p. 30):

The questions are developed by specialists in English or ESL, and field-tested and reviewed by a committee of composition specialists (the TWE Core Reader Group). A topic is approved for use on the TWE only if it elicits a range of responses at a variety of proficiency levels.

The responses are then scored on a holistic six-point scale by two different highly-trained readers, and one score, ranging from 1 to 6, is reported in addition to the TOEFL score (ETS, 1994a). The TWE Scoring Guide (ETS, 1990b)⁴ is "a criterion-referenced rather than norm-referenced instrument⁵ to help readers maintain common standards across administrations and good interrater reliability" (Peirce, 1991, p. 159). Each of the six descriptors in the scale, which focus on the degree of rhetorical and syntactic "competence" demonstrated by the examinee's writing, is illustrated with four or five rubrics. According to the guide, "competent" writers should receive a score of 5 or 6, "minimally competent" writers a score of 4, writers with "developing competence" a 3, writers who "suggest competence" a 2, and those who demonstrate "incompetence" a score of 1. If the two readers give the same score, then that score is reported. If the two scores are just one point apart, then an average is reported (e.g., if one reader assigns a 3 and the other a 4, the reported score is 3.5). If the two readers' scores are more than one point apart, then there is a third reader (ETS, 1994a, p. 32), but this happens very rarely.⁶ In fact, a 1985 TOEFL Writing Test validation study found that interrater reliability ranged from .80 to .85 (Spearman-Brown correlations), "a very acceptable reliability" (Greenberg, 1986, p. 540).⁷

Some Criticisms of the TWE

Judging from the discussion in the literature (e.g., Gonzalez, 1989; Greenberg, 1986; Kroll, 1991; Peirce, 1991; Raimes, 1990; Stansfield & Webster, 1986), response to the TWE so far has been varied—some positive and some negative. There has been discussion, in particular, about the choice of topics, the fact that only one topic appears on each administration, and the scoring.

First, Greenberg (1986) suggests that the two writing tasks chosen for the TWE seem to require very different cognitive and linguistic skills and, therefore, "may require different writing strategies and may yield different assessments of writing proficiency" (p. 538). The TOEFL TWE Guide states that ETS research indicated that "correlations among writing topics were as high across topic types as within topic types, suggesting that overall competency in composition could be adequately assessed using a variety of composition types" (ETS, 1989, p. 2). Greenberg points out, however, that even TOEFL researchers acknowledge that this high reliability across types may be due to variation in scorers' training or scoring procedures rather than examinee performance, and "high reliability does not ensure validity . . ." (p. 542). She cites research by Freedman (1981), for example, which shows that "'trainers' (chief readers and table leaders) can significantly affect readers' scores, regardless of task or topic" (p. 541).

Greenberg, therefore, disagrees with the decision of ETS (which was based mainly on the reliability research mentioned above) to include just one topic on each TWE test administration, since "[i]f either task is offered alone . . . the validity of the test is greatly diminished" (p. 540). Raimes (1990) agrees and cites a 1985 TOEFL research study by Carlson, Bridgeman, Camp, and Waanders (1985): "One writing sample is not necessarily a sufficient sample of writing performance" (p. 435). Finally, Hughes (1989) points out that "from the point of view of validity, the ideal test would be one which required candidates to perform all the relevant potential writing tasks" (p. 81, emphasis in original). Thus, this decision by ETS seems to have been met with nearly unanimous disapproval from the beginning and is a major concern of researchers and practitioners alike.

In addition, it has been suggested by Raimes (1990) that the two tasks chosen for the TWE seem to be more difficult than writing tasks required by ETS on the English Composition Test for native English speakers who are applying to undergraduate programs in North American colleges and universities (if they are required to take a composition test at all). Writing tasks for native speakers often include "agree or disagree" or "take a position on an issue," for instance, versus the relatively more complicated TWE tasks of "compare, contrast, and take a position" or "describe and interpret a chart or graph" (p. 433). Another criticism made by Raimes is that while ETS makes a distinction be-

tween the undergraduate Scholastic Aptitude Test (SAT) and the Graduate Record Exam (GRE), the TWE is expected to have acceptable predictive validity for both undergraduate and graduate students in any discipline, even though they are sure to "face very different demands" (p. 435).

A final important concern expressed by Greenberg (1986), Raimes (1990), and others concerning the choice of topics is the question of backwash. If students know that they will be asked to write on one of only two possible topics, it may lead to the same kind of negative backwash effect that the TWE was created to eliminate—that is, courses and materials designed specifically to prepare students only for those two types of writing tasks.

Finally, there has also been some criticism of the scoring system used on the TWE. Only one holistic score from 1 to 6 is reported, and the institutions receiving the scores do not get to see the actual writing sample. As Raimes (1990) points out, then, the TWE score can be useful only for admissions decisions, not for specific diagnostic purposes, and the institution has "no way of knowing what kind of organization or what quality of ideas a score reflects" (p. 437). So, if the TWE is used for admissions decisions, students might be denied acceptance by a college or university on the basis of just one (or even one-half) point on a holistic scale; thus: "For students rattled enough by the ETS numbers game, the numerical score of the TWE can only add confusion and stress" (p. 435).

Conclusion

Although there has been, and no doubt will continue to be, a great deal of discussion, criticism, and controversy surrounding specific policies concerning the Test of Written English, certainly not all of the response has been negative, and many of those in the profession would no doubt agree with Greenberg's (1986) conclusion: "In the final analysis, any writing task may be better than none at all . . . [and] it is far more desirable to have teachers training students to pass a writing sample than a multiple-choice test" (p. 542). In addition, it seems to be generally agreed that the TWE (as well as the TSE) was developed in direct response to teachers' criticism of indirect measures of English proficiency, indicating that teachers can affect the decisions of an agency as influential as ETS. An implication for ESL teachers and program administrators, as Raimes (1990) suggests, is that "[t]he TWE as well as the literature surrounding it and developed from it, should be scrutinized with great care" (p. 438). This would include, of course, staying informed about developments and changes in the test itself, including the issues of content- and construct-related validation and reliability. But it would also include being informed about the admissions policies of our own schools and schools that our students might be applying to—How are TWE scores used in making decisions?—and not allowing stan-

dardized tests to determine what we teach, so that our students are "spending time learning English, not learning ETS-coping skills" (Raimes, 1990, p. 439).

Notes

- ¹ Some minor changes were introduced to the listening comprehension and reading comprehension sections of the TOEFL beginning with the July 1995 administration. According to ETS (1994b, p. 1), these revisions were intended "to provide more context for the multiple choice questions . . . while maintaining the score reporting scale." However, the test is still entirely multiple choice.
- ² It has often been pointed out that such rigid cut-off scores are inadvisable, but many institutions persist in using them anyway. ETS (1994a), for example, cautions that "[TOEFL] scores cannot be perfectly precise" and reports that the standard error of measurement of the total score for the TOEFL "is approximately 14 scaled score points" (p. 31).
- ³ See ETS (1994a, pp. 14-16) for an explanation of the TSE procedures and scoring as well as sample test items.
- ⁴ The TWE scoring guide is also included as an appendix in Kroll (1991, pp. 30-33).
- ⁵ A reviewer for *The Language Teacher* expressed strong doubts about Pierce's claim that the TWE Scoring Guide is really "criterion-referenced." Bachman (1990) points out that "[m]any different definitions of [criterion-referenced] tests have been proposed . . ." (p. 340) and reviews the literature comparing norm-referenced and criterion-referenced tests in some depth (see especially chapter 8). The TWE Scoring Guide is "criterion-referenced," at least, in the sense that examinees' scores are determined by a specific "criterion level of performance" (Bachman, 1990, p. 8) and are independent of the scores of other individuals taking the test during the same administration. Further discussion of this important issue is beyond the scope of this paper.
- ⁶ See Kroll (1991, pp. 25-28) for a more detailed description of the scoring process.
- ⁷ Greenberg does not indicate how many subjects were included in this validation study.

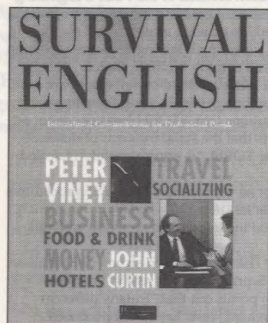
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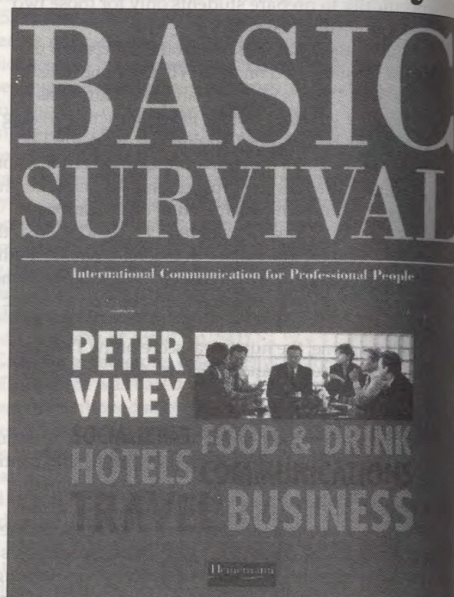
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Suggestopedic Vocabulary Acquisition in the Language Classroom

Vocabulary is essential to language, and thus vocabulary acquisition is an essential element of language learning. Vocabulary acquisition is often a first step for the beginning student as well as an ongoing process for upper level learners. Across this spectrum of skills and vocabulary objectives, it is the teacher's task to address the total aspect of vocabulary acquisition. We can best accomplish this by applying a variety of vocabulary acquisition

techniques and strategies in our classrooms. This paper is organized around the principle that vocabulary acquisition is fundamentally a student-centered process and that no single method or approach alone can address the variety of individual learning styles of all language learners. A second central assumption of this paper is that a significant part of vocabulary acquisition is actually vocabulary retention and activation. With this background in mind, I will introduce a variety of Suggestopedic oriented vocabulary acquisition and retention strategies and techniques.

Suggestopedic Vocabulary Acquisition
The Theory: Reserve Capacity and Desuggestion

Bulgarian psychologist Georgi Lozanov (1982) states that the basis for Suggestopedia, as a language teaching method utilizing sugges-

tive factors, lies in the tapping of our reserve capacities, that is, the memory, intellectual, creativity and personality reserves we all possess. These reserve capacities exist in the paraconscious-ness, the domain outside the scope of the conscious, where the processes of associating, coding, and symbolizing take place. Tapping these reserve capacities is achieved under conditions of positive suggestive organization, together with desuggestion of limiting inertia. Suggestive organization comprises global participation of the whole brain in learning, where the processes of analysis and synthesis are treated simultaneously, and there is indivisible participation of both the conscious and paraconscious. Desuggestion of inertia addresses the individual barriers which limit our learning capacity, of which Lozanov identifies three, a logical-critical barrier ("it is too difficult"), an affective-emotional barrier ("I don't want to") and an ethical barrier ("it is not fair").

The Practice: From Mnemonics to Concert Readings

The following vocabulary acquisition strategies and techniques, while loosely based on Suggestopedic principles, are offered with an eye toward practical

サジェストペディアの手法による語彙獲得ストラテジーとテクニックが紹介される。取り上げられるのは、教室内の器具の利用方法、記憶術や言葉の連合、あるいは頭脳マッピング、繰り返しによるバタン化、チャンツ・歌といった記憶を促進する活動、そしてImagery, Concert Readingと呼ばれる、総合的なアプローチである。この論文では、語彙教育の場合に上のどれか一つのやり方を採用するというのではなく、個々の学生の学習スタイルに合ったやり方を教師が見いだすことで、学生の語彙獲得過程を支援するのが理想であることが説かれる。

reality—institutional constraints such as class scheduling and classroom assignment, the practicality of direct teaching approaches, and individual teaching styles and preferences. Thus, what follows can be thought of as a menu of ideas available to help students become vocabulary acquirers. Utilizing these activities will require creativity and adaptability on the part of the teacher. They are best used as need and chance allow, complementing the class level and objectives, class materials, and student learning styles. My experience in applying these techniques began in a totally Suggestopedic teaching environment in America, and continued in an English conversation school here in Japan. Presently I find it increasingly difficult to maintain the momentum of pure Suggestopedic teaching in the university classroom.

Peripherals and Mnemonics

Passive peripheral stimuli in the form of art and target language material, both general and pursuant directly to specific vocabulary objectives are essential to this approach. Peripheral perceptions fall into the sphere of the paraconscious, where artwork satisfies emotional cravings and language posters address logic, and thus stimulate the whole brain. Of course, using such peripherals requires designated language classrooms and study centers and/or approval to put them up in general classrooms. Such approval is often granted far more easily in private conversation schools than in university settings. I have used peripherals in the conversation school setting, moving them around to highlight, prelude, and open or close particular lessons as well as to keep the classroom setting fresh and new. Students tend to scrutinize such materials, and I believe that peripherals set the tone for a target language environment.

Considering the practicality and value of direct learning and the need for memorization in language learning, I believe that concrete vocabulary retention and activation techniques are vital to vocabulary acquisition, particularly to maximize the benefit of independent student study. Creating mental hooks and anchors in the mind aid in vocabulary retention as well as enhancing vocabulary activation, providing increased comprehension and use of learned vocabulary. The paraconscious operates on the basis of associating, coding, and symbolizing, thus vocabulary retention and activation strategies such as mnemonics, word associations, and memorizing lexical blocks aid memory and retention. Mnemonically, *ROY G BIV* helps us remember the color spectrum (*Red, Orange, Yellow, Green, Blue, Indigo, Violet*), and in this manner mnemonics hooks "information" vocabulary. I have found that students want (and need) ways to remember the planets in English (*Man Very Early Made Jars, Served Useful Needs Period*). Making what

Cross (1992) calls vocabulary networks, specific links can be forged between verbs and nouns (*read a book — write a letter; build a castle — break a heart*), between nouns and multiple adjective strings (*a house; a big house; a big, old house; a big, old, dark house; a big, old, dark, scary house; a big, old, dark, scary, haunted house*), and between nouns and other nouns (*Hospital and doctor, -and disease, -and ambulance, -and treatment, -and expensive medical equipment*). Associations can be used to connect, and distinguish vocabulary sets by a particular sequencing or scale (*sweltering, hot, warm, cool, cold, freezing*). I always teach word pairs, as in *bring together with take, get with give, borrow with lend, save with spend, refuse with accept*. Making even such quick and simple references as for example, opposites, can prelude, recycle, or solidify vocabulary for students.

To expand vocabulary in a clear and orderly manner, I teach lexical phrases, such as (*I have/(s)he has . . .*), followed by the range of possible content (*we can have wealth, blue eyes, a cold, good times, ideas, a look at things, dinner and drinks, children, as well as brothers and sisters, arguments, pity on the poor*). I preface a unit teaching lost and found by having students consider the kinds of things which we can lose. Most list item nouns such as bags and watches. I point out that we can also *lose our voices, our places (in a good book), our ways (in a strange city), our appetites, our friends, our tempers, and our minds*. Students often don't see these common associations and elements in English, in this case the lexical bases (*I have . . . and to lose*). By highlighting them we can create a specific retention and activation hook. I have also taught vocabulary using grouping (*jobs: white collar jobs, blue collar jobs, service sector jobs, dangerous jobs, glamorous jobs*); what I call eclipsing (*buildings: skyscrapers, factories, office buildings, auditoriums, schools*); vocabulary tables (see Cross, 1992); and mind mapping strategies (*shopping leads to food — which leads to milk, bread and apples; shopping also leads to clothes — which leads to shirts, socks and pants*).

These techniques are also effective in correcting and troubleshooting vocabulary usage errors (we watch a movie, because we want to and it takes time; we see an accident, although we didn't plan on it; and we look at a sign, because our attention is somehow drawn to it). I remind my students that some adjectives are -ing for things, and -ed for people (baseball games are exciting, but the fans are excited; try it with boring and students usually don't forget, as in sumo is boring — OK, but I am boring — no way). I have found that few students have a sense of such mnemonic and associational based study strategies and initially are unable to develop these on their own. At first, I outline these ideas on the board or with handouts. Throughout the term, as I identify common problem areas and develop mnemonic or associational strategies in response, I introduce these to the whole class. However, it is essential for students to learn to develop their own personal mnemonics, associations, and combinations.

Chants and Lists

Repetitive patterning, chants, nursery rhymes, and short songs have mnemonic characteristics which aid in vocabulary memorization. Like poems, proverbs, and well-known quotations, they satisfy the creative and cultural needs of the right brain while the left brain focuses on logical language tasks. *One-two buckle my shoe, three-four shut the door, five-six . . .* may seem silly at first, but this rhyme creates a lasting link to both numbers and lexical phrases. Other simple examples include: *She'll be coming around the mountain* with student variation on the *coming around the mountain* part (as in *she'll be driving a big white car*); *Mary had a little lamb*, with variation on the size, color, and animal (as in *Mary had an enormous red kitten*); and any others you can create (see Cross, 1992). The raw material for these can be found in any children's rhyme or song book. As well, there are a number of such resource books on the market. Using these techniques, you can provide a fun review of previously studied vocabulary, and also give students a chance to generate their own vocabulary. I usually use such chant and song strategies in small groups in order to avoid student recitals in front of the whole class.

If vocabulary lists are to be reviewed, try reciting the words while tossing a beanbag, stamping your feet, or whispering every fifth word both to stimulate the whole brain and to reduce the boredom of the task. A variety of word games can be used—for example, thematic word associations (*Teacher: travel is to airplane as . . .*; *St 1: travel is to airplane as airplane is to ticket*; *St 2: airplane is to ticket as ticket is to money*; *St 3: ticket is to money as money is to buy*; *St 4: money is to buy as buy is to shop*); any variation of "My shopping basket" (*St 1: In my basket I have an apple*; *St 2: In my basket I have an apple and a boat*); or "Anything to declare?" (*In my bag I have a book, etc.*).

Imagery and the Concert Reading

Imagery, the use of mental rehearsal, is a natural process we use all the time. As Schmid (1985) points out however, we can improve our imaging by adding the sounds, smells, tastes, touches and feelings of an experience to our imagined mental picture, and then redirect it specifically toward introducing and reinforcing new vocabulary. We can develop imageries to cover various lessons (*a day running errands: go to the bank, the post office, stop for a cup of coffee at a coffee shop, then pick up the cleaning; walking through a supermarket: begin in the vegetables—crisp green lettuce, ripe red tomatoes—next to the staples, flour, sugar, spices and herbs*). I have found it is best to begin with totally guided imageries, where I provide all the detail. Sometimes I have students prepare target vocabulary ahead of the imagery and ask them to listen for it. I have also used student-generated vocabulary to construct review imagery.

Once students understand the process of imagery, semi-guided and unguided imageries can be used to

allow students to create their own imagery with the content vocabulary. The teacher sets the imagery in motion and acts as the guide, moving students through the major points of the imagery and keeping them mentally on task. It is important to allow students to put their images to paper and develop the vocabulary, thereby connecting the words with their own personal images. There is no need to be timid about using imagery techniques, even with lower level students. Although we target certain vocabulary in our choice (or creation) of stories, storytelling allows students to acquire all of the vocabulary we present. Fill your imagery with words and flood the conscious mind. But impress upon students that it is not important to comprehend everything.

The cornerstone of Suggestopedic teaching is the concert reading (Lozanov, 1982). This technique entails two readings of target material. The first reading is accompanied by Classical and Romantic music, for example, Haydn, Mozart, Beethoven, or Brahms; and the second reading is accompanied by Baroque music, for example, Bach, Handel or Vivaldi. The first reading is slow and dramatic, in cadence with the music and with special emphasis on pronunciation, vocabulary and grammar. This first reading is most important for acquiring new and unusual vocabulary. The second reading is then done in a natural tone, with the music as background, such that students can acquire the natural sense of the language. Vocabulary lists, word tables or associated vocabulary, as well as dialogues and passages can be read in the concert reading format. Be sure not to dismiss the reading of longer texts targeting specific vocabulary, even with beginning level students. As with imagery, vocabulary and linguistic rules can be assimilated consciously, as well as paraconsciously, via concert readings.

Conclusion

In this paper I have introduced a variety of vocabulary acquisition strategies and techniques, from peripherals, mnemonics and associations, to imagery and Suggestopedic concert readings. I use these activities to complement the main syllabus, filling in where needed and providing an occasional break from the text. My intention has been to remind us that ultimately, it is the student who acquires, retains and activates vocabulary. It is our task, as teachers, to facilitate this process. In the role of vocabulary acquisition facilitator, let us be inspired to imagine, develop and ultimately use whatever may work for the wide variety of needs and learning styles of our students.

