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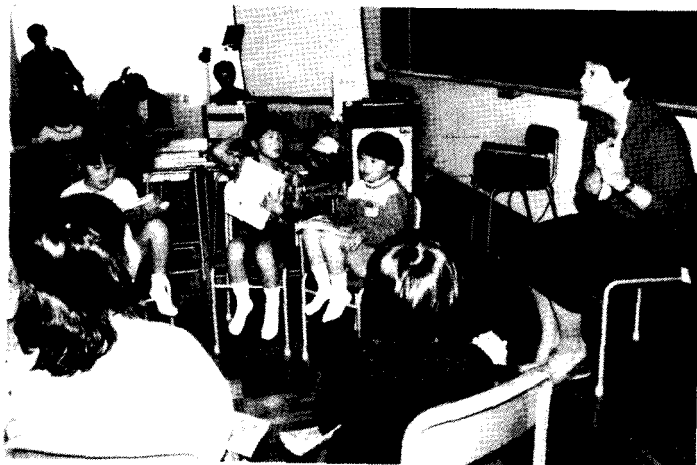
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SEPTEMBER 1987

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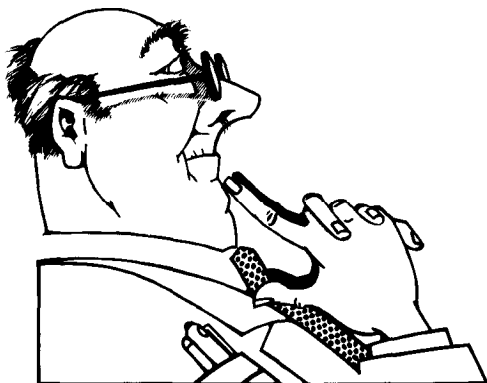
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The Language Teacher is the monthly publication of The Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. JALT welcomes new members of any nationality, regardless of the language taught.

The Language Teacher editors are interested in articles of not more than 3,000 words in English (24 sheets of 400-ji genko yoshi in Japanese) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-placed position announcements are published free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

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Special Issue on BILINGUALISM AND LANGUAGE EDUCATION

A many-faceted topic is bound to elicit a wide variety of responses, and this special issue of *The Language Teacher* is a case in point, for it includes articles cutting across several of the dichotomies of bilingualism: sequential vs. simultaneous; adult vs. child; tutored vs. acquired. Also represented are the topics of acculturation and national language policy. Here is a quick sketch of this month's contents:

Malcolm Benson's article heads the issue with the argument that English language teaching in Japan does not really deserve the castigation it is usually given, in light of the many Japanese who are able to function abroad successfully after their English training here in Japan.

Barry Natusch reports on the differing degrees of language acquisition and cultural assimilation between two groups of expatriate Japanese women: those married to New Zealanders and those married to Japanese men assigned to posts there.

Writing in Japanese, **Kyoko Yashiro** and **Yoshihiro Nakamura**, of International Christian University and the ICU High School, analyze language maintenance curricula for Japanese children returning from extended stays abroad.

Masayo Yamamoto, emphasizing the unstable and dynamic nature of bilingualism, points to three factors which seem to be the most significant for developing bilingual children in Japan while **Ian Shortreed**, in an article reprinted from the Tezukayama Gakuin University Kenkyu Ronshu, reviews the literature of the Canadian French-immersion studies, tentatively suggesting some applications to the situation here in Japan.

The recent successful drive to install English as California's official language is treated in two articles excerpted from *The CATESOL News*; a similar movement to make English the official language of the United States by constitutional amendment is the subject of a piece by **S. Kathleen Kitao** and **Kenji Kitao**.

Along with the other books reviewed in *JALT Undercover*, topping off the issue are reviews of three books on bilingualism.

Surely every reader will agree that these articles comprise an outstanding set of diverse, stimulating readings on a topic of vital professional and personal interest. My sincere thanks to all the contributors.

Jim Swan, Guest Editor



THE JAPANESE UNIVERSITY STUDENT: BECOMING BILINGUAL

By **Malcolm J. Benson**, Hiroshima Shudo University

H. Douglas Brown's (1980) excellent account of language learning and teaching opens with the happy phrase "becoming bilingual" (p. 1). It is this writer's contention that Japanese university students are doing just that, and are simultaneously bi-cultural, in the sense that their "cultural repertoire" (Guthrie and Hall, 1981, p. 3) is constantly expanding to embrace new aspects of the English-speaking lifestyle.

The words "becoming bilingual" deserve consideration. They represent a quite different level of thought from that expressed by "I'm learning English," or "I'm taking English classes." The reason they do so is vividly expressed by Brown:

Becoming bilingual is a way of life. Every bone and fiber of your being is affected in some way as you struggle to reach beyond the confines of your first language and into a new language, a

new culture, a new way of thinking, feeling, and acting. (p. 1)

Here Brown immediately broadens the issue to include the culture, the thinking, the feeling and the behavior associated with the target language. In doing so he reflects the recent realization (at least for many language teachers) that the teaching of a language is bound up inescapably with the teaching of culture. Here I shall attempt to show how Brown's expanded notion of language teaching is relevant to the Japanese university student, and how, as teachers, we must be prepared to explore and describe the overlapping of language and culture as best we can.

From the Inside Out

The history of English teaching in Japan is well documented (for a readable short account see Koike, 1978) and it is not proposed to review

it here. Basically, the situation is usually felt to be problematic – a line of thought dating back to the days of Palmer – and as a result two types of solutions are typically found in the commentaries: one involves delving into the Japanese psyche to find reasons for poor English performance; the other seeks structural reasons for the same thing, for example, the policies of the Ministry of Education or the institutionalized nature of the grammar-translation method in the nation's schools. Harasawa's (1974) work is interesting in that it covers both these areas. Some (e.g., Ito, 1978) have attempted to come up with a unique English Language Teaching (ELT) methodology suited to Japan; others (e.g., Hansen, 1985) have suggested curricular changes as the preferred method to improve ELT here.

Yet the prevailing gloom in the professional literature is belied by what one sees around one. Unlike those countries (e.g., Tanzania, Malaysia) where English is coming under political or social attack, the position of English in Japan appears to be stable. Indeed, if anything it may suffer from being too stable, that is, taken for granted. A glance through a recent anthology (Wordell, 1985) shows that the demand for English is increasing. Both state-run and private schools, along with a thriving "cottage-industry" in private tuition, continue to make the learning of English a major part of life in Japan, just as French inevitably touches the lives of all Britons. Nor is all this activity pointlessly. The job market, as reflected in the English-language newspapers, gives evidence of the considerable rewards available to Japanese with good English. And while English does not affect all sections of the society equally, it is hard to imagine anyone totally untouched by it, if only at the level of borrowings (Martio, 1978). In short, the English industry is booming.

Becoming bilingual, however, is not easy. To start with, there are the mechanics of learning the basics of a new language: the sound system, the syntax, and the orthography. In Japan a methodology and a set of language attitudes principally derived from the teaching of Chinese classics influence the way English is taught, leading to a preoccupation with translation. National and matriculation exams reinforce this approach, resulting in a university student who typically has considerable latent English language ability, but who lacks the mechanisms to convert this into practical language of the type most valued (i.e., speaking) in the international setting.

Yet, given the right environment, the same student can emerge as a very competent bilingual, as the experience of Japanese ESL students in the U.S. demonstrate very well. On first

The question of attitudes is also relevant to any consideration of the problem of becoming bilingual. Even having acquired a working competence in English, and by so doing becoming to some extent acculturated into it, deeper societal attitudes may militate against conspicuously high achievement. Hansen (1985) has drawn attention to the prevailing value-system in Japanese universities, where scholarship in English literature is valued higher than competence in the English language *per se*. Picken (1986) has touched on the threat to a girl's marriage prospects should her English be so good as to suggest that she might have been "too much influenced by foreign ways of thinking" (p. 60). Picken also discusses the problems (both linguistic and social) caused by returning students whose education has largely been outside Japan, for instance in the United States. From these examples we can see that just as every educated Briton is expected to know some (but not too much) French, every Japanese is expected to know some (but not too much) English.

Functionality and Social Identity

Becoming bilingual, then, is the task to which the Japanese student finds himself directed by a combination of institutionalized requirements and social pressure. That these same forces simultaneously make it difficult for that student to achieve bilingualism has been hinted at above. Yet other, global, forces encourage bilingualism, suggesting strongly that it be seen more as a necessity than as a luxury.

The "necessity" here is most frequently expressed in terms of a functional necessity, the need to have a working control over a specific skill area of English. To some extent, we are here involved in a discussion of terminology.

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While earlier definitions of bilingualism involved the equal command of two languages (Bloomfield, 1933, p. 56), more recent thinking on the subject has altered that definition to the possession of a repertoire in the L2 that is "functional within a specific societal network" (Kachru, 1986, p. 57). The "specific societal network," then, becomes the focus of interest because it is in this milieu that the Japanese university graduate will function.

While the precise delineation of such a network is impossible, some commonalities may be observed. These include the professional terminology of whatever discipline the student studied at university, implying considerable reading and probably other work in academic English; contact with internationally processed information within that professional area; social interaction with similarly qualified Japanese who likewise make use of internationally-processed information and data; social interaction with English-speaking colleagues, business partners and visitors; professional or holiday visits to English-speaking countries or to other arenas where the most convenient *lingua franca* is English; use of other communicative channels, for example, computer, telephone, telex, or in the writing of letters. In addition, there is the considerable English press in Japan, including newspapers and magazines, both aimed specifically at a bilingual/bicultural readership.

The functional aspects of English in Japan, mentioned above, have a direct effect upon those who use or maintain them. Being purely functional, however, there is no question of their determining social reality in Japan; Japanese itself unquestionably does this. But functionality does serve to create a "social identity" (Jupp *et al.*, 1982, p. 239) which is different from the social identity of those who, for whatever reason, effectively "drop" English altogether. The ability to function within both the Japanese- and English-speaking worlds marks a person off as different. Kachru (1986) and others have noted the correlation, in many countries, between the ability to speak English and the possession of political or intellectual elite status. In many African nations, for example, the ability to communicate in English is a guaranteed marker of high social status and is likely to be translated relatively quickly into a prestige post in government. While the hierarchical social situation in Japan almost certainly precludes such rapid occupational mobility, the fact remains that English has a status here which Chinese or Korean, for example, do not possess.

Being bilingual creates a dual social identity for a person. This identity includes access to the international arena, whether in government, in

business, or in academic life. The bigger and more prestigious companies have for a long time had international sections where skill in English is mandatory. In turn, being in the international section opens up for a person opportunities for travel and for further business contacts within the international economic framework. Those who can prove themselves adept in this sphere are clearly good material for promotion, when the time comes. Equally, Japanese academic life has also been heavily involved with its counterpart in English-speaking countries, primarily in the sending of students for higher education in the U.S., U.K. and Australia. In this regard it is interesting to note processes of both diversification and reciprocity: Japanese students now feel confident enough to take on a more diverse range of subjects when they go abroad (e.g., movement science, music and photograph, to mention just three which the author has encountered recently) rather than the traditional academic subjects. Equally, an increasing number of English-speaking students are to be found on the campuses of Japanese universities (Nishimura, 1987).

Social Identity and Cultural Values

The new social identity implied by bilingualism is not, however, merely an "open sesame" to jet-set living. It comes with strings attached, or rather, with its own cultural baggage. English is often promoted as an "egalitarian" language because it has few honorifics, that it is in some way "democratic," or even that it is "neutral." Such arguments may be dismissed, except insofar as they are trying to express something about the association of culture with language. Those who have committed themselves to becoming bilingual have *de facto* taken on the cultural baggage as well. And since at any time in history any language is necessarily expressing the assumptions of those who speak it, those who study English are automatically exposed to the assumptions on which English is predicated. These assumptions concern the ontology and epistemology associated with the culture in question.

One example will suffice. "Weed" is variously defined as "any useless plant of small growth" (**Chambers 20th Century Dictionary**: Kirkpatrick, 1983); "any undesired, uncultivated plant, esp. one growing in profusion so as to crowd out a desired crop, disfigure a lawn, etc" (**Webster's New World Picture Dictionary**: Guralink, 1984); "a herbaceous plant not valued for use or beauty, growing wild and rank, and regarded as cumbering the ground or hindering the growth of superior vegetation" (**Shorter Oxford English Dictionary**: Onions, 1980). Not merely are we running into all sorts of differences here which the reader may note, but it is

evident that value judgments are constantly being applied: Who decides "use or beauty"? What size is "small"? How can one plant be "superior" to another? Incidentally, the **Advanced Learner's Dictionary** (Hornby, 1974), on which English teachers rely so much, is as bad as any: "wild plant growing where it is not wanted (eg in a garden, or in a field of wheat)." This definition must be wonderfully clear in some parts of the world!

Even more interesting than the welter of values being proffered as definitions is the fact that "weed" first appeared in this derogatory or negative sense in the Middle Ages; prior to that it just meant a fern. But with the increasing sophistication of farming and the even more important establishment of the English garden as a place of delight and relaxation, "weed" increasingly came to mean a "useless" plant which had to be removed. So the student who today learns "weed" is also learning a binary division of plants into "good" and "bad." While this new knowledge does not necessarily alter the student's own version of how plants are categorized, he or she has been exposed to the underlying values which English speakers hold concerning plants.

The idea that language implicitly categorizes reality has been investigated by Lakoff and Johnson (1980) in their delightful analysis of English metaphors. Argument is frequently expressed as war ("His criticisms were right **on target**." "I've never **won** an argument with him."); time is expressed as money ("How do you **spend** your time these days?" "He's living on **borrowed** time.") and love as madness ("I'm **crazy** about her." "He constantly **raves** about her."), and so forth. The time/money metaphor is particularly interesting in that it is derived directly from the western industrial tradition of paying workers by the hour, day, week, or whatever. Lakoff and Johnson suggest that the metaphors of a language spring from basic domains of experience (in the cases above these are argument, time, and love) which themselves are products of "natural kinds of experience" (p. 117). These experiences are to do with our bodies, to do with our interactions with the physical environment, and to do with our personal interactions with others in our culture. Both the physical environment and the person-to-person interactions are products of specific geographic and societal circumstances which students of a language cannot hope to replicate unless or until they live in the country in question. This is what makes the learning of a "second" language so different from the learning of a "foreign" one. More importantly, based upon the arguments above, it is not unreasonable to suggest that the terms "second language learn-

ing" and "foreign language learning" be replaced by "second culture learning" and "foreign culture learning." Our students are actually involved in learning English as a second culture.

Creating the New Social Identity

In the case of Japanese students learning English, what exactly is the nature of the culture they are acquiring, and how can the teacher help in this acquisition? Two levels of analysis have already been implied. The first and more striking consists of the linguistic data which is offered to the student. Teachers and texts together form this initial input, doing so in a more or less controlled fashion. As the student gains in proficiency, he or she is able to take more and more charge of the learning, and to draw on a wider range of sources (the media, the literature, etc.) for his language experience. Discourse analysis has provided us with descriptions of how speech functions – for example, argument – are handled in English, and many textbooks now make use of these findings. Texts on writing (e.g., Blanton, 1981) show most clearly the culture-specific nature of such functions, due to the highly structured nature of written English. Teachers make use of the same ideas when teaching reading, usually stressing the notions of expectancy and prediction; the student soon masters techniques which enable skimming and scanning to replace word-by-word progress. Culturally salient aspects of English are thus offered implicitly: the student in a conversation class is encouraged to be assertive in English, to speak up and look the other person in the eye. Reading is presented as a highly functional activity in which the search for meaning is paramount and must be accomplished quickly. This approach contrasts sharply with all those traditions in which the printed word has value in and of itself, and where calligraphy is a cultivated art. In English, the printed word is to be consumed. However, even such direct explication of how English speakers approach language misses what I have termed the assumptions and values implicit in it. This, of course, is the second level of analysis.

Assumptions and values are rarely mentioned in the classroom largely because they are not considered sufficiently functional. Yet they are
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Special Issues for 1987

October/November (open)

December:

False Beginners – Torkil Christensen

Please contact the Editor if you would be interested in guest-editing an issue of The Language Teacher on a specific topic.

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central to the study of English by providing the student with the English-speaker's world view. Becoming bilingual requires awareness not merely of such tangible matters as the geography and demography of the country and people being studied, but also of the general cultural framework within which the people live and move and have their being. That cultural framework, replete with cultural assumptions and values, is part of teaching and learning every bit as much as knowing how to write a correctly formed sentence.

While this may sound onerous to many teachers, there are good reasons why some attention to cultural matters is important. One of these is the lopsided view of the English-speaking peoples that is presented in many texts, and is daily reinforced in the media. Reading texts provide the clearest example of what I mean. Topics such as how the first astronauts landed on the moon, on the social reforms that swept the U.S. in the '60s, on how electricity or the computer or penicillin have changed our lives, all implicitly reflect notions of modernity, justice, and equality as well as more personal values such as belief in the individual, belief in rational man, and belief in the scientific method. In short, the connection between the English language and "progress" is firmly established. Now, while western progress in technology has been spectacular in the years since the Industrial Revolution, it has not been matched by social advances. For example, we lack elementary global understanding, such as how to extend the benefits of science to all mankind, how to control arms, or even how to live in peace with our neighbors. These spectacular failures are as much attributable to cultural traits as are the successes. The same value (individual achievement) that creates a Nobel prizewinner also creates greater global inequality. The values associated with English speakers are not all desirable or admirable, and students whose classes regularly contain some cultural analysis will readily comprehend this. Teachers who point out basic cultural assumptions to their students are hindering neither the students' progress in English, nor their awareness of cross-cultural matters. I might have understood the French better if some of my teachers had taken the trouble to touch on aspects of the French value system!

Rather than simply knowing some English, Japanese students who are becoming bilingual should be engaging themselves on both levels, the level of primary language data and the level of cultural assumptions and values. They should expect, and get, encouragement from teachers to pursue the study of English (or any other language) in a holistic manner, seeing both the

people and their language as the objects of study. Becoming bilingual is, as Brown says, "a way of life."

Malcolm J. Benson is currently a visiting faculty member at Hiroshima Shudo University. He recently completed a Ph.D. at Florida State University (Multilingual-Multicultural Education) following teaching posts in Zambia, Kenya, England, and Saudi Arabia.

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RESIDING ABROAD: BICULTURALISM AND BILINGUALISM AMONG JAPANESE

By Barry Natusch

For any migrant, living in a foreign country presents a considerable challenge in terms of coping with a new culture and using another language. Despite general familiarity with western customs and several years, of learning English at least in high school, many Japanese experience difficulties when they temporarily or permanently live abroad. This article describes patterns of cultural and linguistic adaptation among two groups of Japanese migrants living in an English-speaking country.

Over the past few years, the number of Japanese living in foreign countries has been sharply increasing. One prominent group is the Japanese company employees who are sent abroad for managerial, marketing, technical or training reasons. Such company employees may reside abroad for periods ranging between a few months to several years and are sometimes accompanied by their families. Another identifiable group is the Japanese who travel abroad, permanently settle outside of Japan and possibly interculturally marry. The following is a summary of some findings of a sociolinguistic survey carried out among 29 wives of Japanese company employees and 47 Japanese women who had married interculturally. All had been living in the New Zealand cities of Auckland, Wellington and Christchurch for periods ranging from one year to 27 years.

The women were interviewed by female Japanese interviewers and the subjects' proficiency in oral English was assessed by native speakers of English using the FSI oral test. Differences in background and cultural adaptation will be discussed together with the subjects' oral English proficiency levels and patterns of language maintenance and language shift.

Differences between the Two Groups

The 76 women were classified into two basic groups: those married to Japanese company employees (they were intraculturally married and will be referred to from here on as INTRA subjects) and those married to non-Japanese husbands (interculturally married: INTER subjects).

There were several differences in background between the two groups. The INTRA group had married at an average age of 24.9 years and had departed from Japan to live abroad when they were in their 30s or 40s. Only 58.6 per cent had ever had a job. Most expected to reside abroad for only two or three years.

By contrast, the INTER group had generally married a little later (on average at 27.6 years) and 83.0 per cent had worked at some job. Furthermore, most had left Japan to live abroad at an age which generally coincided with their marriage, they had lived in New Zealand for several years and intended to settle permanently.

In the background of the subjects alone, then, important differences emerged which suggested that there may be quite different personalities among Japanese women who remain within Japanese society and those who settled outside Japan. There is also evidence to support this view in the work of Ervin-Tripp (1967) and De Vos (1973) who conducted surveys of Japanese women living in California. It was also found that there was very little communication between the company employees' wives and the interculturally married women, possibly because of fundamental differences in background, personality and experience.

Cultural Adaptation

Further differences were apparent when patterns of the subjects' cultural adaptation within New Zealand were examined. One useful framework for describing sociolinguistic adaptation is Taft's (1977) model since it describes cultural adaptation of migrants in terms of social behavior and language use. There are four components to Taft's model, which he describes as **cultural adjustment**, **identification**, **cultural competence** and **role acculturation**. Each component is investigated by objective and subjective questions. Taft's approach will not be fully gone into here; only the overall conclusions will be reported.

The company employees' wives had not adjusted to life in New Zealand as well as the interculturally married women had. The INTRA group, for example, did not feel as comfortable about living in New Zealand as most of the interculturally married subjects. Furthermore, whereas only 6.9 per cent of the INTRA subjects had a job in New Zealand, 66.0 per cent of the INTER group were working.

All of the company employee wives were Japanese citizens, whereas 36.1 per cent of the INTER group had changed their citizenship to New Zealand, Australia, United Kingdom or United States. The INTRA group generally felt less accepted in New Zealand than the INTER subjects. According to criteria such as these, the INTRA group therefore identified themselves more strongly as Japanese, whereas the INTER group were more bicultural in their identification.

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In Taft's third component, **cultural competence** is measured mainly by means of linguistic measures. As will be shown in Section 5, INTRA subjects were not nearly as proficient in English as the INTER group. Taft argues that greater proficiency in the target language indicates greater cultural competence.

Finally, the INTRA subjects demonstrated by their role behavior (e.g. in the preparation of Japanese food and the use they made of Japanese language) that they were more Japanese-oriented than the INTER subjects.

As investigated by using Taft's model, then, the INTRA subjects had not adapted to life in New Zealand as well as the INTER subjects had, even when matched for length of residence. The question arises as to what caused these differences in cultural adjustment between the two groups. It has already been mentioned that most of the INTRA subjects had left Japan while in their 30s and 40s whereas most of the INTER subjects had migrated from Japan while in their mid- to late 20s. The INTRA subjects were all married to Japanese husbands, while the INTER group were all married to non-Japanese. There was also a clear intention on the part of almost all the INTRA group to return to Japan to live (this study was pre-Silver Columbia!) in contrast

to the INTER group, who had all made their permanent homes in New Zealand. Background differences such as these no doubt partially accounted for the fact that the INTRA subjects did not culturally adapt to life in New Zealand as well as the INTER subjects did.

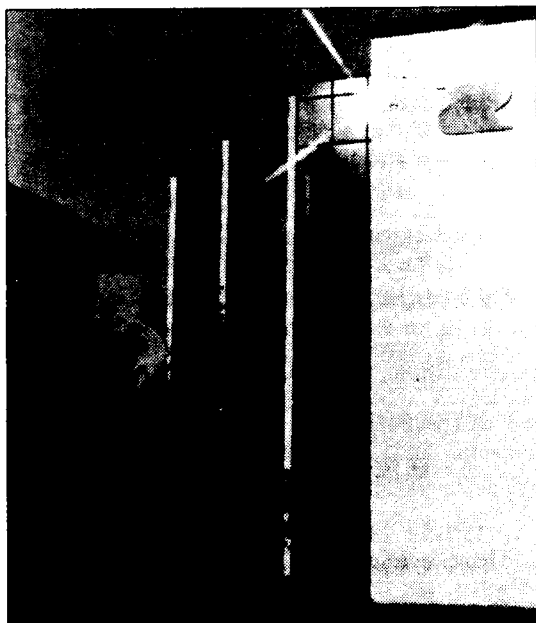
The pattern of cultural adaptation among Japanese migrants described here shares many similarities with experiences reported in other countries. In North America, for example, Japanese company employees identified themselves as Japanese more strongly than Japanese war-brides married to Americans (Maykovich, 1976). There were even more marked similarities between the Australian and New Zealand patterns of Japanese cultural adaptation. In Sydney, for example, Japanese company employees tended to be clustered in the same suburbs whereas the homes of the interculturally married women were more widely separated (Curson and Curson, 1982) as was also the case in the New Zealand cities of Auckland, Wellington and Christchurch. In both the Australian and the New Zealand surveys, the Japanese migrants, particularly the INTRA group, had high educational and vocational qualifications. This suggests that there are some constantly recurring patterns in Japanese migrant behavior in host cultures.

