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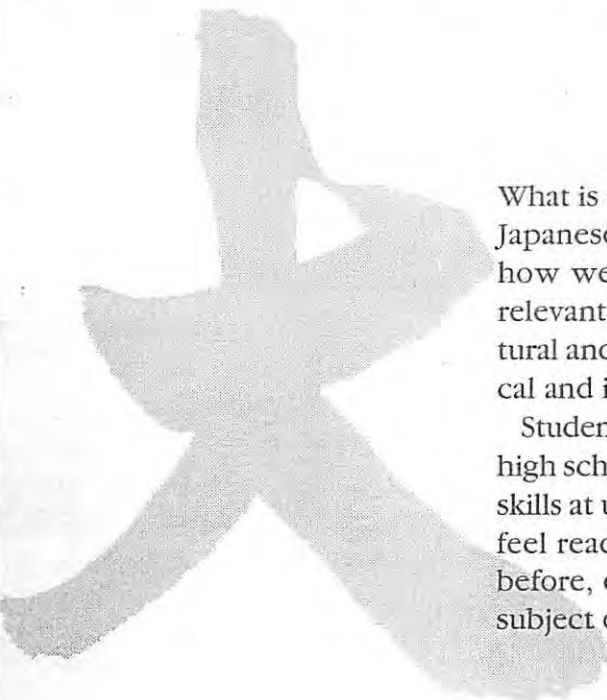
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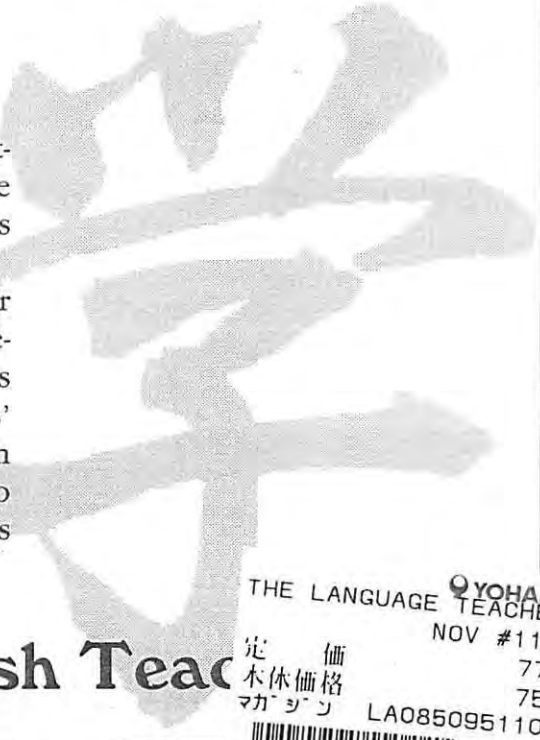


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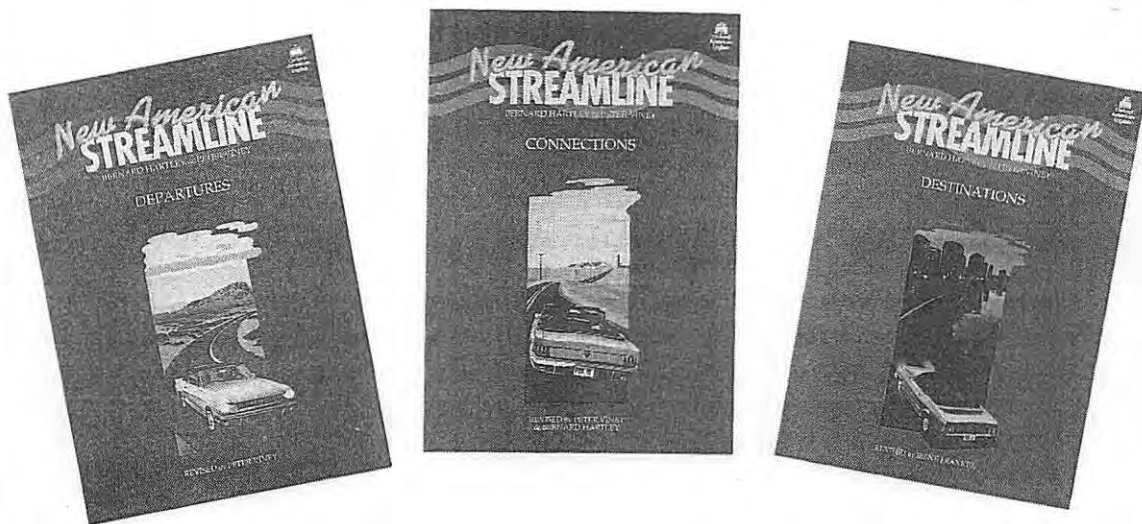
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*The Language Teacher* is the monthly publication of the Japan Association for Language Teaching (*Zengoku Gogaku Kyoiku Gakkai*), a non-profit organization of language teachers promoting effective language learning and teaching. JALT welcomes members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

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日本の大学で英語教師が関心を持っているのは何でしょうか。基本的にはこんなことを考えていると思います。学生の文化的教育的背景や実践的知的欲求を理解しながら、どうしたらやる気を起こさせる、適切な授業を行うことができるのか。

高等学校で、口頭・聴解教授法で英語を学習してきた学生は、大学でもそうした技能を伸ばし続けられるでしょう。また、社会人学生であれば、特に自分の専攻科目や将来の職業に生かせるなら、以前よりも深いレベルで英語を学習しているように感じるでしょう。

大学の英語教師で、特定の学問領域で研究を行っている典型的教師は、それゆえに学生の教育的欲求によって学問的興味を調和させるように挑まれています。

大学には、カリキュラム編成や試験作成の自由があります。また、革新的プログラムを編成する余地もあります。大学教師は、担当の課程に知的要素を含めつつ、バランスのとれた教育によって有能な専門家を求める社会的需要を満たしていくことで学生の知性を高めていく責任があります。

1991年に文部省は大学設置基準を見直し、政策の転換を行いました。機関が外国語の単位必修廃止を選んでも許されるようになりました。その結果、現在ではいくつかの機関で、学生が英語科目を履修してもしなくてもよいことになっています。最終的な責任は、自ら教育活動を評価する教師に降りかかってくる。それが時代の要請なのです。

今回の特集号では、4つの英語論文と1つの日本語論文が、大学の英語教師は職業上教育的文化的な背景に気付くべきである、という責任に焦点をあてています。

James Dean Brown は、Gillian Kay とのインタビューで、日本の大学入学試験が中等教育やその他の英語教育に与えている影響を論じています。そして、現在の試験システムが公正に行われていると思われる方法を示唆しています。Stephen Ryan は、授業中の「無作法な行動」に対する日本とオーストラリアの大学生の知覚に関する比較調査の結果を示しています。学生と教師間および学生と学生間の相互交渉が行われることが特に好ましいとされる言語学習の授業では、そうした行動が特に関係あるでしょう。Robert Tobin の論文も、学生の文化的背景と期待に敏感になる必要性を教師に説明しています。再履修生を含む授業担当の大学英語教師に対して示された挑戦を概説し、適当な教室活動を示しています。Craig Volker は、南太平洋の人々を対象とした英語中級コースについて述べています。それは、世界中の英語が話されている国々に関するトピック・ベースのカリキュラムの一部として教えたものです。日本語論文は、村上和賀子が、大学の英語コースは国際的で、興味を引くもので学生の将来の職業と関連したものであるべきだと忠告しています。国際的分野で活躍している専門家に学生がインタビューを行う活動によって説明しています。

次に、4名の筆者が、1991年の政策転換の意味するものについてフォーラムに原稿を寄せています。政策転換が、大学のために、言語教育における目標を批評し明らかにする機会を、そして、ひとりひとりの教師には、英語教師の専門家としての役割を評価する機会をどのように示すのかを述べています。

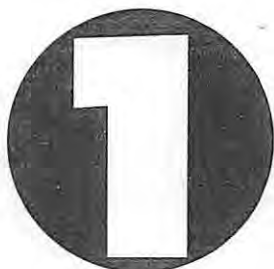
Philip Lewitt は、学生を支援して様々な話題を分析し議論するコンテンツ・コースを大学生に提供することを主張しています。社会人学習者に興味を持たせ、教師が競争の激しい時代にその職業を続ける手助けをもしてくれるコースを用意しています。Julie Higashi は、最近の政策転換が、特殊な目的を持った大学がカリキュラムにおいて特殊な目的のための日本語にどのように重点をおくことが許されるのか探究しています。Steve McCarty は、大学段階でのリベラル・アーツ教育の重要性を考察し、学生の文化的背景と将来の職業にもっと関係のあるものにする2つの方法を示しています。小田真幸は、1991年の政策転換の結果、大学の言語カリキュラムの自己評価が雇用の実態にどのように影響を及ぼし得るのかを考察することによって、フォーラムを結論づけています。教師を励まして新しい政策を実施し、それによって雇用を維持するには、教師の成長の重要性を指摘しています。

My Share のコラムでは、Joshua Dale が、大学生が批判的に考え、文化的分析を行い、グループで議論するレッスン・ユニットを示しています。最後に、Ron Grove は、出版社が特に日本の大学の英語授業のために作成されたとして述べている6冊の教科書を評価しています。

高等学校でコミュニケーション英語を促す入学試験、日本の学生の背景とニーズのより大きな文化的感受性、そして、社会人学生に知的挑戦と職業への準備を促す、興味深く適切なコンテンツ・ベースのコースへの新しい重視、これらは時代の変化です。

特別編集者は、この特集号で楽しく寄稿の仕事をさせていただきました。最後になりましたが、貴重なご助言をいただいた *The Language Teacher* 編集者に感謝を申し上げます。

特別編集者 ジリアン ケイ (抄訳: 實平雅夫)



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**Gillian S. Kay**  
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**J**ames Dean ("JD") Brown is a well-known authority on language testing and curriculum development. In February and March of this year, I interviewed him in his office at the Department of English as a Second Language, University of Hawaii at Manoa. He talked about some problems relating to the English language part of university entrance examinations for Japanese universities, and suggested some possible solutions.

# English Language Entrance Examinations at Japanese Universities:

## Interview with James Dean Brown

このインタビューでJ. D. ブラウン教授は、現在の英語の入学試験制度がはらむ問題のいくつかを簡単に示し、その可能な解決策を提案する。まず、入試の、入試準備英語クラスに与える影響が説かれる。そして、入試問題のリスニングとスピーキングの出題内容の双方あるいは一方が、コミュニケーション能力の向上を目指した文部省学習指導要領の完全な実施を教師に奨励するものであること、そして、高校で学習したことを大学の英語クラスで継続的に伸ばして行くための動機づけを高めるものであるよう助言する。つまり、英語を書く能力のみならず、話す能力の測定にも大学は責任を負うべきである旨が指摘される。さらに、大学の入試問題が公平さを保つためには、高校の成績や推薦書に加えて、テストングの専門家が作成した共通テストを用いるか、個々の大学で実施されるテストの妥当性を評価する中央組織の設立が求められる点にも言及される。

**GSK:** JD, you're well known to language teachers in Japan for your work on language testing, especially your ideas on the English language part of university entrance examinations. Could you say a little about how you became interested in this area?

**JDB:** Let's see. One of my specialties within applied linguistics has always been language testing. I did my graduate training at UCLA, and there, they had a very good educational measurement and research design department. I managed to take about a dozen courses in testing and statistics while doing my MA and PhD.

Later, I started coming to Japan, about six or seven years ago, to teach short courses in the Distinguished Lecture Series at Temple University Japan in Tokyo and Osaka. Whenever the topic of testing came up in discussions in my graduate courses, the Japanese and *gaijin* teachers, who were my students, would immediately want to talk about the entrance examinations that are administered every year at various universities and high schools. So I spent a lot of time talking and thinking about the Japanese entrance examinations. But I began to feel frustrated because I was getting all of my information second-hand from teachers rather than having a first-hand look at actual exams or checking to find out what researchers had to say about these tests. In short, I found myself having strong opinions about the tests without knowing what I was talking about.

**GSK:** Well, I think that many of us in Japan have strong opinions about the university entrance examinations without having necessarily read the research on the topic. Do you think that we ought to make our opinions about the system more informed?

**JDB:** Yes, what I see happening to many of the teachers that I know is that they are reacting emotionally to problems caused in their professional lives by the entrance exams based on their experiences and intuitions. I'm not saying that their experiences and intuitions

tions are invalid, but I do think that it would be easier for them to defend themselves and their students from the ill effects of the tests if they were armed with more knowledge. In fact, that was exactly the problem that I was having in the discussions I mentioned earlier.

**GSK:** Have you asked students what they feel about the exams?

**JDB:** No, but that's a terrific idea. Why didn't I think of that? Why is it that we never think to ask the students? Yes, I'll have to get right on that. I really will.

**GSK:** What kinds of ill effects do you see happening to teachers?

**JDB:** I think the key issue is the "washback" effect. In any situation where there is a major language test in the students' lives, it can have dramatic, and often negative, effects on the language classes that students are taking in preparation for that test. For example, in Japan, many students study English for years in preparation for taking one or more entrance exams in English and other subjects. The problem is that a high school English teacher might want to teach the type of English that the students will actually be able to use someday for some useful purpose. So the teacher uses the latest communicative function-notional task-based stuff, and the students say thank you very much, but we would rather study grammar and learn more vocabulary. What I'm trying to say here is that some teachers may be trying to teach functional English, while the students only want to study what we might call "exam English." Clearly, many Japanese are succeeding in learning exam English, as demonstrated by their scores on the English part of their universities' entrance exams. But, most of these same students can't use the language to actually hold a conversation in English without considerable hesitation, giggling, and embarrassment on their part. They know a lot about English, but they can't use it for anything useful. It's like they were studying Latin, or some other dead language. But they may need to actually use English in their future jobs to communicate.

I think what we're talking about here has something to do with the distinction between fluency and accuracy. When I was teaching in China, for instance, I found many students who knew a lot about the English language but were unable to use it for any practical and useful purpose. These folks were so focused on producing grammatically accurate and complete sentences that it interfered with their ability to produce or comprehend natural spoken English. This effect in China was a washback effect, mostly due to the fact that our students knew they would eventually have to take the TOEFL exam if they ever wanted to study in North America. So the students

wanted us to teach them more grammar and vocabulary, while the teachers in our program wanted instead to help the students develop fluency so they would eventually be able to use the grammar and vocabulary they already knew. Personally, I argued over and over that students who actually spent their time learning English rather than doing TOEFL preparation would have better TOEFL scores. That turned out to be true when we looked at the results of the very first TOEFL that was administered to our students in China. Our students, who were taught English for scientific purposes, did better than students in ten other organizations who had devoted themselves exclusively to TOEFL preparation.

**GSK:** Do you feel that the oral/aural components recently introduced in the Mombusho guidelines for high school curricula are coming to be reflected in the university entrance examinations?

**JDB:** No, I don't. I recently did research with Sayoko Yamashita on 21 of the university English language entrance exams that were administered in 1993. We found that only six of the twenty one examinations tested listening at all. We repeated the same process with the same twenty-one exams in 1994, and found that only four of the twenty-one examinations included listening comprehension. Given that the Mombusho guidelines were implemented in Spring of 1993, it would seem that, if there is a trend, it is in the wrong direction. No, I'd have to say there isn't any great rush for the universities to test listening comprehension, much less speaking ability. As long as most of the university entrance examinations don't contain listening or speaking components, I don't think that students are going to care much about practicing listening and speaking. Perhaps, high school teachers are experiencing resistance in this area when they try to implement the Mombusho guidelines, I don't know.

This is an area where university English instructors may have a good opportunity to help their high school brethren by creating a positive washback effect. At least those university instructors who are involved in developing the tests each year could use the Mombusho guidelines as a justification for insisting that the English parts of the entrance exams contain at least some listening items. If such items were fairly universal on the university entrance exams, I know that students would be much more eager to cooperate in practicing listening and speaking.

**GSK:** Talking about the washback effect on the high school curriculum and how it is taught, do you think that the entrance exam might also have a "washforward" effect on the university curriculum?

**JDB:** Yes, that's right, introducing listening items or even speaking items on the entrance exams could



have a positive effect on the teaching of English after students have arrived at university, a sort of "washforward" effect as you put it, encouraging continued use of oral language. If students are tested on listening comprehension and even speaking in the entrance examinations, they might take the whole idea of listening and speaking more seriously. They might even understand that someday they should be able to use spoken English in their work or otherwise. Of course, the objection that I hear is that it takes too long and it's too difficult to test oral skills. But I don't buy this excuse. From my point of view, these decisions are very, very important so the resources simply must be found and allocated. Otherwise, what universities are saying in effect is that Japanese young people are not important enough for the universities to find sufficient resources to test them properly—even though the universities charge the students very high fees for taking tests.

**GSK:** Do you think that this is because of resistance to change in Japan generally? Or could it be because the teachers who set the exams prefer to keep to the more objective multiple-choice formats, which are easier to mark and don't involve judgements?

**JDB:** Wow! Let me unpack your question a little. I think that there is resistance to change in all educational systems. In the US, teachers can be incredibly conservative about educational reform, especially if it means more work for them.

The second part of your question is about the use of multiple-choice questions because they are easier to mark. Certainly, listening comprehension can be tested this way, and I have no problem with that. However, I don't buy, for a second, that we should avoid other testing formats like interviews, role plays, group testing, and so forth because they are "subjective" and "hard to score."

The third part of your question was about objectivity and the need to make judgements. We have to recognize that these are incredibly important decisions that we are making—decisions that dramatically affect the lives of young Japanese people. And besides, the students are paying good money for these tests. If we believe in communicative language teaching, or functional syllabuses, or task-based curriculum, I think that it would be terribly unprofessional to do anything but test the students' abilities to communicate. Of course, that will involve teachers rating spoken language, and, naturally, there will be some risk of subjectivity. But those who are professional language teachers at Japanese universities should by definition be qualified to make such judgements, or at least should be able to develop strategies for testing oral communicative language in a relatively objective manner—through development of clear scoring guidelines, through training sessions, and so forth.

**GSK:** Do you feel that there is a need for some central monitoring of entrance exams at individual universities? In other words, should the testing systems be evaluated?

**JDB:** For years, I have thought that it is ridiculous for each university to develop its own battery of tests. Test development is a very difficult process, and I would find it hard to believe that every university in Japan has adequate staff trained in the very specialized area of test development. I know that some of the best psychometricians in the world are Japanese; but I suspect that these are not the people who are developing entrance exams.

In the research on the twenty one exams that I told you about earlier, we found that the exams were not too bad on face value, and in fact, it's wonderful that many universities publish their exams after they are administered. But, the results of the tests should be analyzed statistically, and the reliability and validity of the tests should be defended in print. This is just an issue of fairness to the students. As far as I know, none of this is done in Japan.

In short, I think that it would be much better in terms of resources, test quality, fairness, logistics, and practicality to have a single centralized test, developed by people trained in language testing, that is demonstrably reliable. Naturally, it would also have to be demonstrably valid in terms of the Mombusho-guided high school curriculum that students are coming from, and the university English courses that they will later pursue.

**GSK:** Could you suggest how such processes might be implemented?

**JDB:** Not really. That would take much more time than we have here, and in any case, it would have to be done in a Japanese way to solve what is essentially a Japanese problem. However, I can suggest several types of institutions that might help to move the process of change along. In the US, we have a set of standards for test construction that test designers must meet. These standards were developed by the National Council on Measurement in Education, the American Psychological Association, and the American Educational Research Association. Perhaps similar standards developed in Japan would be useful. There is also an organization called "Fair Test" that monitors the quality, reliability, and validity of tests on behalf of the students. And finally, there is the Buros Institute which publishes reviews of published tests of all kinds. These reviews are written by professional testers, who are sometimes very critical. I think that all three institutions have healthy effects on the quality of tests in the US. Mind you, our tests are far from perfect, but at least students can be assured that somebody outside of the test development team is monitoring the quality of the tests.

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**GSK:** Do you think such institutions would be appropriate for the cultural context of education in Japan?

**JDB:** I'm not sure. Maybe. In Japan, I think the tests are viewed differently than they are in the United States. In Japan, they seem to be viewed more as hurdles than as tests. From my point of view, tests or hurdles, the entrance exams at present could be made fairer. I have heard a great deal about how the entrance exams have leveled the playing field and made the process of entering Japanese universities fairer. And the situation is clearly better than in the pre-examination days. But consider this: these tests are being used to decide who the top students are; let's say in a particular university it could be just the top five percent. Unless the test is perfectly reliable, the difference between being in the top six or seven percent (and failing) or the top four or five percent (and succeeding), would probably be just a matter of chance. And frankly, I doubt that any test is perfectly reliable, much less tests for which the statistical reliability has never even been checked. This seems like a very irresponsible way to decide the future of young Japanese lives.

**GSK:** The question of whether to make allowances for candidates affected by the earthquake in the Kobe area recently stimulated people at my university to

wonder if entrance decisions should continue to be based on a single test score. Do you think they should?

**JDB:** Absolutely, not. This brings us back to the problem of reliability. No test anywhere in the world is 100 percent reliable. I would prefer to base decisions on multiple sources of information.

For instance, our admissions decisions at the University of Hawaii are based on TOEFL scores AND high school grades AND recommendation letters AND a written statement of purpose. As another example, our placement procedures in the ELI (English Language Institute) at the University of Hawaii include three test scores for the reading skill, three for writing, and three for listening, AND we test the students again in the first week of classes to make absolutely sure that we placed them correctly.

In short, for all important decisions, I insist that we use multiple sources of information. I really believe that it makes the decisions much fairer to the students. And, mind you, I can tell you exactly how reliable each of the ELI tests is. Can the universities in Japan do the same for their entrance exams?

**GSK:** A lot of interesting points have come up here! I would like to thank you very much for being so generous with your time and ideas.

## The Language Teacher

### 原稿募集

*The Language Teacher* は、日本語教育に関する日本語記事の投稿を募集しています。特に、小・中学校の外国人児童・生徒への日本語教育、日本で働く外国人のための日本語教育など、今日的话题の記事や海外からの投稿を歓迎します。幼稚園から大学、民間の日本語学校、ボランティアで日本語を教える方たちまで、あらゆるタイプの日本語教育に携わる方の投稿をお待ちしています。投稿要領は *The Language Teacher* 1994年1月号の投稿規定をご参照いただくか、日本語編集者までお問い合わせください。(連絡先は2ページにあります)

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Stephen M. Ryan  
Osaka Institute of Technology

# Misbehaviour in the University Classroom?

## A Cross-Cultural Survey of Students' Perceptions and Expectations

教室でしていいことといけないこと、その許容の幅を決める原理、そのような問題行動に対して教師が与える制裁の正当性は、すべて文化的に決定される事柄である。本稿は、以上の問題に関する、日本とオーストラリアの大学生を対象とした文化比較調査の報告である。ここでは、クラスの問題行動が8種類とりあげられ、それぞれについて回答者は、問題の重要性の段階づけと、教師の反応がどうあるべきかを示すように求められる。調査結果により、問題行動のとらえ方と教師の取るべき処置について、学生間の認識に相違があることが具体的に示される。日本人学生はオーストラリア人学生に比べ、ほとんどの行動を問題の程度が高いと位置づけているものの、教師が与える罰という面からは、一般的にゆるやかな罰を予想していることがうかがえる。

There he was doing it again! I used to think of him as "Sleeping Satoshi." However scintillating the lesson, however total the physical response required, there he sat, fourth row back, head down, fast asleep. What is worse, when I roused him, ever so gently, he looked at me as though I'd infringed on his basic human right to sleep where and when he wanted. "Well," thought I, "he'd never get away with that in England."

He wasn't in England, however. Maybe sleeping is acceptable behaviour in a Japanese university classroom, as it seems to be in meetings and public lectures. There are certainly many examples in daily life of behaviour that are acceptable in one culture but not in another. And, as Andersen has demonstrated (1985), the micro-culture of a mono-cultural classroom is imbued with the ethos of the culture which surrounds it. Indeed, my own previous research (Durham & Ryan 1992; Ryan, 1993; Ryan & Durham 1992) had investigated differences in the expectations that Japanese and Australian stu-

dents had about the respective roles of teachers and students. Yet, in the specific case of sleeping in the classroom I had no objective information on which to assess the gravity of this behaviour in my students' eyes.

Other incidents, in which the attitudes of Japanese students and staff in my university differed from my own, had similarly surprised me: students who appeared to think it was "fair game" to cheat on tests; a general attitude to tardiness which, to me, seemed overly lenient and then a severe punishment handed out by my university to a group of students for what appeared to me to be a trivial offence. Together with a friend in Australia who found herself having to deal with complaints made by Australian students about the disciplinary policies of native-speaker teachers of Japanese, I decided to investigate.

### The Study

We drew up a list of 8 situations in which a teacher might think that a student had misbehaved:

1. A student comes to class after the class has started.
2. Two students hand in identical individual assignments.
3. A student copies the answers to a final exam from his/her neighbour.

4. A student goes into the teacher's office while the teacher is not there and steals a copy of the questions for a forthcoming test.
5. A student talks so loudly in class that other students cannot hear the teacher.
6. A student, when asked a direct question in class by the teacher, does not respond.
7. A student does not do a weekly homework assignment.
8. A student sleeps in class.

We asked students in both cultures to assess the seriousness of each situation on the following scale:

- 4 = this is a very serious offence
- 3 = this is a serious offence
- 2 = the student has behaved badly but the matter is not particularly serious
- 1 = this is a trivial offence
- 0 = the student has done nothing wrong

Since the frequency with which a situation occurs could well affect the seriousness with which it is viewed (especially if it involves the same student each time), we asked respondents to give two scores for each situation: one for if the situation occurred "once" and one for if it happened "regularly."

In the second part of the questionnaire, we asked students to explain briefly, in their own (written) words, what the teacher should do in each of the 16 situations (8 basic situations x 2 frequencies).

The questionnaire was drawn up in English but, for the Japanese students, a translated version was prepared using the Werner-Campbell back-translation method (1970) to ensure, as far as possible, that the two versions were equivalent.<sup>1</sup>

### The Students

We administered the questionnaire to the kind of students we usually teach: first-year university students, aged between 18 and 20. We excluded from the sample any student who had studied abroad. There were 146 students in the Japanese sample and 105 students in the Australian sample.