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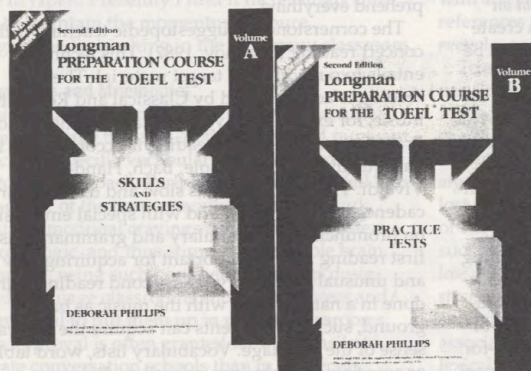
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Jack Kimball
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College Writing: Let's Talk About It!

While writing and speaking are both productive language skills, they are often separated from one another inside the English-language college classroom in Japan. Composition is sometimes treated as though it operates autonomously, conceived of as discrete, text-oriented, mental challenges: reading, note-taking, drafting, redrafting. Once the teacher's instructions are clear, students' time is concentrated on thinking and writing, with little or no need for the spoken word (Ishii & Bruneau, 1991). Moreover, in emphasizing the privacy of composition—composition divorced from practical intercommunication among students—college English curricula often use this quiet time for small chunks of writing: a sentence or two, a para-

graph (Yamada, 1993). If spoken language enters the composition classroom, it is frequently in the form of the instructor lecturing or giving dictation (Mok, 1993; Liebman-Kleine, 1986). The rationale: students can benefit from practicing their composition skills via dictation and/or modest units of up to a paragraph. Besides, it is more plausible to write like this than to

speak as well as write a language which is hardly used outside the class.

In Great Britain and North America, on the other hand, there is movement toward integrating writing and speaking in ESL/EFL. College students who are learning English are increasingly exposed to practice in speaking with one another along a continuum of writing processes—before they know what they will write, before they take notes, after they take notes, before they draft, after they draft, after they revise, and so forth (Raimes, 1991; Zamel 1987). As ways of getting started and coming up with ideas, that is, as ways of inventing, the language learner is asked to talk over a pleasant memory with another student, or within a circle of two or three other students, to discuss controversies such as AIDS health policies or the advantages of bilingualism.

The move to integrate written and oral communication is viewed in British and North American contexts as one approach for learners to be initiated into collective inquiry, consensus-building and collaborative invention within "promotive interaction" (Johnson & Johnson, 1994). This collective or collaborative impetus can be described in sum as a purposeful interaction between two or more students directed toward a relevant objective. It is ironic that students in North America, for instance, are encouraged to cooperate—ironic from the perspective of the Japanese college classroom where, if allowed, students freely confer with one another to seek clarification and mutual understanding. With this irony in mind, I will first review arguments for

ライティングとスピーキングはどちらも産出的な言語技能であるが、日本の大学の英語クラスでは別個のものとして扱われがちである。作文はときどき、話し言葉から独立した、何らかのテキストに基づく、頭の中だけで行う活動だと考えられている。つまり、何かを読み、ノートを取り、下書きをし、それに修正を加えて完成するといったイメージである。一方、イギリスや北米の英語教育では、ライティングとスピーキングを連携させようとする動きがあり、ライティングを学習中の学生同士が、作文の過程で話し合いを持つ割合が増加している。書き始めの前後、読んだ内容をノートする前後、下書きの前後、その書き直し作業の前後というように、作文過程の節目に学生同士の話し合いが行われるのである。ここではまず、書き言葉と話し言葉の融合の必要性について、発達言語学者と修辞学者によって明確にされた論理的根拠と実施方法が示される。次に、学生同士の共同作業に基盤を置くこのやり方の、日本での実践方法について説明される。

integrating oral and written speech, arguments articulated as rationales and methods by developmental linguists and rhetoricians. Second, granted that a number of Japanese college students are familiar with forms of consensus-building, I will try to imagine how developmental ideas about collaborating and integrating writing with speaking may be practiced here in Japan.

Finally, and by way of introduction, I want to acknowledge the valid distinctions among (a) teaching EFL in Japan, (b) developmental research from elsewhere and (c) British or North American communicative practice of integrating writing and speaking for ESL (or EFL in the case of student-transients, for example). Given the potential benefits of examining one's instructional approaches by reviewing alternative theory and practices, however, the claim that (b) and (c) do not pertain to (a) constitutes a necessary but insufficient first line of resistance. Developmental arguments, moreover, have become increasingly compelling regarding how the four basic language skills need to be combined and synthesized for learner fluency to unfold. Accordingly, a defense for EFL approaches that combine written and oral communication seems tertiary, not only in English-language environments, but elsewhere as these approaches are part of "an international effort to respond to the needs of present-day language learners" (Savignon, 1991, p. 261).

Combining writing and speaking is a challenging pedagogical task in Japan, but this has no bearing, as such, on the developmental efficacy of doing so. I want to suggest, in addition, that "foreign" and untraditional methods for teaching English composition in Japan (such as combining writing and speaking, having students collaborate on texts, etc.) can be seen as actually complementary activities vis-à-vis certain cooperative impulses within Japanese student culture.

The Influence of Collaborative Thinking and Social Constructivism

The sort of pedagogical temperament that informs ideas of integrating speaking and writing for group inquiry and collaboration derives from various strands of social constructivist thought. One influence is Soviet psychologist Vygotsky (1986) who postulates that the language learner "internalizes" both the form and content of social dialogue; another influence is the historian of science Kuhn (1970) who reasons that academic disciplines function within "paradigms" or group-licensed ways of defining and interpreting data. With respect to linguistics and language education, Kuhn's influence has been further popularized, as it were, by Fish (1980) who argues that "interpretive communities," such as business organizations or college classrooms, operate by means of paradigm-like "strategies" that shape knowledge.

Social constructivism leads some to view the classroom as a "dialogic structure" for "mediated action" (Wertsch, 1991). With specific reference to the composition classroom, Harrienger (1994) stresses that students should "own" a process of rhetorical art, fostered as she sees it, by an integrative, collaborative pedagogy that makes students more aware of and better able to use linguistic strategies within appropriate contexts, such as strategies for making requests or articulating in advance what they need to know.

General Principles of Group Action

There are numerous pragmatic rationales for social constructivist or collaborative pedagogy. With respect to issues of learning, such as language acquisition, research in Great Britain and North America substantiates that students learn more, and retain what they learn longer, when they operate in small groups (Beckman, 1990; Johnson, Johnson & Smith 1991; Davis, 1993). In reference to learner affect, students find working with other students "more believable and trustworthy" than traditional class formats (Fiske & Taylor, 1991). And students report that they feel more satisfied functioning with their peers (Chickering & Gamson, 1991; Goodsell, Mayer, Tinto & Associates, 1992).

Here in Japan, research on a set of collaborative, taped listening exercises by Schneider (1993) finds college students more relaxed and confident working in pairs. Both students and instructor report that the collaborative technique was useful and productive.

While the greater word count increase of the taping students might be partially attributable to their having spoken with close friends, this is an argument for pair taping rather than against it, since it is preferable that students be in a friendly environment. The success with pair taping may have something to do with the fact that learner participation in decision making leads to increased productivity. (p. 59)

Application of group collaboration theory leads to innumerable varieties of classroom transactions, yet the following three principles (adapted from Davis, 1993) are readily apparent.

- First, regardless of subject matter, *teachers need to plan each stage of group action*, determining what parts of a syllabus best lend themselves to team effort, small circle deliberation and/or pair work.
- Second, *collaborative work needs to be germane* and pitched at an appropriate level to fit students' abilities.
- Third, *teachers need to prepare students for productive group action*. Students must learn to listen proactively, for example. This means that instructors should furnish models of listening, models which evolve into students' talking with one another, freely questioning, sharing opinions and experi-

ences. In addition, guidelines for questioning as well as for giving and receiving criticism need to be explicit.

The Salience of Strategies

These general principles of group collaboration can be put to work by focusing on strategies that guide both the contents and method of teaching and learning. For example, Palinscar and Brown (1988) advocate a transformation of teacher/student dynamics by re-applying "active strategies" ordinarily used for reading comprehension: the class engages in summarizing (a form of self-review, according to Palinscar and Brown), questioning, clarifying and predicting by way of "reciprocal teaching" in which the instructor and students take turns leading the discussion. Among others, Pierce (1995) extends these ideas into ESL/EFL composition by suggesting language learners write their self-reviews in journals and compare their findings with one another.

Another example of group collaboration by way of strategies is case analysis, a popular method for teaching business and law. Course work centers on problem sets requiring creative solutions applicable within such content areas as product marketing or contract dispute. Students are assembled into study teams of four or five members. Each team is responsible for defining goals and tasks for both inside and outside the class. Reflective, perhaps, of the results-directed atmosphere of European and North American professional life, study teams are supposed to engender a keen sense of intragroup cooperation and an even keener awareness of intergroup rivalry. Competitive aspects of case analysis are culturally determined and thus limited in their application to teaching writing in Japan. But there are other features that show potential for adaptation: focusing oral and written communication on key points; selecting tools and facts to be persuasive; role-playing opposing points in a practical context; scheduling time to allow for group planning, fair division of tasks, and team review.

Talk-write Pedagogy

With regard to general collaborative principles of planning each stage and preparing students for productive activity, "talk-write" pedagogy, proposed and developed by Zoellner (1969), is one approach to composition that explicitly incorporates oral language production. In brief, the talk-write approach concentrates on the activity of writing, rather than the written product; it employs a considerable amount of oral production, mostly in the form of a "writer" speaking in response to a "scribe" asking questions such as, "What happened next?"

In contrast to the traditional writing situation, where each student privately, at his own iso-

lated desk or in his own room, writes his own private theme which is then privately corrected by his instructor, in the talk-write classroom whatever the student writes is there for all to see: he has at his side either the instructor or another student engaging in vocal-to-scribal dialogue with him, and if his difficulty is of special significance he may become part of a vocal-to-scribal dialogue with the whole class participating. (p. 301)

Ezell (1990), Whittaker (1991) and others concur with Zoellner's emphasis on speech and the need for students to talk about their writing throughout its development, start to finish. In her assessment of talk-write, Walters (1992) stresses the developmental benefits of modeling students' behavior and the instructional force of the question-answer format. In proposing a theoretical model for testing the talk-write approach, Radcliffe (1972) surveys the literature dealing with talk in problem solving. Radcliffe concludes that talk helps writers:

- 1) see the problem more clearly, 2) develop greater problem-solving accuracy, 3) produce clearer ideas, 4) pay more attention to the goal, 5) be more highly conscious of the steps they took, 6) make sudden reorganizations to solve the problem (i.e., insight), and 7) see the basic puzzle relationships. (p. 189)

Other Methods for Talk-write

Showing a similar concern about integrating written and oral communication, Bruffee (1985) seems most preoccupied with the collaborative principle of planning productive group action. He advances collaborative techniques by proposing four categories of group invention: (a) peer discussion centered on shared readings, (b) brainstorming, (c) freewriting, (d) group generalizing. In (a), peer discussion of readings, the texts can be either student writing or published pieces. Bruffee calls for the texts to be read aloud and then small groups to answer questions.

Students in (b), brainstorming, try different idea-generating techniques, focusing on a single concrete term, such as "street" or "money," to compile a list of associations which can be rearranged and added to. With (c), freewriting, Bruffee asks students to focus on issues related to the course, to attempt to make "statements," but to delete judgmental pronouncements, and most important relative to peer cooperation, to interview one another about the contents of their freewriting. Bruffee's final category (d), generalizing, involves students identifying issues as "sharable concerns" related to "concrete experiences." An example of (d) might be role-playing as a store manager whose employees occasionally come to work late; students identify issues and generalize toward a solution.

Moberg (1985) has developed a detailed guide for group invention, one that attends to the writer on intimate and, no doubt, culturally-idiomatic terms. The following paraphrase, outlined in the section on "making the topic yours" (p. 137ff), is illustrative:

- (1) Relax, meditate—write about your feelings for two minutes.
- (2) Look inside yourself—list problems, joys, etc.—write four to seven minutes.
- (3) Review and add to your thoughts—two to four minutes.
- (4) List what you know and don't know—four to six minutes.
- (5) Title what you have written—two minutes.
- (6) Try a few opening lines—three to four minutes.
- (7) Reread what you have written.
- (8) Share your experience with group members and write down their comments.

Moberg works with many of the same elements as Bruffee, freewriting, list-making, and so forth, but he applies them in more personal, more reflective realms (meditation and repeated reconceptualization, for example).

Collaborative Inquiry in EFL

As provocative and/or as attractive as some collaborative techniques seem, not all of these ideas suit the EFL college classroom. Asking students to "look inside" may result in confusion if they are not prepared for self-examination. Competitive aspects of case analysis, as noted, would not easily "translate" into appropriate activity, at least at the undergraduate level, given an often-voiced ideal of maintaining the social harmony of the Japanese classroom.

EFL teachers and researchers are nonetheless becoming more voluble with respect to the efficacy of social constructivist pedagogy. Hill and Parry (1992) call for more "pragmatic models" of language education in which writers assume greater responsibility in negotiating the meaning of published texts and the texts they create themselves. In this instance, pragmatic models include learner exchange via shared dialogues and collaboration on student-generated texts. Legutke and Thomas (1991) argue that EFL students can contribute to both the content and process of their own learning within a pedagogy that gives them choices and the opportunity to speak out.

Notwithstanding the idealist appeal of communitarian-like pedagogy, there is strong speculation in a more pragmatic vein that group activity which features speaking and writing as part of the "technology" of language learning enhances motivation and deepens awareness of complex thinking (Rickerson, 1984; Dunkel, 1991). From her extensive experience working with ESL/EFL writers, for instance, Murray (1992) recommends a variation of the talk-write regimen to allow learners to participate in small groups in which up to five students cooperate on creating a text. The text is written down by a "scribe" using a word processor. Learners achieve a

"distance" from their creation thanks to both the act of transcription and the transcribed text. This distance, in turn, facilitates learners' perception of and engagement in revision processes.

Let's Talk about It in Japan

In adapting talk-write and collaborative teaching strategies for EFL classrooms in Japan, crucial points are (a) the focus on the activity of writing rather than the written product, and (b) having students produce enough writing so that there is in fact something to talk about. Total linguistic perfection is an inappropriate aim with respect to (a). Similarly, to fulfill (b) it follows that over time students need practice writing in larger formats than a few sentences. In addition, the general principles outlined above pertain: *Group action has to be relevant, students need to be prepared, and the instructor assumes responsibility for determining which parts of the syllabus are best adapted for student collaboration.*

Peer review/peer critique is a prevalent form of collaborative transaction in the composition class in Japan (Oshita, 1990; Shizuka, 1993). Composition teachers frequently employ a talk-write stratagem when they have their students revise texts, since the work is germane and students have vested interests in the texts under discussion. Further, in a social context that values mutual respect and consensus-building, having students talk over common interests seems natural. Again, with reference to general principles of collaboration, the instructor increases the potential for success in modeling learners' English-language behavior by way of checklists, guide sheets, suggestions for conversation-starters, sample questions, and so forth.

Elements of case analysis may provide opportunities for productive adaptation in the Japanese classroom, as well. Since many undergraduate EFL classes are made up of learners with the same or similar academic concentrations (students majoring in the sciences, engineering, etc.), teachers could organize some course work around study teams, and gear assignments toward collective inquiry and other concrete situations relevant to learners' interests. Talk-write gambits might feature peer discussion of texts, including selection of key points and relevant facts, as well as role-playing opposing opinions. Even instrumental chores, like scheduling time for team action, could lead to a genuine integration of oral and written language.

Clearly, composition need not stand alone. Just as written speech in part reflects and intersects with oral speech, learners' compositions can lead quite agreeably to learners' talking about their texts. For many Japanese undergraduates who are hesitant to converse in English, the prospect of talking about their writing may seem more practical, more relevant and even more interesting. And in this way, students gain invaluable practice, not only in composing and

speaking, but also in reaching the insight that written and oral communication work in tandem. The ideas sketched here are just a few ways to think about the classroom as a "dialogic structure" or, more simply, to think about the potential for talk in the teaching of composition. Ideas such as these can formulate one part of an ongoing review of how best to sustain learners as they develop into more fluent speakers and writers of English. And while reviewing our classroom practices in light of the integration of speech and composition, student dialogue and the like, we teachers enter into the very processes of self-examination and communication implicit in collaborative action and, indeed, in any fluent transaction of the imagination.

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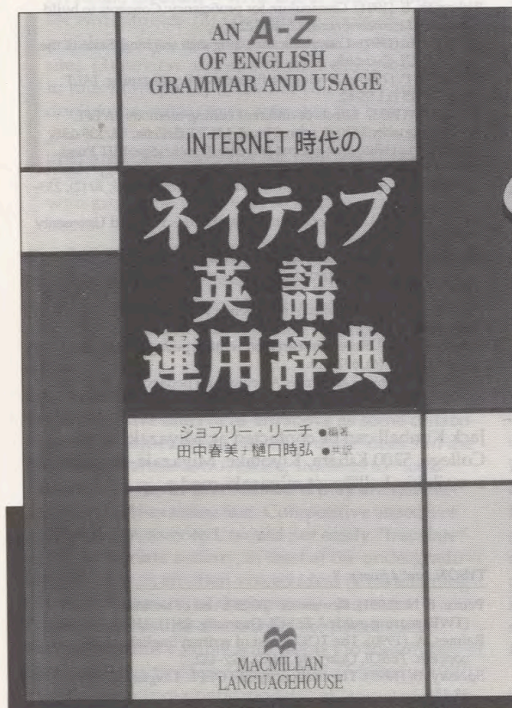
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すべての英語学習者と研究者にお薦めしたい

明治大学教授 堀内 克明

ABC順に配列された辞典形式の英文法書の決定版である。編者の Geoffrey Leech は英文法の実証的な理論研究の世界的権威であり、学問上も、実用上も、これほど信頼できる英文法・語法辞典は他にない。

大学生はもちろん、一般の英語学習者、教師、社会人、実務家にとって、必要にして十分な英文法の知識がここに凝縮されている。無駄も無理もなく、難し過ぎず、やさし過ぎず、きわめて分かりやすく解説されているので、大学を目指す高校生にも、受験ものではない「本物の英語」を扱った基本英文法書として活用していただきたい。

TOEICなど各種の英語資格試験の備えとして基礎を固めるためにも、本書は最適である。特に英作文、英会話、ディベート、プレゼンテーションなどでの英語による表現力をつけるために、手もとにおいて絶えず参照できるレファレンス・ブックとして、すべての英語学習者と研究者にお薦めしたい。

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大学生に対する夏期短期留学プログラムの成果と課題 —専門を媒介とした行動と言語の相乗作用—

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As short-term study abroad programs become popular, the need to provide students with a variety of experiences is increasing. This paper examines a program which provides students with an opportunity to work with American farmers. The main objective of this program is to place students in situations where they can gain practical experience in their major field of study—Agriculture—in America. The success of this program is due to this experience and the opportunity for students to talk with their host families about topics that they have studied and are able to discuss confidently. This is a new type of short-term study abroad program.

