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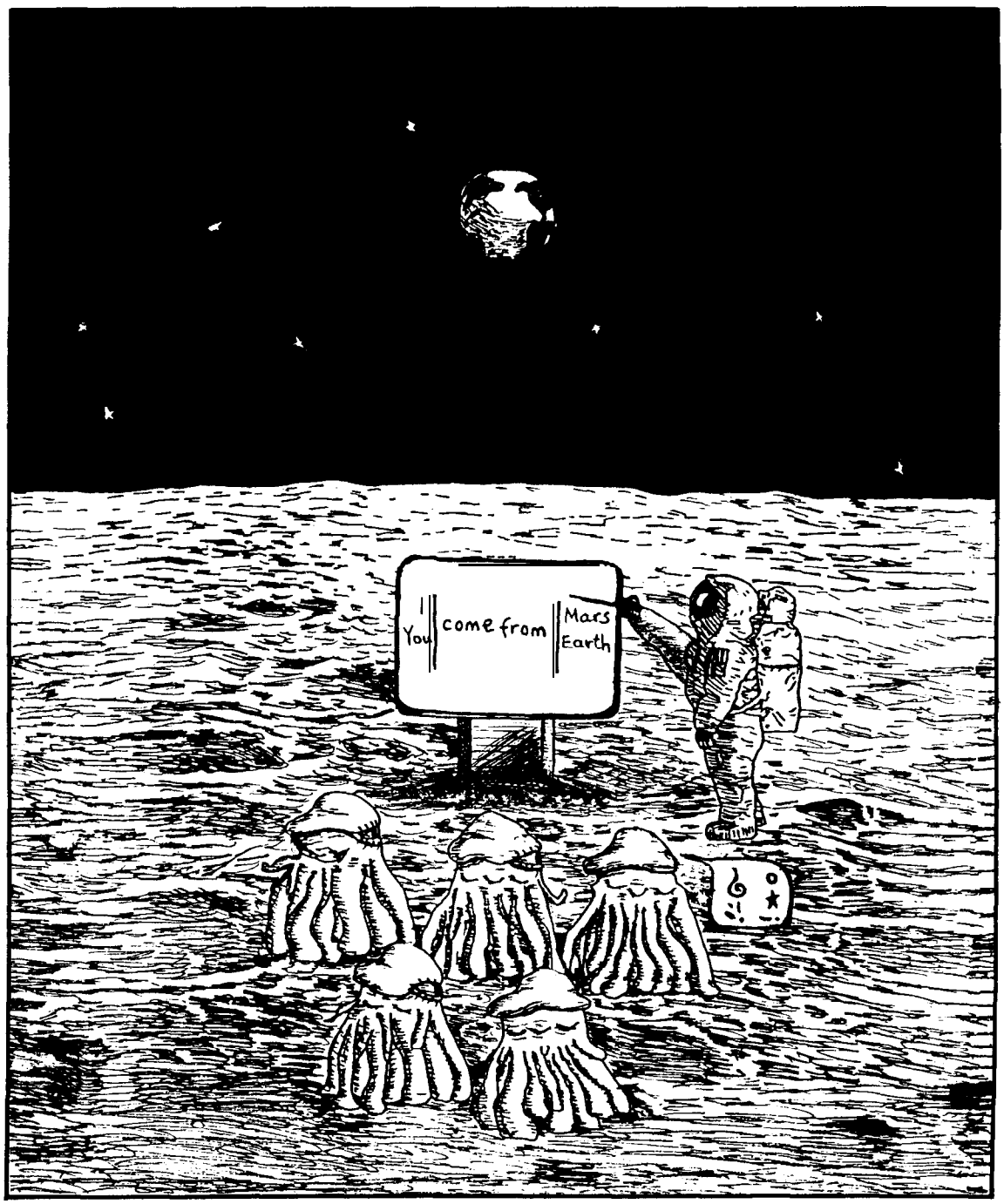

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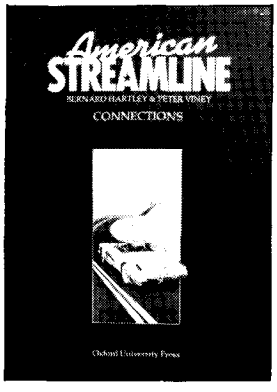

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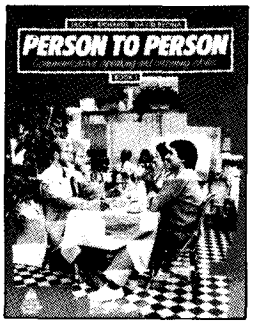

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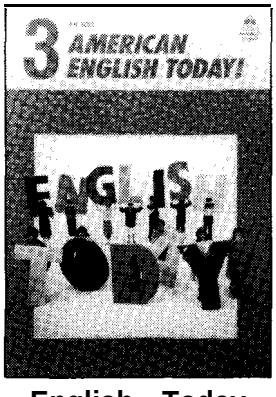

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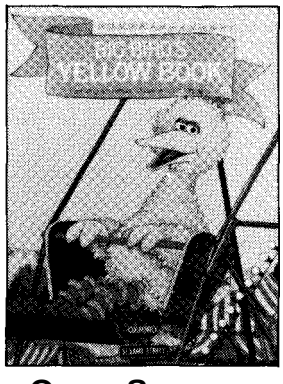

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RED-PEN ZEN: BUDDHA GETS COMPED

By Philip Jay Lewitt, Tottori University

"Who wrote the first essay?" is a good Zen question. "Who corrected it?" is ***not.***

Here is a true Zen story from America (Kapleau, 1979:9):

QUESTIONER: Why is it that Zen masters don't bother to explain things to people who ask questions showing they are genuinely troubled? Instead the masters answer in what seems to be a flippant or outright snotty tone.

ROSH1 [Zen Master Philip Kapleau] : If you're hungry and I offer you only a menu, will that satisfy you?

QUESTIONER: Of course not. Why do you ask?

ROSHI: Every explanation, no matter how detailed and subtle, is looking from one small side at that which has infinite dimensions. There 1 go adding another head to the one you already have.

QUESTIONER: See, that's just what 1 mean about being nasty.

ROSH1 [laughing] : You must be joking.

QUESTIONER: No, I'm serious.

ROSHI: A student once asked a master, "What is buddha?" To this he replied, "Who are you?" Would you call that a nasty answer?

QUESTIONER: I certainly would.

ROSHI: Suppose 1 tell you that the student came to awakening as a result of this exchange. Would you still find fault with the answer?

QUESTIONER: Yes. Not only the words themselves but also the tone in which you spoke them which 1 presume reflects the master's tone make it a nasty answer. The master could have gotten his point across in a nicer way had he wanted to be civil.

ROSH1 [throwing up hands and laughing] : Zen is not for you, friend!

For more than a decade, I have been listening to my students torture, slaughter, and butcher the English language, until their tongues have been plunged into the blue blood of the mangled body of White Elite American English.

Wonderful! They're enjoying! Is it my job to spoil their fun? Is it my work to wreck their experiments? Is it my duty to break the back of ***their*** process of learning in order to enforce ***my*** process of teaching?

No! no! and no! To my students' enjoyment, experiments, and growth, Yes! yes! and yes! Another good ***koan,*** or Zen question, is: "When you write, who writes to who?"

Anyway, what is a Zen teacher, or a writing teacher? A student asked Zen Master Kapleau (36-37):

QUESTIONER: This is not meant to be a rude question, but would you tell us the qualifications of a Zen master or teacher?

ROSHI: 1 am not a Zen master, much less a teacher, so 1 don't know.

QUESTIONER: What are you doing now if not teaching?

ROSHI: Can one really teach anybody anything? It is rank conceit to think so.

QUESTIONER: You seem to be doing a pretty good job of it.

ROSHI: In the book of koans called ***The Gateless Barrier (Mumonkan),*** there is a verse that reads, "Without raising a foot we are there already; the tongue has not moved, but the teaching is finished." Get it?

QUESTIONER: No. What does it mean?

ROSHI: If there is nothing outside us, where is there to go and what is there to know?

QUESTIONER: But don't you have students at your center in Rochester whom you teach?

ROSHI: 1 merely share with them what 1 do seriously for myself. . .

QUESTIONER: 1 still don't understand why you say you are not a teacher.

ROSHI: This story may help you understand. A famous Zen master once said to his students, "You are all gobblers of dregs; if you go on travelling around this way, what will ever come of it? Don't you know that in all of China there are no teachers skilled in Zen?"

A monk asked, "How can you say there are no teachers of Zen when there are thousands of monks in countless temples?"

"1 don't say there is no Zen, only that there are no teachers of Zen."

QUESTIONER: Is that a ***koan?***

ROSHI: Yes, yours!

We can easily, and truthfully, change Master Kapleau's last statement to read: "I don't say there is no writing, only that there are no teachers of writing." There are just writers who share with students what they do seriously for themselves.

Now just what is it that writers do? Amazingly enough, they write! and they write. And write. And write. And then they go back and read it over to see if it says exactly what they want it to say, to see if it's any good, to see where and how it can be said better.

When we write, who writes to who?

I wrote a poem about Kyoto in autumn, and I sent it off to a magazine in the United States. The poem began: "The sound of the wind in the ripe rice, ." The editor wrote back that the poem wasn't bad, but he had decided ***not*** to publish it because it wasn't clear enough: for example, I wrote about "the sound of the wind in the ripe rice," but I didn't say what that sound ***is.*** This tin-ear poetry editor simply couldn't ***hear*** "the sound of the wind in the ripe rice."

Who hath ears, let him hear, says Christ. Buddha agrees.

"We can begin," says Michael Holzman (1986), "by simply ceasing to do those things which are most oppressive to teachers and students. . . We can stop lecturing about English conjugations. We can stop giving spelling tests to people who will not write sentences for fear of misspelling words." On a T-shirt I saw here in Japan recent-

ly, there was a picture of a British flag, a Union Jack, with the word "Concerned" written across it. Around the flag, it said, "GRANDEUR. be proud of flag. nations flag is important part of visual language. our fidelity mind. its affective and feeling component in the national trait symbol."

Let me ask you: if you got a letter from a friend, would you correct all the spelling and grammar errors with a red pen, and mail it back?

Of course not, because it's the communication, and the spirit moving the communication, that are important, and also because if you lack such a basic respect for another person's attempt to reach you, soon enough you'll have no friends, no letters, and no one trying to communicate with you. Are you unwilling to grant your students the same respect? "We should consider how we can respond [to student writing] as genuine and interested readers rather than as judges and evaluators," writes Vivian Zamel (1985:97). Are you unwilling to ignore mechanical and surface errors in order to listen carefully to an attempt to communicate? Yet this is exactly what most language teachers do when they read student writing, reports Zamel. They focus primarily on mechanics, and tend to ignore content.

This is not surprising in the murky light of two facts: one, it takes an enormous amount of time to read student compositions, especially if a teacher has large classes and requires writing to be turned in for correction and grading each week; and two, most writing teachers have been taught, either explicitly or implicitly, that correcting is simply part of their job and is expected of them. Marianne Celce-Murcia points out in the ***TESOL Newsletter*** that "one cannot in fact correct every error that each ESL student makes. Teachers who try to do this are inconsistent in what they correct – not to mention that they typically stifle any spontaneity or creativity that their students might have in using English.

A pilot study here in Japan by Robb, Ross and Shortreed (1986:88-89) finds that "the more direct methods of feedback do not tend to produce results commensurate with the amount of effort required of the instructor to draw the student's attention to surface errors. Rather, . . . practice in writing over time resulted in gradual increases in . . scores of all four groups . . regardless of the method of feedback they received."

Now I want to encourage you, to give you courage, to follow what you may already secretly suspect, that your red-pen corrections are not getting much in the way of results considering the time and effort you put into correcting; to encourage you to follow your students, and by following, to lead truly.

So let's talk about feedback: the study by Robb ***et al.,*** and various studies of native writers, seem to point a finger at the futility of grammatical correction under any disguise or scheme as a technique for improving student writing. It eats time, devours students, and gives everyone indigestion. My Zen teacher in America, Katagiri-roshi, tells the following story (1982):

> When Gutei was practicing in the heart of the mountain, a Buddhist nun visited his hut. lmmediately she said, "Say a word of truth to me." But he couldn't say anything, so she started to leave the hut. As it was already dark Gutei said, "It is so late, why don't you stay here tonight?" Then she said, "Say one thing, then I can stay in this hut." He couldn't say anything so she left. Gutei despaired and was ashamed of himself. He decided to leave his hut and visit his teacher and practice harder. But the day before he left he had a dream, and in the dream someone told him that a great zen teacher would come to visit him and suggested that he should wait in his hut. So in the morning he didn't leave, and a great zen master came. That zen master was named Tenryu and he always showed one finger [in answer to any question] Gutei was very impressed by his teaching so he became a disciple of Tenryu.
>
> Gutei, like his teacher, always showed one finger in answer to whatever questions were asked. But his teacher knew that Gutei's one finger was not true. It was not serious. It was an imitation. Just like a plastic flower, it was a plastic one finger. One finger must be real one finger. But Gutei was really proud showing just one finger. One day a monk asked him what Buddha-nature was and Gutei showed just one finger. His teacher saw this and immediately cut Gutei's one finger. Gutei screamed and ran away. Then from behind him his teacher called, "Gutei!" and Gutei said "Yes, sir!" and turned around. Tenryu Zen Master showed one finger and, then, Gutei attained enlightenment because this one finger was not plastic. Right in the middle of Gutei's pain, Tenryu showed one finger which was real, not plastic. It really pierced Gutei's heart. From this attainment he said, "I can use this one finger forever." This is Gutei's story.

And this is a story about feedback, the difference between plastic feedback and real feedback; mechanical, programmed feedback and spontaneous feedback; a story about timing and quality of feedback.

Summing up their study, Robb ***et al.*** (91) write that, "the results suggest that highly detailed feedback on sentence-level mechanics may not be worth the instructor's time and effort even if students claim to need and use it. Alternatively, teachers can respond to student writing with comments that force the writer back to the initial stages of composing"; in other words, back to rethinking and rewriting their meaning, which of course results inevitably in the rethinking and rewriting of the structures which create that meaning.

So one good comment on content, on meaning, is probably worth a thousand mechanical

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corrections. It takes more concentration, but less time. Feedback on meaning and the making of meaning prepares the ground for insight, and insight creates and focuses energy, while emphasis on mistakes and errors drains and dissipates energy.

Insight does not come from being shown what's wrong, or being shown what's right, but by seeing inside, seeing within, having something ***in sight.***

Three relevant sources for this kind of feedback are: (1) students themselves, thinking, writing, and rewriting because they have been given the time and space and classroom structure to do so; (2) peer conferences where students read each other's writing and comment on meaning and the making of meaning; (3) individual conferences between student and teacher, quick and clean because the student has been asked to prepare one good question on the writing at hand, and gets one good question or comment from the teacher in return.

The slowly gathering evidence seems to demolish one bit of conventional wisdom, namely, that the teacher's proper work is to correct the students, while it supports the old saw, practice makes perfect. "There is nothing inevitable," writes James Sledd (1983:670), "about educational policies toward nonstandard forms of speech and writing or toward the people who use them. Instead, there are human choices to be made – including the choice about who shall decide about whose language."

Clyde Moneyhun (1987) points out in "The Politics of Error Correction" that all political power in the EFL classroom resides in the teacher. This is particularly germane if the teacher is a native speaker of English: how powerless the student feels against the triple whammy of language skill, age difference, and control of grades! There are still too many closet-Stalins waiting to come out behind the closed doors of the writing classroom. Can it possibly mean anything when Teacher says "Write freely" to twice-burned and wary students? No perfect answer; only relationships.

The writing teacher can provide a framework: a time and a place to practice, various ways to practice, some simple ground rules for practice, an occasional word to the class and to individual writers, written comments, some gentle grading two or three times a semester to counteract an administration's priorities; also the framework of the peer conference, in which student writers can provide each other with understanding, feedback, and the stimulation of a live, caring audience. Correction has virtually no useful place in this framework.

But all this is the Indolent Teacher's Godsend: the students do the lion's share of the work, while the teacher just practices writing along with them and picks up lots of credit for their improvement and great efforts.

Nonetheless, the teaching profession often knocks its head against the wall with ***katai atama,*** hard-headedness: ingrained ideas about the duties of teaching die a lingering and painful death, or just refuse to die at all, regardless of the mounting evidence. My own dear father, who is 77 and used to teach high-school English, after reading my essay "The Composition Killer" (1987), on the futility of error correction, wrote to me that although he found the essay interesting, how did I expect my students to improve if I didn't correct their mistakes? A great many English professors here in Japan, most of whom have never taught writing, would agree. The evidence to the contrary doesn't faze them.

I like what Edward Abbey has to say about this kind of situation, in his essay "Watching the Birds: The Windhover" (1982:55): "Appealing as I find the idea of [personal] reincarnation, I must confess that it has a flaw: to wit, there is not a shred of evidence suggesting it might be true. The idea has nothing going for it except desire, the restless aspiration of the human mind. But when was aspiration ever intimidated by fact? Given a choice, I plan to be a long-winged fantailed bird next time around."

Point by point, then: (1) you have an image of yourself as a helper (for if you see yourself as a Guardian of Proper English, then as Master Kapleau says, "Zen is not for you, friend!"), though (2) you admit you do have a desire to correct, but (3) the evidence says it just doesn't help, so (4) use your common sense in America we say "you can lead a horse to water but you can't make him drink," and in Japan, "when the student is ready the teacher appears." This leads to Dr. Lewitt's Inverse Correction Hypothesis, which states that when it comes to correction, Best First, Worst Last, and never the other way around.

Answer questions with questions; when you see an individual who is truly ready, just give the answer quickly if s/he wants it, because correction is only possibly a help to your best and most concerned students, to self-motivating, self-actualizing students. It's wasted on the others.

If there is any Secret Technique, it is simply: Respect, to have respect for your students. While benign indifference and a solid F may be the best way to show respect for those few students who really couldn't care less, most students do care and want to learn, and focusing on their mechanical errors is disrespectful of the fact that they have ideas and want to share them. They want to make meaning. So be a respectful reader: ***this*** is how ***this*** human being writes. Grading essays is always subjective, so don't worry about it: a holistic approach to grading underscores a humanistic whole-person response to demeaning analytic reductionism.

Give your students space, and time to make meaning, and they will, in return, make your life meaningful.

(cont'd on page 16)

SOCIOLINGUISTIC FACTORS IN THE ACQUISITION OF *KEIGO* FOR NON-NATIVE SPEAKERS OF JAPANESE

By LaVona L. Reeves, Osaka University Faculty of Language and Culture

Introduction

Japan is now on the threshold of internationalization. The Ministry of Education's 1987 National Council for Education Reform made a plea for a balanced international exchange in education, research, culture, sports, and scientific technology. The Japanese government, eager to invite more international scholars, has created even more positions for foreign specialists at national universities and has encouraged private universities to do the same. Many of these guests are here for two years or more, and wish to learn about the Japanese people, language and culture. For this reason, there is now an increased demand for Japanese language instruction for non-natives and a greater need for educational research assessing the learners' needs, cognitive styles and problems.

As newcomers begin to study Japanese seriously, they encounter many obstacles. Frequently difficulties are directly linked to the dynamic state of the Japanese society, which is reflected in the language. One of the non-natives' greatest problems is how and when to use ***keigo*** – a generic term for polite language. While a number of books on the subjects have been written recently and some of them are helpful to the beginner, most of them overlook two important aspects: (1) sociolinguistic factors which either directly or subtly require the use of respectful ***(sonkeigo)*** or humble language ***(kenjoogo),*** and (2) attitudes of the Japanese themselves toward ***sonkeigo*** and ***kenjoogo.*** Hence, this study takes an ethnographic approach to the problem. It incorporates the opinions of language instructors (specialists) and the Japanese public (non-specialists).*

Data Collection

A survey of university language instructors was conducted, and an open-ended questionnaire was distributed to 35 native speakers of Japanese who were advanced students of English. Of the surveys, approximately half (12) were answered and returned. The limited response to the specialists' survey is attributed to a problem with the design of the survey. All 35 non-specialists' questionnaires were collected. These 47 informants have two common traits: they are all Japanese and all proficient speakers of English. They range in age from 19 to 70. Names have been withheld, though the gender and age are reported when available. The results of the survey and questionnaire are analyzed here.

Definition of Basic Terms: Sonkeigo, Kenjoogo, Teineigo and Bikago

Osamu and Nobuko Mizutani, in their book, ***How to Be Polite in Japanese*** (1987), define ***keigo*** as simply polite language. They do not use the terms ***sonkeigo, kenjoogo, teineigo*** or ***bikago.*** However, it is essential that one understand all four registers in order to speak politely and to understand what one is actually doing in each case. The following examples may help to clarify this point for anglophones. In English we can say:

1. The teacher is at school.
2. Your child is at school.
3. The student is at school.
4. My son is at school.
5. I am at school.

There is no difference in the verb we choose for the teacher, the principal's child, another student, one's own child and oneself. In all five cases, we use the verb "to be." But in Japanese, the subjects require three different verbs. If the speaker is the mother of one of the children in the school and she is addressing the principal, for example, she might say (corresponding to the above English sentences, respectively):

1. ***Sensei wa gakko ni irasshaimasu (sonkeigo,*** showing respect for her listener).
2. ***Okosan wa gakko ni oraremasu (sonkeigo,*** showing respect for her listener's child).
3. ***Seito' wa gakko ni imasu (teineigo,*** showing politeness when referring to someone else's child).
4. ***Musuko wa gakko ni orimasu (kenjoogo,*** showing humility when referring to one's own family members).
5. ***Watakushi wa gakko ni orimasu (kenjoogo).***

The most respectful verbs must be used when referring to the teacher, the principal, or the principal's child. In addition, polite language must be used when referring to a student other than the principal's child, when addressing the principal or a teacher. Sometimes difficult for non-natives to maneuver is the shift to more humble language as the situation and addressee change. When speaking to one's own child, for instance, one may use the plain form, referring to a student in school: "Seito wa gakko ni iru." However, plain forms are not used when addressing a superior. The words she chooses are dependent on the relative status of her listener and not on her own status in the society at large. This means that even if the mother herself is a university professor and she is addressing her child's principal, she should use ***sonkeigo*** when referring to the elementary school's teachers, the principal or his family. Further, she should use ***kenjoogo*** when referring to herself or her family. Her husband would do the same.

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It should be noted, however, that the younger generation of parents in Japan no longer use the older, very humble forms such as ***gusoku*** (my son of modest intelligence) or ***tonji*** (my pig son) to humilify their own children. This type of language is viewed as condescending by generations who have come of age since World War II and is fading in today's society. Even today, however, some older Japanese fathers still may use ***gusoku*** in a letter or in a speech at their own son's wedding. It is also true that the most humble forms may still be used in formal writing, as seen in the foreword to a 1986 book where the author acknowledges the assistance of his ***gusai*** – wife of modest intelligence (often translated as "stupid wife"). Non-native speakers are cautioned to avoid using such words, however, as explained in the discussion.