The samples were mismatched both in terms of gender (Japanese: 32% female, 69% male; Australian: 53% female, 46% male), and in terms of the subject they were studying at university (Japanese: 27% humanities, 73% science/engineering; Australians: 51% humanities, 49% science/engineering). However, statistical analysis of the results showed that difference attributable to gender or field of study were negligible when compared to those attributable to nationality (Japanese v. Australian).<sup>2</sup>

### Results

Chart 1 highlights a number of similarities between the two sets of responses: not surprisingly,

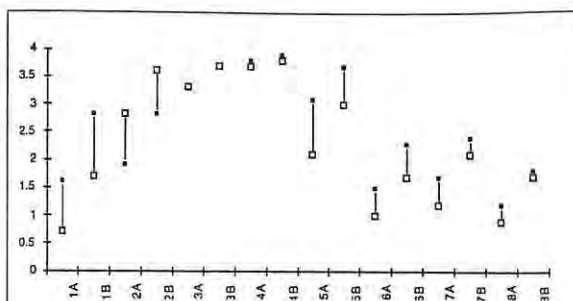


Chart 1: Severity Ratings

The chart shows the average severity rating given for each situation by students in each culture. Numbers along the x-axis refer to the situations. A is used for a situation occurring once, B for the same situation occurring frequently. The numbers on the y-axis are the severity ratings. A black square represents the mean Japanese response, a white one the mean Australian response. (For situation 3, the squares are so close together that the white one obscures the black one.)

both groups of students considered a repeated offence to be more serious than a one-off occurrence; furthermore, the respondents seem to agree on the extent to which repetition increases the seriousness of an offence.

There is also substantial agreement about which situations are most serious - 4 (stealing test questions from a teacher's office), and 3 (plagiarising answers to final exam) - and which are least serious - 6 (not answering a teacher's question), 7 (not doing homework), 8 (sleeping in class) and 1A (coming to a lesson after it has started, once).

The chart also shows clear differences between the two cultures. In almost all cases the Japanese students rate the situations as more serious than do the Australian students. The clear exception to this is situation 2 (producing identical homework assignments) where the position is reversed.

Table 1 shows the actions students suggest the teacher should take in response to each situation. In analysing the responses, we found it useful to categorise the recommended teacher actions as follows:

- Ignore
- Non-punitive student-directed action (e.g., pass comment or wake up a sleeping student)
- Interact (e.g., ask "Why did you do that?")
- Warn
- Punish (e.g., reduce student's grade, expel student from the class) Action unrelated to the student (e.g., make a new test)

Table 1: Teacher actions suggested by students for each situation  
(Japanese responses shown first in non-shaded columns)

%	1A		1B		2A		2B		3A		3B		4A		4B	
No answer	3	12	3	13	4	11	3	12	5	12	10	13	8	14	6	15
Ignore	57	57	18	5	47	-	14	-	10	-	2	-	1	-	-	-
Non-punitive	1	8	1	15	1	2	1	-	1	-	2	-	1	1	1	-
Interact	4	8	10	24	7	25	10	4	2	4	2	2	1	3	2	1
Warn	33	12	52	20	33	19	40	2	45	16	20	4	33	5	13	1
Punish	1	3	16	17	9	43	31	83	37	67	65	81	51	74	71	82
Non-st. action	-	1	-	4	-	-	-	1	-	3	-	-	5	5	6	3
Help	-	-	-	3	-	1	1	-	-	-	-	1	-	-	-	1

%	5A		5B		6A		6B		7A		7B		8A		8B	
No answer	2	14	3	15	5	19	5	24	2	19	3	21	3	19	2	20
Ignore	5	8	1	2	46	48	28	9	55	26	21	1	73	36	58	2
Non-punitive	2	8	4	4	7	5	10	6	1	6	1	4	5	25	5	11
Interact	-	3	2	2	8	9	16	27	3	17	4	13	-	9	3	17
Warn	82	60	25	13	16	2	26	6	32	15	44	12	14	8	23	8
Punish	9	8	65	70	5	2	10	17	8	12	26	46	3	2	8	31
Non-st. action	-	-	-	-	-	1	-	-	-	-	-	-	2	1	-	2
Help	-	-	-	2	12	16	6	13	-	6	-	6	-	1	-	9

- Help the student (e.g., by asking a simpler question)

The responses are tabulated in Table 1 (numbers shown are percentages).

Although responses to the first part of the questionnaire suggest that Japanese students tend to take a more serious view of the 16 situations than do the Australians, the above table shows that the Japanese students are much less likely than the Australians to recommend that the teacher take punitive action, preferring verbal warnings or no action at all.

Situation 3 (plagiarism of answers to a final exam) presents an interesting case, as Chart 1 shows Japanese and Australian students to be in agreement about the seriousness of the misbehaviour. However, they do not agree on what the teacher should do: although 67% of Australians say the student should be punished for a first offence, only 37% of Japanese agree. A larger number of Japanese (45%) suggest that a warning is enough (as compared with 16% of Australians), while 10% say that a first offence should be ignored. No Australians are prepared to let it pass. When an offence is repeated frequently (situation 3B), a majority of both groups agree that

punishment is advisable, however 20% of the Japanese respondents say a warning will suffice.

To find a situation in which both groups agree on the actions the teacher should take, we must look to situation 5 (talking so loudly that other students cannot hear), which the Japanese students, however, judged to be much worse than did the Australians.

Within the category "punish the student," two main kinds of punishment were suggested by both nationalities of students: removing the student from the classroom and sanctions that will affect the student academically (reducing a grade or asking for an assignment to be repeated). Referring the matter to an outside authority (police, parents, university administration) was also suggested by both Australian and Japanese students but much less frequently than the other kinds of punishment. Punishments suggested by only one nationality accounted for less than 1% of all responses. They were: "hit the student," "make the student stand up" and "stare at the student," all proposed by the Japanese respondents.

#### Reflections

It should be noted that, since the research participants were university students in Japan and



Australia, we can draw conclusions only about such students. Any attempt to extrapolate to high school, conversation school or even *senmongakko* students would be unwarranted.

The general picture of Japanese university students considering offences to be more serious than did their Australian counterparts but proposing less punitive sanctions from the teacher puzzled us at first. Then we realised that this could well be an illustration of *amae*, a concept popularised by Takeo Doi (1973) as a key to understanding the psychology of Japanese people. Basically *amae* is a craving to be indulged by other people, a trait which could well give rise to the attitude "I know I've done something seriously wrong, but please be kind to me and let me off with a warning."

Another factor that could lie behind this attitude is the notoriously harsh disciplinary environment of Japanese junior and senior high schools (Schoolland, 1990) which seeks to regulate the minutiae of appearance and behaviour, and which makes an interesting contrast with the equally notorious Australian mistrust of authority. It is hardly surprising that Japanese university students, coming from such a high school environment, should take a serious view of classroom misbehaviour when asked to judge the gravity of these situations. Nor, conversely, is it surprising that, having left high school and entered the much less pressured world of the university (Kelly, 1993, pp. 172-174), students, when asked what a teacher "should" do about such misbehaviour, should express the hope of being treated gently.

That this hope is not a forlorn one is borne out by my daily experience in Japanese universities. A first offence, however serious, usually merits only a warning. It is usually only if the student is known to have a history of serious misbehaviour that punishment is considered.

The strong exception to the general seriousness with which the Japanese students viewed the eight situations was number 2 (two students hand in identical homework assignments). Clearly, this is considered to be a much less serious incident by Japanese students than by Australian ones. This finding can be viewed in the light of what appears to be a much more relaxed attitude to intellectual property in Japan, and in Asia in general, than the one which prevails in the West. It may not even be going too far to refer to the Confucian model of education in which one learns by imitating the work of a master. Suffice it to say that there is evidence from several sources (cf. numerous articles in the press about the protection of intellectual property in Japan, Taiwan and, most recently, China) to suggest that "plagiarism" is viewed differently by East and West.

In a previous article (Ryan, 1993) I explored one case of apparent plagiarism in detail. I found then

that my Japanese students found plagiarism wrong, not in the moral sense, but simply as having done something they were asked not to. Additionally, they offered social reasons in defence of their actions: it is a good way to make friends and deepen existing friendships by demonstrating one's trust in another's ability to complete the assignment satisfactorily.

### Conclusions

There are, it seems, important differences in the views of offences and punishment in the classroom taken by Japanese and Australian university students. What we should do about these differences is, I believe, a question for each teacher's professional judgment and, ultimately, each teacher's conscience. We know, however, that informed teachers make better classroom decisions: knowing what your students expect can help you to decide whether to work with or against those expectations.

Note: This article is based on a research project conducted by the author, M. Durham and R. Leonard, at the University of Western Sydney at Nepean. Full details of the research project are reported in *Speech Communication Education*, 7 (1994).

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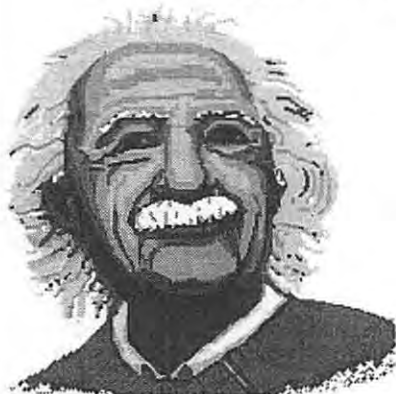
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### Notes

1. Copies of both versions of the questionnaire can be found in Ryan, Durham, & Leonard (1994).
2. The full statistical analysis can be found in Ryan, Durham, & Leonard (1994).



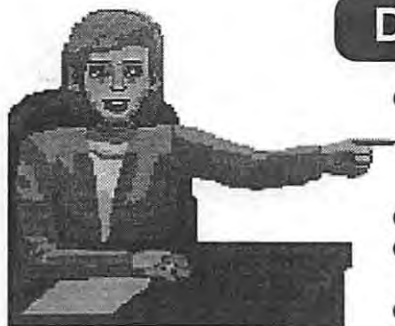
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# **An English-Medium Content Course:**

## **South Pacific Studies in a Japanese University**

岐阜大学の英語学科は、英語の国際的性格を強調するカリキュラムを数年にわたり実施してきた。それは選択科目として、世界の様々な英語使用地域について英語で学ぶ形で行われている。なかでも一番人気のあるのが、日本に最も近い英語使用地域、南太平洋の文化を紹介するクラスである。このクラスでは、ミクロネシア、ポリネシア、メラネシアの島国の地理と歴史が紹介され、いくつかの国の日常生活と最近の事情がやや詳しく説明される。学生は、日本と南太平洋の双方に関連する重要事項、とくに第2次世界大戦の歴史的意味と環境問題について検討する。授業では、南太平洋諸島を訪問した国際協力事業団のボランティアと来日中の南太平洋出身者がクラスに招かれ、学生からインタビューを受ける時間も設けられている。

**R**ationale of the Course  
English in Japanese high schools and universities tends to be presented as the language of "America," expressing American culture in the same way the Japanese language is a reflection of Japanese culture. EFL textbooks for Japanese university students therefore typically only show situations in the United States or situations in Japan with American visitors.

Presenting English as the international language and then teaching students about only one foreign culture may lead students to assume that all English speakers share the same culture. English is, however, a language in which a multitude of diverse cultures is expressed, each in some ways similar to and in some ways different from other cultures. "Internationalisation" should after all mean more than just "Americanisation."

Recognising this, for several years the English Department at the Gifu University for Education and Languages (*Shotoku Gakuin Gifu Kyoiku Daigaku*) has augmented its classes in American cultural studies with classes in Canadian, Southeast Asian, and South Pacific studies.

The primary purpose of these classes is to introduce the cultures of several diverse English-speaking regions to the students. A secondary purpose is to teach students how to use English to gain specific academic information. For this reason the classes are all taught in English using materials and resources from the region being studied.

### **Course Content and Teaching Methods**

Of these classes the most popular, and in a Japanese university context perhaps the most unusual, has been the one-semester introductory class "Culture of the English-speaking World: Oceania." Originally offered to third-year students majoring in English, it is now open to students from all departments who have successfully completed one year of English. As can be expected in a one semester class with less than twenty class meetings, it is only possible to provide a superficial introduction to the region, especially since it is the first time for most students to be taught a content course in English.

Most students enter university with an almost negligible knowledge about the South Pacific islands. The first assignment is therefore simply to learn where the countries and their capitals are on a map. The class continues with an introduction to the physical and cultural geography of the region as a whole, and of each of its three main cultural areas,



Melanesia, Polynesia, and Micronesia. Themes common to the region are then discussed, such as its history, economy, and major social problems. Students also examine important issues in contemporary Japan-South Pacific relations, especially problems related to environmental degradation and the legacy of World War II imperialism. In the second half of the semester each of the three regions is discussed individually, and everyday life and current events in several countries are covered in some depth.

Since few students have had to study a subject in English before, careful supervision is necessary to help students gain confidence in using English as an academic tool. This includes the repeated presentation of the same information through different media (e.g., lecture, written material, and videos), as well as pre-reading preparation of written material to be studied independently by students outside of class.

### Choosing a Textbook

In order to minimise the frustration of weaker students who might have difficulty following a lecture in English, it has been important to organise the class around a textbook which students could use at home at their own pace. Finding such a suitable text was challenging for several reasons.

One problem was the level of language used in most textbooks. There is much material written for anglophone South Pacific students, most of whom are speakers of English as a second language. But because most have received part, and often even all, their education in English and because English is used in the everyday life of most educated South Pacific islanders, their level of English comprehension is much higher than that of most of their Japanese counterparts.

Another problem with texts from the South Pacific lies in the assumptions authors make. Authors writing for a South Pacific audience can take some shared

Hawai'i focus much of their attention on the American sphere of influence, while those produced in Commonwealth countries often ignore the American-influenced islands completely.

We use *Pacific Nations and Territories* by Reilly Ridgell. Originally written for high school rather than university students, it uses fairly simple English and concentrates more on factual information than on higher processes of analysis.

### Further Resources

Because students at this level have such a vague idea about the South Pacific, they need a more real contact with the Pacific than just that provided by their textbook or lecturer in front of the class. One way is through videos, which are readily available through cultural attachés at embassies. Another is by arranging for students to interview visitors or local residents from the South Pacific or Japanese persons with personal experience in the region, such as returned JICA (Japanese International Cooperation Agency) volunteers.

### Student Feedback on the Course

This class has now been offered as an elective at least once a year for four years. Feedback from students has been generally positive, and there has been a consistently large number of students electing to take it. With about one hundred and twenty incoming English major students at the university each year, enrollment in the class has ranged from a low of eighty to a high of one hundred and seventy (many of whom came from other departments).

Given most students' superficial knowledge of the region at the beginning of the class, it is rewarding to see their reactions to the ideas presented. For example, in both informal comments and responses to a short end of the semester questionnaire, a number of students have mentioned that until they took the

class, they had not considered the fact that Pacific Islanders even have problems. Instead they accepted the "noble savage" image presented in tourist brochures, depicting happy people dancing and drinking out of coconuts on the beach. This caricature

is shown to be false through class discussions of problems facing Pacific islanders, ranging from specific on-going political disputes such as the Bougainville rebellion in Papua New Guinea to general everyday concerns, such as how families in many areas solve the daily challenge of getting clean drinking water.

Similarly, students show great interest in sections of the class dealing with the negative effects caused by the Japanese colonial rule of Micronesia after World War I, and the Japanese occupation of the

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Texts written for Pacific Islanders tend to omit this basic information which is often the most intriguing to Japanese students.

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knowledge for granted, such as the many ways different parts of coconut trees can be used or the reasons why most children in the region must become bi- or tri-lingual at an early age. Texts written for Pacific Islanders tend to omit this basic information which is often the most intriguing to Japanese students.

A third problem is a result of the artificial divisions caused by Western colonialism. Few introductory books in English provide as detailed information about the francophone Pacific as they do about the anglophone countries. Similarly, those produced in









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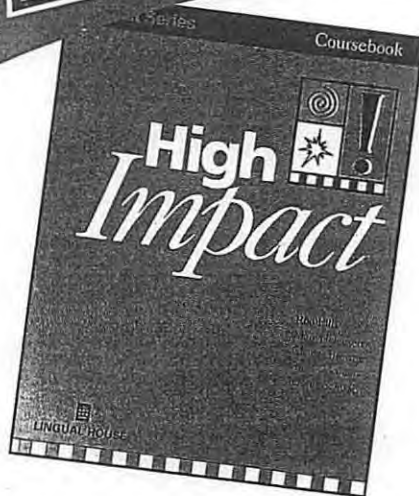
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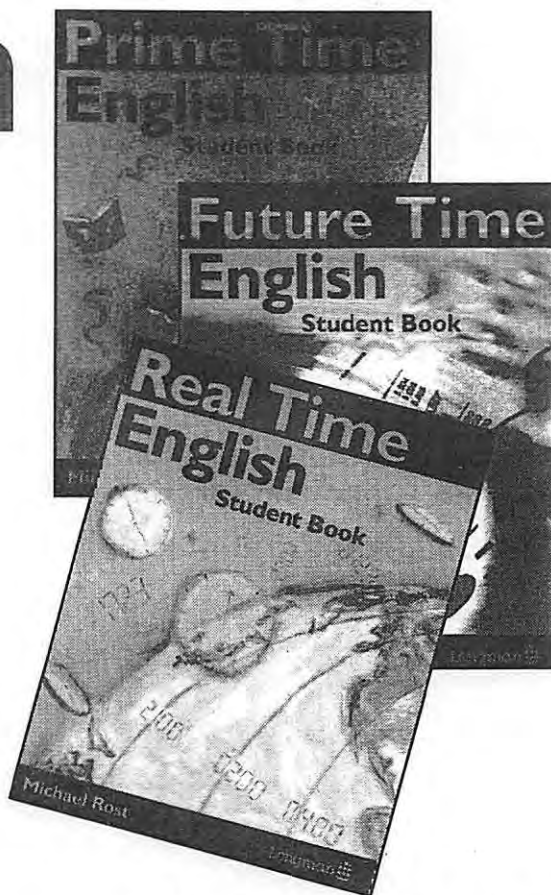
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**Robert I. Tobin**  
**Keio University, Hiyoshi**

# Teaching Returnees in University English Classes

日本の多くの大学では、海外で中等教育を受けた者を受け入れている。一般に帰国子女は、英語を話す力が通常の日本人大学生より優れているが、海外で過ごした期間、文化変容の程度、社会的および行動的特性、英語のレベル、帰国の理由などに関してかなりの相違が見られる。この記事では、帰国子女間の違い、彼らが日本の大学教員に与える可能性と困難、文化適応と逆カルチャー・ショックの原理に通じていることの重要性が議論される。帰国子女のいるクラスで用いることができる手法や活動についても具体的に示される。

With an increasing number of Japanese families having lived and worked outside Japan, many university classes have students who have lived and studied in English-speaking countries. Referred to as *kikokushijo* or returnee students, many have developed a high level of English competency.

The term "returnee students" obscures the considerable diversity which exists within this group. In his study of returnee students, Goodman (1990) discusses how "all *kikokushijo* tend to be perceived in

Japan as if they had spent 15 years in the U.S. and speak only a few words of Japanese" (p. 212). However, returnee students differ considerably in terms of their English language skill and degree of acculturation to their former host country.

Not all universities enroll returnee students, but some have created special tracks for admission without the regular entrance examinations. As reported by Bortoff in 1992, "the movement to liberalize returnee entrance qualifications was started in 1978 by Tsukuba University and now is provided by some 75 public and 125 private universities" (p. 18).

Some university language classes have a high percentage of returnee students, with substantial impact on their non-returnee classmates and the university teacher.

The university teacher may thus be faced with the challenge of teaching students with a wide range of skill levels, backgrounds, and educational needs. The teacher needs to:

1. recognize the diversity which exists behind the label of "returnee"
2. understand the challenges facing these students;
3. identify the impact on the classroom environment and on teachers;
4. develop effective classroom strategies.

This paper attempts to address these needs and is based upon the experience of the author, interviews with eight university teachers who have returnee students in their classes, and responses of returnee and other advanced level students on a questionnaire. All the teachers interviewed taught classes which included returnee and non-returnee students in the same classroom, and the findings discussed in this paper refer to such classes.

The term "returnee students" will refer to students who have lived overseas for more than one year at the high school level. The term will not be used to refer to students who have been overseas as part of a

shorter stay or who had lived overseas only at an earlier age.

### Differences Among Returnee Students

Students differ in recency and length of overseas experience, in the countries they have lived, types of schools attended, English language skill level, and reasons for returning to Japan. Students also differ in terms of their personal support system. Some students return to Japan without their families, while others may live with family members who could be

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Some university language classes have a high percentage of returnee students, with substantial impact on their non-returnee classmates and the university teacher.

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facing their own problems of re-adjustment to life in Japan.

Students also exhibit a variety of acculturation attitudes (Berry, 1990, p. 243) - the degree to which they wish to maintain their prior cultural identity, language and way of life. One teacher interviewed noted that "the dominant culture is strong here and the student learns very quickly that they are better off blending in." Some students may therefore speak English with an affected Japanese accent in order to prevent a negative reaction from non-returnee classmates. Other returnee students stay separate from their classmates and are reluctant to adapt to life in Japan.

### Issues for the Teacher of Returnees

#### *Understanding Cultural Adaptation*

Familiarity with some principles of cross-cultural adaptation can assist teachers to understand their returnee students, and to design appropriate classroom activities. Kenneth Cushner (1990), suggests two ways this might be done:

First, the focus of the content can be broadened to include cultural content and consideration be given to those subtle aspects of culture which affect learning. (p. 102)

The concept of culture shock is probably one of the most familiar in cross-cultural psychology. As described by Cushner (1990, p. 101), culture shock implies a disorientation that occurs whenever an individual moves from his/her own immediate, known, surroundings to an environment that is substantially different. Berry (1990, p. 246) notes that stress behaviors such as confusion, anxiety, depression, feelings of marginality and heightened alienation, hostility, uncertainty, and identity confusion may result.

The shock which people experience when returning to the country which was originally "home" is often underestimated. This "reverse culture shock" (Martin, 1984) may be deeper than culture shock in a foreign country because it is not expected, and has less prior preparation and social support. One teacher commented that some hostility may be directed towards the teacher who "may be a constant reminder of the student's own foreign-ness . . . . Sometimes the student lashes out at the foreign person."

Adjustment to life overseas may have been easier than re-adjustment to Japan. According to Merry White (1988), "a very small number of parents reported that their children had persistent difficulties in adjusting to overseas life" (p. 64). However, for returning students, White writes: "fitting into a society in which an outside experience is at best irrelevant and at worst

stigmatizing is most difficult . . . . Children are under strong pressure from the community to be normal" (p. 65).

White wrote about elementary and secondary school students, but there is also pressure on university students to adjust to life in Japan, and to become proficient in kanji. Often returnee students must deal with issues of identity as well. Questions such as: "Am I Japanese or American?" and "Why am I always seen as different?" are questions students have raised in class. Students are sometimes asked by their non-returnee classmates if they are really Japanese because of their "different" viewpoint or length of time overseas. The non-Japanese teacher may even be asked by students to explain Japanese customs and views on social issues.

#### *Change In Teacher's Status and Role*

It is likely that returnee students have had more recent and intensive overseas experience than their teachers. The returnee student's knowledge of current language and cultural trends may be in balance with that of the teacher. Thus, one of the bases for the teacher's expertise and influence is diminished. A challenge for the teacher is to find new sources of expertise, either in classroom techniques or content areas. Teaching returnee students often requires a shift to utilizing or developing different teaching skills.

#### *The Teacher's Culture Shock*

In teaching returnee students, the teacher may confront his or her own culture shock. After years of teaching in Japan, and increasing familiarity with student classroom behavior and expectations, the instructor may be uncomfortable with the habits and characteristics of some returnee students.

#### *Understanding Competing Demands for Student Time*

Students may not see English as a high priority



# The Basics



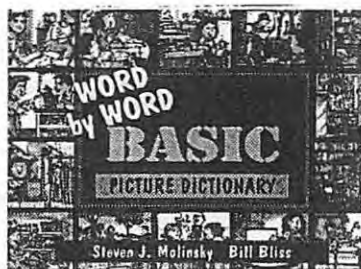
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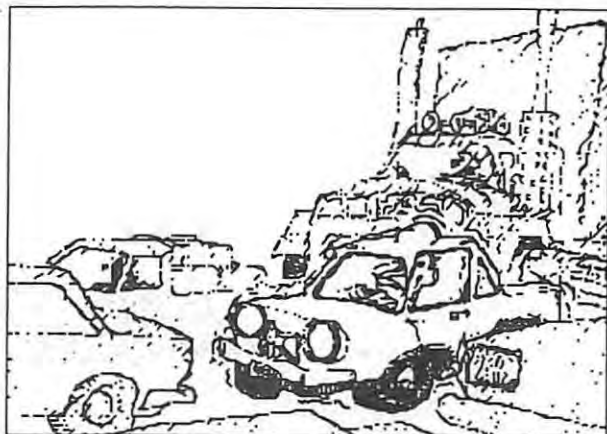


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since they already possess a higher level of English skill than most Japanese. Students may rank adjusting to life in Japan, improving their Japanese and developing skills in other languages, as much higher priorities.

#### *Need for Student Assessment*

Because some students speak English fluently, the instructor may incorrectly assume that this proficiency extends to all language areas. In my own classes, students have shown the greatest weakness in writing. A comprehensive student assessment is recommended to determine competence in the different language skill areas.

#### *Suggestions for Classroom Activities*

A recent article by Noguchi (1995) suggests separate classes for returnee students, but in my opinion separate classes interfere with students' re-integration into Japanese life. Even if returnee students are in separate classes, the teacher must recognize the diversity within the group and must adopt new approaches, such as focusing on content areas.

Whether in separate or integrated classes, teaching returnee students requires flexibility, a variety of techniques, and a student-centered individualized approach. The teacher must utilize activities which permit students to progress at their own rate, which do not allow one group (such as the most skilled) to dominate, and which validate the experience of all students, including those who have not lived overseas. Several strategies which can be used in classes which include returnee students are briefly described below.

#### *Discussion of Cultural Experience*

Intercultural communication is one obvious choice for class content. Returnee students often do not have a chance to talk about their overseas experience but can talk more freely in classes which include other returnee students. One successful activity for freshmen has been for students to interview each other and write about another student's life. When non-returnee students are in the class, returnee students have an opportunity to learn about their classmates' lives and schooling in Japan.

#### *Interviews*

In my classes, students interview foreign managers working in Japan. This allows them to learn about differences in working in another culture, and gives another perspective to their own overseas experience or that of their classmates. Organizations such as the American Chamber of Commerce in Japan have been very helpful in identifying managers willing to be interviewed. Said one student:

Interviewing a manager . . . was good to broaden my views. The university is a limited world, so that talking to somebody who doesn't belong to a university is interesting and stimulating.