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Japanese Language Proficiency

The Japanese interviewers reported that all subjects appeared to be “native speakers” of Japanese with no evidence of any subjects having “lost” the ability to orally communicate using Japanese.

However, more than half of all subjects interviewed felt that their Japanese language had suffered some decline while living in New Zealand. Many reported that they experienced some difficulty in recalling *kanji* when writing letters or reports. Such feelings of decline in the ability to use a native language after long periods of residence in foreign countries have also been reported for other ethnic groups (Lambert, 1984).

English Language Proficiency

The oral proficiency in English of the subjects was measured in terms of the FSI assessment scale, and it was found that the INTRA subjects had much lower levels of proficiency than the INTER subjects (see **Table 1**) even when they were matched for length of residence in English-speaking countries (cf. the INTRA 1-5 group with INTER 1-5). The wide variation in proficiency between the two groups was mainly due to the fact that the INTER subjects had considerable opportunities and time available for learning English from their English-speaking husbands and families, which was not the case for the INTRA subjects. Indications were that most women had arrived in New Zealand with very

little proficiency in English despite the fact that some of them had lived for short periods in other English-speaking countries such as the United States, the United Kingdom or Australia before coming to New Zealand.

Very few of the INTRA subjects had developed beyond the level of FSI 1+ (at which level they could handle only social formulae and produce simple, halting sentences in English). The INTER subjects, on the other hand, had reached FSI Level 2 or 3 after living for between five and ten years in New Zealand. These women were able to talk confidently about various social topics and their work, but their English was nevertheless marked by distinctive accents, lack of vocabulary and syntactic errors. These results were similar to those reported by Curson and Curson (1982) for Japanese migrants arriving in Australia. The data also suggested that many of the INTER subjects did not continue to improve their oral English proficiency once they had reached level 2 or 3, a finding which supports the notion that learners acquiring a second language may reach a plateau beyond which they do not seem to improve.

Several factors were investigated for their possible relationship with the subjects’ oral proficiency in English. Certainly intercultural marriage appeared to encourage the attainment of higher oral proficiency in English than intra-cultural marriage. The age at which INTER subjects left Japan to live abroad was negatively correlated with oral English proficiency (-0.524 ; $P<.01$), that is, the younger an INTER subject had been when she left Japan, the higher her oral proficiency in English at the time of the interview. No correlation was observed for INTRA subjects between these variables. However, feelings of acceptance within New Zealand society were found to be correlated with FSI ratings for INTRA subjects (0.555 ; $p<.01$), whereas no strong correlation was observed among INTER subjects. Furthermore, there was no particularly strong correlation observed between length of formal education and FSI ratings, nor between length of residence in English-speaking countries and FSI ratings, for either of the two groups.

The issue of improving English language proficiency was also explored. As just noted, subjects did not seem to continue improving in oral English proficiency uniformly over the years they were resident in New Zealand but instead appeared to reach a plateau of between FSI level 2+ and 3+. Most of the INTER group felt that their language at this level was adequate for their daily social and and work-related communication. It is also feasible that the women were receiving both affective and cognitive positive

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Table 1			
FSI ratings of subjects' oral proficiency in English (percentages and means)			
FSI Level	INTRA Women 1-5 years in ESC	INTER Women 1-5 years in ESC	All INTER Women
0		—	—
0+	24.2	—	—
1	48.3	—	—
1+	10.3	8.3	6.3
2	6.9	50.0	21.4
2+	10.3	33.4	36.2
3		8.3	29.8
3+			6.3
4			
4+			
5			
Mean level of group	1.310	2.416	2.657
N	29	12	47
ESC: Englishspeaking countries			

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feedback, as described by Vigil and Oller (1976), which may have encouraged the fossilization of habitual errors. An investigation of the subjects' need to improve their oral English revealed that the company employees' wives felt a greater need to improve their oral English than the intercultural married women. Finally, the two learning strategies most favored by almost all subjects for improving their oral English were "person-to-person" approaches (meeting and talking with native speakers of English, learning from a teacher) rather than self-study methods using textbooks or tapes.

Language Maintenance and Language Shift

It was not particularly surprising to find that INTRA and INTER subjects used Japanese as the primary language of communication when talking with their Japanese friends, but the maintenance of Japanese in this context was possibly also associated with keeping their Japanese cultural identity. The INTRA subjects (who identified themselves strongly as Japanese) used exclusively Japanese when talking with their Japanese friends whereas the INTER subjects (who identified themselves more as bicultural) did not always use only Japanese when conversing with their compatriots, but reported that they sometimes slipped into English. The conclusion here is that Japanese was being maintained by both groups but more strongly by the INTRA group.

Language maintenance also involves the passing on of the ethnic language to the children of migrants. Quite different patterns were observed between the INTRA and INTER groups. Japanese was generally used by most of the company employees' wives when talking with their children. Obviously, these women were more proficient in Japanese than English, they were only temporarily resident in New Zealand and so there was probably a desire to maintain the children's knowledge of Japanese. Among the intercultural families, on the other hand, the children appeared to have had very little exposure to Japanese. Most of the older residents seemed to have brought up their children to speak only English, but although a number of the younger INTER subjects had attempted to bring up their children bilingually during the children's pre-school years, it did not seem that Japanese was being maintained by these children.

A shift in language use from Japanese to English in certain situations was observed among all subjects. The company employees' wives used only Japanese in the private domain (such as reading or letter writing) and when speaking with members of their families. This contrasted sharp-

ly with the intercultural married women, who used a mixture of Japanese and English for their individual activities, and mainly English for interacting with family members. Outside the home, for both groups, Japanese was the main language used when interacting with other Japanese while, naturally enough, English was used for speaking with members of the host community. In summary then, the company employees' wives were maintaining Japanese to a greater extent than the intercultural married women who were in their turn demonstrating a considerable language shift towards English particularly in family interactions.

Conclusion

The results of this survey suggest that various sociocultural variables should be taken into account in any discussion of the second language proficiency of Japanese migrants. There may be considerable differences in background between Japanese migrants who intend to remain within the sphere of Japanese society and those intending to settle outside. Explorations of biculturalism and bilingualism require a model capable of considering both cultural and linguistic indicators. The survey results suggest that Japanese women migrants who are bicultural tend to be those who are also more proficient in English. As far as oral proficiency in English is concerned, it seems that intercultural marriage to a native speaker of English helps a Japanese improve but migrants are likely to plateau when they reach the level where they can talk with some confidence about social topics and their work. Finally, patterns of language maintenance and language shift appear to be associated with second language proficiency; the migrant who demonstrates considerable maintenance of Japanese is likely to be less proficient in English than the migrant who shows a greater shift to English.

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帰国子女のための外国語保持教育 (Language Maintenance Programs for Japanese Returnees)

国際基督教大学 (ICU)

八代 京子 (Yashiro, Kyoko)

中村 良廣 (Nakamura, Yoshihiro)

はじめに

帰国子女を「外国で暮したことのあつた人」と定義すると、著しい数になる。しかし、日本の学校への受け入れ時点で帰国子女という場合には、一般に海外滞在期間が2年以上で帰国後1年以内の児童生徒を指す。この定義に従うと、昭和60年度の帰国子女数は10,196人で、5年前の昭和55年の7,504人に比べると大幅な増加である。ちなみに、昭和61年度の海外在留邦人数は237,488人で、その内子女数は39,393人である(文部省 1987)。

今後とも帰国子女の増加傾向は続くものと予想されるが、これら帰国子女の国内の受け入れ体制には多くの不備があり、根本的な施策が欠如している。特に、かれらの外国語保持に関しては十分な配慮が及んでいないのが現状である。現地校及びインターナショナル・スクールで学んで帰国したものの多くがバイリンガルであることを考えると、帰国後、日本社会への適応に迫られ、海外で身につけた外国語能力を失うに任せているのは教育的・社会的観点からも日本にとって大きな損失であり、早急に外国語保持教育の整備、拡充が望まれる。

現在、行われている中学や高校の外国語としての英語教育は、帰国子女のバイリンガル能力を保持伸長するためには不適當であるし、外国語の教科がない小学校レベルにおいては、保持伸長のための全く新しいプログラムが必要である(八代 1987)。

そこで、本稿では主として練馬区の帰国子女のための英語保持の試みと国際基督教大学高等学校の英語教育を検討しながら、帰国子女の外国語保持のための効果的プログラムに必要な基本的条件を考えてみたい。

外国語保持教育の現状と改善提案

昭和60年度の帰国子女の内訳は、62%が小学生、25%が中学生、13%が高校生であった。主な海外在住地域は北米が41%、欧州が22%、アジアが22%で、海外滞在年数は平均5年である。測定方法がまだ十分に開発されていないこともあり、外国語の習達度に関する資料はないが、滞在年数などを考え合わせると、かなりの帰国子女がバイリンガルな者、もしくはバイリンガルに近い者と思われる。しかし、残念なことに、現状では、帰国後急速に外国語を忘れてしまう者が多いことも事実である。外国語が教科にない小学生の場合は特に忘れるのが速い。小学校から外国語を教える私立の学校やインターナシヨ

ナル・スクールに行く生徒もいるが、大部分の生徒は公立の小学校に転入する。現在、帰国子女受け入れ校であっても、小学校レベルでは外国語保持指導をしているところは僅かしかない。例えば、練馬区では、教育委員会の主催で、昭和61年から区内在住の帰国子女を対象に、土曜日の午後、1時間半の日本語と英語の補習を行っている。英語の補習は帰国子女をAグループ(小学校1年生から4年生まで)とBグループ(小学校5年生以上中学生全員)に分け、中学校の英語教師と米国人講師によって行われている。同区の『帰国子女教育の現況：第一回中間報告』によると、指導に当たっては英語だけが使用され、話すことだけでなく、読み、書き、そして語いの強化に努めているが、指導内容を見ると、文法がかなりの比重を占めており、意外にも米国人講師の授業の方が日本人教師の授業より文法中心であったと報告されている。補習の後半に入ってから、A・B両グループ共、語いを増やすことに重点が移動している。さらに、今後の課題として以下の点があげられている。(1) 学級担任と補習担任者との情報交換の必要性。(2) 英語だけでなく他の言語の保持のための補習の必要性。(3) 補習が他の学校活動と重なることが多いので、参加できない生徒がいる。(4) 補習を行う学校が限られているので、遠くに住んでいる者には不便である。これらの内(2)を除いて、問題の殆どは保持クラスが在籍学校以外で課外に行われていることから生じている。練馬区では当初、帰国子女に一定期間集中的に適応教育を施すセンター校を設けたらどうかという考えもあったが、種々の理由で実現しなかったとのことである。現在、帰国生は区内の各学校に散在し、指導は各学校に一任されている。従って、英語の保持クラスも、学校外で特別補習という形で行われており、参加協力は全く自由である。指導に協力している教師は多数に及ぶが、全体的取り組みとは言えない。このように、上記の問題点は主として制度上の不備に起因していると言えよう。

また、報告書では詳しく触れていないが、教師の指導経験や指導内容に関しても多くの問題があると思われる。練馬区の場合、中学校の英語教師と米国人講師双方共に専門的レベルの高い指導者を確保しているが、それでも中学校教師にとっては、小学生の扱いは新しい経験であり、戸惑いがあつたようだし、帰国子女の英語力の把握が容易でなかったこと、かれらの興味を持続できる内容を見つけないのに苦勞したこと、指導方法に関しても試行錯誤で行くしかなかったこと等がうかがえる。さらに、今後は、外国人講師も、TESLの経験または資格のある教師を常時確保することが急務となろう。

公立の中学校及び高校では日常の授業の中で、帰国子女の英語を保持しようと試みているところが多い。LLや英作文、グループ別の会話というように、できるだけ個別指導を行っているようであるが、学習指導要領に基づく一斉授業の枠内で保持教育を行おうとすると、他の

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生徒との関係で多くの問題が生じる。例えば、習達度別クラスでないと、一クラス内の生徒の能力に差がありすぎ一斉授業ではどうしても適切な指導を受けられない生徒が出てくる。従って、私立の受け入れ校が行っているような習達度別のクラス編成で指導に当たる方が帰国子女ばかりでなく、一般の生徒のためにも効果的であると思われる。また、課外活動として ESS ばかりでなく、演劇、ディベート、国際親善部などの場で、英語や他の外国語及び外国文化との幅広い接触を図ることも意義がある。英語保持教育を正規の授業の中にも組み込むためには現行のクラス編成や指導内容を大幅に変える必要があるし、また、保持クラスの指導には TESL の資格を持つ外国人教師とバイリンガルの日本人教師がチームで当たることも考慮されてよい。

以上述べてきた事柄をまとめると、帰国子女の外国語保持教育のために、少なくとも次の条件が満たされねばならないことになる。(1) 外国語保持教育を学校教育の中で行うこと。習達度別の正規の授業の中で行うのが最も効果的だと思われるが、それが出来ない場合は、学校の補習活動の一環として行う。小学校では、国際理解授業の一形態とするのも一手である。地域によっては、受け入れ校別に保持の対象となる言語を限定することも考える必要がある。(2) 英語以外の外国語、特に中国からの帰国子女の中国語を含めて、もっと多くの外国語の保持教育を実現する必要がある。(3) 帰国子女の外国語能力は多種多様であるから、保持クラスの編成は習達度別にきめこまかく分けること。(4) 教材及び教授法に関する研究開発、特に小学校レベルのものが、早急に望まれる。(5) 柔軟な指導法及び指導内容が求められるため、教師の自由裁量を現行以上に認めること。(6) 保持伸長クラスを指導する高度の外国語能力を持つ日本人教師を養成すること。(7) 語学教育の資格を持つ外国人教師を確保し、十分に能力を発揮できる場を提供すること。以上の指摘の全ては、長期的な努力を要するものであり、現状の改革を伴うことから、いろいろな議論も予想されるが、今後避けられない問題である。

国際基督教大学高等学校の英語教育

ここで、国際基督教大学高等学校 (ICUHS) の英語教育を帰国子女の外国語保持という観点を含めて概観しながら、上記の諸条件がいかに満たされているか、また今後どのような点を改善すべきかを考えてみたい。

ICUHS は、1978年、長期海外滞在の帰国子女を受け入れることを目的に開校した高等学校であり、生徒の3分の2は帰国子女で占められている。入学は4月と9月の両月に可能である。入学後、英語、数学、国語の3教科の placement test を受け、帰国生、一般の生徒の区別なく、到達度別のクラスに振り分けられる。英語では、文法、読解、作文、会話の各分野の習達度が測られ、それに基づきセット (ホーム・ルームとは別の小クラス) が

決定される。1980年度の年間報告によると、セット分けは、レベルの高い順から、Seminar, Introduction to Literature, Literature, Reader の4段階である。

Seminar では、外国人教師による英詩集、英字新聞、雑誌、英文学の原書を用いての指導が主である。Reader では検定教科書を用いて日本人の教師が主に指導に当たる。Literature と Introduction to Literature のセットは前記2つのセットの間にあり、検定教科書は早々に済ませ、レベルに応じた原書を用いた指導を行う。文法は一般生と帰国子女で余り差がないので、ホーム・ルーム別の授業である。単位数は、1年生の場合、文法が2、読解が3、表現 (作文と会話) が2で、合計7単位であり、一般の高校より、1ないし2単位多い。

このようなきめ細かい到達度別のセット分けは、3年間通して実施される。各学期毎に成績に基づきセット替えが行われ、生徒が常に最も適したレベルのセットに属するよう配慮される。さて、3年間の英語のプログラムを見ると、各学年によって、重点が異なることに気付く。1年では文法が2単位であるが、2年では1単位に減り、3年では選択になる。1年目は口頭表現力を重点的に開発する意味で、Seminar 以外のセットでは Public Speaking 又は Communication が表現の2単位として課せられる。2年では、読解が4単位に増えると同時に書き言葉による表現力の開発として、Essay Writing, Composition, または Translation が課せられる。3年では、大学受験に備えて、選択として、Hearing や Dictation などを中心にした Reading Listening Comprehension Class, 海外の大学を受験する生徒のために、Special Seminar や TOEFL 準備クラスが設けられている。このように、生徒の能力を推進するために、また進学に対応するために、柔軟で且つ行き届いたクラス編成及び運営を実施している。

さて、ICUHS で使用されている教材であるが、多種多様なセット分けを反映して、実に多岐にわたっている。1年生の読解の教材としてあげられているものは12点ほどあるが、Shakespeare の Macbeth, Midsummer Night's Dream, その他、Return of the Native や Lord of the Ring から New Horizon English Readers までの幅がある。Public Speaking のテキストとしては、Manual on Speech Making, Modern Speech などが採用されている。Conversation と Communication のテキストとしては、English Sentence Structure, First Things First, Situational Dialogue などがあげられている。2年生の Essay Writing のテキストとしては、An Eye for Writing, Handbook on English Competence, Essay and Letter Writing などが使用されている。その他、教材は多数に及ぶが、紙面の関係で省くことにする。

次に、これらの教材を使用する教師であるが、1980年度は、10名の専任 (内4名は外国人) 及び3名の外国人またはバイリンガルの日本人非常勤講師であった。外国

人教師の担当は、Seminarの読解、口頭表現、CompositionやEssay Writingである。日本人教師の担当は文法、検定教科書を使ったReaderや補足リーダの指導、和文英訳、英文和訳、受験英語の指導などである。各教師は担当クラスの教材を自由に選択できるので、生徒に合った教材を選ぶことができる。もちろん、教師の自由裁量の範囲が広い場合、指導内容にまとまりがなくなるという心配がなくはないが、ICUHSでは生徒が偏りのない英語能力を身につけることが出来るように、外国人教師と日本人教師がそれぞれの長所を生かした指導に努めている。

ここで、英語以外の外国語に関しても一言触れておきたい。ICUHSでは、第二外国語として、フランス語、スペイン語、ドイツ語の何れかを選択することができる。授業は外国人・バイリンガルの日本人教師によって指導され、授業時間数は週2時間と少ないが、内容はかなり高度なものであることは報告書からもうかがえる。

以上、ICUHSの英語教育を簡単に紹介したのであるが、(1)外国語の保持伸長教育が習達度別の正規の授業の中で行われている、(2)英語以外の外国語にも保持の機会が与えられている、(3)クラスは習達度別に編成されて学期毎に評価されている、(4)教材及び教授法に工夫が見られる、(5)教師の自由裁量が大幅に認められている、(6)日本人教師の英語能力はバイリンガルと言える水準である、(7)外国人教師には責任のある自主性を発揮できる場を提供しているということで、前節で指摘した保持教育に最小限必要と思われる条件は満たされているようである。勿論、教材については、市販の大学レベルのものをを用いるケースが多く、今後、ICUHS独自のものを開発していく必要があること、また、外国語の選択などあまりない公立の高等学校に比べれば恵まれているとは言え、英語以外の外国語の選択が、フランス語、スペイン語、ドイツ語の三つに限られ、しかもそれらの授業時間数が週2時間と英語に比べて極端に少ないことなど改善の余地は残している。しかし、開校以来約10年という短期間に、これまでの高校の英語教育には見られなかった高いレベルのオールラウンドな英語力の育成を可能にしてきたICUHSの英語プログラムは高く評価されてよいであろう。

今後の課題：バイリンガル教育との関連において

外国語保持教育を実現するに当たって問題となることに教師の質がある。質の高い日本人及び外国人の教師を常時確保することは難しく、帰国子女受け入れ校の英語教師に要求される能力のレベルと多様性を考えた場合、大学での教員養成の再検討が求められることは明らかである。

その他、従来のように、英語教育と欧米文化教育を直結することなく、日本人にとって英語教育とは何かを改めて問う必要もあるだろう。特に、帰国子女は、日本文

化に関する一般的な理解に欠けることがあるので、欧米文化と共に日本文化を英語で扱うことも必要である。また、「国際語としての英語」の機能と役割を考えると、英語圏のみならず、アジアやアフリカの国々で使用されている英語に対する理解を喚起することも大切である。これは、日本の英語教育のあるべき姿を明確に認識し、その認識に基づく独自のカリキュラム作りがなされねばならないということである。

帰国子女の外国語の保持伸長という観点から言えば、日本語と英語（または他の外国語）で教育を行うこと、即ち、「英語を学ぶ」というより、「英語で学ぶ」ということが望ましい。バイリンガリズムに関しては、ICUHS帰国生徒教育センターがICUHSの生徒を対象に1980年に行った興味深い調査がある。それによると、1年生の76%がバイリンガリズムはいいことだと思っている。ところが、3年生になると、バイリンガリズムはいいことだと思っている生徒が54%に減少している。これは、日本語に不自由するものが殆どなくなったことや、受験勉強に忙しく必要以上の神経を他の事柄に使いたくないという生徒の気持ちを反映しているものと思われる。別の見方をすれば、日本社会への同化が進行したのだと言えるかもしれない。いずれにしても、バイリンガリズム（特に、英語－日本語バイリンガリズム教育）を肯定的に捉えている生徒が半数を超えていることは注目値する。もちろん、ICUHSだけの数字で全体を測ることは危険であるが、年々帰国子女が増加しつつある現状を見ても、バイリンガル教育を望む生徒がかなりの数になるものと予想される。そうした帰国子女の教育的要求に答えることは、日本の英語教育の責務と言える。

一つの試案として、外国語教育法第一条に基づく小・中・高校で、帰国子女・外国人子女を受け入れ、外国語教育・日本語教育・国際理解教育を促進しようという臨時教育審議会の「新国際学校」構想が論じられているが、それをも含めて、日本における外国語保持教育・外国語教育の見直しを行うことが必要であろう。

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Kyoko Yashiro holds an M.A. from ICU. She has taught at ICUHS and is currently in the ICU doctorate program (English Language Teaching).

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GET READY

Interactive Listening and Speaking

I. Presentation

Prices \$1-\$12 and Clothing

Listen to the name of the clothing and ask the price. Follow this model.

Listen: Ring.
 Speak: How much is this ring?
 Listen: This ring? It's a dollar.
 Speak: A dollar?
 Listen: That's right. A dollar.
 Speak: Thanks.

BOB'S BARGAIN BASEMENT
 NO MORE DISCOUNTS
 BEST BARGAINS ONLY

Prices: \$5.00, \$2.00, \$4.00, \$9.00, \$1.00, \$3.00, \$7.00, \$12.00, \$10.00.

II. Recognition

Prices and Clothing

Listen to the advertisement. Write the prices of the items.

BARGAIN BASEMENT
 MARCHES DISCOUNT
 THE BEST for LESS

Prices: \$2.90, \$1.00, \$3.00, \$4.00, \$5.00, \$6.00, \$7.00, \$8.00, \$9.00, \$10.00, \$11.00, \$12.00.

A: Speaking? In a listening text?
 B: Yeah, sure. Why not? What do you expect from Prentice-Hall? They're always coming up with something new and exciting!
 A: (Hesitantly) Can I get an examination copy from them?
 B: Of course you can. After all, they're Prentice-Hall!

PAUL ABRAHAM
 DAPHNE MACKEY

Get ready

INTERACTIVE LISTENING
 AND SPEAKING

III. Production

Language in Stores

Look at the illustrations. Follow this model.

Speak: How much is this _____?
 are these _____?

Listen: This _____? \$5.00.
 These _____?

Speak: \$5.00? O.K. I'll take it.
 them.

Listen: You'll take it?
 them? Fine.

IV Extended or Gist Listening

Story

Listen. Fill in the blanks in the illustration.

Listen.

They're always coming up with something new and exciting!

Can I get an examination copy from them?

Of course you can. After all, they're Prentice-Hall!