In addition to these three registers, one also uses ***bikago*** or honorific beautifiers of one's speech to show respect for the listener, his family, his belongings, body, condition, kindness, and so on. The honorific prefixes ***o*** and ***go*** are added to nouns referring to the listener or a third party brought up in the conversation. ***O*** is also added before other nouns such as ***osushi*** and ***omochi*** (rice cake) to indicate that it is a precious thing. It is generally not added to borrowed words, though one does hear ***obiru*** (beer). In addition, in the Kansai area, some women add the suffix san to certain everyday foods, such as ***omame son*** (beans), ***okayu san*** (rice porridge). While ***bikago*** is more often used by women and is said to reflect their "good breeding" (Ide, 1981:23), it is also used by men. The same mother in the example given above, when speaking to the principal, may say, ***"Oisogashii deshoo ga. . . "*** (You must be busy, but. . .), and then she might ask for a moment of his time. A man would do the same. When referring to herself or a family member, she would drop the o. When giving her own student a moment of her time, for instance, she would simply say, ***"Isogashii desu*** ga. . ." (I am busy, but. .). This code switching is difficult to manage at first. The following chart illustrates the addition and deletion of the ***o*** and ***go*** prefixes:

Honorific Prefix Addition	Prefix Deletion
Oisogashii deshoo ga. . .	***Isogashii desu ga.***
Your honor is busy, but. .	I'm busy, but. .
Goshimpai nasaranaide, kudasai.	***Shimpai shinaide, ne.***
Please don't worry.	Don't worry, ok.
Oshigo to	***Shigoto***
your work	my work, my husband's work
Gokazoku	***Kazoku***
your honorable family	my family

The above examples of honorific prefixes are used both by men and women; however, there are others which are used only by women, even further complicating the matter for the non-native speaker. Further, there is a tendency for the novice to be hyper-correct, adding the honorific prefixes to almost any noun in an attempt to show respect for the listener. Referring to a small child's nose, a mother might say ***ohana,*** but she dare not use the prefix when referring to an adult's nose. She says ***oshigoto*** (your work), but she cannot say ***okeiken*** (your experience). There seems to be no rule for prefix addition, so the novice creates some odd combinations like ***okami*** (hair) or ***oha*** (tooth), sometimes to the befuddlement and amusement of her Japanese listener. If the listener does not correct the speaker, she will continue to make the same mistake over and over again. Hence early diagnosis and correction are essential.

Summary of Specialists' Responses to Survey

When asked to define ***keigo,*** all respondents agree that it is language used to show respect and consideration for others. However, when asked to indicate on a scale of l-10 (10 being very important) how important it was for non-native speakers of Japanese, there was a great divergence in opinions. While not all responses can be included, some of the most relevant observations are discussed below.

"Not a thing apart"

Ten of the 12 specialists surveyed agree that ***keigo*** is an important part of the Japanese language and should be learned from the outset. As specialist #l emphasizes, one cannot separate ***keigo*** from the rest of the acquisition process; it is an integral part of the language which adults use every day in the Japanese society. Informant #1 (male, age 48, 9-10) expresses this well:

> We sometimes resort to an easier, rougher way of speaking to show how easy we feel with [a close friend], But understand, please, before everything else, that it is not a thing, with adults of any culture at least, which like clothes we could take off or put on as we choose, not a thing apart from the Japanese language. . .

Thus non-natives should view Japanese as a "package deal" – they have to buy the whole package and cannot pick and choose as they like. ***Keigo*** goes with the package; it's not a fringe benefit. This reflects the view of nearly all respondents over age 35.

Used unconsciously by "mature" native speakers

Informant #2 (male, age 47, 10) also suggests that ***keigo*** is so much a part of everyday Japanese that native speakers may not recognize the frequency with which they use it: ". . .most of the daily verbal exchanges between mature persons are conducted by using polite forms, including these particles ***[desu*** and ***masu]*** . . active and vital parts of the Japanese language, they should be learned even by beginners."

Another important point made by informant #2 is that the more difficult forms of ***keigo,*** presumably ***sonkeigo*** and ***kenjoogo,*** are so difficult to master that even the Japanese labor over their usage and feel uncomfortable when gauging

the hierarchical relationship between themselves and the person being addressed.

Especially important for women

The third informant (male, 55) indicates that ***keigo*** is especially important for women in the Japanese society, including non-natives. He explains: "It's a kind of lubricating oil which serves to make the social relations go smoother in the Japanese hierarchical society. (The level of importance is definitely 10, especially for women.)" It would seem that the recent Equal Employment Opportunity Law passed in Japan in 1986 (Birat, 1988:50) and women's increased involvement in politics have had little influence on women's language. In other words, women are still expected to speak differently, that is more politely, than men (Ide, 1981). Certainly the Mizutanis' (1987) large section on women's speech attests to the difference in feminine speech even today. They explain that female professors use the same language as male professors when lecturing, so the academic setting may be one of the first scenes for change in women's speech. However, Social Party Leader Takako Doi is an example of a Japanese woman who has risen to a position of power without sacrificing her femininity or changing her manner of speaking. Generally speaking though, women must not presume equal status to men, but must choose words which elevate men to a high level of respect. As explained by Ide (198l), a woman's speech reflects her "elegance" and not just her subservience, however. Thus a refined woman does not wish to appear to be rough in speech, so chooses her words accordingly. However, some Japanese high school girls, when among peers, may use otherwise male words such as ***boku*** (I) in order to appear "strong like boys" (Motohashi, 1986). But these girls may be wearing bows and ruffled anklets at the same time, a sign of their desire to maintain a degree of femininity.

"Teineigo is enough"

The fourth specialist informant (male, 29) had difficulty answering the survey questions ***so*** chose to speak directly about them. He indicated that if foreigners use ***keigo,*** they will seem very "strange" to Japanese people the term is ***hen na gaijin.*** When asked to clarify this, he said that foreigners have no need to use such honorific or humilifying terms because they are essentially "outsiders" in the society and cannot fully understand the historical social stratification and behavior code which accompany these special words and phrases. The implication of such a statement at first sight seems to be: if you are not Japanese, you should give up trying to learn ***keigo*** and ***kenjoogo*** because they are beyond your range of experience and thus beyond your comprehension. Clearly, the survey deals with a very sensitive issue, even among the Japanese themselves.

Initially, he seemed to be suggesting a kind of double standard for native and non-native speakers. Pursuing the topic even further, I found that he did not really mean that outsiders could not or should not learn honorifics, but that it may not be worth their time and effort because ***teineigo -- masu*** and ***desu*** forms would seem to suffice. He also indicated that he himself seldom used ***keigo*** in his daily life, hence, if it was not so necessary for him, certainly it would not be so necessary for non-native speakers! He indicated that ***teineigo*** was quite adequate for daily encounters the average person would have in Japan either the native or the non-native speaker. Does this then mean that the ***shinjin rui*** – the new human breed of Japanese – is no longer willing to conform to social mores which dictate the usage of ***sonkeigo*** and ***kenjoogo?*** Possibly so, for one of his contemporaries, specialist (female, 29) also implies that the usage is somewhat restricted to "formal occasions." The same view is present in post-war Japanese non-specialists, as we shall see.

Used less by lower classes

It is widely believed in Japan that ***keigo*** is used more by the upper classes (Ide, 1981). For example, at Gakushuin University, the old peers' school in Tokyo, ***keigo*** is used more frequently by students when addressing their professors. The majority of the students are, by Japanese standards, the upper crust, coming from pre-war aristocratic families or having fathers who are high government officials. There is a kind of standing joke about the ***keigo*** spoken there, suggesting that students never say, "sayonara" (goodbye), but rather, "go kigen yo" (may your honorable spirit fare well).

" Informant #5 (male, age unknown) explained, . generally it is not so often used in the lower class. Instead, they use their dialect such as Osaka-ben." However, one important point this informant did not mention within this context is that Osaka dialect and Kansai dialect have their own ***keigo.*** They use the verb ***haru*** to show respect for the listener. For example, one can say, "Sado san wa nete harimasu" (The honorable Mr. Sado is sleeping). While in standard Japanese ***(hyojungo)*** one would say, "Sado san wa nete irasshaimasu." The meaning is the same, but most Kansai dialect speakers believe that the former is less polite; thus the latter should be used to show the greatest respect for superiors. Generally, non-native speakers are cautioned to avoid learning dialects because of the even greater difficulty of gauging the appropriateness of the honorific in its non-standard form. Some non-natives, however, attempt to learn the local dialect in order to put local residents at ease and to feel more like an "insider."

A "must" in the business world

A number of the specialists implied a double standard for native and non-native speakers. For

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example, informant #6 (male, 49) indicates that ***keigo*** is ". . .a lubricating oil for lack of which people – native speakers – can lose their job opportunity even today." Yet when indicating the level of importance for non-native speakers, he feels it is quite unimportant and gives it a 3.

A recent ***Japan Times*** article illustrates the point well. The columnists conclude that even more training in the proper use of ***keigo*** should be provided by companies, including foreign firms in Japan (Rogers & Miyataki, 1987). The point is that even though the company may be American, the employees are expected to conform to the Japanese social mores or be considered ill-trained, if not ill-bred. This would seem to strengthen the case for the non-natives' need to master ***keigo,*** especially if they are working in the business world.

Non-specialists' Responses to Questionnaire

The non-specialists who answered the questionnaire at the culture center indicated that ***keigo*** was not so essential for beginners and took a more relaxed attitude. They suggest that the best way to learn is by natural acquisition through everyday contact with native speakers. The discussion here focuses on some of their more interesting observations.

Used to "distance" oneself

Informant #l (female, 31) explains the need to distance oneself from the listener in order to show respect:

> For one thing, these ways of using words reflect the Japanese society. Even now there exists senior-junior mentality in our society. And according to the level of the person you talk to, you have to decide which word to use. In other words, the proper words are decided by the distance between the person whom you talk to and you. For people in modern Western countries, especially in America which regards itself as a country of equality, the social structure in Japan and subtle relationships between people must be difficult to understand. And without understanding this, you cannot use ***keigo*** and ***kenjoogo*** properly.

A common thread throughout the responses, both specialists' and non-specialists', is the feeling that ***sonkeigo*** and ***kenjoogo*** serve to distance the speaker from the listener. This distance is generally considered a sign of respect; one must not presume too much familiarity. Such presumption will make the addressee feel ill at ease or even "angry" (#16, female, 32). Yet, if one uses too much respectful and humble language, one is potentially creating too much distance. In such a case, she and her listener may "never become close friends" (#16).

For obvious reasons, some Japanese women are overly concerned about ***keigo.*** Ide (198 1) explains that women often overuse honorifics, paying too much attention to form and sacrificing content. Furthermore, Japan Airlines stewardesses have recently been publicly criticized for overusing ***keigo,*** putting their Japanese consumers ill at ease by distancing themselves too much. The same customers indicated that stewardesses, when speaking English, appeared to be more friendly to non-Japanese. This seems to confirm informant #16's feeling that too much ***keigo*** is detrimental. On the other hand, if Japanese women do not use enough, they will run the risk of offending their listeners or seeming ill-bred. Surely, non-native women encounter similar difficulties and can learn from the social ***faux pas*** of their Japanese friends, as they exchange anecdotes of problems they face.

Seniors believe misuse reflects "lack of proper training"

Those Japanese born and raised before 1945 seem to take this language problem much more seriously than those born after the war. Though the society has undergone tremendous change, there is still a strong desire among older Japanese to retain the traditional ***sonkeigo*** and ***kenjoogo.*** Informant #2 (male, 70) criticizes the younger generations of Japanese parents and teachers:

> Yes, it is very difficult for foreigners to learn Japanese ***keigo,*** which is also difficult for Japanese young people. I am an old man who always thinks that there is a lack of proper training in their classrooms in primary school or in their homes, so they do not learn how to speak modestly and politely, especially toward senior people.

One of his contemporaries (#18, female, 62) explains that after the war, there was complete upheaval in Japan. Young parents like herself did not know which way to turn. There was a longing for the pre-war politeness and respect reflected in the language, but there was a strong desire to be "modern" thinkers and to somehow make good citizens of the nation's youth. While her husband was out working hard to support the family, she was at home trying to figure out how to raise her two sons during a time when everything was changing too fast. She spoke of her feeling of having made many mistakes along the way, especially in the area of language training. Having been raised in Kyoto, she was trained in strict ***keigo*** usage, which later became a major problem when trying to communciate with her in-laws in Wakayama. She was often misunderstood by them because of her respectful and humble language. And she often felt uncomfortable because they never used any ***keigo*** with their house guests, and certainly not with her. However, with time her mother-in-law helped her to understand how to express herself clearly and politely in order to be understood by people in Wakayama. She believes that this communication problem affected the way she raised her sons, and possibly led to her unconscious laxity in the area of ***keigo*** training. So even among older Japanese, ***keigo*** is potentially problematic

and plagues them even today.

Informant #1 1 (female, 32) further illustrates the problem addressed by her senior, #18, who had difficulty knowing how and when to use ***keigo.*** Though the two women are a generation apart, they have had to deal with the same problem, suggesting that the language has not changed so much since the war, especially for women. This 32-year-old writes, "I have to use ***keigo*** to speak to my mother-in-law and have to use ***kenjoogo*** to speak to another person about her. ." Having lived in the United States for several years, she believes that Americans do not encounter such difficult problems and suggests that for Westerners living in Japan, it is more important for them to understand ***keigo*** than to use it because usage is far more difficult than comprehension,

Natural acquisition is best

Many informants suggest that learning from books is not productive and can be very frustrating because most books do not present real-world situations in which one must use ***keigo.*** Informant #2 (male, 70) continues with sympathy and words of encouragement for non-natives:

> For foreigners, the first thing to do is to learn how to speak or write correct Japanese. However, too much sticking to grammar is useless for them. Don't be afraid to speak Japanese, like Japanese are afraid when speaking English. As you are speaking correctly, keigo will come to you as time passes.

Informant #3 (female, 38) likewise believes non-natives should get help from Japanese when trying to learn these forms, but reminds non-natives: "It takes a long time – as long as it takes Japanese people. There is no problem between foreign friends and us with it." Yet at the same time she offers a word of advice which is consistent with specialists in this study: "But if they work in Japanese companies or other important places, they should learn ***keigo*** as quickly as possible."

"Teineigo is more useful" and more democratic

In the business world, both natives and non-natives have the occasion to use ***keigo*** on a daily basis, which makes acquisition, usage and retention much simpler. Informant #4 (female, 19) underscores the difficulty for natives and explains, "Once they learn ***keigo*** and ***kenjoogo,*** unless they use them frequently, they will surely forget them. And so do I. .anyway, I think if foreigners can use the right ***teineigo,*** it will be enough in most cases. . ." Informant #12 (female, 30) continues along the same vein, "Every language has difficult points to show respect for others. This is not just a language problem, however." She echoes the words of many of h.er peers in this report, "But in Japanese, we also have ***teineigo.*** I don't like to use ***keigo*** and ***kenjoogo*** too much. This ***teineigo*** is more useful than ***keigo*** and ***kenjoogo.*** ." Here again we witness the case for the adequacy of ***teineigo.*** And once again they are the opinions of post-war Japanese.

In addition, informant #13 (female, 30), like her contemporaries, believes that the society is changing and that the language will reflect these changes as younger people try to use more neutral words and fewer status markers in their speech: "I hope that some day the Japanese society will become a society which does not require ***keigo*** and ***kenjoogo*** because by using it, we identify a person from his or her date of birth or social status." Thus, mentioned by nearly all informants under 35 years of age, is the view that the language is changing and that young Japanese are not using so much ***keigo*** for one of two reasons: (1) it is too difficult or (2) it ranks people, which is unacceptable in a democratic nation.

Informant #14 (female, 50) also indicates that ***keigo*** is much too difficult to master, even for educated Japanese: "Young Japanese misuse ***keigo;*** even radio announcers do. They can't understand the difference between ***keigo*** and ***kenjoogo.*** For instance, 'Ukagatte imasu ka?' is the question form of ***kenjoogo,*** and we should never use it like this – it's only when we are speaking about ourselves." But she is optimistic about the future: "I think it will be simplified some day." She is suggesting that if it were simpler to use, more young people could master it and would then use it. However, there is counter-evidence suggesting that even if it is simplified, young Japanese will consciously avoid using it because they feel uncomfortable judging others' social status, degree of familiarity, and age.

"Discriminatory" and "humiliating"

Informant #15 (female, 35) does not realize that some Japanese, like informant #14, believe ***keigo*** to be discriminatory. She expresses her concern: "A few months ago I saw an English conversation program on TV and heard a young foreigner who was learning Japanese say, 'Aren't ***keigo*** and ***kenjoogo*** a kind of discrimination?' " She continues, "It was very interesting to me. In Japan we have been taught that we must respect the older people and teachers from childhood." She also agrees with all the other informants, "To judge when we must use them or to whom is somewhat vague, even for Japanese." Admitting never having thought much about ***keigo*** and ***kenjoogo*** before, she writes, ". . .for us they are very natural. So I'm afraid that foreigners think they are humiliating, and I think there is a problem, . .for this reason." Unfortunately, this informant generalizes from one specific case she has seen on TV and concludes that most foreigners feel the same as the "young foreigner" on the program.

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"Excessive" usage impossible

Though many non-natives are criticized for being too polite (bakateinei) (Seward, 1979), there are Japanese who believe one can never be too polite. Take informant #17 (female, 39), for example, who believes that the hearts of the Japanese people are very slow to change, for they believe politeness is essential and will continue to do so in the years to come:

> The problem is that foreigners seem to think that the Japanese way of using ***keigo*** or kenjoogo is excessive. But in Japan there is an old saying that there is no such thing as excessive respect or excessive humility. So, unless such assumption in the Japanese mind disappears, we Japanese must go along with ***keigo*** and ***kenjoogo.***

Informant #17 has apparently also had some experience with non-native speakers whom she believes to have misunderstood the purpose of ***keigo*** and ***kenjoogo:*** "On the other hand, foreigners tend to think that excessive humility, for example, is hypocritical or cowardly. Therefore, it's difficult for foreigners to understand Japanese ***keigo*** or ***kenjoogo."*** Unfortunately, this informant has generalized from a specific incident as well.

Do not exist in Western languages

Informant #5 (female, 40) and several other non-specialists are under the impression that many Western languages do not have words to express humility, respect, and politeness:

> Of course, it's very difficult for foreign people to learn ***keigo*** and ***kenjoogo.*** There are no words for ***keigo*** and ***kenjoogo*** in English, French, German, and Spanish. I don't know about other languages. Therefore, these languages simply don't have words for expressing this. . .there is no custom in these countries. But for Japanese people, ***keigo*** and ***kenjoogo*** are very important.

Informant #6 (male, 33) has a similar view: "Westerners believe that humans are equal and they don't have to worry about their speech, So ***keigo*** and ***kenjoogo*** are very difficult for them... Many foreigners call their boss by his first name; we can't believe that!" This kind of thinking is problematic because it serves to further broaden the apparent cultural differences and creates even more obstacles for the English learner as well. If these two informants should need to speak English very respectfully, they would certainly be at a loss, though I believe they have some tacit knowledge of polite language in English. Furthermore, such thinking reflects a belief that Westerners are less polite than Japanese, which exacerbates the problem.

Informant #9 (female, 43) seems to be under the same impression as informant #5. Both seem to believe that English speakers would have much difficulty because of the lack of ***keigo*** in English: "Japanese and Korean have ***keigo*** systems in their languages, A Korean would learn Japanese ***keigo*** without so much trouble. But other foreigners, who have no concept of delicate ***keigo*** systems, would have much difficulty in learning Japanese ***keigo.*** ." At the same time informant #10 (female, 47) suggests, "lf their will is strong, they will capture it." Thus, even though Westerners may have difficulty, they can learn ***keigo*** with perseverance.

Do exist in Western languages

Informant #7 (female, 30), who is a student of both English and Italian, has a different opinion: "If they are average people, they can understand the feeling of ***keigo*** and ***kenjoogo*** because every nation has the feeling of kindness and politeness toward others, especially toward older people." This informant is quick to recognize the similarities of cultures, for certainly most young Americans are taught to respect their elders and sometimes hesitate to relate to them on a first-name basis. However, in both Japan and the United States, the younger generations may not show as much respect for senior citizens as in the past.

lnformant #9 (female, 20) offers even more insight through her examples from the English language: "English too has honorific expressions, but English-speaking people express their respect or modesty using common words such as 'could' or 'would.' On the other hand, Japanese ***keigo*** and ***kenjoogo*** are independently established in terms of grammar. . ." Her point is illustrated earlier in this report. While English may not have three or four verbs for "to go" based on the levels of the speaker and addressee, it does have polite language. It is very likely that informants #5 and #6 intend to make this distinction, but have been unable to express it in the short time allotted to answering the questionnaire.

Discussion

Non-specialist #17 has made a very important point: If foreigners do not understand the "Japanese mind" and society, they will be unable to understand respectful and humble language. If, for example, foreigners prejudge ***keigo*** and ***kenjoogo*** as "hypocritical" or "cowardly," they will never be able to use them with ease, nor will they feel comfortable when others address them with these forms. Thus implicit in her statement is the notion that the Japanese must conform to this usage and that the language is not likely to change quickly, so foreigners also have to "go along" with dictated usage as well, However, this may be impossible for foreigners because they are looking at the Japanese society and language through their affective filter – their own feelings, their own sense of right and wrong, and their own society's views of such ranking of speakers and listeners. While no learner can escape the affective domain, this type of cultural bias on the part of the learner will make it difficult to learn any language, especially a non-Western language.

Likewise, if members of the Japanese society stereotype foreigners as incapable of understand-

ing the nuances of their culture and language, cross-cultural communication will be even further impeded. It is essential that the Japanese welcome those foreign guests or permanent residents who desire to understand the culture and language. They too must break down their preconceptions of foreigners. Many Japanese also believe that Westerners do not have the custom of expressing self-effacement or deep humility. They are innocent victims of the human tendency to stereotype those outside one's own group. Many Japanese believe, for example, that what Westerners say nearly always reflect what they really think (***honne***). In other words, Westerners seldom say what they are expected to say (***tatemae***) just to maintain social harmony. Some Westerners also believe that Westerners do not use ***tatemae*** (McLean, 1986). Thus, if a Westerner in Japan begins a public address with ***Tsumaranai rombun desu ga. . .*** (This is a trivial research paper, but. . .), she runs the risk of losing a large part of her audience from the outset. For many of her Japanese listeners may take her words at face value and be less attentive as a result, simply because she is a Westerner and they feel certain that Westerners never downplay their own work or display public modesty. On the other hand, if Westerners fail to use words of humility, they will be ostracized for being overly self-confident or boastful. Hence the double bind! Needless to say, many Westerners are taught to minimize their own accomplishments, to give credit where credit is due to others, to admit their own shortcomings, to be honest and humble. According to the informants here, Japanese are also taught these values. This common ground is a perfect point of departure toward better understanding between East and West. It is a far more positive approach to focus on what we have in common and to build a bridge of mutual beliefs and customs, rather than to perpetuate stereotypes.

Conclusion

All informants in both groups agreed on one major point: ***keigo*** and ***kenjoogo*** are difficult for native speakers to master and, therefore, would also be difficult for non-natives. Non-natives need to know this in order to alleviate some of the frustration they experience when assessing the appropriateness of particular forms in an attempt to show consideration for others in the speech community. For if the Japanese themselves are often "at a loss," it is natural that non-natives would be too.

Also reflected in the responses is the feeling that the Japanese language is changing, for better or for worse. While the reasons for slightly diminished usage have not been made clear, it seems that younger Japanese are using less ***keiga*** and ***kenjoogo.*** Older Japanese employ these polite expressions with more frequency and skill, and expect young people to use them to show respect for seniors.

There is a lack of consensus as to the importance for non-natives, though a good number of informants have indicated that non-native women and business people living in Japan should attempt to learn respectful and humble language as quickly as possible. Many also indicated that ***teineigo*** is adequate for non-natives, an appraisal with definite merit. For, in fact, ***teineigo*** is operationally simpler to form and less marked for relative status of speaker and listener. One uses the same verb for both question and answer, thus avoiding the tricky linguistic maneuver from ***sonkeigo*** and ***kenjoogo*** and the forced ranking of others. Non-natives clearly need to know all three, however, in order to make an educated choice. Once they understand the implications and possible repercussions of particular semantic choices, they are in a far better position to choose the ones which best suit their ***individual personalities, purposes*** and ***needs.*** Avoidance (Hata, 1986) and undue anxiety are clearly not the answers, for avoidance and anxiety will surely increase the likelihood of error when non-natives find themselves in a situation which compels them to use ***keigo.*** So it is best to listen for ***sonkeigo*** and ***kenjoogo*** in the speech community and to imitate natives' usage whenever possible. Non-natives need to experiment with these words among Japanese friends and colleagues who have expressed a willingness to help them. They may also do so among strangers on the train, for example, and judging from the feedback they get, they will be able to see if they are making any progress. Most Japanese seem to be so honored that foreigners are trying to learn to learn their language, that they seldom mind hearing a mistake and almost never take offense.