#### *Focus on Japan*

An opportunity to learn about Japan is also well-received by many returnee students. Non-returnee students can assist by explaining customs and identifying resources. All students benefit from research projects on Japanese culture, television, films, and social issues. In describing her first year back in Japan, one student wrote about the joy of learning about a culture she thought she had no interest in.

#### *Journals*

Several teachers reported success with students keeping personal journals as a way of maintaining their English skills and in helping with the transition to Japanese university life. Regarding the journal, one student wrote:

These days there isn't much time for us to express our deep feelings. I myself could write whatever came up to my mind on paper even when I couldn't say it out loud.

#### *Conclusion*

The increasing number of English-speaking returnee students provides many challenges and opportunities for the university teacher. Understanding cross-culture adaptation and utilizing a variety of teaching approaches can yield very positive results for all students and the teacher as well.

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Whether in separate or integrated classes, teaching returnee students requires flexibility, a variety of techniques, and a student-centered individualized approach.

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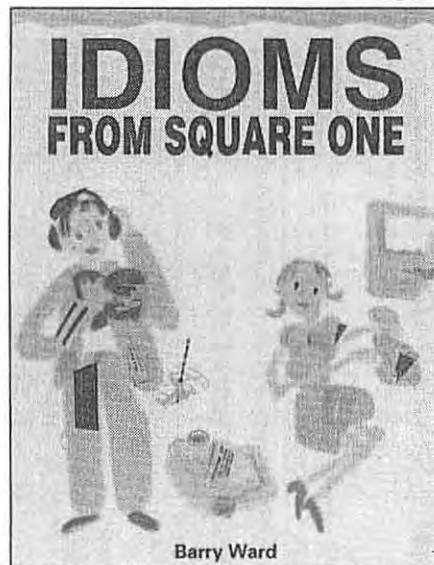


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# 日本の大学における英語教育:新世界秩序と英語

村上和賀子  
中央大学

The primary objective of this paper is to propose that the teaching of English to university students in Japan 1) be interdisciplinary in itself; 2) encourage students to become responsible citizens in the international community; and 3) be related to professions that students may pursue in their future.

First, this paper summarises directions in the teaching of English in Japan since the Meiji period, and defines the two different functions that English possesses; namely, as a mother tongue, and as a lingua franca for international communication.

Second, this paper introduces a teaching method developed on the basis of the proposed three principles, involving interviews with professional people in the field of international business, international organizations, and academic institutions where students may like to work in their future.

## 1. はじめに

日本の高度経済成長が本格化する1960年代までは、一般的な日本人も、国家としての日本も、国際的な場面で英語を使って自己表現する必要は殆ど無かった。明治時代に英語の学習が本格的に始められて以来、日本の英学、英語教育は殆どすべての精力を優秀な西欧の科学技術、進んだ学問、近代的な社会制度などを日本に輸入し移植することに注いだ。たしかにこれまで日本人が日本人の立場から書物を書き著わし、諸外国に発信する余裕はなかった。ひたすら西洋人の著わした莫大な量の書物を翻訳し、その研究結果を利用して、近代国家建設の道を大急ぎで歩んできたのである。しかし、冷戦終結後世界の力の構図は大きく変化し、経済超大国の一員となった日本の国際的責任はかつて経験したことがないほどに増大している。

この日本をとりまく国際関係の変化、その結果として必要となった日本の国家展望の修正が、大学教育を中心とする学校教育全般に十分に反映されているであろうか。Reischauer (1984)は、『日本人は、アメリカで世界や日本に対する意見が出版されると、それを広く紹介してコメントするが、われわれは世界やアメリカに対する日本の意見をほとんど知らない。また日本人が表現した意見に対するわれわれの反応を日本人は知らないし、われわれの意見に対する彼らの反応も、こちらに返って来ない。これでは本当のコミュニケーションになっていない。考え方の交流という意味の対話がないのである。』と述べて、外国文明の輸入や情報の受信に終始し、日本から情報の発信がない、言わば、情報鎖国の状態に警鐘を鳴らしている。

鈴木 (1985) によれば、米国の出先広報機関は全世界125カ国に225カ所あり、ちなみに日本の広報文化センターは28カ所あるだけだそうである。又、予算で米国の36分の1、本部職員数で150分の1、在外職員数で15分の1という数字を見るにつけ、日本の広報体制は極めて粗末であると言える。当時、東京のアメリカン・センターのペリントン館長が、日本と米国とで政府の広報活動がどのように行われているか、そのサービスを比較した特集記事『口下手なうえ不熱心 一火消し広報』(日本経済新聞、1982年1月26日)の担当記者に向かって、『広報の重要性は軍事力に匹敵する。自分の国を他国に正しく伝え、理解と共感を得、好意を持ってもらえば、安全保障に役立つという判断だ。』と述べたことが紹介されているが、防衛費を国民総生産の何パーセントにするかとの論争に明け暮れるよりも、対外文化情報宣伝、海外放送網の整備、外国人留学生の大量受け入れ、日本語出版物の外国語翻訳出版、そして、外国語教育の改革に予算を計上したほうがより効果的に諸外国との友好関係が維持できるのではないかと鈴木 (1985) の示唆に耳を傾けるべき時代がやってくる

と思われる。

今日、インターネットの普及により、英語を媒体として、誰でもどこからでも瞬時に世界中の情報を安価に入手できるようになり、民族、国家を超えたボーダレスなコミュニケーションが可能になった。来たるべき21世紀を見据えて、情報の発信機能を備え、新しい時代を担うことができる社会育成のために、大学の英語教育が果たすべき役割は非常に大きいと言える。本稿では、(1)学際性に富んだ、(2)世界市民としての意識を育成する、(3)学生の将来の活躍の場と結びついた英語教育のあり方、更に、その理念を実際に教室の中でどのように具体化したらよいか、一例を提示したい。

## 2. 国際英語と民族英語

有史以来、一民族、一国家に固有の言語が、国境を越え多くの民族、複数の国家の共通語になった例はいくつかある。Crystal (1988) によれば、ラテン語もその良い例で、2000年程前西ヨーロッパ世界に広まり、現在のフランス語、スペイン語、ポルトガル語、その他のロマンス語等の基となったとされている。今世紀後半においては、英語が当時のラテン語同様、むしろより広範に殆ど世界中どこでも通用する国際共通語の地位を占めるに至った。Jespersen (1938/68) の推定では、英語人口が16世紀に4百万人、17世紀に6百万人、18世紀に850万人、19世紀に2千万人から4千万人、更に、20世紀になって1億1千6百万人から1億2千3百万人と考えられ、今日では英語を母語とする者から第2言語、外国語として使用する者まで含めて、概算で7億人から10億人とも言われている。

このように世界中で多くの人々に使用されている英語であるが、実は二つの異なった性格、或いは機能を持っていることに注目したい。一方では、国際共通語としての機能があり、他方では、民族語としての側面がある。明治以来百年以上の間、日本は民族英語を媒体として、主にイギリス、後にアメリカの文化や思想、歴史や社会について学んできた。戦前戦後の外国語教育、特に英語教育がその成果を充分修めることができたのは、新しい思想、優れた技術、進んだ学問を輸入し受容することにより、早く先進諸国の仲間入りをし肩を並べたいという日本の国家目的と社会の要求に合致していたからに他ならない。しかし、海外旅行はおろか、海外に在住経験を持った学生が珍しくなくなった昨今、大学の教室において、教師が20年前からまったく同じ洋書の購読をしていては、学生の興味をそそることなど到底できない。

いま日本人にとって英語とは、過去の西欧文明に関する文献をひもとくための手段でも教養のためのものでもなく、日本の立場を説明し、日本人の主張を世界の人々に発信するための手段、即ち、殆ど生活必需品としての国際語なのである。

日本人にとっての、かつての英語の意味と現在の意味の違い、また世界に於いてはその地位が、特定の国の国語から国際語へと拡大変化したという事実、従って、コミュニケーションの相手が英米人を含めて世界中の様々な文化に育った不特定多数の人々であるということが、はっきりと意識され理解された時、形骸化していた日本の英語教育が現実の社会とのかかわりの中で活性化され、学ぶ側の意図に反しない制度となつて効果を上げることが可能となるであろう。

### 3. 学生主導の授業

ここで、これまでに掲げた教育理念を実際に教室の中でどのように具体化し、生かすことができるのか、筆者の拙い経験を参考のために示しながら考えてみたい。

今日、授業の主役はかつての教師の手から学生の手へと委譲され、いわゆる "learner-centered" 形式のクラスが大勢を占めるようになってきていると思われる。筆者の所属する学部では、学年末に学生による教員の評価が行われるが、その結果を見ると、学生主導型で行われた授業に学習効果があったと評価する学生が非常に多いことがわかる。そのような傾向を踏まえて、筆者は学生が主体的協力的に自ら授業を進め、各々学んだことの成果を発表し合い、互いに評価することによって発展していけるような学習の場を提供したいと考えている。

教材として筆者が非常に興味を持って利用しているのは、「NHK テレビ英会話上級」で扱っておられるインタビューのプログラムである。このプログラムは、毎週20分間にまとめられており、様々な分野で活躍する世界中の専門家の方々への英語によるインタビューのシリーズになっている。放映時間が20分なので、授業時間内にもおさまりが良く、多彩な顔ぶれであることも興味を引く。インタビューは以前ニューヨーク市長を務めた Koch 氏であったり、トルコの女性の首相 Ciller 氏であったり、カリフォルニア工科大学地震研究所所長の金森教授であったり、各々分野の多様さと、発音等を含めて英語そのものの多様さは特筆に値する。また、インタビューの内容が極めて専門的であることによって、学生が知的刺激を受けることができ、更に、実社会で成功した専門家の方々を通して、学生自身の将来の活躍の場をより具体的にイメージすることができるという意味でも、たいへん利用価値の高い教材であると思う。

学生は3~4人のグループに分かれて、各グループごとに担当したインタビューを材料に教師に代わって授業を進める。ビデオを見ながら聞き取りに時間をかけるグループや、文法に精力を費やすグループ、中には登場した歌手のレコードを聞かせてイメージ作戦に出るグループもあり、教材のどの部分を中心にどこまで掘さげて扱うのか、すべて学生の判断に任せられる。各々にプリントや内容理解のための小テストなどを用意し、時にはディスカッションが熱を帯びることもあって、それなりの効果を上げているように思う。インタビューを通して、今世界で何が問題になっているのかについて知り、インタビューに登場する人々の生き方を参考にして、今度は、学生が世界市民として何ができるのかについて考え、互いに英語で話し合うことができれば、学習の目的は一応達成されたと考えてよいと思う。

### 4. 将来の活躍の場でのインタビュー

次に、教室の中で教材を使って学んだ知識を実践で生かすにはどうしたらよいかということが問題になる。筆者は、学生ができれば将来働きたいと思っている企業、特に外資系企業や、国際機関、または研究機関等を訪問し、そこに働く人々との英語によるインタビューを申し込み、インタビューをテープに収めてくるというプロジェクトを日常の授業の延長線上に設定して課題としている。以下は、その作業のプロセスを10のステップにまとめて示したものである。

- (1) 将来働いてみたいと思う企業、特に外資系企業や、国際機関、または研究機関と、そこに働いている方でインタビューをお願いする方（国籍に関係なく英語で話していただける方）を選ぶ。
- (2) インタビューで伺ってみたいと思う話題を決める。
- (3) インタビューで尋ねる10の質問を考える。
- (4) 訪問する会社、又は機関の住所と電話番号を調べる。
- (5) 自分を紹介し、インタビューの目的を説明する手紙を書き送る。
- (6) インタビューをお願いする方に電話をして、約束の日時を設定する。（インタビューは20分以内とする。）
- (7) 訪問する会社、又は機関の仕事内容について入念にリサーチする。
- (8) 録音テープとテープレコーダーを用意する。
- (9) 約束の日時を違わずにインタビューに向う。
- (10) 失礼のないように用意しておいた10の質問を使ってインタビューを行う。

まず、(1)に関しては、ただ英語の力だめしとしてではなく、学生が曖昧な気持ちで思い描いている将来活躍したい分野、進みたい方向を、もっと明確な形で認識するためのチャンスとしても、有効利用するように説明することが大切である。従って筆者は、身のまわりの手近なところでたまたま知っている外国の方や、過去に教えていただいたことがある外国人の先生にインタビューするのではなく、知らない方に面会の約束をとりつける行為を通して、かなり困難ではあっても、未知の分野に挑戦してみるスキルを身につけるように勧めている。

(2)及び(3)については、訪問する場所や相手によって慎重に決めなければならない。たまたま学生が興味を持った機関が、秘密を扱う機関であったり、一般の企業でも、企業秘密であるため学生の質問に答えられないということもあるようだ。相手に失礼にならないように、学生に対して事前に教師の助言が必要とされる場所である。

(6)は、(5)と同様、学生が最初に行動を起こすステップであるが、中には何回も断られる場合もあるので、断われても諦めずに粘るよう事前の説明が必要である。仕事の邪魔にならないように、インタビューは一応20分以内に設定する。

(7)のリサーチは、学生にとって大学での研究に不可欠な準備作業の練習になる他、的外れな質問を避けるためにも訪問先の仕事内容を熟知しておく必要がある。

今年も筆者のクラスの学生は、インタビューの課題を抱えて夏休みを迎え、9月には各々その成果を携えて教室に戻ってくる。録音テープを聞きながらひとりひとりの発表に耳を



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**Philip Jay Lewitt**  
**Kyoto Seika University**

**O**ur Japanese university students may seem to speak English like three-year-olds, hear like five-year-olds, write like nine-year-olds, and read like eleven-year-olds, but the mind inside the head is that of a twenty-year-old, with a twenty-year-old's thinking skills, organizing skills, social skills, and most importantly, a twenty-year-old's curiosity and sense of adulthood.

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There seem to be two basic kinds of EFL texts: the first contains readings which are often on inappropriate subject matter which students see as irrelevant to their concerns and their lives. The second reflects a movement in recent years toward "relevant" and timely subject matter, but then that interesting subject matter is completely trivialized and neutered by the Pavlovian tasks the student is asked to perform:

answer multiple choice questions, answer True/False questions, fill in the blanks, do vocabulary-building exercises, caption the quaint photo, more exercises, Hup! 2, 3, 4, Hup!

And you wonder why they're falling asleep? They were forced to do so much rote learning and memorizing in elementary and junior and senior high school that now they just look at you through a polite blank face. They know they've only got a 4-year respite between the Hell of high school and the Hell of a dull job.

So? Don't talk down. Don't use books that talk down. Don't give exercises and tests that talk down. And don't ever think that they don't know when they're being talked down to. They do. And they hate it.

Institutional retort: "but exercises are necessary for practice," and/or "tests are necessary for letting students and teachers know progress made, for standards, for grades." Yes, but not the kind of set exercises and tests that require a combination of drudgery and memorization. The exchange and interchange of information is itself an exercise, and a continuous testing process—the self with the self, and the self with others.

But how can you do without standard exercises and tests? I'm going to get to that. First, though, the other half of the new equation for language teachers

一般英語が必須科目か否か今後は関知しないという文部省の決定を受け、大学の英語プログラムは大幅な内容変更の途上にある。大学2年目の英語は選択科目となるので、教師が職を守るためには、さらに魅力的なプログラムの提供が求められる。幸いにも、教えることをもっと楽しくしながら、魅力的なプログラムを提供することは可能である。その方法は、知的内容の教材を学生が消化しやすい量にして提供することのみならず、教師もまた、目標達成ということを緩やかにとらえ、より自由でのびのびした態度を培うことである。

that may encourage you enough to give the How a try. In his article, "College Curricula And The Foreign Language Teacher: A Forecast For The Late Nineties," Paul Wadden (1994, p. 32) talks about "the sweeping abolishment of all general education requirements" by *Mombusho*, the Ministry of Education, Science and Culture, and points out that downsizing of English departments and English courses are sure to result in reforms in the way English departments teach.

Moreover, the Japanese economic bubble of the eighties has long since burst, and my past five years of working with JALT's Job Information Center has shown me beyond any doubt that jobs in English/language teaching are getting scarcer, and the competition for what remains fiercer.

At Kyoto Seika University (which if not perfectly typical is also not completely atypical), we have gone, for non-English majors, from 20 required credits of English over two years to 8 required credits, all in the first year. First-year Writing, which was required, is now an elective, as are all second-year English courses. Two-thirds of the total number of English courses are taught by foreign teachers and professors. Downsizing of faculty (by natural attrition) is the inevitable result of smaller demand for English classes.

Who gets asked to stay? Of course, EFL/*eikaiwa* specialists are still needed for some of the remaining required classes, but it seems clear that those who can also teach in one or more *content* areas (*plus* having degrees and publications!) will be more sought after for both part-time and full-time positions.

Second-year English (taught by foreign teachers) at Seika is now entirely made up of content courses, where a particular subject is taught using English as the main classroom language. One year of learning how to ask directions to the toilet is more than enough for most Japanese college students, who, in elective English, vote with their feet—Goodbye! A

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One year of learning how to ask directions to the toilet is more than enough for most Japanese college students, who, in elective English, vote with their feet—Goodbye!

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sampling of Seika's content courses in English: "American History through *Manga & Music*"; "The Idea of the West & the American Dream"; "Shakespeare *Hajimemashite*"; "The Secrets of Hollywood: How to Make a Video"; "Power of the Mass Media"; "Cross-Cultural Encounters in Popular Film"; and much much more!

So now to the How, as promised. Or one of the Hows, because the way, or method, outlined below is

by its very definition flexible, changeable, written in sand, not stone.

The idea, remember, is *not* to talk down to students, or belittle their intelligence and curiosity and sense of grown-upness.

Basic sketch: 12 classes of 90 minutes each, once a week, make up a semester. Each unit (the poem or reading or video or whatever) takes two classes, two weeks, so you can have six each semester.

Two big keys (& a dose of reality in Japan): No Homework, and Very Small Bites! But a small bite doesn't mean an easy bite or a dumb bite; you just need to realize that there is no goal to reach, no target to hit, no expectations other than this work at hand right now. Not a book; not even a chapter: maybe just one page, or a couple of paragraphs. One sonnet. A 5-minute scene from *Hamlet* or *Waiting for Godot*.

You introduce the "bite" briefly, giving yourself a ten-minute max; then the students have the rest of the period to read it (or view a slice of video), then write in English about it. What do they write? Let's say today's reading is e. e. cummings's sonnet "you shall above all things be glad and young": some possible writing assignments—Rewrite this poem using entirely your own words; or, What do you like about this sonnet? or, Do you agree with cummings, and Why! or, How does this poem make you feel? or, What does this sonnet remind you of in your own life? and—Write your response basically in essay form.

Don't expect great work. Don't expect good work. Don't expect. Help where you can, but briefly. The results will be the real work of curious young people treated as the adults they think they are and want to be. "Good" or "bad" are no longer relevant because English is being used and so is intelligence, and so are whatever skills they possess at this point in their lives. So ends the first week. Tell the students to make sure they have written at least a page, make a copy, and give you the original at the beginning of week two.

Now, in the second week, put the students in (biweekly changing) groups of 4 or 5, and ask them to discuss the reading with each other (*in Japanese*, unless you're teaching super students), using their own written responses for reference, for about 45 minutes, ending up with one prioritized list *in English* of 4 or 5 points about the questions you asked them to respond to in their writings. (While they are discussing, you can quickly read and grade—with caring, with kindness—their written work, and pass it back at the end of the class.) Then one student from each group goes to the blackboard and chalks up the list. If you have a class of 25, you'll all be looking together at 5 lists. Now everyone in the room knows what

LEWITT, cont'd on p. 44.



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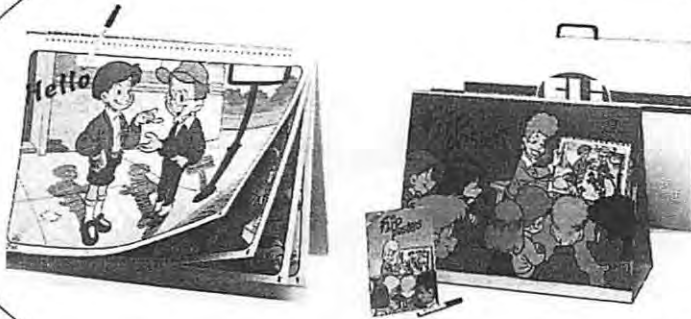
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Julie Higashi  
Osaka Jogakuin College

# English Education in Specialized Universities

今日、研究者が国際的に認知されるためには、英語で論文を刊行することが不可欠である。このため日本の大学は、英語専攻者ではなく優秀な理系専攻者に、自分の大学と関係する海外の機関の英語集中コースに参加することを奨励している。文部省の新政策をうけ、多くの大学で大幅なカリキュラム変更が実施された。この記事では、さらなる専門家の輩出を可能とするインフラの整備にあたり、英語教育の重要性を政策立案者がどのようにとらえていたかが分析される。とくに、英語教育が日本の歴史上重視されてこなかった事情に焦点が当てられる。最近の日本の大学の英語集中コースは、教養科目や社会科学の専門家を対象としたものではなく、農学から医学にわたる専門化された大学への変更を図ろうとする、文部省と大学当局のカリキュラム開発担当者から日増しに注目をあびている。

General education in comprehensive secondary schools is generally regarded as the primary instrument for preparation of this nation's human resources. With a centralized educational system, Japan has focused on producing a homogeneous outlook in educational practice by unifying its curricula from primary to high school level institutions. Japan's mid-level work force, well-equipped with basic skills of the three R's (reading, writing, and arithmetic), has largely supported the nation's economic sphere for the half century following World War II. In 1947, the United States' education system replaced that of the German and British as the model for Japanese education, the former placing emphasis on schools' social function of concocting a broad and balanced general education for all citizens, regardless of

their differences in economic and social backgrounds. The founding of junior colleges in Japan with its aim of upgrading women's general education in the post-war era is a typical example. Today, however, the emphasis of higher education is on producing specialists who might be able to compete in a more economically and politically interrelated world. University English education, which has until recently been located within the framework of general education, has been influenced by this movement.

## ESP for Research and Development

As recently outlined by Paul Wadden (1994), Japan's *Monbusho* (Ministry of Education, Science, and Culture), following the recommendation presented by the *Daigaku Shingikai* [University Council] which acts as a governmental advisory group, enacted a major policy change in higher education in 1991. As the distinctions between *senmon* [major] and *ippan* [general education] studies are abolished, the minimum of 8 credits forwarded towards foreign language subjects as part of general education studies is being eliminated. English language education is however expected to play a significant role in disciplines where historically it did not receive special attention, that is, in the realm of *senmon* education in close connection with the students' specialized disciplines of academic training. In contrast to a pedagogical approach to language education which considers language a tool for "debate," "expressing opinion," or "communication" in discussing current or neutral topics, the national curriculum policy change has pushed universities to look for ways to integrate language use and

language education *within* the students' specialized academic disciplines.

In December 1994, a governmental advisory group to the Prime Minister, *Kagaku Gijyutsu Kaigi* [Council for Science and Technology] submitted a guideline for securing Japan's future research manpower. Concerned that a nation's industry relies heavily on development of skilled manpower in science and technology, the Council warned the Murayama Administration that the current decline in the number of students opting

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Today, university administrators and faculty members advise their science and technology majors that publishing their work in English . . . is indispensable to researchers.

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to major in scientific studies portends a serious shortage of competent researchers and engineers, described by *Asahi Shinbun* in 1994 as Japan's "*saidai no shigen*" [the most important resource]. Coupled with the decline in the number of students reaching college-age, Japan is facing a serious shortage of able scientific and technological experts in comparison to its counterparts in other industrialized nations. As if to counteract this problem, an entire institutional reorganization within universities and colleges is taking place. This university curricula change on an unprecedented scale is expected to bring about innovative programs establishing numerous new postgraduate research institutions and undergraduate programs designed to produce competent specialists. In fact, while the number of students who reach college-age has decreased since 1991, students enrolled in graduate programs have increased from 85,263 in 1992 to 138,752 in 1995 (*Monbusho*, 1995, p. 5). Governmental policy-makers predict that only the resourceful institutions of higher education that are capable of coping with the current demands of society will survive.

Traditionally, unlike students who major in liberal arts and social science disciplines, the majority of students at specialized universities engaging in the study of *rikou-kei* (science, technology, and engineering) and natural sciences (medicine, science, pharmacology, and biology) continue their studies at the post-graduate level and are expected to become future researchers. According to the 1994 *Daigaku Kaikaku* (a collection of "110 cases and proposals" written by key administrators and faculty members at specialized universities of natural sciences and technology), intensive English courses, courses employing the

communicative-approach to English, study abroad programs, and special courses designed to raise the students' TOEFL or TOEIC scores are no longer targeted at students of the so-called *bunka-kei* (liberal arts disciplines). This is because policy-makers at specialized universities are well aware that higher education on a global scale requires knowledge of English, the primary language used in research-oriented journals which function to disseminate "knowledge" around the world. As Howatt (1991) observed, English is "the *lingua franca* of science and technology" and it is also the primary language used in computer data bases and networks that tie the global scientific community together (p. 221). Today, university administrators and faculty members advise their science and technology majors that publishing their work in English in order to gain

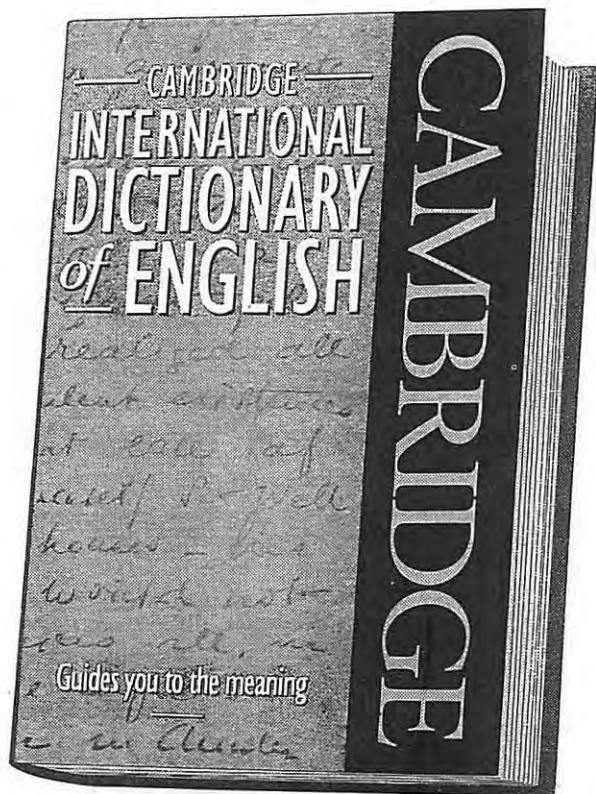
international credibility and to contribute to the furthering of research and development is indispensable to researchers. Therefore, specialized universities are beginning to focus on English language education for special or specific purposes (ESP). This is directed towards prospective graduate students enrolled in disciplines of natural sciences and technology. Needless to say, ESP is not new in English language teaching, but because of the leeway recently given to Japanese colleges, the concept of ESP has adapted itself well to the students' future academic needs.