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 Tel. 03-238-1050

SIGNIFICANT FACTORS FOR RAISING CHILDREN BILINGUALLY IN JAPAN

By Masayo Yamamoto

As unproved transportation and communication continue to shrink the world, even Japan, which has been erroneously considering itself a linguistically, culturally, and racially monolithic country, can not avoid facing the social phenomenon of bilingualism.

Although different language populations have coexisted throughout Japanese history, they have almost never received any attention in this society. The purpose here is to focus on one such population, "mixed-marriages" and their offspring.

As with other abstract concepts, the term *bilingualism* is very difficult to define. In the past, many scholars have tried to define the term in a number of ways, ranging from very loosely, such as in Weinreich's 1953 definition, "[t]he practice of alternately using two languages" (Weinreich, 1968: 1), to rather strictly, such as in Bloomfield's (1933:56) "native-like control of two languages." (For concise overviews of this history, see Swain and Cummings, 1982; Skutnabb-Kangus, 1981.) In addition to the complexity of the phenomenon which it must cover, each definition has had its own problems; none of them have been entirely satisfactory. To avoid these difficulties in defining bilingualism, recent researchers tend to follow one of two paths: either to adopt an established definition with some caveats, such as Albert and Obler (1978) do, or "[r]ather than attempting to provide a definition of bilingualism, . . . (most specialists) prefer to work within the framework of a typology of bilingualism which allows for a clear delimitation of the particular area of investigation within a larger field" (Baetens-Beardmore, 1982).

Although one single appropriate and exhaustive definition has not yet been (and may never be) established, two fundamental facts are certain: one is that two (or, in cases of multilingualism, more) languages¹ are involved, and the other is that bilingualism is not a static attribute, but a dynamic condition, subject to change, either progress towards an ideal ambilingualism² or regression back towards monolingualism. The Japanese "returnee" problem is an example which involves linguistic regression (language loss) among young people who have lived outside of Japan for a certain period of time (often due to **having** accompanied their transferred parents abroad) and have later returned to Japan. One of their languages, usually the one used in the former community, often goes unused and is forgotten: this is a

regressive transition – from a bilingual condition³ to a monolingual one. However, if they are put back into the community of the atrophied language again, their linguistic ability can be reactivated while they maintain the other language: this is a progressive transition – from a monolingual condition to a bilingual one. **[Also see Yashiro and Nakamura's Japanese-language article elsewhere in this issue - Guest Ed.]**

This unstable nature of bilingualism, complicated by the varying ways that researchers define bilingualism, makes it difficult to estimate the size of bilingual populations. Dulay, Burt and Krashen (1982) estimated the number of bilinguals in the world as "[o]ver a billion" (p. 9), while Harding and Riley (1986:27) assume that "[o]ver half the world's population is bilingual." Since neither of them specifies their criteria, however, we have no way of knowing how strictly they define "bilingual."

For the purposes of this discussion, let us assume a rather strict definition. In this case, obviously Japan is not contributing much to the world's bilingual population. In Japan 850,612 people were registered as resident aliens as of Dec. 31, 1985. Even if we estimated all of them to be bilinguals (for historical reasons, it is unrealistic to assume this), each with three family members of Japanese nationality who are also bilinguals, the maximum possible number of bilinguals derived from mixed-marriages among the Japanese population could only be 3,400,000. Even this generously overestimated figure would comprise only 3% of the whole population of Japan. Even if we include bilinguals with Japanese nationality (other than the numbers of the families described above, i.e., those who learned a foreign language well through formal instruction rather than through environmental exposure), the ratio of bilinguals to monolinguals in this nation probably would not be changed much.

While the numbers are small, bilingual populations do exist in Japan, however. The largest potentially bilingual group among non-Japanese is the Korean population, which comprises 80.3% of the aliens registered, followed by the Chinese (8.8%), the American (3.4%), and all others (7.5%), in 1985 (Nenpo, 1986). "Returnees" and "Chinese war orphans" of Japanese nationality are candidate groups as well. The Ainu also could have been another, if the Matsumae-han in the Edo era and the Meiji government had not imposed assimilation policies on them and banned their opportunities to be educated in the Ainu language (Takakura, 1942; Sarashina,

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1970; Shintani, 1977). From among all these potentially bilingual populations, the focus here will be only on the families of "mixed marriages" between Japanese and English speakers, especially the bilingualism of their offspring.

Japanese-English Mixed Marriages and their Offspring

According to a government report (Ministry of Health and Welfare, 1985:366-367), during the past 20 years the number of mixed marriages registered in Japan as a whole has been increasing (from 4,156 in 1965 to 12,181 in 1985, with slight decreases in 1966, 1975 and 1977). The figure for marriages between Japanese and Korean nationalities, which has ranged between 47% and 60% of the whole number of mixed-marriages, was 3.1 times higher in 1985 than in 1965. The growth rate of marriages between Japanese and Chinese, or between Japanese and nationalities other than Americans, is much more notable (7.7 and 11 times, respectively), although the absolute number of marriages cases in each of these groups has continually been much smaller than the absolute number of Japanese-Korean cases. Marriages between Japanese-American nationalities generally decreased between 1970 and 1977 (with a slight increase in 1973), but the trend has reversed itself since 1978.

The general rise may be attributed to an increased number of foreign wives of Japanese men: the number of Japanese females choosing non-Japanese spouses has remained approximately the same (about 3,000+/-500 per year, except for the sudden increase to 4,443 in 1985), but the number of Japanese males marrying non-Japanese females has drastically increased over the same period (from 1,067 to 7,738).

Even with this general increase, however, the number of mixed-marriages is still very small compared with the number of marriages between two Japanese. In 1985, for instance, 12,181 mixed marriages were registered, of which 7,738 cases were between Japanese males and non-Japanese females and 4,443 cases were between Japanese females and non-Japanese males. In the same year, there were 723,669 marriages registered between Japanese, so in 1985 the ratio of mixed-marriages to the whole was only 1.7%.

It is very difficult to obtain an accurate number of offspring from mixed-marriages, either registered or not, since not every offspring is registered as an alien. Especially since 1985, when the Nationality Law was amended,⁴ many children with one non-Japanese parent have acquired Japanese nationality. It is also very difficult to estimate the number of children who

are in bilingual environments, because although the offspring of mixed marriages are the persons most likely to be exposed to two different languages and cultural environments, not every such child actually receives this kind of exposure, unfortunately. If a minority population is large enough, it is likely that a stable and supportive community will be established, allowing the frequent interaction by which the linguistic and cultural heritage can be maintained and transmitted on to the children. The community may build schools for its children or organize social activities to encourage and support itself. However, this degree of exposure may be difficult to attain if the minority group population is very small or geographically scattered around the host country. In that case, the successful transmission of the minority heritage is heavily dependent on individual endeavor.

In environments where linguistic and cultural support is not easily obtained, quite a number of foreign parents are frustrated to find their children speaking exclusively the language of their surroundings, despite the fact that they make strong efforts to expose their children to the other language. Especially when the children start their school life and peer pressure becomes of prime concern, the tendency to speak the language of the majority society becomes conspicuous. In some cases it has been reported that the children of mixed-marriages demand that the minority-language parent not address to them in that language in front of their friends (Saunders, 1982: 135).

On the other hand, some families achieve success in raising their children to be bilingual/bicultural. Answers to the question "What makes the difference?" may be several and complex. To seek the answers, the linguistic environments of mixed-marriage families have to be investigated next.

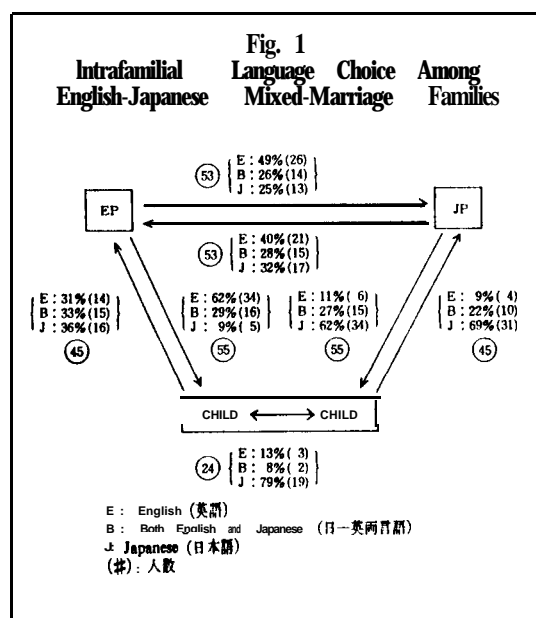
Linguistic Environments of Families of Mixed-Marriages

Large-scale investigations are yet to be done, partly because this area of investigation is not the mainstream of Japanese sociolinguistics (that is, it interests only a very small group of people), and partly because the subjects of the investigations are scattered around the nation. There are also concerns of the subjects in regards to the confidentiality of personal information.

In spite of these difficulties, a very small-scale investigation of English-Japanese bilingual families was done (Yamamoto, 1985). This was a questionnaire survey distributed to mixed-marriage families in which one of the parents is a native speaker of English and the other a native speaker of Japanese. Although the number of the

families who responded (55) was not large, the data collected offer valuable information on the environments of mixed-marriage families in Japan.

One interesting point of examination is the language of choice between the parents and their children. When the figures for parent-to-child language choice are compared with the figures for child-to-parent (Fig. 1), the influence of the language of the society on the children's linguistic choice becomes obvious.



According to the survey, 62% of the English-speaking parents almost always use only or mainly English for communicating with their children, while 29% of them speak both English and Japanese to their children and the remaining 9% of them use only or mainly Japanese. Yet, in spite of the parents' efforts, only 31% of the children speak in English exclusively or almost exclusively to their English-speaking parents, 33% of them used both English and Japanese, and 36% of them (5% more than the number of children who speak in English) are reported to speak mostly in Japanese.

On the other hand, 62% of Japanese-speaking parents almost always speak in Japanese to their children, 27% of them speak both English and Japanese, and only 11% of them communicate with their children primarily in English. When the children's communication pattern is examined, a similar pattern is found: in communication with their Japanese-speaking parents, 69% of the children use mainly Japanese almost always, 22% of them speak both languages, and only 9% of them use mainly English.

While communication between Japanese-speaking parents and their children shows a similar language selection pattern, the English-speaking parents seem to be having somewhat disappointing results in transmitting their linguistic and cultural heritage to their children.

A similar phenomenon is reported by Clyne (quoted in Saunders, 1982: 140).

... Clyne's 1968 investigation of seventy-four families with German-speaking parents and children either born in Australia or arriving in the country before the age of 5, showed that in fifty-six (75.5%) of the families the parents spoke only German to the children. Yet in only sixteen (28.6%) of these fifty-six families did the children speak only German to the parents. In twenty-seven (48.2%) the children spoke a mixture of English and German, and in thirteen (23.2%) the children always answered their parents in English.

These results seem to be rather discouraging to the parents who are hoping to raise their children to be bilingual. However, there are families who are successfully raising bilingual children. Even in this small sample of 55, 11 cases reported children older than 4 years old⁵ almost always communicating with their English-speaking parents in English.

To try to discover a common pattern among the successful families, seven factors from the questions in the survey were examined:

1. the language used by the native(-speaking) parents in addressing their children
2. the language used by the native Japanese (-speaking) parents in addressing their children
3. the linguistic interaction pattern between the English-speaking parent and the Japanese (-speaking) parent
4. the linguistic interaction pattern between siblings
5. the language of instruction at school
6. the parents' degree of bilingual competence
7. the amount of experience living abroad

From this examination, there does not seem to be a discernible pattern among the successful families in regards to factors 2, 3, 6, and 7. It therefore does not seem that these factors have strong influence on the successful raising of a bilingual child. However, the data suggest some influence due to factors 1, 4, and 5.

All of the 11 successful cases examined reported that the English-speaking parent always addresses the children in English. This seems to be the very first and most basic condition for raising bilingual children successfully. The same observation is also made by Skutnabb-Kangus (1981:28). This should not be surprising for, as Kielhofer and Jonekeit maintain:

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[1] f, for instance, one of the parents does not have enough time (or interest) to speak his language with the child and the child's emotional bond to the other parent becomes stronger, then the child's language development will soon reflect this: one of the languages will develop faster, it will become the strong language, the other language will lag behind, it will become the weak language. (Kielhofer & Jonekeit, 1983:16; translated by Susanne Dopke, cited in Dopke, 1986:495)

However, while this may be a necessary condition (especially if the children do not have in the society a firm supportive linguistic community or group outside of the family setting), this cannot be a sufficient condition, as the data reported from past studies (Saunders, 1982; Skutnabb-Kangus, 1981), including this author's, show.

The linguistic pattern among siblings is also suggestive. In cases where siblings communicate among themselves in Japanese, according to the survey, most of them also use Japanese to their English-speaking parents. However, some of the 11 successful families reported that their children use mostly English to communicate with their siblings.

Although the data do not offer clear evidence, the interaction in English among siblings seems to have strong influence on its successful acquisition. Stewart's (1964) observation of Black English in Washington, D.C., suggested that "children learn more language behavior from members of their own peer group than from their parents" (cited in Dale, 1976:281). In sharing the same linguistic domain, siblings may have the same (or, at least, a similar) function as the members of the peer group.

Moreover, when parents are eager to "teach" their language to their children, they are likely to be instructional and pedagogical, and to initiate and control the conversation. This parental strategy may act negatively on the language acquisition of the children, as Dopke has noted:

The child-centredness or a parent's behaviour towards his/her child is one of the many influencing aspects in the child's acquisition of the minority language. . . (Dopke, 1986: 504-505)

It is due to the fact that the siblings are less intentional than their parents, and their main concern in their interaction with each other is communication, rather than "teaching" language to each other. From that standpoint, English interaction among siblings, with the English-speaking parent being largely relegated to the role of linguistic informant, may foster its acquisition better than English interaction between parent and child.

This strong emphasis on the importance of sibling influence may seem to contradict the parents' role as linguistic informants described above, where the consistent speaking of English by the native English parent was called the basic condition for bilingualism, but the parents in this case are, although subordinate in importance, nonetheless contributing to composition of this language domain, not distracting from it.

The school language may also have some influence, although the data from this limited survey did not supply any strong evidence for this supposition. According to the survey, almost all the children who go to an English-medium school communicate with the English-speaking parents either only in English or both in English and Japanese. However, some of the children who do not go to English-medium school also use English to communicate with their English-speaking parents. Other research, however, indicates that the language of instruction at school could be very influential, although it may not be a necessary condition. The well-known Canada studies give strong evidence that under good conditions an immersion program at school may foster children's bilingual acquisition (Lambert & Tucker, 1972). [Also see Shortreed's review of the literature elsewhere in this issue - Guest Ed.] In their longitudinal studies, groups of English-Canadian children received instruction exclusively in French in kindergarten and elementary school for five years (except for two daily half-hour periods of English Language Arts instruction during the last three years). Although the experimental group went through an initial retardation period, by the end of the program (Lambert & Tucker, 1972: 203-205) their English was as good as the children in the English-only control group and also their French skills, while not quite equivalent, were generally comparable with children from the French-only control group.

Conclusion

Intuitively, it seems that parents of different linguistic backgrounds should be able to raise bilingual children naturally, or at least rather easily and painlessly. However, the truth is that it is not so. In order to raise bilingual children successfully, it must be remembered that bilingualism is a dynamic condition, not a static attribute. It is important to keep supplying as much bilingual stimulation to the children as possible. If the society cannot offer a bilingual environment, this requirement is placed onto the parents' shoulders. However, it is not possible for the parents to provide every single possible bilingual condition. In that case, what can and should be done is to maximize the

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Two Days in Summer

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A fast-moving, exciting video for teenagers and young adults, *Two Days in Summer* follows the same functional and structural syllabus as *Opening Strategies*, so it is ideal for students at beginner and elementary levels. Consisting of two video cassettes, a students' workbook and a teacher's manual, *Two Days in Summer* really motivates students because it gives them an authentic taste of the sights and sounds of London and an insight into the British way of life.

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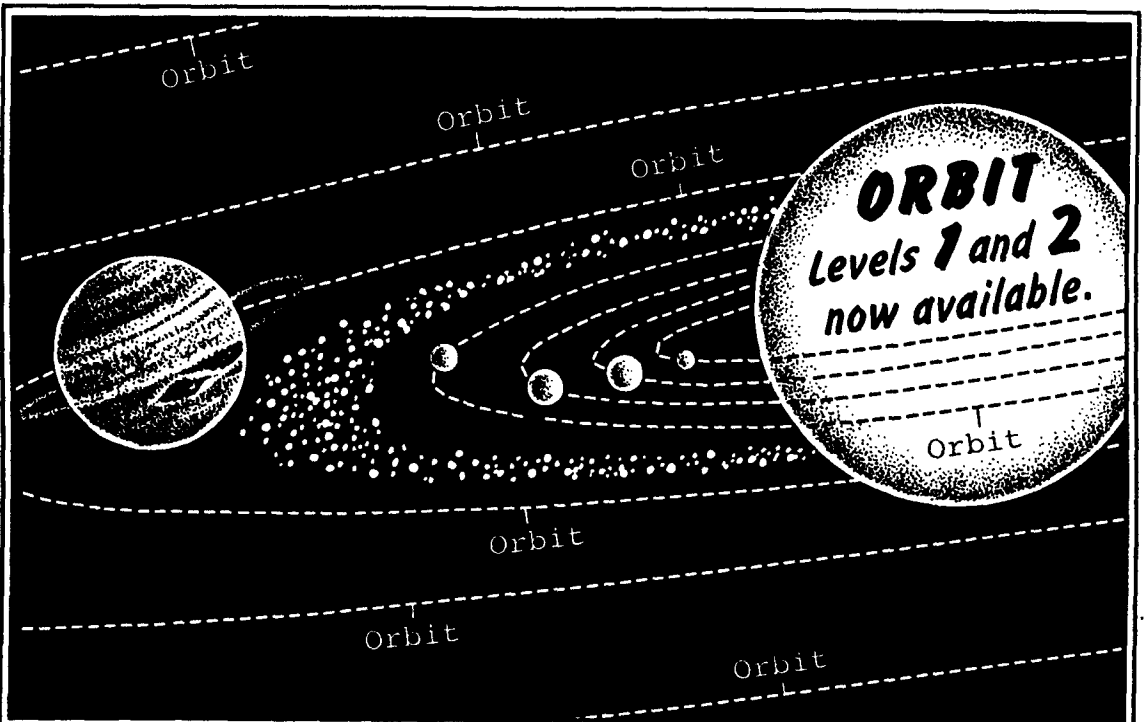
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opportunities to supply the most influential inputs. Although the survey reported here comprises only a small set of data, a close examination of the successful families suggests that three factors - the English-speaking parent always addressing the child in English, siblings always interacting with each other in English, and to a lesser degree, the child attending an English-medium school might be the most significantly influential.

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Notes

1. The criteria to determine distinct languages are also problematic. (See Skutnabb-Kanges, 1981)
2. Halliday, McKintosh and Stevens term denoting the capability of "functioning equally well in either . . . language . . . in all domains of activity and without any traces of the one language in . the other." (Baetens-Beardsmore, 1982).
3. Since the attention to be drawn here is to the dynamic nature of bilingualism, the degree of bilingualism - incipient bilingual, functional bilingual, ambilingual, etc. - an individual has to be is not discussed.
4. The law was amended in May, 1984 and went into effect in January, 1985.
5. The ages of the subjects of this survey varied from 0 to 19. To investigate the communication patterns here between the parents and their children, the cases involving children under 4 years old were eliminated. The rationalization for this is that children seem to go through a "unified language period" until sometime around 3 years old, during which they do not distinguish the two separate linguistic systems. (Albert & Obler, 1978:33; Yamamoto, 1984:123)

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THE CANADIAN IMMERSION PROGRAM: AN EXPERIMENT IN SECOND LANGUAGE LEARNING

By Ian Shortreed, Tezukayama Gakuin University

(Reprinted from the Tezukayama University Kenkyu Ronshu 21[1986])

Over the past 20 years an unusual experiment in second language learning has been conducted throughout Canada. The immersion programs, as they are now known, have presented a rather startling alternative to more traditional methods of language teaching, an alternative which has been the subject of both extensive research and testing. This paper summarizes the history, research findings and implications of the immersion programs for foreign language teaching in Japan and other EFL contexts.

"I don't think that studying in French has caused any mental confusion. Sometimes I get mixed up when I'm talking and my friends say it's because of my French, but I don't think it is. I just talk fast anyway!"

Pam Ayet, Grade 9 immersion, New Brunswick
(cited in Lapkin *et al.*, 1982)

Historical Background

In the fall of 1963, Wallace Lambert and Walter Penfield, two internationally known researchers in psycholinguistics and neurology at McGill University, were discussing their children's language education in the Quebec secondary school system. The discussion focused on the dismal performance of their children over the course of six years in the Quebec secondary school French language programs. Penfield and Lambert were especially anxious because of the increasing need for Anglophone Canadians to achieve higher levels of proficiency in French in order to participate in Quebec society. Both men agreed that the educational system was not producing students with the requisite French language skills to achieve this goal.

Over the next year, Lambert began investigating the possibility of setting up an experimental study which would provide French language instruction across all areas of the school curriculum. After receiving permission from a group of disgruntled Anglophone parents in the St. Lambert school district of Montreal and a large research grant from the Canadian government, Lambert and his assistants set up the first experimental immersion program.

Research on Immersion Education The St. Lambert Study

Lambert had been originally approached by the St. Lambert Parent-Teacher Association in the fall of 1964 to act as a bilingual education

advisor. During this period, many parents of the predominately English-speaking community had complained about the poor level of French language instruction in the public schools and they requested that Lambert and his colleagues at McGill set up an experimental French-language education program. Lambert agreed to their request on the condition that the program would have to be subject to extensive experimental testing and evaluation.

In the fall of 1965 the first early immersion students entered kindergarten where all instruction was conducted in the French language. In addition to this experimental group of English-speaking children, two control groups were also monitored, a group of French-speaking children receiving normal instruction in their native language and a group of English-speaking children who also received all instruction in their native language. The reason these two control groups were used was so that comparisons both in language and academic achievement could be conducted across all three groups.

After two years of immersion schooling, a large battery of standardized language, academic, and intelligence tests were given to all three groups of students. As was expected, the experimental immersion students lagged behind their control group counterparts in a number of areas, especially language proficiency. When compared with the English- and French-speaking children receiving instruction in their native language, the early immersion students scored lower on tests of English vocabulary and reading and significantly lower on almost all measures of French language except on tests of word discrimination and sentence completion. However, in tests of academic achievement, the immersion students were equal to the control groups, scoring as well on standardized mathematics tests for students at this grade level. This was an encouraging sign, since many of the early immersion students' parents were afraid their children would not be able to keep pace with students receiving instruction in their native language.

As students progressed in the immersion program beyond the first grade, subsequent testing revealed that they performed **as well as** their control group counterparts in almost all areas of the regular academic curriculum. By the end of the second grade, after receiving formal instruction on the English language, the immersion students' English skills were equal to the English

control group. Similar gains were found for the immersion students' performance on French language tests when compared to the French control group, although they were still far from achieving native-like proficiency.

At the end of six years of this experimental program, Lambert and his colleagues completed their report, which found that the early immersion programs were extraordinarily successful (see Lambert & Tucker, 1972, for details). Not only had students attained an unusually high proficiency in a second Language, far surpassing students who received normal language instruction in the Quebec public school system, but they had done so without suffering any detrimental effects in other academic areas. Moreover, on tests measuring cognitive development, the immersion students outperformed their control group counterparts on a number of criterion measures, specifically on tests measuring cognitive and linguistic flexibility (Bruck, Lambert & Tucker, 1974, 1976). The cognitive and social psychological dimensions of immersion education shall be discussed in the final section of this paper.