Clearly, this is not a definitive study on the sociolinguistic factors of ***keigo*** acquisition. It is but a springboard for further investigation of the problems non-natives face. Nor does it purport to reflect a random sampling of the Japanese people. It is a very small sample, encompassing the varied opinions of a very select group of Japanese who have devoted a large part of their lives to mastering the English language and to understanding the cultures which are reflected in the language. Many have had experience living and studying in English-speaking countries. Consequently, they may be more sensitive to language learners' needs and difficulties than other Japanese people. Yet even more cross-cultural awareness is needed if East and West are to accomplish a true meeting of the minds in the coming century. And understanding one's language is a perfect point of departure.

I wish to thank my Japanese teacher, Reiko Suzaki, who is certified to teach Japanese as a foreign language, for her invaluable guidance, comments and examples. I am also indebted to

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SOCIOLINGUISTIC CONSIDERATIONS FOR THE TEACHING OF ENGLISH AS AN INTERNATIONAL LANGUAGE IN JAPAN

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English is used for international communication by many peoples of the world. Since Japanese overseas and many businessmen at home use English as the language of communication with their trade partners all over the globe, this is the time to consider teaching and learning English as an International Language (EIL).

There are two main contentions in this paper: (1) The teaching of EIL in Japan should not lead to the premature replacement of native English with Japanese English as a model or goal in English education. Rather, the change should be in the direction of nurturing communicative competence, the ability to express oneself in English in international situations, as opposed to the present emphasis on spelling, grammar, translation, and reading comprehension. (2) In order to cultivate an awareness, acceptance, comprehension, and appreciation of new Englishes which comprise the main bulk of EIL, advanced students of English should be introduced to these varieties through reading and listening materials, together with a sociolinguistic explanation of their function and status in each society.

What is EIL?

Today, the number of non-native English speakers is rapidly increasing and, at the same time, EFL (English as a Foreign Language) speakers are claiming the right for their varieties of English on the grounds that they cannot be replaced by native English. In addition, more and more international and intercultural communication is being conducted in the new varieties of English.

Smith (1983) states that "English as an International Language refers to functions of English, not to any given form of the language. It is the use of English by people of different nations and different cultures in order to communicate with one another." According to this definition, EIL is a purely functional category which can include any variety of English. However, not every linguist agrees with this definition. According to Suzuki (1985), international English (Englic) consists of all the varieties of English, except the native-speaker ones which he terms "ethnic English." Suzuki strongly opposes the use of ethnic English in international conferences, arguing that allowing ethnic English gives, undue advantage to the native speakers. However, this total denial of native English as an international language is obviously impractical and impossible. British English or general American English, or any other variety of native English, is perfectly suitable for international communication on the condition that the speakers avoid using culturally laden words and expressions, and extremely complex structures.

EIL is believed to share a relatively stable common core rooted in native English (Quirk, 1982; Nakamura, 1986). What this "common core" is, is not clear even after contemplating Strevens' (1982) new definition of "Standard English" and Quirk's (1982) proposal of "Nuclear English." What is clear, however, is that extensive research and experiment as well as continuing development in the use of EIL are required before any definite form of EIL acceptable to an international populace can be proposed. Under the present circumstances, we should perhaps focus our attention on the communicative purpose of EIL, i.e. better communication in international settings. Communicative efficiency is enhanced by the admission of non-native varieties, but on the other hand, too many varieties could endanger accurate understanding. EIL's centrifugal force calls for more varieties, while the centripetal force calls for a stronger common core. Both forces are aiming at efficient international and intercultural communication.

The Model and Goal of Teaching EIL

It is reported that in EFL countries, such as Japan, the issues in selecting the teaching model for English are less complex than for the ESL (English as a Second Language) countries, such as the U.S., because in EFL countries there is no variety of English which is deeply embedded in the local culture (Smith, 1983; Strevens, 1980; Kachru, 1983). EFL nations generally adopt native English models with either an instrumental purpose (learning English for purely communicative purposes) or an integrative purpose (acquiring the language and integrating with the English-speaking culture at the same time). English education in Japan has always had dual aims, and it is only recently that foreign language is being taught purely as an instrument for communication. The teaching model is still native-speaker English.

Under the circumstances, what types of influences can we expect from the concept of EIL on English teaching in Japan? Focusing on the point that EIL encourages learners to speak English with their own accent, Nakamura (1986) claims that the performance target in the classroom should be "educated Japanese English" instead of native-speaker English. This change would mean less time spent on correction of phonological errors and more time spent on the content of speech. Nakamura further states that "Japanese learners should no longer be told to speak and act like an American or a British." He believes that such a change in the target

would not bring about a lowering of standards or intelligibility since the prominent difference between Japanese English and the native-speaker model is only at a phonological level.

Though it makes sense that Japanese should not be told to speak and act like an American or a "British" acceptance of his whole proposal at face value is another matter. The following questions immediately come up: (1) What is educated Japanese English? (2) What is the difference between a target and a model?

Nakamura does not give any definition for "educated Japanese English." The term "educated Japanese English" implies that there is "uneducated" Japanese English. Does "educated Japanese English" refer to English spoken by highly educated people or those who are well educated in English, such as professors of English or returnees, and does "uneducated English" refer to the variety spoken by the rest of the masses? In reality we cannot distinguish between the two so clearly, for even among English teachers and returnees, there is a wide range of differences in pronunciation and expression. Another important point is that "educated Japanese English" is not a variety in which Japanese place pride and identity. Nor is it a variety which is irreplaceable by native-speaker English.

The second question concerns the difference between a model and a target. Is it compatible and justifiable to have native-speaker English as a model and Japanese English as a target in the same classroom? It may sound harmless if the ***model*** is taken to mean the ultimate goal, and the ***target,*** an hour-to-hour graded series of attainment levels. However, who can logically answer the inevitable question which is sure to arise? Why bother to have a native-speaker model when the target is Japanese English! In the classroom, the plain fact is that the model is native English but the result is Japanese English. This is to be expected in foreign language learning as output or acquisition is usually lower in quality than input. But this reality does not justify lowering the quality of a model or target, for that would cause even further lowering of the output. Moreover, giving students a target different from the model is not going to make the learning of English any easier, nor teaching any more effective. Cultivating expressive ability can be done without changing the model or target to Japanese English as many newly developed teaching materials based on communicative methods show.

Since a large majority of English learners all over the world are studying a native-speaker model, native-speaker-like English will be more readily understood by an international population than any local variety. In conclusion, the replacement of native-speaker English with Japanese English as a model or target is not advisable even from an EIL standpoint.

Cultivating an Expressive Ability and Appreciation of New Varieties of English

The biggest implication for the concept of EIL for the teaching of English in Japan is the necessity to cultivate an ability to express oneself in English. In international conferences, Japanese are said to demonstrate three S's: silence, smiles, and sleep. This kind of behavior should stop right away. The ability to express oneself through speech and writing should be valued more, and listening and reading comprehension less. In this respect, fluency should be stressed before accuracy. However, at the college level, accuracy should receive due attention, for post-graduate activities in any area of study require accuracy. Speaking ability starting from a conversational level must be carried on up to the formal speech and debate level. The essay is not a sufficient level for a college English writing course. There should be guidance in descriptive writing, expository writing and thesis writing. Students need to learn to present arguments, and to support them with data and logic.

Another important aspect in teaching EIL is to teach courses on international subjects in English. Of course, students would have to be proficient in English to take such courses, but there is no doubt that such courses would effectively prepare students for international communication.

Another issue in teaching EIL is to prepare students for encounters with non-native varieties of English. Nakamura (1986) proposes that non-native varieties of English should be introduced through listening and reading comprehension. However, exposure to only the linguistic forms and structures of these varieties may not be sufficient. In order to cultivate awareness, acceptance, comprehension and appreciation of these new varieties, it is necessary to point out any linguistic conflicts, including those between varieties of English and other languages, their political as well as emotional implications, the role English plays in multi-ethnic, multilingual countries, and much more. An understanding of the complex psychological attachment the people of India have for English or the reason why English is the first language in Singapore where the national language is Malay is indispensable in enhancing an acceptance and appreciation of these varieties.

English teachers may say such sociolinguistic matters are outside the sphere of language teaching. However, EIL is basically a sociolinguistic concept focusing on the contexts of situation (international and intercultural settings) and social function (international, intercultural communication). Therefore, if we exclude the sociolinguistic features from the presentation of new varieties of English, we will be merely exposing the students to new Englishes, not teaching EIL.

Better communication among the peoples of

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the world by means of English. That is the purpose of English as an International Language. The foregoing discussion was presented with that purpose in mind.

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the English professors of the Faculty of Language and Culture at Osaka University and to the students at Asahi Culture Center for their help with the survey and questionnaire. Without their generosity and insight, I could not have completed this paper.

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JALT '87 CONFERENCE REPORTS

GETTING BEGINNERS AND ELEMENTARY STUDENTS TO TALK FREELY

By Catherine Walter

"Eveyrone knows the importance of fluency , it is an end in itself." With this assertion, Ms. Walter presented a lively workshop combining theoretical considerations and their practical implementation at increasing levels, ranging from pair work to activities involving the entire audience. Emphasizing the need for a classroom organization which permits a maximum of fluency practice, since the classroom is usually the students' only opportunity to use the target language, Ms. Walter identified the major task for language teachers to be careful lesson planning, so that students are free to practice without frustration, yet without undue opportunities to use their Ll

The need for a continuum of interaction patterns, which eases the students into group work, was illustrated through a sequence of activities involving increasingly greater numbers of people. First, we did a pair activity, introduce yourself to your neighbor. Then we did an activity asking immediate neighbors about their birthday, where interaction was with two to four people; and finally, we concluded with an activity involving all present, which required movement from desk to desk, finding out who liked different topics. All activities gave an immediate payoff of task-oriented language practice.

Regarding the nature of the fluency activity, Ms. Walter stressed the basic requirement of a clearly delimited task. Students need to know what to do, how to do it, and when they have completed the task. Fluency activities are effective when the students have a goal to get to and know when they have gotten there. Furthermore, there must always be a feeling of accomplishment when the task is completed.

Ms. Walter cautioned against using boring and unreal material, such as train timetables in information gap exercises, during fluency practice drills. Instead, she suggested that we use personal information or "opinion gaps," such as "do you like. . ." questions. She referred to research determining that people remember things better when there is an affective link with the learning, and recommended the use of exercises involving students' favorite things, such as color or drink. An example of cognitive work around a learning item was demonstrated by an interesting football puzzle, which we solved in groups.

The workshop concluded with an activity for integrating different language skills. Working

in small groups, we read a synopsis of Acts One and Two of a romantic opera. We were then asked to write the synopsis of the Third Act ourselves, after discussion of what we thought would happen. Observing our participation in this activity, Ms. Walter noted that if students feel pleased and clever about their efforts, fluency practice is a success.

Reported by Sandra S. Fotos
Aoyama Gakuin Woman's Junior College

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CAMPUS NEWSPAPER: ACTIVE COMPOSITION CLASS

By Barry Natusch

Dr. Barry Natusch is doing something with his fourth-year *Eisakubun* class that is so satisfying to the students that they don't even notice how much they are learning. He has turned his Tohoka University writing class into a newspaper pressroom. Not only must his students research and draft the articles, they must also edit, compile, word-process and lay out news sheets for the final product. To help keep his gang of reporters motivated, Dr. Natusch has even done some backroom negotiations to ensure a set readership: 1,000 students enrolled in a nearby reading program use the weekly tabloids as their course materials.

As a result, his soon-to-graduate students experience a composition medium more relevant to real-world writing. They must define individual responsibilities, generate sources of content, balance the variety of essays to be compiled, grapple with press deadlines, and concentrate on how the final product will be perceived by the audience. He has streamlined the publishing process – and virtually eliminated costs through meticulous organization at the outset of the course, use of every available resource on campus, and by posting the news sheets on a bulletin board rather than offset-printing them. His classroom has been transformed into a workshop.

Dr. Natusch limited his brief discussion to what he did and how he did it, the topic being so elemental and transparent in terms of methodology that supporting hype was unnecessary. After two solid days of theory, data, and pedagogical politicking, I found his nuts-and-bolts presentation satisfying in every way.

Reported by Curtis Kelly
Kansai University of Foreign Studies

WRITING AS A PROCESS – MAKING IT WORK IN LARGE CLASSES

By Catherine Walter

Although listed as a lecture, Ms. Walter initially incorporated a workshop-style format in her treatment of teaching writing. The audience was asked to list different purposes for having students write, and to compare their lists with others. Several trends emerged – students write for language practice, for development of improved writing skills, for improved ability to read, and for cognitive and affective development. A second audience activity, regarding Western and Japanese styles of writing, gave the Japanese members of the audience a chance to explain formal Japanese rhetorical style to Western members who had commented about perceived "vagueness" in student essays.

Returning to a more formal lecture format, Ms. Walter noted a number of major differences between skilled and unskilled writers, the former group being rnore flexible, tending to revise continually and being able to shift directions during the writing process. A key difference was the avoidance strategies employed by good writers when dealing with form errors. Errors were disregarded, and grammar and vocabulary problems were ignored until the final draft.

Ms. Walter did a brief review of the research on writing development, stating that the basis of good writing is simply plenty of reading, plenty of writing practice, and different motivational factors, such as the type of audience, the students' self-choice of topic, and the quality of pre-writing exercises.

After noting that composition teachers have to live, and can't spend every minute marking essays, Ms. Walter gave a number of practical recommendations for the immediate improvement of writing classes, without teacher overload: (1) using class readers; (2) using an English journal which is not corrected; (3) marking essays for content, not for form, and having several drafts, the first of which is marked only for ideas; (4) having small group discussions, where first drafts are read, praised and questioned; (5) having the students write in class, while the teacher is seeing different students individually; and (6) making writing tasks real, for example, by producing a college magazine, writing to pen friends, or writing for information.

Reported by Sandra S. Fotos

COLLOQUIUM: MOTIVATING FOREIGN-LANGUAGE LEARNERS

Moderator: Charles W. Gay

The three talks on motivation in this colloquium ranged from the careful classroom-centered research of Viswat, through the mix of research and experience described by Midorikawa, to the deeply felt personal advice of Finocchiaro.

1. "The Effect of Student/Teacher Expectations on Motivation"

By Linda Viswat

Linda Viswat described research that she and her colleague, Tomoko Yashima, undertook in three post-secondary institutions. Their research was novel because it compared student preferences among styles of instruction with those of teachers (drawing from questionnaires answered by 70 foreign teachers and hundreds of students). She summarized that just as we teachers cannot meet all of the expectations of students, neither can they meet all of ours. The items on the questionnaire could be answered numerically to indicate degree of preference for particular teaching styles, classroom organizations teacher-student relationships and grading criteria. Even the importance of club activities was researched (85% of students ranked clubs equal to or more important than studying; 84% of teachers held studies to be more or much more important).

Viswat supplemented her discussion with a four-sheet handout featuring bar graphs that illustrated differences in expectations for 16 of the 20 preference pairs tested. Most interesting were the pairs in which expectations varied widely. In the "unstructured classes : structured classes" pair, for example, 80% of students preferred the former, while just 30% of teachers did. Students wanted classes to start late and end early (70%), while teachers wanted strict time schedules (80%). Teachers felt grades should depend upon performance (69%) while many students thought attendance should determine grades (46%). As Viswat pointed out, teachers must evaluate their own expectations in the light of student expectations. This research supplies valuable information for teachers in Japan, and merits publication.

2. "Motivating Japanese Secondary Students of EFL"

By Hideko Midorikawa

Hideko Midorikawa deplored the situation she and her fellow senior high school English teachers face: more than half the students she has questioned are bored and dissatisfied with English classes. As a solution, she suggested that student passivity and product-oriented teaching methods be altered. Teachers should alert themselves to student needs and place an emphasis upon communication in the target language. In several reserach projects she has undertaken, Midorikawa discovered that neither integrative nor instrumental motivation figured prominently in the success of her students. The most significant factors in achievement were interest and self-assessment of ability. Building on that study, she has focused on learner reaction to instruction style in subsequent research.

Her conclusions, based on this research, were in accord with her intuition and 22 years of teaching experience. Besides recommending that English be taught as a communicative skill, she advised integrating English skills, Speaking and writing, the most difficult skills for this age group, require a special approach. Teachers should actually become members of their classes and "learn with the students," particularly by introducing different teaching methods, evaluating them, and keeping the most effective ones. Midorikawa recommended a number of affective (emotion-connected) strategies: foster confidence by talking (not lecturing) to students; encourage opinions and avoid discouraging behavior; praise efforts rather than products; and use language games to keep students active.

3. "Motivating Learners"

By Mary Finocchiaro

Mary Finocchiaro began her talk by writing the letters M, 0, T, I, V, A, T, I, 0, N on the board behind the podium. Each letter, she explained, stood for a quality or factor (sometimes several) important in motivating language learners. "Methodology" should be realistic no silly methods or absolute rules. The "Meaning" of language in the class should be clear; and teachers should not demand "Mastery" too soon, but take a spiral approach to instruction on particular points of grammar. The "Objective" of instruction is communicative competence, and learners should learn how to express their needs and feelings. The "Teacher" must engage the learners' interest by relating new language information to their worlds. "Involvement" of learners follows from such a teaching style. Furthermore, each language embodies certain spiritual and emotional "Values," which learners need to know.

Teachers should be alert to the "Attitudes" and "Aspirations" of learners, and build upon them to increase motivation. A "Test" every day, on a limited number of items, can also build motivation as learners find study brings success. "Integration" of content areas motivates learners, and a textbook must be chosen which serves as a basis for this integration. "Observation" by other teachers can detect problems in teaching style, and "Observing" other teachers adds to one's repertoire of teaching skills. Finally, and most important, Finocchiaro stated, are the "Needs" of the learners, who must feel they have the respect of the teacher and their peers. Learners have their own cultures, so the teacher

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JALT '88 KOBE

As the conference draws another month closer, so do the deadlines. Please send your proposals sooner rather than later. All the details for submitting them are included here. And please do pay special attention to two aspects of the conference which we would like to encourage people to take part in this year: **Colloquia** and **Poster Sessions.**

Those of you who took part in the colloquia last year will vouch for their success, and we hope for an even better turnout this year. See the section on colloquia for details on how to take part. Poster sessions are not a new idea, **but** they are new for a JALT conference. We'd like to encourage people to take advantage of them for making short presentations. As you can see on the data sheet, we are not able to accept 30-minute presentations this year, so we hope that people who would have given such short presentations will offer a poster session rather than not making their presentation at all. Please see the section on poster sessions for details.

▼

MAIN SPEAKERS

We are pleased to announce that the Keynote Speaker for the 1988 conference on "Language and Cultural Interaction" will be Dr. **John Condon.** Dr. Condon lived in Japan for ten years, teaching communication at the International Christian University. He developed and conducted seminars for Japanese and American business and government agencies and lectured widely on intercultural communication and cross-cultural relation. He is co-author of the highly regarded book ***Introduction to Intercultural Communication,*** as well as ***With Respect to the Japanese: A Guide for Americans.*** Professor Condon is now teaching at the University of Mexico.

In addition, one of the main speakers will be Dr. **Fraida Dubin,** associate professor at the University of Southern California (USC), where she teaches courses in both the Applied Linguistics and the Education Departments. Her extensive experience, teaching in EFL, has been gained in Hungary, Botswana, Iran, Israel, Greece, and India. She has been active in CATESOL, and is currently on the Executive Board of TESOL.

Our other main speaker will be **Mario Rinvolucri,** who works full-time for Pilgrims School in Canterbury, England. He divides his time between writing – at the moment he is working on an introduction to humanistic language teaching; language teaching he spends about a third of the year as a practical classroom teacher; and teacher training, which he does throughout western Europe. He has published a number of practical classroom texts, for example: ***Grammar Games*** (CUP) and ***Grammar in Action*** (Pergamon), and has two forthcoming publications, one on questionnaires and one on dictation. In 1986 he visited Japan, giving a series of very lively and interesting workshops.

We will be announcing the conference participation of more well-known figures in foreign-language teaching, both in Japan and abroad, in later issues of ***The Language Teacher.***

▼

CALL FOR PAPERS

JALT '88, the 14th Annual International Conference on Language Teaching/Learning, will be held Oct. 8-10 (Saturday, Sunday and Monday) at the International Conference Centre, Port Island, in Kobe. This year's conference has as its theme **"Language and Cultural Interaction,"** and we look forward to presentations and plenaries that address this theme as well as provide a forum for debate by concerned ELT practitioners.

We would like to emphasize the multi-lingual, multi-cultural nature of the conference by encouraging participation by teachers of all languages and especially Japanese teachers of English, Japanese and other languages. Proposals **must** be made in English or Japanese, as we don't have the administrative staff to process a multiplicity of languages. But presentations may be made in English, Japanese or other languages.

Procedures

1. Complete and return two copies of the "Presentation Data Sheet."

2. Send a **150-word (maximum) summary** of your presentation for inclusion in the conference handbook and for review by the selection committee. If you feel you cannot adequately cover your topic within this limit, then write a second, longer summary for use by the selection committee.

If you submit only one summary, send two copies, one with your name, address and phone number and one without. If you submit a longer summary, submit only one copy of the shorter version (with the above-mentioned information) and two copies of the longer version, one with and one without your name, etc.

3. In the shorter, conference handbook version, include enough information to convey the main ideas of your presentation so that conference participants can make decisions concerning attendance. Also include precise details as to the central theme and form of your presentation. Present a clear idea of what you intend to do as well as why and how, and indicate the level of teaching experience your audience

should have in order to benefit from your presentation. It would be useful to indicate whether your presentation "assumes no prior knowledge" or is for people "well versed in the literature."

Give the summary a title of **10 words or less.** If you write a second, longer summary for the selection committee, then expand on these topics as necessary. Remember that only the shorter version will be included in the conference handbook. The JALT '88 committee reserves the right to edit abstracts which exceed the 150-word limit.

4. Write a **25 to 30-word personal history** for the handbook. Write this in the third person exactly as it should appear, i.e. "T. Sato is. . ." not "I am. ."

5. Be sure your name, address, and telephone number are on every sheet submitted except the copy of your summary as explained above.

6. All submissions in English should be **typed, double-spaced, on A4 (or 8½ x 11)** paper. All submissions in Japanese should be on *400~ji* genkoh yoshi. All papers must be received together at the following address by **June 15:**

JALT '88 Programme Chair
JALT, c/o Kyoto English Centre
Sumitomo Seimei Building
Karasuma Shijo Nishi-iru
Shimogyoku, Kyoto 600, Japan

7. Please note that **overseas** proposals **must** be received by **June 1,1988.**

8. We regret that honoraria can not be given to presenters. However, a reduction of 25 percent on conference fees, for those attending all three days, will be given for the first presenter on the summary.

9. Notification of acceptance of proposals will be mailed on July 31.

10. All **overseas participants** will be required to notify the Programme Chair by **Aug. 30** that they have accepted the invitation to give a presentation at JALT '88. If this requirement is not met, individual(s) risk(s) having the acceptance withdrawn and the summary will not be printed in the conference handbook.

11. Presenters are encouraged to submit revisions of presentations for possible publication in the ***JAL T Journal.***

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PLANS FOR JALT '88 COLLOQUIA

Language teachers and scholars are invited to participate in two types of colloquia this year, Planned and Volunteer.

Planned Colloquia, with designated topics, will be organised by the Colloquia Chair under the direction of the Programme Committee. Each Planned Colloquium will last three hours. A moderator will introduce three or four speakers for 30-minute presentations. Speakers will join in the subsequent dialogue and question-and-answer period.

Those wishing to join a Planned Colloquium should follow all the procedures outlined in the Call for Papers and write ***"Colloquium"*** in the "Format" section of the Presentation Data Sheet (specify topic). Individuals who can serve as moderators are encouraged to write directly to the Colloquia Chair.

Some suggested titles for Colloquia this year are: (1) Bilingualism and Cross-Cultural Communication; (2) Internationalization and Cultural Identity; (3) State of the Art in Second Language Acquisition Research; (4) Teaching Japanese as a Second and Foreign Language; (5) Methods in Foreign Language Education; (6) Materials in Foreign Language Education; (7) Cultural Perspectives in Applied Linguistics; (8) Culture and Reading in an Additional Language. If you have any other suggestions, please contact the Colloquia Chair.