#### Opportunities for ESP Outside the Classroom Environment

Firstly, learning activities combining the communicative-functional approach with ESP are taking place, often outside language classrooms, in real situations, without the guidance of language instructors. Curricula developers and university administrators who implement policy changes at natural sciences and *rikou-kei* specialized universities are proposing to prepare their students to write academic papers in English; to have their students sent regularly to their affiliated institutions abroad for intensive language summer programs, transferring the language credits earned abroad to their home institutions; to encourage students to use on-line data bases that are stored in English; and to use the electronic mailing system for the purpose of communicating with their fellow students from other countries who share the same academic interest. In this way, students find themselves in an ESP environment. Currently 40% of universities require their students to take courses to master "information literacy skills," and 80% of Japanese universities have special computer rooms for the students' use, independent of the regular classrooms

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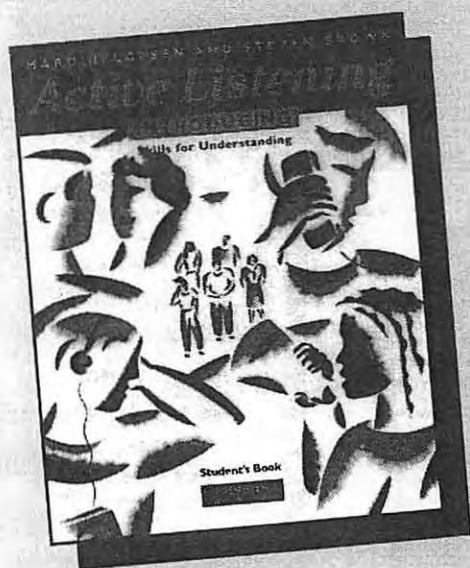
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(*Monbusho*, 1995, p. 3). English is no longer merely forced on them in a language classroom situation. Rather, the students find themselves in real situations which inevitably require the use of English.

#### Textbooks for ESP

Secondly, the recent elimination of distinctions between *senmon* and *ippan* studies with regards to English language education suggests the teaching of English through topics related to students' academic interests. Krashen (in press) suggests that instead of subjecting students to consecutive short reading selections on various topics, "narrow reading" or "narrow listening" focusing on the same topic in which the students are interested, is more effective in language acquisition.

Reflecting Krashen's approach to language teaching and the need for ESP, EFL textbooks dealing with topics related to the students' academic interests are likely to become more in demand. For example, Chief Editor Haruhiko Sato of Asahi Press (personal communication, May 15, 1995) contends that "with the current curriculum change taking place, it is a *general consensus* among EFL textbook publishers that publication geared towards *specific* programs and departments will increase, especially in *rikou-kei* disciplines." A similar view is shared by Managing Director Hiroshi Asano of Macmillan Language House. According to Asano (personal communication, May 18, 1995), Macmillan has already shifted its focus of publishing since 1993: from dealing with topics of philosophy, history, and civilization in general to the more specialized areas of pharmacology, science, computer, law, and welfare studies; from general "*sougou-eigo*" textbooks to a more practical (e.g., TOEFL and TOEIC materials) and skill-oriented approach to English education, such as "paragraph writing" for composition classes. Moreover, according to Asano, textbooks designed for use by native speakers of English and those for Japanese teachers are being differentiated. In other words, in place of *ippan* English reading materials which attempt to serve everybody's interest by employing neutral or current topics, it is likely that in the near future more EFL college textbook publishers in Japan will be producing textbooks aimed at specific purposes of English language education and at students with a specific academic background.

Finally, while the new governmental policy change attempts to secure the number of competent specialists and researchers, ironically, policy-

makers at *rikou-kei* specialized universities who put together the aforementioned "110 proposals" strongly advocate an improvement of the general education curricula (Goto & Kuwabara, 1995). In other words, while emphasis is to be placed on studying English by reading or writing about topics directly related to one's academic major, English education is expected to simultaneously widen the views of future researchers by increasing each student's level of awareness of the various problems Japan as well as the world face today. Since 1987, the English Department at

Osaka Jogakuin College, for example, has put equal emphasis on ESP as well as expanding students' general knowledge in English (Sekine, 1994). Education cannot be reduced to skill teaching, be it scientific English or cross-cultural communicative skills. Language teachers are simultaneously educators. ESP as well as English education to improve the quality of general education is needed. Therefore, the clarification of higher education objectives with regards to language education needs to be made within each institution. The democratization of higher education during the post-war era has produced a society that overemphasized one's educational background. However, today's institutions of higher education are bringing about innovative programs that cannot be measured only by *hensachi* [deviation values] alone, that is, the degree of difficulty in getting into a particular school. Now that curricula restrictions once placed on English education are eliminated, we need to redefine the roles assigned to language education in Japanese universities.



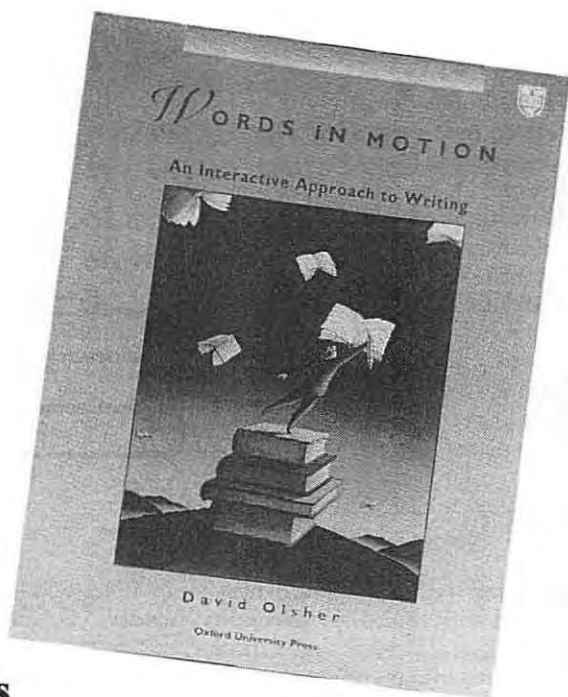
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# Practitioners of the Liberal Arts

語学教師は、他の一般教育科目の教師同様に、教養に関わる仕事をしていると受け止められている。しかし、最近のオウム教団の事件は、一般教育科目を削減したことへの批判を高め、専門学校化する大学に対して、よりバランスの取れたカリキュラム作成を擁護する上から、語学教師に活躍の機会を提供している。

An article in the vernacular daily *Asahi Shimbun* (Yamagishi, 1995, p. 9) commented on the fact that many Aum cult leaders have been highly-educated science graduates. The decrease in university general education requirements was portrayed as regressive, because there is no other recourse but to the liberal arts subjects offered as part of these requirements, for the ethics needed to accompany advances in technology. Thus, while the recent

shocking misuse of science stings the conscience of the educational establishment, the contribution of liberal arts education (*kyoyo kyoiiku*), including that of language teaching, has been provided with an opportunity for reevaluation.

The essence of the university is its universality, as represented by academic standards, ethics, and meaningful subject matter that transcends cultural boundaries.

Language teachers are practitioners of the liberal arts, whether they may be stationed in a college or university. Liberal arts requirements for all students unify the university, lest its purpose be narrowed to only vocational training in separate departments. Therefore, language educators would do well to promote awareness of both the practicality and the universality of the liberal arts.

Scholars in the West have agonized over similar trends to vocational specialization, but the liberal arts tradition has remained strong. When atomic weapons and other scientific advances posed potential hazards to civilization, those with a well-rounded education pointed out the dire necessity for ethical responsibility, encouraging initiatives such as bioethics and disarmament.

Without wishing to idealize Japan's system of higher education during the Showa Period, a balance was sought then between the teaching of the natural sciences, the social sciences, and the humanities to which language teaching and linguistics belong. Since the Meiji Period, universal scientific and technical knowledge for modernization has been internalized, so the natural and applied sciences have become part of the Japanese identity, as it were. Yet a balanced education cannot be realized so long as the liberal arts are externalized, to indulge in or leave outside like Western imports. Foreign language education lies at the most conspicuous extreme in this dichotomy of the internalized and the externalized, so the status of L2 educators may be tied to the fate of the liberal arts in Japan.

How might the liberal arts tradition be preserved in Japanese universities?

1. If the crux of the problem is that the liberal arts can be uprooted from Japanese colleges because they are perceived as coming from the outside, then they need to be redefined in a way that resonates with

faculty and students internally. It may prove difficult, however, to disentangle the liberal arts from the Western tradition, for such courses hark mostly to Western sources. More Oriental content might serve to make the liberal arts more internalizable. The abundant literature in Japanese on many fine arts and so forth could constitute liberal arts electives or at least be recognized as thus qualified. Japanese people could find enough ethical guidance in their own tradition through studying their own classics.

2. In some scenarios language teachers in effect compete with other liberal arts faculty by attempting to show the greater relevance of their subject to Japan's future (*miraisei*). Language teachers might have a stronger case than other faculty on the merit of continual classroom innovations such as English for Special Purposes (Wadden, 1994, pp. 33-35) or for International Communication. But, rather than competing against other liberal arts practitioners, cooperative alliances may be more fruitful in retaining language curricula while also befitting our humanistic mission. As an example, at my college a committee of general education faculty and top administrators discussed how bridges might be built to the specialized departments, for instance by introducing CALL to Practical English (*Jitsuyo Eigo*) classes for computer-related majors.

Finally, when discussing these issues, *ippan kyoiku* or general education, which sounds like an unspecialized catchall category, could be replaced by the term *kyoyo kyoiku* or liberal arts education, as this implies the active cultivation of individuals.

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VOLKER, cont'd from p. 20.

western Pacific during World War II. Although high school history classes still ignore the many atrocities committed during this time, students do come to the class with a curiosity about what actually happened. They are especially interested in matters which reflect on the image Pacific islanders have today of Japanese people, and what kinds of questions and comments Japanese visitors are likely to hear from Pacific Islanders about the war.

In contrast, however, they seem to be less interested in discussions about current issues involving Japanese-Pacific relations. Classes dealing with the role of Japanese firms in environmental degradation in Melanesia, or in the spread of the Japanese tourist

industry throughout the Pacific did not create the same kind of enthusiasm. It is not clear why there is this difference between students' attitudes. Perhaps contemporary issues may make students feel more defensive about the geopolitical role of Japan, and their apparent lack of interest may be a strategy for hiding this defensiveness.

### Conclusion

The rationale for offering this class, and similar classes in Southeast Asian studies and Canadian studies, was a reaction to the content of high school and university texts where the only foreign culture presented is American. In addition, the class can provide an opportunity for students to use their English skills in something approximating a real learning environment, i.e., learning content material rather than just jumping through linguistic hoops in an English class.

Both goals seem to have been achieved. Although it is an elective class, nearly all English majors as well as about twenty students a year from other departments choose to enroll in it. Most get some feel for the Pacific way of life as something different from both Japanese and American culture. Equally important, these students have learnt that they can use English as a tool to learn about a new subject.

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LEWITT, cont'd from p. 34.

everyone else knows and thinks and feels about the reading, and now you, the teacher, also know what they *don't* know. So as you wrap it up in the final 20-30 minutes, you don't have to waste time telling the kids stuff they've already figured out on their own.

Will they listen to you now? Of course! They have just invested two and a half hours of their time in reading, writing, and discussing something, and when they make an investment, they naturally want a return on it.

They've done no homework, yet they've practiced and exercised their English and their minds; they've tested their own and each other's intellects and skills, and so have you.

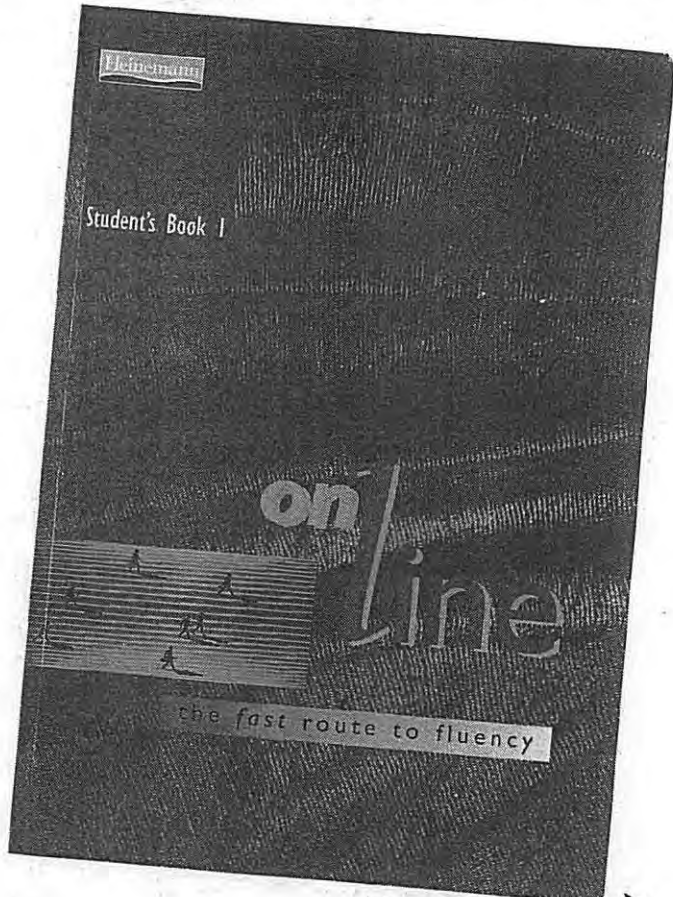
As I said earlier, this way of approaching a university English class is as changeable and as flexible as you can make it—the above is an outline, not a script. Most students will work enthusiastically with material that challenges their intellects without intimidating them; moreover, teachers really need to use their own creativity and intelligence and experience in the classroom in order to set up the mutual feedback loop that spirals upward to the pleasure of learning.

And I personally guarantee you're going to have an interesting time along the way, though I guess I can't guarantee you tenure.





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ENGLISH LANGUAGE TEACHING

In touch with Japan

Masaki Oda  
Tamagawa University

In 1991, the Japanese Ministry of Education and Cultural Affairs (*Monbusho*) issued *Daigaku Secchi kijyun no taikou ka*, revisions to its policy guidelines on higher education. These revisions are sometimes referred to in English as the Revised Standards for Colleges and Universities. Among their highlights was the abolishment of the requirements for foreign language credits for graduation (see Reinelt, 1993, p. 2).

Until then, English officially had the privileged status of being the primary foreign language taught at colleges and universities in Japan, whereas other foreign languages such as French, German, and Chinese were labeled as *daini-gaikokugo* (second foreign languages) and were thus given somewhat inferior status. English was the language for students to fulfill the foreign language requirement at many universities, and thus had the largest number of teachers. It is by far the most widely learnt foreign language at secondary schools.

The privileged status of English started to change with the Revised Standards. Now, for the first time in many years, EFL teachers at Japanese universities are at risk of

losing their positions. As foreign languages are no longer required, these teachers have to compete against non-language subjects to secure their status in curricula, in the same way that teachers of other foreign languages have been struggling to save their status, once threatened by the dominance of English in foreign language curricula.

It is unlikely that the number of EFL classes in universities will show a dramatic decrease in the immediate term (see Oda, 1993); nevertheless, EFL teachers need to work harder than ever to maintain their status in Japanese higher education, through enhancing their professional development.

#### EFL Teachers at Universities: Current Numbers, Rank and Credentials

Though there are no official statistics available, it is said that there are approximately 8,000 full-time teachers teaching EFL at Japanese universities. This makes up approximately 65% of the entire foreign language faculty in Japanese universities (see Abe, 1992, p. 82). Among these, some teach only EFL, while others also teach courses in linguistics, literature, or education. According to a survey conducted by Koike et al. (1990, p. 55), about 40% of national universities and 63% of private universities assign more than half of their EFL classes to part-time in-

# The 1991 Revised Standards and the EFL Profession in Japanese Universities: Focus on Teachers

大学設置基準の見直し(1991年)のEFLへの影響、とりわけ教師への影響について、以下の2項目を中心に議論される。一つは、教員資格の面から見た、高等教育におけるEFL教師の現状。もう一つは、改訂基準が大学のEFL教師の労働条件に及ぼす影響である。TEFLが独自の学問分野として認められることの重要性が強調されるとともに、JALTのような専門家組織がこのような運動で中心的な役割を担うことの必要性が説かれる。

structors (p. 54). Some of these part-time instructors (*hijokin-koshi*) are full-time faculty members at other universities, while others are teaching part-time at several universities. In any case, it is possible to say that the net percentage of EFL teachers in the entire foreign language faculty is more than the 65% which I mentioned earlier.

Full-time instructors are usually ranked as *kyoju* (Professor), *jokyouju* (equivalent to Associate Professor in North America), and *senmin-koshi* (equivalent to Assistant Professor in North America). In addition, there is another category called *gaikokujin kyoshi* (Foreign Lecturer) in many national/prefectural/municipal universities. Those belonging to this category are non-Japanese nationals who usually have at least as large a course load as other full-time instructors, but are under a fixed term contract. There are some credential requirements for each rank; for example, one formally has to hold a Ph.D. to become a professor (*Daigaku Secchi Kijun*, or The Standards for Colleges and Universities, Ch. 4, sections 13-16). According to Abe (1992, p. 83), however, only about 5% of 8,138 tenured or tenure-track faculty teaching EFL at Japanese universities whose names are listed in *Heisei 2 Nendo Zenkoku Daigaku Shokuinroku* [1990 National Directory of University Faculty Members] have a doctorate. Therefore, these descriptions are always accompanied by a footnote adding "... or equivalent" which is broadly interpreted. Such a footnote has been necessary, particularly in the humanities, since a doctorate is not usually awarded unless one has had a certain amount of teaching and research experience after completion of a doctoral program, in contrast to the case in North America where a doctorate is awarded upon completion of a doctoral program, including a defense of the dissertation. This explains why there are fewer professors teaching EFL in Japanese universities who have a Ph.D. than those who do not.

As the status of EFL curricula has remained relatively secure even since the Revised Standards were issued, the number of full time teachers needed for each university has not changed much. New faculty members are recruited when someone retires, transfers, or a new program is established. They are promoted to a higher rank upon completion of a certain number of years at the university provided that they are over a certain age. Age has also been an important factor for hiring, in addition to teaching experience and scholarly background including publication records.

In order to get a full time position at a university, many choose to do part-time teaching to gain teaching experience. However, getting a part-time position can be difficult. Well-known universities tend to limit their part-time instructors only to those who already have a full-time position at other universities. Some require a certain number of publications of their part-time instructors, though it is each university (or department) which decides which publication is acceptable as a credential.

Most EFL teachers at universities have to go through this route to reach the highest academic rank in the institution, i.e., *kyoju*. This has worked nicely with the way doctorates are awarded. A problem, however, is that this un-written rule has created a situation in which one's academic qualification is not appreciated until one reaches a certain age. This may discourage teachers from making the commitment to work for an advanced degree. This system might also have reduced incentives to make further progress after reaching a certain point, as teachers know that such extra effort will not work towards their promotion.

The importance of academic credentials including degrees and scholastic records has not been considered seriously enough in Japanese higher education. Academic rank at universities is often considered more important. Some universities clearly state that the salary of their part-time instructors is based on their academic rank at the university they work at full-time, regardless of each instructor's academic and teaching background, while many private research grant applications require applicants to submit a letter of recommendation concerning their research proposals from the *kyoju*, regardless of the latter's areas of expertise.

#### The Revised Standards and the Possible Effects on Hiring of University EFL Teachers

The revised standards have abolished foreign language requirements at universities, and therefore it has become much easier for foreign language teaching positions to be abolished too. As English has lost its official status as the primary foreign language at universities, students may now choose other languages or not choose any foreign language at all. Therefore, stable enrollment in EFL classes will no longer be guaranteed.

There are several paths that universities might follow. One way is to improve their EFL curricula to encourage students to select EFL courses from amongst other choices. Thus, many universities have decided to revise their EFL curricula, as reported in Tanaka (1994).

Such revisions can be made in several different ways. Some universities, including my own, have broken the traditional 90-120 minute per week format, and have adopted a 45-60 minute twice a week format for their EFL classes. Other institutions have established intensive foreign language programs in which language instruction is given almost every weekday for a certain period of time, e.g., one semester. These changes are based on an assumption that more frequent contact with teachers will help improve students' proficiency in the language; the priority has been shifted from total contact hours to frequency of classes. In order to attract more students who are now in a position to select or not select English subjects, class formats can be changed. For subjects employing methods not traditional to Japanese universities, such



as communicative language teaching, classes have to be made smaller. A wider variety of courses, including English for Specific Purposes (ESP) courses which are relevant to students' majors, can also be offered. In EFL classes for engineering majors, for example, English literature is gradually being replaced by English courses related to the natural sciences. In some institutions, such ESP courses are team-taught by an EFL teacher and an engineering teacher. However, in many institutions, such a format is not possible due to budget constraints.

As TEFL has not been regarded as an independent discipline in Japanese academia, EFL teachers in Japan usually have backgrounds in English literature, English linguistics, or Education. In addition, EFL classes are administered either by the departments of the above disciplines, or by the so called General Education Division (*ippan kyoiku*) or Faculty of Liberal Arts (*kyoyobu*), and thus it has been difficult to offer the types of courses students want. However, the trends described earlier will affect the types of EFL teachers needed. More teachers with native-like competence in English as well as those with training in TEFL will be necessary.

Some schools have decided to hire new EFL teachers with a graduate degree in TESL/TEFL. This means there are more openings for those who have studied outside of Japan, especially in the U.S. or the U.K., since there are very few Japanese graduate programs that lead to an M. A. or Ph. D. in TEFL or even in Applied Linguistics.

As the length of such master's programs in the U.S. and the U.K. is relatively shorter than those in related disciplines at Japanese universities, many universities now must decide whether to give priority to teachers' academic degrees or to seniority when determining their academic rank, salary, courses, promotion, and so on.

Things become more complicated when a doctorate is involved. The possibility in the U.S. or the U.K. for someone in their late 20s or early 30s to complete a doctorate in TESL/TEFL or Applied Linguistics breaks the unwritten rule of hiring and promotion at Japanese universities.

As universities expect to have more TEFL specialists in the long run, the number of teachers specializing in linguistics, literature and education who have to teach EFL will decrease. Some will teach their own specialties which might be good news for them, while others may face job-threatening situations. In fact, as a result of the self-assessment system recommended by *Monbusho* as part of its 1991 policy changes, some national universities especially are restructuring their *Ippan Kyoiku* (General Education Programme) to which many EFL teachers belong. Such "reorganization" is often used by institutions to legitimize the abolishment of positions (cf. Bowser Avletta, & Jones 1993, pp. 8-9).

The working conditions of part-time EFL teachers will also change. Though part-time teachers are

normally on one-year contracts, a large percentage of part-time contracts are renewed for the following year, provided the curriculum remains the same. With the effect of the Revised Standards, however, it is likely that the terms of these one-year contracts will change. First, there will be fewer part-time teachers needed for each program. Many universities will offer EFL courses which meet more than once a week. This means that universities will give preference to those who can come more than once a week, since they want one course to be taught by one instructor. Provided that total class hours remain the same, universities will not need as many instructors as in the past, because one instructor is likely to teach more class hours. This will also make it difficult for a part-time instructor to arrange classes at several different institutions. Second, the number of enrollments in EFL classes will not be as stable since English will no longer be a required subject. Third, each teacher's responsibility will become more apparent as many universities begin to offer a greater variety of courses for the same number of students. Courses could be distinguished by skill, topic or level, and in some cases, classes will be smaller. While there will be more chances for a teacher to benefit from teaching his/her specialty in class, his/her performance will directly reflect the status of the class in the following year.

### Conclusion

The Revised Standards provide EFL professionals with a challenge. In the next few years, they are likely to be faced with tough competition. In some cases, they will have to decide whether they really want to teach EFL. The government will not protect them. EFL professionals will need to work hard to ensure that the general public recognizes the discipline as independent, not as a part of English literature or linguistics.

This can be done through language teaching organizations like JALT, which should research the current state of the profession as well as public needs in order to determine the direction for the future.

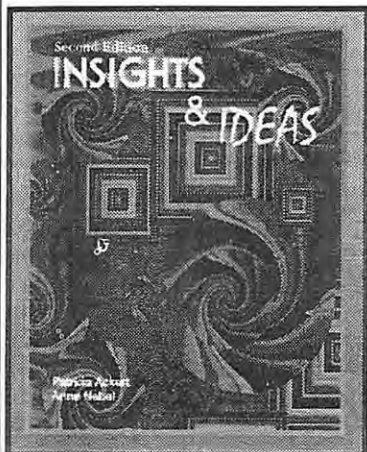
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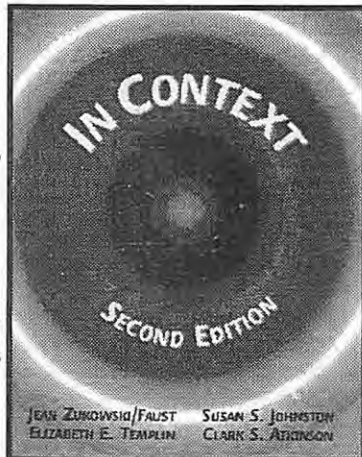
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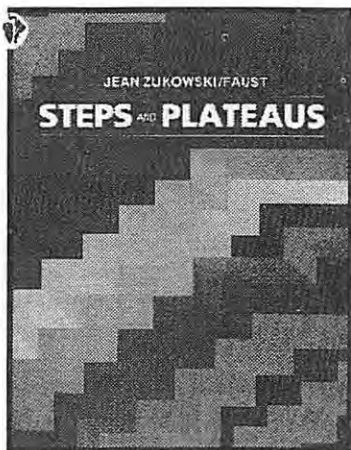
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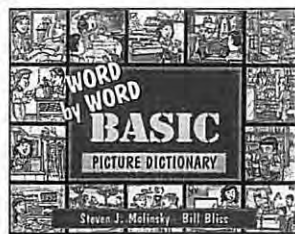
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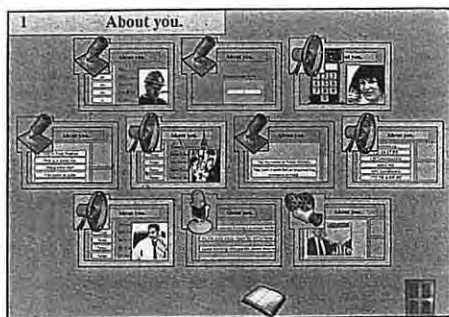
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## More on the Eiken

by Laura MacGregor, Seishu Junior College

In her article, "Tests, Testing Companies, Educators, and Students," Greta Gorsuch (1995) posed some valid questions about the Eiken test: Is it a good test? Is it worth taking? Is it worth helping students prepare for? In a previous article (MacGregor, 1995), I described how I promote and train students for the second stage test (*2-ji shiken*) in my English conversation classes at junior college. In this article, I would like to address the three questions posed by Gorsuch and to clarify my position on the role and the value of the Eiken test.