1. はじめに

「国際化」への関心が高まる中、近年多くの学生が本来の学業に影響のない範囲で海外での生活を体験するため、夏休みの長期休暇を利用して短期留学プログラムに参加している。この要求に応じて、語学留学やホームステイを中心とした様々な種類の夏期短期留学プログラムが提供されている。その中で、大学が相手校と協定を結んで夏期短期留学プログラムを作り、学生を送り出す場合がある。今後このようなプログラムは増加していくと思われ、それぞれの大学がその特性を出し、学生にとってより有意義なプログラムを提供する必要があると高まっている。

東京農工大学においては、農学部協定校であるインディアナ州立パデュー大学と夏期短期交換留学プログラムを行っている。このプログラムは、特に農学部の学部生、大学院生を対象とした学部間協定に基づくものであり、その専門性を生かした独自のプログラムを作成してきた。本稿では、この事例に基づきプログラムの成果と今後の課題を検討していく。

2. 夏期交換留学の目的

このプログラムの主な目的は、学生が7月の終わりから約5週間アメリカの農家に滞在し、実際に農作業を体験することにより農学に関する知識、視野を広めることにある。1995年度の参加学生は、学部生(女子)6名、大学院生(男子)2名の計8名であった。これは学内での公募により集まった学生で人数制限や条件などをつけていないが、集まった学生全員が農作業の実地体験をすることによりアメリカの農業の実情を知りたいという強い熱意を持っていた。そのため他の語学研修や民間のホームステイプログラムではなく、この短期留学プログラムを選択している。実際、英語は苦手だという学生が多く、英語に対してかなり抵抗感や拒否感があった。特に、プロダクションには問題があり、例えば、いつ洗濯をしてもいいか聞きたい場合や、日本料理を作ってもいいか許可をもらう場合などの簡単な疑問文が口頭ですぐには出て来ない状態だった。もちろん、それを読んだり書いたりする能力はあるのだが、口頭でプロダクションすることは、彼らにはかなり難しいレベルであることがわかった。しかし、彼らにとって英語に対する不安よりは、農作業の参加への期待感の方がはるかに大きいことが印象的であった。

3. 学生からの報告

プログラムに参加した学生の報告会では、8名中7名がこのプログラムに満足参加してよかったと言っている。注目

したいのは、満足した学生の内他4名が以下のような農作業を中心としたほぼ共通の感想を述べていることである。

- ・農作業に誇りを持っている人達と働くことができてよかった。そして、自分も農学を勉強してよかったと思った。自分の専門について聞かれてもわからないことがあったので、これからはもっと勉強しようと思う。
- ・農作業を共にしたことで、家族や友人の農家の人が働く仲間として扱ってくれた。
- ・農作業の時は身振り手振りを交えて会話をするので、英語を話しても緊張感がなかった。
- ・言葉が完全にできなくても、コミュニケーションをしたいという気持ちがあれば、意志の疎通はできると自信が持てた。

これらの感想から、この4名のホストファミリーとのコミュニケーションは、かなりうまく行われたことがうかがえる。しかし、彼らは決して出発前に英語力があつたとは言えない。前述したように、簡単な疑問文さえもすぐには出て来ないほどの能力であり、アメリカの大学からの交換留学生が来日した際も彼らの口から英語が出ることはほとんどなかった。では、なぜ彼らは、「英語を使っても緊張感がなかった」「意志の疎通はできると自信が持てた。」というほどまでになったのだろうか。

そこで、実際どのようにコミュニケーションが成立していたのかを、土壌学専攻の男子の大学院生Aの事例から検討してみる。

<事例>

主な作業

ミントの収穫、ミントの油取り、農薬を撒く、スプリンクラーで水を撒くなど。

頻繁に使った英語のフレーズ(いくつかあったが、今すぐ思いつくのは、特に次の5つ)

Take it. Bring it to me. Follow me. (この3つは常に言われていた。)

Cut it. (ミントの油を取る際、トラクターからワゴンを引き離す瞬間に言われる。)

Dump out. (ミント油を取り終わった後、ミントを捨てる時に言われた。)

これらの簡単なフレーズでも、言われてすぐに理解できたわけではなかった。相手が実際にやってみせてくれたことが一番役に立った。そして、何度も聞いて、行動しているうちに、後から言われている単語とそのスペルが一致していった。最も難しかったのは、「Dump out」で、「捨てる」という

意味だということは、その作業から理解していたが、「タンバウ」(彼にはこう聞こえた。)がどうして捨てることなのだろうと不思議に思っていた。結局、ホストファミリーにスベルを書いてもらい、辞書で“dump”という単語の意味を確認した。

土壌学を通しての会話

以下のような専門用語をホストファミリーとの会話の中で使用することにより、土壌の話がはずんでいった。

*volcanic ash soil, Black soil (Molisol), forest soil (Alfisol)

日本の土は volcanic ash soil で、黒である。ステイ先の土も見た目は同じ黒だったので、やはり volcanic ash soil が質問した。その土は、volcanic ash soil ではなく、Black soil (Mollisol) と forest soil (Alfisol) ということがわかった。この話をきっかけとして、土の話が頻繁に行われるようになった。

*lime, organic matter, Phosphate, cation exchange capacity, erosion

例えば、lime の袋が横んであったのを見たので、何のために使うのか聞いてみると、ホストファミリーの人がきちんと説明してくれた。土が酸性なので、できるだけ中性に近づけるため、アルカリ性の lime を入れるということだった。そのことに関連して、cation exchange capacity はどれくらいあるのかという話になった。また、畑に erosion の後らしいものが見られたので、erosion かどうか聞いてみると、それは water erosion の後だと教えてくれた。

このような積極的な質問の中で、相手も A が土に興味があることを理解し、大学が行った土に関する講習会の資料や、土の管理マニュアルを見せてくれて、土に関する会話はどんどん進展していった。その際、A は正しい英語の文を作って話した記憶はあまりない。実際、ホストファミリーの人に「疑問文にいつも“do”が抜ける」と言われた。しかし、たとえ完全な英語でなくても自分の専門に関しては聞きたいことがたくさんあったので、とにかくできるだけ質問をした。また、相手の言っていることも、専門用語は理解できるので聞き取りやすく、英語に対する抵抗感がなくなっていた。

仕事を通して見たアメリカの農業

ホストファミリーを通してアメリカの農業を見た A は、大学と農家のつながりの強さを感じた。大学はその地域の農家に理論的な指導をし、農家は大学に情報を提供することによって、お互いに地域の農業の発展のために一体となり努力していた。また、アメリカの農業は大型機械化のイメージが強かったが、結局は農家の地道な作業が基本になっていることが、農作業に参加することで実感できた。講習会などの農家の人達が集まる場で、みんなが A を働く仲間として扱ってくれたことは、言葉のギャップなど忘れてしまうほどうれしいことであり、彼らから言われた“People are people.”という言葉が最も印象深い。

4. 専門を通じた異文化体験の意義

A をはじめとする 4 名の学生が、上記のようにホストファミリーにうまく溶け込み、農業に対する視野を広め、渡米前にあった英語への抵抗感までも取り払ってしまうほどすば

しい異文化体験ができたのはなぜだろうか。それは、この夏期短期留学プログラムの目的と学生の意欲が好条件のもとでうまく適合でき、最大の成果が得られたからであろう。

まず、プログラムの中心である農作業への参加に注目したい。共に作業をするためには、英語でのコミュニケーションが不可欠である。学生達は、はじめは英語に不安があったかもしれないが、農作業の場で実際に使われた英語は彼らが教室で習ってきた正誤性を問われる英語とは全く違っていったのである。農作業中に使われる英語は、常にその言葉が意味する行動が伴っていた。相手の要求する行動ができるかどうか、自分の意志が伝わるかどうかだけが問題であった。実際に体を動かしている時は、言葉の壁など気にしている暇はなく、身振り手振りを使ってもとにかく作業についていかなければいけない。同時に、同じ作業をすることで仲間意識が高くなり、言葉ができない外国人という劣等感、疎外感が徐々に消えて行く。また、このように単位取得の必要もなく、毎日ホストファミリーと共に農作業に専念できたのは、夏期短期留学にのみ可能である大きな特色である。

一旦英語への抵抗感がなくなれば、農作業以外の場でも農業に関する質問が容易になる。語学学習においては、学習者の興味のある活動を提供することによって、学習者の不安が減少し、学習への意欲も強くなっていくと言われている。(Crandall, 1987) 学生の興味のある専門に関する会話は、テキストにあるような作られた会話の不自然さはない。自分の得意とする専門用語の英語も使え、何とか伝えたいという意欲もある。しかも、農作業への参加や積極的な専門的会話を通して、ホストファミリーは学生をお客様ではなく、同じ農業に携わる仲間として扱ってくれるようになった。これは、精神的に大人であり、知的レベルの高い大学生、大学院生にとっては大変重要なことである。留学先において、言葉の問題だけの理由で学生が過保護にされる傾向があり、時にはそのことによって、学生は自分が未熟な子供のように扱われていると感じることさえあるだろう。そして、これが彼らの自尊心や積極性を損なう大きな障害となりがちである。しかし、農作業を通じてホストファミリーと仲間意識を築いた学生は、このような経験をすることはなかった。

では、このような学生の農作業への意欲や、苦手な英語を駆使してまで農業に関する会話をしようとする積極性を支えていたものは何だろうか。それは、自分たちの専門に対する興味と誇りである。できるだけ多くのことを学んで帰りたいという意欲と、専門的知識に対する自信が無意識のうちに語学の問題をカバーし、農業に関する共通の話題を通して有意義なコミュニケーションを成立させたのである。確かに、参加した学生の英語力においても専門的知識においても、具体性を持った顕著な向上は見られなかったかもしれない。しかし、英語に対しての抵抗感が劇的、アメリカ人を身近に感じることににより彼らとのコミュニケーションに自信を持つことができた。さらに農業に対する視野が広まり、学習意欲が向上したということは、一カ月という短い期間で得られる大きな成果だったと言えるであろう。この経験が基盤になり、これからの彼らの専門の研究や語学学習はさらに広がっていくことが期待される。そして、この成果は、学生の専門性を重視した短期留学プログラムだからこそ実現できた異文化接

触の結果であったと思われる。

5. 問題点と今後の課題

参加者 8 名中 4 名は実際に農作業に参加することができ、専門的知識を生かしながら異文化体験を成功させている。しかし、その他の学生はそれぞれに問題があり、プログラムの目的を達成できなかった。外国人である学生をどうやって農作業に参加させていかわからず、ほとんど農作業に参加できなかったホストファミリーもいた。また、女子にできる仕事は少なく、ホストファミリーにやらしてもらった仕事はないと言われた女子学生もいた。その代わりに、ホストファミリーの好意的なものでなしにより、楽しい経験をしてきた学生もいる。しかし、彼らの本来の参加目的である農作業は全くできなかったことになる。

学生の 1 人はホストファミリーと行き違いが多く、うまくつきあうことができなかったで、プログラムに全く満足しなかったと答えている。ホストファミリーとの間に問題が起きた場合、学生が相談できる人が相手校にもいた。しかし、学生は担当者とは電話でしか連絡をとることができず、しかも留守がちで、なかなか話すことができなかったという。また、電話で話すことには、語学力の問題からかなり抵抗があったというのが参加者全員の意見であった。この件に関して相手校は、滞在終了後、ホストファミリーと何か問題はなかったか学生に尋ねたが、全員が“Good”と答えたことと報告している。日本人学生は、問題があってもそれをきちんと報告しないことが多いが、日本に帰ってから問題があったと言われても対処が難しいというのが相手校の意見である。さらに、日本人学生は、自分の意見をはっきりと示さないで、ホストファミリーも対応に困っている。学生の方から積極的に近づこうとしなければいい関係は生まれないとアドバイスしている。

前述したいくつかの問題の原因のひとつは、このプログラムにおいてホストファミリーに依存する部分がかなり大きいことにある。学生は学校に通うこともなく、一日中ホストファミリーと過ごすことになる。ホストファミリーとうまくいく場合はよいが、もし問題が生じた場合、双方にとってかなりの負担となる。また、学生の農作業への参加がこのプログラムの主要な活動であるにもかかわらず、そこをよく理解していないホストファミリーもいたようだった。この点を再確認しない、プログラムの趣旨が曖昧になってしまう危険がある。また、ホストファミリーによって体験に差が出てしまいがちなことも問題である。学生に共通の体験を提供するために、今後は大学の研究室訪問やアメリカ人学生とのディスカッションなども取り入れながら、大学のキャンパスにおける活動を取り入れることも考慮すべきであろう。

学校側のサポートシステムも今後の課題のひとつである。語学力が不十分である学生でも、問題がある場合は相談できる現地でのシステム作りも整えなければならない。そして、ホストファミリーとのコミュニケーション方法に関しても渡米前に指導が必要である。手塚 (1991) によれば、日本人は相手の気持ちを傷つけないという遠慮や配慮のために、言いたいことを言わずに、いつかはわかってくれるだろうという相手の「察し」に期待をかける。この日本流の曖昧な方

法に頼らずに、率直に話し合うことがホームステイ成功への鍵のひとつだと言っている。このような日本特有の文化を学生に気づかせ、ホストファミリーとつきあう上で、自分の意見を明確にすることの意味などを含んだ異文化教育の充実化の必要性も改めて感じる。

プログラムをさらに充実させるためには、これらの問題を反映させ、相手校の事情も考慮しながら、我々担当者同士のさらに綿密な情報交換、話し合いを行っていくことが不可欠である。

6. おわりに

従来、“留学”というと、語学学習のため、または、一定の語学力のある人が学位取得のために海外で勉強するというものだった。しかし、短期留学の機会が増加している中、今までは違った新しい留学の形が可能になった。語学が無関係とは言えないが、語学学習や語学力を伴う学位取得だけを目的にしないで、短期留学において学生は異文化接触という貴重な経験をすることができる。その際、学生の最も興味がある学問を媒介にして異文化接触をする機会を与えれば、各自の興味と自信を伴った異文化接触が可能になることが、今回のプログラムに参加した学生の報告から明らかになった。知識を広めたいという彼らの好奇心がアメリカ人との交流、そして語学学習をも成功させたと言えるのではないだろうか。まだ事例は少ないが、今回の学生の体験は短期留学の新しい形を示唆していると言える。

海外の大学との姉妹校提携などがさかんになった今、大学がその交流を学生に反映させるためにも、また、教育の場を教室以外に拡大していくためにも、今後も幅広い意味での海外留学の機会を提供していく必要がある。当プログラムも、前述したいくつかの課題を考慮し、さらに充実したプログラムにしていきたい。

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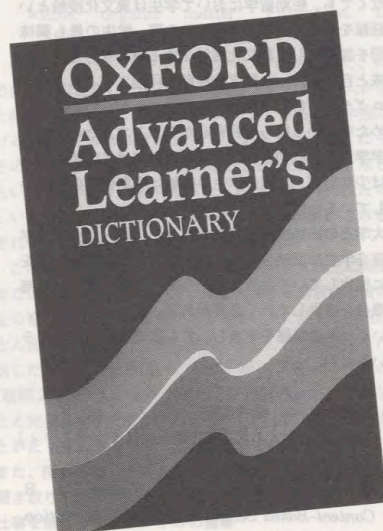
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Employment Issues Forum

edited by bill lee

The first two papers in this forum, by Jim Scott and Joseph Tomei, are responses from national university foreign faculty to *The Language Teacher's* March forum, "JALT policy on ageism" (pp. 19-23). The focus of their replies, Gene van Troyer's "Position Paper" on ageism, was presented to the JALT Executive Board in October, 1995. In November, the full membership's Annual General Meeting (AGM) commissioned the national officers to establish a policy dealing with *all* forms of job discrimination. The "Position Paper," although superseded by the AGM motion, was published in March to provoke discussion, particularly of the kind that ensues in this issue.

Brett Reynolds' paper narrates a private language school teacher's successful battle to overturn an unfair termination, and is deliberately chosen to widen the scope of discussion yet further. What proved essential to Reynolds reversing his dismissal was the free and rapid exchange of information and support between JALT member. As we discuss job rights in September's forum and up through the 1996 AGM, *The Language Teacher* hopes that readers in need and readers who can help will continue the exchange.

Evaluating JALT's Discrimination Policy: A Checklist

James J. Scott

National Institute of Fitness and Sports in Kanoya

At the 1995 AGM, JALT's membership instructed the national officers to "investigate, formulate, and recommend policy regarding teacher termination at universities" (JALT, 1995, p. 20). As a senior foreign instructor at a national university, I am naturally concerned about the direction such a policy might take. Accordingly, the following questions are intended to serve as a checklist to which the national officers can refer when formulating a policy, and to which all members can refer when that policy is submitted to the next AGM. Other members will no doubt want to add their own questions to the list.

1. Does the policy proposal focus on the issues with which JALT's members are primarily concerned?

The title of the March forum, "JALT policy on ageism," notwithstanding, the motion passed at the AGM instructed the national officers to formulate a policy on teacher termination. We must take care not to let our legitimate concerns about ageism distract us from the issues at hand.

2. Does the wording of the proposal say what we want?

In our eagerness to communicate, we sometimes say things that are different from what we actually mean. For example, in the forum "Discussion Paper," Gene van Troyer (1996) condemns "the current national university policy of terminating senior *foreign* faculty solely on the basis of age" (p. 21, italics added). The actual wording suggests either that foreign faculty alone are terminated on the basis of age, or that we object to this practice only when it affects foreigners. The first alternative is not true: most Japanese faculty are subject to mandatory retirement policies. And the second would appear to be unprofessional: if it is objectionable to terminate foreign faculty solely on the basis of age, it is also objectionable to terminate Japanese faculty solely on the basis of age.

van Troyer probably meant that we object to the termination of foreign faculty solely on the basis of

age when those faculty had originally been told that they could continue to work indefinitely. If this is the practice to which we object, we should be careful to say so in our policy proposal.

3. Is the proposal based on principles that we can consistently apply?

If we object to this practice because it is ageist, we must also, to be consistent, object to mandatory retirement for Japanese faculty, which is also ageist. Or, if we object to the practice because it discriminates on the basis of nationality, then we must also object to the practice of reserving certain faculty positions for foreigners, which also discriminates on the basis of nationality.

Fortunately, we need not cite ageism or discrimination as the basis for our objections to this particular practice. Rather, we can object to this practice because *promises are made to be kept*. If a foreigner—or native Japanese—is hired with the understanding that he or she could continue working indefinitely, the university involved is ethically obligated to honor its commitment.

The same logic applies when we formulate positions on other teacher termination practices. We must make sure that we base our positions on principles that we are prepared to follow no matter where they may lead.

4. Is the proposal based on up-to-date information?

Common sense suggests that our policy address current issues. The situation of senior foreign faculty at national universities illustrates the point. Of those who were originally employed with the understanding that they could continue indefinitely, how many are still teaching? Of those who are still teaching, how many have been informed that their positions are in jeopardy because of their age? These are only two of the questions that the national officers need to attempt to answer before they can formulate an

effective policy addressing this issue.

The same principle applies when we attempt to formulate policies regarding other teacher termination practices. We need to know what those practices are *now*, not what they were two or three years ago.

5. Does the proposal constitute a policy?

A position paper merely describes how we stand on an issue: "We deplore crime in the streets." A policy describes what we intend to do about it: "We will put more police on patrol." At the AGM we instructed the national officers to formulate a policy, a set of concrete steps that JALT can take to deal with problems posed by teacher termination at universities.

6. Does the proposal set achievable goals?

A policy is meaningless unless it is designed to achieve specific goals. Some, but by no means all, of the goals we might consider are the following:

1. To alter those teacher termination practices to which we object.
2. To assist victims of such practices.
3. To monitor teacher termination practices continuously, so we can respond promptly when institutions engage in practices to which we object.

7. Does the proposal suggest strategies that have a realistic chance of achieving those goals?

In his contribution to the March forum, Craig Sower (1996) is probably correct in suggesting that a strategy of negotiation "seems more promising than officially marching JALT into an open war with Monbusho" (p. 23). In a war between adversaries so unevenly matched, JALT, more precisely JALT's members, would probably be the losers.

One issue that we might approach through the strategy of negotiation is the status of senior *gaikokujin kyoshi* (foreign lecturers, i.e. those teaching at national universities on one-year renewable con-

tracts). Many of us may look sceptically at Monbusho's account of what happened:

Monbusho says they only meant to make universities look more closely at their *gaikokujin kyoshi* contracts, and that all decisions for termination are being made solely by the universities. (Freeman, 1994, p. 16)

We could, however, take this statement at face value, thank Monbusho for clarifying its position, and ask it to impress upon its member institutions the importance of honoring commitments, whether verbal or written.

The same strategy may be appropriate when addressing other issues as well. The chances of Monbusho responding to our requests may be slim, but they are much better than the chances of Monbusho caving in to our demands.

Conclusion

Even if we refer to a checklist such as the one suggested above, there is no guarantee that we will arrive at a policy that effectively addresses the concerns of JALT's members. But if we don't refer to such a checklist, there's an excellent chance that we will arrive at a policy that does not effectively address those concerns, possibly even one that will do more harm than good. And that's a chance this JALT member doesn't want to take.

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Job Fairness: A Global Perspective

Joseph Tomei

Hokkaido University

As a foreign teacher at a national university, I appreciate JALT's tackling the issue of job discrimination, but I feel that the March forum addressed symptoms rather than the problems themselves, leaving the impression that foreign teachers face discrimination on the basis of age alone.

In actuality, a limit has been set on the term of employment for foreigners at Japanese national universities, and that limit has in effect been applied retroactively: those who have already exceeded that limit have been asked to leave. Since the teachers who have taught longer are by and large older, the effect is age discrimination. The underlying cause,

though, is a government policy decision about the overall role of foreigners in the university.

If the problem were only ageism, JALT might persuade the government to eliminate all mention of age from the policy and merely set a limited term of employment for all foreigners, whatever their age. This course of action, however, would reduce foreign teachers to the status of guest workers with no prospects of upward mobility within the system, a result I cannot believe JALT would favor.