Volunteer Colloquia (VC) may be created following the format for Planned Colloquia except the choice of topic and selection of speakers and moderator will be done by the participants themselves. For example, SIGs in various chapters may form a VC in EFL for high schools, or four teachers of EFL composition may form one. Those wishing to create VCs should follow all the procedures outlined in the Call for Papers and write ***"Colloquium"*** in the "Format" section of the Presentation Data Sheet. Submit all documents for VCs together.

Please note that the deadline for submission of papers by those wishing to participate in Colloquia is **June 1,1988.**

Colloquia Chair: Rick Berwick, 34-8 Nakajima-dori, Chuo-ku, Kobe 65 1.

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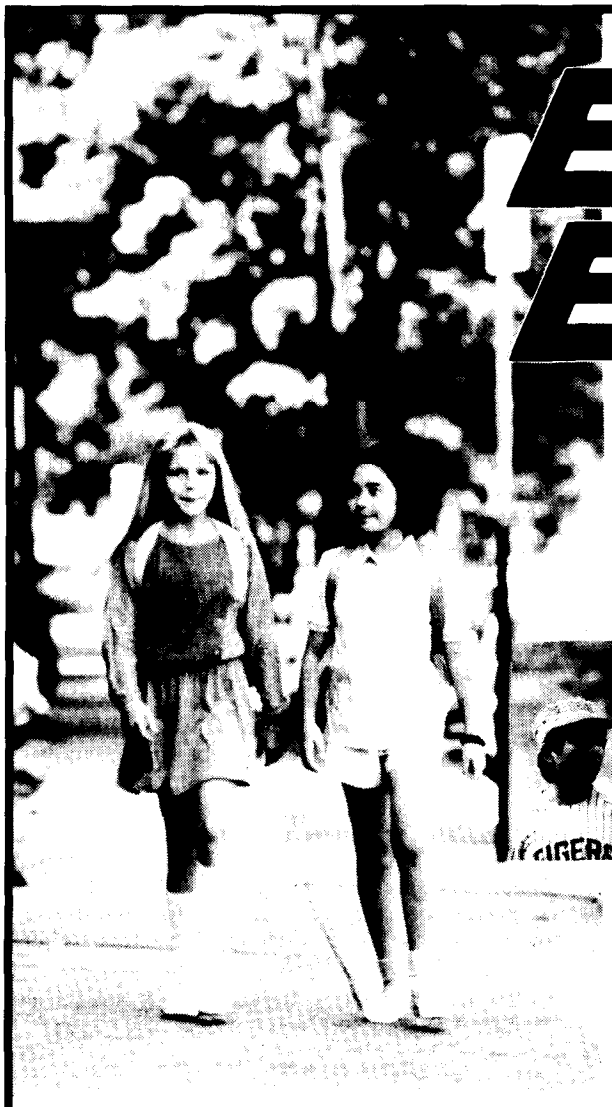
POSTER SESSIONS

This year, for the first time, JALT will feature poster sessions at the Conference. Poster sessions offer presenters an opportunity to interact with individuals interested in the content of their presentations in an unhurried atmosphere. It also allows the audience to 'self-select' and pursue content areas they are interested in more fully. Since there is no fixed time for each 'presentation,' people interested in the poster session topic can peruse comments, illustrations, research summaries as they are displayed on the poster before they decide to talk over the details with the presenter. Poster session presenters need to prepare visuals charts, graphs, illustrations and the like – large enough for people to inspect quickly. The 'gist' of the presentation should be apparent from the poster itself.

Those interested in developing a poster session presentation should contact Steven Ross at 078-709-3765 for more details.



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FEATURED SPEAKERS

We invite proposals from presenters wishing to apply for Featured Speaker status at JALT '88. The following are the guidelines:

1. The total number of Featured Speakers shall be limited.
2. Candidates are requested to submit the following materials to the JALT '88 Programme Chair by June 1,1988.
   a. A minimum of three presentation proposals totaling three or more hours in length. Each proposal should be accompanied by the required abstract, presentation data sheet, and biographical statement. The proposals shall include one suitable for delivery at a one-hour plenary session (or a three- to four-hour workshop). At least one should address the theme of the conference, "Language and Cultural Interaction." Presentations based on commercially-prepared materials, if any, must represent 25 percent or less of the total time of the proposals finally accepted for presentation.
   b. A curriculum vitae which lists the candidate's academic history and publications.
   c. A head-and-shoulders photograph, preferably black and white, suitable for publication in ***The Language Teacher.***
3. The selection panel's decision will be based both on the quality of the abstracts and the academic standing of the individual.
4. Successful candidates will be requested to be available for all special events during the conference, including the closing panel on Monday, Oct. 10.
5. Candidates will be notified of the Selection Committee's decisions by June 30 and are expected to confii their participation by July 31.
6. JALT regrets that it cannot provide assistance for travel, although the registration fee will be waived and accommodation provided for the duration of the conference. Individuals who do not have a secure source of funding are discouraged from applying.
7. Presenters are encouraged to submit revised versions of their presentations to the ***JALT Journal*** for possible publication.

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CHAPTERSPONSORED PRESENTERS

The committee has decided to offer a new category of presentations for JALT '88. We hope to generate more interest and participation in the conference by allowing chapters to choose one presenter who has presented successfully at the local level. Information has been sent to chapter presidents, so please contact your local chapter for information if you think they might be interested in sponsoring your presentation.

COMMERCIAL PRESENTATIONS

Any presentation being made for commercial purposes should be clearly marked as such. Any commercial presenter should include samples of the materials featured in the presentation, in addition to sending all the information outlined in the Call for Papers.

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JALT '88 TEATIME TOPICS – PICK AND PRESIDE

JALT '88 will offer topic-centered discussion groups at the end of each day's schedule of concurrent presentations. Participants can air their concerns, voice their impressions, and share their thoughts on what they've heard. To become a facilitator for a group, please contact Terence McDonough, 078-801-8835; Dai-5 Soma Bldg., Apt. 501, 5-1-1 Suido-suji, Nada-ku, Kobe 657.

第14回 JALT 国際大会 研究発表者募集

今年の JALT 国際大会は例年より１ヶ月以上早い、10月８日（土）から10日（月）の３日間、神戸のポートアイランドにある国際交流会館にて開催されます。**Language and Cultural Interaction** というテーマのもとに、数多くの研究発表、ゲスト・スピーカーによる講演、及び、公開討論会が予定されています。

英語、日本語、その他の言語を教えておられる日本人の先生方に、今まで以上の参加をして頂き、大会のマルチリンガル／マルチカルチュラル化を進めていきたいと考えております。発表は、英語、日本語、その他の言語でされても結構ですので、多くの方々の積極的な応募を、お待ちしております。

研究発表をご希望の方は６月15日（木）までに（海外からの応募の場合は６月１日）、下記の応募書類を提出して下さい。

１．データシート

当誌に印刷されているデータシートに、必要事項をすべて英語で記入の上、２部（コピー可）提出して下さい。

２．発表要旨

選考委員会用に英文又は和文の発表要旨を提出して下さい。英文の場合は、150語以内に、要旨をまとめ、A４版の用紙にダブルスペースでタイプして下さい。和文の場合は、A４版の横書き400字詰原稿用紙を用い、1.5枚以内の長さにまとめて下さい。要旨には、英文・和文共に、必ず10語以内の英語のタイトルをつけ、２部（内１部のみ、氏名・住所・電話番号を必ず記入し）提出して下さい。

この要旨は、そのまま大会プログラムに掲載されますが、長さの制限を越える要旨がありました場合には、

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選考委員会は、それを編集する権利を有します。大会プログラムは、それぞれの参加者が、出席しようとする研究発表を選択する為に使われますので、発表の主眼点、発表形式等を明記して下さい。また、対象とする聴衆についての詳細（教育経験年数、教えている生徒の年齢、能力レベル、発表テーマに関する基礎知識の必要有無等）を加えて下さると便利です。

尚、上記の短い要旨だけでは、発表内容を十分に説明できないという方は、選考委員会用に、別に長い要旨も提出することができます。この場合には、短い方の要旨1部（氏名・住所・電話番号を記入）と、長い要旨2部（内1部のみ、氏名・住所・電話番号を記入）の計3部を提出して下さい。

3．発表者の経歴

大会プログラム用に、発表者の経歴を英文、または和文で書いて下さい。英文の場合は、経歴を25～30語にまとめ、A4版の用紙にダブルスペースでタイプしたもの、また、和文の場合には、A4版横書き400字詰原稿用紙0.5枚にまとめたものを提出して下さい。尚、経歴を書く時は、発表者を第3者扱い（例えば"I am..."ではなく、"T. Sato is..."、あるいは、「私は...」ではなく、「佐藤太郎は...」にして下さい。用紙には、氏名・住所・電話番号を必ず記入して下さい。

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JALT国際大会・プログラム委員長

発表者への謝礼はありませんが、大会3日間の参加費1人分が25%割引きされます。

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討論会参加者募集

討論会準備委員がトピックを選定し、企画する討論会と、参加者が自由に企画する討論会を計画しておりますので、言語教育や研究に携わる方々に積極的にご参加いただきたく思います。

準備委員企画の討論会（Planned Colloquia）の各討論会は、3～4人の意見発表者によって、1人30分程度の発表が行われた後、意見発表者も加わって、討論や質疑応答する形で行われます。この計画討論会参加希望者は、先の研究発表者募集要項の手順に従って、同じ提出物を準備し、データシートの"Format"欄に"Colloquium"と記入して提出して下さい（論題を明記すること）。また、司会の役のできる方は、是非、討論会準備委員会までご連絡下さい。

参加者企画の討論会（Volunteer Colloquia）では、参加者が、トピック、意見発表者、司会者のすべてを決定します。この討論会を企画なさりたい方は、先の研究発表者募集要項の手順に従って、同じ提出物を準備し、データシートの"Format"欄に"Colloquium"と記入し、VC討論会の書類も同時に提出して下さい。討論会参加応募の締め切りは6月1日（木）ですので、ご注意下さい。

トピックは大会テーマにかかわりのあるものが望ましく、また、委員会選定のトピックもまだ最終決定されていませんので、何か提案があれば、討論会準備委員長までお知らせ下さい。

討論会準備委員長

〒651　神戸市中央区中島通り　3-4-8
Rick Berwick

▼

バイリンガリズム・シンポジウム研究発表募集

(Symposium on Bilingualism: Call for Presentations)

「**第4回バイリンガリズム・シンポジウム**」が、**JALT '88国際大会**にて開催されます。次の分野における研究発表を募集致します。

心理／社会／言語学の分野における成人／幼児・児童のバイリンガリズム（自然環境による獲得、及び学習による習得）

詳細は下記まで：

〒630　奈良市青山8-122　山本雅代
☎0742-26-3498

募集締切りは**5月15日**です。

▼

Featured Speakers 募集

今回の国際大会に参加される方々でFeatured Speakersに応募することをお考えの方は、以下の要領で募集いたしますので、振ってご応募下さい。

応募の方々は、以下のものを6月1日（木）までにJALT国際大会プログラム委員長宛てに郵送して下さ

a．総計3時間以上に及ぶ、少なくとも3件以上の論文発表、発表なさりたい論文の申し込み1件につき、その発表要旨、データシート、発表者の経歴を添えること。この3件以上の（論文）発表の中に、必ず1つ、1時間の全体会議用（又は、3～4時間のワークショップ用）の発表を入れること。申し込みの論文のうち、少なくとも1つは今大会のテーマである"Language and Culture Interaction"に関するものであること。又、市販教材を用いての論文発表がある場合には、その発表は論文発表全体時間の¼か、それ以下にとどめること。

b．発表者の研究歴、出版物を明記した経歴書1通。

c．上半身、白黒写真一葉。

尚、Featured Speakersの数には制限があることを御承知下さい。応募者の選考は提出していただいた論文要旨の内容と学問的地位の両面から行われ、この選考を通過された方々は、大会期間中10月10日（月）に行われる閉会パネルを含め、特別行事すべてに参加していただく

ことになります。選考委員会では、選考結果を6月30日（木）までに本人宛てに通知し、参加意志の確認を7月31日（日）までに行いたいと考えております。

参加者には、大会参加費が無料になり、大会期間中の宿泊施設の便宜もはかられますが、残念ながら交通費の援助はありません。

▼

支部後援発表者募集

大会への深い関心と、より積極的な参加をはかるため、今大会では、各支部において好評を博した発表者を支部ごとに選考していただく、新しい研究発表の場を設けました。この支部後援発表者は、今大会参加を決定した支部によって選考されます。選考基準や、費用等の援助の有無、形態（交通費、大会参加費、宿泊施設等）の決定はすべて各支部の裁量にまかされます。申し込み手続きについては、6月1日（木）までに各支部が発表要旨並びにデータシートをまとめて、プログラム委員長宛てに郵送しますので、支部選考の発表者が直接プログラム委員長へ郵送なさらないよう御注意下さい。

尚、発表要旨郵送の際には、発表者が“支部後援”の発表者であることを明らかにするために、“Chief Presenter”の欄に支部名を、また“Co-Presenters”の欄に発表者名を記入して下さい。

SPECIAL ISSUE ON TEAM TEACHING

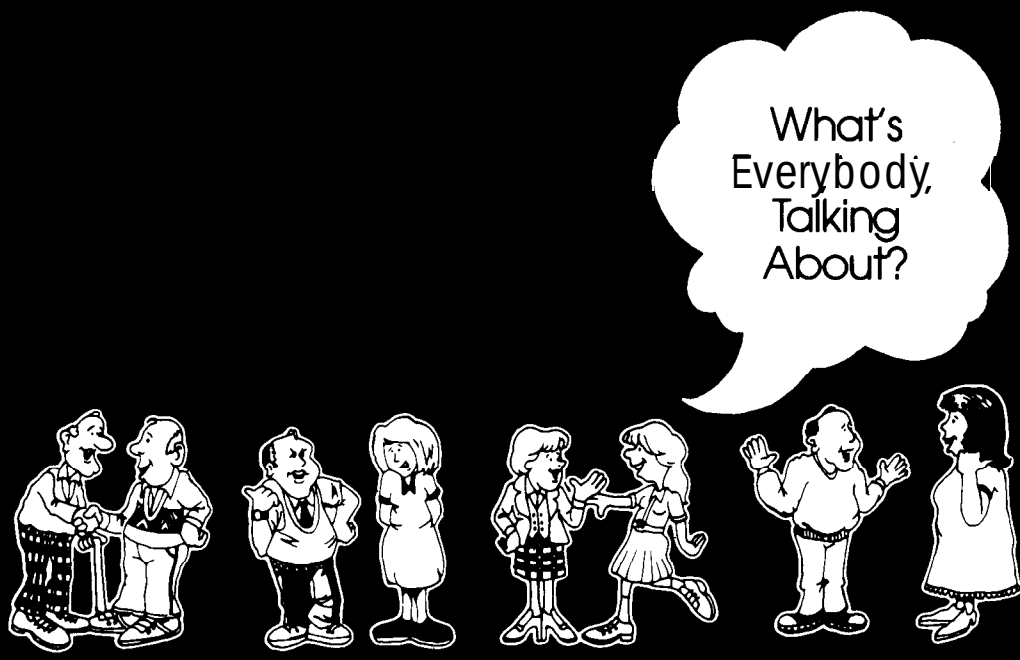
The editor of the August 1988 special issue on Team Teaching would appreciate receiving descriptions of teaching and management techniques which have proven useful in FL classes co-taught by a native speaker and a local non-native speaker, preferably Japanese. Send them to Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612.

(cont'd from page 19)

must present the new language as adding to (and not taking away from) this background.

Finocchiaro's presentation was filled with anecdotes from her more than 50 years of language teaching. Her summation was a tribute to the teaching profession. Our work is society's most important, she noted, because we meet people when their minds are most open, and we have the responsibility of forming them. We can touch their hearts. Mixed in with her comments on motivating foreign-language learners were a good number of words aimed at motivating foreign-language teachers.

Reported by Charles B. Wordell
Nanzan University



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JALT QUESTIONNAIRE ON THE DEVELOPMENT OF SIGs (Special Interest Groups) TO SUPPORT BILINGUALISM

This survey has been prepared in an effort to find out your needs, ideas, and the amount of support you can give in the development of SIGs on bilingualism. We will use the results in SIG planning and disseminate the information to the local chapter program chairs so they can be better informed as to your needs and desires. Please return the questionnaire by **April 30** to Masayo Yamamoto, Aoyama 8-122, Nara 630.

Name: _____

Address: _____

Phone Number(s) (and when you can be reached): _____

What do you envision as the purpose or area of interest of a SIG on bilingualism? (Please check one or more and feel free to elaborate.)

Bicultural Children ☐ **Expatriate Children** ☐ **Returnee Children** ☐ **Self-Study** ☐ **Other** ☐

_____

_____

What languages is your particular situation concerned with?

_____

Do you think SIGs should be of a national, regional, or local character? _____

How much would you be willing to donate in financial terms to supporting a SIG? (e.g. an extra ¥1,000 above the regular JALT dues) _____

Would you be willing to serve in a leadership or organizational capacity? Yes ☐ **No** ☐

How many hours per month would you be willing to donate to do SIG-related work? _____

Do you think that the creation and maintenance of Saturday schools is possible in your area? Yes☐ No☐

Would you be willing to teach or help at a Saturday school, and in what capacity do you feel that you would be able to participate? (Sample answer: "Yes! I am a music teacher and would like to lead a music class once a month.")

_____

_____

If JALT were able to establish a repository of bilingual support materials and a check-out service, what kind of materials should be in stock? (e.g. video tapes of Sesame Street, reference works, etc.) If possible, please also try to make a comment about long-range goals. (e.g. "If somewhere five years down the road JALT found itself in a position to have both a central office and regional offices, I would like to have access to video tapes and story books in my region that could be ordered by phone and delivered by *chakubarai takkyubin [C. 0. D.]*.")

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Additional Comments:

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IN DEFENCE OF CORRECTION: A REPLY TO THOSE WHO SAY THAT CORRECTING STUDENTS' WRITING IS A WASTE OF TIME

By James Webb,
Kansai University of Foreign Studies

I have been reading this magazine for about a year, and in almost every edition there has been an article saying that correcting students' writing is a waste of time, since it makes students feel discouraged without having any beneficial effect on their English. However, I know that there are many, many teachers, including myself, who correct their students' writing, and I cannot believe that we are all fools, and that the time we spend on correction is completely wasted and fruitless. (When I say 'correction,' I include the practice of pointing out students' mistakes and having the students correct them themselves). Let me explain why I think correction is useful and worth doing.

Firstly, students who really want to learn English usually like being corrected, provided it is done sensitively and kindly. I have asked many groups of students for their opinions about correction, and I have always found this to be so. I have also heard students say that they feel dissatisfied if their teacher never points out their mistakes. Japanese students like to know whether their English is correct or not, so why shouldn't we tell them? In my experience, judicious correction of mistakes, with an explanation if necessary, does not discourage students at all.

Secondly, most students write more carefully if they know that their work will be corrected, and, conversely, they are less careful about grammar, spelling, and organisation if they know that their work will not be corrected. I have tried having students write a diary, which I do not correct, and then having them write compositions, which I do correct. The quality of English in the compositions is usually far better than in the diaries.

Thirdly, in my experience the common mistakes in students' writing do not disappear if they are never pointed out. The current vogue amongst those who write and speak about EFL is to say that it does not matter if there are lots of mistakes in a student's writing, because the purpose of writing should be solely to express ideas, but I think most students who are interested in learning English would disagree with this. For them, the purpose of writing in English is both to express their ideas and to improve their English. And one way we teachers can help them to improve their English is to point out their (common) mistakes. Most students will continue producing the same mistakes (i.e. no plurals, no articles, 'most of Japanese,' etc.) forever unless we point them out and, if necessary, explain them. It may be necessary to point out the same mistakes many, many times before they finally disappear, but persistence does produce results. It also helps to give students exercises which deal with certain problem areas, but these exercises must be reinforced by telling students when, at a later date, they make mistakes in these problem areas. It may be tedious to point out the same common mistakes again and again, but eventually most students who are motivated and interested will stop making them, especially if we just underline the mistakes and have the students correct them themselves. Is there any other effective strategy for dealing with common mistakes such as missing articles and plurals?

I realise that it is unwise to place too much emphasis on the mistakes in a student's writing, and to pay no attention to the content. However, I believe that if a teacher never points out mistakes and is concerned only with content and the organisation of ideas, then his/her (motivated) students may start to feel dissatisfied because they do not know what mistakes they are making. If our students want to eliminate their common mistakes and write correct and beautiful English, then I think that we teachers are obliged to point out and explain those mistakes.

c

EVALUATION AND GRADING

By Michael Redfield, Nanzan Women's College

Evaluation, in its many forms, plays a very important part in any serious academic program. Administrators evaluate courses and personnel. Researchers evaluate methods and tests. Teachers (who of course are also at times administrators and researchers) evaluate materials and techniques. They also evaluate students, both informally as a part of daily classroom management and lesson planning, and formally when assigning grades. Students too evaluate the program, the materials, and the teachers, although usually in Japan on an informal basis. Evaluation is necessary and does not need to be justified here. One element of evaluation, however, does need constant reexamination. I am referring to the most well known, and for students, certainly the most unpopular, grading.

The main argument of this essay will be that formal evaluation and grading of foreign-language students is difficult, dangerous, and often detrimental. It must be undertaken with extreme caution, and if possible, is best avoided altogeth-

(cont'd on next page)

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er. There are two primary reasons for this. The first is that testing and Communicative Language Teaching, given today's evaluative technology, are incompatible. The second is that language learning is fundamentally non-academic and therefore different in kind from the learning of other school subjects, and thus, it logically follows that its evaluation should be different as well.

Communicative Language Teaching (CLT) had its beginnings nearly 15 years ago and is rapidly making inroads in Japan. CLT has as its goal the development of communicative abilities in a foreign language. This goal is reached through both formal study of the language system (Learning) and actual communication in the classroom (Acquisition). Although both are deemed important, the emphasis is generally on the latter. A number of methods and techniques have been developed in order to foster CLT objectives. Unfortunately, communicative testing (evaluation) techniques have not kept pace with classroom procedures. What limited testing procedures have been developed are often awkward, expensive and time consuming. In large-scale teaching operations, such as the formal school system, they are either inefficient or impractical. As a result, many programs and individual instructors have fallen back on traditional tests, which in practice often tend to be discrete point, grammar-based examinations.

The problem with such tests is that they measure formal grammatical ability and not communication. They lack face validity, in that they measure something different from that worked ***on*** in the communicative classroom. Grades and test scores are more important (in the eyes of both students and society) in the formal school system than abilities mastered, and therefore tests almost invariably determine class content, and not the other way around. In other words, students want to study for the tests, which appear to have immediate relevance to them. Certainly, they would like to learn another language for some possible future use, but not at the expense of lowered grades and test scores. Therefore, without good communicative tests, it is difficult to have good CLT, at least in the formal school system.

Another problem with formally evaluating and grading foreign-language students is that it leads to competition rather than cooperation in the classroom. One of the tenets of CLT is that language is acquired through social activity, in groups and in a community. Students cooperate in problem-solving and information-gap activities, two heads being better than one. More able students often work with their less able classmates, to the advantage of both. Cooperative activities tend to lower the affective filter and create a classroom atmosphere conducive to language acquisition. Competition does the opposite. It divides the class, and can lead to more able (or ambitious students scrambling for grades, with less able students giving up. When acquisition is the goal, cooperation is fostered. When the grade is the goal, competition arises, while for many acquisition falls off. This is the first argument against formal grading, now to the second.

It has become almost a truism, as Bardovi-Harling (1987) points out, "that language is a unique form of knowledge. Acquiring a language is different from mastering mathematics or learning to ride a bike. Teaching a language should be different from teaching physics, for example." Many of us agree wholeheartedly, but we fail to take the proposition one logical step further; if language learning is different from other kinds of learning, and if language teaching is therefore different as well, shouldn't language testing also be different? If the history teacher gives essay tests, does that necessarily mean that the foreign-language teacher should too? Or if the sociology professor employs multiple-choice exams, does that mean the EFL instructor must do the same?