The Ontario Studies

Because of the unusual success of the St. Lambert program in Quebec, other provinces in Canada began to investigate setting up similar programs. Like the St. Lambert project, these programs were also subject to extensive testing and evaluation. However, unlike the original immersion research in Quebec, the Ontario studies examined a number of additional variables in bilingual education programs. Rather than comparing only immersion programs where students begin their education by being instructed totally in a second language, these studies compared the effects of four different immersion programs: the early total immersion programs in the Ottawa school district; the early partial immersion programs in the Toronto school district where students received half of their instruction in French from the outset of their schooling; and finally, the late immersion programs, where students begin to receive either all instruction in a second Language from Grade 7 (late total immersion) or only some of their instruction in French (late partial immersion). Because of the enormous scope of this research, which stretches over a ten-year period, only a general summary of the findings of these studies will be reported here (for an excellent summary of the Ontario studies see Swain & Lapkin, 1984).

The Ontario studies were primarily concerned with examining two major variables in immersion schooling: the age at which students begin immersion programs and the effects of differing

amounts of exposure to a second language across all areas of the school curriculum. Both of these variables turned out to have a significant effect on the outcomes of the four immersion programs described above. The early total immersion students from the Ottawa study outperformed the three other immersion groups when assessed for overall proficiency in the French language (Swain & Lapkin, 1984:45). Like the St. Lambert study, these early immersion students had achieved native-like command of French on measures of listening and reading comprehension and general French achievement (as measured by the *Test de rendement en français*), while the late or partial immersion students scored significantly lower on the same battery of tests. Moreover, the early total immersion students performed as well on standardized tests in science and social studies as students receiving instruction in their native language, while the late and partial immersion students scored slightly lower on the same battery of tests when compared to students at the same grade level who received all instruction in their native language. One explanation for this outcome has been advanced by Cummins (1979), who suggests that students in immersion programs must achieve a "threshold" level of competence before they can be expected to perform as well in content area subjects as students receiving instruction in their native language. In other words, the partial immersion students may not have had the linguistic skills to comprehend more complex concepts being taught in a second language, whereas the early immersion students had achieved the requisite threshold competence to follow such instruction. Thus, the first variable of age turned out to have a significant effect on the relative outcomes of the four different types or immersion programs.

The second major variable, length of exposure to French language instruction, was also shown to have a significant effect on the achievement of late immersion students. Students who had taken more French courses in the elementary grades prior to entering late immersion outperformed those students who had taken fewer courses in elementary school. This greater amount of exposure in early schooling provided an important foundation by which the late immersion students could progress in their mastery of French. Similarly, when follow-up studies were carried out on late immersion students who went on to take additional content area courses taught in French, these students outperformed their counterparts who began to take more courses taught in English. This suggests that late immersion students benefit from follow-up programs, especially in university level education. This is now only beginning to be implemented in a number of Canadian universities at this time.

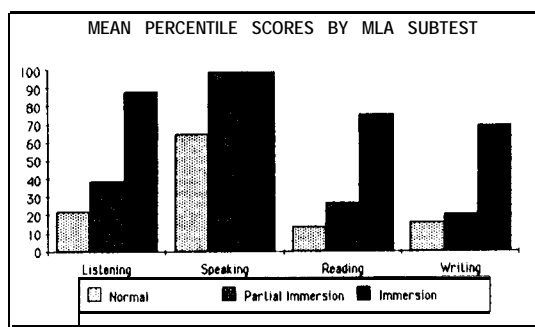
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The overall conclusions from immersion research in Ontario have been that early immersion schooling provides the optimal environment for nurturing both second language skills and improving academic performance across the curriculum. Other immersion programs, such as the late or partial immersion programs, result in equally impressive gains in French language proficiency when compared to normal French language programs in the elementary and secondary schools, but fall short of the impressive results of the early immersion programs. The important point to be made here, however, is that both parents and their children have a choice of programs to choose from, depending on their motivations and commitment to learning French in an English-speaking environment.

U.S. Studies

Much of the research on immersion education in the U.S. has been carried out in California, specifically in the Culver City Spanish immersion program. The studies to date have lacked the rigorous controls of the Canadian studies; however, equally impressive results have been reported recently in a U.S. government-sponsored study by Campbell *et al.* (1985). In this study, a three-way comparison was conducted across total immersion, partial immersion, and normal foreign language programs in a cross section of U.S. elementary schools. The findings of the study once again showed that both total and partial immersion students significantly outperformed students who received normal foreign language instruction in the elementary schools. Like the Canadian immersion studies, the total immersion programs yielded the most impressive results, followed by the partial immersion programs. Figure 1 (Campbell *et al.*, 1985: 50) below shows the results for the three groups on the Modern Language Association Test of Spanish for listening, speaking, reading, and writing:



Cognitive & Social Psychological Consequences of Immersion Schooling

While researchers have been primarily con-

cerned with the academic outcomes of the immersion programs, two additional areas of interest which have received a good deal of attention are the cognitive and social psychological consequences of immersion education. In the former category, recent research on the cognitive operations of bilingual children has overturned earlier research which concluded that bilingual children were handicapped by not achieving full mastery over any one language. Much of this earlier research was conducted with immigrant children who were forced to learn a dominant language (English) while preserving their native language in the home. Lambert (1977) notes that such environments, which he calls "subtractive" bilingualism, result in a very different profile of the bilingual child in comparison to "additive" bilingualism such as in Canada, where a majority language group, in this case English native speakers, acquire a second language. Recent research in Canada has shown this to be true, with immersion children outperforming monolingual children in important areas of cognitive development, ranging from achievement on standardized psychological and IQ tests as well as general academic achievement (see Swain & Cummins, 1979, for a review of this research). While some researchers have argued for superior neuropsychological functioning in bilingual children, a more moderate conclusion seems to be that there are not, as was once believed, any noticeable handicaps resulting from bilingualism (Genesee, 1982). In fact, much of the popularity of these programs in Canada comes from the excellent academic performance that immersion students show throughout their schooling. These results are in striking contrast to some of the "shamanistic mythology" of Tsunoda (1985), who makes unsupported conclusions regarding the detrimental effects of Japanese children learning a second language.

Another important area of research on immersion schooling has been with the attitudinal changes among English-speaking immersion students toward Canada's French-speaking minority population and their perception of themselves as bilingual speakers. Early research in this area by Tucker and Lambert (1975) indicated that immersion students were better able to identify with Francophone minority groups while also having a positive evaluation of their own ethnic identity. Subsequent research by Genesee, Tucker and Lambert (1978) found that this effect became less marked as students progressed through the immersion program. As Genesee (1982:36) points out, the influence of the home environment makes it very difficult to assess the relative contribution of immersion schooling towards ethnic attitudes and more specifically towards Canada's minority French-speaking

population. However, the current boom in immersion schooling throughout Canada can only result in more harmonious relations between Canada's French- and English-speaking populations, a result which no one would have expected during the fiery years of Quebec's separatist movement in the '60s and '70s.

Immersion in Japan?

A question which, of course, arises is whether immersion education could be successful in Japan. Based on the results from the Canadian research, many Japanese educators would love to see similar results from language programs in the secondary schools here as well. But there are important qualifications to note before adopting such a system. First, the sociolinguistic milieu of Japan suggests that "a subtractive" form of bilingualism is very much in place today and reflected in the attitudes of both children and parents towards the learning of another language (Hildebrandt & Giles, 1980). While English is looked upon as a necessary instrument for commerce, it is learned primarily for pragmatic rather than cultural purposes. Secondly, Japanese children have the additional burden of their own "kokugo" studies in elementary and secondary schools which leaves them little time to devote to learning a second language. It could be argued, however, that foreign language study should begin at an earlier age than the first year of junior high school, since the research clearly suggests that there is a positive correlation between the age at which foreign language instruction commences and the eventual proficiency achieved (see Long, Scarcella & Krashen, 1982, for a review of the literature on age).

A more practical alternative which can be derived from the immersion approach applies to post-secondary or university level education. For students who continue to study a foreign language at the university level, greater attention should be given to studying content area subjects through a second language. Rather than offering courses called "English Conversation" (nobody really knows what this means), language curricula can be structured so that students may study subjects such as linguistics, anthropology, and other social sciences or pure sciences (e.g. computer science) through the medium of a second language (not necessarily English). There are already a number of Japanese private universities which offer such instruction (I.C.U., Joshi, and Sophia) and the results are clearly impressive. One thing that seems to be clear, however, is that present second language programs are not producing students with the requisite skills or knowledge to use another language in their work or research. In this sense, immersion education offers some attractive alternatives for designing

more innovative language programs for the future.

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Submissions to Special Issues of The Language Teacher

Articles concerned with the topic of a Special Issue may be submitted either to the Editor or to the guest editor for that particular issue. It is recommended that one or the other be consulted beforehand, to avoid content overlap, and that plans be made to submit the article approximately two months before the issue date.

For further information, please contact the Editor.

CATESOL BOARD SAYS NO TO 63

What is being called the "English-only initiative" has been springing up all across the United States. Reprinted below are excerpts from the CATESOL Newsletter - CATESOL President at the time, Rita Wong, gave her perspectives on the issue in October 1986, at which time the CATESOL Board of Directors had decided to oppose "Proposition 63," as the amendment to the California Constitution was officially called. Below, in addition to the text of Proposition 63, are reprinted Wong's "Letter from the President" to the CA TESOL membership before the issue was voted on by the citizens of California, and her letter in December 1986, when it was known that the amendment had passed.

(Reprinted from CA TESOL News, October 1986)

When I first started hearing about Proposition 63, commonly referred to as the English-only initiative, I did not pay much attention to it. I thought the proposition, which would amend the California Constitution to state that "English is the official language of the State of California," was an innocuous, if wasteful effort to legislate the obvious. After all, do we need to pass a law stating that the dollar is the official currency in California?

But then I began to hear from concerned CATESOL members, alarmed by the implications of the initiative and by the potential harm it could cause should it pass. "Harm?" I thought. "What harm could possibly result from a law that simply stated that English was the official language of the state?"

I decided I had better educate myself on the issue. I got a copy of the text of the proposed law. I saw that Section 6 would be added to Article III of the Constitution.

Reading the complete text of the proposed law (see text of Section 6), I realized that it was more than a simple statement of the obvious. The initiative **requires** the Legislature to "take all steps necessary" to preserve the official status of English and **prohibits** it from making any law "which diminishes the role of English as the common language of the State of California." It **requires** the Legislature to enforce the terms of this initiative by "appropriate legislation." Furthermore, it sanctions legal actions against the state by anyone - citizen or non-citizen, resident or non-resident - anyone who believes that the state is not taking all steps necessary to preserve and enhance the role of English as a common language in California.

But what does all this really mean? Why is this initiative on the ballot now?

In my opinion, the impetus for this initiative is fear - the fear that English is in danger of being overrun by other languages and that it is in need of protection. Read the argument in favor of Proposition 63 in your election materials and see if you do not detect this fear, as I do. It

speaks of "fears and tensions of language rivalries and ethnic distrust," of threats to our American heritage by "language conflicts and ethnic separatism," of "a serious erosion of English as our common bond."

I do not think it is mere coincidence that this initiative comes at a time when the results of immigration from Latin American and Asian countries are becoming highly visible in states such as California. The appearance of large numbers of foreign-looking people and signs in foreign languages, for those who had never encountered them before, can be understandably frightening and threatening. However, using the law as an attempt to deal with these fears is not a solution. Education is.

We need to educate Californians who have limited multicultural experiences as much as we need to provide English instruction to non-native English-speaking residents. Proposition 63 does not provide for either need. It does not support the role of English in a positive way, for example, by providing funds for much needed English instructional programs. What it does do is create potential problems.

What these potential problems may be can only be speculative, but according to the staff counsel of the ACLU of northern California, Edward Chen, any form of multilingual assistance could be interpreted to diminish or ignore the official role of English, and on that basis, multilingual 911 emergency operators, courtroom interpreters, and social services could be eliminated. State funding for bilingual education programs could also be eliminated. Under Proposition 63, any individual could sue the state to eliminate any of these or any service which are seen to diminish or ignore the role of English in the state.

As language specialists, we know first of all the fear underlying this initiative is groundless. The role of English in the world, let alone California, has never been more central than it is today. We know that non-native speakers **want** to learn English; they do not all achieve equal results at the same rate, but the desire to learn is there. We do not need a law that merely

states the obvious. We certainly do not need a law that may end up diverting valuable resources away from where they should be spent on education – and spending them on costly legal procedures which may take away social services from those who need them.

We have an obligation to our students, to their families, and to ourselves to ensure that our laws

are responsible laws. After a great deal of reading and discussion, I do not think Proposition 63 is a responsible law. The CATESOL Board of Directors, at its meeting on September 6, concur *[sic]*. By a unanimous vote, we went on record as opposing the proposition. I hope that you will study the measure carefully and come to the same conclusion we did.

(Reprinted from CATESOL News, December,

Well, Proposition 63 passed. Now what? Now that English is officially the language of our state, does that mean that more funds will automatically be made available to English language instruction programs for non-native English-speaking residents? The answer to this last question is no.

While the official status of English can be used as a supportive argument for legislative proposals for increases in funding, the proposition itself does not include provisions for such. Where funds are concerned, we must still go the route of getting bills written and passed.

Even when a bill has passed both the Senate and the Assembly, it is still vulnerable to a veto by the governor. As we saw in the last legislative session, AB 2813, which would have extended the sunset date for various programs including bilingual education until 1992, was passed by the legislature but vetoed by Governor Deukmejian. Unless the legislature succeeds in overriding the veto in this legislative session, as of June 1987, school districts will no longer be required to provide special English language instruction to LEP (limited-English-proficient) students. If this happens, large numbers of LEP students could once again be placed in regular classes to flounder without specific ESL assistance. Similarly, SB 2109, which would have appropriated \$6 million to adult education programs, was vetoed by the governor.

CATESOL Support

CATESOL has actively supported both bills. In addition, we are preparing a position paper on how we think LEP students in the public schools should be served. This paper will help us respond to bills that are introduced. It will also guide us in informing legislators of the kinds of bills we would like written.

The passage of Proposition 63 taught us the importance of educating ourselves and the public and the need for us as an organization to take a more active role in this area. We are now examin-

ing ways we can inform the voting public, the legislators and the governor of the world of second language learners and the process of second language learning. We hope that more informed decision makers will be more sympathetic to the needs of our students.

Text of Proposition 63

Section 6.

(a) Purpose

"English is the common language of the people of the United States of America and the State of California. This section is intended to preserve, protect and strengthen the English language, and not to supersede any of the rights guaranteed to the people by this Constitution."

(b) English as the Official Language of California

English is the official language of the State of California

(c) Enforcement

The Legislature shall enforce this section by appropriate legislation. The Legislature and officials of the State of California shall take all steps necessary to insure that the role of English as the common language of the State of California is preserved and enhanced. The Legislature shall make no law which diminishes or ignores the role of English as the common language of the State of California.

(d) Personal Right of Action and jurisdiction of Courts

Any person who is a resident of or doing business in the State of California shall have standing to sue the State of California to enforce this section, and the courts of record of the State of California shall have jurisdiction to hear cases brought to enforce this section. The Legislature may provide reasonable and appropriate limitations on the time and manner of suits brought under this section.

THE ENGLISH LANGUAGE AMENDMENT

By S. Kathleen Kitao, Michigan State University, and
Kenji Kitao, Doshisha University

In 1985, the English Language Amendment to the Constitution of the United States was proposed. This amendment will soon be considered by the United States Congress.

The text of the amendment reads, in part:

Section 1: The English language shall be the official language of the United States.

Section 2: Neither the United States nor any State shall require by law, ordinance, regulation, order, decree, program or policy, the use in the United States of any language other, than English.

According to Congressman Norman Shumway, who introduced this amendment in the House of Representatives, the amendment is important for maintaining the unity of the people of the United States. While the English language is used by custom, it has never been made the official language of the country. Since immigrants to the United States come from many different countries, it is important for Americans to have something that unifies them, and that has always been the English language.

Some Americans, citing problems between language groups in other countries, feel that recent use of other languages by and for immigrants is a divisive factor in the United States. They want to affirm English as the official language of the United States and prevent federal or state governments from requiring use of any other language. They cite requirements that voting materials and drivers' manuals be published in languages other than English (the California drivers' manual is printed in six languages). They also point out that in some parts of the country (particularly in Florida, Texas and Southern California, where there are many non-Englishspeaking immigrants) it is difficult for a person who does not speak a language other than English (usually Spanish) to get a job. The proponents of the amendment also object to bilingual education, which, they say, perpetuates the use of languages other than English.

Historically, immigrants to the United States have been expected to learn English, the language of the United States. Those who did not learn English were at a severe disadvantage in the job market, and generally ended up doing menial jobs. Immigrants often continued to use their native languages in their homes and in their ethnic neighborhoods, such as in the Italian sec-

tion of New York or the Chinese section of San Francisco. In such communities, neighbors spoke the language of their native country among themselves, and signs appeared in that language. Immigrants had newspapers in their native language. Even today, newspapers are published in hundreds of languages in the United States. However, Americans expect people who come to the United States to be able to speak English in order to deal with people outside of their ethnic group. Classes in English as a Second Language are offered by school systems and other organizations. Children of immigrants were generally educated in English-medium schools, even if they did not speak English initially.

In the late 1960s and early 1970s, this began to change. More and more provision was being made to attempt to ease the language problems of immigrants and of their children. This took a number of forms. In some cities, signs in the languages of the immigrant groups appeared. Cities and states began providing information and services in the native languages of the immigrant groups within their borders, such as allowing immigrants to apply for jobs or take driving tests in their native languages.

One of the most controversial and widespread examples has been bilingual education. It was noted that, due to their low language proficiency, children of immigrants had difficulties in school. They could not understand the content of their classes, which were taught in English. By the time their English became fluent, they were behind in the content areas of their classes. To prevent these students from falling behind while they were learning English, schools where there were a large number of children of immigrants from a particular country began offering at least some of the classes in the immigrants' native language.

Opponents of bilingual education counter that children will learn English better if they are forced to use it. When classes are offered in their native language, these children do not need to use English, so they continue to depend almost entirely on their native language. Classes in the native language only postpone the inevitable time when children have to learn English to function in the larger culture and to get jobs. In fact, the opponents point out, in certain parts of the country, high school students can graduate without having learned English.

The issue involved in this amendment has become a very important and emotional one in many parts of the United States. Proponents of the amendment argue that, for the purpose of national unity, it is vital to affirm English as the official language of the United States. No special provisions were made for immigrants who came to the U.S. in the past, and many of these immigrants were very successful. They managed to learn English and start businesses, get good educations or send their children to college. The immigrants coming to the U.S. now should not expect any more. Proponents of the measure also say that in some parts of the country (most notably Florida, Texas and the Southwest) there are so many immigrants, and English is used so little, that some English-speaking Americans feel like foreigners in their own country. English-speaking Americans sometimes have difficulty getting jobs, even doing manual labor, if they do not speak the predominant language of the immigrants in the area.

Opponents of the amendment counter that the amendment will have a divisive, not unifying, effect. It will make non-native English speakers feel like second-class citizens and make it difficult for those who don't speak English to get government services or education, if they are not able to get help in English. Opponents also maintain that, for many of those who support the bill, the motivating force is prejudice against foreigners who do not speak English and an attempt to keep them on the outside of mainstream American society.

The English language amendment will probably continue to be an important issue in the United States for many years to come. The decisions made in relation to this amendment will have a great influence on the lives of both Americans and immigrants.

JALT News

JALT EXECUTIVE COMMITTEE MEETING REPORT

The JALT Executive Committee met in Osaka on May 30 and 31. The following is a summary of the major motions that were passed at the meeting:

1) ¥30,000 for chapter kick-off meetings was approved retroactive to January of this year, as a direct grant to those organizing the development of new affiliates or chapters. This money may be used by the group for organizing expenses as deemed necessary. It will be made available once the group has completed preparations for its first meeting and can demonstrate to the membership chairperson that the group has the potential to become a viable chapter.

2) The fiscal year for chapters was changed from the current one (Oct. 1 through Sept. 30) to the calendar year (Jan. 1 through Dec. 31). This will be put into effect by having the present Oct. 1, 1986 through Sept. 30, 1987 fiscal year extended through Dec. 31, 1987.

3) A new lump sum and transportation grant payment schedule to chapters was approved as follows: Jan. 15, 25%; April 15, 25%; July 15, 25%; Oct. 15, 25%.

4) Lump sum and transportation grant allocations to new JALT chapters and affiliates will be calculated from the beginning of the month of the group's kick-off meeting or from the beginning of the month in which they are officially recognized by the ExCom, whichever is earlier. In addition, newly formed JALT chapters will be credited with the prorated share of those dues received from new members who are specifically joining the potential chapter. None of the above funds, however, will be actually disbursed until after the chapter or affiliate has been officially recognized.

5) Effective immediately, JALT National will pay the transportation and hotel expenses for national officers to visit chapters, provided that the chapter submits a written request to the JALT president in advance. Such visits may be for the purpose of assisting the chapter with adminis-

(cont'd on page 33)

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JALT '87

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FEATURED SPEAKERS

Mayuri Sukwiwat
Bangkok, Thailand
Peter Viney
Oxford University Press
Catherine Walter
Cambridge University Press

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Morning Coffee Hours
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Member*	¥10,000	¥ 7,000	¥4,000
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REGISTER BEFORE OCTOBER 31 TO TAKE
ADVANTAGE OF THE DISCOUNTED RATES.
Use the blue form for conference registration,
the red form for hotel reservations. Full instructions overleaf.

Persons coming from abroad may pay by money
order or cheque in U.S. dollars, drawn on an
American bank, or in pounds sterling drawn on
a British bank. The rates are as follows:

Member	\$75/£44	\$50/£31	\$30/£18
Non-member	\$93/£57	\$65/£39	\$36/£22

Individuals residing in developing countries
are eligible for half of the above rates.

* 但し、栃木県、千葉県、埼玉県、群馬県、東京都、神奈川県、静岡県の中学・高校教師の方は、JALT会員と同じ参加費で結構です。

AVOID FRUSTRATION PREREGISTER NOW!

Registering before the Oct. 31 deadline makes good sense. Not only does it mean lower conference fees and a fast on-site check-in, it also assures you of a hotel room during the busy holiday and wedding season. In case your plans change, fees are refundable (with a small handling charge) any time before the event. Reservations for both the conference and the hotel, respectively, can be made with the attached blue and red *furikae* forms.

This year's conference hotels will be the Shinjuku Washington Hotel and the Sun Route Hotel. Both are conveniently located just a few minutes from Shinjuku Station. See the red *furikae* form for the JALT '87 hotel rates.

Since the conference is being held during a peak holiday and wedding season, reservations are being handled on a "first-come, first-served" basis. The Japan Travel Bureau (JTB), our hotel agents, will attempt to find alternate accommodations once the conference hotels are full, but no guarantees can be made for those applying after the Oct. 31 deadline. If you have any questions concerning your reservation, please contact Mr. Ootsuka at the JTB Plaza Shinjuku Office, (03) 356-3511.

Please note that roommates must be mutually acceptable. If you would like JTB to assign a roommate, please specify "smoking" or "non-smoking." To complete your conference and hotel pre-registrations, take both forms to the banking window of any post office. Unlike the blue conference form, there is **no** handling charge for the red form.

CONFERENCE BANQUET

On Saturday night, Nov. 21, the Annual Conference Banquet will be held at the Tokyo Kaiyo Kaikan. The ¥5,000 fee includes special entertainment by "Za Gaijin" (formerly "Albion-Za"). Be sure to join the fun!

REGISTRATION INFORMATION FOR OVERSEAS PARTICIPANTS

Registrations from overseas must be accompanied by full pre-ymment for the conference hotel. Please pay in U.S. dollars by bank draft or personal cheque drawn on an American bank or in sterling drawn on a British bank. Please note that separate cheques are required for conference and hotel registration since they are processed at different locations.

Conference Payments:

JALT c/o K.E.C.
Sumitomo Seimei Bldg. 8F.
Shijo-Karasuma Nishi-iru
Shimogyo-ku, Kyoto 600
In the name of "JALT"

Hotel Payments:

JALT '87, JTB
Plaza Shinjuku Office
1-20 Shinjuku 3-chome
Shinjuku-ku, Tokyo 160
"JTB-JALT"

GETTING TO THE SHINJUKU WASHINGTON HOTEL

From Narita Airport, take the Airport Limousine bus bound for the Shinjuku Washington Hotel. Tickets can be purchased at the limousine desk directly outside the doors leading from customs. A one-way ticket costs ¥2,700. The limousine buses run regularly between 7 a.m. and 10 p.m. leaving from Bus Stop #2. They also stop at Shinjuku Station prior to arriving at the Washington, so people wishing to go directly to Waseda University should get off there and follow the "Getting to the Conference Site" instructions.