## Is the Eiken test a good test?

I recently contacted Eigo Kentei Kyokai (Eikyo) directly, as Gorsuch did a few months ago, and asked for specific information, as she did, about the reliability and validity of the Eiken test. In a telephone conversation with a representative from the public relations section (*shogai-bu*), I learned that Eiken does not publish reports on test validity or reliability. This explains why Gorsuch never received a reply to her request for the same information: it is simply not available for public perusal. In another conversation with the test development section (*kaihatsu dai-ikka*), they confirmed that information on test reliability and validity is not available to the public. They went on to say that reliability tests were being conducted (albeit behind closed doors), and that up until 1992, the written tests (*1-ji shiken*) had a reliability of between .80 and .90. The precise implications of these figures is not clear, however, as the type of reliability test they refer to was not disclosed. From 1993, Eikyo began using a new reliability test (*komoku hannoryon*), but they do not have enough data collected yet to confirm whether this is a valid instrument. I was unable to find out any further details on the nature of the reliability tests themselves or why they changed to a different test in 1993. The shortcomings of Eikyo's public accountability as presented here confirm Gorsuch's findings. Furthermore, the research grants they speak of in their English brochure (*The Step Test?*, p. 11) do not promote research on the Eiken tests at all, as other companies such as TOEFL and TOIEC do, but support private research projects about English language education.<sup>1</sup>

## Is the Eiken test worth taking?

Although we cannot prove its reliability as a testing instrument, there is no doubt that the Eiken test, with a history of over 30 years and the endorsement of the Ministry of Education, is highly respected in Japan. The "face validity" of the Eiken test may have more significance than Gorsuch acknowledges. In

1993, the Ministry of Education (Monbusho) announced that high school education should be reformed. In 1994, as part of that reform, the Zenkoku Kokocho Kyokai (which translates roughly as the National Association of High School Principals) responded with guidelines recommending that schools award students who have passed an Eiken test (one of a group of fifteen designated proficiency tests, or *kentei*) up to three credit hours per test (*Eigo Kyoiku Jiten '95*, pp. 92-95). Monbusho clearly endorses and promotes the Eiken test at the high school level.

Eiken certification also figures prominently in college and university admissions. Its weight in the evaluation process varies from university to university, ranging from being "advantageous" to exempting applicants from the English test in the written entrance exam (*Eiken Guide*, p. 2).

Finally, many Japanese companies recognize the Eiken test (grade 2 or higher) as part of their hiring requirements. I spoke with several teachers on the job placement committee at my college and learned that trade companies, banks, airlines, travel agencies, and tourism-related companies are among those employers who require or at least recommend that applicants have Eiken certification. They also said that while Eiken certification may not be explicitly required by a company, it is an impressive addition to a student's resume.

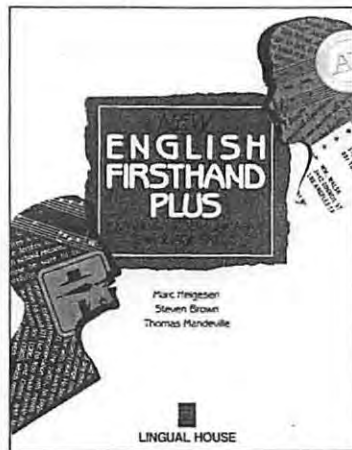
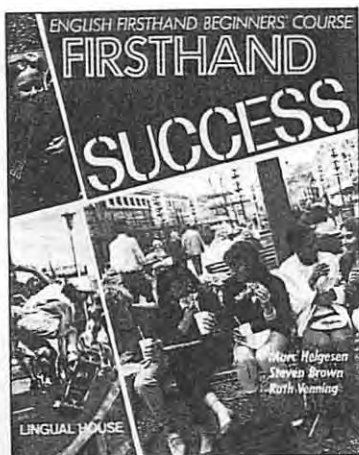
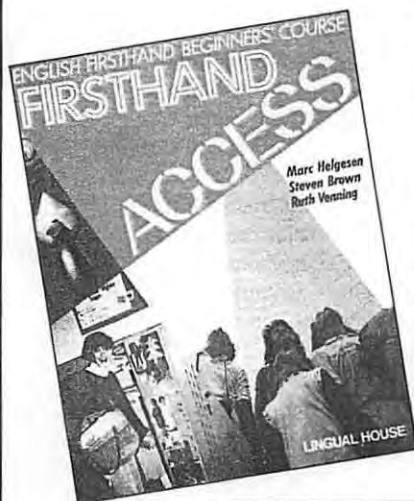
## Is the Eiken test worth helping students prepare for?

The Eiken test, with the support and endorsement of Monbusho, has become an institution unto itself in Japan. Its long history and unquestioned acceptance has built a wall around the test, effectively shutting out our recent queries about reliability and validity. Obviously, for Eikyo, and for the Japanese who take the tests, reliability and validity have been of little, if any importance. For myself, I believe that the written part of the Eiken test (*1-ji shiken*) is not so much a test of English ability as a test of test-taking ability. Therefore, I cannot personally endorse these tests or encourage students to take them as tests which will measure their English proficiency. As for the *2-ji shiken*, which I wrote about in a previous article (MacGregor, 1995), I still believe that this type of test is valuable in that it addresses oral reading, pronunciation and comprehension abilities, and I would like to continue to use it. However I realize now that without documented proof of its reliability and validity, I can no longer use the Eiken instrument in my lessons. Therefore, I will begin looking for another test, one that is valid and reliable, for my classroom testing purposes. Having just said that I

OPINION, cont'd on p. 86.

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**LINGUAL HOUSE**  
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**Gillian Kay** is a full-time foreign instructor at a Japanese national university. She is the Founding Chair of the JALT College and University Educators N-SIG and the former editor of its newsletter, *On Cue*.

**James Dean (JD) Brown**, professor on the graduate faculty of the Department of ESL at the University of Hawaii at Manoa, has published numerous articles on language testing and curriculum development, and three books on: reading statistical language studies (Cambridge), language curriculum development (Heinle & Heinle), and language testing (Prentice-Hall).

**Stephen Ryan** is a British teacher who works at Osaka Institute of Technology. He has long been fascinated by differences between the assumptions that he and his Japanese students have about classroom interactions.

**Craig Volker** was awarded a Master of Literary Studies by the University of Queensland and a doctorate in linguistics by the University of Hawaii. Before coming to the Gifu University for Education and Languages in 1991, he taught in Australia and Papua New Guinea.

**Robert Tobin** is Associate Professor, Faculty of Business and Commerce, at Keio University in Hiyoshi. He was formerly a professor in the Asian Division of Chapman University, and has taught at the university level in Korea, the Philippines, Guam, and at Boston University, California State University, and Pepperdine University. He holds a doctorate from Boston University and has written in the areas of cross-cultural communication, organizational change, and business communication.

村上和賀子はサンフランシスコ大学で第二言語としての英語教育を専攻しM. A. を取得した後、ジョージタウン大学で応用言語学を専攻し、1987年にPh. D. を取得し言語学博士となった。現在、中央大学総合政策学部助教授として、応用言語学と英語を担当している。研究テーマは、『日本人の言語習得における問題』である。著書にHesitation Pausesがある。

**Philip Jay Lewitt** has taught in Japan for 18 years, and is the co-author of the recently published *Movable Text: A Beginning Writer's Notebook* (Meynard). He is presently on sabbatical, working on a novel.

**Julie Higashi** is a full-time lecturer of American Studies and English at Osaka Jogakuin College. She has a Ph.D. in International Education from New York University, and an Ed. M. in TESOL from State University of New York (SUNY) at Buffalo. She has received formal education in Hong Kong, Japan, France, and the United States (in that order). She

specializes in educational technical assistance programs and governmental policies.

**Steve McCarty**, professor at Kagawa Junior College, translates for the CUE N-SIG while serving as Kagawa Chapter Publicity Coordinator and Bilingualism N-SIG Chair.

**Masaki Oda** is an assistant professor of EFL and Applied Linguistics at Tamagawa University. His interests include sociopolitical aspects of second language teaching, and bilingualism. He is a former National Public Relations Chair of JALT.

## MURAKAMI, cont'd from p. 30.

傾けるのを楽しみにすると同時に、この作業がきっかけとなって、世界市民としての自覚を持ち、将来実社会で国際語としての英語を自由に駆使できるようになり得るという仮説が近い将来論証されることを期待したい。

## 5. おわりに

以上、学生の将来の活躍の場と結びついた英語教育の具体的な方法として一試案を簡単に紹介したが、これは現時点では単なる私案でもある。今後、これを一英語教師の私案に終わらせるのではなく、大学単位または学部単位で、訪問先の企業や、国際機関、そして研究機関と産学共同ネットワークを築いていくことが必要と思われる。学生が教室で学んだ知識を実社会で自由に体験し、知識を生かし運用する場が不可欠であるからである。最後に、一言付け加えるとすれば、英語教師自身がその専門だけに捕われることなく、多種多様な分野の人々との交流を通して、恒に社会に目を向け、意識改革を怠らない態度が必要である。

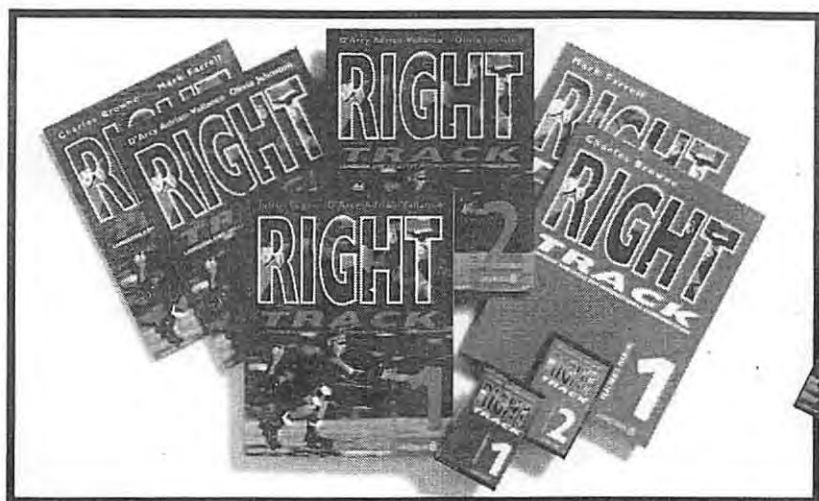
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## Southwest Regional JALT Conference

On May 14th, 362 people braved a deluge in Kitakyushu to participate in the Second Southwest Regional JALT Conference. JALT President McMurry opened the conference, saying that JALT is clearly continuing the debate on language teaching and providing a forum for the exchange of knowledge within our profession. The 38 speakers from Japan, Korea, and America gave professional, informative, and enjoyable presentations on the theme "Sharing the challenge: What native and non-native teachers can learn from each other." The participants included 118 native English speakers and 244 non-native speakers, demonstrating that JALT is reaching a wide cross-section of language teachers. The Plenary speeches featured **Kensaku Yoshida** on "Intercultural Considerations in Foreign Language Education: From Social Schema to Personal Schema," and **J.D. Brown** on "Aspects of Fluency and Accuracy." The theme was taken up and developed by speakers sponsored by the Southwest Regional Chapters, consisting of Matsuyama, Hiroshima, Fukuoka, and Kitakyushu (affiliate), plus Seinan Women's Junior College and various Associate Members. The Non-Governmental Organization tables and JALT N-SIG tables were well attended throughout, as were the banquets before and after the conference. Many thanks should go to the planning committee for the hard work that brought forth a successful, professional conference. Thanks should also go to the simultaneous interpreters who interpreted ten presentations and to the Kitakyushu Conference Center.

*Reported by Giles Parket*

### Aspects of Accuracy and Fluency

by James Dean Brown, University of Hawaii

Brown noted three factors in fluency: tools, choices, and strategies. He then discussed how each affects the development of second language fluency. Beyond linguistic tools traditionally taught (pronunciation, syntax, vocabulary), language learners need to know about suprasegmentals, paralinguistic, proxemics, and pragmatics. Learners should know how factors such as setting, roles, register, and style affect language choices. Learners can increase fluency through strategies concerned with speed, pausing, feedback, repair, clarification, and negotiation. Finally, teachers can help students develop fluency by encouraging errors, creating practice opportunities, focusing on messages, assessing fluency specifically, and discussing fluency with students.

*Reported by George Russell, Fukuoka JALT*

### Instructor's Cross-Cultural Effectiveness as a Model for Pre-departure and Re-Entry Programs

by Alisa Woodring and Mitsuko Yamura,  
Kawaijuku Trident College

Woodring and Yamura presented their strategies for assisting students preparing to live and study abroad. Via cultural awareness, empathy, mutual respect, treating each other as ideal types of their different cultures, and exemplifying positive cross-cultural interaction, they aim to facilitate host culture adaptation. Students learn to identify when change is necessary and when to maintain old ways. The re-entry curriculum includes student generated topics on

intercultural communication, women's topics, and current affairs, in addition to standard kinds of English instruction. Returnees are encouraged to develop a new sense of self in an old context and to become productive members of Japanese society in a way that effectively utilizes their experience.

*Reported by John McClain, Fukuoka JALT*

### Strategies for Group Learning

by John Harkness, Mercer University

Harkness talked about preparing students for further study in American universities. He explained that an active knowledge of language cannot be acquired through passive memorization and listening to lectures alone. He explained that advances in ESL have helped to produced the revolution in Involved Learning (groups of students working together on learning activities assigned by a teacher who acts as a resource person) and Cooperative Learning (where there is more intervention from the teacher) are replacing many lecture-type classes in American universities.

*Reported by L. Dennis Woolbright, Kitakyushu JALT*

### Oral Communication: The Challenge of Testing Spoken Language

by Elizabeth Smith, Akifuchu Senior High School

Smith is concerned that while oral English is receiving more in-class emphasis, evaluation is being neglected. She argued that this situation should be rectified because oral testing is the most appropriate way to test course effectiveness and teaching methods, and it helps to motivate students. Smith found



that very few JTEs had had any experience of oral evaluation, and furthermore, were often nervous about their own English ability. In Smith's innovation, two students were tested together by one teacher. The test was divided into four sections: a conversation style interview, a task-based interview, a skit, and a speech. Guidelines including relating the test to course objectives, planning for the year, preparing resources, thinking about the validity, reliability, marking system and aims of the test, and building in evaluation and feedback. Smith provided both encouragement and information that could help us to try something new.

*Reported by Dave Pite, Kitakyushu JALT*

### What Native Speaker English Teachers Can Learn from Non-Native English Students

by Helene Jarmal Uchida,  
Little America English Schools

Based on what she has learned from studying her students over a two year period, Uchida suggested that if students respect you, their peers, and themselves, "You can do anything" in the classroom. She found that students also want a "fair challenge" and recognition upon completing the task. Students don't want to speak Japanese with the teacher; they want to understand the teacher, and each other, in English. Students also like lessons to be broken into simple parts, and they enjoy being put into situations where English works. Uchida also found that students appreciate frequent evaluation. Uchida stressed that she has learned, by watching what her students want and adapting her teaching style, to accommodate students' needs. In conclusion, she reiterated her point that "No one, except your own students, can teach you how to be a good teacher."

*Reported by Carol Herbert, Kitakyushu JALT*

### Coping with Teaching Conversation in Oversized Classes

by Dennis Flori, Wonkwang University

Flori addressed the problems of providing adequate speaking and listening practice to large groups of poorly motivated students. He found that students often speak only when the teacher is near, and the teacher's efforts to keep order are sometimes resisted. In response to these observations, Dennis developed the "pair performance" approach, which involves bringing a pair to the front of the room to perform a dialog. After the performance, he directs questions to the rest of the class about the performers' statements. The advantages are that the performance is entirely in English, and the teacher can

provide limited corrections for everyone's benefit. The audience is motivated to help the performers, to pay attention, and to listen for ways to improve their own performance.

*Reviewed by Gordon Luster, Kitakyushu JALT*

### Teaching Large University Classes

by Chris Carmen, Sangyo Ika Daigaku

Carmen explained how he deals effectively with large university classes. Students must decide where they wish to sit by the third week of a preset syllabus, after which their names are entered onto a seating chart. This chart helps Chris remember names, record attendance and scores, and arrange graded homework for distribution. His 90-minute classes consist of four segments: (a) vocabulary and dictation (involving topic related vocabulary), (b) listening comprehension via cloze exercises, (c) dialog practice, and (d) prepared speeches. The dialog practice starts with Chris presenting a short dialog and some possible substitutions, and then the students practice in pairs. The students are required to memorize and recite the dialogue. Only students scheduled to speak are required to attend the speech segment. Students can choose their own topics and either read or memorize their speeches for a higher score.

*Reviewed by Gordon Luster, Kitakyushu JALT*

### Stimulate Students with Simulations

by Yasuo Nakatani, Aso Foreign Language and Travel College

Using an extract from his textbook *Speak to Me*, Yasuo Nakatani shared his original method of using simulated situations to enable students to perform tasks. In his presentation, Nakatani used a section entitled "At the Airport," which includes tasks such as changing money and passing through an immigration check. The activity begins with students practicing conversations from the textbook. After practicing dialogs, the students form groups and pretend to be clerks and travelers. The travelers circulate to perform the tasks described on their order form. The students then evaluate their own performance, record their activity in a diary, and give feedback. Nakatani feels that the students enjoy this type of activity which helps them to gain confidence and motivation, and that the language and skills learnt are applicable to real life.

*Reported by Samantha Vanderford, Kitakyushu JALT*







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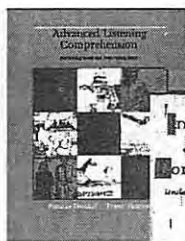
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## Testing and Teaching English Reading Skills of Japanese College Students

by John Loucky, Seinan Women's Junior College

In answering the question, "How can teaching and testing Japanese college students' reading abilities be improved?" Loucky argued for regular individualized diagnostic testing. Teachers can use a language laboratory's automatic test analyzer to give students immediate feedback on their vocabulary improvement, listening comprehension, reading speed, and degree of reading comprehension. Loucky suggested that students' learning and motivation increase when they receive periodic testing with immediate feedback. Entry and exit testing also establishes just how much students have learnt during their course of study. This sort of information should be part of systematically improving teachers' curricula and their department's programs. Having criticized Japan's English education system for failing to integrate the four skills along the lines of natural acquisition, Loucky argued for the more active teaching of reading and listening by integrating them with oral production and written expression.

*Reported by Tim Cross, Kitakyushu JALT*

## Intercultural Considerations in Foreign Language Education: From Social Schema to Personal Schema

by Kensaku Yoshida, Sophia University

The Department of Education and Sciences (*Monbusho*) appears to have begun putting more emphasis on oral communication. Yoshida, however, argued that communication is concerned with understanding other peoples' cultures. Furthermore, knowledge of rule-governed, overt culture, such as Christmas, *Oshogatsu* and so forth, is not enough. Yoshida pointed out that although it is easier to teach overt culture, the more pressing need is for effective ways of teaching the subconscious rules of covert culture (e.g., rules concerning privacy or taboos). Yoshida suggested some ways of teaching covert culture such as (a) raising awareness, (b) setting behavioral goals such as performing appropriately in a cultural situation, and affective goals such as creating a culture island in the classroom; and (c) changing attitudes by getting involved in homestay programs or inviting foreign visitors to the classroom. While acknowledging that cultural and personal differences are important, Yoshida concluded that going beyond learned cultural schemata is the most important activity in our classrooms.

*Reported by Giles Parker, Kitakyushu JALT*

## The Non-Native English Learner's Inferiority Complex

by Ahn Jung Hun, Pusan National University

This presentation was subtitled "A Cheer-up Teaching Method." Ahn described the debilitating effects of student inferiority complexes, and how to combat them. An inferiority complex can result from affective factors such as motivation, personality, and social climate. Differences in class participation and teaching methods give rise to passivity, reluctance to participate, and a fear of making mistakes in front of peers. However, despite their self perceptions, students often have a high level of ability and knowledge. Ahn then suggested ways of increasing students' confidence and thereby increasing achievement. His research suggested that students should be encouraged to communicate through gestures, or the use of borrowed words and expressions. He advises his students not to worry about word order, and points out that it is possible to communicate by using even a single word. Setting up achievable learner-centered goals also increases student confidence. Ahn concluded that although his students' motivation, personality, and attitude were not greatly altered, their confidence increased radically.

*Reported by Giles Parker, Kitakyushu JALT*

## Using Cloze Dictation and Cooperative Learning Activities to Teach Listening Comprehension

by Stephen Timson, Keio University

Timson argued that comprehension of academic lectures involves listening for a purpose and recognizing lecture format. Current theory suggests that students need to recognize key words and movements, and to develop note-taking schemata. He then demonstrated a dictation activity that involved cooperative group work. Students are handed a lecture outline with missing vocabulary. During the first dictation students listen and fill in the gaps. The second dictation involves group comprehension checking. The third and final dictation involves elaboration to produce discourse markers, pauses, and redundancy, making the listening more realistic. Students, working together in groups, check their answers on a work sheet based on the lecture outline and try to produce the best sentence answer. Timson argued that a relaxed and cooperative environment, simplified input, and peer support encourage active listening and help students to learn the mechanics of note taking and lecture organization.

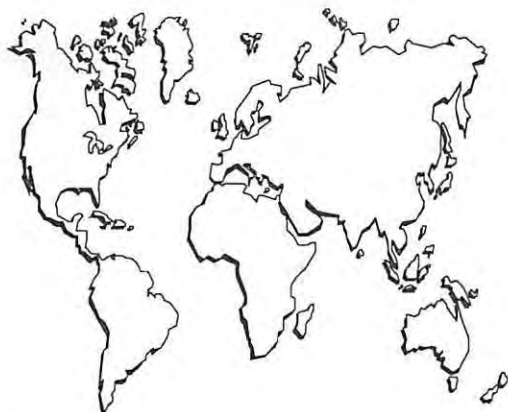
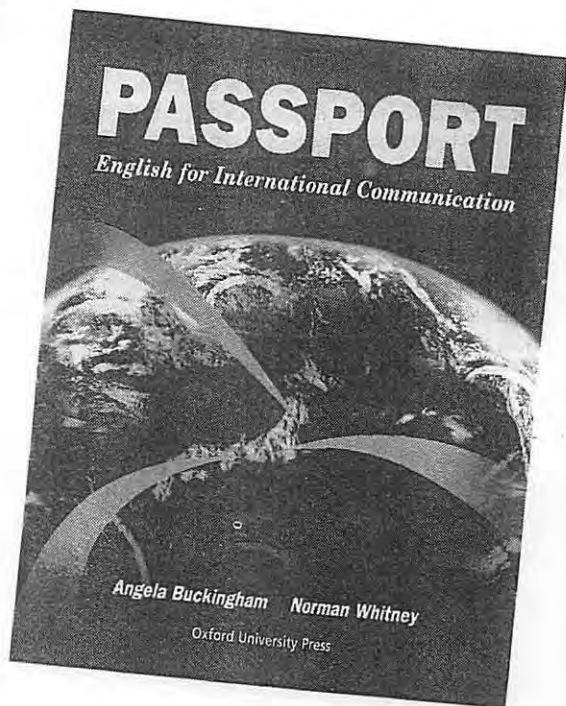
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## Critical Thinking and Cultural Analysis in the Japanese University Classroom

by Joshua Dale, Tokyo University of Liberal Arts

Japanese students' customary reluctance to produce spoken English on command prompts many teachers to treat their courses as something less than "real" academic, tertiary-level classes involving exchange of opinion. But though Japanese students have historically been considered *tabulae rasae* to be filled in by the professor, this does not mean that they are incapable or even reluctant to engage in original thinking.<sup>1</sup> They may, however, have had little practice in making their ideas known. What is needed is attention paid to the common purpose of institutions of higher learning: instruction in the processes of critical analysis provided in tandem with training in the various means of communicating the results of that analysis.

Here I provide a classroom unit (two or three class periods), suitable for use in a first year English conversation course, which incorporates critical thinking skills into a conversation curriculum. The material consists of personal ads from an American newspaper and the methods comprise role play, information gap and pair work: but speech production, rather than being the *raison d'être* of the entire unit, becomes bent to the purpose of cultural analysis.

### Presentation of the Topic

First, students are shown an issue of an American newspaper. They are typically surprised at the number of personal ads it contains. I then hand each student a copy of a different ad, which they quickly discover to be unexpectedly difficult to comprehend. Dictionaries are not much help with the arcane shorthand of the personal ad, such as: "SWF, NS, LD looking for S/DM, HWP please." Promising assistance, I divide them into pairs.

### Information Gap Pair Work

Along with their ads, one member of each pair now receives a copy of the "abbreviations key" printed in most newspapers which carry personal ads, and the other member asks questions about his or her ad. Then the key is exchanged and the activity proceeds again. Since the ads are authentic materials which often include difficult constructions, additional work is sometimes necessary (using dictionaries or asking

questions) to understand the entire meaning of the ad.

### Role Play

Next, I ask students to imagine they are at a party where people without a girlfriend or boyfriend come to find one: a singles party. As role cards for this activity, students use the same personal ads they have been working to decipher. As the person on their role card, they must search amongst the class members for a good match for their ad. I make sure to emphasize that these ads are authentic and therefore, as in real life, there may be no perfect matches. Instead the students must find as close a match as possible, taking into account the self-description of the ad writer and his or her desired requirements for a mate.