If, instead, we formulate a general policy towards the employment of foreigners in the Japanese education system, the question may not be as clear-cut as a

debate on ageism, but it offers us a chance to discuss a cornerstone of JALT's existence: the role of the foreign teacher in Japan.

How are foreign faculty to be integrated into university departments? It is a widespread policy to relieve foreign teachers of administrative tasks because of both linguistic and cultural barriers to communication. If we demand a role beyond that of a hired native speaker, we must present some vision of what that role should be.

What about the long-standing difference in pay scales for foreigners and Japanese nationals? Our cultural dislocation and our Japanese colleagues' greater travel, research, pension, and other benefits may arguably justify this difference. Nevertheless, in the eyes of some, our receiving a higher salary for fewer duties tends to undermine our claims to be victims of discrimination. I for one can accept that the cost for equal treatment will probably be a lower salary and increased responsibilities. A JALT survey of affected members' views would both clarify this issue and enhance JALT's contribution to the debate.

TEFL Labour Issues in Japan

Brett Reynolds

So what enables . . . a wise military leadership to overcome others and achieve extraordinary accomplishments is foreknowledge.

— Sun Tzu

The bursting of the bubble economy in the late '80s has put a new face on labour conditions at private language schools, primarily because it has been much harder for them to enroll students. Hundreds of small schools and even some large chains have gone under, and those that survived have had to become much leaner and meaner.

Despite the dropoff in the number of people coming to Japan to look for language teaching jobs, there is still a regular flow of new faces who have very little idea of what awaits. But it is not only the recent arrivals who are ignorant of their labor entitlements and responsibilities under the law. Many people who have been teaching for years in Japan have only a similarly vague notion of their rights and recourse if those rights are violated. Even some language schools have little or no idea of the laws.

I recently went through a battle with my employer over the question of paid annual leave (PAL), during which I was dismissed but eventually reinstated. In the end, the employer admitted the right of some teachers to PAL as stipulated in Article 39 of the Labour Standards Law of Japan. I learned a great deal from the experience and would like to share my story.

It is more difficult to rebut the argument that this policy is one forced upon the universities, who must reduce faculty costs as student enrollments decrease. Undeniably, the well-established lifelong tenure and automatic promotion of Japanese faculty restrict the universities' personnel decisions. Yet failure to consult foreign faculty before instituting this new policy resulted in a situation in which one side must lose. This is inherently short-sighted and ultimately unnecessary. Any outcome that strikes a balance for all sides will, in all likelihood, also provide the best possible education for future students.

Much has been made of the difference between the Japanese university system and the United States', which does not limit the employment opportunities of foreign teachers. But there is an even clearer global perspective. By consigning a class of its teachers to lower status, the system disparages the skills and information they impart. The Japanese system can credibly and effectively educate its students to become more global in outlook only if it shows itself capable of treating foreigners in a way that is fair and equitable.

A victorious army first wins and then seeks battle.

— Sun Tzu

I first requested PAL over a year ago but was flatly refused. I was told that company policy provided wages only for hours worked. Since I was not aware of the law then, I went on with my job. I raised the matter at appropriate times in the course of the year, but the replies from management always changed to fit the circumstances. I gradually realized that they did not know the laws either.

I needed concrete information about the existing laws and their provisions, but was at a loss about how to find a copy, let alone in English. Finally, through connections on the JALTCALL e-mail list, I learned from Thom Simmons (1996) that you can get an English copy of the labour laws of Japan from the Institute of Labour Administration (*Romy Gyosei Kenkyuusho*). Although the laws are open to interpretation by the courts, reading them will give you a fair understanding of the basics. I found them surprisingly readable and got a good idea of the relevant sections in just one evening. The whole book costs ¥8,000, but they will send you a copy of the relevant sections for about ¥1,300.

The received wisdom for getting along in Japanese companies is not to rock the boat. I am hardly an expert, but if you follow this advice, I doubt you will run into any major problems. I also doubt you will achieve much that is worthwhile.

Language schools are looking for new ideas to survive in these tough times. As a result, they may perceive someone who is making useful and effective proposals as an asset. But rocking the boat in effective ways, at the right time, and for the right purpose takes thought, patience and a bit of practice.

Although I made many appropriate suggestions, comments and criticisms, at one point I lost my patience with the lack of response and wrote a sarcastic note about having to teach even when I'd lost my voice due to illness. The only result was to anger the head teacher. I saw very clearly where my imprudence would lead and that I would have to avoid giving the management any excuse to ignore me or retaliate.

Etsuo Kobayashi (1996) posted a timely JALTCALL message on the topic of *tatemaie*, citing the example of a family discussing a trip to Disneyland:

They even criticize your manner of speech, to direct the discussion a different way, to make the point vague, especially when the other side is making a point:

"Damn it! Last time you said you would take me to Disneyland tomorrow. You never take me there. Oh, the hell with you!"

"You have to watch your mouth. You have to know that it is something we need to discuss before talking about Disneyland."

I told the school I had a copy of the law, presented them with a list of perceived violations, and said that I was going to discuss them with the other teachers. Management replied that I was dismissed for having five months earlier posted an article in the reception area which raised questions about the *Eiken* test.

I realized that including others in the discussion was overtly inflammatory, and I was very careful to avoid any conceivably improper action, like discussing the situation with students. However I feel confident that this tactic, though aggressive, was necessary.

In my remaining 30 days, I made a point of letting all the teachers and support staff in my school know what was going on. I also put the word out through the internet and by any other means that I could. I contacted the media; the National Union of General Workers, Tokyo South; and the Labour Standards Office in the ward where the school is based. Then I let the school know what I was up to.

Milan Davidovic suggested reading the Taoist classic, *The Art Of War* by Sun Tzu (personal communication, March 26, 1996), and made some particularly apt comments about forming a union (1996). Noting that it would have been easier to start the union before starting the battle, he warned me that management might now interpret forming a union as preparation for confrontation, mobilizing the troops. To organize without threatening either management or cautious peers, he suggested meeting with colleagues in order to improve teaching, rather than to confront the administration. Most teachers will respond to

such suggestions, he pointed out, since teaching is, after all, an isolated activity, and it is then quite natural to discuss how unfair working conditions reduce teaching effectiveness.

There is strength in numbers. Although a few teachers felt uncomfortable at the prospect of conflict with the school, I was buoyed by the number that backed me and made favourable comments in informal discussions with management. Some even helped to organize a meeting and sat with me in discussions there. There is no doubt that their contribution was vital to the outcome.

In the final meeting with management, I believe a number of things were critical in my success. First, I said that I had no interest in hurting the school and had made every effort to act in a fair, honest and appropriate fashion, and I apologized for any errors I had made. Second, I let them do most of the talking. I also had kept good records of everything I had done, and produced them as needed to support my position. Finally, the meeting was conducted almost entirely in Japanese.

If you are going to approach management with labour complaints, prepare for the eventuality that you will be attacked and possibly dismissed. Stay cool, study *The Art of War*, study your Japanese, follow appropriate channels, and keep a diary of every meeting and copies of all correspondence. Tell everybody you can think of and cross your fingers. In meetings, a well-worded *tatemaie* apology will work wonders.

There are times when being a foreigner and applying aggressive Western approaches can work to your advantage but there is also a time to sit back and listen inscrutably. As the market gets tighter, these disputes will likely be occurring with greater and greater frequency, but if you are reasonable in your demands and well prepared, you have a fair chance of winning.

Other useful contacts:

Takasu Hideki, Secretary General, National Union of General Workers, Tokyo South,
Matsumoto Building 5F, 3-21-7 Shinbashi,
Minato-ku, Tokyo 105 Phone: (03) 3434-0669

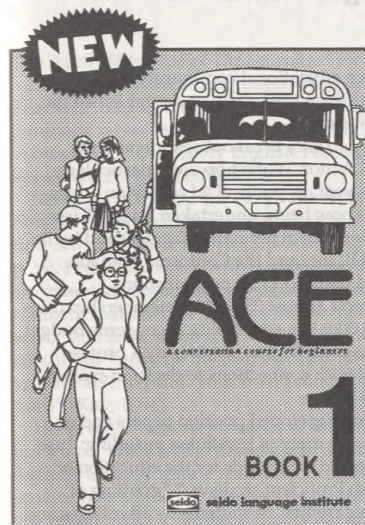
KTUF and JALT National N-SIG Representative
Thom Simmons
2-28-10-303 Morigaoka, Isogo-ku, Yokohama 235.
Fax: (045) 845-8242 e-mail: malang@gol.com

Your ward office can tell you how to contact the appropriate Labour Standards Office. A special thanks to all those who helped and encouraged me when I needed it most.

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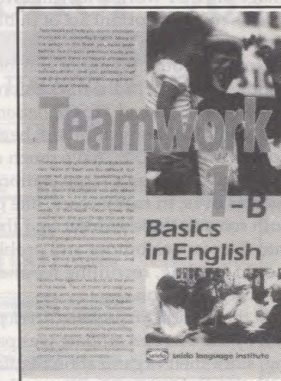
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TESOL Affiliate Liaison Report: TESOL 30th Annual Convention and Exposition

The Healthy Marriage of Emerging Advocates

Guy Modica

There was a warm welcome to Affiliate Week Events at the TESOL 30th Annual Convention and Exposition in spite of the unseasonably cold weather in Chicago. The JALT Liaison team, myself and David McMurray, followed last year's strategy of splitting up occasionally to cover all sessions. Publications Board Chair Steve Cornwell represented JALT at the Newsletter Editors Workshop.

After meeting and getting acquainted at the Affiliate Breakfast, we moved to the day-long Workshop session. Following greetings and reports, the morning consisted of a panel, *Beyond Affiliate Borders*, instigated and organized by the 1995 JALT Liaison, Donna Fujimoto. Of the four international affiliates that presented sketches of their structure and functions, JALT was clearly the most active. Well-organized and articulate, Fujimoto moved quickly through her short presentation time, detailing our many publications, scholar programs and research grants, and conferences—including an invitation to the Pan-Asian conference in Bangkok.

The recitation of JALT's many projects impressed the affiliate delegates; at one point there was a communal intake of breath and tangible sense of "Wow!" in the room. Presented to the entire affiliate group, Fujimoto's talk boosted awareness and enhanced the image of JALT worldwide, and was perhaps the week's most important act of public diplomacy for our organization.

Simultaneous "breakout sessions" filled the afternoon workshop. In the discussion of *The role of the affiliate president and TESOL liaison* it was again apparent that many affiliates, being state organizations within the U.S., have much different structures and problems than a large, national organization such as ours. In many cases, one person occupies both roles in these groups, and the topic evolved into the responsibilities and problems presidents face in funding, recruiting for and maintaining a state organization.

In the session *Professional development activities* the talk by the Sweden affiliate was particularly interesting, since their organization regularly cooperates with the government to set standards and administer accreditation of professionals and institutions. Sweden TESOL is somewhat larger than JALT, has a much stronger presence in the educational community, and commands more respect and cooperation from government. Its members constitute a large majority of practicing language education professionals. JALT can learn from this example, and might consider setting more specific goals for developing and instituting this type of cooperation and leader-

ship in our own educational community after studying how this affiliate has grown and established its working relationships.

The *Affiliate advocacy* breakout session and the Socio-Political Action Workshop were particularly important this year, as political advocacy on educational issues is now being undertaken by JALT (re: dismissals of long-term nonnative faculty) and by its partners, TESOL Inc. and the California, Canada, New York and Ontario TESL organizations. CATESOL directs almost 25% of its membership dues (about US \$50,000) to a sociopolitical concerns budget which finances consultation services by a professional lobbyist with connections to decision-makers in educational policy.

NYTESOL has developed position papers and endorsements for a variety of legislation including: "use of federal, state and local funds for the education of Limited English Proficient students," "granting of ESOL Academic credits" to students by all colleges and universities, "certification of ESOL teachers of adults," and "opposition to official English legislation and policy." Through its publications, charter and letterhead, TESL Canada highlights "quality language training as a fundamental right of all Canadians." Toll-free information lines, e-mail access and links to related associations have also been set up.

Staying abreast of legislation affecting teachers is the prime need, according to officers from these organizations, who explained at the workshop how to implement socio-political action within language associations. Because it is often too late to effectively change legislation by the time it hits the U.S. Congress for a vote, affiliates hire consultants to report on issues as they take shape. They set up hotline networks to connect officers and members. When an issue emerges, an emergency telephone hotline is activated to inform teachers of how to take action: writing letters to political representatives, announcing position statements by the association, garnering support via resolutions at the TESOL Annual Meeting, or visiting local and federal legislators.

These organizations quickly research and debate positions on many issues of concern to their members and have prepared in advance the means to quickly take action. Affiliate relations can help JALT undertake advocacy in an effective way; we learned much, and anticipate that this area will be an area for further study at next year's Affiliate Week.

The Affiliate Council meeting, the formal business meeting of affiliates, felt diminished (to this attendee) by the loss of responsibility for forming a slate of

REPORT, cont'd on p.32.

comments from *TLT's* readers

Professionalism in the Classroom—the Teacher's Responsibility

Gillian Kay

The April 1996 issue of *The Language Teacher* included a Readers' Views article entitled "How Much are Teachers Responsible For?" In this paper, Thom Simmons raises several points regarding *TLT's* November 1995 "University English Teaching" special issue, which I guest edited.

Simmons questions the "key underlying assumption" in my introduction "that the students' motivation is within the teachers' purview" (Simmons, 1996, p.26). I certainly agree with his statement that "there are essential aspects of the language education environment that often lie beyond the teachers' influence," and have written earlier that institutional conditions "provide the framework within which you are able to fulfill your own professional expectations" (Kay, 1994).

However, Simmons proceeds to ask the following question: "Without the professional authority to exercise an appropriate measure of control in the environment, how can teachers be burdened with any responsibility to develop their students' minds?" [my italics] (p. 26).

Here I would suggest that a lack of "professional authority" does not absolve teachers from their professional obligation to teach students as best they can. A restrictive framework challenges us to apply our judgment and expertise in order to make the most effective use of the freedoms we have. Understanding institutional limitations on our teaching, and working as effectively as we can within them are complementary tasks.

Simmons' proceeds to state that "Before we can discuss the teachers' responsibilities we must examine the constraints placed on them" [my italics] (p. 26). Simmons seems to be suggesting that we delay the former while pursuing the latter, and that these two approaches compete with each other. Certainly I agree that students' motivation is not entirely "within the teachers' purview," but that does not absolve the teacher from the responsibility to try.

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REPORT, cont'd from p. 30.

candidates for the Nominations Committee to send to the Annual Business Meeting, which resulted from changes in the nominations and elections procedures. Nonetheless, the Council received reports, adopted Affiliate Operating Procedures, endorsed changes in Affiliate Standing Rules and the TESOL Diversity Statement and discussed other business.

Our continuing close relationship with the CATESOL affiliate bore fruit this year in a joint panel with the Uruguay and Australia affiliates on the problems of returnees. With a plan to submit a follow-up research article to *TESOL Quarterly*, JALT is stimulating collaborative research among members within affiliates. This year's meeting with CATESOL discussed other joint efforts such as financing speaker exchange, awarding research grants, reciprocal "member rates" for those wishing to join the partner association, and more.

Lastly, but certainly very importantly, the 1996 Liaison team organized a JALT Booth, shared with another exhibitor, to offer information on JALT, its interest sections and the Pan-Asian conference, dispense Special Overseas Samplers, and distribute JALT Publications (*The Language Teacher*, *JALT Journal*, *JALT Applied Materials* were all displayed and sold). The booth was visited by many TESOLers over four days and large stacks of materials and publications disappeared—a clear success—and one that should be repeated and improved next year in Orlando. The booth also served as a rendezvous point for JALT members at the convention. Special thanks are due to JALT members who volunteered their time to staff the booth and promote JALT: Dawn Yonally, Patricia Thornton, Scott Rule, Carol Rinnert, Virginia Ota, Steve McGuire, Caroline Latham, Susan Gilfert, Steve Cornwell, Larry Cisar and Torkil Christensen.

Jack Kimball is Professor of English at Miyazaki Medical College. His current research interests are in concept acquisition, science communication and college composition. He also writes about linguistic strategies in contemporary American literature, and has recently co-edited Aldo Leopold's *A Sand County Almanac*.

田崎敦子は、アメリカでBilingual and Multicultural Educationを専攻し修士号を取得後、東京農工大学留学生センターの講師として日本語教育、生活面にわたって留学生の指導にあたっている。また、英語学習法を含む海外留学のアドバイスや夏期交換留学プログラムの企画にも携わっている。

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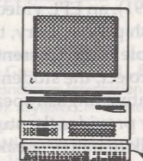
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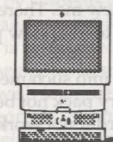


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The Interview Project

by Sophia Shang-Ikeda, Kagoshima Women's College

Students taking *eikaiwa* (English conversation) courses want chances to use their English and ask for "free discussion," yet when they are given the chance, many students do not participate in class discussions, often due to peer pressure. The "interview project" became an outside-of-class assignment where each student was obliged to speak in English. I developed the interview project activity from an idea used in *Prime Time* (Rixon, Garton-Sprenger, & Greenall, 1991), an EFL video focusing on the life of young British people. Jerry, the reporter, meets and talks to people from different walks of life. In the interview project, the students become reporters who interview native English speakers in the community. This activity provides the students with a chance to meet and talk to native speakers other than the teacher, and to ask questions that interest them. In order to share the experiences, interviews are videotaped and shown in class later. As a follow-up, students have to write up an interview article for the school's English newspaper.

Procedure

Before the course begins, the teacher must find native English speakers or fluent English speakers willing to participate in the project. They should speak only in English. Each student must contact an interviewee to set up a time and place to meet. The meeting should last around 30 minutes with the interview itself lasting about 10 minutes. Permission to record the interview on cassette tape and videotape needs to be obtained.

Besides recruiting interviewees, the teacher must have access to and know how to use the following equipment: a video camera (preferably with a plug-in mike), video recorder (VCR), a TV monitor, and a cassette tape recorder.

On the first day of class, students are given handouts describing the project and procedure. They are also provided with the names, nationalities, occupations, and gender of the interviewees. Each student selects one person from the list. The teacher then gives each student the corresponding phone number. Each student is responsible for contacting the interviewee, setting up an appointment, and asking permission to videotape the interview. Then, after the interview, the student listens to the interview on the audio cassette tape, transcribes the interesting parts, writes an article for the newspaper, and finally sends a thank you letter with a copy of the newspaper to the interviewee.

Students also practice using the camera, since most do not know how to operate one. On the first day of

class, the video camera is hooked up to a TV monitor so that the other students can see what is being recorded. Students practice

using the zoom and focus. They should pay attention to lighting. In order to get good sound and picture, it is important to have the light behind the camera and to use a camera stand, if available, and place it a few feet in front of the interviewee and interviewer. Both people should appear in the viewfinder in order to record not only their verbal reactions, but also gestures and facial expressions.

The day before the interview, the student must show the teacher at least 10 questions that she has prepared. The teacher makes sure the grammar is correct and that the questions are specific and clear. The student checks out the video camera and videotape, and if necessary, a tape recorder. It is also a good idea for them to ask a classmate to be the cameraman.

At the next class meeting, the student reports what happened at the interview. Then the interview videotape is shown to the whole class for feedback and analysis.

Results

The interviewees were fellow English teachers, missionaries, foreign students, foreigners married to Japanese, and ALTs. Several times, I also asked Japanese colleagues who are fluent in English; however, in those cases, the students were too tempted to use Japanese and the anticipation, anxiety, and excitement of interviewing a native speaker was lost. I was also interviewed, but the students didn't find that interesting since they already knew me. Therefore, whenever possible, it was better to interview people that the students did not know.

Several times the students ran into such mechanical difficulties as the video battery pack not being charged enough or the tape recorder not working. Other times there were problems with the recording; an interviewee's face was dark because light was coming through a window behind them. There were noise distractions, i.e., the TV, the telephone ringing, other people talking, so that it was hard to hear the interview, or the interview was in an empty room so there was an echo which distorted the voices. Some students spoke softly so on the tape it was hard to hear their voices. It was more difficult than expected to make a good recording of the interview.

Quick Guide

Key Words: Oral English, Video

Learner English Level: Low/High Intermediate, Low/High Advanced

Learner Maturity Level: College/University, Adult

Preparation Time: 1 hour

Activity Time: 90 minutes

The students encountered three major problems. First, some students did not know how to plan their time and therefore inconvenienced interviewees as well as fellow classmates. They were strongly encouraged to contact interviewees during the first week of classes, just in case there was a need to reschedule. There was only one video camera so the students had to coordinate the use of the camera. The student editors of the newspaper and sometimes the teacher had to put pressure on the students to prevent them from procrastinating. From this experience, however, students learned to be held accountable and to work together.