GETTING TO THE CONFERENCE SITE

From the hotel: Walk toward the Shinjuku Station (east). You will cross several small streets. Go across the major intersection with Lumine Department Store on your left. Go into the south entrance for the JR Shinjuku Station (JR 新宿駅). This is the second entrance — the first one is for Odakyu Shinjuku Station (小田急新宿駅). Buy a ¥120 ticket from any of the yellow or orange ticket machines and then proceed to platform #11. Get on the Yamanote (green) Line and go two stops (4 min.) to Takadanobaba Station. Go down the steps and through the JR exit. Outside the station, to the right (east), is a bus stop for Waseda University. Take the 学 02" bus through to the last stop (Waseda Seimon). The service is frequent, approximately every 6 minutes, and takes 5 minutes and costs ¥130. Alternatively, you can take the Tozai subway line to "Waseda." Registration is in Bldg. 15 on the main campus.

From Tokyo Station: Take the Tozai Line from Ohtemachi subway station. Get off at Waseda, going up the stairs at the west end of the platform (towards Takadanobaba). Follow the signs to the university.

From Ueno: Take the Yamanote Line two stops from Ikebukuro to Takadanobaba.

By Taxi from Shinjuku: A taxi ride between the hotel and the site will cost between ¥1,000 and ¥2,000 depending on traffic conditions. Because of the easy train connections, it is unlikely that a taxi ride will be faster.

By Car: There is no parking on campus and cars parked illegally in the vicinity have been known to be towed away. Please use public transportation.

GET YOUR CONFERENCE HANDBOOK IN ADVANCE!

Look over the conference handbook and plan your schedule before arriving at the conference site. For ¥800, the handbook will be sent by special delivery (sokututsu) arriving at your doorstep on Nov. 17. This service is only available to addresses in Japan.

CONFERENCE INFORMATION:

(075) 221-2376 (until Nov. 21)

(cont'd from page 31)

trative matters or giving a chapter presentation, or both. In the event that the chapter visit is for the purpose of a presentation, any honorarium offered is the responsibility of the chapter. The national officer may, of course, elect to waive the honorarium; at any rate, arrangements regarding the honorarium must be concluded with the national officer in advance. Finally, chapters may charge admissions to such presentations.

6) Funds were approved for one new-chapter representative to attend the ExCom meeting where that chapter will be recognized.

7) A working budget was approved for 1987 and given to the financial steering committee as a priority item.

8) The ExCom decided that chapter funds may not be used for individuals' travel expenses to JALT '87.

9) The ExCom made the rule that **all** agenda items and items for consideration (such as budgets, reports which may result in motions, etc.), must be received by the president in time to be included in the final agenda that is distributed to all concerned in advance of each ExCom meeting.

10) The following new standing committees were formed at the May ExCom meeting:

a) **Financial Steering Committee** (Members: Aleda Krause, Ruth Vergin, Phil Crompton)

b) **International Affairs Committee** (Chair: Torkil Christensen; Members: Dave Hough, Keiko Abe, Phil Crompton, Virginia LoCastro)

c) **Domestic Affairs Committee** (Acting Members: Keiko Abe, Ron Gosewisch, Yoshio Mochimaru, Makoto Oshima, Katsumi Kitazawa)

In addition, the following ad-hoc committees were created:

a) **Ad-Hoc Committee on Individual Travel to JALT Conferences** (Members: Sue Kocher, Karen Lupardus, Dan LaBranche, Torkil Christensen) Term of Mandate: through Aug. 29, 1987

b) **Ad-Hoc Roles Committee** (Members: Jim Batten, Tamara Swenson, Ed Miller, Brenda Katagiri) Term of Mandate: through February 1988

David Hough, Recording Secretary

JALT '87

Tokyo

CONFERENCE PREVIEW

The JALT conference experience has always been based primarily on the presentations, and with nearly 250 to choose from, JALT '87 promises to be the best as well as the biggest conference ever.

In addition to lectures and workshops by keynote speakers **Mary Finocchio** ("Values Clarification and Advanced Pronunciation" and "Myth and Reality in TEFL"), **Gerhard Nickel** ("How Native Can/Should a Non-native Speaker Be?" and others), and **Richard Allwright** ("Understanding FLT: The Learners' Perspective"), several internationally known teachers and authors will be presenting including Catherine Walter ("The Writing Process — Working with large classes" and others), Richard Day ("The Use of and Attitudes towards English"), and Peter Viney ("Language Control — What is it?" and others).

Many presenters who received high ratings at last year's conference will be sharing their research, activities and ideas. Fil Lewitt, whose writing workshop at JALT '86 was nothing short of a hit, will be back with "Red Pen Blues." Dale Griffie, known for his innovative work with Total Physical Response, will be considering "New Directions for TPR." Marc Helgesen will discuss the roles of "Accuracy and Fluency," and culture expert Sonia Eagle will share "Content Course — An integrated approach." Tom Pendergast will do several presentations related to new methods for language learning and Steve Brown will consider "Practice Activities for Accuracy." The list of other presenters you've heard before (along with many who are presenting at a JALT international conference for the first time) will be included in the October issue of *The Language Teacher*.

On the evaluations of last year's conference, the most requested theme was composition/writing, and JALT '87 will feature many workshops on it including "Teaching College Composition," "Writing Ideas for Cross-Cultural Components," and a consideration of "Junior College Composition." Other requested topics

(cont'd on next page)

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such as practical activities/methods, reading, video, business ESP, and testing will be well represented.

Colloquia, offered at the previous two conferences, will again be a feature, with panels considering "Motivating Foreign Language Learners" (with Mary Finocchiaro), "Error Analysis" (with Gerhard Nickel), "Classroom-centered Research" (with Richard Allwright), "EFL Reading" (with Mary Finocchiaro), "Approaches to Teaching EFL," "EFL and Classroom Materials," "Teaching Japanese as a Second/Foreign Language," and a symposium on "Bilingualism." Further details will be provided next month.

Central to the success of the conference, of course, will be you, sharing your ideas and expertise with your colleagues and forming new

professional relationships. The goal of the conference committee is to make it easier this year than ever before to accomplish your aims.

JOB INFORMATION CENTER

The Job Information Center to be organized during the JALT conference will be an expanded version of last year's. Positions will be posted and an **interview service** will also be arranged between employers and potential candidates. At the end of the conference, remaining resumes will be forwarded to employers for consideration. Potential employers are encouraged to send information concerning positions they have available to: John B. Laing, Job Information Center Coordinator, c/o Tokai University Junior College, 101 Miyamae-cho, Shizuoka-shi 420; tel. 0542-61-6321.

第13回 JALT 国際大会

(JALT'87)

来たる11月21日(土)～23日(月)の3日間、早稲田大学に於いて、第13回 JALT 国際大会が開催されます。外国語(特に英語)の教育理論、及びその応用に関する講演や研究発表をきき、活発な議論をたたかわせ、そして、あるべき外国語教育の姿を模索し合うのは如何でしょうか。本大会は、年々回を重ねる毎に、増々多くの参加者を得、関係各方面から高い評価を得ておりますが、特に今回は、東京の副都心新宿を中心に、充分に地の利を得た大会会場及びホテルが準備され、今まで以上の盛会が期待されております。また、日本全国はもとより、世界10数ヶ国から、2,000名を超える参加者が予定され、研究発表、ワークショップ、コロキア、シンポジウム等、多彩なプログラムは、総計250前後にのぼると予想されています。

大会テーマは、**Teaching Foreign Languages**です。大会に備え、EFLとESLのターミノロジーに関しては、既に *The Language Teacher* 8月号において特集されております。今一度、日本でEFLとしての英語を教える事の意味と技術を考える機会が与えられることでしょう。

今回は、キーノート・スピーカーとして、世界的に著名な外国語教育研究者、Prof. Mary Finocchiaroと、Prof. Dr. Gerhard Nickel、そして、Mr. Richard Allwrightをお迎えします。Prof. Finocchiaroは、現在ローマのUnited States Information Serviceの特別顧問をしておられ、世界数ヶ国における豊富な教職経験がおります(氏に関しましては、*The Language Teacher* 11月号に特集の予定です、参照して下さい)。また、Prof. Dr. Nickelは、University of StuttgartのInsti-

tute of Linguisticsの長でおられます。やはり世界各国で後進の指導にあたられ、現在は幾つかの応用言語学専門誌の顧問もしておられます(同10月号参照のこと)。そして、Mr. Allwrightは、University of Lancasterで、Department of Linguistics and Modern English Languageの主任教授をしておられます。TESOL(Teachers of English to Speakers of Other Languages)の第一副会長の任にもつかれており、来年より会長になられる予定です(同9月号参照のこと)。また、この3氏の他に、フィーチャー・スピーカーとして、Mayuri Sukwiwat、Peter Viney、Catherine Walterの3氏をお迎えします。

国内外の研究者による研究発表は、現在、大会準備委員会による厳しい応募書類審査の過程にありますが、近々、その最終リストが発表されることと思います。各種の最新教授法、4技能に係わる教授技術、教材開発、テスト・評価法、異文化コミュニケーション言語教育、ビデオやLLなどの視聴覚機器の有効な利用技術、コンピュータの利用技術など、外国語教育のほとんど全ての分野にわたるバラエティに富んだものとなっております。純理論的な研究発表もありますが、実用的かつ実践的な、即クラステクニックとして役立つようなものが多いのが、特色です。

また、世界中で広く使用されている著名な教科書の著者達によるデモンストレーションも数多く企画されております。使用中の教材、またはこれから使おうとしておられる教材の、最も効果的な使用方法を、その著者自身の口から伺うことも、非常に有意義な経験でありましょう。その他、6つのコロキア、及び、第3回バイリンガリズム・シンポジウムも行われる予定です。

これらのプログラムの他に、JALT 国際大会で例年高

く評価されているのが、国内外の語学教育出版社による、教育教材の展示会です。今大会にも50余の出版社が参加を予定しており、語学テキスト、参考書、オーディオ・ビデオテープやレーザーディスク等の視聴覚教材、CAL/CALL (コンピューター援用の語学学習) システム等、文字通り世界最新の教材が、一堂に揃うことになりましょう。丁寧に見てまわれば何時間も要すものであり、この展示会からだけでも、多くの収穫が得られるものと確信しております。また、展示会場では毎年最終日に福引きも行われ、高額な図書券が当たります。大会参加の記念に、ひとつ運試しをされては如何でしょうか。

参加者に快適な研修をして頂くために、サービス面でも、長年の経験を生かした種々の気配りがなされております。受付近くには、携帯品の一時預り所を設置し、貴重品以外の手荷物は最終プログラム終了15分後まで保管致します。また、コピー・サービスがありますので、聞き逃した研究発表のハンドアウト等は係員から借り、セルフサービスでコピーができます。展示会場では、格安のコーヒーや紅茶、及び無料のクッキーが提供されます。案内所では、救急医療品をはじめ、大会に関する情報からタクシーの御用まで、様々なお世話を致します。旅行者も常駐しておりますので、旅行の申し込みや、ホテル・旅館の予約に御利用下さい。また、書籍・教材を大量に買い求められた方は、展示会場で宅配便を割引料金で御利用になれます。求職中の方々の為に Job Information Center も設置されます。残念ながら駐車に関しては、早稲田大学に十分な駐車スペースが有りませんので、自動車での御来場は御遠慮下さい。

宿泊には、ワシントンホテルと、ホテルサンルートが用意されております。いずれも、新宿駅から徒歩数分の距離です。詳細は本誌に掲載されておりますので、御参照の上、早目に予約をお願い致します。

JALT 会員でない東京都、及び近県 (埼玉、千葉、神奈川、静岡、群馬、茨城、栃木) の中学・高校の先生方に対しては、特別に、会員扱いと致しますので、割引料金で御参加頂けます。また、学生の方々の為に、半額の学生割引を用意しました。特に教員を目指して勉強しておられる方々に、教職課程のクラスの一部として御利用頂ければ幸いです。

その他、パーティー等に関する詳細は、別途下記に、御案内致します。御不明の点がございましたら、遠慮なく JALT 事務局 (075-221-2376) へお問い合わせ下さい。

年に一度の国際大会を、最新の情報を手に入れる貴重な機会として御利用下さり、語学教育の改善・向上に大いに役立てて頂きたいと願っております。ひとりでも多くの方々の、積極的な御参加をお待ちしております。

Conference Dinner Party

11月21日(出)、7:00 p.m.より9:00 p.m.、東京海洋会館(大久保)にて、恒例のコンフェレンスディナーパー

ティーが開かれます。今年は和食・洋食・中華のバイキングです。参加御希望の方は、綴じ込みの振替用紙を使い、会費5,000円を振り込んで下さい。

尚、会費には飲物代は含まれません。当日、下記のドリンクチケットを各自御購入頂き、会場にて飲み物とお引き換え下さい。

ビール	450円
ウィスキー	350円
ソフト・ドリンク	400円
ワイン (ハーフ・ボトル)	2,000円

Informal Mixer

11月21日(出)、22日(日)の夜、新宿歌舞伎町のコマ劇場前「木馬」が開放されます。

ホスト・ファミリー募集

海外からの多くの参加者に、日本の文化をより良く知っていただく為、また、近來の円高による経済的負担を少しでも軽くする為、大会期間中、海外からの参加者 (特に東南アジアからの方々) を家庭に留めてお世話して下さいるホスト・ファミリーを募集しております。御協力いただける方、興味がおありの方は、0492-52-0169 (Social Chair: 矢崎) まで御連絡下さい。

出張依頼状の御案内

JALT 国際大会に参加を希望なさる方で、出張依頼状の必要な方は、返信用封筒に、住所、氏名を明記し、60円切手を貼って、JALT 事務局までお申し込み下さい。その際、一般参加か、研究発表か、あるいは役員としての参加であるのか、その参加目的を明確にして下さい。宛先は以下の通りです。

〒600 京都市下京区四条烏丸西入
住友生命ビル8 F
京都イングリッシュセンター内
JALT 事務局

FROM THE EDITOR

Please feel free to send interesting, *in-action* photos to accompany articles and Chapter Presentation Reports. The photos should be black-and-white glossy, with good contrast. If you have a photo that you think would make an interesting cover, or would be eye-catching somewhere inside the issue, *The Language Teacher* would appreciate your contribution. Regrettably, photos can not be returned, however, so make sure the photo is one you can spare!

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MyShare

As language teachers, we all come up with our share of ideas and activities. We also use our share of ideas from other teachers. My Share is your opportunity to share your ideas and activities. Articles dealing with activities for classroom application should be submitted to the My Share editor. Articles should be based in principles of modern language teaching and must follow JAL T manuscript guidelines. Please include a 25 to 30-word biographical statement.

FASHIONABLE COLOURS

By Peter Voller and Steven Widdows

Taking a topic and developing various aspects of it is clearly not a new way of organising a college conversation class. However, we would like to give an example of topic development that shows how a wide range of activities can be linked thematically, in this case by using clothes and colours as our theme. The activities outlined below are based on the following principles: fluency before accuracy; the teacher as participant-observer; confidence building; and the use of language for a real purpose — communication. Brainstorming, ranking, contrived and personal information-gap, drawing, matching, decision-making, and many other types of exercises can be combined to produce almost continuous pair- and group-work, which creates a large quantity of input language while reducing tension and eliminating boredom. The variety of the exercises and the intrinsic interest of a carefully chosen topic provide the basic stimuli: the cohesion of the topic and the recurrence of certain language functions ensure the recycling of vocabulary and of basic structures.

The activities described here have been used extensively with first- and second-year university classes. With a class of 20 students, this unit should take about 2-1/2 hours of class time, provided the students are already familiar with activities of this kind.

1. Clothing. Arrange the students in small groups or pairs, and ask them to list as many different kinds of clothes as they can. Go round the groups, eliciting a single item from each and writing it on the board, until the lists are exhausted. Also elicit words for materials, patterns and styles of clothing. As a follow-up,

students may then question each other about the last new clothes they bought, or describe to each other their favourite clothes.

2. Back-to-Back. This is an exercise that should be familiar to most language teachers: pairs of students, standing back to back, identify each other by asking questions about their clothes. See Maley and Duff (1982:88) or Klippel (198:22) for a full explanation.

3. Suiting the Occasion. Devise at least six sets of clothing (for example, **Set A: prussian-blue silk shirt/dark green polyester tie/grey wool-en trousers/black leather shoes**), and present this information to the students. Give copies of **Table 1** to pairs of students and ask them to decide on the appropriateness of each set of clothing for each occasion. In mixed classes it would be advisable to pair boys with boys, and girls with girls, and prepare two separate sets of clothes and tables, one for males, one for females.

Let the pairs compare and discuss their answers with their neighbours, to see who were more liberal and who more conservative. Then hold a class feedback session to determine which were the most and least adaptable sets of clothing.

Table 1

Below are five different situations. Mark in the suitability of each set of clothing for each occasion using the following symbols: 00 = perfectly suitable, 0 = possibly suitable, X = quite unsuitable.

OCCASION	A	B	C	D	E	F
1. Young teacher in class:						
2. Young man at a job interview:						
3. Young man at a disco:						
4. Young man watching a baseball match:						
5. Young man visiting his teacher's home:						

4. Favourite Colours. Tell the students to stand up and walk around the classroom, asking each other **What's your favourite colour?** People who find that they have the same favourite colour should form a group. If one group is too large, split it (into dark and light blues, for example). There will probably be a few single students. Form them into one group of "mixed colours."

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Ask each group to make a list of words and phrases to show what images, qualities and feelings they associate with their favourite colour, and then get each group to write their list on the board so that the whole class can share their images. Point out any unusual images and associations, and ask for clarification if necessary.

5. Jennifer. Ask the students if they know a song titled **Jennifer** and who sings it (the Eurythmics). Divide them into pairs, and play the first half of the song to them. Distribute copies of Table 2 to the pairs, and ask them to complete as many of the lyrics as they can remember. Play the second half of the song (it is a repeat of the first half), and give the pairs time to fill in the lyrics. Elicit the missing words from them, ask the students to listen to the complete song, and try to imagine who or what Jennifer is, and why she is "underneath the water." Then, ask the pairs of students to draw a picture of Jennifer, putting in details of where exactly she is, and some clue as to why she is there.

Combine the pairs into larger groups, and let the students exchange their papers and comment on, or ask questions about, one another's drawings. Bring the whole class together and discuss which were the commonest, and which the most striking, interpretations,

Table 2

<p><i>Jennifer, with your _____</i> <i>Jennifer, with your _____</i> <i>Jennifer, in your dress of _____</i> <i>Jennifer, where are you _____ ?</i> <i>(Underneath _____)</i></p>
--

6. Beautiful People. Bring a stack of colourful magazines (music or fashion magazines would be ideal), or pictures of people, to class. Give one magazine or a selection of pictures to each student. Ask the students to pick out the one picture (of a person) that they find most attractive or fascinating. Group the students in pairs, and ask them to explain to their partners why they find it fascinating.

Get the students to write one or two sentences beginning ***I think this picture is beautiful (fascinating/curious/interesting/etc.) because...*** Make a display of the students' choice of pictures and their comments, and number the comments. Invite the class to view the display and to choose the best combination of picture and comment

(excluding their own, of course). Then conduct a class poll to find the most popular picture/caption.

7. Fashionable College Kids. Divide the students into pairs and distribute one large sheet of plain paper to each pair. Ask the pairs to think about the clothes that students wear: ***What are the fashionable college boy and girl wearing this year?***

Tell the pairs that they are going to draw a picture of the fashionable college boy and fashionable college girl. Explain that the quality of the drawing is not important, but that they must label each article of clothing in their drawing. Give an example of a label on the board, including information about colour, pattern and material. Set a time limit of not less than 1.5 minutes. Walk around the class giving help with spelling.

When all the pairs have finished, ask them to display their work on their desks, or pin it on the classroom wall. Number the drawings, and ask students to choose the best picture. Then conduct a class poll.

Language Guidance Sheets

Given such tasks as these, every student will have something to speak about and a reason for speaking, but many will not have the language readily available for expressing their ideas. To overcome this, the teacher must prepare hand-outs listing a few phrases which can serve as a framework for the student to employ. Each activity will need different phrases, though many will recur. None of the activities presented in this paper needs lists of content vocabulary, but there may well be others in which such lists are useful (or, indeed, essential) as sources of reference, and should be included in the language guidance sheets.

Obviously, the teacher may vary the length and complexity of the language guidance sheets to suit the needs and abilities of the class. Immediate accuracy cannot be expected, and correction of language errors should **not** be done;

Teachers who have never tried this approach need to be aware that considerable patience is necessary when this type of activity is introduced to Japanese students, whose expectations may be quite different. Acapration takes time, and it is fatal to despair at any initial disorder or

uncertainty. The long-term rewards are invariably satisfying.

Table 3

Examples of Language Guidance Sheets

Useful Language: Beautiful People

Why did you choose this picture?

Well, I like _____.

What about (her clothes/the colours/his hands)?

Are they important?

Mmm, yes, I think so. They _____.

Useful Language: Fashionable College Kids

This year's fashions? Well, I guess _____ are popular.

Mmm, yes. What about _____?

Who's going to do the drawing?

Put a _____ here! Draw a _____ here!

What shall we write for this label?

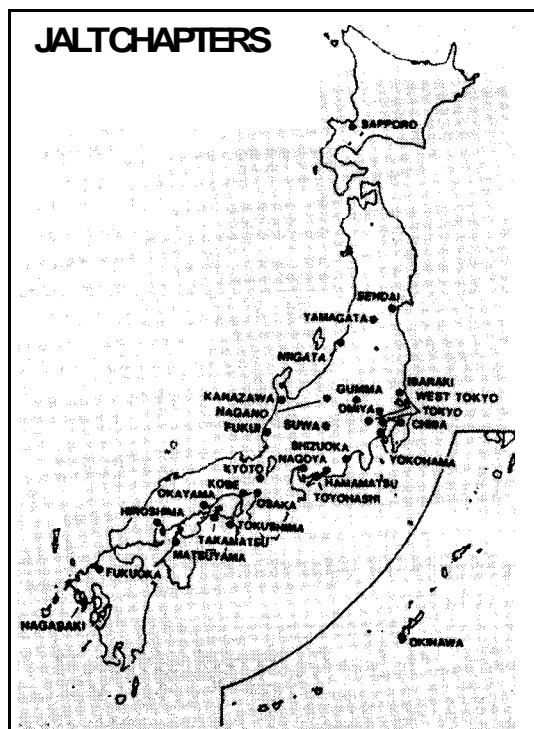
How about _____?

How do you spell that?

References

- Klippel, Friederike. 1984. *Keep Talking*. Cambridge University Press.
 Maley, Alan & Alan Duff. 1982. *Drama Techniques in Language Learning*. Cambridge University Press.

Peter Voller teaches EFL at Meiji Gakuin University, Tokyo, and Steven Widdows teaches at Tokoha Gakuen University, Shizuoka. This article is a condensed version of a unit in a topic-based coursebook they are currently writing.



JALT UnderCover

MIRROR OF LANGUAGE: The Debate on Bilingualism. Kenji Hakuta. Basic Books, Inc., 1986. 268 pp. \$18.95.

Kenji Hakuta is an associate professor of psychology at Yale University and a leading researcher on bilingualism and in psycholinguistics in general. In this book he shares his expertise regarding the many complex issues involved in the debate on bilingualism. He objectively outlines the history of bilingualism in the United States by describing and evaluating the details of several related studies.

Hakuta seems to have written this book to distinguish between the facts and myths of the many conflicting arguments regarding the effects of bilingualism and the need for bilingual education programs. His main point is that many times the studies done in the past were conducted by researchers who were blind to the linguistic, cultural, socioeconomic and political factors that skewed their results.

Hakuta does not pretend to know all the answers to the many questions regarding bilingualism and second language acquisition that remain a mystery. He does an excellent job, however, illustrating the weaknesses and strengths of past studies and calls on his readers to continue the search for empirically sound evidence that can lead to more responsibly administered and effective bilingual programs.