After the students have found a match they sit down with that person and write down why the two of them make a good match; afterwards they re-form into groups of five or six and read their answers to the group.

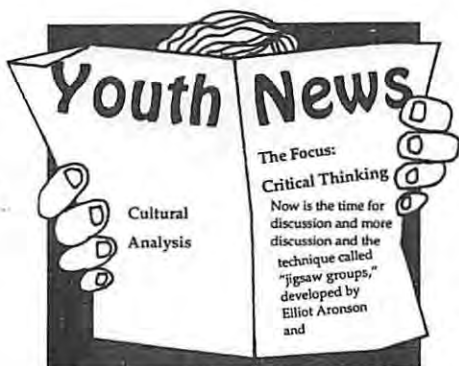
### Discussion Groups: Preparation

In these same groups of five or six, the students now receive a handout containing all the personal ad role cards used so far. At this point all students are already familiar with three ads: their own as well as those of their information gap and role play partners. This means that out of the thirty or so ads on the sheet, each group as a whole has already

carefully read most or all. The students should now work together to explain these ads to the other members of their group, before proceeding to read the rest of the ads on the handout.

### Discussion Groups: Method

By this point the students will have completed several introductory activities intended not only to familiarize them with the material but also to build and sustain their interest in it. Now is the time for discussion. I use a technique called "jigsaw groups," developed by Elliot Aronson and described by Susan Nordyke (1994). In this method of facilitating discussion, students form groups to research a topic. They then reform so that one person from each of these research groups becomes a member of each new discussion group. The position of group leader/presenter rotates among all members of the discussion groups as each member introduces in turn the material covered in his or her research group.



What follows is a list of possible questions, on a variety of topics, intended as guidelines for linking personal ads to the study of American culture. The first list of topics and questions is for the research group stage, when students gather information on their topics. The second list is intended for use in the discussion groups.<sup>3</sup>

**Research Groups' Questions**

*Individualism and Self-Description:*

- What words do the ad writers use to describe how they look?
- What words do they avoid when talking about their appearance?
- Do men and women use different types of words?
- How many ads specify the race of the person they want to meet? The race of the writer?
- Are there any factors which seem to influence the decision to specify race?

*Gay/Lesbian*

- How many ads seek same-sex partners?
- Are they different from other types of ads? If so, how?

*New Age Theme*

- Find the ads with phrases like these: "Emotionally secure," "into self-growth," "giving," "sharing," "caring."
- Which group of ad writers (defined by gender, race, sexual preference, etc.) uses these words more often?

*"Usual No's"*

- How many ads use this phrase?
- Try to discover its various meanings by reading the other ads to find out what most ad writers don't like.

**Discussion Groups' Questions**

*Individualism and Self-Description*

- What customs do the ad writers follow when they talk about their appearance?
- How does this compare to the way people present themselves in Japanese culture?<sup>4</sup>

*Race*

- Is it natural to specify race or is it an example of prejudice?
- How do you feel when a white person specifies a white partner? Do your feelings change with different specifications?

*Gay/Lesbian*

- Were you surprised at the appearance or content of ads with homosexual themes?
- Have your prior feelings about homosexuality in Japan and the United States changed since reading the ads?

*New Age Themes*

- What do the writers of these ads feel is most important in a relationship?
- What is the significance of the general patterns of use of these words?
- How do the feelings of these ad writers compare with those of Japanese people?

*"Usual No's"*

- Why do you think so many ad writers don't like the "usual no's"? What trends can you identify in American culture based on these aversions? Is there a similar trend in Japan?<sup>5</sup>



Ah, you're the perfect match for my ad!

**Reference**

Nordyke, S. (1994). The jigsaw classroom. *The Language Teacher*, 18 (2), 46-47.

**Notes**

<sup>1</sup>As a contrasting example: the American educational system tends to encourage independent and original thought, but the resultant frequency with which American students offer their opinions does not guarantee insight or analytical ability.

<sup>2</sup>Using this key, the above example becomes: "single while female, non-smoker, light drinker looking for single or divorced male, height and weight proportionate, please."

<sup>3</sup> Thus the "discussion groups" section of this paper will include the same topics as the prior list, "research groups," but the questions will be different in order to facilitate analysis of the research groups' findings.

<sup>4</sup> Personal ad writers, faced with an invisible audience whose opinion is crucial to the success of their enterprise, look to other ad writers in order to walk the tightrope of establishing a desirable presence in print without seeming immodest. Personal ads thus provide an example of how limits on individual expression in American culture may be self-imposed but group-determined: a topic which Japanese students should find fruitful and interesting to discuss due to the parallel operation of this mechanism in their own culture.

<sup>5</sup> "Usual no's"—a phrase primarily related to the use of drugs and alcohol—is testimony to the high degree of awareness of substance abuse, coupled with a general health craze and downturn in alcohol consumption, in the United States. It thus reflects quite different attitudes (towards alcohol especially) to those which currently exist in Japan.

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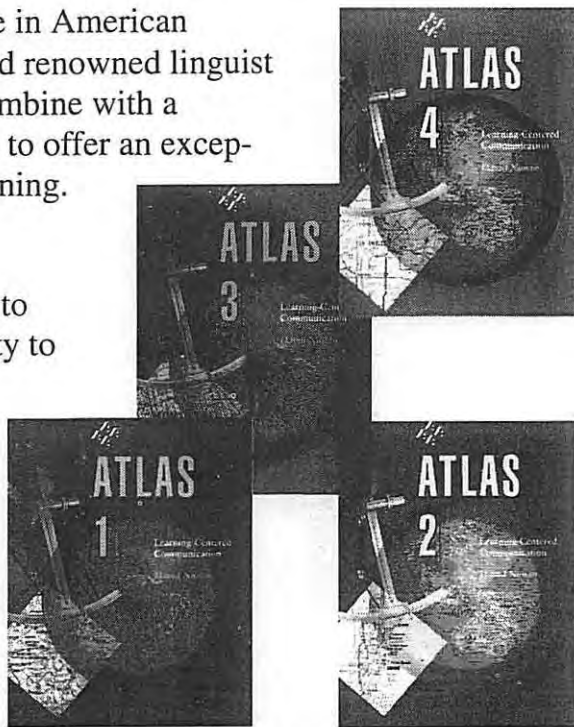
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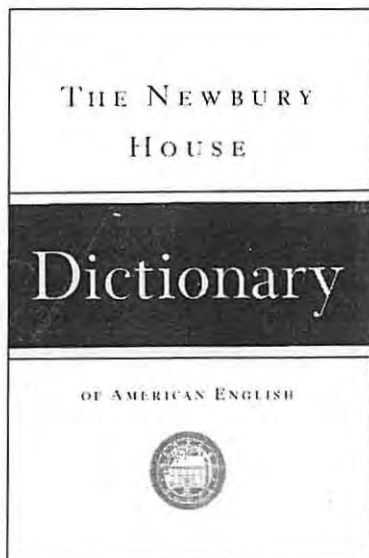
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**Special Issue Review Article:**  
**English Textbooks for Japanese Universities and Colleges**

by Ron Grove, Mejiro University

A review published in the July 1994 issue of *The Language Teacher* made trenchant criticisms of "many of the English conversation texts produced for the Japanese market" (Galloway, 1994, p. 39). Galloway's criticisms could well be extended to other Japanese EFL textbooks. While JALT members probably endorse her pleas for more realistic cultural input, less prescriptive grammar, and greater variety and meaningfulness of communicative activities, some of the qualities she deplores in textbooks are artifacts of the Japanese educational system and its cultural expectations. Such characteristics may not be desirable, but they are facts of life we have to work with. This review article analyzes six books widely used by teachers working in the Japanese university and college system.

**Reading Faster and Better.** S. Ando & D. A. Sell. Ashiya: Seido Language Institute, 1989. Pp. 126. ¥1,650. Teacher's guide available. ISBN 4-7915-0171-3.

This is "a 1-year college English course in fluent reading which presents ways of reading often neglected in Japan. The emphasis on speed is . . . to counteract ingrained habits of passive and inflexible reading" (p. 4). The book is divided into three parts: 17 selections "simplified somewhat" (p. 3), including some translated from French; exercises such as prediction of content, vocabulary focus, multiple-choice or true/false comprehension questions; and practice in such reading skills as skimming, scanning, and inferring the meanings of new words. These exercises guide the actual reading and the first page the student should turn to for passage 1 is page 76 (the exercises), rather than page 8 (the actual reading). There is also an appendix of words-per-minute tables.

This book goes against the grain of the Japanese pedagogical tradition, especially by encouraging immediate comprehension of English text. There is a systematic attempt to introduce and practice skills needed to develop competence in reading English. Students who use this book as the authors intend should improve their general level of English, their general reading ability, and their English reading ability. The readings might be quite challenging for most Japanese students.

However, the 17 units might not be enough to really change bad reading habits. One of the ways Japanese higher education sabotages itself is by normally scheduling each class to meet only once a week. Students may have five or six English classes a week, but there is usually no coordination among them, so no matter how good the classes themselves may be, their effects are dissipated. This excellent reading book might be more useful for a one semester course rather than a full year course.

Some of the academic traditions Ando and Sell have endeavored to counter have been practiced in Japan for more than a millennium. Hino (1988) describes *yaku-doku* [translation/reading], a technique by which one foreign sentence at a time is first relexified in Japanese, then rearranged in Japanese word order, and finally recoded with Japanese syntax. This is the usual model of foreign language study in Japan and what most students try to do with any English text. The impossibility of processing live speech in this way is one reason English listening and speaking skills are so low here. Thanks to Ando and Sell for resolutely swimming upstream.

**Intermediate Listening Comprehension: Understanding and Recalling Spoken English.** P. Dunkel & P. L. Lim. Tokyo: International Thomson, 1994. ¥1,500. 3 cassette tapes. ISBN 4-931321-17-8.

This shortened edition of an EAP listening text (Dunkel & Lim, 1994a) has 12 chapters arranged into five units, each unit focusing on a rhetorical pattern: 1. "Chronology;" 2. "Process;" 3. "Classification/definition;" 4. "Comparison/contrast;" 5. "Causal analysis." Each chapter is divided into three parts: a) a preview of the topic, the vocabulary, and "rhetorical listening cues"; b) a lecture repeated three times, first at normal speed with instructions to "relax and listen carefully," second, sentence-by-sentence, with background elevator music, and the instruction to "repeat each sentence to yourself silently," and normally again with a note-taking task; c) comprehension checks and expansion activities as well as "listening factoids:" short texts with no exercises.

As a textbook explicitly adapted for Japan, the differences between this and previous editions

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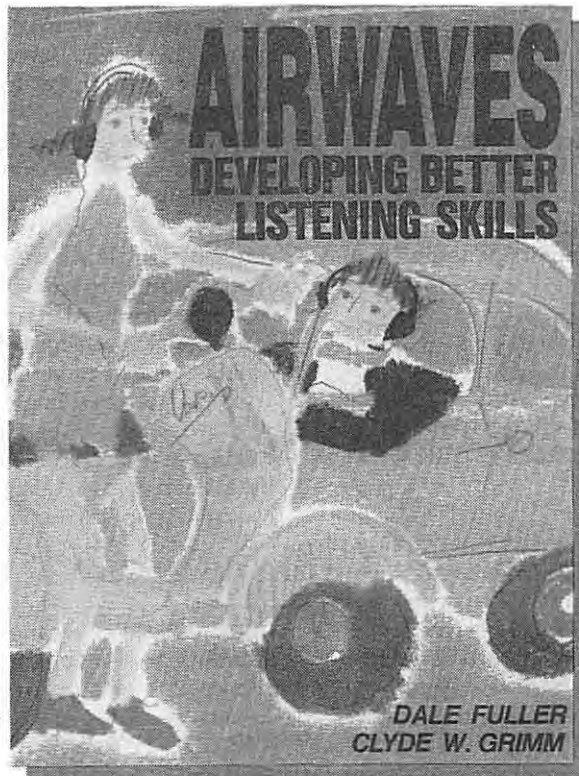
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indicate the publisher's vision of the Japanese market. The Japanese edition is considerably cheaper, thinner, and lighter than the American, which is also available here. This is good news for students, who may have to buy 20 or more textbooks at one time. Tapescripts and answer keys have been eliminated, which would probably meet with the approval of most classroom listening teachers. Another omission is discussion topics. They didn't occupy much space, but neither did they inspire reticent Japanese students. Explanations have been shortened, making them more accessible; however, some useful comments about rhetorical cues may be missed. (Teachers might consider using the U.S. edition as a teacher's guide.) Four chapters have been eliminated, probably to accommodate the less intensive study schedule. The only addition, of vocabulary lists above the notetaking space, may help students to recognize words they hear, and wean them from dependence on a dictionary to check the spelling of each word.

There is one error the Japanese editors should have noticed. Chapter 6 says on tape and in print that the loanword tsunami "in Japanese . . . means 'storm wave,' " (p. 39) which is only half (the wave half) true. Such carelessness, across several reprintings, is unfortunate.

**Crossroads: Communication Activities for Today.** D. Fuller. Tokyo: Macmillan Language House, 1992. ¥1,800. Cassette tape. ISBN 4-89585-109-5.

This 12-unit speaking/writing textbook "is designed specifically for Japanese students attending universities or private language institutions" ("To the teacher," n. p.). Each unit follows a pattern of exercises to be done "in the order shown to ensure that students have a firm grasp of all vocabulary, and have had a chance to work out their feelings about the topic" ("Suggestions for use," n. p.): individual questionnaires on a topic; questions students use to interview each other; a small-group discussion; whole-class sharing of interview results; a taped listening and notetaking exercise followed by students' questions to the teacher; a reading about American culture, including English-English vocabulary glosses; small-group discussion questions; one or more exercises that vary with each unit; a writing exercise.

Despite its lack of Japanese text, this book displays certain typically Japanese characteristics. Apart from the few variable exercises mentioned with pride in the front matter, each unit follows an identical pattern. While this may annoy teachers desiring more real activity and less drill, it also

cope with some of the constraints of the educational system. Classes that only meet once a week take a long time to establish routines. If what is expected each week is basically the same, less time is wasted explaining and demonstrating new behavior. This approach is also consistent with the Japanese way of learning: do it hundreds of times until each step in the process is perfect and identical each time. The working definition of "communication" seems to be understanding or uttering anything in English, no matter how impractical.

One element in exercise 5, "listening practice," may be influenced by discourse patterns more usual in Japanese than in English. The last item is always a question apparently addressed to the listener but which he or she is not really expected to answer. On the tape, clarity seems more prized than naturalness. Perhaps the publishers wanted to capitalize on the mystique of native speakers without allowing them to speak natively. I would suggest, however, that it is counterproductive to teach students unnatural English.

**Say it in Song.** J. House & J. Manning. Tokyo: Macmillan Language House, 1992. ¥1,450. 2 cassette tapes. ISBN 4-89585-110-9.

These materials focus on 20 English-language songs, three of them by "Jeff Manning, who is the singer and musical genius behind the tape, . . . specially re-recorded with . . . particular attention to the clarity of the words" ("Preface," n. p.). Each unit has six "steps:" 1. a short introduction to the original artists and the songs; 2. five comprehension questions on that reading; 3. a cloze exercise with the lyrics; 4. five multiple-choice comprehension questions on the lyrics; 5. a dialogue to practice; 6. a guided dialogue drill.

Once again, we have a textbook with closely guided exercises, short fill-ins and multiple-choice or true/false questions. The songs were recorded so the words are clearly audible, but still natural. Other parts of the tape are less well done. The introductory texts are read by James House and Dorene Simmons in a very staid RP accent inconsistent with the popular subject matter. Humphries (1995) found RP was second only to "general North American" for both perceived status and clarity among Japanese college students. However it is native to just 3-5% of the population of England, thus unlikely to be encountered live, and foreigners who imitate it may often receive an unfavorable reaction (Trudgill & Hannah, 1994, pp. 9-10). Mr. House uses a more colloquial accent in other taped items, but the dialogues mislabeled "Speak Up!" are inauthentic in content and read unnaturally slowly. The sub-



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stitution drills called "Now You Try!" are also fully recorded, so one wonders what there is for learners to "try" (repeating?). As for content supposedly relevant to Japan: Frank Sinatra's "My Way" . . . is possibly the most popular song sung by middle-aged 'salarymen' in karaoke bars in Japan" (p. 77).

**One Word Leads to Another: Ruigo-de Manabu Eisakubun.** J. Knudsen & S. Sakakibara. Tokyo: Nan'un-do, 1989. ¥1,300.

"This book . . . is a reader, a mini-dictionary, a guide to usage, a writing text, a vocabulary builder. Each lesson focuses in on four or five words that are closely related, but quite different in meaning . . . [and] is designed for one university class period" (p. 5). The 18 lessons all follow the same format. First, there are English explanations of the target words which the teacher "will probably want to have . . . students translate . . . in class to make sure they understand the different meanings and usages," along with "sample or model sentences . . . [which the author] tried to make . . . fresh and natural" (p. 5). A variety of exercises follow, for example, choosing the best of the target words: to replace a synonym or to express a situation; in Japanese-English translation of sentences; and in forming questions.

There is constant reliance on translation and exclusive focus on the sentence level, *yaku-doku* asserting itself once again. Successive sentences used as examples or in exercises are unrelated to each other, strange in a "composition" book. Since the words taught in each lesson have overlapping meanings and uses, it is often impossible to select a uniquely "right" answer to the exercises, in some cases, even to exclude a single "wrong" one. In Lesson 7, "ACKNOWLEDGE: Admit, Confess, Concede, Disclose," exercise A is called "What's the difference?" The Japanese instructions say: "Using the vocabulary studied in Lesson 7, write the word that best expresses the following situations." The first two items are:

"1. A coach realizes he can't win the state championship.

2. A student acknowledges that she cheated on her final exam." (p.34)

In both cases, any of the words are possible, depending on the intention of the speaker. Since the "situations" of the utterances are undefined, so is the word choice. The book claims to be "designed to be used in conjunction with a good [English-]English dictionary" (p. 5), but there are glosses in Japanese throughout the book and no explicit dictionary work at all.

**Twelve Ways to Communicative English: Eigo-hyouden 12 no Apurouchi.** K. Kuzumi. Tokyo: Sanshusha, 1994. ¥1,450. Cassette tape and teacher's answer book available. ISBN 4-384-32005-1.

The 12 "ways" (chapters) are grouped into three equal "parts," each successive part allegedly of increasingly powerful communicative focus (p. 3). In each "way," two "Warm-up" exercises focus on expressions, the first exercise with Japanese translation provided, the second requiring supply of English or Japanese lexical items. The bulk of the lesson, "For appreciation," is a reading from anglophone literature accompanied by Japanese glosses. Then "Keys for better communication" explain and exemplify structures or expressions. Finally, two "Exercises" similar in structure to the "Warm-up" sometimes include a cloze dictation from a tape.

Once again, we have reliance on translation (often through parallel texts with certain features in each version underlined). Also, the only real connection between the main readings and the ancillary materials in each "way" is lexical or linguistic, nothing to do with content. Despite the title, there are no communicative tasks; the "keys for better communication" are vocabulary notes. Even though this appears to be a very literary reading text, there is a tape read by "native speakers" (spelled in Roman letters within a Japanese note, p. 2). There are educators and publishers who seem to think that renaming something (in this case, translation/reading) is as good as producing something really new. This book covers no new ground.

### Conclusion

This review article has considered six EFL textbooks intended for use in Japanese universities and colleges, focusing on what they reveal about ELT in the Japanese academic tradition. Some continue the long tradition of *yaku-doku* [translation/reading], although claiming to be "communicative." Others lead learners to direct comprehension of English. All are influenced by other practices which weaken the effectiveness of foreign-language instruction in Japanese universities, such as the extremely non-intensive once-a-week classes. One ray of hope is that the best as well as the worst of these texts were originally written and published in Japan.

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JALT UNDERCOVER, cont'd on p. 93.



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Issued by the JALT AM Council

edited by tim newfields

## 1995 JALT Annual General Meeting

Please be sure to attend JALT's Annual General Meeting on Saturday, November 4th from 12:00 to 2:00 pm in Shirotori Hall at the international conference site. Madeline du Vivier will give a speech and reports from all of the national elected officers of JALT will be offered.

### Agenda of the 1995 Annual General Meeting

November 4, 1995: 12:00 - 2:00 PM

Nagoya International Congress  
Center Shiratori Hall

Chair, David McMurray, JALT President

- I. Call to order
- II. Opening remarks by Madeline du Vivier (1995 IATEFL Chair)
- III. Explanation of the voting procedures
- IV. Approval of the minutes of 1994 Annual Business Meeting
- V. Officer reports
  - (a) Immediate Past-President
  - (b) President
  - (c) Vice-President
  - (d) Recording Secretary
  - (e) Treasurer
  - (f) Program Chair
  - (g) Membership Chair
  - (h) Publicity Chair

- (i) NEC Chair  
Election of the 1996 NEC members
- (j) Audit Committee Chair and External Auditors (DTT)
- VI. Old business - none
- VII. New business
- VIII. Announcements
- IX. Adjournment

## New Associate Members

The following organizations are welcomed as new Associate Members of JALT: IECC Co. Ltd, International Communications (Flame Japan), Curriculum Japan, EFL Press, and World Watch.

### JALT National Officer Election Deadline

If you haven't yet voted in the JALT National Officer Elections, you still have a chance. Please be sure to mail the ballot which accompanied your October issue of *The Language Teacher* to the following address:

David Neill  
Kokusai Honyaku Services  
1033 Ushiroji, Tomo Fukuyama-shi  
Hiroshima 720-02

All ballots must be received by November 30th.  
The winners will be announced in December.

## JALT出版物の学校向け特別定期購読料金

JALT出版物、*The Language Teacher*と*JALT Journal*には以下のような学校や図書館向けの特別定期購読料金があります。

国内	年間6,000円
海外 (船便)	年間9,500円 (あるいは60ポンドか95ドル)
海外 (航空便)	年間11,500円 (あるいは74ポンドか115ドル)

この料金で、一年間に発行されるすべての*The Language Teacher*と*JALT Journal*が一冊ずつ送付されます。日本国内からのお申込は、書籍取次業者の洋販を通すか、*The Language Teacher*についている振込用紙をご利用ください。海外からのお申し込みは事務局に送金小切手をお送りください。インボイスや出金伝票でもかまいませんが、定期購読はJALTに購読料の入金があった時点から始まります。詳しくはJALT事務局までお問い合わせください。住所と電話・ファックス番号はこの号2ページにあります。

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edited by lyneve rappell

## Call for Papers

Tokyo and West Tokyo are co-sponsoring a conference on February 25, 1996. We invite abstracts, no longer than one double-spaced A4 page, in either English or Japanese. Send two copies. Both should include the title in English and Japanese, a brief description of the content area(s) and equipment needs in the upper right hand corner. On only one copy, include the contact name, address, and phone number in the upper left hand corner. On a separate A4 page with the header information described above, also submit a 25-word (50 character) biodata and a 50-75 word (100-150 character) summary. If possible, please also submit your summary on a floppy disk in ASCII text format. Finally, include a 3 x 5 (75mm x 125mm) file card with the presenter(s) names, the title, content area(s), language of presentation, and equipment request. The deadline for receipt of abstracts is **November 20, 1995**. Direct questions and abstract submissions to Peter Ross, Vetting Chair; Tokyo Keizai University; 1-7 Minami-cho; Kokubunji-shi, Tokyo 185. Fax (w): 0423-28-7774. Tel (w): 0423-28-7807.



## Call for Papers

The Hong Kong Polytechnic University, in conjunction with Roskilde University, Denmark, will be holding an international conference on *Language Rights*, June 22-24, 1996. Plenary speakers include Florian Coulmas, Alastair Pennycook, Robert Phillipson, and Tove Skutnabb-Kangas. Papers are welcome that address any of the following areas, especially in relation to east and south-east Asia: language rights and human rights, linguistic imperialism, world languages and inequalities, language and gender, literacy and development, linguistic minorities, bilingual education, language and the media, language and the law, and language and ideology. Abstracts of 100-200 words are invited for paper presentations of 40-45 minutes. Please submit one copy on one side of A4 paper, including the title of the paper, the name and affiliation of the presenter. The main language of the conference will be English, but abstracts and papers may be in any language. Translation/interpretation will be provided where possible. Deadline for submission: **December 1, 1995**. Abstracts should be sent

to: Phil Benson, Department of English, Hong Kong Polytechnic University, Hung Hom, Hong Kong. E-mail: egphil@polyu.edu.hk

## Proposal Readers for JALT 96

Put your language teaching experience and knowledge to good use and join the Proposal Reading Committee for JALT 96. I am looking for both experienced and novice readers from various language teaching backgrounds to form a group which represents the JALT membership. Since time limitations rule out participation by those overseas, only teachers located in Japan need respond. To volunteer, fill out the following form and send it by mail or fax by **December 1st** to: Cynthia Edwards, Yamanote 1-3-1-14, Nishi-ku, Sapporo 063. Fax: 011-611-9239.

## JALT 96 Proposal Reader Information

Name \_\_\_\_\_

Mailing address \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

Years of language teaching experience \_\_\_\_\_

Current teaching situation \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Which language(s) do you teach?  
 \_\_\_\_\_

In which language(s) can you read and evaluate proposals? English/Japanese

Do you have any proposal-reading experience?

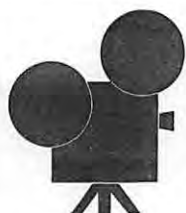
Yes/No (if yes, please specify conference and date)  
 \_\_\_\_\_

What is the type and extent of your experience with JALT? (in detail)  
 \_\_\_\_\_  
 \_\_\_\_\_

Are there any dates between February 1 and March 31, 1996 when you would not be available to read? If so, please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_

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4,000人ぐらいの組織ともなると、色々な意見や興味があって当然です。JALTも例外ではなく、語学教育といっても奥深く、会員皆が皆同じことに関心を持つとは考えられません。従って、分野別研究部会は生まれるべくして生まれたとも言えるでしょう。

分野別研究部会が正式に発足してからこの5年間、JALTの組織自体も変わりましたが、今日の研究部会になるまで紆余曲折もありその道は平坦ではなく苦勞もありました。しかし、その苦勞の結果、昨年JALT定款の改正があり、部会数に応じた運営委員会での投票権も認められました。同時に、地域支部同様にJALT全体の運営を支える義務と責任も負うことになりました。

ところが、JALTの会員の中に、分野別研究部会(N-SIG)とは何なのか、何をしているのか、どうして存在するのか知らない人もまだかなりいるらしく、それは、私達部会の者には驚きでありショックでもあります。

私達は、研究グループを組織したりニュースレターを発行したりして語学教育の諸側面の中で特に関心のある側面に焦点を絞って研究活動を進める語学教師の集まりで、その性質上JALTには欠かさない存在だと自負しています。まだ研究部会に入っていない会員の皆さん、この機会に入会を検討されては如何ですか。きっとお互いに得るところが大きいと思いますよ。



It comes as somewhat of a surprise, then—a shock, even—for the N-SIG Coordinators to learn that there are still many JALT members who do not have a clear idea of what N-SIGs are, what they do, or why they exist.