The second problem was each student's list of interview questions. Some questions were too vague ("Tell me about your hometown"), or yes/no questions ("Do you like Kagoshima City?"). The questions were revised to get more specific answers, i.e., "How is your hometown different from Kagoshima?" or "What do you like about Kagoshima?"

The third problem was how each student responded to the interviewee's answer to each question. After watching several interview videotapes, it

was clear that students needed to practice and memorize conversation strategies such as those provided in *Keynote* (Rost & McGannon, 1993). These exercises were incorporated into the syllabus. Still, many students found it hard to respond on the spot. The interviewees were very patient and cooperative, and tried to keep the conversations going.

Final Comments

Sharim-Paz defines conversation as "an unplanned activity of which the main characteristic is spontaneity . . . Our students demand activities that will ensure the development of conversational skills" The interview project became an avenue through which students had to use English, and it helped the students gain confidence in speaking and understanding others (1993, p. 18).

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Sharim-Paz, S. (1993). The dramatic game and the conversation act. *English Teaching Forum*, 31 (2), 18-21.

No Easy Answers

by Preston L. Houser

(in order of importance): asking questions in class, attendance, participation, homework, and

quizzes. Hence, my orientation class is devoted in part to question-asking skills. I cheerfully teach an aggressive 1-2-3 method: raise your hand, say "Excuse me," and ask your question. This sequence is one quick, fluid movement, and must be practiced until perfected. The student who gets my attention is the one whose question I will entertain. (Most students quickly get into the spirit of this activity. In the rare occurrence when students simply refuse to participate I begin asking them questions until the ice is broken.) Next, I provide a hand-out with most frequently asked questions: "What does such and such mean?" "How do you spell that?" "Is this correct?" "Why?" "What page are we on?"

I reinforce these question-asking exercises by establishing an important ground rule: There is no such thing as a silly question. Nor do I mind if the same question is asked many times during the course of the period or year. When students learn that they will not be ridiculed for asking questions, an atmosphere of trust is established in the classroom, which in turn paves the way for the practice of other communication skills. For example, follow-up activities to asking questions might include the use of the convenient response "Pardon me?" (which culturally translates as "What did you say?" "Would you speak more slowly?" or "Would you repeat that?" and is more polite than "Eh?"). Eventually we will be ready to

What to do? First, I announce to the class that they will be evaluated according to the following criteria

begin a practice crucial to all foreign language learning: inferring meaning (i.e., guessing). Thus we make our way through one course of EFL study, be it conversation, composition, or reading.

What are the rewards which come from learning to ask questions? For the teacher, the main reward is lower blood pressure, but for the student the rewards are rich and varied: the most immediate is a higher grade. During the school year, instead of taking attendance, whenever a student asks a question I put a mark next to that student's name; this mark informs me that a student is present (student silence indicates that a student is essentially absent). Simply put, students who ask questions throughout the course are rewarded with the highest grades. I have discovered that not only does student response-time shorten drastically, but it quickly becomes apparent that those students who ask questions are becoming better speakers; they also do better on quizzes and homework.

For weaker students (Japanese students are rarely tracked) I often strike a deal: come to every class, do all your homework, ask three questions every period, and I'll pass you. This allows a slower student a chance to remain with fellow classmates rather than risk failing—usually a result of non-attendance due to a lack of self-esteem rather than a lack of foreign language skills. At the same time, the student is still given the opportunity to reap the benefits of classroom involvement. Another example: when applicable, I insist that workbooks be completed, that every blank be filled, although not necessarily with the correct answer, for that the student must ask. If a student wants to doodle in the answer blanks, that's fine with me, although I stress that such an attitude toward one's education is idiotic, but this, as noted above, is possibly an irrelevant consideration.



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Quick Guide

Key Words: **Oral English, Interaction**

Learner English Level: **All**

Learner Maturity Level: **All**

Preparation Time: **1 hour or less**

Activity Time: **1 class period**

At the end of my course, those students who have doggedly pursued this socially "unnatural" path of behavior are not necessarily accomplished English speakers, but they have made an important discovery; they now have a confidence in themselves which they did not possess at the beginning of the year, and an attitude which (at least from a Western point of view) is conducive to success. Students find that questions have prompted many discussions throughout the year, have clarified troubling language points, and have challenged their teacher to be a better teacher. Perhaps most importantly, students have learned how to contribute substantially to their own education, how to be publicly skeptical, and how not to accept an easy answer simply because it has been uttered by sensei. If students, as Booth wrote, "were encouraged to ask difficult questions . . . and discouraged from accepting easy answers, fewer of them would grow up to dry-clean the wardrobes of naked emperors" (1990, p. 267).

Any questions?

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Academic Listening: Research Perspectives. John Flowerdew. Cambridge: Cambridge University Press, 1994. Pp. v + 306. Paperback, ¥4,490. Hardback, ¥8,400. ISBN 0-521-45551-0.

This book presents a state-of-the-art collection of original research papers in the field of academic listening in a second language. The book is written for teachers who are interested in English for Academic Purposes (EAP). The book is organized into five main sections, together with a concluding chapter. As the editor points out, there has been no collection of papers on the theme of research into second language academic listening because academic listening in a second language has been a comparatively neglected area, although a number of collections of papers have been published on research into academic reading and academic writing (p. 1). This book provides a broad range of perspectives on academic listening.

Part One, "Background," consists of a one-chapter overview by the editor of research to date about the comprehension of lectures in a second language. Theoretical conceptions of the lecture comprehension process are dealt with under three headings: comprehension in general, distinctive features of listening comprehension, and distinctive features of lecture comprehension. The chapter "Comprehension in General" describes how the theory of listening comprehension process is derived mainly from research into reading. Linguistic theory relating listening (pragmatic, semantic, academic, syntactic, and phonological), and "top-down" and "bottom-up" processing are referred to.

The distinctive features of listening comprehension are grouped under two main headings: real-time processing, and phonological and lexico-grammatical features. Lecture comprehension has its own distinctive features regarding listening in general. On this issue, Richards (1989) distinguished between listening skills required for conversation and skills required for academic listening.

Part Two, "The Second Language Academic Listening Process," contains four chapters which are all concerned with different cognitive aspects of academic listening. In the first chapter, Tauroza and Allison report on a study in which students had difficulty understanding a lecture when its discourse structure varied from the type of structure with which they were most familiar. The second chapter in Part Two, by Dunkel and Davis, is a report on an experiment which follows up on well-known previously conducted research by Chaudron and Richards (1986) in L2 contexts and by Kintsch and Yarbrough (1982) for L1. The third contribution to Part Two on the lecture comprehension process by Chaudron, Loschky, and Cook examines the listening question of whether notes have a positive effect on lecture comprehension and recall. The fourth and final chap-

ter of Part Two by Rost describes a means of gaining access to L2 subjects' cognitive processes during academic listening.

One interesting question raised by Part Two concerns the research methodology adopted. In each study, data on comprehension and recall are elicited by means of psychometric tests; however, although Chaudron, Loschky, and Cook use the well-tryed measures of multiple-choice comprehension questions and cloze tests, the other three papers all use the summary protocol.

Part Three, "Discourse of Academic Lectures," makes a further contribution in the area of discourse analysis of lectures, presenting three chapters which analyze lecture discourse from different perspectives, and which show how the tools of discourse analysis can provide insights for pedagogy. In the first chapter, Hansen presents a model of lecture discourse based on the notion of discourse topic. In the second chapter, Dudley-Evans makes the important point that lecture discourse structure may differ depending on the discipline concerned. In the third chapter, Young analyzes lectures using the methodology of systemic and functional linguistics. Young suggests a relationship between knowledge of macro-structure and discourse processing.

Part Four, "Ethnography of Second Language Lectures," offers a broader view of the lecture comprehension process than do those of the previous two sections. In the first chapter, Benson points out that he views an ethnographic approach process to lecture comprehension as part of a wider "culture of learning [in which] structures, contexts, rituals, universals, significant symbols, role status markers, patterns of behavior, beliefs, values assumptions, attitudes, and even the allocation of praise and blame" all have a role to play (p. 181).

In the second chapter, Mason develops the idea of lecture listening as part of the wider culture of learning. By using one of the many research tools available to the ethnographer, Mason examines learner perceptions of L2 lecture strategies. In the third chapter, King uses two other tools available to the ethnographer: direct observation of lecture listening in a naturalistic setting, and analysis of the product of this activity in the form of student notes.

In Part Five, "Pedagogic Applications," the main focus is the application of research findings to pedagogical issues. In the first chapter, Hansen and Jensen describe the development of an academic listening test designed to screen L2 entrants to a North American university and how the test was created based on recent academic listening theory. In the second chapter, Lynch suggests the training of content lecturers who lecture to non-native speakers is important, but it is too often neglected by both researchers and practitioners. Lynch reviews and synthesizes, from a particular perspective, a considerable amount of

research that is relevant to the this theme.

In the concluding section, the author gives a brief summary of the research findings of each chapter and presents some of the issues which still remain to be investigated. This section is very useful for helping those interested in researching further the field of L2 lecture comprehension.

Reviewed by Koji Hirose
Yamashita Junior High School

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Five-Minute Quizzes for TOEIC: Listening. Tsuneo Kimura, Michael W. Johansson, and Tetsuo Kimura. Tokyo: Macmillan LanguageHouse, 1994. Pp. 57. ¥890; tape, ¥2575. ISBN 4-89585-151-6.

Five-Minute Quizzes for TOEIC: Reading. Tsuneo Kimura, Michael W. Johansson, and Tetsuo Kimura. Tokyo: Macmillan LanguageHouse. 1995. Pp. vii + 65. ¥890. ISBN 4-89585-177-X.

The Test of English for International Communications (TOEIC) is a norm-referenced, standardized test first devised by the Educational Testing Service (ETS) for use in Japan; it has since come into widespread use internationally. In its overall design, it is somewhat akin to the more famous TOEFL (also an ETS product), but there are important differences. Whereas the TOEFL is primarily used to test students who are studying English for academic purposes, the TOEIC focuses on international English for business. As a reflection of the different purpose, TOEIC scoring is more useful to students at the lower end of the proficiency spectrum than the TOEFL. See Clankie (1995) and Gilfert (1995) for a more detailed comparison and contrast of the TOEIC with other tests.

Individual students probably are interested in the TOEIC as a measure of their English ability and as a gauge of their progress; moreover, a sufficient score might make the difference in hiring, promotion, or overseas placement for employees at an international company. Corporate users, institutions, and their language programs, with their focus on the "bottom line," are most likely interested in determining the cost effectiveness of instruction and motivating employees with concrete goals. (See Childs, 1995, for a strong case against the use of the TOEIC for some of these very purposes.)

The TOEIC's plan balances both listening and reading sections; each section contains 100 multiple-choice

questions. The listening section consists of four parts, each part having a different type of question: picture elicitation, question and statement with a response, short conversation, and short talk or mini-lecture. The reading section is made up of three parts, each also with a different type of question: sentence completion, error recognition, and reading comprehension.

As far as I can determine, the *Five-Minute Quizzes* for TOEIC texts accurately reflect the structure of the TOEIC and its types of items. Therefore, the use of these books in the classroom or as self-study should help to produce a certain "test wiseness" in prospective takers of the test. My one reservation is that the tape for the listening text seemed overly histrionic and a bit too "sing-song." The actual TOEIC test's tape might be more realistic; I am unable to tell, as previous tests are not made public.

To field test the books, I made them available on loan for self-study to students preparing for the TOEIC. Students' judgments ranged from neutral to positive. A quick survey of the market in Japan for TOEIC preparation materials revealed two trends: (a) relatively inexpensive practice exercise and test books from large, western ELT presses and (b) more extensive TOEIC study kits from Japanese publishers. The former were not being mass marketed in Japan and the latter proved quite expensive, ranging up to ¥20,000. My students were happy to get access to a cheap alternative and because *Quizzes* are from Macmillan LanguageHouse, a Japanese publisher, this may alleviate availability problems. Japanese students may also feel more at home with *Quizzes* because explanations and directions are in Japanese as well as English.

Besides their usefulness for self-access, a secondary- or tertiary-level instructor might use one or both of the books to supplement a general English course or as a component part of a reading or listening comprehension course. Having students prepare for a test that many are interested in taking someday may impart a purpose that many courses often lack.

Pedagogically, the TOEIC-type questions the books contain do not fundamentally deviate from the tasks found in mainstream ELT texts—and actually provide a variety lacking in many mass market course books! Any objection I might level at the content of the TOEIC and books marketed to help study for it I might level at much of ELT. For example, recall for study purposes is demonstrably not the same thing as comprehension during fluent listening or reading.

Reviewed by Charles Jannuzzi
Fukui University

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Takaaki Talking. Anne C. Ihata. Bishop Auckland, Durham, UK: The Pentland Press Ltd., 1995. Pp. vi + 62. £10. ISBN 1-8582-290-1.

Anne C. Ihata is an Englishwoman and a teacher at Masashino Women's College in Tokyo. While studying for an MA in TESOL with the Columbia University (Tokyo) program, she transcribed the infantile utterances of her baby son, a child growing up in a stable, loving, and bilingual home environment. She did this systematically and carefully. Better still, she made due allowances for parental foibles and affection, writing "we believe him to be of at least average intelligence" (p. 2).

Guided in her research by TESOL professionals, she eventually produced this slim and beautifully-produced book, a valuable, if not unique, record of the language development of a child growing up in a bilingual home environment. It will be read with interest by many parents in the same situation as well as by those with an academic interest in early language development.

Children, unlike adults, have no preconceptions about language and, predictably, Takaaki cheerfully and unselfconsciously mixed Japanese and English to form appropriate utterances whenever the occasion demanded. Thus, at approximately eighteen months, he was saying things like *Daddy doko?*, *You baka, ne?*, and *This one kappa. Turtle kochi* (p. 21).

The fact that Takaaki was, and is, living in Japan and frequently in the company of his functionally monolingual grandparents, as well as the fact his mother teaches full-time, has influenced Takaaki's language. He is more likely to hear Japanese—rather than English—spoken to him on an hour-by-hour basis, but his grasp of communicative English seems comparable to that of a monolingual British or American child of the same age.

This is not a goo-goo-baby-talk-is-cute book—as the very appealing cover photograph might suggest—but a careful scientific study. For example, Ihata found that Takaaki's acquisition of function words and inflectional morphemes in English was mostly in accordance with the order found by Brown (1973) and de Villiers and de Villiers (1973) with a few minor individual variations, an interesting finding in itself. Ideally, Takaaki's linguistic development should be recorded for several years to come, but this is too much to expect of any normal parent.

Since this book went to press, Takaaki's comprehension of English has become as "perfect" as one would expect for a child of his age, but his active pronunciation lags far behind. Ihata rightly observes that few children of mixed marriages in Japan are bilingual in terms of their spoken English production; they speak the language well but usually with some hesitation, "foreign" pronunciation, and/or nonnative-like syntax. She also makes the point that family circumstances tend to be controlled by the father, a

factor which is obvious when considering bilingual families. Children with an English-speaking father will tend to leave Japan more frequently and for longer periods and thus find themselves in circumstances in which they are obliged to use English to communicate (Ihata, personal communication, December 22, 1995).

A valuable and insightful study, this book deserves a place in every college library as well as on many home bookshelves.

Reviewed by William Corr
Osaka International University

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Write Away Right Away. David Martin. Saitama, Japan: EFL Press, 1995. ¥1,850. Pp. 71.

The problem with teaching writing, or in teaching with writing, is that most people do not particularly like writing, even in their native language. Some people need to write for business or academic purposes, but very few write for pleasure. The advantage of teaching writing is that students have time to plan their language production. Students can revise, research, and experiment in their control of language, and the whole process, including the final product, gives learners valuable feedback on their language use. Writing can be a great confidence booster.

Write Away Right Away attempts to reap the benefits of teaching writing, but also makes a conscious effort to reduce the negative side by concentrating on interesting and involving writing tasks. I have used the text for lower intermediate and intermediate classes, and have found it to be accessible and interesting for the students, enabling them to produce some excellent writing.

Write Away Right Away takes a process approach to writing. It concentrates on general writing rather than on ESP or EAP. The text includes such tasks as interviewing and writing about the interviewee, writing comparisons, story writing, letter writing, and writing a class restaurant guide.

The units have a grammar and vocabulary focus, allowing students to develop useful skills for later writing. Shorter exercises and examples build a foundation for longer compositions. There is a well thought-out correction guide which helps with checking drafts, and which allows students to correct their own work when they rewrite.

The book is intended to provide a full writing course, and therefore, composition work is not the only feature. Apart from the main tasks, journal writing and

freewriting are also strongly encouraged. Journal writing is used for teacher-student communication, and therefore answered to, but not corrected. Freewriting is used to work on automaticity, to encourage confidence, and to erode preconceptions about writing being "difficult." Each unit is also concluded with "fun writing activities" which actually do seem to be fun. There are also brief, but very useful teacher's notes which not only help classroom practice, but explain the rationale behind the activities.

For my purposes in large, beginner- or intermediate-classes, this text has proven to be very good indeed. My only complaint is that I prefer to give students complete texts as examples and as data. *Write Away Right Away* has short examples, but no complete text examples. This is a problem easily solved; I write my own. I am not a great writer, but then, neither are most of my students, and this is enough to give students an idea of text structure and possible patterns of language use. The students are also usually pleased to have a chance to read something I have written especially for them, instead of always the reverse.

In short, *Write away Right Away* is a very well thought-out text for teaching writing and teaching with writing. It has a good variety of activities, is interesting, and most important of all, results in a considerable amount of good writing from the students. It is a very user-friendly book.

Reviewed by Dominic Cheetham
Tokyo YMCA College of English

Assessing Achievement in the Learner Centred Classroom. Geoff Brindley. Sydney: Macquarie University, National Centre for English Language Teaching and Research, 1989. Pp. viii + 183. ¥3,192. ISBN 0-85837-9600. Available through The English Resource (phone: 0427-44-8898).

When general readers first pick up *Assessing Achievement in the Learner-Centred Curriculum*, they might be a bit put off by the introduction because the origins of the book are explicitly tied to an adult education program in Australia. The danger is that readers may get the impression that the contents of the book have little relevance to anyone or any program outside that circumscribed learning situation. This would be a pity because *Assessing Achievement* is an excellent monograph. Brindley modestly states that his study "set out to document a range of assessment methods in use in various other educational contexts and to identify those which were of potential utility to the [Australian Adult Migrant Education] Program" (p. 1). He could, however, legitimately make the claim that what has been accomplished here can be of great use to any individual or program seeking a clearer understanding of the evaluation process.

What the author has done in *Assessing Achievement*, first and foremost, is carefully define terms.

He pays special attention to words that are synonymous (or nearly so) in everyday usage, but whose current technical definitions are clearly distinct. *Assessment* and *evaluation* is one example (pp. 3-4). The shared meaning of the words—measurement of performance—is further refined to distinguish between the measurement of student performance (assessment) and the measurement of educational program performance (evaluation).

In discussing two other terms, *proficiency* and *achievement*, Brindley goes beyond present usage to suggest new definitional criteria. First, he gives the currently accepted distinction between the two terms, with proficiency referring to the attainment of general skills and achievement being restricted to the acquisition of limited and specified curricular objectives (pp. 10-12). In contrast to this traditional distinction, Brindley contends that it would be more valuable to regard achievement as a broader concept than proficiency (pp. 13-18). He argues that three levels (types) of achievement can be distinguished, differing in their degree of proficiency. Level 1 achievement would be the most general and refer to overall language competency. Measurement in this area could be used appropriately for screening or selection of students (assessment) or system accountability (evaluation). At the opposite pole, Type 3 achievement (most specific) includes such things as the attainment of limited course objectives. Measurement here would be diagnostic and serve to motivate and involve students.

After the initial definition of terms, the author describes recent trends in assessment such as the move to the testing of specified skills rather than attempts at measuring global abilities (pp. 19-20). Brindley goes on from here to argue that all measurements of language ability be based on clearly stated performance criteria (p. 47). In Chapters 4 and 5, Brindley gives many useful examples of this sort of assessment. Chapter 7 deals with the implications of this approach for educational policy.

From start to finish, *Assessing Achievement* is clearly written in a straightforward fashion. The initial discussion of concepts is clarifying and the many examples of assessment instruments are useful. The concluding reference list is also valuable, containing almost 200 items. This book would be a good addition to the collection of any language teacher.