As mentioned above, however, we simply do not have good, practical tests of communicative competence. It is the opinion of this writer that we should abandon formal testing and grading of foreign-language students rather than fall into the trap of using inappropriate grammar (structure) exams.

Fortunately, many of us in EFL are not faced with this evaluation and grading problem. Generally speaking, here in Japan, Business English classes in industry and General English classes at commercial language schools do not have to worry about grading. In industry, functional abilities in foreign languages are required so classes get on with developing those rather than bothering with grades. People attend commercial language schools for a number of reasons, none of which have anything to do with evaluation and grading. Because there is no pressure for grades and high test scores (the exception being scores on the TOEFL, TOEIC, and STEP tests), classes can and do concentrate on language acquisition, The situation in the formal school system, from junior high up through university, however, is very different.

Why are grades necessary'? If commercial schools and industry courses do not bother with them, why does the formal school system? One reason is that schools by their very nature are conservative. Evaluation has always played a very important part in the modern school system, an integral part, in fact. Since tests have always been emphasized, tests in foreign languages are given today. It is traditional.

The second reason might be called hierarchical. Although the evidence is only anecdotal, I believe that it is strongly founded in truth. In

Japan "good" teachers are supposed to be strict (***kibishii***). This strictness applies especially to testing and grading. Hard graders are good, while lenient graders are somehow less serious. If the "best" teachers in the hierarchy grade severely, others are likely to follow suit.

The final reason is pressure from business. It is a well-known fact that certain major corporations only accept new employees for the fastest track from certain prestigious universities. It is not surprising to learn then that other companies insist on the "best" graduates from the schools they recruit from. School fame is undoubtedly more important than class rank, but nevertheless, enterprise wants the schools (high schools, ***semmon gakko, tan dai,*** and universities) to rank the applicants for them. Perhaps a concrete example might serve to clarify the point. At Nanzan Tan Dai, where I teach, we have two departments, English and Human Relations. Both are difficult to enter and boast distinguished faculty. The English Department grades students in the traditional way. Human Relations, on the other hand, uses a pass/fail system. In all other ways the departments are comparable. Notwithstanding, it is much easier for English graduates to find suitable employment, mostly through the Japanese recommendation system ***(suisen),*** than it is for their Human Relations counterparts. The reason, obtained through feedback directly from the companies involved, is the grading system. It is difficult for the companies to distinguish the "better" students with a pass/fail system. Class rank, determined upon grades, is what counts for industry, not learning.

With pressure from tradition, hierarchy, and business to maintain the current grading system, it is a bit idealistic to expect an exception to be made for foreign-language classes. We have to live with the problem, and compromises have to be made. As long as the teacher retains the power to assign grades, however, we do not have to capitulate. Below are several suggestions as to how to get around the influence of grading in order to concentrate on Communicative Language Teaching. All of the systems have the virtue of eliminating competition and pressure for grades, and have, by the way, been actually "field tested" at the college level here in Japan.

One system is to simply assign all attending class members the same grade. If no one can score either higher or lower, then no one has to worry about his or her neighbor getting a higher score. 1 personally prefer to assign grades at the highest level.

A second way to do it is to simply ask the students what grade they want. Naturally most of the less able students will ask for the highest grade, but a surprising number of learners will be honest enough to put down the grade that they really deserve. This system has the advantage of distinguishing between students, however slightly, something that many administrators appreciate.

Another system is to grade strictly on attendance. Take a certain number of points off for each absence and at the end of the year subtract these from 100. When using this system, it is a good idea to establish a maximum number of absences permitted for passing the course. The rationale behind this system is that students cannot learn if they do not come to class. If they come, at least they have a chance.

A final system is the "base plus outside projects" system. Assign all students who attend class regularly a minimum grade, say a "C." Then give added credit to those who complete outside projects, such as book reports. This allows students deserving (because of their ability) or desirous of higher marks to work towards them, while at the same time eliminating grade pressure from the classroom itself.

A final note about all four systems described above: let the students know at the beginning of class what the system will be and what is expected of them. That way fear of failure (a very powerful and negative element) is eliminated right from the beginning.

Grading cannot be realistically avoided in most teaching circumstances. It can, however, be compromised and most of its insidious effects eliminated. There is a cost in attempting this, a possible loss of respect from both students (oddly enough) and faculty. If your goal in teaching a foreign language is seeing students be able to communicate in that language, it might be worth that very real risk.

Reference

Bardovi-Harling, K. 1987. Introduction to Linguistics for Second Language Acquisition Specialists. ***Studies in Second Language Acquisition,*** 9: 103-107.

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I. Seminars

(1) "I Too Can Be Creative" April 15 (Fri) 5:30-9:30 p.m.
16, 17 (Sat, Sun) 9:30-6:30

(2) "Science of Education" May 3 - 5 (National holidays) 10 - 6

II. Intensive Language Courses Through the Silent Way

(3) Spanish I (20-hour introductory course)
April 22 (Fri.) 5:30-9:30 p.m.
23, 24 (Sat, Sun) 9:30-6:30

(4) Spanish II (20-hour continuation of I, but open to any non-beginners)
May 6 (Fri) 5:30-9:30 p.m.
7, 8 (Sat, Sun) 9:30-6:30

"Subordination of teaching to learning"; "Only awareness is educable in man." These are the quotes often used when speaking of the Silent Way. What do they really mean in an empirical sense? What actually goes on in a Silent Way classroom? There is no better way to seek answers to these questions than being a student yourself and studying a language with Dr. Gattegno, the founder of the Silent Way.

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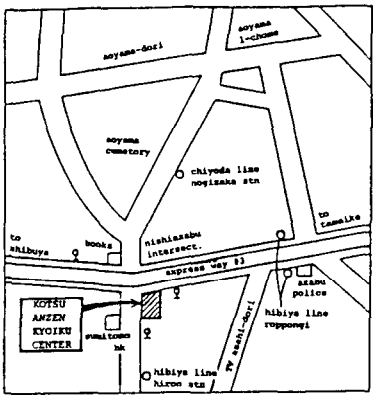
May 1 (Sun) 10 - 6



"The Silent Way is not effective for advanced learners," is often heard. Is it true? Dr. Gattegno himself will be working with intermediate and advanced students. If you think you are not qualified to be a language student, you can participate as an observer.

Tuition for each of the above five courses is ¥45,000 (¥40,000 for payment prior to March 31), payable to our Post Office Account, Osaka 5-86468, Gogaku Bunka Kyokai.

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My Share

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 activlties for classroom application** *should be submitted to the* **My Share** *editor (see p. 3). Articles should be based in principles of modern language teaching and must follow JALT manuscript guidelines. Please include a 25- to 30-word biographical statement.*

EXPLOITING THE VISUAL MEDIUM FOR CLASSROOM COMMUNICATION

By Ruth Wajnryb

Introduction

This article looks at ways of exploiting a certain type of visual resource -- pictures of people – in the language-learning classroom. These pictures may have people engaged in some type of action, or "embedded" in a scene or context or simply be portrait-like. They need to be large enough for full classroom use and open-ended that is, emotive, mysterious, provocative or suggestive in some way, so lending themselves to interpretation and subjective response. The object is to have the learner drawn to interact with the material, and through this interaction be prompted to self-expression and communication. The activities suggested in this article are designed to help teachers take the material well beyond its merely descriptive potential ("what is happening in this picture?") to reach its interpretative potential, for it is in this domain that the greatest communicative rewards are to be reaped.

There are 18 activities altogether, grouped into five labelled categories structured, written, narrative, register, and interpretative activities which are broadly graded in level, the structured activities being the easiest and the interpretative the most challenging. Within each category itself, the activities are graded from the least difficult to the most difficult. At the each of each activity, guidance is offered concerning the sort of picture that would best serve the activity (e.g. portrait, action shot, people scene) and the patterns of interaction that are recommended (e.g. individual, small groups, whole class).

A. Structured Oral Activities

Brainstorm: a scene involving people
small groups and whole class

Here the purpose is to set the groundwork of response by establishing some essential vocabulary. Students are told: "Look at the picture closely. Take your time. Allow your mind to follow freely any feelings and associations that come forward. Call out any words that occur to you and the class scribe will write them on the board."

Once the words have been "brainstormed," a number of different avenues can be followed, e.g. they can be placed in categories and labelled. Or each group could be "given" four or five words around which they are to develop a story. Or some key words might be chosen and the exercise could be to create clusters of synonyms around the key words.

An alternative brainstorm technique is to have a free association chain, with students in turn calling out a word they associate with the last word mentioned. A class scribe is appointed to record the words on the board as they are called out. Then when the chain is exhausted, the list is examined for any interesting revelations.

Interview me: a portrait
individual, small groups and whole class

Students each assume "ownership" of a "persona" and create an identity around it. It helps if the imagined person is famous or, even better, infamous in some way. Then they prepare to be interviewed by the others to establish the source of the fame or infamy.

Identikit: a portrait or scene involving people
small groups

In this activity the students are asked to ascribe an identity to the person or people in the picture, and so compose a type of "identikit." The questions asked would vary per picture, but typical of ones that work well are:

Who are these people? How weII do they know each other? Where are they? Why are they there? How did they happen to be there? What language do they speak? What feelings do they have? What are they thinking? What plans do they have?

Influences: a portrait
small groups or whole class

In this activity each student chooses a "persona" and considers the influences that helped to share that person's life. They can then talk about their impressions or assume the identity of the persona and be interviewed (see "Interview me," above).

The teacher can create a structural framework by prescribing the types of questions that might be asked (e.g. where, what, how, when, why questions; or questions requiring yes/no answers).

Speech bubbles: a people scene suggesting verbal interaction small groups

Students are asked to provide "speech bubbles" for the people in the picture and then to follow this through with a conversation (of about six to eight lines). They then memorize the dialogue, rehearse **it,** and role-play it for the rest of the class.

For pictures of one person, a "thought bubble" can be substituted. Instead of a dialogue, an "inner train of thought" ~ or soliloquy – could be written out.

B. Written Activities

Holiday: a portrait
individual or small groups

One portrait is needed. Students are told: "This person is going away on a holiday; where? why? with anyone or alone? For how long? Assume the persona and write a post card or letter home."

The other students may then guess who the card or letter is to (the addressee) and what relationship exists between writer and reader.

Biography: a portrait
small groups

After conducting an "identikit"-type exercise (see above), students are asked to help write the biography

(cont'd on next page)

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of the chosen person. It helps to provide an opening line: "When (s)he was 24 (or 13 or 36 or whatever age you choose) (s)he. ." This activity can be converted to an autobiography by having the students assume the identity of the person and write using first person.

Eyewitness: an unusual scene involving people
individual or small groups

Students are told they were eyewitnesses to the scene in question. They are told to consider: how did you happen to be at the scene at the time? what exactly did you see and hear? whom did you speak to? what did you do afterwards?

They then write (or give an oral) eyewitness report.

Press Release: an action shot or people scene
small groups

Students are asked to write a short newspaper article related to the scene or people in the picture. An eye-catching headline can be provided or creating it can be part of the task.

Alter ego: a number of portraits
individual

Students choose one of a number of portraits and are told: "Look carefully at the person in the photo. (S)he is your alter ego. There is one important consideration: (s)he can do all the things you'd like to be able to do but for some reason can't. Now taking time to plan your ideas, write a paragraph about the person in the photo describing their personality and life-style."

Letters and Responses: a portrait
pair or small groups

This activity falls into three phases. In the fist phase, students in pairs compose a letter to the persona in question. The letter should include two or three central questions.

Then the letters are collected, shuffled and given out. Each pair receives a letter but not the one they wrote! They now have to imagine being the persona receiving a letter and then compose a response to it.

In the third phase the response is given to the pair who wrote the original letter and comment is elicited.

C. Narrative Activities

Decisions: portrait, action shot or people scene
small groups

This activity rests on the central idea of a decision being made by or about the person(s) in the picture. For example: "In a moment, the woman will make an important decision, She will get up and go to the phone. She will ring someone (who?) and tell them what she has decided (what has she decided?), and then she will begin to carry out her resolution (what does she do?)."

Storyline: a scene involving people
small groups

Students are asked to create a storyline around the picture in question. It may be of the "Before," "Now" or "After" type, e.g. what events led up to this scene? what is happening in the scene? what happened immediately after the scene?

Another way is to provide an opening line ("I was only 8 when I first heard. .") or a closing line ("And it was then at last that I understood").

Or a skeleton may be provided: for example, "Within half an hour the police will arrive to arrest the man in the picture (on what charge?). They will take him with them (where to?) and he will be allowed to make one telephone call (who will he ring?). Then an extraordinary event will occur (what?). . ."

Survival: a scene involving people
small groups

Students are told that they are to develop a story based on the following ingredients: the main protagonists were involved in an accident of some kind in which considerable hardship was experienced and not everyone survived. They are asked to ascribe an identity to each of the personae and flesh out the accident and survival details.

D. Register Activities

Relationships: a number of portraits
small groups

In this activity two or three portraits are displayed to the class. Students are asked to establish a relationship between the personae: e.g. siblings, spouses, lovers, employer/ee, business partners, neighbours, friends, rivals, etc. It helps to inject one "compulsory element" (e.g. involve the police; involve an overseas visitor; involve an unexpected death; involve a case of mistaken identity).

Conflict: two portraits or a scene involving two people
groups of three

Pictures of two people are displayed who, the class is told, are "in conflict." Each group decides for itself on the nature of the conflict (e.g. marital, neighbourly, legal, work-related). Then the groups imagine that a mediator will attempt to resolve the conflict.

What sort of questions will the mediator ask? What sort of responses will be received? How will the mediator attempt to resolve the conflict?

Then each member of the group of three assumes an identity - the two people in conflict and the mediator – and the interaction is simulated. It helps if the simulation is made close-ended by requiring each group to "resolve the conflict" within the space of the simulation.

E. Interpretative Activities

Explain and award: an unusual scene involving people
small groups

Students are asked to account for ("explain") how this scene happened to occur. They spend some time preparing their account. Then each account in turn is told to the rest of the class (by a group spokesperson) and the class subsequently votes to allocate "awards" to the group whose account was "the most plausible" or "the most implausible" or "the most heroic" or "the most romantic" or "the most bizarre" or "the most boring." In fact the class can invent their own awards and then allocate them.

Proverb: a few portraits or a people scene
small groups

A proverb is provided, along with some pictures of people. The students are given the task of establishing a link between the pictures and the proverb (e.g. "There's no great loss without some gain"; "Half the truth is often a whole lie"; "To refuse and to give tardily are all the same."

Ruth Wajnryb is currently working on a resource book of visual material in language teaching, to be published by Melting Pot Press (Sydney) this year.

SPECTRUM

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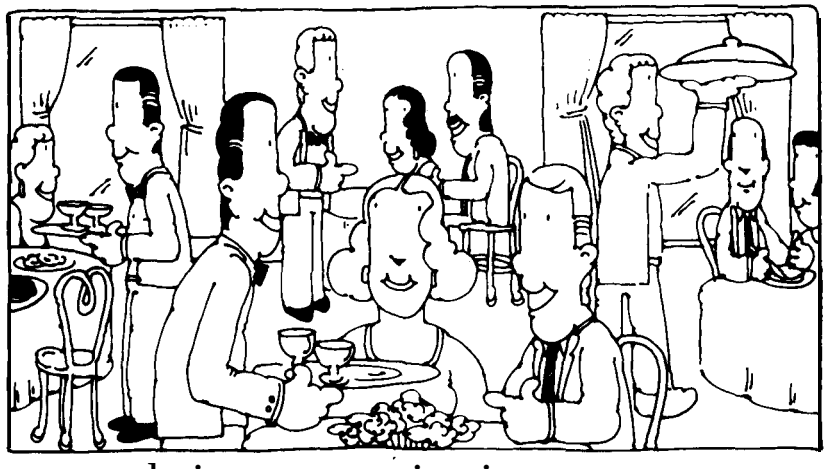

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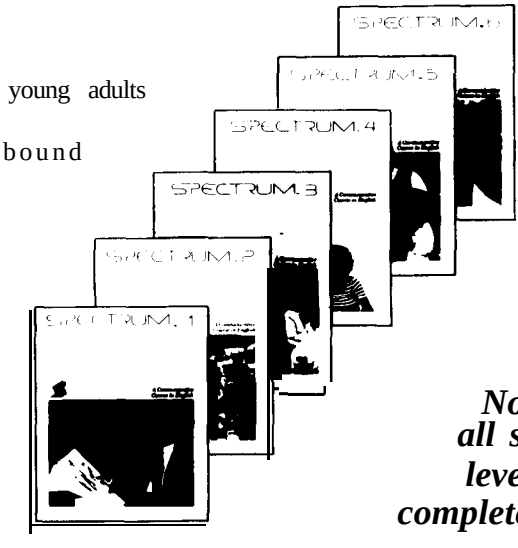

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JALT UnderCover

TESTING SPOKEN LANGUAGE. Nic Underhill. Cambridge University Press, 1987. 117 pp. ¥1,780

Nic Underhill has written a marvelously human and interesting book on a subject which many teachers, myself included, find alarming, difficult, and tiresome: the testing of spoken language. The temptation to fudge the issue by deciding that oral testing is either impersonal, inaccurate, or simply irrelevant, is all too easy at the end of a hard term. But even the quickest dip into ***Testing Spoken Language (TSL)*** will reveal that oral testing need be none of these; on the contrary, here is a world of challenge and interest for both teacher and learner.

One of the problems of oral testing is its inevitable association with language testing in general, and hence with monolithic tests administered by faceless examiners to "subjects," the latter generally being described as "unwilling." Nic Underhill has deliberately set out to humanize oral testing, removing from it all the trappings of institutionalized testing, such as the obsession with objectivity, the ritual of test procedures, and the domination of statistics. Instead, we have here "a handbook of oral testing techniques" which any teacher might use in any course, in almost any type of surroundings, and with whatever equipment might be available. For example, Chapter 3 contains over 60 techniques and variations from which a teacher might select just two or three to form a test. In adopting this "micro" approach to oral testing, Underhill in no way devalues institutional tests; he is not out to win academic battles, but to provide an array of ideas and supporting advice so that even the neophyte language teacher can create tests which are authentic, constructively demanding, and practical.

However, it would be a mistake to regard ***TSL*** as merely an array of ideas which can be hurriedly referred to just before setting the final exam. The book is much more demanding than that! It presents the language teacher with a step-by-step method by which to plan and carry out oral testing. Some clear thinking is expected. For example, the language teacher must know the aims of the test (Is it testing achievement? Is it diagnostic?), and be fully aware of the available resources, particularly regarding experienced personnel, equipment, and time. From a consideration of these points, plus the needs and expectations of the learners, will emerge broad test characteristics. Chapter 2 offers a number of general test types, ranging from self-assessment by the learner to "mechanical/entirely predictable tests" such as reading aloud and sentence completion.

Having selected a general test type, the language teacher may then select the specific technique(s) to be used. For example, if the general test type indicated by the content of the course and the aims of the test shows that some form of direct interview is desirable, the language teacher then has four options: discussion/conversation, interview, form-filling, and question and answer. Of these, possibly only two (say the form-filling interview and the question-and-answer interview) might be suitable to form the test. The teacher could then proceed to devise the test using these techniques. The word "devise" is used advisedly: Underhill specifically avoids prescriptive solutions or hypothetical examples which might lead to hasty conclusions that such and such a technique is "best" for such and such a situation. Such decisions are left to the teacher-tester.

In Chapter 4 Underhill tackles the problems of marking, whether done individually by the teacher-tester, or with the aid of assessors; whether on the spot, or with the help of recordings. Similarly, options regarding whether to mark by language components such as grammar and vocabulary, or by performance criteria such as speed, complexity, and appropriacy are clearly set out. In addition, questions relating to weighting, rating scales, impression marking, additive and subtractive marking schemes, and the training of assessors are all discussed. Here, again, Underhill avoids the temptation to advocate particular testing techniques or marking schemes; instead he contents himself with presenting clearly the pros and cons, leaving all the final judgments to the individual language teacher.

TSL is not, therefore, a cookbook of ideas on oral testing. It offers a coherent program for the construction and administration of oral language tests. Its appeal is primarily to the classroom teacher, to whom it offers not an easy solution to an old problem, but new, sensible ways to do a professional job. If the book has a specific weakness it lies in Chapter 5, which tackles validity and reliability in a way which is neither detailed enough to interest the testing "expert," nor straightforward enough to interest the classroom teacher. It has the air of having been hurriedly tacked on, and fits poorly with previous chapters. Nenetheless, ***TSL*** is an essential text for the language teacher, and would be excellent material for the training of language teachers. It is a "back to basics" book of considerable experience which not only forces one to reconsider oral testing, but gives one the courage and techniques to do it.

Reviewed by Malcolm J. Benson
Hiroshima Shudo University

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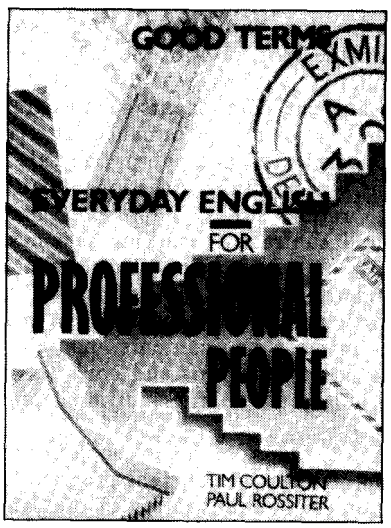

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STUDY WRITING: A COURSE IN WRITTEN ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES. Liz Hamp-Lyons and Ben Heasley. Cambridge University Press, 1987. 168 pp. ¥1,530.

Study Writing targets adult learners of English as a second language who have reached the post-intermediate or advanced level and is intended for those who wish to develop their writing skills for academic or professional reasons. While the course provides about 40-60 hours of classwork, it is assumed that not all students will need to do every exercise. The authors, in fact, encourage teachers to be flexible in the amount of time they take to complete the course because the needs of students are certain to vary.

The text is divided into two major parts. In Part I, a range of writing tasks is introduced for practice. These include explorations into the principles of the writing process, development of grammar which is critical for producing expository texts, and opportunities to exercise emerging skills by writing long stretches of discourse which are free of constraints. The second part of the book explores a framework for handling complete expository texts, both as reader and as writer.

Each unit in *Study Writing* carries a notional title. For instance, the units in Part I are titled: Spatial relationships; Classification; General-specific; Comparison/Contrast; Time; Process; Cyclical process; and Cause-effect. The organization of expository discourse in Part II is divided into three units: Structuring texts; Developing texts; and Creating texts.

An overview of unit contents at the front of the book gives both the student and the instructor an understanding of the focus of each set of exercises. Unit 8, for example, is shown to deal with cyclical processes. At the same time, the overview indicates that clear structure can be achieved by using topic sentences to describe cycles. Relevance of ideas within a text is also explored in this unit. The grammar point for Unit 8 is the relative clause.

The Teacher's Guide to *Study Writing* contains six sections. The first of these is an essay on ways to structure writing sessions – general structure of the course as well as specific structure of individual lessons. The second, third and fourth sections deal with making writing interactive, handling the reading texts, and analyzing essay titles. The fifth section is a short – but meaty essay on providing feedback on written work, and the last section contains some very useful teaching notes to individual units of the course.

For those who like to have their writing lessons sandwiched between the covers of a book, *Study Writing* may well be one of the better advanced writing books on the market. It would certainly provide face validity to a course of writing instruction. However, like any commercial set of materials prepared outside Japan, there are areas of the text that are culturally difficult and which may prove troublesome.

For instance, students are asked in Unit 12 to imagine they are Britain's Minister for Youth Employment and to make a report to the Prime Minister explaining why change to the system of National Insurance for the 16-19 age group is necessary. Even though some accompanying data is supplied to assist students in preparing this report, the issue is not very relevant to most Japanese learners. Yet because relevance *is* of major importance during the learning process, those instructors choosing *Study Writing* would need to remain ever alert and be prepared to supplement lessons with material reflecting the reality of their learners. This may, in fact, prove to be quite a major instructional challenge given the strong flavor of Western culture throughout this text.

Reviewed by David Wardell
University of Pittsburgh ELI, Tokyo

STRATEGIC INTERACTION: LEARNING LANGUAGES THROUGH SCENARIOS ("New Directions in Language Teaching" series). Robert J. Di Pietro. Cambridge University Press, 1987. 155 pp.