We are language teachers, just like you who wish to concentrate our energies on some specific aspect of this profession, beyond what is possible in the format of a monthly meeting. To this end, we organize self-help or study groups and produce newsletters around these narrower, more focused topics. Those of us who are active in one or more N-SIGs can hardly imagine how JALT ever did without them before, and we can't imagine JALT ever doing without them again.

If you are a JALT member who has not yet considered joining an N-SIG, you owe it to yourself to investigate the N-SIGs, and maybe make a commitment to one—or more!

We all benefit from each other's participation, and we welcome you to the next step in your professional development.

## Bilingualism

Home Area: Room 142  
AGM: Sat, 2:45 p.m.

個別研究部会発行のものとしては初めてのジャーナル、多文化主義・多言語主義のジャーナルが出ました。大会期間中ホームエリアで入手可能です。会員の皆さんは無料です。

The first journal published by an individual JALT N-SIG, *The Japan Journal of Multilingualism and Multiculturalism*, will be available in our Home Area. Made possible by large donations from some members, it is offered free to all current members and, while supplies last, to newly-joining members.

28

## Computer-Assisted Language Learning

Home Area: Room 232  
AGM: Sat, 5:45 p.m.

1996年3月17日東京都立工科大学で開催予定のCALLの研究会で発表しませんか。発表希望者は、1ページの発表要旨(連絡先も記入)を12月20日までに金城学院大学のAlbert Dudleyまでお送り下さい。

Announcing a call for papers for a CALL Conference, set for March 17, 1996 at the Tokyo Metropolitan Institute of Technology. Submit a one-page

In any group of 4,000 or so people, diversity of opinion and interests can be taken as inevitable, and JALT is no exception. Its size and scope guarantee that not every aspect of such a broad field as language teaching will appeal equally to all. Given these facts, the emergence of Special Interest Groups within the larger organization was also inevitable. At the chapter level, Special Interest Groups were tried many times, but these local groups soon withered; it is only with the expansion of JALT to such huge proportions, with a nationwide population to draw upon, that Special Interest Groups became viable. Hence, the term N-SIG, to distinguish ourselves from these earlier, unsuccessful, efforts.

In the five years since JALT first promulgated a policy to allow for the creation of N-SIGs, these groups have literally transformed the structure of JALT. Official status did not come about without opposition, though: achieving it took a highly public struggle, culminating in the ratification last year of the new JALT constitution. Among other changes in JALT structure and policy, it granted the N-SIGs proportional voting representation on the Executive Board. In return, the N-SIGs are now held to standards of accountability similar to those of the chapters and share the burden of administrative responsibilities to help with the ongoing work of JALT as a whole.

abstract (include contact address) to Albert Dudley, Kinjo Gakuin University, 2-1723 Omori, Moriyama-ku, Nagoya 463. Deadline: December 20.

☪

### College and University Educators

Home Area: Room 221-L  
AGM: Sat, 2:45 p.m.

当部会の委員2名が遠隔地（通信）教育とベトナムの高等教育関係の変遷の研究プロジェクトを始めました。興味のある方は参加しませんか。

Two CUE officers have begun a three-year study in distance education and transitions in Vietnamese tertiary institutions. If this is an area of interest to you, we invite your participation.

☪

### Global Issues in Language Education

Home Area: Room 432  
AGM: Fri, 3:00 p.m.

☪

### Junior and Senior High School

Home Area: Room 224-L  
AGM: Sun, 2:15 p.m.

☪

### Japanese as a Second Language

Home Area: Room 431R  
AGM: Sat, 4:45 p.m., (subject to change; please consult your conference handbook updates)

News and articles are invited for the December issue of the JSL N-SIG newsletter. Learners as well as teachers are encouraged to contribute. Those who are interested in being our N-SIG-sponsored presenter at JALT 96, please contact our Program Chair by the end of this year.

12月下旬発行予定のニュースレターの記事を募集しています。教室現場で日頃感じていること、他の会員に呼びかけたいこと等原稿をお寄せ下さい。また、学習者の方の原稿も大歓迎です。学習の問題点、アイデア、質問等をお寄せ下さい。

来年の大会での当日本語教育研究会後援発表の発表者を募集します。興味のある方は、当部会プログラム担当委員までご連絡下さい。今年の大会の月に来年の大会の話とは気が早いと思われる方もいるかもしれませんが、例年発表申し込みの締切は2月1日ですので、当部会への申し込みは年内にお願いします。

### Learner Development

Home Area: Room 141  
AGM: Fri, 2:15 p.m.

☪

### Materials Writers

Home Area: Room 431-L  
AGM: Fri, 5:00 p.m.

欠員となっている委員を補充すべく候補者を募集しています。また、計画中の諸企画への参加者も募集中です。当部会では自己表現の場を提供します。

We will be recruiting members to fill vacant officer positions and to work on several proposed projects. Whatever your interests are, MW surely can offer you a way to express yourself.

☪

### Teacher Education

Home Area: Room 436  
AGM: Fri, 4:00 p.m.

名古屋大会で新たにJALT会員になれる皆さん、当部会に入って積極的に活動に参加しませんか。絶えざる意見交換、これこそ草の根組織の真髄です。

Welcome to the new members who join at the Nagoya Conference. We hope you will take an active part in the N-SIG. That's what grassroots is all about—an ongoing exchange of ideas. We hope you will really enjoy being part of our N-SIG.

☪

### Video

Home Area: Room 224-R  
AGM: Sun, 2:15 p.m.

大会期間中展示デスクに来られた会員の皆さんにはビデオを使った教え方のアイデア特集号を差し上げます。キャプション利用等をテーマにした小論集を来年発行すべく原稿の募集も考えています。関心のある方は早目にDavid Woodまでご連絡下さい。

Every member who visits the Information Desk will get a bumper anniversary issue of Video Swap Shop articles. Video N-SIG is currently considering a call for short papers for publication in 1996 on such subjects as captioning. Contact the acting coordinator, David Wood, by early 1996.





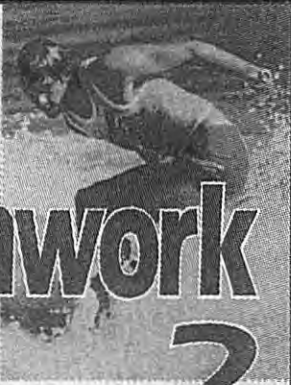
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# Teamwork


There are many kinds of practice activities. None of them are too difficult, but some will provide an interesting challenge. Sometimes you will be asked to think about the phrases you are about to practice, or try to say something on your own before you see the correct words in the book. Other times the teacher will ask you things that are not in your book at all. Often you will practice the material with a classmate or in a small group (this multiplies the amount of time you can spend actually speaking). For all of these activities, do your best, without getting too nervous, and you will make progress.



# 2 Challenges in English


Notice the special sections at the end of the book. Two of them will help you prepare and review the lessons: Appendix Two (for grammar), and Appendix Three (for vocabulary). Remember to use these to prepare and to review; you'll learn much more, of course, if you understand what you're practicing. The other section, Appendix One, offers practice with "reduced" pronunciation - a key to understanding English spoken at a natural speed.

you learn and commonly spoken English words in this book, but in your present study you don't have a chance to use them in real conversations, and you probably had few chances to hear others using them. Now is your chance.




# Teamwork

There are many kinds of practice activities. None of them are too difficult, but some will provide an interesting challenge. Sometimes you will be asked to think about the phrases you are about to practice, or try to say something on your own before you see the correct words in the book. Other times the teacher will ask you things that are not in your book at all. Often you will practice the material with a classmate or in a small group (this multiplies the amount of time you can spend actually speaking). For all of these activities, do your best, without getting too nervous, and you will make progress.



# 1 Basics in English

Notice the special sections at the end of the book. Two of them will help you prepare and review the lessons: Appendix Two (for grammar), and Appendix Three (for vocabulary). Remember to use these to prepare and to review; you'll learn much more, of course, if you understand what you're practicing. The other section, Appendix One, offers practice with "reduced" pronunciation - a key to understanding English spoken at a natural speed.



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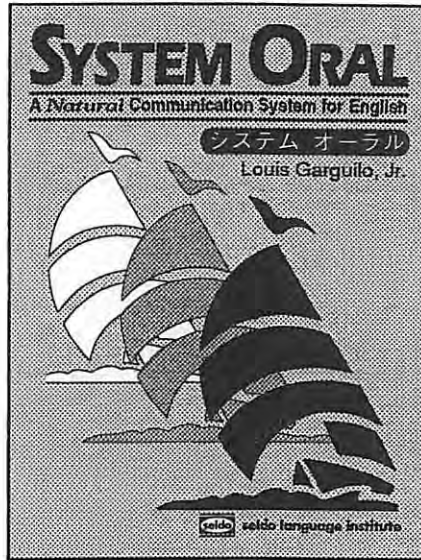
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## N-SIGs in the Making

### Other Language Educators

Home Area: Room 431-R  
AGM: Fri, 1:30 p.m.

ニュースレター第3号が発行されました。当部会の活動目的、言語政策やドイツ語教育の特異点の記事、月刊言語7月号の書評等が掲載されています。

We have produced our third newsletter. It includes the N-SIG's Statement of Purpose and articles on language policy, peculiarities of the teaching of German, and a commentary on the July issue of *Gengo* magazine.



## Professionalism, Administration, and Leadership in Education

Home Area: Room 143  
AGM: Fri, 1:30 p.m.

当部会は、あと会員数さえ一定数に達すれば、公式に研究部会の認可を受けるための当面の条件を満たすことになりません。当部会の年次総会では委員選挙を行い、定款について話し合う予定です。

PALE has satisfied all requirements for provisional status except reaching the magic number of paid members. At our first AGM we will vote the founding officers into office and discuss the constitution.



## Second Language Literacy

Home Area: To Be Announced  
AGM: To Be Announced



## Teaching Children

Home Area: Room 437  
AGM: Sat, 3:45 p.m.

### JALT's N-SIG Coordinators

**Bilingualism:** Steve McCarty, 3717-33 Nii Kokubunji, Kagawa 769-01, tel: 0878-74-7980 (h); tel: 0877-49-8041 (w); fax: 0877-49-5252 (w)

**Computer Assisted Language Learning:** David Kluge, Kinjo Gakuin Dai 2 Nankoryo, 2-1723 Omori, Moriyama-ku, Nagoya 463, tel: 052-798-6467(h); tel: 052-798-0180 (w); fax: 052-799-2089 (w); E-mail: kluge@kinjo-u.ac.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: malangthon@twics.co.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)

**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(Nifty-serve) Junior and Senior High School Teaching; 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: VYB06713@niftyserve.or.jp. Naoko Aoki, Dept. of Education, Shizuoka University, 836 Oya, Shizuoka 422, tel/fax: 054-272-8882 (h); tel: 054-238-4592 (w); E-mail: PXI13445@niftyserve.or.jp

**Materials Writers:** Jim Swan, Aoyama 8-122, Nara 630, tel: 0742-26-3498 (h); tel: 0742-41-9576 (w); fax: 0742-41-0650 (w); E-mail: NOTE: Current E-mail address is changing 1 Oct 95, new address info not yet available. Will update as soon as possible

**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. Barbara Wright, E-mail: 76752.1537@compuserve.com

**Video:** David Wood, 2-12-1 Ishizaka, Dazaifu-shi, Fukuoka 818-01, tel: 092-925-3511 (w); fax: 092 924-4369 (w). Bobbie McClain, (From Oct. 95 through April 96) Box 170, 1517 Hwy. 287 N. Cameron, MT 59729 USA, tel: 406-682-7702

### N-SIGs in the Making

**Ling-X (Other Language Educators):** Rudolf Reinelt, Faculty of General Education, Department of German, Ehime University, Bunkyo-cho 3, Matsuyama-shi, Ehime-ken 790, tel: 0899-24-7111, ext 3822, 3950, 3951, 3960; fax: 0899-23-1071; e-mail: doitsu@gserv.g.ehime-u.ac.jp

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

**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)

**Teaching Children:** Aleda Krause, Park Ageo 2-123, 3-1-48 Kashiwaza, Ageo-shi, Saitama-ken 362, tel: 048-776-0392; fax: 048-776-7952



## Deadlines for All Manuscripts for the January and February, 1996 Issues of *The Language Teacher*

Because our printer is taking a holiday during New Year's, our production schedule must be moved up five days for the January and February, 1996 issues. The deadline for receipt of all materials for the January issue is November 14, 1995, and for the February issue is December 15. We apologize for this inconvenience.

年末年始の制作スケジュールの都合により *The Language Teacher* 1996年1月号と2月号の原稿の締切を、それぞれ11月14日、12月15日と通常より5日早めさせていただきます。ご迷惑をおかけしますが、よろしくご協力ください。

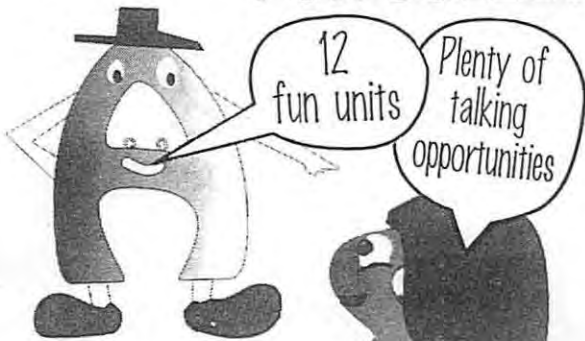
New

# KICK-OFF!

David Bunday  
Nigel Randell



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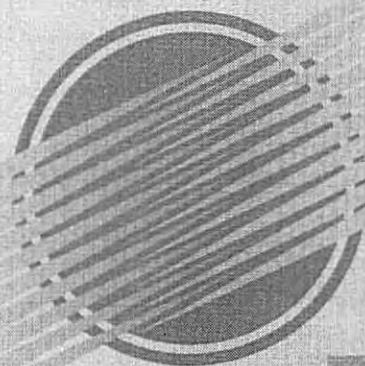
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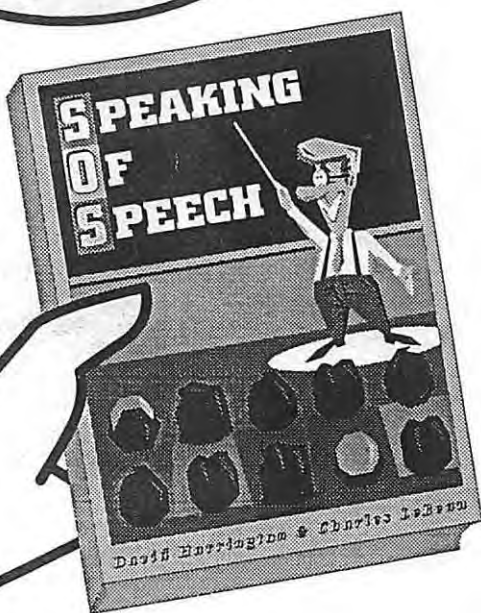
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edited by torkil christensen

Hiroshima

## Liven Up Class Now! with Participation Cards

by Steven Mills

At our September meeting, Steven Mills introduced the innovative idea of using different colored cards to motivate students to participate and communicate. The cards were also used to keep track of student participation for grading purposes. Mills gives each student three cards: a red, an amber, and a green one. The cards are the colors of light signals and designate the participation for the day. When the teacher takes a green card from a student it means that the participation level of this student was dynamic and cooperative. An amber card is for cooperative but not dynamic students, and the teacher takes the red card when a student is not dynamic and not cooperative. The participants did role plays to demonstrate how the cards worked, and learned how the cards are tallied each day. Drawbacks to using cards were the difficulty of using them with classes of over 40 students and with students below university level. Overall, the method appears to promote a lively and communicative atmosphere in the classroom.

*Reported by Naomi Fujishima*

focus from the language and concentrate on the task. And in the process we can have a lot of fun.

*Reported by Giles Parker*

Kyoto

## The classroom the coursebook and conversation

by Chris Mares

At our May meeting, Chris Mares talked about integrating text and goals with student needs in conversation classes. Mares discussed common problems in such classrooms in Japan and how they can be overcome. Students may be exposed to more target language when they have been taught and use task centered language. Relying less on text dialogue and more on situational dialogue created by the students will increase student output. Dictionaries should be used sparingly, and there is a need for student awareness of cultural conversation markers, register, appropriateness, and the need for active participation with follow-up questions and comments. Further, the opportunities to speak in the classroom should be meaningful.

*Reported by Vicki Barber*

Kitakyushu

## Drama in the Language Lesson

By Jack Migdalek

At our September meeting, Jack Migdalek showed that drama activities can be fun and effective despite the restrictions caused by class size and cultural expectations. The workshop was based on the view that language acquisition is better aided when activities develop along a continuum, starting at comprehension-only games. Migdalek demonstrated this in giving instructions to participants for a frantic game of tag. As comprehension improves, more communicative activities can be introduced. These were demonstrated by groups looking at diagrams of three people in unusual poses and organizing other groups into these poses with only verbal instructions. The group responding to instructions first were given revenge by instructing the other group to take equally strange poses. Migdalek argued that communication involves the creative use of language, and presented this by having participants remember their poses and create a skit or situation which would naturally result in the poses. Migdalek suggested that students become more creative by restricting the language and by defining the boundaries of the activity in clear instructions. In the final activity, groups were given vocabulary that had to be used naturally in a short improvisation or commercial to sell a product, with hilarious results. This well-attended and enjoyable workshop reminded us that natural language will occur when we remove the

### TLT ADVERTISER'S INDEX

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

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edited by cathy sasaki

- AKITA**  
Nigel Moore, 0188-37-5937  
Dave Ragan, 0188-86-3758
- CHIBA**  
Gordon Sites, 0432-44-7128
- FUKUI**  
Takako Watanabe, 0776-34-8334  
Geraldine Hetherington, 0776-61-4203
- FUKUOKA**  
Topic: Using Behavioral Objectives to Improve Classroom Instruction  
Spkr: Judith Johnson  
Date: Sunday, November 19  
Time: 2:00-5:00 p.m. Social to follow.  
Place: Aso College, Hakata-ekiminami 2-12-24  
Fee: Members free; non-members ¥1000  
Info: Bill Pellowe, 092-732-6706; fax 092-733-8403  
The purpose of this workshop on student-centred learning objectives is to enable teachers to identify student behaviors that correspond to desired learning outcomes, and to write clear, observable and measurable objectives that will help students better understand and achieve these outcomes. (Please note the venue. For maps and directions, consult Fukuoka JALT's newsletter or contact Bill Pellowe.)
- GUNMA**  
Hisatake Jimbo, 0274-62-0376
- HAMAMATSU**  
Brendan Lyons, 053-454-4649  
Shiomi Yamamoto, 053-456-4315
- HIMEJI**  
Yasutoshi Kaneda, 0792-89-0855  
William Balsamo, 0792-24-4876
- HIROSHIMA**  
Topic: Understanding Cultural Differences  
Spkr: Heather Jones  
Date: Sunday, November 19  
Time: 1:00-2:00 p.m.: main presentation  
2:00-4:00 p.m.: JALT 95 Conference Reports  
Place: Hiroshima International Center (Hiroshima Crystal Plaza 6F, near ANA Hotel)  
Fee: Members free; non-members ¥1000
- Info:** Ian Nakamura, 0848-48-2876  
Carol Rinnert, 082-239-1374  
From small group discussion of cultural behaviors that enhance and inhibit the work environment, and an introduction of Kluckhohn's Model of Cultural Values by the presenter, focusing on Japanese and Western cultural values, participants will learn how better to understand cultural differences in their teaching situation. Following this presentation, we invite members to report on sessions they attended at JALT 95 in Nagoya.  
Heather Jones, Suzugamine Women's College, is completing an MA in Intercultural Relations through Antioch University.
- HOKKAIDO**  
Topic: Possibilities in Teacher Education  
Spkr: Andrew Barfield  
Date: Sunday, November 19  
Time: 1:00-4:00 pm  
Place: Hokkaido International School, 947-3, 5-jo 19-chome, Hiragishi, Toyohira-ku. Tel: 011-816-5000  
Fee: Members free; Guests ¥1000; students ¥500  
Info: Ken Hartmann, tel/fax 011-584-7588  
Be ready to participate in this two-hour workshop, which is intended to be an experientially-based introduction to some of the major trends in teacher education.  
Andrew Barfield teaches at Tsukuba University near Tokyo and is the acting coordinator of the JALT Teacher Education N-SIG.
- IBARAKI**  
Martin E. Pauly, 0298-58-9523 (w); Fax 0298-58-9529 (w)  
Michiko Komatsuzaki, 0292-54-7203 (h)
- IWATE**  
Ellen Sadao, 0196-83-3083  
Akiko Shimizu, 0197-65-3636
- KAGAWA**  
Michael Bedlow, 0877-63-6494  
Shizuka Maruura, 0878-34-6801
- KAGOSHIMA**  
Robert Berman, 0995-58-2690
- KANAZAWA**  
Neil Hargreaves, 0762-80-3448
- KITAKYUSHU**  
Ian Ruxton, 093-874-2593
- KOBE**  
Topic: Rock around the Classroom  
Spkr: John Dougill  
Date: Sunday, November 26  
Time: 1:30 p.m.-4:30 p.m.  
Place: Kobe YMCA Language Center, 4F (078-241-7205)  
Fee: Members free; non-members ¥1000  
Info: Kobe YMCA  
Rock music has an established canon of classics that can be used to advantage in the language classroom. The demonstration will suggest a three-fold exploitation, with pre-listening, listening and post-listening stages. Though each rock song suggests its own classroom treatment, general strategies applicable to most songs will be considered.  
John Dougill, Kyoto Women's University, is the author of several textbooks including *Rock Classics*.
- KOCHI**  
Lawrie Hunter, 0888-44-8838;  
Fax 0888-44-8354  
Yoshiko Fujisaki, 0888-44-8215;  
Fax 0888-44-8354
- KYOTO**  
Topic: Innocents Abroad: Training Japanese for Travel  
Spkr: Eugene Trabich  
Date: Sunday, November 19, 1995  
Time: 1:30-4:30 p.m.  
Place: Kyoto Kyoiku Bunka Center, 075-771-4221 (Japanese)  
Fee: Members free; non-members ¥500  
Info: Harold Melville, 0749-24-0287; 075-741-1491  
A presentation for teachers preparing their students to go abroad. Due to recent developments, some ideas for protecting yourself on public transportation facilities may also be included.
- MATSUYAMA**  
Tsuyoshi Aono, 0899-22-9520
- NAGANO**  
Edward Mills, 0262-85-5837
- NAGASAKI**  
Motoshi Shinozaki, 0957-25-0214
- NAGOYA**  
Linda Donan, 052-872-5836

## Chapter Meetings

Nobue Maeda, 052-482-8126

### NARA

Jill Robbins, 074-545-1732  
Michiko Imanishi, 074-752-2003

### NIIGATA

Robin Nagano, 0258-92-5046  
Donna Fujimoto, 0257-79-1818

### OKAYAMA

Hiroko Sasakura, 086-222-7118

### OKINAWA

Michele Winter, 098-956-5287

### OMIYA

Topic: Pix Galore! Kids Explore!  
Spkr: Setsuko Toyama  
Date: Sunday, November 26  
Time: 2:00-5:00 p.m.  
Place: Omiya JACK  
Fee: Members free; non-members  
¥1000

Info: Michael Sorey, 048-266-8343  
The speaker will introduce basic ways to integrate storytelling into lesson plans for children; demonstrate various pre-reading, read-along, and follow-up activities; and discuss ways to encourage Japanese children to speak and retain English. This will be a highly participatory workshop.

Setsuko Toyama, teacher and author, has been developing Picture Puffin Guidelines.

### OSAKA

Kimiko Nakamura, 06-376-3741

Jack Yohay, 06-771-5757 (w)

### SENDAI

Lorne Spry, 022-291-6738  
Kazuko Honma, 022-717-4177

### SHIZUOKA

Donna Burton, 0542-87-5711;  
Fax 0542-84-0863

### SUWA

Mary Aruga, 0266-27-3894

### TOCHIGI

Michiko Kunitomo, 0286-61-8759

### TOKUSHIMA

Ian Wilson, 0886-55-5564

### TOKYO

Will Flaman, 03-3816-6834

### TOYOHASHI

Topic: JALT National Conference Reports  
Spkr: Chapter members  
Date: Sunday, November 19  
Time: 1:30-4:30 p.m.  
Place: Takahashi Seikatsu Kateikan  
Fee: Members free; non-members  
¥1000  
Info: Richard Marshall, 0532-47-0111  
Tomoyo Kumamoto, 0532-63-2337

### WEST TOKYO

Kevin Schoppenhorst, 0423-85-4821  
Yumiko Kiguchi, 0427-92-2891

### YAMAGATA

Douglas Sawyer, 0236-24-2838 (w)  
Fumio Sugawara, 0238-85-2468 (h),  
0238-84-1660 (w)

### YAMAGUCHI

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

### YOKOHAMA

Topic: Bridging the Gap: Teaching Japanese Students  
Spkr: Thomas C. Anderson  
Date: Sunday, November 12  
Time: 2:00-4:30 p.m.  
Place: British House (Igrisukan) on the Bluff (near JR Ishikawacho Str.)  
Fee: Members free; non-members  
¥1000  
Info: Ron Thornton, 0467-31-2797 (h)  
Shizuko Marutani, 045-824-9459 (h)

EFL educators quickly discover that a gap exists between the theory, materials, and tasks developed in the "communicative revolution" and classroom reality. In the workshop discussion we will examine reasons for the gap, and discuss classroom and teacher development strategies by which we may "bridge the gap" and educate our students.

Thomas C. Anderson has lived in Japan for the past decade. He is currently teaching classes at four universities in Tokyo and Yokohama.