Reviewed by Lowell Brubaker
Nagasaki Wesleyan Junior College

Team Up: A Pairwork Activity Book. Richard Carrington. Tokyo: Macmillan LanguageHouse, 1994. Pp. 61. ¥1,350. ISBN 4-89585-136-2. (Teacher's notes and tape available.)

Team Up is a pairwork activity book. It contains 28 activities, of which 23 are designed for pairs and the others for whole class or small group work. The text

is aimed at conversation classes in Japan, particularly at the college level, and the contents—although not stated in the text—seem to assume learners at an elementary to early intermediate level.

For most activities in the book, there is an A page and a B page, and pairs work together looking only at their own page to complete the task. Also, there is a list of useful language for that particular task on the page. The tasks are, for the most part, fluency oriented: *find someone who...*, picture differences, information-gap exercises, a questionnaire, information sharing, instructions, values clarification, and others. There are also two trivia quizzes, two pair work crosswords, and a number of situation-guided dialogs.

Besides a table of contents, the text contains an index which lists the activities, the classroom organization required, and the language focus of each activity. The activities are self-contained and can be used in any order.

I have used the book as a main text with college conversation classes and a small class of adults that I have taught for years. Although very different in many ways, both types of class have one thing in common: the uneven attendance and infrequent meetings make it difficult to follow a systematic course.

My adult class particularly liked this text, even though they had done some of the activities in other books. The activities that were most successful were those that provided a structure for the interaction but plenty of opportunity for personalization or discussion such as the questionnaires and picture-based activities. Less enjoyable were those that required a lot of reading relative to opportunities for speaking. As might be expected, my university classes seemed to like the game-like activities best (e.g., questionnaires, the trivia quizzes, crosswords), but also enjoyed picture drawing, following directions, and information gaps.

In my year-end questionnaire, most students had favorable reactions to the text, which confirmed my impression that this kind of book gives the students what they want: simple, fun, game-like speaking activities. A few mentioned that they would have liked to have been taught more, and the adults were ready for a text with a listening component.

In conclusion, many of these activities are usable and enjoyable for college and adult students. I recommend this text as a source of fluency-based material to supplement a general English course, or for classes that are, like the text itself, less a course than a series of independent units.

Reviewed by Robert James
Daitoo Bunka University



Recently Received

Compiled by Julian Whitney

The following items are available for review by JALT members. Reviewers must test materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final-notice items will be discarded after the 31st of July. Contact the Publishers' Review Copies Liaison (address p. 3) when requesting to do a review of the materials below. 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

- *Frazier, M. C., Deferville, J., & Tai, M. (1995). *Step out: 1, 2, 3* (student's, teacher's, tapes). Hong Kong: Prentice Hall Asia ELT.
- *Here we go: *Pre-primary 1 & 2* (student's, teacher's, tapes). New Jersey: Prentice Hall Regents.
- *Here we go: *3, 4, & 5* (student's, teacher's, tapes). New Jersey: Prentice Hall Regents.
- Graham, C. (1995). *Let's chant, let's sing* (student's, tape). Hong Kong: Oxford University Press.

Coursebooks

- !Beaven, B., Soars, J., & Soars, L. (1995). *Headstart: Beginner* (student's, teacher's, tape, workbook). Spain: Oxford University Press.
- !Briouze-Aldcorn, S., Bycina, D., & Richards, J. C. (1995). *New person to person 1* (student's, teacher's, tape). Hong Kong: Oxford University Press.
- !Briouze-Aldcorn, S., Bycina, D., & Richards, J. C. (1995). *New person to person 2* (student's, teacher's, tape). Hong Kong: Oxford University Press.
- *Collie, J., & Slater, S. (1995). *True to life: English for Adult learners, elementary* (class tapes, student's, student's CDs, student's tapes, teacher's, tapes, workbook). Cambridge: Cambridge University Press.
- *Gairns, R., & Redman, S. (1995). *True to life: English for Adult learners, pre-intermediate* (class tapes, student's, student's CDs, student's tapes, teacher's, tapes, workbook). Cambridge: Cambridge University Press.
- !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).

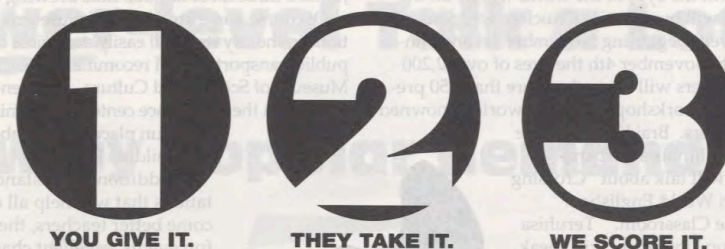
English for Specific Purposes

- !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.
- *Jones, L., & Alexander, R. (1996). *New international business English* (class tapes, student's, student's tapes, teacher's). Cambridge: Cambridge University Press.
- *Molinsky, S., & Bliss, B. (1994). *Day by day: English for employment communication* (student's, tape). New Jersey: Prentice Hall Regents.

Listening

- !Gaunt-Leshinsky, J. (1995). *Authentic listening and discussion for advanced students* (student's, teacher's, tapes). New Jersey: Prentice Hall Regents.
- !Gorden, D., Harper, A., & Richards, J. C. (1995). *Listen for it: New edition* (student's, teacher's, tape). Hong Kong: Oxford University Press.

RECENTLY RECEIVED, cont'd on p. 46.



The Institutional Testing Program: It's As Easy As One, Two, Three.

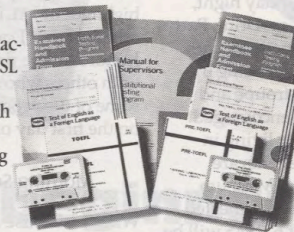
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Conference Highlights

Within 100 meters of the 22nd Annual JALT International Conference burns Peace Park's cenotaph flame. On August 6th the eyes of the world will be on the flame which will burn until all nuclear weapons have been destroyed. Beginning November 1st and running through November 4th the eyes of over 2,200 language teachers will be on the more than 250 presentations and workshops and four world-renowned plenary speakers. Braj Kachru of the University of Illinois at Urbana-Champaign will talk about "Crossing Borders with World Englishes: Theory in the Classroom." Teruhisa Horio of Chuo University will speak on "English Education in Japan." Julian Edge, sponsored by the British Council, will present "Teacher Training and Development." Felix Marti, a special invited speaker from UNESCO/Linguapax will speak on "Language Education for World Peace." The Site Committee is making a special effort to have all these presentations simultaneously translated into Japanese and English.

However, the conference is more than just lectures and presentations; a lot of fun events are planned too. This year the banquet will be held on Sunday night, and will cost ¥5,000. The popular One-Can-Drink Party will be held on Saturday. The entertainment for both the banquet and party will include belly dancing by Hiroshima's own middle eastern dance troupe and drummers, with audience participation encouraged.

Peace is an important issue for people living in Hiroshima, and several peace-related events are scheduled. Tours of the Peace Memorial Museum, Peace Park, and several other landmarks connected with the atomic bomb attack of August 6, 1945 will be available. Other projects in the planning stage include an open forum on Friday evening on the theme of "Peace through Education," a "hunger banquet" and visits with *hibakusha* (survivors of the atomic bombing of Hiroshima and Nagasaki).

Food is also a serious topic for people in Hiroshima, and guided dinners to many of the fine Japanese and ethnic restaurants are being planned for Friday, Saturday and Sunday evenings. We also plan to continue Nagoya's innovative idea of featuring live music in the food court and around the conference center.

For fun and sightseeing, there are a lot of opportunities. Miyajima, one of Japan's most famous sightseeing spots, is a short trip from the conference site. Special one-day tours will be available to Miyajima and Iwakuni (to see Kintai-kyo, one of Japan's most picturesque bridges); to Mihara and Onomichi, made famous by many Japanese stories and movies; to Setoda Island and Innoshima Island,

the home of the Murakami Suigun (Murakami Pirates) who ruled the waters from the Seto Inland Sea to Korea for almost 400 years; and to Kumano, famous for calligraphy brushes, and Saijo, one of Japan's three most famous sake brewing towns.

Of course, there are plenty of museums and attractions in the city itself, all easily accessible on foot or by public transportation. I recommend the Children's Museum of Science and Culture. It's a ten-minute walk from the conference center and admission is free.

It's a fun place to learn about science, and children love it.

In addition to outstanding presentations that will help all of us become better teachers, there will be fun events, excellent chances for sightseeing, and the opportunity to learn what we can do to bring about a better world. JALT96 is definitely the place to be this November.

By Mark Zeid, JALT96 Publicity Coordinator



Featured Speaker Workshops Individualizing the Conference Experience

The Featured Speaker Workshops have always been a highlight of JALT conferences for me. They offer a schedule that I can manage without leafing through a hundred-page program, and the chance to socialize with others who share my concerns. Let's take a look at some of the promising workshops that will be offered on the first day of JALT96, Friday, November 1st.

Morning Sessions (10:00 am to 1:00 pm)

Who? Denise Alquist and Jerry Halvorsen
What? "Shared Inquiry Brings Reading for Meaning to EFL"

This workshop will demonstrate how to tap what students perceive to be fundamental human issues in order to prepare them to read for meaning and think critically.

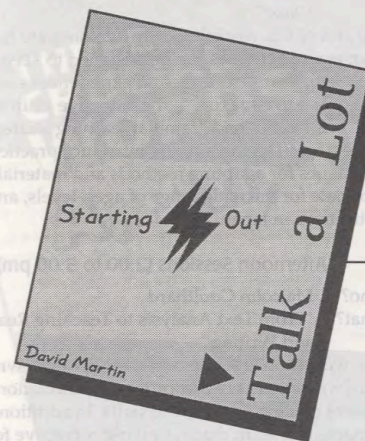
Who? Adrian Doff
What? "Real World Topics and the Language Classroom"

Recognizing the effectiveness of using topics related to life and interests beyond the classroom, Doff will lead participants in an investigation of the nature of interest. Is it "intrinsic," or is interest based on the way a topic is presented? How important is relevance to a student's life? In the latter part of the session, participants will consider ways to control for potential problems when topics touch upon sensitive issues of personal experience, belief, and feelings.

CONFERENCE, cont'd on p. 46.

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September
1996**

New co-editor for JALT News

Harumi Oishi has kindly agreed to translate part of the JALT News column into Japanese. Welcome Harumi!

Two New Internet Mailing Lists

Recently, through the courtesy of Chubu University, JALT has started two new Internet mailing lists, <jaltexbo> and <eflregion>. See the Bulletin Board for more on <eflregion>.

The aim of <jaltexbo> is to facilitate discussion and save money on communication costs for JALT work. Although primarily for National Officers and Chapter Officers, the list is open to anyone who is interested (as are JALT officer meetings). For various reasons, not all officers have joined this list yet, so perhaps your chapter president would appreciate help getting online or you could serve as intermediary and get involved in JALT. Since <jaltexbo> is a "closed" list, you must be subscribed by the listowner. To join, please contact Dann Gossman, <jaltexbo> listowner at <dgossman@gol.com>.

RECENTLY RECEIVED, cont'd from p. 42.

Reading

- *Hill, R., & Martin, A. (1996). *Modern novels*. Hemel Hempstead: Prentice Hall International.
- *Hill, R., & Martin, A. (1995). *Modern plays*. Hemel Hempstead: Prentice Hall International.

Supplementary Material

- Bowers, B. A., & Godfrey, J. (1996). *What in the world?: Exploring global issues* (student's, tape, teacher's resource). Ontario: Prentice Hall Regents.
- *Handcock, M. (1995). *Pronunciation games*. Cambridge: Cambridge University Press.
- *Hewitt, I. E. (1996). *Edutainment: How to teach language with fun and games* (photocopiable game book and song tape). Sabiaco: Language Direct.
- *Hill, R., & Martin, A. (1995). *Macmillan dossier: Literature*. Hong Kong: Macmillan (Prentice Hall Japan).

Video

- *Faller, T. (1993). *Headway video: Elementary* (video, video guide, workbook). Malta: Oxford University Press.
- *Faller, T. (1994). *Headway video: Pre-intermediate* (video, video guide, workbook). Spain: Oxford University Press.
- *Viney, K., & Viney, P. (1995). *Only in America* (video, workbook). Hong Kong: Oxford University Press.

Vocabulary

- *Oxford advanced learner's dictionary. (1996). Suffolk: Oxford University Press.

Writing

- *Brookes, G., & Withrow, J. (1996). 10 steps: Controlled composition for beginning and intermediate language development. USA: Prentice Hall.
- Macdonald, A., & Macdonald, G. (1996). *Mastering writing essentials*. New Jersey: Prentice Hall Regents.
- *Sherman, J. (1994). *Feedback: Essential writing skills for intermediate students*. Italy: Oxford University Press.

TLT apologizes for the delay in the mailing of our May issue. We wish to assure our readers that future issues will appear at the beginning of each month.

CONFERENCE, cont'd from p. 44.

Who? David Paul

What? "Encouraging 'Core' Feelings in the English Class"

The aim of this workshop is to demonstrate how EFL courses and activities can be designed to keep on track with "core" feelings and experiences such as "the desire to have fun," "the language assimilated so far," "curiosity," and "familiar learning strategies," to name a few. David Paul will introduce practical techniques for adapting methods and materials appropriate for the wide range of ages, levels, and institutions in Japan.

Afternoon Sessions (2:00 to 5:00 pm)

Who? Malcolm Coulthard

What? "From Text Analysis to Teaching Reading and Writing"

This workshop will demonstrate how our own analysis of written texts can improve our evaluation of student reading and writing skills. In addition, participants will learn that supplying corrective feedback can enhance students' awareness of their language problems.

Who? Alan Tonkyn

What? "Preparing for Real-World Tasks in the Classroom"

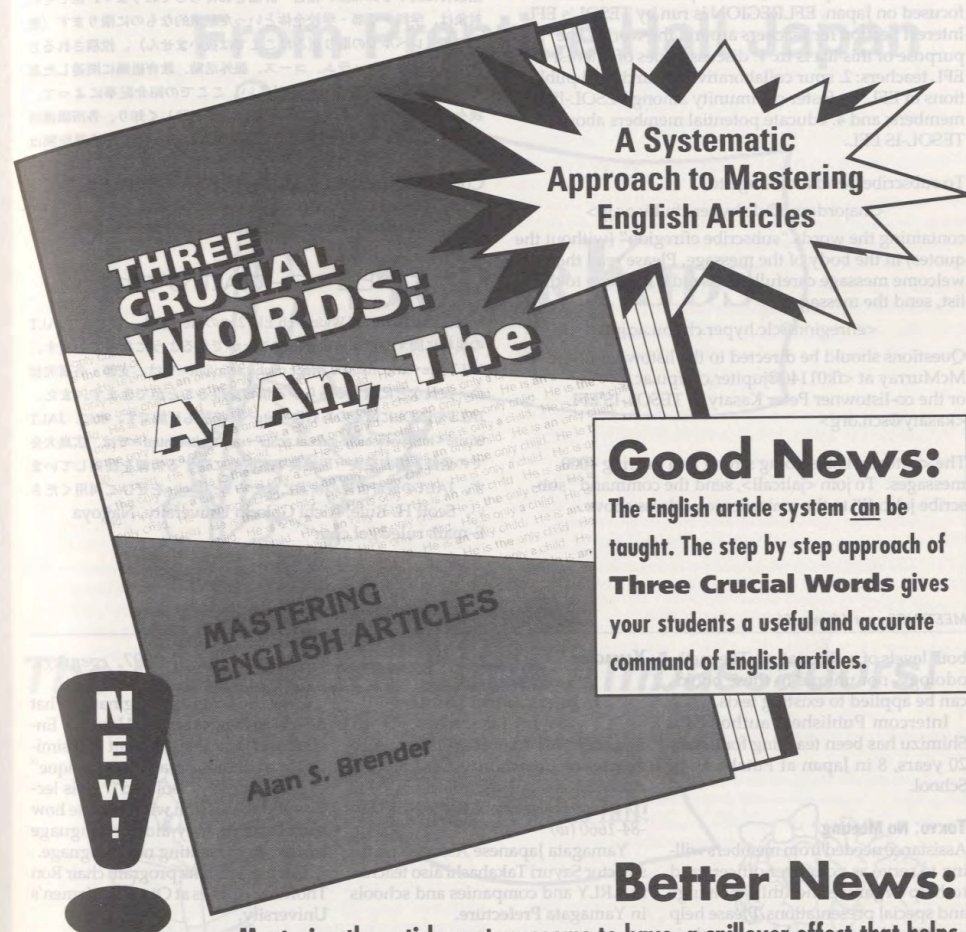
Tonkyn will begin by reviewing recent research and theory on the preparation of task-based interactions in the classroom. Participants will examine some typical language tasks to discover what language demands they make. Participants will then plan and peer-teach interactive lessons in order to test the adequacy of their planning decisions.

So there you have five out of the ten great workshops available in Hiroshima on the first day of JALT96. Be sure to look for the other five in the next issue.

By Jeff Hubbell

JALT96 Featured Speaker Workshops Liaison

THREE CRUCIAL WORDS, The Definitive Guide to Mastering Articles in English



Good News:

The English article system can be taught. The step by step approach of **Three Crucial Words** gives your students a useful and accurate command of English articles.

Better News:

Mastering the article system seems to have a spillover effect that helps students with subject/verb agreement, noun number, use of possessives, use of demonstrative pronouns, correct personal pronoun references, proper word order, etc.

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<eflregion>: A computer forum
for EFL teachers around the world

Chubu University has kindly provided space for a new EFL list called EFLREGION. This list will discuss topics on a broader scope than JALT's <jaltcall> list, which is focused on Japan. EFLREGION is run by TESOL's EFL Interest Section for teachers around the world. The purpose of this list is to: 1. discuss issues of interest to EFL teachers; 2. spur collaborative research and publications in EFL; 3. foster community among TESOL-IS EFL members; and 4. educate potential members about TESOL-IS EFL.

To subscribe, send a message to

<majordomo@clc.hyper.chubu.ac.jp>

containing the words "subscribe eflregion" (without the quotes) in the body of the message. Please read the welcome message carefully. To send a message to the list, send the message to

<eflregion@clc.hyper.chubu.ac.jp>.

Questions should be directed to the listowner David McMurray at <fk01146@jupiter.cis.fpu.ac.jp> or the co-listowner Peter Kasaty of TESOL-IS EFL <kasaty@scn.org>

The <jaltcall> list is going strong and nearing 4000 messages. To join <jaltcall>, send the command "subscribe jaltcall" to the majordomo address above.

MEETINGS, cont'd from p. 56.

both levels of conversation. The methodology, not unique to these books, can be applied to existing texts.

Intercom Publishers author Paul Shimizu has been teaching for nearly 20 years, 8 in Japan at Futaba High School.

TOKYO: No Meeting

Assistance needed from members willing to serve as volunteer officers and to help organize monthly meetings and special presentations. Please help our 500+ chapter members share their ideas, teaching techniques, and classroom research. Contact Peter Ross 0423-28-7807 (w) -7774 (w/f).

TOYOHASHI

Richard Marshall 0532-47-0111
Yumiko Kiguchi 0427-92-2891

WEST TOKYO

Joseph Dias 0462-55-1104,
jodias@kiasato-u.ac.jp

YAMAGATA

**Teaching Japanese
to International Learners**

Sayuri Takahashi

Saturday, July 13, 6:30-8:30 p.m.; Kajo
Kominkan Community Center; info:
Ayako Sasahara 0236-22-9588 (w) -9587
(f); Fumio Sugawara 0236-85-2468 (h)
-84-1660 (w)

Yamagata Japanese Association instructor Sayuri Takahashi also teaches at ARLY and companies and schools in Yamagata Prefecture.

YAMAGUCHI

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

YOKOHAMA

**Human Language and Languages:
Origins, Universals,
Historical Development**

Ron Thornton

Sunday, July 14, 2:00-4:30 p.m.; Gino
Bunka Kaikan, at Kannai; info: Ron

教育新機軸

本欄では、教師や学習者が直面する状況に類似性があると考えられる日本及び近隣諸国における外国語教育機関の発展についての情報を提供します。小学校・中学校・高校・大学・語学学校・企業での外国語教育に関する興味深い報告・評価をお待ちしております。但しその対象は、学科・学部・学校全体といった組織的なものに限りません（教師の個人レベルでの取り組みはここでは扱いません）。投稿される方は、新しいカリキュラム、コース、課外活動、教育組織に関連した革新的な事柄についてご執筆ください。ここでの紹介記事によって、我々が得られた知見を共有し、互いの成果を詳しく知り、各所属機関における教育の方向性を探ることができれば幸いです。応募原稿は2000字以内にまとめて編集者までお送りください。

Column editor: Daniel McIntyre, Shuwa Residence 702,
4-11-7 NishiAzabu, Minato-ku, Tokyo. 106.