I have probably been waiting for this book for all my professional life. Why? Well, like many foreign language teachers, I have been looking for something special that will help students bridge the gap between what they learn in the classroom and what is expected of them when they attempt to communicate in real life. I can say I have had many successful lessons in terms of involvement, excitement and 'point got over,' but ask me if there is life after the bits and pieces the students have been using and I will have to say it is up to them; I have covered the syllabus, I have gone through the approved language teaching recipes, and I have given them plenty of practice activities – what more can I do? I think Robert Di Pietro provides the answer with the methodology he calls strategic interactions (SI).

His approach to language instruction has as its focal point a real-life happening (a scenario) which entails the unexpected and requires the use of language to resolve it. An example would be the case of a traveller who checks in at an airport only to discover that his flight has been overbooked. Through the SI approach, the two roles of traveller and check-in clerk are directed towards invoking the target language purposefully and skillfully in their search for a resolution. Implied in this use of language is the observation that real-life encounters are more manipulative than cooperative; each party is

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out to realize his 'game plan' through the artful choice of language strategies. Starting from the scenario then, SI guides students through three distinct kinds of classroom activities: rehearsal, performance and debriefing.

The rehearsal phase allows students to work together in groups; one role per group. In these groups students explore the possible solutions to the scenario and consider all options open to them. At the same time they have to anticipate possible reactions to their choice of strategies and prepare contingency plans to counteract them. The teacher, meanwhile, is on hand to provide discrete language input if asked. If students are handed lists of vocabulary, they will more than likely feel constrained to use them and in so doing divert attention away from the purpose of the speech event and more to its form. The overriding concern at this preliminary stage is for the students themselves to provide the input and, in so doing, recognize their responsibility in the learning process. Once the groups have prepared their roles, the stage is set for the next phase of SI, that of performance.

Performance is carried out by individual students who represent their groups. This is usually organised by having the representative roles face each other (or back to back if it is a telephone conversation) with their respective group members aligned behind them in a supportive semi-circle. The teacher signals commencement and the parties confront each other and continue until they have reached a natural outcome. The performing students are free to interrupt their discourse in order to return to their rehearsal groups for impromptu consultations whenever they reach an impasse. Very often this happens because the performance reveals unexpected developments which require new game plans. Throughout this phase the teacher acts as secretary; taking the minutes of the proceedings. In addition he/she is recording all errors of style, grammar, vocabulary and pronunciation in preparation for the final stage of debriefing.

Debriefing engages the entire class in a discussion of any aspects of the scenario and its execution they wish to discuss. In practice this involves putting emphasis on the performance as a speech event. What was the outcome? Could there have been other resolutions of the issue at hand? In this way, the primacy of function over form is maintained and the debriefing is allowed to follow a natural order of talking about speech events – that is, in the sequence of what those events were about, how they were enacted and how the individuals involved in them played their roles. Only after these transactional and interactive aspects of the performance are discussed should the students' attention be drawn to issues of its structure. Since it is important to encourage all students, the teacher should try to be as non-threatening as possible when going over the errors. A useful follow-up to such an analysis of errors is the preparation of a grammar log which records a selection of, say, vocabulary, structure and conversational strategies that could have been profitably used in the performance. With this grammar log as a guide, the students in a subsequent lesson can repeat the scenario and try out the strategies elucidated through the original debriefing.

There you have, in a very simplified form, an overview of SI. The thing that struck me most about this approach was its great practicality; it adapts itself to all levels of ability and requires little preparation in setting up. The book also provides a thorough description of the rationale behind SI, pointers on how to assess students' progress, ways to integrate reading and writing tasks and also its use with the study of literature. I have been using the approach with a varied range of students and have found that it generates a great deal of enthusiasm and involvement. The students' retention has improved and there has been a growing awareness of how language can be used to create precise meanings and reflect personal intentions. Returning to my opening remark about 'something special,' ***Strategic Interaction*** is it and I have no reservations in recommending it to language teachers everywhere.

Reviewed by Michael Reid
International Language Centre, Kanda, Tokyo

Reviews in Brief

INCORPORATING LITERATURE IN ESL INSTRUCTION. Howard Sage. ERIC: Center for Applied Linguistics, 1987. 92 pp. $7.00.

Is literature in the ESL/EFL classroom serving mundane rather than creative gods? (Sage, 1987) The author contests the possibility of this and goes on to discuss "not whether literature should be a part of the ESL/EFL classroom, but how, when, where and why it should be used."

Howard Sage has written an excellent, informative and well-documented book for ESL/EFL teachers, in which he highlights the intrinsic value of literature in the ESL/EFL classroom. Dr. Sage concerns himself with the following assertions: "Literature can train people's sensory, intellectual, affective, social and perhaps religious faculties."

The rationale for this book includes the cultural, linguistic and educational values of literature. The book is divided into sections which discuss how to teach different genres and provide guidelines for selecting and editing literature for the ESL/EFL classroom. There is also an extensive bibliography.

While Dr. Sage is obviously a scholar, he

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From the authors of Side By Side...

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(cont'd from page 42)

writes with the experience and ease of a veteran ESL professional. He addresses eloquently an area which has eluded teachers in this field. He makes the point that, as a tool in the EFL classroom, literature provides insight into the culture of the language. This insight provides illumination, and makes explicit otherwise implicit aspects of the English language. This book is a must for teacher-training programs in the field of ESL/EFL.

Reviewed by Mary Elizabeth Yepez
New York University

EXPLORING THE UNITED STATES: PAST AND PRESENT. Nancy Herzfeld-Pipkin and Judith McCamick. Prentice-Hall, Inc., 1985. 274 pp.

The purpose of this text is "to provide intermediate level students of English with ways for improving various English skills and to acquaint these students with the history, geography, people and culture of the United States." The book is thematically organized as a trip around the United States with six college students. Each chapter's readings tell about the places visited so as to give practice in reading different styles: formal writings, descriptive accounts, letters, log entries, and map and travel information.

Before each reading, a series of pre-reading exercises helps to introduce the subject. These can be done in class or assigned as homework. Additional and longer exercises follow the readings. Context guessing, skimming and analysis of reading were effective exercises to improve reading skills. Context guessing teaches how to guess the meaning of unfamiliar words by looking at other words or parts of the sentence. This worked well with college graduates with extensive vocabularies, but it may not be so successful with students of limited vocabulary. Nevertheless, it does present a skill that is increasingly useful for learners as their English improves.

The skimming and scanning exercises, which get students away from reading every word, combined with context guessing break the habit of using the dictionary for every other word and increase confidence in reading more advanced material.

A more intensive exercise, Analysis of the Reading, helps students recognize the different types of sentences that are used in English writing. Students are required to read between the lines in this exercise.

Speaking as a native Midwesterner, my only complaint with this text is that there is too much emphasis in the content on the coasts and only one reading on the 'Heartland,' the Midwest. The text is well written, readable, and usable with high intermediate and above students.

Reviewed by Ruth Marie Maschmeier
Okayama

SELF-INSTRUCTION IN LANGUAGE LEARNING. Leslie Dickinson. Cambridge University Press, 1987. 200 pp.

Part of the "New Directions in Language Teaching" series, this book is a comprehensive look at self-instruction. For those who are interested in the theory and/or implementation of self-instruction, this is an excellent book. It is not, however, intended for teachers with little or no background in second-language learning. The text is dense, assuming a certain amount of previous knowledge on the part of the reader.

The book is divided into two parts. Part I, "Basic Issues in Self-Instruction: Introduction," defines the author's terms and gives justifications for self-instruction in language learning. Part II deals with practical applications.

The intention of Part I, as described by the author, ". . is to persuade the reader that self-instruction is both viable and desirable as a mode of learning" (p. 4). The claims and justifications are based on theories concerning cognitive styles, cognitive strategies and learning strategies. One of the hopes of the author is that some of the hypotheses offered in the book might stimulate relevant research.

Part II takes up the bulk of the book with sections on learning systems, materials, supporting the learner, self-access resources, preparation (of the learner and of teachers), and self-assessment. Of these, the sections on materials and analysis of learners' needs are especially useful for anyone trying to develop a self-instruction program. The sections on preparation and self-assessment are interesting not only in terms of self-instruction, but also in terms of encouraging teachers to question basic precepts of language teaching/learning.

The final section of the book is a substantial set of appendices which would be useful in implementing a self-instructional system.

Reviewed by Rita Elaine Silver

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 April 30.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Bacheller. ***Start Writing*** (Student's book, Teacher's manual). Prentice Hall/Regents, 1988.

*Grosse & Grosse. ***Case Studies in International Business.*** Prentice Hall/Regents, 1988.

*Pickett. ***The Pizza Tastes Great: Dialogues and stories.*** Prentice Hall/Regents, 1988.

*Reid. ***The Process of Composition,*** 2nd ed. Prentice Hall/Regents, 1988.
*Rooks. ***Share Your Paragraph: An interactive process approach to writing*** (Student's book, Teacher's manual). Prentice Hall/Regents, 1988.
*Sanabria. ***A Picture's Worth a Thousand Words: A vocabulary book.*** Prentice Hall/Regents, 1988.
*Wenden & Rubin. ***Learner Strategies in Language Learning*** ("Language Teaching Methodology" series). Prentice-Hall International. 1987.

Ackert. ***Insights and Ideas: A beginning reader for students of English as a second language*** (HRW International Edition). HBJ Japan, 1982.
Bode & Lee. ***Overhead and Understood*** ("English for Academic Purposes" series). Wadsworth, 1987.
Byrd. ***Write On: A student's guide to handwriting*** ("English for Academic Purposes" series). Heinle & Heinle, 1985.
Gregg & Russell. ***Past, Present, and Future: A reading-writing text,*** 2nd ed. Wadsworth, 1987.
Kayfetz & Stice. ***Academically Speaking*** ("English for Academic Purposes" series). Wadsworth, 1987.
Lonergan. Testbook for ***New Directions I*** (Student's book, Teacher's book. **Note: Coursebooks were previously listed in this section).** Macmillan, 1987.
Samovar & Porter. ***Intercultural Communication: A reader.*** 5th ed. Wadsworth, 1988.
Tansey & Blatchford. ***Understanding Conversations*** ("English for Academic Purposes" series). Wadsworth, 1987.
Verderber. ***The Challenge of Effective Speaking,*** 7th ed. Wadsworth, 1988.

†Carter & Long. ***The Web of Words: Exploring literature through language.*** Cambridge, 1987.
†Chan. ***Phrase by Phrase: Pronunciation and listening in American English.*** Prentice-Hall, 1987.
†Chenoweth & Kelly. ***Basics in Writing: Tasks for beginning writers.*** Lingual House, 1987.
†Coffey. ***Communication throueh Writing.*** Prentice-Hall, 1987.
†Johnson & Young. ***The Immigrant Experience: Interactive multiskill ESL.*** Prentice-Hall, 1987.
†Molinsky & Bliss. ***Expressways 2A, 2B: English for communication*** Prentice-Hall. 1987.
†Myers. ***Stories from Latin America: An ESL/EFL reader.*** Prentice-Hall, 1987.
†Reid. ***Basic Writing.*** Prentice-Hall, 1987.
†Scull. ***Creative Reading and Writing for Advanced ESL Students.*** Prentice-Hall, 1987.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

Collie & Slater. ***Literature in the Language Classroom. A resource book of ideas and activities*** ("Handbooks for Language Teachers" series). Cambridge, 1987.

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†Krahnke. ***Approaches to Syllabus Design for Foreign Language Teaching*** ("Language in Education: Theory and Practice" series, No. 67). Prentice Hall/ Regents, 1987.
†Smith, ed. ***Discourse across Cultures: Strategies in World Englishes*** ("International English Language Teaching" series). Prentice-Hall, 1987.
†Wong. ***Teaching Pronunciation: Focus on English rhythm and intonation*** ("Language in Education: Theory and Practice" series, No. 68). Prentice Hall/ Regents, 1987.

The Language Teacher also welcomes well-written reviews 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 material 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:***

Black ***et al. Fast Forward.***
Boardman & Holden. ***English in School.***
Bygate. ***Speaking.***
Dougill. ***Drama Activities for Language Learning.***
Glendinning & Holstrom. ***English in Medicine.***
Greenbaum. ***The English Language Today.***
Hill. ***Using Literature in Language Teaching.***
Hino.
Howard. ***Idioms in American Life.***
Jones & Kimbrough. ***Great Ideas.***
Ladousse. ***Role Play.***
Levine ***et al. The Culture Puzzle.***
Mackay, ed. ***Poems.***
McDowell & Hart. ***Listening Plus.***
Mugglestone ***et al. English in Sight.***
Pattison. ***Developing Communication Skills.***
Peaty. ***Alltalk.***
- - ***English Face to Face.***
Shortreed & Kelly. ***Significant Scribbles.***
Spankie. ***The Grammar You Need.***
Summers ***et al. The Longman Dictionary of Contemporary English.***
Swan & Smith, eds. ***Learner English.***
Wessels. ***Drama.***
Withrow. ***Writing Skills for Intermediate Students.***
Yalden. ***Principles of Course Design for Language Teaching.***

FROM THE DEVIL'S DICTIONARY

by Tom McArthur

(a number of definitions)

Reprinted by courtesy of the ***EFL Gazette***

Accent: What other people speak with.

Acrolect: A basilect that made it to the top.

Advanced Learner: Someone who owns a copy of Hornby's dictionary of current English.

Applied Linguist: An English language teacher or other mature student of linguistics who applies, has applied, or intends to apply for a job at a university.

Applied Linguistics: An academic discipline designed to help EFL teachers and similar deserving persons enter the groves of academe.

It consists of two sub-disciplines that operate sequentially: ***applied*** Applied Linguistics, the province of masters and doctoral students who still have one foot in the language classroom; and ***theoretical*** Applied Linguistics, for after their graduation.

Approach: A method with a conscience.

Appropriacy: Knowing what your students should have said in any given situation.

Attention Span: What you remember when you're sitting in the audience but forget when you're standing beside the water jug.

(to be continued)

NEW FOR 1988

BBC English courses

THE CARSAT CRISIS

The Carsat Crisis is a 13-part film drama which teaches the English of science and technology at upper-intermediate level and above. The aim of the course is to help scientists, engineers and students of technical subjects to operate more effectively in English within their own specialist fields.

The video, shot on location in England and Germany, tells the story of a crisis in space. It features characters of different nationalities using English as a medium for professional and social communication. A wide range of settings, from formal conferences to relaxed domestic scenes, provides opportunities for the study of language and behaviour under differing circumstances.

- 2 videocassettes, 1 course book and 1 teachers' book

THE LOST SECRET

The Lost Secret is a book and video course intended for users whom its authors, Robert O'Neill and Martin Shovel, describe as 'false' or 'daring' adult beginners

The video consists of an adventure story in 11 parts about a British archaeologist, Dr. Ross Orwell, who is an expert on an extinct South American civilisation, the Mepatecs.

With its strong, intriguing story, the video makes use of learners' interest in the unfolding narrative as a means of helping them understand.

- 2 videocassettes and 1 coursebook

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Chapter Presentation Reports

Reports written in Enlish on chap ter presentations should be sent to co-editor Ann Chenoweth, 3-1-14 Yanaka Taito-ku Tokyo 110. Those written in Japanese should be *sent to the Japanese Language editor (address on p. 3). They should reach the editors by the first of the month preceding desired publication, although actual publication dates may vary due to space limitations.*

Acceptable length is up to 260 words in English, two sheets of 400-ji genko yoshi *in Japanese. English must betyped* double-spaced on A4-size paper. *Longer re ports can be comidered only upon prior consultation with the editors. Please refer to guidelines* in *the January issue of this volume.*

HIROSHIMA

ASPECTS OF THE SOCIOLOGY OF EFL

By Malcolm J. Benson,
Hiroshima Shodo University

The words to an old Irish song go,

> The strangers came and tried to speak us their way.
> They scorned us for being what we are.

"The strangers are English speakers," explained Dr. Malcolm J. Benson at JALT-Hiroshima's October (1987) meeting. The "strangers" gradually replaced Irish-speaking rulers during the 16th century, making Ireland, by the 17th century, a country of two languages.

Although the Irish government has, even as recently as the 1960s tried to reject the English language and restore their native Gaelic, English has remained strong. Benson says, "English is connected with modernity. Irish has nothing to say in the face of modern values."

Using his native Ireland and Zambia as examples, Benson examined ten values of modern life with which English seems to have become connected: participation, empathy, ambition, individualism, secularism, egalitarianism, information, consumption orientation, urban preference, and geographic mobility. "Some governments have tried to teach English in some laundered forms," Benson told his listeners, "because they don't want to spread these values."

There are economic, social and political dimensions in the promotion of language learning. "What is needed in EFL," Benson says, "is a wider understanding not only of English but of the culture of English as well."

A FAMILY AT DINNER

By John Maher, University of Edinburgh

"Conversation is important for regulating the normalizing mechanism in human relationships," said John Maher at the December meeting of JALT-Hiroshima. For instance, conversation is necessary in the functioning of a family. However, what kind of communication actually takes place in conversation?

Maher addressed this question by examining the language used in a video of a "typical" middle-class English family at mealtime. "Mealtime, a daily ritual and an important place for family interaction, is like a family history," Maher pointed out. "It is where the day's events can be reviewed and entered into the family journal and where past events can be called up."

Maher observed that there are specific stages in a meal. In this ritual sequencing of language, for example, a narrative cannot be introduced in the early stages of a meal. There also may be ritual roles at mealtime. Someone, for instance, may act as a manager, using many imperatives and vocatives. Someone else may act as a facilitator, asking questions and showing empathy.

Maher works with families in dysfunction, looking at the kind of language they use and the kind of communication that takes place. Conversations at mealtime provides one opportunity for examining language and communication.

Reported by Carolyn Miki

KANAZAWA

MOTIVATING STUDENTS

By Sue Kocher

Students are often unresponsive to "open" questions posed by teachers. They are even less willing to seek information or clarification in the target language under the gaze of their classmates. This reticence was addressed by Sue Kocher at the November meeting in Kanazawa. After leading a discussion of the difficulties and advantages of promoting more spontaneous, "open" discourse between students and teacher, Kocher introduced an effective method of generating student participation. According to her, even high-school-English-class-toughened technical college males respond favorably and often to a system which rewards students' questions and answers with points. A steady accumulation of points over the course of a term will enhance, if not guarantee, the chances for a superior grade. Enthusiasm triumphs over anxiety; behavior repeated often enough is learned; stuck-up nails are celebrated, not beaten.

Given large numbers of recalcitrants, a teacher-centered reward system seems a viable option. Kocher did emphasize that each teacher could adapt her system to their particular circumstance and need.

Reported by Kevin Monahan

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KOBE

TELLING STORIES IN THE ELEMENTARY CLASSROOM

By Chris Royal-Dawson

Drawing on his long experience teaching English, Chris Royal-Dawson of Cambridge English School in Kyoto led a lively workshop in January which focused on stories he has successfully used with beginners. He began by describing the importance of the teacher telling stories compared to using prepared audio/visual materials. The main reasons he gave for the teacher telling stories were that it (1) allows students to hear the language actually being used, (2) covers a much wider range of syllabus and is more humanistic than practicing listening comprehension using tapes or videos, (3) provides far more input of English to students than the normal style of teaching with 40 students per teacher. He also noted that language activity is particularly limited in a normal reading classroom.

According to Royal-Dawson, stories told in the class should be folk stories or fairy tales because they can be easily followed and there is a logical pattern in the tales.

The speaker than had the group practice actual story telling in pairs using several well-prepared popular fairy tales such as 'The Three Little Pigs' and 'Lazy Jack.' In conclusion, he briefly introduced some other techniques for making telling stories funny and attractive.

Reported by Yuzo Kimura

NAGOYA

CONTENT-BASED ENGLISH TEACHING

By Andrew Wright, Nagoya University

In our January meeting, Andrew Wright shared his experience with us of using a content-based English format for his English conversation course at Kendai, an Aichi prefectural university. He divided his presentation into three parts:

1. Why set up such a course?

Under this heading he discussed the historical background of the translation method of English teaching in universities under the Meiji government and brought us up to the current situation where many of us seem to be Teaching English for No Obvious Reasons (TENOR), often using textbooks whose contents are puerile and contrived. Wright wanted to pioneer a course in which the language student would also get something through the language. Noting Japan's interconnection with Third World countries, especially in Asia, he chose Introduction to Third World Development as his course title.

2. How to teach and assess the material?

Wright emphasized that he started from ground zero in collecting materials. He brought with him for our inspection his current source materials. He used readings, mini-lectures, discussion groups, language clarification sessions, and visual aids as preludes to individual in-depth case studies.

3. How is it going so far?

Wright agrees with his students' comments about some lack of objectives and organization. They also have expressed a desire for more student participation and oral practice, a situation he is hoping to rectify. The meeting ended with the audience offering feedback on how he might further enhance his course.

Reported by Peter Vea

OMIYA

CONCEPT MAPPING AND THE TEACHING OF ENGLISH

講演者　竪川恵理
(Tatekawa. Eri)

昨年12月13日、大宮支部例会では、米国Cornell大学J. D. Novak（理科教育）の下で、Concept Mappingを学んだ竪川氏を迎え、Illinois大学のD. P. Ausubelの有意味受容学習のアプローチと、更にこれをBob Gowin（Cornell大学、教育哲学）と共に進めたNovakのConcept Mappingについて、講習をして戴きました。

Ausubelは、学習で最も重要なことは、学習者が既に何を知っているか（認知構造）をつきとめることであり、この認知構造に新しい学習内容を実質的に（意味を変えずに言い換えられるように）、更に非恣意的に（客観的、必然的に関連づけるように）結びつける時、丸暗記の対極としての有意味学習が成立するとしています。関連づけには、二つの原理があり、一つは漸進的分化の原理で、一つの概念が階層をトる、つまりより具体的概念に分化することで、より明確になるということ。もう一つは、統合的調整で、関連する概念や命題の新しい関連に気づくことです。

このAusubel理論を背景に、NovakとGowinの*Learning How to Learn*（1984, Cambridge）が生まれ、彼らは「学ぶということは、行動の変化ではなく、経験の意味が変わることである」とし、学ぶこと自体が内在的報奨となるような、感情、行動、思考が三身一体となった学習をめざしています。そのために、NovakのConcept MappingとGowinのVee-heuristicの二つを道具としています。

竪川氏は、いくつものConcept Mapsを紹介し、その作り方、活用方法等について説明しました。氏によれば、概念とは、物や事の内に見られる規則性であり、Concept Mapsは、人間が概念を使って考える過程を図式化したものです。学習者の描いたMapを見れば、理解の深さや思い違い等が一目でわかります。階層的なので、箇条書より立体的で頭に入りやすく、次第にMapが複雑になることで、学習が進んだことが学習者自身にも見

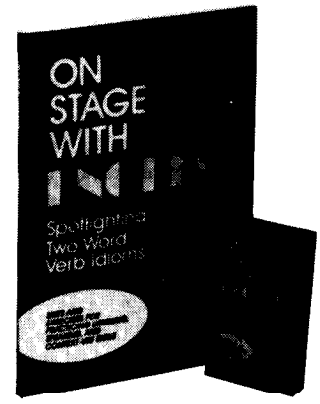
(cont'd on page 50)

Look To Collier Macmillan International For Listening And Speaking Texts That Make A Difference

ON STAGE WITH ENGLISH

Spotlighting Two-Word Verb Idioms

Charlotte Gilman



- designed for high-beginning to low-intermediate students
- provides an active stage for practicing listening and speaking in general
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(cont'd from page 48)

え、内在的動機づけを高めることができます。

英語教育への応用で最もわかりやすいのは文法で、例えば、教科書では品詞別にばらばらに出てくるthatを一つのMapにまとめると、有機的に関連づけられ、わかりやすくなる上、誤訳も減ります。また、人生とlife, 水とwaterのように、意味の重なる部分もあるが、それに寄り掛かりすぎる直訳の危険に対し、敏感になることを養うため、意味の体系をMapで教えることができます。この点で、外国語は、まさに概念学習であると言えます。この他の例として、三単現のsを落とす誤り等が、習慣形成の不足によるのか、理解不足によるのかMapを描かせると、すぐ診断でき、対処できる等、図式化による利点があります。

最後に、竪川氏によれば、Mapには、毎日の授業案、年間計画作成、授業のまとめ、読解内容のまとめ、評価等にも幅広く応用できる可能性もあるということでした。

報告者 桜井亮子
(Sakurai, Ryōko)

OSAKA

POSTER SESSIONS

How can you provide your chapter members with a chance to present their own ideas to other members? How many people in your chapter have ideas to share, but not full-length presentations? To provide an opportunity to share ideas, as well as a chance for some post-vacation socializing, the Osaka January meeting was a poster session with a variety of "presenters."