Hakuta stresses the need for more bilingual education programs around the world by pointing out the ease with which the world's population has recently been able to travel from one linguistic community to another. He supports his argument by explaining that there are now about 30 times more languages in the world than there are countries and that many countries, such as Canada and Singapore, already have very effective bilingual education programs.

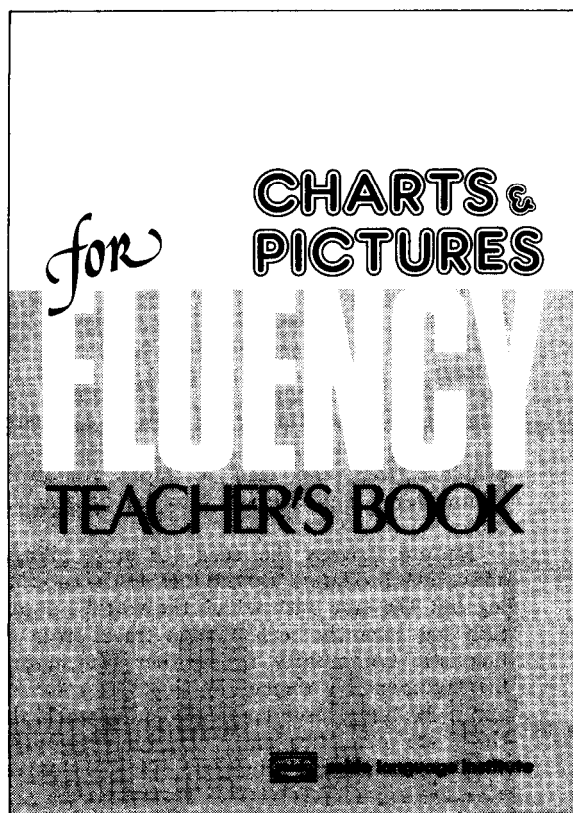
For those readers who are very interested in the complex issues that surround bilingualism, Hakuta's detailed and scientific explanations will be much appreciated. However, for the casual reader, this book may be a little overwhelming.

While Hakuta is very efficient in criticizing the overgeneralizations and scientific shortcomings

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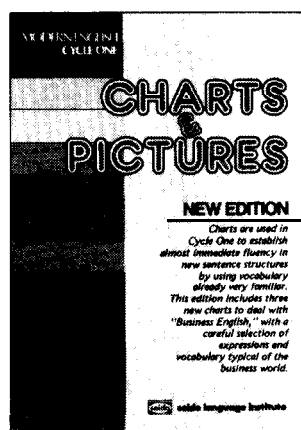
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ings of various studies, he sometimes is unaware of the lack of evidence and detail provided for some of his own assertions. Particularly disturbing was one instance when he was trying to illustrate that bilingualism enjoys popular support in the U.S. by partially backing this statement with the results of a random telephone survey of a total of 179 households in New Haven, CT. Certainly, the sample size and the concentration on one geographical area limit the effectiveness of this evidence.

Perhaps more frustrating, however, was Hakuta's tendency to introduce the findings of a study in support of certain theories, and to conclude with a list of shortcomings that make those findings less than valid. After a while, one gets tired of this routine, and simply wants to read about the evidence that *is* supported and valid. Perhaps this is the type of frustration Hakuta intends to instill in his readers in order to impress upon them the need for further study. If this is the case, he was certainly successful.

Having said that, it is best that we now begin to describe in greater detail what Hakuta has done well and what he has found to be the truths of bilingualism.

Hakuta begins his book by refuting the popular myth that bilingualism can be equated with lesser intelligence. He points out that this argument was based on the results of English language intelligence tests given to bilingual immigrants and based on error analysis tests that did not consider the sociological or environmental factors affecting the subjects' language. Hakuta also describes studies conducted in Canada, in an entirely different political and socioeconomic environment, that show how bilingualism actually enhances cognitive abilities.

Next, Hakuta describes the results of different studies on child bilingualism, arguing that it is natural for bilingual children to mix their two languages until about age three and that this is not a sign of confusion, but a natural part of the acquisition and cognitive developmental process. In discussing the various methods for learning two languages, he refutes the idea that the "one-parent-one-language" method is more effective in reducing the amount of language mixing.

Hakuta's next topic is the bilingual mind. In this section he compares the theories of Whorf, Vygotsky, Chomsky, and Piaget regarding language development and also describes the functions of the brain involved in that process. Unfortunately, Hakuta was unable to provide any definitive evidence regarding the neurological impact of bilingualism.

Regarding the issue of native language transfer, Hakuta believes that it is only natural that second language learners use the experience gained from learning the first language. However, he also refers to studies which seem to indicate the existence of a type of "language acquisition device" which enables all children to acquire languages in much the same way, in spite of particular environmental differences. Unfortunately, Hakuta is unable to offer many comments on the simultaneous acquisition of the first and second languages, we assume because there is so little documentation of the process.

In comparing the language acquisition process of children and adults, Hakuta indicates that different studies show conflicting evidence on the subject. He suggests that there is not enough evidence to support the theory of a "critical period" which ends at puberty and after which language learning becomes much more challenging. In fact, he indicates that, while children tend to learn languages more quickly, adults are usually able to surpass the children in time, as a result of their more advanced cognitive abilities. He adds that attitude and motivation are extremely important factors for all language learners.

The last chapters in the book are devoted to the description of the history of bilingual education programs in the U.S. and the various debates surrounding the bilingual education policy there. Hakuta stresses that most Americans are unaware of the realities of those programs. In fact, he points out that most people believe that the bilingual programs are aimed at maintaining the students' native language, whereas, actually the majority of bilingual programs are transitions to English monolingualism.

Hakuta defends bilingualism and proposes that more maintenance programs be started in order to offer opportunities for our children's linguistic, cognitive, and cultural enrichment and to create "citizens of the world." We believe Japan would be wise to follow this expert advice.

Reviewed by Robert L. Brown III.
Seiko Epson Corporation, and
Yoshiko Muroi-Brown, Suwa English Academy

THE BILINGUAL EXPERIENCE. Eveline de Jong. Cambridge University Press, 1986. 100 pp. ¥1,650.

In the internationally oriented world we live in today, more and more families are having to face the question of whether or not to raise their children with a second language. The circumstances necessitating such a choice can be many: marriage to a partner of another nationality; transfer abroad on business for a number of

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years; or immigration to a new land. Often the question will simply be whether or not the parents wish their children to pick up another language in addition to their mother tongue. Here the choice for most would be relatively simple. But in some cases, such as immigration, the parents are faced with a far more emotional choice: whether or not to abandon their own native tongue for the language of the new country.

It was the author's struggle with just this kind of decision that motivated her to write this book, **The Bilingual Experience**. It is a collection of the personal experiences and theories about a bilingual upbringing of 70 bilingual families which the author interviewed either in person or by questionnaire. They were, for the most part, Europeans who had migrated within Europe. The author, by gathering together their experiences, presents us with a good overview of some of the problems and conflicts parents may experience when they attempt to raise their children bilingually.

The book begins by examining the idea of bilingualism and how parents from different backgrounds define the term. The author then goes on to draw a distinction between "growing up bilingually" and a "bilingual upbringing."

Essentially it seems to come down to whether or not the parents are capable of making a choice. If they are not fluent in the language of the surrounding society, the child will by necessity become bilingual, since the language of the home will be different from the language of the outside. This is what she terms "growing up bilingual." However, if the parents themselves are bilingual, they have an opportunity to decide whether or not to preserve their own native tongue in the home, thus creating a bilingual environment for the child. This is a "bilingual upbringing" and describes the situation the family-respondents in the book are faced with.

The different strategies the families used in creating a bilingual home environment are described. The one-person-one-language model, for example, where each partner of an international couple speaks their own native tongue with the children regardless of time or place, was adopted by a French-English couple. The situation progressed smoothly until their younger child one day refused to speak the mother's language, French. At that point the French mother switched languages and began to use English with the younger child while continuing to use French with the elder. But the emotional demands of using a different language with each



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soon became too great and the parents eventually abandoned the bilingual approach altogether.

One of the more personal sections of the book deals with the reasons the parents gave for deciding either in favor of or against attempting a bilingual upbringing for their children. The majority of the parents questioned were not professionally concerned with language teaching and they rarely attempted to justify their choices with references to the research or the opinions of the experts. Some tell us that they decided against a bilingual upbringing because they felt that by learning two languages their children might run the risk of not feeling "at home" in at least one or that it might "mix up a young mind." Here we see parents speaking as parents and, though one may often disagree with their reasoning, the emotional impact that accompanies such a decision comes across strongly.

The book also deals with other topics such as the special role the mother plays in a bilingual upbringing, the role of the father, and the effect the attitudes of relatives, friends and teachers can have on someone attempting to bring up their children with more than one language. Since the book is a summary of the author's conversations with the families, few of the topics are dealt with in any depth. But the variety and quantity of issues mentioned is impressive.

The author set out to share the experiences of other bilingual families with us so that the reader-parent might find situations with which to identify and gain encouragement. In this respect she has succeeded. The book, however, has a heavy European bias. The situations and languages presented are almost always European. This makes it very difficult for the reader based in another part of the world to find something to relate to. There is little authoritative opinion presented and the author rarely mentions any of the research that has been done in the field. Though she makes it clear that she is writing for a non-professional audience, the concerned reader coming for advice and guidance might appreciate a more substantial theoretical foundation on which to base important decisions, especially when this theory could be illustrated by the experiences of real-life people. One would also appreciate a few more secrets from the parents who succeeded in raising their children bilingual. How did they help their children become fluent by "teaching" them the language, or by simply "exposing" them to it? Simply telling us that they were successful means little: we would like to know how we can do it too.

The book is short, about 100 pages, and written in a simple style. Though it may be of limited use to language teachers directly, parents

concerned about raising their children with more than one language will surely find in it some food for thought.

Reviewed by Mark C. Wright
Nanzan University

CULTURE BOUND: Bridging the Cultural Gap in Language Teaching. Joyce Merrill Valdes, ed. Cambridge University Press, 1986. 222 pp.

The book is a collection of recent theoretical and practical material by a variety of scholars and teachers, compiled to provide a guide to the teaching of culture in the foreign and second language classroom. As language cannot be separated from its social context, language teachers often intend to introduce culture but sometimes do not know where to start. The book's wide variety of essays are full of insights for all teachers who are interested in introducing culture more effectively in their own teaching situations.

Although readers will find the information useful in introducing culture in their English language classroom, it is not a book specifically on ESL/EFL in Japan. Therefore, the book does not lay out a curriculum for the teacher, as the aspects of culture to be introduced and how to introduce them differ so much according to the teaching situation.

Part I, "Language, Thought and Culture," contains articles that serve as a general introduction ranging across this broad spectrum (preface, p. xi). Part II, "Cultural Differences and Similarities," aims to present some cultural traits of particular groups in order to assist teachers to a better understanding of some of their students (preface, p. xi, Part III, "Classroom Applications," brings into focus a number of approaches to presenting culture . . . from practical suggestions regarding useful materials to theory. . . . (preface, p. xi).

Considering that the book is a collection of essays that ranges over a wide variety of topics, I would like to introduce some of the articles that were interesting to me.

Malay's article, "The Teacher of English in China" (pp. 102-111), examining a number of difficulties that teachers face within the TEFL scene, reminds us that the actual adapting of teaching theory to suit the students is a crucial factor to consider. The most widely accepted view of learning in China is that it is memory-based (p. 104), an attitude similar to the one prevailing in Japan. This article presents a basis for cross-cultural comparison.

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Wolfson's "Compliments in Cross-cultural Perspective" (pp. 112-122) illustrates that "speech act patterns are not only different from culture to culture but Largely unconscious" and is an example that the language program must have constant input from up-to-date socio-linguistic theory.

Parker's "Cultural Clues to the Middle Eastern Student" (pp. 94-101), introducing their distinctive characteristics and their problems on the American campus, was an interesting article as I lacked information on the topic.

Valdes' "Culture in Literature" (pp. 137-147) accepts literature as an important part of the second language program at the appropriate level and introduces suggestions on-how to give students much more insight into the culture. Blatford's "Newspapers: Vehicles for teaching ESOL with a cultural focus" (pp. 130-136) introduces tested ideas on how to introduce the newspaper, placing more emphasis on culture than on language teaching.

Although the strength of the book is the breadth of its essay collection, this may be, at the same time, the book's main weakness. Various theories for cross-cultural comparison are presented but readers who have not received training in intercultural studies may need to question their theoretical bases. For example, though the danger of jumping to generalizations is stressed in many essays, there are a few exam-

ples in the book that need questioning. Hughes' "Culture Analysis in the Second Language Classroom" (pp. 162-169) introduces Nostrand's (1974) model for the analysis of culture. According to Nostrand, each culture has its own themes and no culture has more than 12. On what ground did the author get this number, 12? Is this not jumping to generalizations?

Other than variables pertaining to the language teaching situation presented by Valdes' book, the extent to which a teacher can introduce culture in the language classroom depends on the depth of understanding the teacher has of his or her own culture and the students' culture as well. But teachers and administrators will find the suggestions offered by the book helpful and are urged to develop their knowledge.

Reviewed by Kazuko Unozawa
Japan Overseas Educational Service

CRITICAL THINKING, CRITICAL CHOICES.

JoAnn Abersold et al. Prentice-Hall, 1986. 2 vols., 162 pp. and 228 pp. Instructor's Manual, 3 audio tapes (video tapes available from authors).

This is a course aimed at students preparing to study in the United States at university level. Book 1, *Reading and Listening*, is designed to give students practice and techniques for dealing with the types of reading and writing tasks they will have at this level, including the writing of compositions in tests. Book 2, *Listening and Speaking*, has been written with lectures and seminar discussions in mind. If used together and intensively, they form an eight-week course. They can also be used independently.

The six topics are: Culture and Ecology; Ecology of the Natural Environment; Animal Ecology; The Human Factor: Population; Energy Options; and Prospects for the Future. They offer varied perspectives on the central theme of man and his environment. I think the decision to integrate the topics in this way was a good one, since it provides the opportunity of in-depth study on a theme which is general enough to be relevant to students from diverse academic backgrounds. The student encounters material from a range of disciplines - the natural sciences, politics, economics, anthropology and engineering - and should I think be stretched rather than swamped by the presence of a certain amount of specialised vocabulary, for which there are, incidentally, quite useful and interesting exercises. The reading passages and the recorded lectures (20 to 40 minutes in length) are authentic academic material. In the case of the lecture, the students are trained to cope with the features of natural speech while note-taking.

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Children and ESL:
INTEGRATING
PERSPECTIVES

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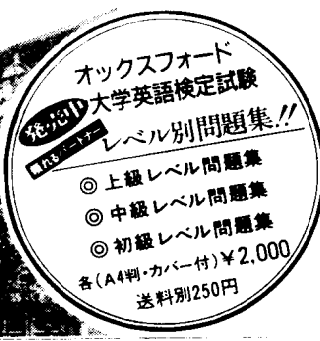
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Cambridge ELT



The Cambridge English Course

3

Michael Swan and Catherine Walter

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For further information on all Cambridge ELT publications, please contact

Steven Martin, Cambridge ELT Office, c/o U.P.S. Ltd., Kenkyu-sha Bldg.,

3 Kanda Surugadai 2-chome, Chiyoda-ku, Tokyo 101. Tel: 295-5875

(cont'd from page 44)

I am impressed by the thoroughness and organisation of this course: it is clearly the fruit of solid research and experience. The skills the students are taught have been analysed and broken into discrete functions, presented in exercises that in themselves teach clear and manageable points. Thus, in the case of a reading unit for example, the student will concentrate on a given reading strategy such as recognising 'transitions,' the linguistic clues to an author's shift in focus. The student will go from intensive examination of sentences and paragraphs to an overview of, in this case, the transitions governing the entire passage. Many of the exercises refer back to previous exercises, thus reinforcing the cumulative effect which the integrated topics produce.

The intensive level of individual engagement required by the material is counterbalanced by a good deal of discussion in groups. Questions for discussion figure in each reading unit, and there is emphasis in the writing sections on peer evaluation. The first speaking unit involves a simulation, and subsequent units involve the students in discussion exercises based on a reading passage in each unit. Students have a chance to compare their own discussion with a similar taped discussion by native speakers, and to draw out specific phrases relevant to a particular seminar speaking strategy.

The use of the term 'critical thinking' in the title is justified. Students develop skill in recognising and evaluating definitions, arguments, and their underlying assumptions. This is particularly true of the reading and listening exercises. They are, furthermore, encouraged to come up with their own response and to communicate it to others, whether in writing or discussion. The writing and speaking exercises develop critical self-awareness, and the whole functional organisation of the book encourages a detached view of language which is itself a useful critical tool.

The full-page black and white photographs accompanying each unit are unfortunately not really successfully reproduced, though they do express a certain enthusiasm and earnestness on the part of the authors. I'd like to have seen cartoons, newspaper clippings and quotations to add a little punch to the book's impact, as without them it seems a little self-consciously academic, a little too sober. But this is nitpicking: it is a fine course-book.

Unfortunately, probably only a small proportion of those Japanese students who go to the United States to study for a year are ready for this course. It really represents a preparation for people who need to be able to study on a par with native speakers, probably with the intention

of getting an American degree. The units are demanding both linguistically and intellectually, so both commitment and maturity are called for if a student is to benefit from it. It does not offer background cultural information which would be useful for a student unfamiliar with life in America, but it does offer substantial and useful academic training. Any institutions in Japan with a group of students able to use material of this level and which are able to offer sufficient teaching hours over a relatively short period would do well to look seriously at this course. I doubt, however, that there are many such establishments.

Reviewed by Kevin Mark

Reviews in Brief

VOCABULARY FOR ADVANCED READING COMPREHENSION: The Keyword Approach.
John T. Crow. Prentice-Hall, 1986. 207 pp.

In almost 25 years of teaching English in Asia, I have often been asked, "How can I increase my vocabulary?" Usually my response has been, "Read as widely as you can - and check the hints in the back of the TOEFL practice books." Now, however, I will also suggest that serious students buy Crow's book because my class of advanced level students enjoyed it and felt definite progress in vocabulary-building.

This workbook can be used for self-study and/or classroom situations. All the exercises are the self-grading type. Besides this kind of versatility, the student will find that the word selection is broadly useful. Although the book is divided into nine technical areas (scientific experimentation, history, psychology, anthropology, biology, U.S. government, geology, sociology, and economics), the words to be digested are non-technical ones used in any field. Crow emphasizes passive vocabulary-building as the way for students to achieve rapid mental substitution of a keyword, the concept, when they encounter one of the related words in a reading passage. In each chapter, through exercises at the word, sentence, and discourse levels, students become familiar with three groups of 12 keywords and five words related (but not synonyms in a strict sense) to each. In addition to the many exercises of various types in each chapter, the author suggests some good games, at least one of which could be played by a lone student. My students enjoyed both the exercises and the games. I think yours would, too.

Reviewed by Frank Kuhlman
Palmore Institute

LISTENING AND RECALL. Franklin Bacher. Prentice-Hall, 1986. 172 pp.

To teach listening for contents, this textbook is suitable for use in senior classes at high schools or in freshman English courses at colleges in Japan. It is intended by the author for high-beginning to intermediate level students. However, since most Japanese high school and college students are false beginners not having been exposed to optimal amounts of oral English and having only a scanty stock of working vocabulary, they will find some of the texts beyond their immediate comprehension, particularly the texts of the latter lessons.

The book consists of 40 lessons, each containing a spoken text in the form of a mini-lecture with a length of less than 150 words, and an exercise to help students understand it. Each is followed by an explanation of essential words and expressions in the text, a note-taking exercise, questions and answers to check students' comprehension, a discussion intended to relate the content to students' experience and knowledge of the world, and, finally, a set of "recall" exercises, which is the particular feature of this book that connects listening-comprehension to speaking and writing. This and other integrative ingenuities make this book commendable in particular for students in Japan.

The written versions of lectures are given in "Lecture Scripts" at the end of the book, but they can be removed if the teacher wants to prevent students from having access to them. A tape recording of the lectures is available, but it is far from realistic: it is just a monotonous reading of the lecture scripts. Native English-speaking teachers can try to read the lectures more naturally, but native Japanese will have to resort to a native speaker's assistance or a video recording of a native speaker's lectures. The author and the publishers should have considered an authentic video version which would definitely have been far more suitable than the audio tape recording, for note-taking in particular.

The texts, which cover familiar topics in science, education, business, and society, are arranged in order of difficulty, and so are the exercises. Depending on the level of students' proficiency, the teacher may have to invent some additional exercises, such as shadowing, or may have to modify the way of conducting the exercises so as to help students enjoy a sense of success in following the lectures.

Although there is room for some resourcefulness to be exercised by teachers, this book provides a feasible model of a classroom technique for teaching students how to listen to and

understand lectures in their spoken form. This feature is likely to turn out to be the most valuable of all, for it will undoubtedly meet the needs of schools in Japan.

**Reviewed by Satoshi Okano
University of Hokkaido, Sapporo**

RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for *The Language Teacher*.

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice this month. **All final-notice items will be discarded after Sept. 30.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Hamp-Lyons & Heasley. *Study Writing: A course in written English for academic and professional purposes*. Cambridge, 1987.
- *Levine *et al.* *The Culture Puzzle: Cross-cultural communication for English as a second language*. Prentice-Hall, 1987.
- *McDowell & Hart. *Listening Plus: Authentic recordings with tasks to develop listening skills and learner training* (Student's book, Teacher's book, cassette tape). Arnold, 1987.
- Akai. *VOA 英語ニュース聴解セミナー* Textbook, three cassettes). Osaka Kyoiku Tosho, 1987.
- Hazelrigg. *English Sound and Sense for International Communication*. Allegan Educational Foundation, 1987.
- MacAndrew & Blundell. *Interlink 1* (Student's book, Teacher's book). Macmillan, 1987.
- Macmillan "Stories to Remember" series, 2 vols. Macmillan, 1987.
- Hilton, adapt. Green. *Goodbye, Mr. Chips*. Stevenson, adapt. Holt. *Dr. Jekyll and Mr. Hyde*.
- Madden & Reinhart. *Pyramids: Structurally based tasks for ESL learners*. University of Michigan Press, 1987.
- Murphy *et al.* *Use English! Book 1* (Student's book). Macmillan, 1987.
- Peaty. *Face to Face: Painwkr practice for intermediate students*. Cassell, 1987.
- †Lonergan & Ward. *New Dimensions 2* (Student's book). Macmillan. 1987.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- *Dickinson. *Self-instruction in Language Learning*. Cambridge, 1987.
- *Di Pietro. *Strategic Interaction: Learning language through scenarios* ("New Directions in Language Teaching" series). Cambridge, 1987.
- *Kinsella, ed. *Language Teaching 20*, 1 (Jan. '87). Cambridge, 1987.
- *Malamah-Thomas. *Classroom Interaction* ("Language Teaching: A scheme for teacher education" series). Oxford, 1987.
- *Swan & Smith, eds. *Learner English: A teacher's guide to interference and other problems* ("Handbooks for Language Teachers" series). Cambridge,

*Wessels. *Drama* ("Resource Books for Teachers" series). Oxford, 1987.

*Underhill. *Testing Spoken Language: A handbook for oral testing techniques* ("Handbooks for Language Teachers" series). Cambridge, 1987.

Pattison. *Developing Communication Skills: A practical handbook for language teachers, with examples in English, French, and German*. Cambridge, 1987.

Rivers, ed. *Interactive Language Teaching* ("Language Teaching Library" series). Cambridge, 1987.

Yalden. *Principles of Course Design for Language Teaching* ("New Directions in Language Teaching" series). Cambridge, 1987.

The Language Teacher also welcomes well-written review of other appropriate materials not listed above, but please contact the Book Review Editor in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan, Aoyama 8-122, Nara 630.

IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for publication in future issues of *The Language Teacher*:

Allen & Robinett. *The New Technologies*.

Bachman. *Reading English Discourse*.

Ball. *Dictionary of Link Words in English Discourse*.

Ball & Wood. *Dictionary of English Grammar Based on Common Errors*.

Black et al. *Fast Forward*.