E-mail: daniel@juen.ac.jp; daniel@cc.aoyama.ac.jp

コンピューターでJALTへアクセス

現在JALTはWorld Wide Web上に2つのsiteを持ち、皆さんがJALTの現状に関する情報に目を通すことができるようになっています。JALT site <http://langue.hyper.chubu.ac.jp/jalt>では、支部・各研究会・役員などに関するあらゆる情報を得ることができます。また、JALTやESOLに関連のある他のsiteへの接続も可能です。次に、JALT 96 site <http://www.aichi-gakuin.ac.jp/~scott/jalt96.html>では、広島大会での登録・研究発表・現地食事案内等に関する情報を提供しています。JALTの最新情報の検索にはこの2つのsiteをぜひご利用ください。Scott H. Rule, Aichi Gakuin University, Nagoya
E-mail: rule@gol.com

Thornton 0467-31-2797, evenings;
Yumiko Kiguchi 0427-23-8795

How did language originate? What do all languages share? How are English and Japanese different and similar? In what sense is Japanese "unique" or linguistically "isolated"? This lecture and discussion will examine how such insights may aid the language teacher in presenting new language.

JALT Yokohama program chair Ron Thornton teaches at Otsuma Women's University.



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研究部会は、結成準備中のもも含め現在15の部会が活動しています。今月号の当コラムでは、主に各部会のプロフィールが紹介されています。まだどの部会にも所属していない方は、この機会に関心のある領域の部会への入会を検討してみませんか。

Bilingualism — 「Bilingual Japan」は20ページ構成のニュースレターで年6回発行されています。毎号、研究論文、連載コラム、バイリンガル家庭の事例研究、読者の体験談等々が含まれていて、日本におけるバイリンガリズム研究の多様性を反映するものとなっています。また、研究ジャーナル「多語多文化研究」とモノグラフも発行しています。当部会のニュースレターや詳細な情報をご希望の方は、ピーター・グレイまでご連絡下さい。

The Bilingualism N-SIG publishes its 20-page newsletter, *Bilingual Japan*, six times a year. Each issue contains research articles, regular columns, a case study, and letters from readers describing personal experiences, all of which reflect the diversity of studies on bilingualism in Japan. We also publish an academic journal, *The Japan Journal of Multilingualism and Multiculturalism*, and monographs of longer articles originally serialized in the newsletter.

Computer-Assisted Language Learning — 3月に開催されたCALL関連の研究会の報告をホームページで見ることができます。報告書をご希望の方はコーディネーターのケビン・ライアンまでご連絡下さい。今年度のニュースレター第2号の原稿の締切が迫っています。投稿ご希望の方はElin Melchiorまで。年内に4号発行する予定です。発送に手間がかかります。協力して下さい。ご連絡下さい。

Reviews of our March 1996 two-day international conference on CALL are at our web site <http://langue.hyper.chubu.ac.jp/jalt/call.html>. Print copies are available from the coordinator, Kevin Ryan. The submission deadline for this year's second issue of our newsletter, *CALLing Japan*, is very soon. Contact Elin Melchior at <PXQ00533@niftyserve.or.jp>. This year we will publish four issues. Help is needed for mailing; a three-hour commitment. Contact Kevin.

College and University Educators — 当部会は、日本の高等教育機関における外国語教師のニーズを考慮し、会員の研究関心領域のデータベースを作成し自己研修のネットワークを提供します。ニュースレターでは、研究報告、実践報告、高等教育での動向等をお伝えします。また、日本の大学で一般的な教職員向け回覧文書の英語への翻訳版を提供します。JALT支部例会での発表はもちろん年次大会での発表もアレンジします。

CUE addresses the specific needs of instructors of foreign languages in higher education in Japan and offers a network for professional development with a database of members' research interests that we circulate among our members. Our newsletter carries articles, reports on research projects, current practices, trends and policies in higher education. We provide English translations of forms and notices commonly circulated in Japanese colleges, and organize presentations for the annual JALT conference as well as for local JALT chapter meetings.

Global Issues in Language Education — グローバル問題への気づきや国際理解の促進に関心のあるJALT会員の方でしたら、誰でも当部会に入会できます。8月23日から1週間国際基督教大学にて国際平和教育研究会を開催しますが、世界中から平和教育者が集まり、平和、国際理解、人権等について発表を行う予定です。詳細は、下記英文住所のビル・ケイシーまで。

The Global Issues N-SIG is open to all JALT members interested in promoting global awareness, international understanding, and the study of world problems. We will co-host the International Institute on Peace Education (IPIE)

at International Christian University, Tokyo, August 23-30, bringing together professional peace educators from around the world for presentations dealing with peace, international understanding, and human rights. Contact Bill Casey, 1-18-12 Yukarigaoka, Sakura-shi 285 Tel/Fax: 043-489-6208.

Junior and Senior High School — 当部会とAJET合同の第1回年次セミナーが、国際大学京都学習センターとの共同企画で、9月14日と15日の二日間にわたって開催されます。詳細は、コーディネーターまで。

The first Annual JALT Jr/Sr High N-SIG — AJET Seminar will be held September 14-15 in conjunction with the International University Kyoto Learning Center. For more information, contact either of the two coordinators.

Japanese as a Second Language — 今月7日(七夕)の日に大宮支部と日本語教育研究部会の共催で大宮市の大宮ジャックで午後2時からワークショップを行います。テーマは、「生活者のための日本語学習」とは、地域にくらす外国人の目を通して考える」です。国立国語研究所の古川ちあひ氏をコメンテーターに迎え、上智大学講席官谷玲子氏が司会進行を担当します。地域の日本語学習者と共に日本語教育と日本語学習について考えるいい機会です。是非ご参加下さい。

JALT Omiya Chapter and JSL N-SIG will co-sponsor a workshop, "Japanese Language Learning for Community Residents—From the Perspectives of Learners in the Community" at 2:00 pm on July 7, 1996 at Omiya JACK in Omiya City, Saitama. Reiko Tomiya of Sophia University will facilitate the workshop and Chikashi Furukawa of the National Language Research Institute will function as commentator. Everybody is invited to share experiences and information in learning the language.

Learner Development — 当部会は、学習者の自律性を促し、学習ストラテジーが効果的に利用できるようにし、また、教師自身の外国語学習を改善することに関心のある教師のネットワークです。ニュースレター「学習の学習」は年4回発行されています。また、地域支部例会、研究会、JALT国際大会での発表のコーディネートも行っています。同じ興味、関心を持つ海外の団体・個人との提携も強まっています。当部会の案内は、下記英文アドレスのホームページでもご覧になれます。

The Learner Development N-SIG is a network for language teachers interested in developing learner autonomy, improving students' use of learning strategies, and improving their own learning of another language. We publish a quarterly newsletter, *Learning Learning*, arrange presentations at local JALT chapters, mini-conferences and International JALT conferences, and maintain strong links with other interested organizations and individuals abroad. We are also maintaining a WWW home page at <http://www.ipcs.shizuoka.ac.jp/~eanaoki/LD/homeE.html>.

Materials Writers — 今年度のニュースレター第1号が5月に発行されました。第2号も間もなく夏休み前に発行される予定です。原稿は、編集担当のエイミー・ステイラーまでお送り下さい。現在、以前の教材交換会で紹介された教材を一冊まとめる作業に取り組んでいますが、広島の年次大会で配布する予定です。

This year's first issue of our newsletter was published in May and the second issue is due out before the summer vacation. Send submissions to the Editor, Amy Staley at Chugoku Junior College, 83 Niwase, Okayama-shi 701-01. We are also at work editing the proceeds of our previous "My Share—Live!" swap-meets into one volume, *Our Share*, for distribution at JALT 96.

Professionalism, Administration, and Leadership in Education — 当部会の使命は、教育界の現在の研究状況や動向に関する情報を提供することです。私達の関心は、教育プログラムの設計及び運営、教師職業倫理、教師研修、教師評価、運営論、労使関係、教育比

較、教師への社会的要請等々多岐にわたる幅広いもので、このような社会政治的な問題についてあらゆる角度から専門的に検討する場を提供します。ニュースレターは年4回発行されています。

The mission of the PALE Affiliate N-SIG is to appraise JALT of current research and trends in education. Issues of concern to PALE include program design and administration; professional ethics, teacher development and evaluation; administrative methodology, labor relations; comparative education, and the societal expectations and demands placed on educators. We provide JALT with an eclectic, professional forum for these socio-political issues. PALE publishes four newsletters per year.

Teaching Children — 当部会は特に児童教育に関心を持つ者の集まりとして結成されました。教室で役立つ指導案や児童教育関連の研究会等の行事案内の情報を提供し、会員のネットワークの場作りにつとめます。ニュースレターは年4回の発行です。詳細は、編集担当のミシェル・ナガシマまで。

The Teaching Children Affiliate N-SIG was formed as a focus point for children's education. We try to provide members with a forum for networking, professional information, practical classroom ideas, and notices of upcoming events for teachers of children, sponsored by the N-SIG, JALT chapters, or by other children's education groups. We publish a quarterly newsletter. Editor: Michelle Nagashima (tel/fax: 048-874-2996).

Teacher Education — ニュースレター秋季号では、会員の教師教育分野での関心領域をデータベース化したものを掲載する予定です。6月発行のニュースレターと共にお届けしたアンケート用紙に必要事項を記入の上、ジョーン・コンリーまでお送り下さい。遅くならないよう今すぐにもお願いします。秋季号の原稿締切は、8月15日です。直接編集担当のティム・マーフィーまで送って下さい。こちらの方も早めにお願いします。

With our autumn newsletter, we're planning to publish a network database of our members' Teacher Education interests, so we hope you'll complete the questionnaire that came with your June newsletter and send it to Sean Conley, the membership coordinator. Don't delay—send it today! The deadline for autumn newsletter copy is August 15th—send items directly to Tim Murphy, the newsletter editor. He's looking forward to hearing from you soon!

Video — 今年度のニュースレター「Video Rising」第2号が出ました。昨年の名古屋大会でのビデオ関連の発表の報告以外にも、今年度のタイ TESOL の大会でのビデオ関連の発表の主なものの報告、教材ビデオ・論文の評価、特集記事として、文情力養成のための映画利用等が掲載されています。

Video N-SIG's second issue of its regular newsletter, *Video Rising*, is now available. In addition to all the features mentioned in the May column, there are also reports from the main 1996 Thai TESOL video presentations, reviews of both specialist videos and publications, a special feature on using movies for sentence building, and a proceedings article from JALT 96 about Dialogue Journal Writing in use with video.

N-SIGs in the Making

Other Language Educators — 当部会は、英語と日本語ばかりではなくあらゆる言語と文化の教師と学習者を代表しようとする部会です。この国際化の時代において、また、日本の大学のこれからのリストラに直面して、会員の就労条件、研究条件の維持・改善を支援し情報交換の場として機能出来ればと願っています。ニュースレターは年に3回の発行です。海外の類似団体との提携の可能性も検討中です。

This forming N-SIG seeks to represent teachers and learners of as many languages and cultures within JALT as possible, not only those of English or Japanese. In this age of internationalization, and in face of the impending restructuring at many Japanese

universities, we aim to help our members develop and sustain the organizational conditions for their work and research, and to act as an information network. We publish three newsletters a year and hope to form links with similar groups overseas.

Second Language Literacy — 第二言語リテラシーといっても私達は広く捉えようとしています。つまり、リーディング理論、専門英語教育・学術英語教育の実践、内容中心の教育、読解分析、それから、翻訳や文学まで含む非常に幅広いもので、当部会のプロフィールには説明できないくらいです。

This forming N-SIG aims to look at literacy in broad terms, from reading theory and practice to ESP and English for Academic Purposes to content-based teaching, discourse analysis, translation, and literature—a broad remit, which denies the N-SIG a clearer profile!

Testing and Evaluation — 言語評価における、理論、現行研究、教室での応用に関心のある者の交流の場を目指しています。年4回ニュースレターを発行し地域支部例会やJALTの大会での発表者を紹介します。

This forming N-SIG aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom applications of language evaluation. We intend to publish a quarterly newsletter and to provide presenters at local meetings and the annual JALT Conference.

JALT's N-SIG Coordinators

Bilingualism: Peter Gray, Atsuhetsu-higashi 1-3-5-1, Atsuhetsu-ku, Sapporo-shi, Hokkaido 004, tel/fax: 011-897-9891 (h); tel: 011-881-2721 (w); fax: 011-881-9843 (w); e-mail: RXPO3054@niftyserve.or.jp
College and University Educators: Thom Simmons, #303 Tanaka Bldg., 2-28-10 Morigaoka, Isogu-ku, Yokohama-shi, Kanagawa-ken 235, tel/fax: 045-845-8242 (h); e-mail: malang@ogol.com

Computer Assisted Language Learning: Kevin Ryan, 2-15-33-301 Miyamaedaira, Miyamae-ku, Kawasaki-shi, Kanagawa-ken 216, tel: 044-853-7058 (h); tel: 03-3411-5111 x561 (w); fax: 03-3708-7903 (w); E-mail: ryan@swu.ac.jp

Global Issues in Lang. Ed: Kip Cates, Tottori University, Koyama, Tottori City 680, tel/fax: 0857-31-5650 (w); tel/fax: 0857-28-2428 (h); e-mail: kcates@fed.tottori-u.ac.jp

Japanese as a Second Language: Morio Hamada, Garden Heights Machida 102, 2-10-9 Naka-machi, Machida-shi, Tokyo 194, tel/fax: 0427-27-5763 (h); tel: 03-5562-3507 (w); e-mail: HCA01742@niftyserve.or.jp

Junior and Senior High School Teaching: Michael Reber, 148 Nishi-Shinmachi, Matto-shi, Ishikawa-ken 924, tel: 0762-74-3144 (h); tel: 0762-76-1111(w); fax: 0762-74-1634 (w); Yumiko Kiguchi, Yamasaki High School, 9-1453-1 Yamasaki-cho, Machida-shi, Tokyo 195, tel: 0427-23-8795 (h); tel: 0427-92-2891 (w); fax: 0427-94-0440 (w)

Learner Development: Richard Smith, Tokyo University of Foreign Studies, 4-51-21 Nishigahara, Kita-ku, Tokyo 114, tel/fax: 0273-26-4376 (h); tel: 03-5974-3612 (w); e-mail: YYB06713@niftyserve.or.jp
Naoko Aoki, Dept. of Education, Shizuoka University, 836 Oya, Shizuoka 422, tel/fax: 054-272-8822 (h); tel: 054-238-4592 (w); e-mail: PX113445@niftyserve.or.jp

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Professionalism, Administration, and Leadership in Education: Thom Simmons (see contact info under College and University Educators)

Teacher Education: Andrew Barfield, Amakubo 2-1-1-103, Tsukuba-shi, Ibaraki-ken 305, tel: 0298-55-7783 (h); fax: 0298-53-6616 (w); e-mail: andyman@sakura.cc.tsukuba.ac.jp

Teaching Children: Aleda Krause, Park Agee 2-123, 3-1-48 Kashiwaza, Ageo-shi, Saitama-ken 362, tel: 048-776-0392; fax: 048-776-7952 e-mail: aleda@ogol.com

Video: David Wood, 2-12-1 Ishizaka, Dazaifu-shi, Fukuoka 818-01, tel: 092-925-3511 (w); fax: 092-924-4369 (w); e-mail: PXQ00751@niftyserve.or.jp
Bobbie McClain, (From Oct. 95 through April 96) Box 170, 1517 Hwy. 287 N. Cameron, MT 59729 USA, tel: 406-682-7702; Dr. Johanna E. Katchen, Dept. of Foreign Languages, National Tsing Hua University, Hsinchu, 30043, Taiwan, tel: 88635715131

N-SIGs in the Making

Ling-X (Other Language Educators): Rudolf Reinelt, Faculty of Law and Letters, Ehime University, Bunkyo-cho 3, Matsuyama-shi, Ehime-ken 790, tel: (W) 089-927-9359 (direct); fax: 089-927-9211; e-mail: reinelt@ll.ehime-u.ac.jp

Second Language Literacy: Charles Jannuzzi, College of Education, Fukui University, Bunkyo 3-9-1, Fukui-ken 910, tel/fax: 0776-27-7102 (h); fax: 0776-27-8521 (w)

Testing and Evaluation: Leo Yoffe, Gunma University Faculty of Education, Aramaki-cho 4-2, Maebashi-shi, Gunma-ken 371, tel/fax: 0272-33-8696 (h); tel: 0272-20-7849 (w); fax: 0272-20-7222 (w); e-mail: lyoffe@hunder.edu.gunma-u.ac.jp

Bill Lee will be on vacation in August. All chapter announcements and reports for the October issue should be e-mailed/faxed to Steve McGuire by August 19th. See page 3 for contact details.

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Nagoya march

The Five Stages of Learning

by Joshua Kurzweil

Joshua Kurzweil suggested that all learning experiences occur in a similar set of stages. When participants thought about their own language learning experiences, most participants did report similar stages, and Joshua proposed the following sequence: (a) *relating self to information*, opening your mind or becoming receptive to new information; (b) *observation*, experiencing an input of information; (c) *making connections*, thinking, searching out patterns, trial rule-making based on the observation; (d) *experimenting*, trying to apply the connections formulated, evaluating the results; and (e) *relating information to self*, subsequent use of what has been learned. Next, the participants considered what they were doing at each stage of their own learning experience and what factors seemed to affect each stage. Finally, participants reflected on some of their classes, picking out problem lessons that didn't work, and asked themselves, in light of the model learning stages, what they did or failed to do that contributed to the problem.

Reported by Gordon Luster

Nagoya april

Using Lesson Plans for Research

by Scott Rule

To encourage classroom research and professional development, Scott Rule presented a five-step cycle for examining lesson plans critically and improving lessons through classroom experience: (a) Ask why parts of the lesson work well or do not work so well. (b) Limit the question's scope to define a specific research question. (c) Research that question. (d) Reflect on what has been learned and how to fine-tune the question for further research. (e) Repeat steps (a) through (d). Classroom improvement becomes a continual cycle, involving planning before, note-taking during, and reflection after class.

Rule first poses some general questions about areas for improvement, from which he formulates a list of specific questions about the lesson. He writes his lesson plan in black ink, then checks it against his questions, making additions or revisions in red. During class, he briefly notes relevant observations in a third color. After class, with the question numbers from his list, he encodes the changes or additions in still another color. He then reflects on patterns: Can he identify systematic shortcomings, or rough-cut gems that work well but could stand improvement? From the new

problem areas, he finally writes a new list of questions, thus beginning the next research cycle.

Rule suggested some fruitful issues for question lists: better instructions, reducing teacher talk, involving all students in the class, and enhancing groupwork activities. Participants then analyzed their own problems and formulated research questions.

Rule emphasized that research belongs not to professionally trained researchers alone, but to all teachers, and through such small-scale research we all can reflect productively on our teaching and bring about beneficial changes for our students.

Reported by Gordon Luster

Omiya april

Cooperative Peer Development in Context

by Andy Hoodith and Neil Cowie

Cooperative Development (CD) enables one teacher to work on professional development with the help of another. In the key *speaker-understander relationship*, the understanders help speakers develop their own ideas through rule-governed interactions.

Rather than proceed immediately to a detailed discussion, Andy Hoodith and Neil Cowie first had us divide into speaker-understander pairs to try CD for ourselves. We began with *reflecting*: The understanders were to listen to the speakers, then simply restate what they heard. The speakers, if all went well, would gain a clearer understanding of their own thoughts by hearing them reflected externally. A worksheet suggested useful language for both roles: for the speakers, topics like, "The sort of student I can't stand is . . ."; and for the understanders, reflecting phrases like, "Just a minute, let me see if I've got this right . . ." After ten minutes of reflecting, we gathered for feedback. Everybody remarked how difficult it was for understanders to stick to the rules. Their natural tendency was to interpret, explain, sympathise, offer advice, or just react in some way. Participants variously commented that CD resembled certain counselling techniques, that the situation seemed artificial, and that partners' cultural differences might complicate the interaction.