The floor, or rather the walls, were open to anyone who had an idea to share. All members were encouraged to bring something; the meeting was open to those with or without posters. Posters ranged from the elaborate to the very simple and many of the most popular were interactive (vocabulary card games with sample cards, the finished product of a student project that involved making informative "books" about the students' college and exchanging them with a school in the U.K.). In one case, a teacher's idea wasn't easily presentable in poster format. The teacher brought her tape recorder, gave a handout, and did a mini-presentation at the beginning of the meeting.

The biggest benefit of the poster session was this kind of flexibility. A poster that particularly caught someone's attention could be talked over with the presenter in detail. Other posters could be gone over quickly. Small group discussions got started. New ideas were generated. Those who really just wanted a chance to visit with friends were able to do so. The poster session was interesting, informative and enjoyable.

Reported by Rita Silver

SENDAI

PERSPECTIVE ON CHINESE SYMBOLISM

By Al Robinson

This lecture by Al Robinson of Miyagi Gakuin University clarifies what symbols are and how they work, The astonishingly vast array of symbols underlying Oriental civilization are given a framework and a sense of order. Also, in explaining how to read or interpret symbols, Robinson himself illustrates what "being literate" in terms of symbols can mean.

All symbols share these general qualities: (1) They represent or suggest some power, force, god or goal and in doing so are an aspect of language. (2) They always move from the microcosm to macrocosm. (3) They are intuitive or suggestive rather than logical or scientific. (4) Symbols themselves tend to become an object of worship or veneration replacing the concept or abstraction they represent.

Symbols fall under three basic categories. (1) Man-made symbols. This includes temples, mosques, stupas, paintings, etc. (2) Natural phenomena – mountains, waterfalls, rivers, the elements, the seasons, etc. (3) Incorporeal or imaginary manifestations, such as the *kami*, gods, spirits, etc. Symbols can also be studied in relation to reactions they provoke, whether belief or non-belief, emotional states, intuitions, awareness, etc., or in relation to their inner structure, whether experiential, conceptual or intellectual.

Buddhist juzu beads, a Chinese rug, national flags, Robinson's own necktie, and a wealth of superb slides taken in India, China and Japan richly illustrate this talk which, regardless of Robinson's hard-boiled skepticism where any symbol is involved, is stimulating, informative and enjoyable.

Reported by Alan Gordon

TEACHING DYNAMICS: WORKSHOP ON DIFFERENT TEACHING STYLES

By Jim Wingate

Students cannot be expected to perform at a high level of stress throughout a lesson. They need periods of relaxation following moments of stress in order to absorb what they are experiencing. Jim Wingate, an instructor from Pilgrims Teacher Training Seminars in Canterbury, England, illustrated this by drawing a curve on a graph. The high point on the curve is when the students are putting the strongest demands on themselves; the low point is when they are relaxed and passive. Students need to build up gradually to the high points. This was skillfully demonstrated throughout the presentation.

Drama, with its conflict-resolution movement, can also add an important emotional dimension to language use in the classroom. Students

can act out the three basic personality types of drama: victim, persecutor, and rescuer.

Victim: I can't pay.
Persecutor: You must pay!
Rescuer: I'll pay.

The "climax" of Wingate's presentation was a storytelling-activity. Students heard a story five times adding gestures and words as they listened. Finally, they were asked to invent a new ending and perform it. This stressful activity was followed by a relaxed viewing of slides.

Wingate understands the dynamics of teaching and he also knows that a good teacher is a "peace-full teacher" who works with the energies of the students and not against them.

Reported by Alan Gordon

TOKUSHIMA

HOW I HAVE STUDIED ENGLISH: AN EXPERIENCE AS A CONFERENCE INTERPRETER

By Tatsuya Komatsu

Tatsuya Komatsu, Vice President of JALT and President of the prestigious Simul International, inspired us with his talk about his English-learning process and experience as a conference interpreter. As he is a prominent figure as a frequent participant in NHK's English programs, his appearance here was in itself great for all of us who came to the meeting.

His talk was made up of two sections: the first part consisting of his English-acquiring process from junior high school through uiversity. We had all had an image of him, more or less, as a serious, scholarly person and, most of all, as a gentleman. He told us, however, that he began serious study of English because he had fallen in love with a beautiful American teacher who taught English at his junior high school.

His talk after the break shifted to a more technical topic the art of interpreting. He gave us three major points for becoming a good interpreter: knowledge, logic and analysis; memorization; and expression/delivery.

As for the first point, especially logic/analysis, Komatsu stressed the importance of intellectual guessing. For example, when he uses a cab, he often engages himself in a game of guessing as to the identity of the driver before him: is he short, thin or fat, old or young, and so on, just like Sherlock Holmes trying to pin down a murderer.

He concluded his speech by giving us an equation:

$$\frac{\text{Time} \times \text{Interest}}{\text{Inhibition}} = \text{Learning Speed}$$

The fewer inhibitions you have, the faster you can master English. No wonder we Japanese are slow at learning English.

Reported by Yoshi

TOYOHASHI

A CULTURE SHOCK FOR YOU

By Linda Donan

Linda Donan's experiences in Afghanistan provided the first of a number of shocks for participants in Toyohashi chapter's February meeting. Those experiences were severe and prompted Donan to stress the need for a more controlled form of culture shock as a means towards better English.

The presentation commenced with a value assimilator story told in very lively fashion by Donan. Such a story allows students to focus their attention on the characters featured in the story and to evaluate their attitudes towards them. Participants were asked to do this, initially alone and later in conversation with a partner. Attitudes are obviously moulded by cultural background and greater diversity would be a feature of a multi-cultural class, but it is useful to show that diversity is always present even within a largely Japanese group, as was the case on this occasion. Differences of opinion can provide positive shocks and spur communication.

The presenter continued by focusing on a text which she has used widely, ***Fool's Dance*** by Philip Barbieri. Its positive attributes were highlighted in relation to providing a controlled form of culture shock in the classroom. These attributes include its focusing on situations where cultural diversity might cause friction and its setting in the familiar environment of Japan. Participants experienced various features of the text including the topics for discussion which provided scope for group activities.

Donan concluded by stressing the importance of providing controlled culture shock within a comfortably safe atmosphere together with examples of how she creates this atmosphere. A large number of questions followed, which attested to the level of interest in her lively presentation.

Reported by Anthony Robins

YOKOHAMA

SUCCESSFUL ACTIVITIES FOR THE CLASSROOM

By Ritsuko Nakata

"We don't have to sit down in order to speak English, so why do we have to sit down to learn it?" proposed Ritsuko Nakata at the opening of her presentation for our January meeting. This theme, to keep students speaking and moving at the same time, permeated all of the activities she shared with us. She kept us moving, thinking, and talking by using about 10 different activities that embrace her version of TPR, which incorporates encouraging students to speak as much as they possibly can while responding to the

(cont'd on next page)

(cont'd from previous page)

teacher's directions.

Before and after having us participate in each activity, Nakata had us analyze the purpose and value of the activities. This discussion led us to consider how the exercises could be modified to suit the needs of English learners of all ages and levels. She believes that gamelike activities are particularly useful as a means of reinforcing previously presented material, reviewing it in a new and fun setting. "Acting and doing." she says, "help us remember."

Reported by Suzy Nachtsheim and Yukiko Shirota

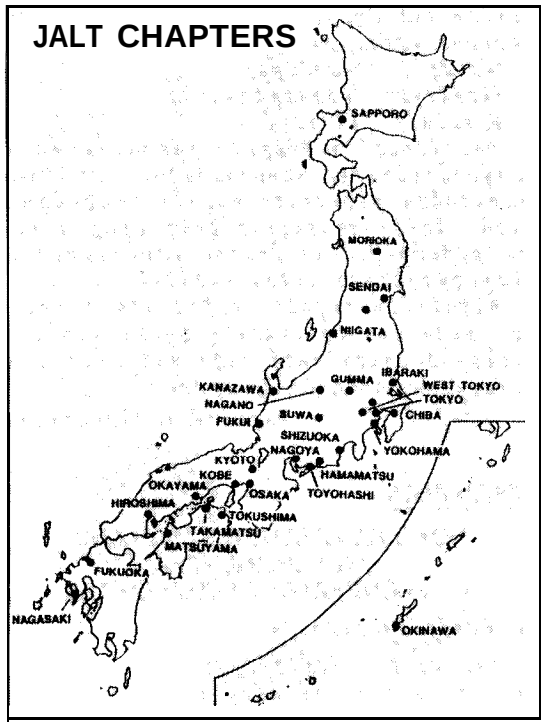
THE AWARENESS OF CULTURE

By Steve Ziolkowski

In our February meeting, Steve Ziolkowski proposed that since spoken language is only one of the ways people communicate with each other, we would do well to consider ourselves not just as language teachers, but as communication teachers. We participated in a variety of activities which required interacting beyond words, that is, using such communicative strategies as gestures, facial expressions, and tone of voice

Further, he stressed the importance of cultural awareness in the process of learning to communicate. He says that changing our students' attitudes about other cultures should be the most important goal of the language teacher. The main thrust of language teaching, according to Ziolkowski, particularly in the early stages of foreign language teaching, should not be linguistic competence but rather "an awareness of oneself as a cultural being, an awareness about what happens when cultures meet, and, hopefully, cultural tolerance and competency." Moreover, he asserts, students' attitudes toward the target culture are significant in determining whether they'll gain linguistic competence or not. He believes that if the student is to be successful in his pursuit of linguistic competence, attitudes of ***empathy*** and ***curiosity*** are especially important.

Reported by Suzy Nachtsheim



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HAVE YOU CHANGED JOBS RECENTLY?

The JALT Central Office needs to keep its computer files up to date. Please inform us of your new school/institution's name and telephone number at your earliest possible convenience.

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Larry Anger, Marjorie Fuchs, Cheryl Pavlik, and Margaret Keenan Segal

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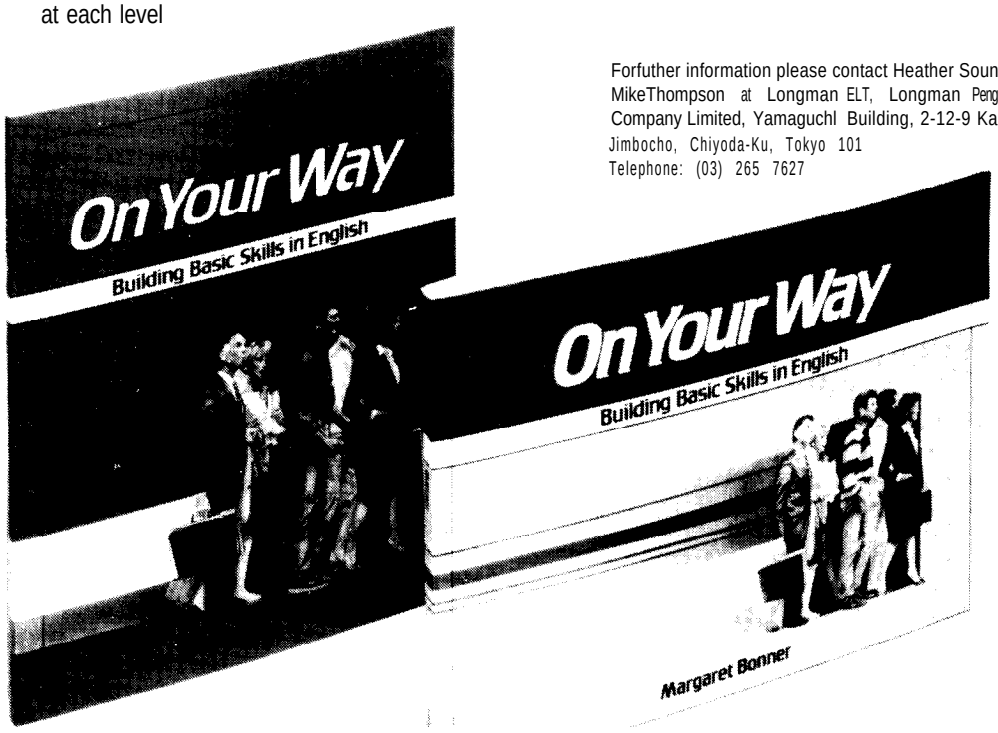

Forfuther information please contact Heather Sounders or MikeThompson at Longman ELT, Longman Penguin Japan Company Limited, Yamaguchl Building, 2-12-9 Kanda Jimbocho, Chiyoda-Ku, Tokyo 101
Telephone: (03) 265 7627

Longman

LONGMAN | **LEADING THE WAY IN AMERICAN ENGLISH**

Bulletin Board

Please send all announcements for this column to Jack Yohoy (address, p. 3). The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

S.I.T. OSAKA SEMINARS

Kathleen Graves of the School for International Training will conduct two highly experiential, participatory seminars at The Center, 204 Shirono Bldg., 3-41 Manzai-cho, Kita-ku, Osaka 530; tel. 06-315-0848. April 2-3: ***Syllabus Design;*** April 9-10: ***Toward Learner-Centered Teaching.*** Graduate credit available.

LANGUAGE INSTITUTE OF JAPAN ESL OPEN HOUSE

The Language Institute of Japan, in conjunction with the Tokyo and Yokohama JALT chapters, is sponsoring its annual Open House in Odawara on Sunday, May 22. Registration 12:30 to 1 p.m.; concurrent LIOJ staff presentations and workshops 1 to 5 p.m. More details in the May issue. Information: Barbara Hoskins, 0465-23-1677, or Michael Sorey, 03-444-8474.

第20回　英語教育者向け LIOJ 夏期ワークショップ 20周年記念大会 (The 20th Anniversary LIOJ Summer Workshop for Japanese Teachers of English)

本年で20年目を迎える、英語教育者のためのサマーワークショップ。特別招待講師による講演、ミニコース、LIOJ 専任教師陣による教授法・教材の紹介と実践、最新理論の紹介、参加者自身の英語力の増強と様々な教授法が経験できるランゲージクラス、クロスカルチュラルトピックスなど、自由選択制によるバラエティーに富みかつ魅力溢れるワークショップです。

対　　象：英語教育者（主に中学・高校の英語教師）
期　　間：昭和63年８月７日（日）～８月12日（金）（６泊６日）
定　　員：140名
　（韓国・中国・タイ国などアジア諸国からも第一線で活躍中の英語教師を特別参加者として招待）
場　　所：LIOJ・アジアセンター
　（神奈川県小田原市所在）
《公　募》 特別奨学発表者
　参加者の自己の研修成果やアイディアを発表するプログラムで、提案が採用された方は特別奨学参加者として受講料の一部が免除されます。
問い合せ：〒250　神奈川県小田原市城山 4-14-1
　アジアセンター2F
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GATTEGNO WORKSHOPS '88

［大阪］　梅田学園　大阪市北区茶屋町 2-30

I　セミナー

(1) "I Too Can Be Creative"
　４月15日（金）　午後５：30～９：30
　16日（土）17日（日）　９：30～６：30

(2) "Science of Education"
　５月３日、４日、５日（連休）　10：00～６：00

II　外国語集中コース

(3) スペイン語 I　(20時間)
　４月22日（金）　午後５：30～９：30
　23日（土）24日（日）　９：30～６：30

(4) スペイン語 II　(20時間)
　５月６日（金）　午後５：30～９：30
　７日（土）８日（日）　９：30～６：30

［東京］　交通安全教育センター
　東京都港区西麻布 3-24-20

(5) 英語（20時間　中級／上級）
　４月29日（金、祝）　10：00～６：00
　30日（土）　１：00～７：00
　５月１日（日）　10：00～６：00

受 講 料：各コース共それぞれ45,000円
　（但し、３月31日以前の申し込みは40,000円）
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問い合せ：語学文化協会　大阪市北区万才町 3-41-204
　(06) 315-0848　アラード房子
　(03) 788-0884　安達幸子

TEMPLE UNIVERSITY JAPAN Distinguished Lecturer Series

April 2-3 (Tokyo), 9-10 (Osaka): ***Developing Listening Ability,*** Stephen Gaies, University of Northern Iowa

May 7-8 (T), 14-15 (O): Language, Culture, ***and Curriculum,*** Christopher Candlin, McQuarier University

June 4-5 (T), 11-12 (O): ***The Teaching of Writing,*** Vivian Zamel, University of Massachusetts

July 2-3 (T), 9-10 (O): ***Instructed Second-Language Acquisition,*** Rod Ellis, Ealing College of Higher Education

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.

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03-367-4141; or Temple University, Kyowa Nakanoshima Bldg. 2F, l-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.

M.Ed. in TESOL — Summer Session I
May 9-June 24

Osaka: Mon.-Wed., ***New Grammars*** J. Patrie; Thurs.-Fri., ***History of the English Language*** - K. Schaefer.

Tokyo: Thurs.-Fri., ***Bilingualism*** J. Patrie.

Summer Session II .- June 27-August 12

Tokyo: Tue.-Thurs., ***Creating and Using Classroom Materials for Listening and Speaking*** - M. Rost.

All courses 6-9 p.m.; 3 credits each. In addition, the May, June, and July Distinguished Lecturer workshops (above) are offered as a 3-credit elective.

TESOL SUMMER INSTITUTE
Flagstaff, Arizona
June 13-July 11; July 9-August 8

Courses are offered toward the M.A. and Ph.D. degrees and ESL/BE certification. Reservations and catalogue: Joan Jamieson, English Dept., Box 6032, Northern Arizona University, Flagstaff, AZ 86011, U.S.A.

INTENSIVE COURSE FOR JAPANESE EFL TEACHERS
Monterey, CA, August 1-12

This two-week teacher training program, sponsored by JACCE (Japan-America Cross-Cultural Consulting & Education), will accept up to 40 experienced teachers. The faculty includes Dr. Kathi Bailey and three of her colleagues from the TESOL Master's Degree Program at the Monterey Institute of International Studies. The four primary courses: Teaching Speaking and Listening Fluency, Innovative Techniques in Teaching, Responding to Students' Errors in Composition, and The Teaching of Pronunciation. For more information, please call 0422-31-7830 or write to: Theodore Dale, Director, JACCE, P.O. Box 2239, Carmel Valley, CA 93924, U.S.A.

7th WORKSHOP FOR ASIAN-PACIFIC TEACHERS OF ENGLISH
Honolulu, August 2-16

The workshop is designed to help participants to increase their knowledge of the latest developments in the theory and practice of foreign language education. Lectures will focus on such topics as teaching listening and speaking, reading, and writing skills; the role of grammar; testing English as a Foreign Language; psychosociolinguistics and language teaching; and EFL methodology in general. For more information and registration form, write to: CAPE, 5-5-7-2B Motoyama-kitamachi, Higashinadaku, Kobe 658; or The Center for Asia-Pacific Exchange, 1520 Ward Avenue, Suite 202, Honolulu, HI 96822, U.S.A. Registration deadline: May 1, 1988.

VIDEO LETTER STUDENT EXCHANGE

Any school wishing to exchange Video-Letters with Australia can do so by contacting: Gunnar Isaacson, 53 Wallumatta Road, Newport, N.S.W. 2106, Australia. The videos should be free of copyright restrictions. It is preferred that they be subjective. A handbook on the "crashediting" of video is included with registration with VLSE.

A CALL FOR IDEAS

What do you do with the last 5-10 minutes of class time when the lesson material is finished and you have nothing else prepared? If you have good ideas for this situation, please write them up and submit them to the editors, Eloise Pearson and Ann Chenoweth (see p. 3 for address), by Aug. 31.

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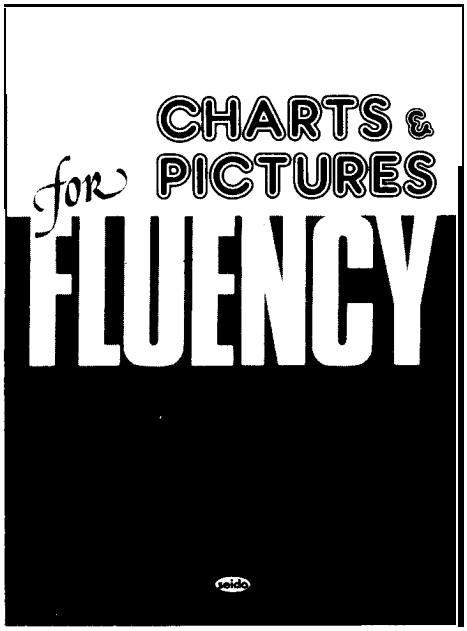

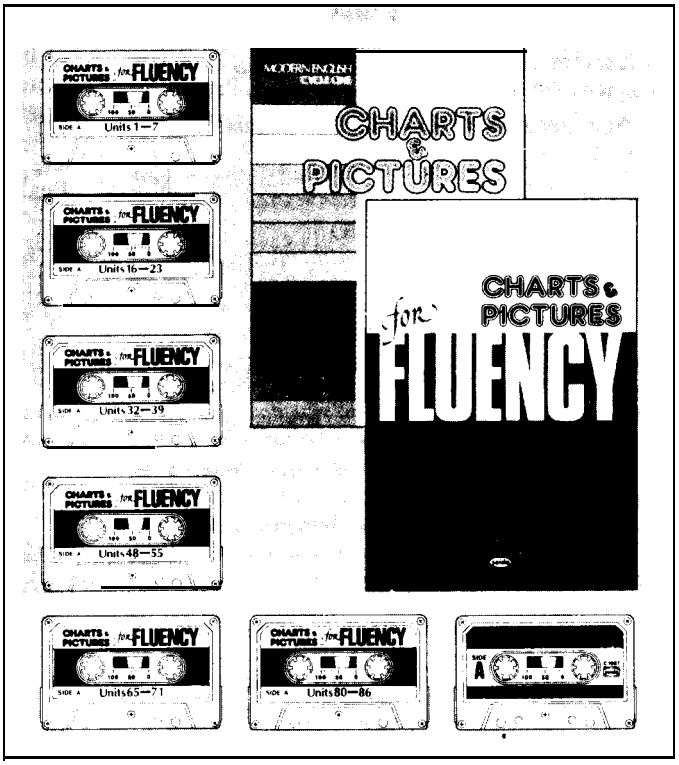

FULL SET ¥23,000

Teacher's Book	¥2,000
Charts & Pictures (Student's book).	¥1,200
Tape set (6 cassettes)	¥18,000
Basic Sentences tape.	¥1,800

CHARTS AND PICTURES FOR FLUENCY is an instructor's manual to accompany Seido's ***Charts ond Pictures*** book. The highly popular full-color picture book can now be used independently of ***Modern English*** to supplement any English course for adult, college and senior high ages. Exercises with charts are grouped into coherent "Units" of approximately 15 minutes. Freer (semi-controlled) speaking practice is also promoted throughout. These Units follow their own grammatical build-up and can be covered parallel to regular course content. The variety this introduces into the classes contributes much to a lively atmosphere.

The teaching procedures recommended are seen alongside each exercise, so that this program can be taught without further study.

In response to an increasing number of requests from users, a set of six l-hour cassette recordings plus one extra cassette with all the Basic Sentences has been prepared.

The recordings were done in such a way that the students can do all the exercises by looking at the Chartbook, without the help of a written script. All necessary cues are on tape.

Although the content is the same as in the instructor's manual, many of the exercises on tape are presented slightly differently from the written version in the book. Some small changes were necessary, given the nature of recorded materials; they also guarantee that classroom practice won't be conducted in exactly the same fashion as language laboratory practice.