Brown. *Principles of Language Learning and Teaching*.

Dubin & Olshtain. *Course Design*.

Dunn. *Noah and the Golden Turtle*.

Gairns & Redman. *Working with Words*.

Glendinning & Holstrom. *English in Medicine*.

Harmer & Surguine. *Coast to Coast*.

Harris & Palmer. *C.E.L.T.*

Herzfeld-Piukin & McCarrick. *Exploring the US*.

Hino. トーフルの650 点: 私の英語修業.

Howard. *Idioms in American Life*.

Janssen. *Unusual Stories from Many Lands*.

Kasser & Silverman. *Stories We Brought with Us*.

Macmillan "Advanced Readers" series.

Master. *Science, Medicine and Technology*.

Mugglestone et al. *English in Sight*.

Neufeld. *Handbook for Technical Communication*.

Rosenthal & Rowland. *Academic Reading and Study*

Skills

Sinclair et al., eds. *The Collins COBUILD English Language Dictionary*.

Suzuki et al. *Basics in Reading*.

Taylor et al. *Ways to Reading*.

Tomalin. *Video, TV and Radio in the English Class*.

Watson. *Welcome to English*.

Wright. "How to..." series.

Zion et al. "Open Sesame" series.



Chapter Presentation Reports

Chapter reports on presentations are to be 150-250 words, typed double-spaced on A-4 size paper, and submitted to the Editor by the first of the month preceding publication. Longer reports can be considered only upon prior consultation with the Editor.

FUKUOKA

PUT SOME DRAMA INTO THAT CLASSROOM

By John Dougill

The Fukuoka chapter participated in a lively demonstration on the place of drama in the classroom at its June meeting, sponsored by Film-Scan/Lingual House (Tokyo) and Hodder and Stoughton (U.K.).

A rationale for the proper place of drama in the classroom and underlying assumptions about it were first addressed. Drama, it was argued, possesses intrinsic appeal to learners, allows learners to respond imaginatively, takes account of verbal as well as non-verbal features, and transforms mechanical exercises into something more realistic. Furthermore, two guiding principles were posited. First, drama should be involving but non-threatening; students should not feel embarrassed. Second, drama should be directly related to the main text. Giving full acknowledgment to the value of textbooks, one need not supplant, but rather supplement, them with drama.

The greater part of the presentation consisted of participants enjoying a flurry of dramatic activities (far too many to mention here) which animated the ideas presented above. It's no exaggeration to say that a good time was had by all.

Reported by Rand Uehara
Saga Medical School

KANAZAWA

MODIFIED INPUT AND LISTENING COMPREHENSION

By Raoul Cervantes

Cervantes started his presentation at the July meeting from the premise that failure to comprehend results in frustration, boredom, lack of

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confidence and wasted class time, but that it is possible to adjust the input to facilitate comprehension and obviate such undesirable occurrences. After exploring the nature of language processing in listening comprehension and the role of short-term and long-term memory, Cervantes went on to suggest various input modifications that can be utilised to help the listener gain a fuller understanding, namely: 1) slower rate of speech and clear articulation; 2) use of repetition and redundancy; 3) greater use of full nouns and pronouns; and 4) more elaboration and explanation.

He pointed out that grammatical simplification is not necessarily the most effective strategy, and that the above conversational adjustments enable learners to comprehend more complex language than they would be capable of otherwise.

The session ended with the group listening to samples of authentic radio and language learning dialogues from the point of view of comprehensibility. In the light of the speaker's previous assertions, the group were able to point out modifications that were present or that could have been added to help the listener.

Reported by John Dougill

NIIGATA

TWIGA

By Jan McCreary

At the June meeting of the newly-formed Niigata chapter, Jan McCreary of the International University of Japan led a lively workshop focusing on two-way information gap activities (TWIGA). She began by defining some basic terms, reviewing the relevant research concerning TWIGA, and explaining the potential efficacy of these types of communicative activities for learners ranging from beginning to advanced. Some compelling reasons she gave for using TWIGA are that they: 1) provide learners with the opportunity to engage in authentic communication; 2) stimulate negotiation of meaning among learners; 3) allow each learner more chance to speak; and 4) add variety to the classroom.

The speaker then led the group through a variety of TWIGA, using readily available materials such as shopping lists, maps, strip stories, immigration forms, and picture differences. She concluded by suggesting how the activities could be modified according to level of learner proficiency and the specific language points the teacher wants to teach. By keeping her audience of 70 participants enthusiastically engaged in completing the various tasks she introduced,

McCreary also successfully demonstrated the suitability of two-way information gap activities for large heterogeneous groups.

Reported by Michael Harrington

SENDAI

TEAM TEACHING IN THE PUBLIC SCHOOLS

By Robin-Sue Alexander

Based on her experience in Iwate, Alexander explained the pitfalls and opportunities involved in team teaching with Japanese middle and high school English teachers. The purpose of team teaching is ostensibly to liven up and give a touch of authenticity to the three hours of English which students receive each week.

There are many difficulties, however. Classes are large (38-42), often cancelled, and few students really desire to learn. Effort is mostly directed at test taking, not language competence.

With ingenuity, patience, tact, and a generous sense of humor the foreign teacher can cope with the situation. The first step is to win the Japanese teacher's confidence and cooperation, and then to work together in harmony. The foreign teacher should defer to the Japanese teacher and not upstage him. Lessons should be well planned and the foreign teacher should be allowed five minutes for "fun" activities. Also, the *Mombu-sho* text can be adapted to require thinking and not just routine answers.

Alexander showed how with good will and forbearance the foreign teacher can beat the odds.

Reported by Alan Gordon

YOKOHAMA

USING THE PERSONAL COMPUTER IN PLANNING, ORGANIZING AND MANAGING LESSON PLANS

By John Burton

There have been many presentations, articles and books recently about using computers in the ELT classroom. At the July meeting of the Yokohama chapter, John Burton demonstrated how a teacher can use the computer to design lesson plans, evaluate students and conduct research.

Burton began by explaining the basic parts of the computer. He then described the functions and capabilities of a personal computer by demonstrating his own Apple IIc system. The

(cont'd on page 52)

Bulletin Board

Please send all announcements for this column to Jack Yohay, 1-1-11 Momoyama Yagoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

PROFESSIONAL GUIDELINES

The Long Range Planning Committee sub-committee to study professional guidelines is seeking information and people interested in this area. The TESOL core standards have been considered, but we would like to tailor some guidelines to fit the situation of language teachers here in Japan. Please send your ideas and comments to the chair, Jim Batten, 2-25-21 Mizuki-cho, Hitachi-shi, Ibaraki-ken 316.

FORUMS FOR IN-COMPANY TRAINING

FIT is an organization dedicated to promoting a broad exchange of ideas and issues relevant to professional educators and administrators. Tokyo: Sen Nishiyama, David Hough (ICRA), Tony Deamer (Kobe Steel), Takeshi Fujiwara (Shimizu Construction), and others; Wed., Sept. 16, 9:30 a.m.-5:30 p.m. at I-House (Kokusai Bunka Kaikan), Roppongi. Osaka: Motomitsu Yamanoue (Kobe Steel), John Fleischauer (LIOJ), David Hough and Derald Nielson (ICRA), and others; Fri., Sept. 18, 9:30-5:30 p.m. at Chisan Hotel Shin-Osaka (3 min. from JR Shin-Osaka).

Number of guests per forum limited to 100. Information and registration: FIT Office, c/o LIOJ, 4-14-1 Shiroyama, Odawara-shi, Kanagawa-ken 250; tel. 0465-23-1688.

FIT 企業内教育フォーラム

(Forums for In-Company Training)

このフォーラムは、企業の国際化教育担当者及び教育専門家を対象に、意見・情報交換の場を提供するものです。

第2回 FIT 東京フォーラム

日時：9月16日(休) 9:30-17:00

会場：国際文化会館講堂 (港区六本木)

発表者：西山千、デビット・ハフ (ICRA)、藤原剛 (清水建設)、トニー・ディーマ (神戸製鋼)、デラルド・ニールセン (ICRA) 各氏他

第1回 FIT 関西フォーラム

日時：9月18日(金) 9:30-17:00

会場：チサンホテル新大阪 (新大阪駅より徒歩3分)

発表者：山野上素充 (神戸製鋼)、デビット・ハフ (ICRA)、ジョン・フライシャワー (LIOJ)、片岡誠二 (松下電器産業)、安藤幹雄 (住友金属) 各氏他

申し込み方法 (東京、関西各々)

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TEMPLE UNIVERSITY JAPAN

Distinguished Lecturer Series

Sept. 12-13 (Tokyo), 19-20 (Osaka): *Issues in Communicative Language Teaching*, H.G. Widdowson, University of London

Oct. 3-4 (T), 10-11 (O): *Second Language Acquisition Research and Classroom Teaching*, Patsy Lightbrown, Concordia University

Nov. 7-8 (T), 14-15 (O): *Teaching for Meaning — Shaping a Communicative ESL Curriculum*, Sandra Savignon, University of Illinois

Dec. 5-6 (T), 12-13 (O): *Drama in TESL*, Richard Via, East-West Center, University of Hawaii

All courses Sat., 2-9 p.m., Sun., 10 a.m.-4 p.m. Information: Michael DeGrande, Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161 (site of the Tokyo sessions), tel. 03-367-4141; or Temple University, Kyowa Nakanoshima Bldg. 2F., 1-7-4 Nishi-Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), tel. 06-361-6667.

JALT members and others unable to enroll formally may attend the Saturday 2-5 p.m. portion of each course at special low fees. See *Meetings*: OSAKA, TOKYO.

(cont'd on next page)

MEd. Program in TESOL**Fall 1987 Courses**

(3 credit hours each; place/info as above)

TOKYO: Sec. Eng. Ed. 652: TESOL Methods I, M. Rost: Mon., Aug. 31-Nov. 30; Sec. Eng. Ed. 642: The Sound System of American English, K. Schaefer: Tues., Sept. 1-Dec. 1; English Ed. 624: New Grammars, K. Schaefer: Thur., Sept. 3-Dec. 3.

OSAKA: Sec. Eng. Ed. 652: TESOL Methods I, J. Patrie: Wed., Sept. 2-Dec. 2; English Ed. 624: New Grammars, J. Patrie: Fri., Sept. 4-Dec. 4; Ed. Psych. 531: Learning Theories and Education, S. Tomiyasu: Tues., Sept. 1-Dec. 1.

TOKYO/OSAKA: Sec. Eng. Ed. 651: TESOL Special Projects. This three-credit-hour course consists of the September, October, and November Distinguished Lecturer workshops (above).

TOKYO/OSAKA: Sec. Eng. Ed. 654: Issues in Eng. Ed.-S. This one-credit-hour course is the December Distinguished Lecturer workshop.

REQUEST FOR DATA ON MISUNDERSTANDING

I am looking for authentic data (recorded or recalled) on verbal misunderstandings for study of first and second language listening problems. Please transcribe part of any actual conversation (English or Japanese) in which a misunderstanding took place; give brief description of setting and participants (and, if possible, probable intention of the speaker who was misunderstood, and statement of whether and how misunderstanding was resolved). Please send contributions by the end of December, 1987, to: Michael Rost, Listening Project, 1-13-19 Nishiogikita, Suginami-ku, Tokyo 167. Many thanks.

(cont'd from page 50)

participants were able to "play" with the computer just as they might in a computer store showroom.

Seeing how computers are incorporating more features and are becoming easier to use and buy how can any teacher be without one*!

**Reported by Jack King
Toyo-Eiwa Junior College**

Meetings

Please send all announcements for this column to Jack Yohay; 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612 The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

FUKUI

Topic: The Games Teachers Play
Speakers: Robert Bright, John Service
Date: Sunday, September 20th
Time: 2-4 p.m.
Place: Fukui Culture Center (Housou Kaikan 5F)
Fee: Members, free; non-members, ¥500
Info: John Service, 0776-22-3113

Come and join in some of the games that have proved successful in getting the Word across to large classes of unmotivated students. The presenters teach English to large classes (over 20) of students at Fukui Institute of Technology. Robert, from England, has an R.S.A. diploma in TEFL and a blue braid for swimming 12 lengths of the Southampton Central Baths. He has taught English in France as well as Japan. John, an engineer from New Zealand, thinks he has been teaching English in Japan for five years.

FUKUOKA

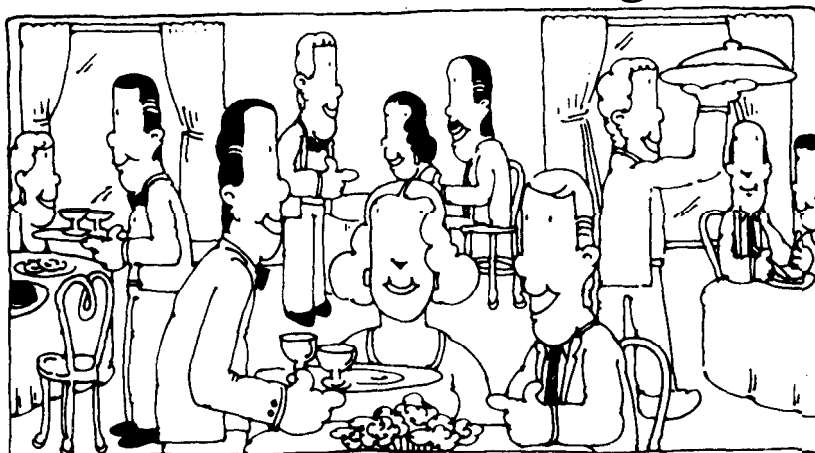
Topic: Activating Students with "Warm-Ups"
Speaker: Gary Wood
Date: Sunday, September 20th
Time: 1-4 p.m.
Place: Tenjin Center Bldg. 14F (Iwataya Community College); 092-781-1031. Use basement entrance.
Fee: Members, free; non-members, ¥1,000
Info: Fukuoka Chapter Office, 092-761-3811
Maddy Uraneck, 0940-33-6923 (H)

Make your English class jump to life immediately by adding a large number of "warm-ups" to your repertoire before the "meat" of a lesson is offered. Gary Wood says warm-ups are important to relax students, to remind them that English is fun, and to activate the English they've learned previously but have not used at all during the week. He will give tips for creating your own warm-up activities and important do's and don't's for their implementation. Discussion will be Kyushu "champon" style, in both English and Japanese. Everyone is encouraged to invite a colleague.

Mr. Wood is JALT National Program Chair and an administrator for a large language services company in Nagoya.

SPECTRUM

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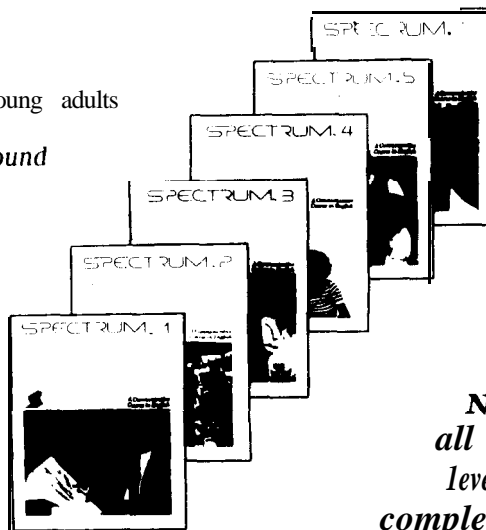
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Registration forms and details from:

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TESOL SCOTLAND

Balwearie High School

Balwearie Gardens

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Scotland KY2 5LT



HAMAMATSU

Topic: Grammar Activities and Games
 Speaker: Michael William
 Date: Sunday, September 20th
 Time: 10 a.m.-2 p.m.
 Place: Seibu Kominkan, 1-21-1 Hirosawa;
 0534-52-0134
 Fee: Members, free; non-members, ¥500
 Info: Todd Lynum, 0534-74-0328

Michael William has taught EFL in Korea and Japan since 1970. He now teaches at Temple University, Tokyo.

KANAZAWA

Topic: Idea Exchange Workshop
 Date: Sunday, September 13th
 Time: 2-4:30 p.m.
 Place: Ishikawa Shakai Kyoiku Center (see map in the July 1987 LT)
 Fee: Members, free; non-members, ¥500
 Info: Sue Kocher, 0762-41-4496
 Paul Hays, 0762-65-5752

Idea Exchange Workshop: Bring your ideas! We will break up into small groups according to areas of interest (e.g. texts, classroom management, games, etc.) to discuss and share ideas. In the final portion of the workshop, group representatives will present their conclusions/ideas to the other participants.

KOBE/KYOTO/OSAKA (Joint Meeting)

Topic: Zen and the Art of Composition: A Writing Roadshow
 Speaker: Philip Jay Lewitt
 Date: Sunday, September 20th
 Time: 10:30 a.m.-5 p.m. (including a 90-minute lunch break)
 Place: Umeda Gakuen, Osaka
 Fee: Members, free; non-members, ¥1,000
 Info: Jan Visscher, 078-453-6065
 Greg Peterson, 0775-53-8614
 Tamara Swenson, 06-351-8843

This five-hour workshop (reviewed in The Language Teacher, May 1987, p. 41) will focus on how people write and learn to write better rather than on how to teach writing, and will therefore be of interest to all concerned with the writing process and with improving their own writing experientially, and with the teaching of composition at all levels. The teacher's role will be examined in the light of the experience gained during the workshop and through parallels with the Zen teacher.

Note: Participants should bring writing materials, including a stack of B5 paper.

Philip Jay Lewitt has an M.A. in Creative Writing and a Ph.D. in English and American Literature. He has been teaching composition,

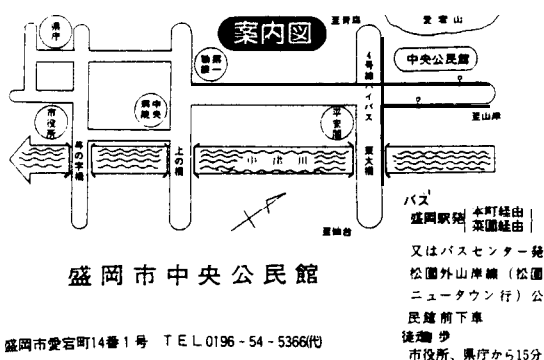
language, and literature at the university level for over ten years. Currently he is Foreign Professor at Tottori University, where he directs the writing program for future teachers.

MORIOKA (Inaugural Meeting)

Topics: 1) The JALT Story
 2) "Idea Box" for Reaching Students
 Speaker: Keiko Abe
 Date: Sunday, September 13th
 Time: 1-4 p.m.
 Place: Morioka Chuo Kominkan 2F (see map), Dai-ichi Kogishitsu
 Fee: Members, free; non-members, ¥1,000 (refunded if you join at meeting)
 Info: Robin-Sue Alexander, 0196-72-3362 (W), 0196-72-2166 (H)

As children need constant direction, attention, encouragement and praise, and have short attention spans, simple, practical, creative teaching methods work best. These include games, role-play activities, simulations and songs which children can easily identify with. Ms. Abe will focus on approaches which have proven successful in Japan.

Keiko Abe, National Membership Chair of JALT and President of the Yokohama chapter, graduated from Keio University and studied at North Carolina State University. She has more than ten years' experience in TEFL and EFL teacher training, is the owner/director of CALA (Cosmopolitan Academy of Language Arts), has published various EFL books for children, and has acted as editorial consultant for both U.S. and Japanese textbook publishers.

**MATSUYAMA**

Topic: Writing Workshop: Zen and the Art of Composition
 Speaker: Philip Jay Lewitt
 Date: Sunday, September 27th
 Time: 9:30 a.m.-5 p.m.
 Place: Shinonome High School Memorial Hall
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Linda Kadota, 0899-25-7111
 Yumi Horiuchi, 0899-31-8686

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Dr. Lewitt and his popular workshop are described in KOBE/KYOTO/OSAKA above.

NAGANO

Topic: Using Video in the Classroom
 Speakers: Karen Takizawa, Aileen G. Brody
 Date: Saturday, September 12th
 Time: 2:30-4:30 p.m.
 Place: College of Education, Shinshu Univ.
 Fee: Members, free; non-members, ¥500
 Info: Katsumi Kitazawa, 0262-27-6646

The presenters will discuss their experiences with commercial video English courses and making teaching materials to accompany a video-taped full-length film. In particular, they will describe a course they taught based on the movie *Tess of the D'Urbervilles*.

The speakers are on the faculty of the English Department at Seisen Women's Junior College, Nagano.

NAGASAKI/FUKUOKA

3rd Annual All-Kyushu Golden Seminar

Topics: 1) Total Physical Response (TPR)
 2) Effective Use of Songs and Music in the Classroom
 3) Teachers' Tricks A Halloween Special by Participants
 Speaker: Dale T. Griffiee
 Dates: October 31 st and November 1st
 Time: 2 p.m. Saturday through lunch Sunday
 Place: Shigemi Heights Hotel, outside Nagasaki City (095841-1111)
 Fee: Members, ¥10,000; non-members, ¥12,500 (includes three meals, overnight stay, and conference fee)
 Info and Registration (by Oct. 22): JALT-Fukuoka Office, 092-761-3811 (days); Nagasaki Coordinator, 0958-49-2334 (evenings). Send for brochure to JALT-Fukuoka Office, Arato 34-1, Chuoku, Fukuoka 810.

Meet teachers from all over Kyushu and the western "boonies" of Japan in this intensive, overnight mini-seminar in a beautiful location overlooking the sea.

The Saturday night session will focus on participants themselves, so come prepared with a good classroom "trick" (activity, game, idea) to share, and prepare yourself for the treat of taking home a bag of excellent, usable classroom ideas.

Mr. Griffiee was chosen for the variety of topics he offers a very complete overview of TPR, including why's, how's, and relevant research, and for how to use the likes of Bruce Springsteen and Ravi Shankar to teach grammar, dictation, grids, vocabulary, story telling, visualization, and discussion.

NAGOYA

Topic: Administration and Curriculum Development in In-Company Language Programs
 Speaker: David Hough
 Date: Sunday, September 27th
 Time: 1:30-5 p.m.
 Place: Mikokoro Centre, Naka-ku
 Fee: Members, ¥500; non-members, ¥1,500
 Info: Tetsu Suzuki, 0566-22-5381
 Lesley Geekie, 05617-3-5384

This presentation describes, in the context of in-company training in Japan, how to design specific courses which meet the language learning needs of employees. It concentrates on English for Special Purposes (ESP), by first demonstrating how students can learn more if the job of learning is limited to specific and immediate language learning needs. It then describes administration and personnel constraints which need to be considered when designing an in-company programme. Finally, it looks at how to design curricula which meet these needs.

David Hough is executive director of ICRA, an organization which designs tailor-made packages for business and industry. He is also president of the Tokyo chapter of JALT, national JALT Recording Secretary, and author of numerous EFL manuals and texts.

OKINAWA

Topic: A Cognitive Perspective on Language Learning
 Speaker: Mamoru Kinjo
 Date: Sunday, September 20th
 Time: 2-4 p.m.
 Place: Ginowan Seminar House, 09889-8-4361
 Fee: Members, free; non-members, ¥500
 Info: Okinawa Language Center, 0988-64-0803

Mamoru Kinjo, lecturer at Okinawa Kokusai University, has recently returned from Michigan State University, where he is pursuing a Ph.D. in Applied Linguistics. His interest is in cognitive psychology, which studies the nature of human knowledge and people's ways of processing and storing information. Mr. Kinjo will introduce some of cognitive psychology's findings about memory and explain how they shed insight into language learning. Implications for the teaching of English as a foreign language will then be discussed.

NIIGATA

Topic: Integrating the Language Classroom
 Speaker: Reuben Gerling, Technological University of Nagaoka
 Date: Sunday, September 20th

Time: 1:30-3:30 p.m.
Place: Niigata Kyoiku Kaikan (tel.: 025-224-0973); see map in the July 1987 issue.
Notice: there's no parking space nearby. Take the bus for "Hamauracho" and get off at Nishi-Ohtasakane.
Members, free; non-members, ¥500
Carl Adams, 025-262-7226 or 260-7371
Chisato Furuya, 0258-46-6000

There is an abundance of teaching methods available at the moment. There are also many aids to the teacher, both technical and methodological. The question is, however, how these can be used effectively to create a coherent unit within the classroom. What role should the teacher play within such a unit, and what role should the learner have? The presentation will suggest ways to integrate various systems and methods into one unit with the full participation of teachers and learners with the aim of arriving at proper results within each language class.