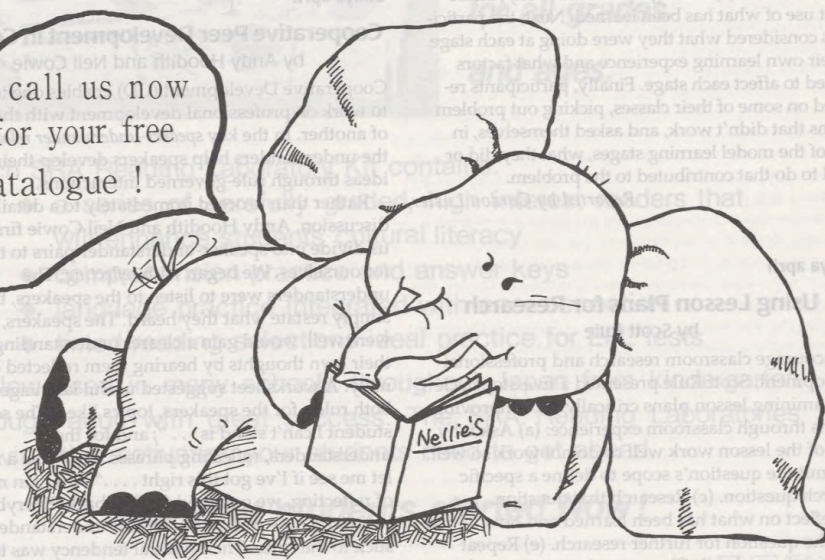
Hoodith and Cowie responded by recounting their own CD experiences. Once their initial reservations were overcome, they related, the artificiality of the situation ceased to be a problem. They suggested, however, leaving the option open for a partner to step out of the role when it may help: "Hang on . . . Can I just stop being an understander for a minute and say something?" Moreover, reflecting is just one

CHAPTER REPORTS, cont'd on p. 58.

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edited by bill lee

Bill Lee will be on vacation in August. All chapter announcements and reports for the October issue should be e-mailed/faxed to Steve McGuire by August 19th. See page 3 for contact details.

AKITA

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

CHIBA

Anxiety, Extroversion, and Language Learning

Gordon Robson

Sunday, July 14, 1:30-3:30 p.m.; Sen City
Building (Chiba Station, behind Sogo
Dep't Store)

A study of 47 Japanese junior college women compared their responses on personality and anxiety questionnaires with their TOEFL and SPEAK scores. Gordon Robson will show how the results indicate a link between extroversion and oral proficiency and the need to avoid or overcome stress in language learning.

Gordon Robson teaches at Showa Women's University, and his interests include rhetorical transfer, individual learner differences, and L2 acquisition (non-members ¥1000).

EAST HOKKAIDO Affiliate

Yuji Ushiro 0154-41-6161
Marion Flaman 015-525-9086

FUKUI

Barbecue Party: Liberty, Equality, Frivolity

Sunday, July 14, 12:00-3:00 p.m. RSVP
July 8; Place to be announced; Fee: ¥2000;
info: Aida Markulin 0776-24-5180;
Masako Kunimura 0776-27-7332

To celebrate *liberté, égalité, et fraternité*, wear blue, white, and red in honor of *le tricouleur*. The Programme Chair will restore Marie Antoinette as the grand-mère of French Existentialism by showing how to have your cake AND let them eat it too. Fine Australian wine served with English of all varieties, expected to become increasingly comprehensible as the afternoon wears on. Sorry, no British beef.

FUKUOKA

Introducing Simulation Activities to Activate Large Classes

Yasuo Nakatani

Sunday, July 14, 2:00 to 5:00 p.m.; Aso
Foreign Language College (Aso Senmon
Gakko); Hakata eki minami 2-12-24;
info: Bill Pellowe 092-883-3688,
092-884-3722 (f)

Simulation activities motivate students and give them self-confidence. After viewing extracts from a videotaped class and the results of a student survey, participants will experience a simulation activity firsthand, then discuss it, brainstorm, and design a useful lesson to motivate their own students (non-members ¥1000).

Yasuo Nakatani teaches at Nakamura Gakuen College in Fukuoka.

GUNMA

Leo Yoffe 0272-33-8696
Hisatake Jimbo 0274-62-0376

HAMAMATSU

Tanabata Barbecue Party

Sunday, July 14, 1:00-3:30 p.m.; Asakuma
Restaurant, Beer Garden near the Con-
cord Hotel, 1-11 Shikatani-cho 053-473-
0626; Fee: ¥3000 (alcoholic beverages
extra); info and reservations: Tomoko
Hoshino 053-472-2286

All members and friends are invited to our annual BBQ Party at Asakuma. The party will be held outside if the weather is fine. Please make reservations by July 10.

HIMEJI

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

HIROSHIMA

Teaching Japanese to Adults

Saboru Okida & Kanetaka Fukami
Sunday, July 7, 1:00-2:00 p.m., sharing
personal experiences learning and teaching
Japanese, 2:00-4:00 p.m., main presentation;
Hiroshima International Center
(Hiroshima Crystal Plaza 6f, near ANA
Hotel.); info: Ian Nakamura 0848-48-2876;
Carol Rinnert 082-239-1379

Half in English, half in Japanese, this presentation on Japanese as a Second Language will examine some teaching issues and demonstrate some popular techniques, encouraging audience participation. The talk should be of interest to EFL teachers and learners as well.

Saboru Okida teaches Japanese in Hiroshima University's Institute for International Education.

Kanetaka Fukami also teaches Japanese at Hiroshima University and specializes in the contrastive linguistics of Japanese and Korean.

HOKKAIDO

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

IBARAKI

Andy Barfield 0298-55-7783 (h)
Michiko Komatsuzaki 0292-54-7203

IWATE

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

KAGAWA

Michael Bedlow 0877-63-6494
Shizuka Maruura 087-34-6801

KAGOSHIMA

Keith Lane 0985-85-5931 (w)
-65-0020 (h)
Hiroshi Tashima 0992-73-5398
(h) 73-295 (w) 54-1344 (f)

KANAZAWA

JALT Summer Barbecue Party

Sunday July 14, 1:00; On the banks of the
Saigawa in front of the Jidokaikan,
Hoshima-machi near Kamikiku Bridge;
Fee: ¥1500 members, ¥2000 non-members;
info & reservations: Neil Hargreaves
0762-80-3448

JALT is moving outdoors! We invite members and friends to get together with food and drink. Vegetables, meat, soft drinks, and beer will be provided, but people are encouraged to bring more food and drink (plus guitars, balls, frisbees, etc.). If it rains bring an umbrella. Please try to register in advance.

KITAKYUSHU Affiliate

Malcolm Swanson 093-452-3554

KOBE

How to Develop Learners' Communicative Skills Effectively with Creative Writing

Yukio Hirayanagi

Sunday, July 14, 1:30-4:30 p.m.; Kobe
YMCA Language Center 4f 078-241-
7205; info: Nihei Nagaki 078-593-7998,
-9957 (f)

Japanese learners' journals show they do not completely internalize grammar which is taught deductively, over-emphasizing accuracy. To learn inductively, emphasizing fluency, learners must realize that they cannot be fluent writers or speakers unless they are prepared to make errors in

Chapter Meetings

syntax, diction, coherence, or unity and learn from them (non-members ¥1000).

KOCHI

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

KUMAMOTO (Forming Chapter)

Annie Marquez 096-326-8074

KYOTO

Harold Melville 0749-24-0287 or
075-741-1491, -1492 (f)

MATSUYAMA

English Drama with Young People in Japan

Gavin Bantock

Sunday, July 14, 2:30-4:30 p.m.;
Shinonome High School Kinenkan 4f; info:
Adrienne Nonami 089-977-7709 (t/f)

1. How stage drama can enrich both
English language study and education
in general. 2. Ways to adapt the plays of
Shakespeare (and others) for Japanese
students (non-members ¥1000).

Gavin Bantock has worked in Japan
since 1969 as a teacher, playwright,
theater director, poet, and translator.

NAGANO

Edward Mills 0262-85-5387

NAGASAKI

Motoshi Shinozaki 0957-25-0214
Susann Birch 0958-48-5533

NAGOYA

Games and Songs for Teaching Children

Miyuki Ikeyama & Yoshimi Nagano
Sunday, July 14, 1:00-4:00 p.m. (Note:
2nd not 4th Sunday); 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

Yoshimi Nagano will introduce
many songs that help students learn to
speak English and love English.
Miyuki Ikeyama specializes in con-
verting competitive games into coop-
erative games. The presentation is in
English but questions and discussion
in Japanese are welcome.

Yoshimi Nagano owns and teaches
at Highbridge Academy.

Educated in the United States,
Miyuki Ikeyama teaches at her own
English juku.

NARA

Sachiko Shimomura 0742-46-4724
Jill Robbins 0745-45-1732

NIIGATA

The Internet: From Basics to Projects, and Resources for Language Teaching

Thom Parkison

Saturday, July 13, 2:00-5:00 p.m.; Niigata
University of International and Informa-
tion Studies; (Kokusai Joho Daigaku) 46-
1 Sakata, Katahata, Niigata 950-22,
025-239-3111; info: Wilma Wilcox 0254-
43-2592, Donna Fujimoto 0257-79-1818;
For map by fax call: 025-291-7895. After
the recording enter your fax number, then
twice.

For everyone from the novice to the
veteran—the many possibilities for
using the Internet in language classes:
a short introduction on connecting to
the Internet, then a hands-on demon-
stration of electronic mail, the World
Wide Web, and more. Parkison will
discuss his experiences with the
Internet and its second language re-
sources it offers teachers (non-mem-
bers ¥1000).

Thom Parkison teaches at Niigata
University of International and Informa-
tion Studies, Niigata University,
Nagaoka University of Technology,
Keiwa College and Niigata Women's
Junior College.

OKAYAMA

Medhankar Ravi 0876-24-2979 (t/f)

OKINAWA

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

OMIYA

Lisa Sanders 0422-37-4354

OSAKA: Japanese through TPR

Mary Sisk Noguchi

Sunday, July 7, 2:00-4:30; 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 gram-
matical patterns through Total Physi-
cal 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

Teaching English to Children in Japan—Issues and Possibilities

Kensaku Yoshida

Sunday, July 14, 2:00-5:00 p.m.; Seinen

Bunka Center, Kenshu-shitsu (Research
Room) 2; info: Lorne Spry 022-291-6738;
Kazuko Honma 022-717-4177

Kensaku Yoshida will address the
theoretical issues of introducing Eng-
lish into elementary schools and dem-
onstrate some ideas for teaching
English to young children through mu-
sic and songs (non-members ¥1000).

The former NHK-TV English Con-
versation I and current WOWOW
TOEFL Test program host, Kensaku
Yoshida teaches English at Sophia
University. He worked with children
for three years while at the University
of Michigan.

SHIZUOKA

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

SUWA

Mary Aruga 0266-27-389

TOCHIGI

The Internet and CALL: Basics and Applications

Kazunori Nozawa

Sunday, July 21, 1:30-4:30 p.m.;
Utsunomiya Higashi Community Center
028-638-5782; info: Nick Miller 0289-62-
7339; Michiko Yamawaki 028-624-1465

Electronic communications are ob-
viously the wave of the future, but
many language teachers find the con-
cepts intimidating. In a low-key, non-
threatening place, participants can
learn about the Internet and Computer
Assisted Language Learning (CALL).
All participants will become familiar
with the lexicon of cyberspace and
CALL and learn about basic peda-
gogical applications.

Kazunori Nozawa teaches applied
linguistics at the Toyohashi Uni-
versity of Technology Language Center
and coordinates the CALL library
there.

TOKUSHIMA

Activating Large Classes

Paul Shimizu

Sunday, July 4, 1:30-3:30 PM; No fee,
location undecided.; info: Linda Wilkins
0886-86-6033

Two specific texts will be introduced
at the workshop: one for the beginner
or false beginner who needs confi-
dence-building material that is simple,
challenging and interesting; the other
a topic-based launch-pad for conver-
sation. Participants will take part in

MEETINGS, cont'd on p. 48.

Changing the way the world learns English!

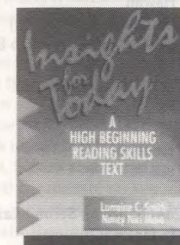
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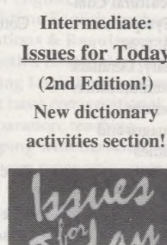
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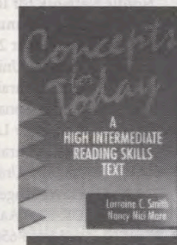
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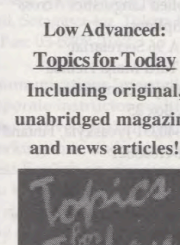
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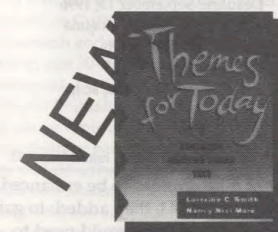
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Conference Calendar

edited by catherine sasaki

22nd Conference of Zenkoku Eigo

Kyoiku Gakkai

Date: August 1-2, 1996

Place: Tohoku Gakuin University,
Izumi Campus

Contact: Hayasaka Kenkyushitsu
Miyagi Kyoiku Daigaku, Eigoka
Aoba Aramaki-za
Aoba-ku, Sendai-shi 980

Tel/Fax: 022-214-3489

AILA 11th World Congress of Applied Linguistics

Date: August 4-9, 1996

Place: Jyväskylä, Finland

Theme: Applied Linguistics Across
Disciplines

Contact: AILA 96 Secretariat
Ms. Taru-Maija Heilala
Jyväskylä Congresses
P.O. Box 35

FIN-40351 Jyväskylä, 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 Lan-
guages 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.sdnpc.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 Acquisi-
tion and Teaching (SLAT)
Modern Languages 347
University of Arizona
Tucson, AZ 85721 USA

E-mail: SLRF@ccit.arizona.edu

Nordic Network for Intercultural Com- munication: 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

Moscow State University, Centre of Russian and Cross-Cultural Studies:

Third International Conference

Date: November 28-30, 1996

Place: Moscow, Russia

Theme: Russia and the West: the Dia-
logue of Cultures

Contact: Anna Pavlovskaya or Elena
Galotchkina
The Centre of Russian and
Cross-Cultural Studies

Tel: +7-095-939-2070/5082

Fax: +7-095-939-2070/0373

+7-095-932-8867

E-mail: Colorado@Glas.Apc.Org.
(Contact by fax or e-mail recommended)

Teaching Foreign Languages at the Gateway to the 20th Century

Date: December 9-13, 1996

Place: University of Habana, Cuba

Themes: Teacher education,
ELT methods/materials, CALL

Deadline for Proposals: October 15, 1996

Contact: Rube Redfield

Fax: 0798-54-1476

E-mail: Rube39@aol.com

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 Japa,
Tokyo Offices

Hiroo, Minato-ku, Tokyo

Abstracts: 3 copies, up to 300 words
(English) or 1000 characters
(Japanese; 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

CHAPTER REPORTS, cont'd from p.53.

of nine abilities to be enhanced
through CD, they added; to gain
full benefit we would need to
complete the entire cycle of *expla-
nation, discovery, and action.*

After a short break we divided
again, but this time into groups of
three, adding the role of *observer* to
take notes and subsequently com-
ment on the quality of the speaker-
understander interaction.

This mixture of activities and
discussion provided us with an
excellent sense of what CD in-
volves. For those who wanted to
go further, the presenters recom-
mended Julian Edge's *Cooperative
Development* (1992, Longman).



edited by craig sower

(EHIME-KEN) Matsuyama University in Matsuyama City
announces a position for an EFL instructor starting April 1,
1997. **Qualifications & Requirements:** Native speaker of
English with an M.A. in TEFL/ TESL/ TESOL; knowledge
of Japan and/or experience in teaching Japanese students
helpful. **Duties:** Teach six classes per week. **Salary &
Benefits:** Two-year, non-renewable contract includes
salary of approximately ¥4,300,000 per year; airfare to and
from Matsuyama; partial payment of health insurance;
¥630,000 for research funds; other benefits. **Application
Materials:** Resumé, transcripts, and copy of diploma (these
will not be returned to applicants). **Deadline:** September
20, 1996. **Contact:** Yukio Takeichi, Registrar, Matsuyama
University, 4-2 Bunkyo-cho, Matsuyama 790, Japan.

(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:** Class preparation, teaching
English to all ages, testing, and helping with the school in
general. **Salary & 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 recom-
mendation. **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) Baika Women's College in Ibaraki
City announces two full-time positions for
Assistant or Associate Professor (*Koshi* or
Jokyoyu). **Qualifications & Requirements:**
M.A. (Ph.D. preferred) in English, American
Literature, or Culture, Linguistics, EFL, or
ESL; research and teaching experience are
desirable; age 30-50; interview in September by
appointment. **Duties:** Teach 90-minute classes:
skill-based English or lecture in English on one
of the above topic areas; research committee
responsibilities; participate in student activities.
Salary and Benefits: Details available on request.
Application Materials: C.V. with recent photograph, list of
publications, one copy each of three publications, and
three references with names and addresses. **Deadline:** July
21, 1996. **Contact:** Prof. Manji Kobayashi, Chairman, De-
partment of English and American Literature, Baika
Women's College, 2-19-5 Shukunosho, Ibaraki-shi, Osaka-
fu, 567. Tel: 0726-43-6221. Fax: 0726-41-5244.

(OSAKA-FU) Geos Communications International an-
nounces a part-time corporate instructor position. **Quali-
fications & Requirements:** Native-speaker competency,
teaching experience, working visa, and university degree.
Duties: teaching business English lessons on-site at corpo-
rate locations. **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:** Japa-
nese 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 "rīkesho"), list of
publications and copies of two or three major publications.
Deadline: August 31, 1996. **Contact:** Isamu Ichikawa, For-
eign Languages Department, Musashi Institute of Technol-
ogy, 1-28-1 Tamazutsumi, Setagaya-ku, Tokyo 158. Tel:
03-3703-3111, ext. 2328. Fax: 03-5707-2167.

(TOKYO-TO) Geos Communications International an-
nounces a part-time corporate instructor position. **Quali-
fications & Requirements:** Native-speaker competency,
teaching experience, working visa, and university degree.
Duties: teaching business English on-site corporate les-
sons. **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-TO) 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. **Applica-
tion Materials:** For details send profile (brief resumé),
phone number and best time 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 & Require-
ments:** M.A. in TEFL/ TESL or Applied Linguistics; at least
two years teaching experience in EFL/ESL, strong prefer-
ence given to applicants with experience in test develop-
ment, 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 devel-
opment. **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; opportu-
nities 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.

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 38 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns, and the semi-annual *JALT Journal*.

Meetings and Conferences — The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups, N-SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Fukushima, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kita Kyushu (affiliate), Kochi (affiliate).

N-SIGs — Bilingualism, College and University Educators, Computer Assisted Language Learning, Global Issues in Language Education, Japanese as a Second Language, Learner Development, Materials Writers, Teacher Education, Jr./Sr. High School, Video. JALT members can join as many N-SIGs as they wish for a fee of ¥1,000 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT President by September 3. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥7,000) includes membership in the nearest chapter. **Student Memberships** (¥4,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥12,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥4,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or on pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

CENTRAL OFFICE:

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110
Tel. 03-3837-1630; fax: 03-3837-1631

JALT(全国語学教育学会)について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、海外も含めて4,000名以上の会員を持ち、TESOL(英語教師協会)の加盟団体、及びIATEFL(国際英語教育学会)の日本支部でもあります。

出版物：月刊誌 *The Language Teacher* および年2回発行の *JALT Journal* があります。

例会と大会：年次国際大会、支部例会、分野別研究部会(N-SIG)の会合があります。

支部：現在、全国に38の支部と準支部が1つがあります。(北海道、盛岡、秋田、仙台、山形、福島、茨城、栃木、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、山口、徳島、香川、松山、高知 [準支部]、福岡、長崎、鹿児島、沖縄)

分野別研究部会：ビデオ、バイリンガリズム、グローバル問題、学習者ディベロップメント、日本語教育、コンピュータ利用語学学習、教材開発、語学教師養成、ティーム・ティーチング、大学外国語教育。

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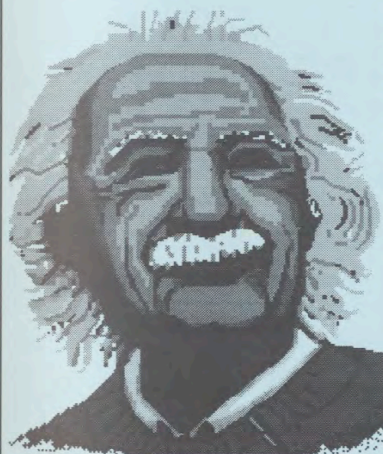
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