### OPINION, cont'd from p. 51.

cannot endorse the Eiken test as a valid test of English proficiency, I am still unable to ignore the potential value that Eiken certification has for my students as they enter the job market. As a result, I feel I must support students who wish to take this test, making it clear to them that, while Eiken certification is highly regarded in Japanese circles, it may not necessarily be so elsewhere. No longer willing to be brainwashed by the Eiken guru, I need to become aware of other English tests produced in Japan besides the Monbusho-Eiken test. I will begin by considering three tests: Kokuren Eiken, Hisho Eiken and Shogyo Eiken. Should their producers publish the reliability and validity statistics that the Eikyo apparently hides, then there may grounds to challenge Eikyo to publicly defend its tests. At any rate, it is time for teachers to begin looking beyond the

Eiken in search of reliable alternatives. I for one will be seeking out these alternatives.

### Note

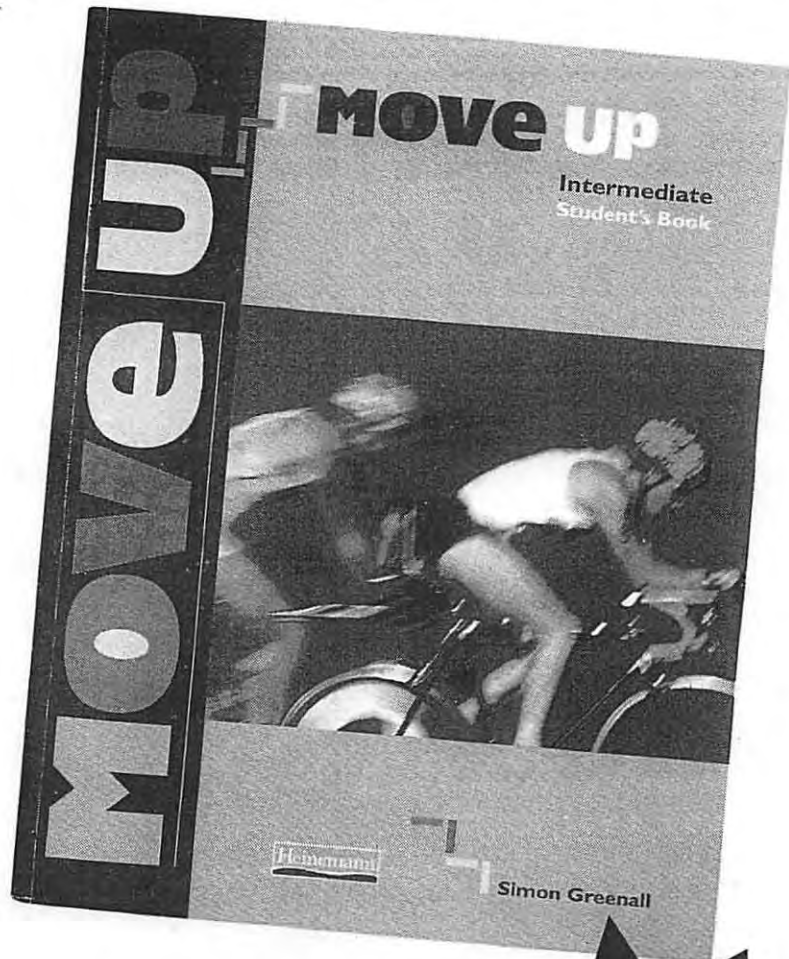
1. The Japanese guidelines specifically state that research grants are awarded for projects by junior and senior high school teachers written in Japanese. These restrictions make it impossible for English native speaker college teachers without Japanese writing skills such as myself to apply for Eikyo's research grant.

### References

- Editorial Staff. (1995). *Hyoka-ho to shiteino Eiken o kangaeru. Eigo kyoiku jiten '95*. Tokyo: ALC Press, 92-95.
- Gorsuch, G. (1995). Tests, testing companies, educators, and students. *The Language Teacher*, 19 (10), 37.
- MacGregor, L. (1995). Preparing for the Eiken test. *The Language Teacher*, 19 (7), 29-30.
- Nihon Eigo Kentei Kyokai. (1995). *Eiken guide*. Tokyo: Author.
- Nihon Eigo Kentei Kyokai. (1995). *The Step test?* Tokyo: Author.



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生徒中心の多彩なアクティビティは、基礎的な構文を補強しながら学習者の話す機会を最大限に増やし、生徒の語彙を着実に強化します。初心者・再学習者が正しく流暢な英語を話すことに重点をおいた本テキストには、詳細なTeacher's Resource とアクティビティカードが用意されています。

Marathon Mouth

On The Write Track

## Natural Speaking

This course-book for University-level conversation classes covers twenty topics to interest Japanese students. The flexibility of Natural Speaking allows teachers to adjust the degree of complexity to match the students' level. It contains a wealth of speaking and listening tasks, games, role-plays, and communication exchange activities. A tape and teacher's notes, with tapescripts, supports the text.

大学や短大で英会話を学ぶ生徒に興味深い20のトピックを厳選しました。生徒の能力にあわせて授業の難易度を設定できるのが特徴です。各ユニットにはアクティビティやロールプレイなどがふんだんに盛り込まれています。リスニング演習用カセットのほか、テープスクリプトと各ユニットの指導ポイントが明示されたTeacher's Notes が学習効果を高めます。

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品詞ごとに4つの色に分類してある画期的な語学学習カードです。名詞、動詞、形容詞、前置詞のほか、形や色などをあらす語句カードと絵カードが、それぞれ130枚ずつ収められています。色の配列の規則性によって正しい英文を視覚的に学ぶことができるため、学習者は間違いを恐れずに自由な発想で英文を創造できます。豊富なレッスンアイデアも47枚のカードに満載。



## On the Write Track

The new edition of On The Write Track has everything from before plus a new lesson on persuasive writing. The layout has been revamped, making it more attractive and easier to use. This English composition textbook is especially useful for large classes. The writing activities begin at a level any student can complete with confidence, and yet are challenging enough for the best motivated students.

デザイン、レイアウトが一新され、より使いやすく改訂された本テキストは、学習者のライティング力を確実に向させる柔軟性に富んだ教材です。大人数クラスの使用にも適しており、力にバラつきのあるクラスでも各自が自信をもって取り組める構成になっています。

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edited by craig sower

**(AKITA-KEN)** Minnesota State University-Akita, in Yuwa-machi, announces 'Position A' for one or more full-time ESL instructors pending funding. **Qualifications & Requirements:** MA/MS in EFL/ESL or applied linguistics and experience, in an intensive ESL program are required. Overseas teaching experience, American university experience and experience with Japanese students are desirable. **Duties:** Teach basic to advanced ESL to Japanese students who will pursue American undergraduate degrees. **Responsibilities** include curriculum and materials development, testing, committee work, office hours, and university service. **Salary & Benefits:** One-year fixed term appointment(s) with the possibility of renewal from April 1996 to March 1997. Base salary and benefits determined by collective bargaining currently include an overseas supplement of \$9,200 (¥125/\$1.00) for salary received in Japan, travel, housing, and health insurance. **Application Materials:** Letter of application with fax/phone numbers, resumé, copy of MA/MS transcript, and 3 letters of reference with current fax/phone numbers. Telephone interviews of all finalists will be conducted. **Deadline:** Ongoing until all positions are filled. **Contact:** Chairperson, ESL Search Committee, Minnesota State University-Akita, 193-2 Okutsubakidai, Yuwa-machi, Akita 010-12, Japan. Fax: 011-81-188-86-3400.

**(AKITA-KEN)** Minnesota State University-Akita, in Yuwa-machi, announces 'Position B' for one or more full-time ESL instructors pending funding. **Qualifications & Requirements:** MA/MS in EFL/ESL, applied linguistics or related field, and high-level proficiency in English and Japanese are required. Overseas teaching experience, American university experience, experience with Japanese students, and experience teaching Japanese language are desirable. **Duties:** Teach basic to advanced ESL to Japanese students who will pursue American undergraduate degrees. **Responsibilities** include curriculum and materials development, testing, committee work (including recruitment), office hours, and university service. Possibly teach basic and intermediate Japanese in MSU-A Japan Area Studies Department. **Salary & Benefits:** One-year fixed term appointment(s) with the possibility of renewal from April 1996 to March 1997. Base salary and benefits determined by collective bargaining currently include an overseas supplement of \$9,200 (¥125/\$1.00) for salary received in Japan, travel, housing and health insurance. **Application Materials:** Letter of application with fax/phone numbers, resumé, copy of MA/MS transcript and 3 letters of reference with current fax/phone numbers. Telephone interviews of all finalists will be conducted. **Deadline:** Ongoing until all positions are filled. **Contact:** Chairperson, ESL Search Committee, Minnesota State University-Akita, 193-2 Okutsubakidai, Yuwa-machi, Akita 010-12, Japan. Fax: 011-81-188-86-3400.

**(AKITA-KEN)** Minnesota State University-Akita, in Yuwa-machi, announces 'Position C' for one or more full-time ESL instructors pending funding. **Qualifications & Requirements:** MA/MS in EFL/ESL, applied linguistics, or related field is required. Overseas teaching experience, American university experience, and experi-

ence with Japanese students are desirable. Also desired are experience and educational qualifications to teach one or more of the following undergraduate subjects: English composition, speech communications, mathematics, computer science, literature, Business & economics, social science, natural science (biology, chemistry, physics, geology), music or fine arts, physical education. **Duties:** Teach basic to advanced ESL to Japanese students who will pursue American undergraduate degrees. **Responsibilities** include curriculum and materials development, testing, committee work (including recruitment), office hours, and university service. **Salary & Benefits:** One-year fixed term appointment(s) with the possibility of renewal from April 1996 to March 1997. Base salary and benefits determined by collective bargaining currently include an overseas supplement of \$9,200 (¥125/\$1.00) for salary received in Japan, travel, housing, and health insurance. **Application Materials:** Letter of application with fax/phone numbers, resumé, copy of MA/MS transcript, and 3 letters of reference with current fax/phone numbers. Telephone interviews of all finalists will be conducted. **Deadline:** Ongoing until all positions are filled. **Contact:** Chairperson, ESL Search Committee, Minnesota State University-Akita, 193-2 Okutsubakidai, Yuwa-machi, Akita 010-12, Japan. Fax: 011-81-188-86-3400.

**(HYOGO-KEN)** The Northwood English Communication Academy in Himeji and Tatsuno announces full-time positions (couple preferred) for native-speaking English teachers starting in early March or April 1996. **Qualifications & Requirements:** Qualified (M.A. TEFL or equivalent), dedicated, lively, children-loving persons with proper visa highly preferred. Two years teaching experience, two years (or more) commitment, and driver's license required. **Duties:** Teaching oral communication, reading and writing to K-12 and adults. Working seven office-hours per day including 4-5 teaching hours (20 teaching hours per week) plus a few special annual events). **Salary & Benefits:** ¥290,000-310,000/month depending on degree, capability, and experience; partial payment of health insurance, furnished house and use of car provided. **Application Materials:** Complete resumé with recent photo, copy of degree, and 2-3 letters of recommendation. **Deadline:** November 18, 1995. **Contact:** Toyohiko Kitabayashi, Northwood English Communication Academy, 415 Kitatatsuno, Tatsuno-cho, Tatsuno-shi, Hyogo 679-41. Tel: 0791-62-1418 (10 a.m.-5 p.m.). Fax: 0791-62-9833.

**(KYOTO-SHI)** Kyoto Institute of Technology announces a full-time Visiting Lecturer position. **Qualifications & Requirements:** Native-speaker of English, teaching experience, Master's degree in a field of humanities, under 40 years old (please note we will not be able to reply to applicants who do not meet the qualifications listed). **Duties:** Teach eight 90-minute classes per week, possibly including one evening class; an occasional project; generally being available. **Salary & Benefits:** Minimum currently ¥337,000 plus adjustment of ¥33,700; housing provided at a moderate rent; two year term. **Application Materials:** C.V. and list of publications. **Deadline:** November 30, 1995. **Contact:** Hiring Commit-

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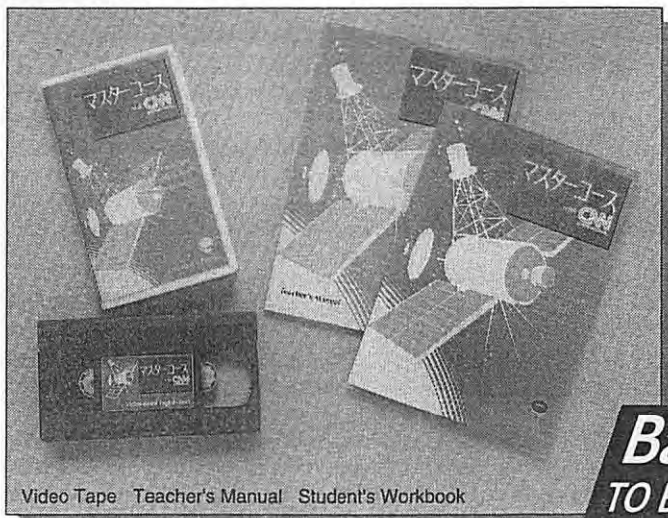
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tee, English Department, Faculty of Engineering and Design, Kyoto Institute of Technology, Goshokaido-cho, Matsugasaki, Sakyo-ku, Kyoto 606. Tel: 075-724-7281. Fax: 075-724-7250.

(SHIZUOKA-KEN) Katoh Elementary School in Numazu announces full-time Immersion Teacher positions for its preschool and elementary school programs starting in April 1996. Qualifications & Requirements: Preschool candidates must have prior experience. Elementary school candidates must have elementary classroom teaching experience in their home country and elementary school certification. Japanese speaking ability and M.A. in TESOL preferred. Duties: Teach in the English immersion program in which 50-70% of the children's school day is conducted in English. Elementary school candidates would teach primary or intermediate grade subjects (math, science, social studies, language arts, reading, etc.) in English. Salary & Benefits: Excellent salary and benefits depending on position and prior experience. **Application Materials:** Resumé and photo. **Deadline:** November 30, 1995. **Contact:** Mike Bostwick, Katoh Gakuen, 1979 Jiyugaoka, Numazu, Shizuoka 410. Tel: 0559-22-0720. Fax: 0559-25-4316.

(TOKYO) G.C.I. announces a part-time Corporate Instructor position. Qualifications & Requirements: Native-speaker competency, teaching experience, working visa and university degree. Duties: teaching business English on-site corporate lessons. Salary & Benefits: ¥4,000/hour or ¥100,000 per month retainer (up to 3 classes a week). **Application Materials:** Resumé, copy of working visa and university degree. **Deadline:** Ongoing. **Contact:** Mike Madigan, Shin Osaki Kangyo Bldg. 4F, 6-4 Osaki 1 chome, Shinagawa-ku Tokyo 141. Tel: 03-5434-0200.

#### JALT UNDERCOVER, cont'd from p. 69.

- (1994). Changing times: English for today's Japan. Tokyo: Macmillan Language House]. *The Language Teacher*, 18(7), 39, 41.  
 Hino, N. (1988). Yakudoku: Japan's dominant tradition in foreign language learning. *JALT Journal*, 10(1-2), 45-55.  
 Humphries, R. A. (1995). Japanese college students' attitudes toward accents of English. *JALT Journal*, 17(1), 85-93.  
 Trudgill, P., & Hannah, J. (1994). *International English: A guide to the varieties of Standard English* (3rd ed.). London: Edward Arnold.

Ron Grove is associate professor of Area Studies at Mejiro University in Iwatsuki, Saitama-ken. He has also taught pre-academic ESL and undergraduate writing and religion classes at Temple University Japan, as well as other places in Japan, the USA, and Spain.

### Recently Received

The following items are available for review by JALT members. Reviewers must test materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All

final-notice items will be discarded after the 30th of November. Contact: Publishers' Review Copies Liaison (address p. 2). 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

!COBUILD. (1995). *Young learner's dictionary*. Collins.

##### Coursebooks

- \*Hull, J., Proctor, S., & Richards, J. C. (1995). *Changes 2* (Class tape, Student's, student's tape, Teacher's, W/B). Cambridge.  
 \*Ronowicz, E. (1995). *Poland: A handbook in intercultural communication*. NCELTR (Meynard).

##### Grammar

!Davis, P., & Rivoluceri, M. (1995). *More grammar games*. Cambridge.

##### Reading

The following are for review as a set:

- !Cooper, J., & Murphy, D. (1995). *Getting the message: A reading course for schools 1* (tape, teacher's book, text). Cambridge.  
 Cooper, J., & Murphy, D. (1995). *Getting the message: A reading course for schools 2* (tape, teacher's book, text). Cambridge.  
 Cooper, J., & Murphy, D. (1995). *Getting the message: A reading course for schools 3* (tape, teacher's book, text). Cambridge.  
 !Dickstein, E., & Tiersky, E. (1995). *USA today: Read all about it* (tape, teacher's book, text). NTC (Macmillan).

##### Speaking

!Payne, J., & Prentice-Carlin, D. (1994). *Getting started in public speaking* (3rd ed.). NTC (Macmillan).

##### Video

\*Kelty, J. (1991). *Family album USA 1*. Macmillan (Yohan).

##### Vocabulary

We are looking for an extended, team written article on the *Word by word* package, preferably by four or five colleagues at the same institution. Please contact the Publishers' Review Copies Liaison for more details.

!Bliss, B., & Molinsky, E. J. (1995). *Word by word: Vocabulary development program* (includes 1500 word basic dictionary, 3000 word bilingual picture dictionary, songbook with worksheets and CD, tapes, teacher's handbook, teacher's photocopiable resource book, testing program, transparencies, wall charts, vocabulary cards). Prentice Hall.

- !Broukal, M. (1994). *Idioms for everyday use*. NTC (Macmillan).  
 !COBUILD. (1995). *Concordance sampler 3: Phrasal verbs*. Collins.  
 !COBUILD. (1995). *Key words in the media*. Collins.  
 !Collins. (1995). *Today's English dictionary*. Collins.

##### Other

- \*Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language test construction and evaluation*. Cambridge.  
 \*Anderton, M., Nicholson, A., Bailey, L. (Eds.). (1995). *New technology and curriculum design: A research project with NESB distance learning students*. NCELTR (Meynard).  
 \*Feunteun, A., & Vale, D. (1995). *Teaching children English: A training course for teachers of English to children*. Cambridge.  
 \*Johnson, K. E. (1995). *Understanding communication in second language classrooms*. Cambridge.  
 \*Tollefson, J. W. (Ed.). (1995). *Power and inequality in language education*. Cambridge.





# Parade

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*Easy-to-follow 5 lesson plan.*

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**Objectives**  
to make helper vehicles and costumes to act out being helpers.  
to understand questions with *What* and *Who*

**Key Vocabulary**  
dentist  
doctor  
nurse  
salesperson  
bus driver  
police officer  
taxi driver

**APPLICATION**

**Warm Up**

- Use the rhymes on page T44 to review numbers 8 and 9. Have the students take turns being different vehicles and helpers.
- Show pictures or reels of different-colored cars and ask, "What do you see?" The students should answer "I see (three) (green) cars."
- Sing the "I'm a (bus driver)" song (see page T42).
- Tap pictures of the helpers on the board. (NOTE: You may also want to tape up pictures of other helpers you have discussed.) Check to see if the students know the English words. Ask individual students to name their favorite helpers. List the students' names under the pictures.

**Activity**  
**Make a helper costume.**

- Show reels of the supplies pictured. Have the students name the supplies they know. (You may need to present the word *string*.) Explain that they are going to use these supplies to make a costume of their favorite helper. Say, "Find Karl." Read his words. Then invite the students to say the words with you.
- Direct attention to the bottom of the page as the students can see how they will look when they finish their costumes. Have the students describe what they see. You may want to ask questions such as "Who is that?" (taxi driver), "What is that doing?" (raising).
- Put supplies on each table. Model drawing a costume, cutting it out, and gluing it onto a large piece of construction paper. As the students finish, pinch two holes at the top of their construction paper. You may want to put paper reinforcements on the holes. Then tie each end of a long string through the holes. Have the students put on their costumes.

**Activity**  
**Let's be helpers. Say who you are.**

- Ask the students to find the other helpers that are the same as they are. When each group is assembled, ask, "Who are you?" Help individual students respond. ("I'm a (bus driver).") Have each group count its members. Then ask, "How many (doctors) do you see?" Write down the numbers under the helper pictures that are on the board.
- Define areas of the room for the doctors, dentists, and so on to work. Put large pieces of construction paper on the floor to use as streets for drivers. Later, have half of the students act out being helpers and the other half act out being patients and customers.

**Mixed Ability Options**

**Helper Drawings** Give each student a large piece of paper. Tell the students to draw as many helpers as they like. As they name the helpers they draw, label their drawings. You may want to have the students use their drawings for a "Show and Tell" activity.

**Border Pictures** Focus attention on the border pictures on pages 46-47. Have the students name any items they can. Then have them point to each picture and repeat the word: *stericage, eagle, axe, smotherash and mirror, public badge, taxi, stop sign, bus.* Finally, have them identify the helpers associated with each item.

**Make a helper costume.**

**You need:**

- string
- paper
- crayons
- glue

**Let's be helpers. Say who you are.**

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We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense.

Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Non-public personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form below, and fax it to Craig Sower at 0865-63-6237, so that it is received before the 15th of the month, two months before publication.

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City & Prefecture (勤務地):	Deadline (応募の締め切り):
Name of Institution (機関名):	
Title of Position (職名):	Full-time/Part-time (circle one)(専任/非常勤の別)
Qualifications (応募資格):	
Duties (職務内容):	
Salary, Benefits, and Other Terms of Contract (給与、社会保険などの契約条件):	
Application Materials Requested (提出書類):	
Contact Name, Address, & Tel/Fax (連絡先の住所、電話/Fax 番号、担当者名):	
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expansion activities

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1) In China, many people have horses and the horses can be useful.

2) It was great! The Japanese people found these people friendly and the horses can be useful.

3) In Russia, the middle was very interesting.

4) Russia the conversations were very interesting.

5) In America, the conversations were very interesting.

6) France, the conversations were very interesting.

Create a

At more people. What should I do?

If I ...

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Question: Is Marybeth afraid of speaking in public?  
Answer: No, she isn't.  
Question: Is Lee afraid of being criticized?  
Answer: Yes, he is.

being criticized	speaking in public	frustrated	the dark
Y		N	N
Y	N	N	Y
N		Y	Y
	N	Y	N
Y		N	Y

Who would not want to work in an airport control tower?  
..... probably wouldn't want to because .....

Who would not want to work in a hospital?  
..... probably wouldn't want to because .....

Who would not want to work as a lifeguard?  
..... probably wouldn't want to because .....

pairwork activities

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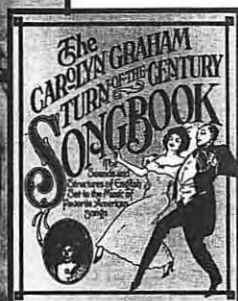
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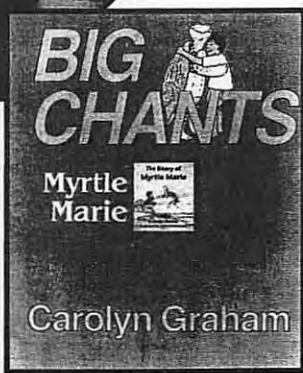
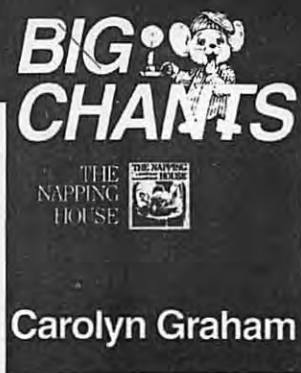
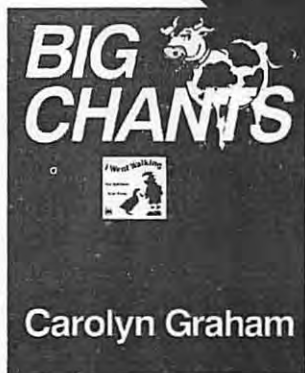
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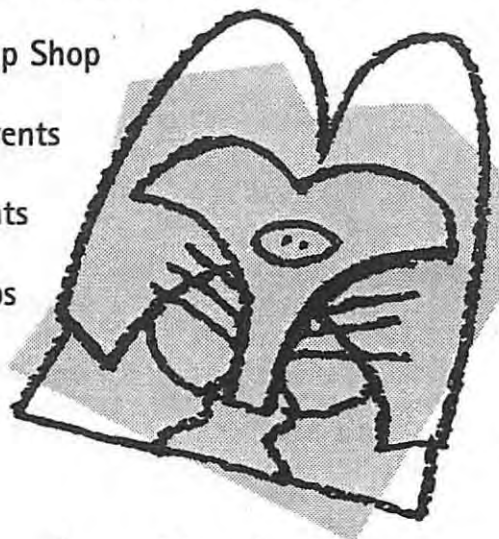
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JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, 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 1,000m<sup>2</sup>, 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.

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## 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、チーム・ティーチング、大学外国語教育。

**研究助成金**：詳細は、JALT事務局までお問い合わせください。

**会員及び会費**：個人会員(¥7,000)最寄りの支部の会費も含まれています。共同会員：(¥12,000)住居を共にする個人2名が対象です。JALT出版物は1部ずつ送付されます。団体会員(1名¥4,500)勤務先が同一の個人が5名以上が集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* とじ込みの郵便振替用紙をご利用ください。例会での申し込みも受けつけています。

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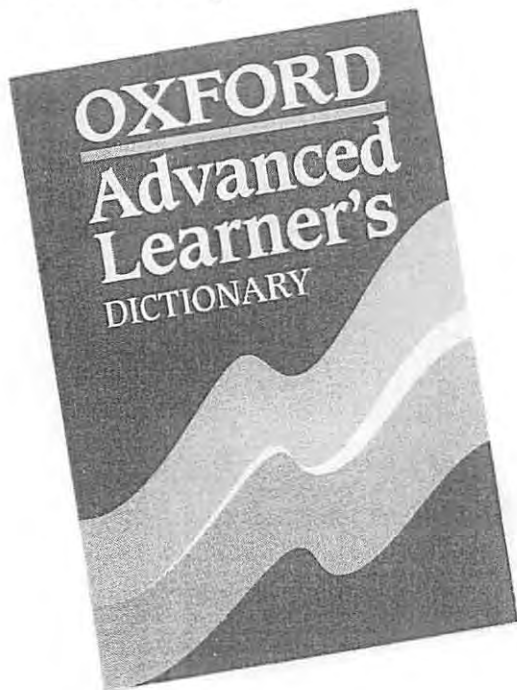
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