OSAKA

Co-sponsored by Temple University Japan

Topic: Issues in Communicative Language Teaching

Speaker: H.G. Widdowson, Univ. of London
Date: Saturday, September 19th
Time: 2-5 p.m.
Place: Temple University (see *Bulletin Board*)
Members, ¥1,000; non-members, ¥2,000
Info: Tamara Swenson, 06-351-8843

SAPPORO

Date: Sunday, September 13th
Time/Topics/Speakers:

10:00-12:00 The Koto-ku JHS Experiment:
Integrating Communicative Activities with JHS Textbooks (in Japanese) - Hiroko Hattori (Fukagawa Daiichi JHS) will explain the Koto-ku Project and the systematic efforts to integrate communicative language teaching with the junior high school students' normal course of study.
1:00- 2:15 Versatile Utilization of Video (in English) - Satsy Kobayashi (Seishu Junior College) will cover the versatile creation and use of video to meet teaching objectives in a variety of classroom settings.
2:30- 4:00 Nihongo Kyoiku ni okeru Shichokaku Kyoiku (in Japanese) - Tamiko Watanabe (Hokkaido University) will talk about multimedia teaching of Japanese in a formal classroom setting.
Sapporo University, Toyohira-ku, OII-852-1181; Transfer to Minami-71 bus

Place:

SENDAI

Topic: Teaching for Communicative Competence
Speaker: Alvin Fantini
Date: Tuesday, September 1st
Time: 6-9 p.m.
Place: Shimin Kaikan, 022-262-4721
Members, ¥500; non-members, ¥1,000
Info: Tomoo Mizuide, 022-246-0859 (night) or 0223-22-3853 (day)

In this seminar, participants (1) expand their view of communicative competence; (2) explore the interrelationships between language and culture; (3) investigate language acquisition in children and second language learning in adults; and, finally, (4) apply these concepts to the language classroom through a six-stage model which integrates all aspects of communicative competence, while drawing on a variety of methods and techniques. The seminar includes both theory and application and is highly participatory.
Dr. Alvin Fantini is the Director of Bilingual Multicultural Education at the School for International Training, Brattleboro, Vermont.

(2)

Topic: Songs and Music
Speaker: Dale Griffie
Date: Sunday, September 20th
Time: 1-4 p.m.
Place: New Day School, 022-2654288
Members, free; non-members, ¥500
Info: Tomoo Mizuide, 022-246-0859 (eves), 0223-22-3853 (daytime)

Beginning with a song/music classification model and a classroom checklist, this presentation will demonstrate 10 to 14 classroom-tested techniques such as pre-listening, listening, grammar, dictation, story-telling, visualization, and discussion.
Dale T. Griffie guest edited the special issue of *The Language Teacher* on Songs and Music (September 1986). He is one of the founding members of Tohoku, now Sendai, chapter. He is now very actively engaged in teaching and writing books in Tokyo.

SHIZUOKA

Topic: TEFL for Children and Young Adults
Speaker: Keiko Abe
Date: Sunday, September 20th
Time: 1- 3 p.m.

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Place: Tokai University Junior College, near
Yunoki Station
Fee: Members, ¥500; non-members, ¥1,000
Info: John-B. Laing, 0542-61-6321

This workshop will demonstrate practical and communicative techniques which are most successful in teaching English to Japanese students. These include games, role play, activities, simulations, and songs – all of which students can easily relate to. Many of these games and activities were developed by Abe in the classroom and in her teacher-training workshops throughout Japan.

Keiko Abe is a children's EFL teacher and teacher trainer, author of numerous EFL textbooks, President of Cosmopolitan Academy of Language Arts (CALA), President of JALT-Yokohama, and National JALT Membership Chairperson.

SUWA

Topic: Teaching English Pronunciation
Speaker: Masataka Tanaki
Date: Sunday, September 20th
Time: 2-4 p.m.
Place: Suwa Bunka Center
Fee: Members, free; non-members, 500
Info: Esther Sunde, 0266-58-3378

Mr. Tamaki, president of Fujimi International Club, will discuss his original teaching methods for improving students' pronunciation of English. Mr. Tamaki has lived in England, Panama, and the U.S. for several years and has many years of experience teaching English to Japanese students.

TAKAMATSU

Topic: Teach Your Baby to Read
Speaker: Miho T. Steinberg
Date: Sunday, September 20th
Time: 1:15-4:30 p.m.
Place: Takamatsu Shimin Bunka Center
Fee: Members and first-time visitors, ¥500; students, ¥250; others, ¥1,000
Info: Shizuka Maruura, 0878-34-6801

Prof. Steinberg will explain why and how reading lessons should precede writing instructions in second language teaching. She will also discuss how reading could precede speaking by giving examples of various experiments with two-three- and four-year-olds learning to read in their native languages.

Miho Steinberg has taught at the University of Michigan, the University of Illinois, and the University of British Columbia and was the director of the English Language Institute at the University of Hawaii until she came to Japan in 1982. Her interests are in the theory and practice of second language teaching and in reading. Her publications include the book, *Utterance-*

Response Drills (Prentice-Hall) and the article, "English Instruction in Japanese Junior High Schools" in *A Guide to Teaching English in Japan* (Japan Times). She is currently an associate professor at Nagoya Gakuin University.

TOKYO

(1) Co-sponsored by Temple University

Topic: Issues in Communicative Language Teaching
Speaker: H.G. Widdowson, Univ. of London
Date: Saturday, September 12th
Time: 2-5 p.m.
Place: Temple University (see Bulletin Board)
Fee: Members, ¥1,000; non-members, ¥2,000
Info: Michael Sorey, 03-444-8474
Makoto Oshima, 03-416-8477

(2)
Topic: Intercultural Communication and the Teaching of English as a Second Language
Speaker: Jim D. Batten
Date: Sunday, September 27th
Time: 2-5 p.m.
Place: Sophia Univ., Bldg. 9, Room 252
Fee: Members, free; non-members, ¥500
Info: Prof. Oshima, 03-416-8477

Language and culture are so intricately related that one must not only be aware of but also purposely teach the cultural norms and ideas in order to effectively teach a language. Mr. Batten will share materials and approaches used in high school and college level classes over the past three years. Culture (both native and target) and its influence must be personalized in order for true language acquisition to take place. Areas to be discussed included nonverbal communication, culture shock, cultural sensitivity training, differences in the values placed on methods of communication, etc. Practical activities and games used to bring about deeper understanding of the areas involved in communicating cross-culturally will be introduced.

Jim D. Batten, assistant professor of English at Ibaraki Christian College, teaches conversation, American phonetics, and intercultural communication. He has over 12 years' experience teaching English in Japan. He has an M.A. in TESL, Oklahoma State University, and is now completing a Ph.D. at Columbia Pacific University. He is the founding president of JALT-Ibaraki.

TOKYO SIGs

E日本語教育部会

演 題: TPRを使った日本語の授業のデモンストラ
ーション、及び朝鮮語(ハングル)の体験
学習

講 演 者: 川口 義一(早大語学研究所)

(cont'd on page 60)

BID FOR POWER is a multi-media course of English for commerce and industry at intermediate and advanced level. It is designed for business people who need to develop their English skills for negotiating with other English speakers, and who are working for their firms in English-speaking environments throughout the world.

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- 2 Audiocassettes

Self-study materials:

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- 1 Viewers' Handbook
- 1 Workbook
- 1 Answer Key
- 1 Audiocassette
- 1 Story Synopsis (in Japanese)

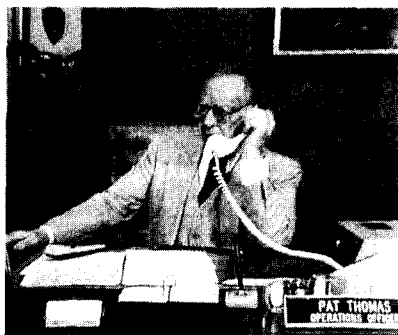


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Osaka Office: Osaka Fukoku Seimei Bldg. 4F, 2-4 Komatsubara-cho, Kita-ku, Osaka Tel: 06-362-2961

(cont'd from page 58)

月 日: 9月12日(土)

時 間: 受付 2:00

講演 2:30~5:00

会 場: テンプル大学日本校 (西武新宿線・下落合駅
下車1分・落合公園前)

参 加 費: 会員-無料/非会員-500円

問い合わせ: 北沢 美枝子 03-485-3204

安達 幸子 03-788-0884

Total Physical Response (TPR) は、学習者が言われた通り実際に身体を動かすので、従来の活字中心の着席したままの学習法に比べ、ことばと現実の結びつきが把握しやすく、同時に、クラス内に活気をもたらすのにも役立つと評されています。当講演会では、日本語での実験授業を見学すると共に、参加者にもハングルでのTPR学習法を体験して頂く事になっています。

例会の後、先生を囲んでの懇談会を催す予定になっていますので、ふるって御参加下さい。(飲食費は自己負担)

TESS

Topic: Three Steps in Teaching Paragraph Writing to Japanese Students

Speaker: Takahiko Hattori

Date: Sunday, September 20th

Time: 2-5 p.m.

Place: Temple University

Fee: Members, free; non-members, ¥500

Info: Mayumi Nakamura, 0423-78-2834

Derald Nielson, 03-481-0836

Mr. Hattori, of Nihonbashi Jyogakkan Junior College, is the author of *America e Kaeritai* (Nihon Tosho Live).

TOKUSHIMATopic: Introducing *English Firsthand*

Speaker: Marc Helgesen

Date: Sunday, September 13th

Time: 1:30-4:30 p.m.

Place: Tokushima Bunri Univ., Bldg. 14, Room 2; 0886-22-9611

Fee: Members, free; non-members, ¥1,000

Info: Sachie Nishida, 0886-32-4737

Noriko Tojo, 0886-53-9459

Teachers spend much time preparing supplemental activities. As *English Firsthand* recognizes that students need a lot of meaningful practice for accuracy and fluency, the motivating activities are built in. The book was written for Japanese students. The author will demonstrate: predictive listening featuring natural, native-speaker input; dialogs that promote both accuracy and flexibility by encouraging students to listen to each other; and communicative pair- and small-group work using the students' own information and ideas.

Marc Helgesen (M.S., So. Illinois Univ.) is the

principal author of *English Firsthand* (Lingual House, 1986). He teaches at the University of Pittsburgh ELI Japan Program.

WEST TOKYO

Topic: Using Cuisenaire Rods in the Classroom

Speaker: Derald Nielson

Date: Saturday, September 19th

Time: 2:30-5:30 p.m.

Place: Fujimura Girls High School, Kichijoji

Fee: Members, ¥500; non-members, ¥1,000

Info: Brenda Katagiri, 0422-42-7456

Mr. Nielson will demonstrate how "Cuisenaire Rods" can be used to teach grammar, vocabulary, TPR, and discussion. They can be used in large and small classes to help make meaning clearer.

Mr. Nielson has taught in Japan for 13 years. He studied in the M.A.T. program at the School for International Training and is now a consultant for International Communication Research Associates (ICRA).

YAMAGATA

Topic: New Ways of Teaching Foreign Languages

Speaker: Horst Danzer

Date: Sunday, September 20th

Time: 1-3 p.m.

Place: Yamagata-ken Kenmin Kaikan 4F meeting room

Fee: Members, free; non-members, ¥1,000

Info: Ayako Sasahara, 0236-22-9588

Horst Danzer teaches at Yamagata University. He has been teaching German in Europe. His presentation will be in English.

YOKOHAMA

Topic: Preparing for the TOEIC

Speaker: Rick O'Connor

Date: Sunday, September 13th

Time: 2-5 p.m.

Place: Kaiko Kinen Kaikan (near JR Kannai Station)

Fee: Members, free; non-members, ¥500

Info: Bill Patterson, 0463-34-2557

In his presentation Mr. O'Connor will cover how to prepare for TOEIC and TOEIC-like tests. He is currently an instructor at the International Institute for Studies and Training in Kamiide. He has been a presenter at JALT '85 and '86. His newest book on preparing for the TOEIC will be published by Prentice-Hall. He has also published a controlled writing text, "Express Yourself in Writing," and is a regular contributor to the *English Journal*.

Positions

(HIROSHIMA) Tenured position in TEFL available April 1988. Duties include responsibility for Oral English and Composition (6 classes/week. Requirements: M.A. (or higher) in TEFL or related field; except for Ph.D. holders, three years of teaching experience or equivalent publications are also required. Some knowledge of Japanese desirable. Rank and salary commensurate with experience and academic background. Send detailed resume with a photo, copies of publications and diploma, names and address of two references by Sept. 30 to: Dean S. Kakigi, Ph.D., Faculty of Humanities and Sciences, Hiroshima Shudo University, 1717 Ohtsuka, Numata-cho, Asaminami-ku, Hiroshima 731-31.

(KYOTO) Full-time position from April 1, 1988, as full or associate professor. Native speaker of English; age around 40; to teach general English courses (conversation, composition) and specialized courses to undergraduate and graduate students. Field: comparative literature; American area studies. M.A. is required and Ph.D. is highly desirable. Applicants should submit the following documents to arrive by Sept. 30: 1) curriculum vitae with a half-length or passport photograph; 2) a list of publications; 3) copies of two publications; 4) academic transcripts; and 5) a health certificate issued by a hospital. Send to: Department of English, Doshisha Women's College, Kamigyo-ku, Kyoto 602.

(KYOTO) Possible full-time teaching positions beginning April 1, 1988. Rank and salary commensurate with education and experience.

YOKOHAMA SIG (同 1: 9 月 13 日)

Teachers of English at Secondary School

演 題: A Comparison of Japanese and American High Schools

発 表 者: Jack King

時 間: 1:00 - 2:00 p.m.

問 い 合 せ: Mitsui Nakano 045-543-0437

Kimiko Ozawa 045-811-2959

Jack King 氏は、University of Texas を卒業後、日本の東洋英和短大で教鞭をとられています。King 氏より見た、アメリカと日本の高校生の生活、あり方などの違いについて、お話を伺い、その後、参加者を交えて意見の交換をしたいと思います。気軽な会ですので、中・高の先生方以外の方々も、是非御参加下さい。

Visa sponsorship for non-Japanese if necessary. Duties include teaching courses in General English and Composition, and possibly guiding student research in Literature, Linguistics, or Communication, Participation in meetings and other college activities expected. Requirements include an M.A. or equivalent in a relevant field and at least two years' experience teaching English to non-native speakers, preferably at the college level. Submit detailed curriculum vitae, list of publications, presentations, etc., and copies of two research publications no later than Oct. 1 to: Prof. Bruce Geisler, Chairman, English Department, Notre Dame Women's College, 1-2 Minami Nonogami-cho, Shimogamo, Sakyo-ku, Kyoto 606.

(SHIZUOKA-ken) Full-time native English-speaking teachers who have a positive, professional attitude and who would appreciate the family-like atmosphere of our school, beginning about Nov. 1. Approx. 20 teaching hours weekly plus curriculum development for both children's and adults' classes. Free Japanese lessons available if desired. Minimum ¥260,000 (at 20 hours/week) guaranteed; significantly more is possible depending on qualifications and enthusiasm. Please send a resume with recent photo and a brief description of your teaching philosophy to: Yuko Hiroyama, Pioneer Language School, Akoji 1105-3, Fujinomiya-shi Shizuoka-ken; tel. 0544-27-9771.

(TOYAMA) Full-time native speaker to teach at language college starting Oct. 1. Office hours from 8:30 a.m.-5 p.m., 15 teaching hours/week. Paid vacation during summer and winter holidays. Salary: ¥300,000, travel expenses not included. Qualifications: teaching experience, university degree. Send resume and brief description of teaching philosophy by Sept. 15 to: Susan Urakami, Toyama College of Foreign Languages, Otemachi 6-14, Toyama City 930.

(NAGOYA) Full-time Associate Instructor, native English speaker, beginning April 1, 1988. Contract is for two years with one renewal possible. Minimum teaching load of 16 hours/week plus office hours and participation in program planning. Compensation depends on qualifications. M.A. in ESWEFL, English, Linguistics, or related field required. Send resume, statement of career goals, two recommendations including one from a faculty member of most recently attended graduate school, to Peter Garlid, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466, by Oct. 1.

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 30 JALT chapters throughout Japan. 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**. Members enjoy substantial discounts on **Cross Currents** (Language Institute of Japan) and **English Today** (Cambridge University Press). Members who join IATEFL through JALT can receive **English Language Teaching Journal**, **Practical English Teacher**, **Modern English Teacher**, and the **EFL Gazette** at considerably lower rates.

Meetings and Conferences - The JALT International Conference on Language Teaching/Learning attracts some 1500 participants annually. The program consists of over 200 papers, workshops and colloquia, a publishers' exhibition of some 1000 m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events annually, such as the Summer Institute for secondary school teachers, and regular In-Company Language Training Seminars.

Awards for Research Grants and Development - Awarded annually. Application must be made to the JALT President by September 1. Awards are announced at the annual conference.

Membership - **Regular Membership** (¥6,000) includes membership in the nearest chapter. **Joint Memberships** (¥10,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥3,600/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. **Associate Memberships** (¥50,000) are available to organizations which wish to demonstrate their support of JALT's goals, display their materials at JALT meetings, take advantage of the mailing list, or advertise in JALT publications at reduced rates. Application can be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

Central Office: Kyoto English Center, Sumitomo Seimei Bldg., 8F., Shijo Karasuma Nishi-im, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376. Furikae Account: Kyoto 5-15892. Name: "JALT"

JALT — 全国語学教育学会について

JALT は、語学教育のために、最新の言語理論に基づき、より良い教授法を学ぶ機会を提供し、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、日本全国に約3,000名の会員を持ち、英語教師協会 (TESOL) の加盟団体、及び国際英語教師協会 (IATEFL) の日本支部として、国際的にも活躍しています。

出版物: 上記の英文記事を参照。JALT 会員、或は IATEFL 会員には、割引きの特典がある出版物もあります。

大会及び例会: 年次国際大会、夏期セミナー企業内語学セミナー、各支部の例会等があります。

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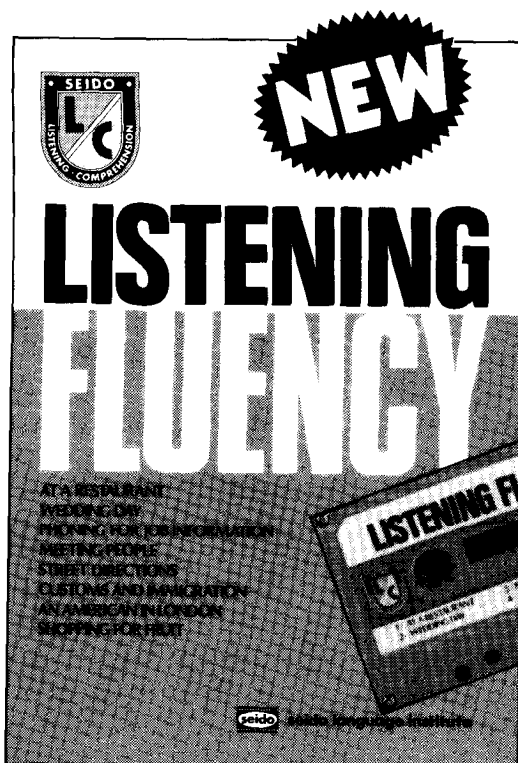
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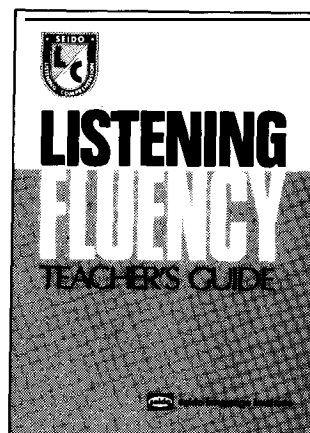
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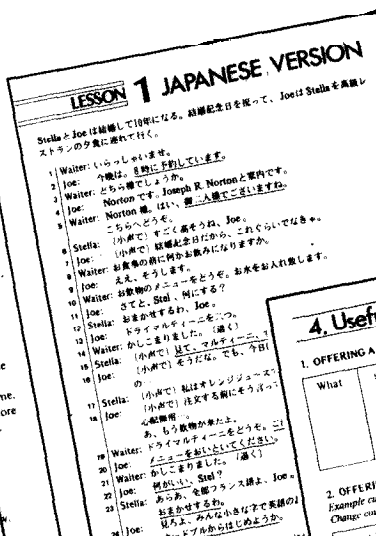
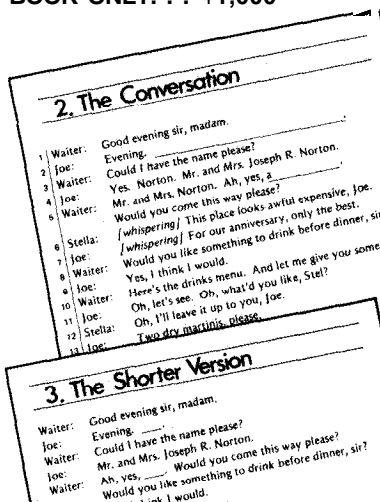
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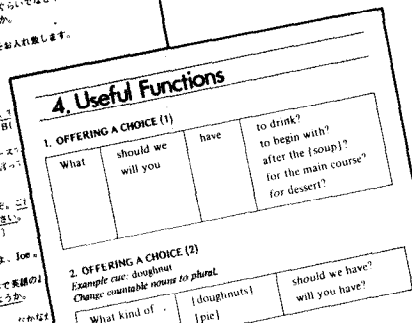
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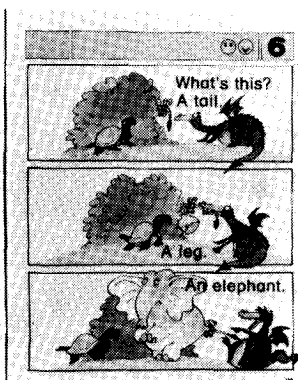
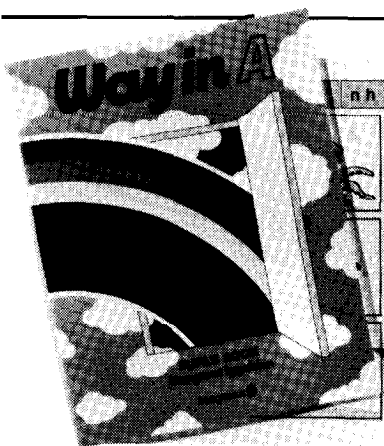
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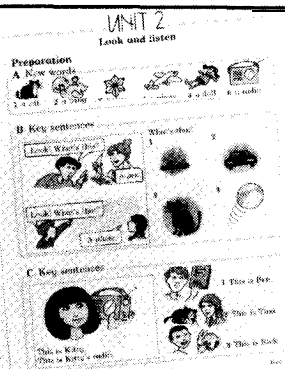
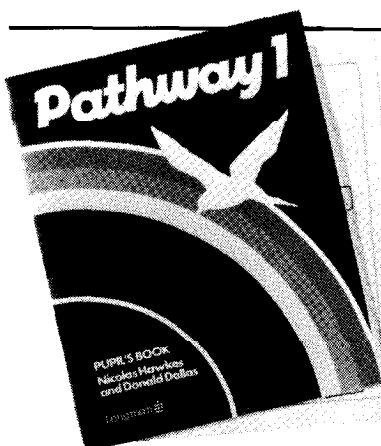
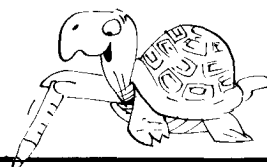
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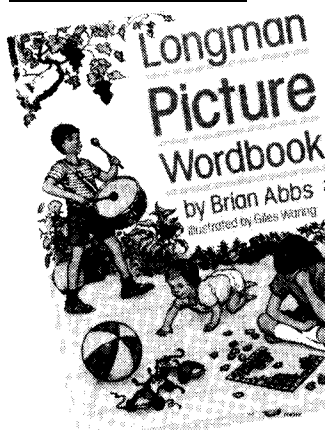
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