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〒659 兵庫県芦屋市船戸町 12-6 TEL 0797(31)3452
FAX 0797(31j3448

Meetings

Please send all announcements for this column to Jack Yohay (address, p. 3). The announcements should follow the style and format of the LT and be received by the first of the mon th preceding pu blication.

FUKUI

Topics: 1) Return from the Mainland (a Japanese professor in America)
2) Current Trends in American Foreign-Language Teaching
Speaker: Kuniyuki Oshita (Fukui Kosen)
Date: Sunday, April 17th
Time: 2-4 p.m.
PIace: Fukui Culture Center, Fukui Hoso, 5F
Fee: Members, free; non-members, ¥500
Info: John Service, 0776-22-3113

Mr. Oshita, back recently from a six-month sabbatical in the U.S.A., has all sorts of interesting, provocative, and educational stuff for us. (1) How does a real Japanese adapt to real American life? (2) How does a real Japanese act cool in the U.S. when he has culture shock? (3) What does a real Japanese think of the unreal adventure of the Universal Studios tour? (4) How are they teaching foreign languages in the U.S.? Mr. Oshita's real interests are in teaching reading and error analysis.

FUKUOKA

Topic: Creative Strategies for Classroom Management
Speaker: Fred Anderson
Date: Sunday, April 17th
Time: *2-5* p.m.
Place: Tenjin Center Bldg., 14F; use basement entrance
Info: JALT-Fukuoka, 092-76l-3811

Mr. Anderson (Fukuoka Education University) will talk about different strategies to use to get your students speaking *more* English. A newcomer to Kyushu, Anderson did graduate work in Hawaii's East-West Center and taught previously in Hokkaido.

GUNMA

Topic: An Application of the Input Hypothesis for Teaching English at Junior and Senior High Schools in Japan
Speaker: Tokio Watanabe
Date: Saturday, April 23rd
Time: 3:30-5:30 p.m.
Place: Ikuei Tandai, Kyome-machi, Takasaki; 0273-52-1981
Fee: Members, ¥500; non-members, ¥l,000
Info: Morijiro Shibayama, 0272-5l-8677
Richard Smith, 0273-25-9878

Professor Watanabe will explain the "input hypothesis" and why it is useful in the Japanese JHS/SHS context, and will give practical examples (many related to Mombusho-authorized textbooks) of how it can be applied in secondary-level ELT here.

Professor Watanabe (M.A. in TEFL, University of Hawaii) is head of the English Department at the College of Education at Shinshu University, Nagano. He has taught at junior and senior high schools and has written books on TEFL.

HAMAMATSU

Topic: Accuracy and Fluency Activities: The whole is greater than some of the parts
Speaker: Marc Helgesen (Miyagi Gakuen, Sendai)
Date: Sunday, April 17th
Time: l-4 p.m.
Place: Seibu Kominkan, 1-21-1 Hirosawa
Fee: Members, free; non-members, ¥500
Info: Karin Bradberry, 0534-56-7068 (eves.)

We will consider and practice accuracy and fluency in both reception and production, exploring problems associated with each type of activity (e.g. accuracy activities are boring, non-communicative and the students don't pay attention; fluency work is too inaccurate and lets students practice mistakes) and sharing principles for dealing with them.

Marc Helgesen (MS., Southern Illinois University) is the principal author of *English Firsthand* and *English Firsthand Plus*, conversation texts for Japanese students.

HIROSHIMA

Topic: TPR – Doing It!
Speaker: Dale T. Griffee
Date: Sunday, April 24th
Time: l-4 p.m.
Place: Hiroshima YMCA, Gaigo Gakuin, Bldg. 3,3F
Fee: Members, ¥500; non-members, ¥l,000
Info: Miyoko Hayashi, 082-228-2269
Martin Millar, 082-227-2389

Beginning with a hands-on demonstration of the Total Physical Response command form, Dale Griffee will show participants a model of TPR which can be used for pair work, reading and pronunciation. In addition, TPR techniques that can be used in large classes and activities that can be done while sitting will be presented.

Mr. Griffee guest-edited the special issue of *The Language Teacher* on TPR (Nov. '85), and is the author of *Listen and Act* (Lingual House, 1982) and co-author of *Hearsay* (Addison-Wesley, 1986).

No Chapter in Your Area?

Contact Keiko Abe, JALT Membership Chair, for complete details: 1-12-l 1 Teraya, Tsurumi-ku, Yokohama 230.

IBARAKI

Topic: Internationalization and Communication Style
Speaker: John Ratliff
Date: Sunday, April 10th
Time: 2-4 p.m.
Place: Mito Shimin Kaikan
Fee: Members, free; non-members, 500
Info: Jim Batten, 0294-53-7665

Dr. Ratliff (Ph.D., communications and Japanese studies, Columbia Pacific University) will critically examine the "internationalization" boom in Japan. He will argue that cross-cultural communication style is a key area for "fruitful interface" between the fields of intercultural communication and TESOL.

KANAZAWA

Topic: Fluency Activities: A Mixed Bunch
Speaker: John Dougill
Date: Sunday, April 10th
Time: 2-4:30 p.m.
Place: Ishikawa Shakai Kyoiku Center
Fee: Members, free; non-members, 500
Info: Sue Kocher, 0762-41-4496
Paul Hays, 0762-65-5752

Underlying the games, quizzes, role plays and drama activities will be the premise that they should be non-threatening and enjoyable in nature, simple to set up, and task-oriented.

John Dougill's three EFL books include ***Drama Activities for Language Learning*** (Macmillan ELTS).

KANSAI JHS/SHS SIG

(Kobe, April 10, as below)

Topic: Organizational Meeting
Time: 12 noon-l:30 p.m.
Info: Patrick Bea, 075-952-3312

Today's participants will decide future topics and meeting sites and times. Though those taking part are encouraged to join JALT, SIG meetings are generally free to all.

KOBE

Topic: Video Drama: The Big Turn-On
Speaker: Mike Thompson (Longman Japan)
Date: Sunday, April 10th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Members, free; non-members, l,000
Info: Jan Visscher, 078-453-6065 (after 9 p.m.)

Video, rich as it is, can be elucidating without actually being stimulating. Drama, by broadening the dimension of human interest, heightens acquisition through a succession of memorable contexts. This talk will try to broadly define a wide range of oral/aural activities in terms of appropriacy for different levels, using extracts from "Your Life in Your Hands," "Family Affair," and the Sherlock Holmes videos from Longman, although the techniques themselves are universal. We may be able to work with some video materials not yet released in Japan.

MAY CONFERENCE
TEAM TEACHING IN HIGH SCHOOLS

Speakers: Haruo Minagawa, Yoshiharu Nakabayashi, Tetsuya Okushima, Peter Sturman, Sarah Taylor
Date: Sunday, May 8th
Time: 10 a.m.-5:30 p.m.
Place: St. Michael's International School
Fee: Members, 1,500;non-members, 2,500
Info: as above

MATSUYAMA

Topic: "Mr. Grammar Man"
Speaker: Kevin Gregg
Date: Sunday, May 15th
Time: 2-4:30 p.m.
Place: Shinonome High School Memorial Hall
Fee: Members, free; non-members, l,000
Info: Kazuyo Kuwahara, 0899-24-2642
Yumi Horiuchi, 0894-3l-8686

Kevin Gregg teaches linguistics at Matsuyama University of Commerce. Everyone is encouraged to submit grammar- or usage-related questions and Mr. Gregg will answer them during this session.

MORIOKA

Topic: Winter Blahs Buster
Date: Saturday/Sunday, April 2nd/3rd
Time: 4 p.m. (Saturday)- ?
Place: Hotel Sansui, Tsunagi Onsen
Fee: Members/non-members, 10,000
Info/Reservations: Kumiko Shinomura, 0196-92-3043 (9 a.m.-12 noon); Colleen Melloy, 0196-51-8389 (after 8 p.m.)

Feel like giving Jack Frost a good kick in the snowballs? Join us for a night of splash sports and fine dining. Fee includes dinner and breakfast; BYOB (bring your own bottle) or buy drinks on site. Meet at Morioka Station between 4:30 and 5 p.m. on Saturday. RSVP immediately if you plan on coming!

Next meeting: our big May 8 Panel Discussion on Team-Teaching in Iwate Secondary Schools. Richard Hayes will be the moderator.

NAGASAKI

Topic: TPR: A Motivational Mood
Speaker: Sheila Miller (Kwassui High School)
Date: Sunday, April 24th
Time: 1:30--5 p.m.
Place: Nagasaki Junior College of Foreign Languages (Gaigo Tandai, a five-minute walk from Sumiyoshi street-car stop. Parking available.)

(cont'd on next page)

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Fee: Members, free; non-members, ¥500; students, ¥300
Info: Yoko Morimoto, 0958-22-4107 (Kwassui Women's College)

Participants will "physically" experience a non-English Total Physical Response lesson which will be followed by a very brief description of TPR and its place and use in language acquisition. They will then learn how to plan and organize a TPR lesson and also many TPR ideas and lessons aimed towards various language abilities, skills, and areas.

Sheila Miller took a comprehensive TPR workshop from Dr. James Asher and other TPR instructors in 1987.

NAGOYA

Topic: PACE: An EFL Course for Children
Speaker: Kraig Pencil
Date: Sunday, April 24th
Time: 1:30-5 p.m.
Place: Mikokoro Center, Naka-ku
Fee: Members, free; non-members, ¥l,000
Info: Tetsu Suzuki, 0566-22-5381
Helen Saito, 052-936-6493

Pencil Action Course for English is a program for teaching English through actions, games, songs, puzzles. Mr. Pencil will spend a little time discussing a "natural approach" for children's lessons, then demonstrate practical activities (TPR, word games, question/answer practice, etc.), which the participants may try out and discuss. Recommended for new or experienced teachers who want more active children's lessons.

PACE was written by Mr. Pencil and other teachers at the Pencil English Centers, which he manages. He has a B.A. in German and linguistics from Occidental College.

NIIGATA

Topic: I Know What TPR Is, But How Do I Begin?
Speaker: Dale T. Griffee
Date: Sunday, April 17th
Time: 1:30-3:30 p.m.
Place: To be announced
Fee: Members, free; non-members, ¥500
Info: Carl Adams, 025-262-7226/260-7371
Chisato Furuya, 025-846-6000

The presenter will give a short demonstration to give everyone a firsthand experience, then ask all to work in groups to see how the TPR activity could be applied in their classrooms. Emphasis will be on activities that take only a few minutes and can be done in both large and small classes.

Mr. Griffee is working on his M.A. in TESOL at the School for International Training. He is author of ***Listen and Act*** (Lingual House) and co-author of ***Hearsay*** (Addison-Wesley).

OKAYAMA

Topic: Classroom-talk for Students and Teachers
Speaker: Keiko Abe
Date: Saturday, April 23rd
Time: 2:40-4:30 p.m.
Place: Shujitsu High School, 14-23 Yumino-cho; 0862-25-1326
Info: Fukiko Numoto, 0862-53-6648

For details on Ms. Abe and her presentation, please see TAKAMATSU below.

OMIYA

Topic: Highlights of the TESOL Convention
Speaker: Aleda Krause (Joshi Seigakuin Daigaku)
Date: Sunday, April 10th
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members, free, non-members, ¥1,000
Info: Michiko Shinohara, 03-317-0163
Aleda Krause, 0487-76-0392

From the largest gathering of English teachers in the world, Ms. Krause plans to bring back as many ideas, handouts and pictures her suitcase and head will hold. Plan to share the best of TESOL with her.

Aleda Krause, Omiya chapter president, has taught English in Japan for 11 years, German on and off, and has been known to teach Spanish.

OSAKA

(1) Co-Sponsored by Temple University
Topic: Developing Listening Ability
Speaker: Stephen Gaies
Date: Saturday, April 9th
Time: 2-5 p.m.
Place: Temple University (see Bulletin Board)
Fee: Members,¥l,000;non-members,¥2,000
Info: Tamara Swenson, 06-35l-8843

(2)
Topic: Communicative Language Practice: What is it?
Speaker: Mike Thompson (Longman)
Date: Sunday, April 17th
Time: 1- 4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, ¥l,000
Info: Beniko Mason, 0798-49-4071

Communicative language practice is frequently cited as an objective of classroom interaction and yet research indicates that even in supposedly "communicative" classrooms many non-communicative patterns of interaction still persist. This talk will look at the criteria for determining "communicative activities" and introduce a model for classroom interaction.

OSAKA SIG

Teaching English to Children (April 17, as above)

Topic: Teaching Spelling through the Natural Approach
Time: 11 a.m.-12:30 p.m.
Info: Patrick Bea, 075-952-3312

SAPPORO

Topic: Japanese Students Studying English Abroad
Speaker: Kevin Staff
Date: Sunday, April 24th
Time: 1:30-3:30 p.m.
Place: Kyoiku Bunka Kaikan, Chuo-ku, North 1, West 13 (At the Nishi 11-chome subway station, take exit no. 1, walk diagonally across the park past the fountain, cross the street and go one more block east. Look for the red building with the big block sculpture in front of it.)
Fee: Members, free, non-members, ¥500
Info: T. Christensen, 011-737-7409
M. Horiuchi, 011-582-6754

This rather unscientific perspective on Japanese students during short-term visits to the U.S. and Mexico, based on the impressions of a teacher who has taught them both in Japan and abroad, covers the type of programs available, home-stay experience, interactions with other foreign students, and classroom performance in both single and multi-national classrooms. Perspective on Japanese learners of Spanish is included.

Kevin Staff teaches ESL at the University of Guadalajara, Mexico, and has taught English in Japan.

SENDAI

Topics: 1) Getting Together: On Speaking and Writing
2) TESOL '88 (Chicago) Highlights
Speaker: Shari Berman
Date: Sunday, April 17th
Time: 1-4 p.m.
Place: New Day School
Fee: Members, free; non-members, ¥1,000
Info: Tomoo Mizuide, 022-246-0859 (eves.)

Shari Berman teaches junior high school, university, and adult students and is a teacher trainer. She represents Harcourt Brace Jovanovich Japan, Inc. and presides over the Japan Language Forum in Tokyo.

SHIZUOKA

Topic: How to Move People (and Furniture)
Speaker: Robert Weschler
Date: Sunday, April 17th
Time: 1-4 p.m.
Place: Tokai University Junior College, near Yunoki Station
Fee: Members, ¥500; non-members, ¥1,000
Info: John B. Laing, 0542-61-6321 (days) or 0542-46-6861 (eves.)

People talk when they have something to say. They talk best to other people. Sometimes things get in the way – like desks, and textbooks and teachers. In this workshop, using toys, pictures, and the like, we will explore ways to get students up and out of their seats, moving around and talking to each other. We will focus on the pros and cons of different classroom set-ups. Recommended for children over the age of 18.

Robert Weschler has taught in Tokyo for five years. His victims have included university students, housewives, businessmen, and children at the TOEFL Academy, NHK Culture Center, and InterTokyo.

SUWA

Topic: Idea Shop
Speakers: Suwa chapter members
Date: Sunday, April 24th
Time: 2-4 p.m.
Place: Seiko Epson ISI School, Room 208-209
Fee: Members, free; non-members, ¥500
Info: Esther Sunde, 0266-58-3378 (H) or 0266-52-3131 ext. 1414 (W)

All members are invited to come and share teaching ideas which have proven successful in class and which might be useful to our fellow teachers. Those presenting ideas are requested to call Esther Sunde so that we can plan for the meeting. Everyone is welcome!

TAKAMATSU

Topic: Classroom-talk for Students and Teachers
Speaker: Keiko Abe
Date: Sunday, April 24th
Time: 1: 15-4:30 p.m.
Place: Takamatsu Shimin Bunka Center
Fee: Members, free; students/first-time visitors, ¥500; others, ¥1,500
Info: Michael Bedlow, 0877-62-2440
Harumi Yamashita, 0878-67-4362

Though willing to practice speaking English in the form of exercises, students and teachers may be uncomfortable using English for real-life, day-to-day communication about classroom organisation and activities. Ms. Abe will show how such English can be taught to even beginning students.

Keiko Abe, JALT's Membership Chair, is the Director of the Cosmopolitan Academy of Language Arts.

TOKUSHIMA

Topic: Card Games for Communicative Grammar Practice
Speaker: David Kolf
Date: Sunday, April 24th
Time: 1:30-4:30 p.m.
Place: Tokushima Bunri University, Bdlg. 14, Room 22; 0886-22-9611
Fee/Info: Sachie Nishida, 0886-324737
Noriko Tojo, 0886-53-9459

A well-planned set of cards can be a convenient, compact kit for practicing virtually any grammatical goal. Mr. Kolf will explain ***A Full Deck of English-Card Games for 99 English Classes*** (Seido). Applications of traditional card games and some original ones using 80 multipurpose cards teach several hundred vocabulary words and a full range of grammar in a "fun," communicative way. It can supplement any textbook. No prior knowledge is assumed.

David Kolf (Seido Language Institute) has an M.A. in English linguistics and has published textbooks (***Cycle Two, Systems***) and articles on language teaching ***(Forum, Eigo Kyoiku).***

TOKYO

(1) Co-Sponsored by Temple University

Topic: Developing Listening Ability
Speaker: Stephen Gaies
Date: Saturday, April 2nd
Time: 2-5 p.m.
Place: Temple University (see Bulletin Board)
Fee: Members,¥1,000; non-members,¥2,000
Info: Michael Sorey, 03444-8474

(2)
Topic: Some New Approaches to an Old Problem: Giving Students Feedback on Their Writing
Speaker: Daniel Horowitz (Int'l Christian Univ.)
Date: Sunday, April 24th
Time: 2-5 p.m.
Place: Sophia University Library
Fee: Members, free; non-members, ¥500
Info: Michael Sorey, 03444-8474

Audience participation is encouraged. Prospective participants are asked to bring a small cassette tape recorder on which they can record and play back their voices as well as some graded **and** ungraded compositions from the students they teach.

Daniel Horowitz's main areas of interest are academic reading and writing, performance testing and materials writing. He has contributed articles to the ***TESOL Quarterly, TESOL Newsletter, Cross Currents,*** and ***The Language Teacher.***

WEST TOKYO

Topic: It Works for Me
Speakers: K. Sanematsu, J. King, A. Bratton, J. Epstein, R. Freeman, I. Oishi
Date: Saturday, April 16th
Time: 2-5:30 p.m.
Place: Musashino Kokaido, 2F, Meeting Room 2
Fee: Members, free; non-members, ¥1,000
Info: Brenda Katagiri, 0422-42-7456
Yoshihisa Kobori, 0428-24-0968

Various members of the West Tokyo chapter will each give a 30-minute presentation of one technique they have successfully used in their classrooms.

YAMAGATA

Topic: Team-Teaching in the Secondary School
Speaker: Robin-Sue Alexander
Date: Sunday, April 24th
Time: 1-3 p.m.
Place: Yamagata Kenmin Kaikan
Fee: Members, ¥500; non-members, ¥1,000
Info: Ayako Sasahara, 0236-22-9588

Ms. Alexander, president of JALT-Morioka, teaches at Morioka Ichiritsu High School

YOKOHAMA

Topic: The Advantages and Disadvantages of Teaching Grammar
Speaker: David Hough
Date: Sunday, April 10th
Time: 2--5 p.m.
Place: Kaiko Kinen Kaikan (near JR Kannai Station)
Fee: Members, free; non-members, ¥500
Info: Jack King, 045-922-4704

This presentation, for teachers who teach grammar and are interested in the history of grammar-translation, attempts to identify what most Japanese teachers really mean when they use the term "grammar," and how this compares to other meanings of grammar. It then looks at foreign-language teaching methods and shows the relationship of the Grammar Translation Methods to developments worldwide during the same time frame.

Dave Hough is president of JALT-Tokyo, national Recording Secretary, and a textbook writer, program consultant and teacher-trainer.

YOKOHAMA SIG

TESS (April 10, as above)

Topic: Learning English through Drama
Speakers: Ikuko Tokoyoda, John Ngaya Mukabi
Time: 1-2 p.m.
Info: Kimiko Ozawa, 045-8 1 1-2959
Mitsui Nakano, 045-543-0437

Ms. Tokoyoda and Mr. Mukabi will discuss an approach designed to instill interest in the students to learn basic English conversation expressions and simultaneously innovate in them the confidence to effectively express themselves.

TOYOHASHI

Topic: Testing as Weather Prediction
Speaker: John Laing
Date: Sunday, April 24th
Time: 1:30-4:30 p.m.
Place : Kinro Fukushi Kaikan, 2F
Fee: Members, free; non-members, ¥500
Info: Kazunori Nozawa, 0532-48-0399
Masahito Nishimura, 0532-47-1569

Wondering how to motivate students? Reduce test anxiety? Ever arrived at the end of the year wondering what mark your students deserve? The speaker will demonstrate why testing is not the "exact science" it is often thought to be. Several very basic techniques will be discussed which will not only improve classroom assessment, but will also improve students' performance and reduce their hatred of tests. Tests provide goals which focus teachers' teaching and learners' learning; this presentation will show how.

John Laing has degrees in psychology and anthropology and is currently completing an M.A. in ESL at the University of British Columbia with an emphasis on measurement and evaluation. The topic of his thesis is cloze procedure. He is co-founder and coordinator of JALT-Shizuoka.

Positions

Please send all announcements for this column to Jack Yohay (address, p. 3). The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

PUBLICATIONS BUSINESS MANAGER

(TOKYO area) The Publications Board of JALT seeks a dedicated, well-organized business manager. The job requires soliciting and taking charge of ads for ***The Language Teacher,*** the ***JALT Journal,*** the annual conference ***Handbook,*** and any future publications, and working with the printer in Osaka on the phone and through the mails to assure smooth handling and printing. The manager will need to cultivate good working relationships with JALT's Associate Members and to help attract more associate members to JALT. A daytime contact phone number and fluency in English and Japanese are necessary. This is an opportunity to do something substantial for JALT and our profession in general and to learn some new skills and gain valuable experience. Please apply to Virginia LoCastro, The University of Tsukuba, Foreign Scholars' Residence 304, Amakubo 2-l-1, Tsukuba 305.

(CHIBA) English teacher for children and adults of all levels beginning September, 1988. Outgoing, cheerful native speaker with a degree in ESL/EFL or related fields and experience desired. Competitive salary based on qualifications; low-cost housing and other benefits; bonus upon completion of two-year contract. Interviews will be held on the West Coast in the summer. Send inquiry and resume by May 20 to: Chuck Anderson, Teaching Director, M.I.L., Taisei Bldg., 2-6-6 Narashino-dai, Funabashi 274; 0474-62-9466.

(KOBE) Full-time, part-time English instructors wanted immediately. Must be native speakers with a background in linguistics and ESL, and be willing to be trained in a new method of instruction. Knowledge of Japanese helpful. Salary is based on qualification and ESL experience. For an application, please call Mari Nagao or Bonnie Kuraoka at the Kobe YWCA, 078-23l-6201.

(MATSUYAMA) English teacher needed beginning October 1. Full-time (6 classes/week), permanent position, either Japanese citizen or native English-speaker currently resident in Japan. Required: M.A. in TEFL or equivalent degree; sufficient ability in Japanese to take part in the normal duties of a faculty member. Salary commensurate with education and experience; minimum roughly ¥200,000/month plus bonuses. Please send: 1) ***rirekisho*** and photograph; 2) graduate school diploma for highest degree attamed; 3) list of publications, with copies; 4) letter of reference; 5) health certificate. Send at least the ***rirekisho*** by June 15 to Prof. K. Nakagawa, Dean, College of Business Administration, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790; 0899-25-7 111.

(MATSUYAMA) Full-time English Conversation teacher (native speaker) required on Shikoku. Professional attitude essential. Experience preferred, plus a willingness to adapt to and use a unique teaching system. Above average working conditions; over ¥200,000/month. Sponsorship; apartment with phone, furniture, etc. Please send resume with photo to: Joshua Battain, Crossroads Language Studio, 2-9-9 Katsuyama-cho, Matsuyama 790; 0899-21-7595.

(NAGOYA) Full-time and part-time native-speaker teachers for English conversation school. Experience and B.A. preferred. One-year renewable contracts. Excellent salary plus transportation, vacation and bonus. Five-day week. Pleasant atmosphere and location. Send letter of application, resume and desired starting date to: Faculty Supervisor, White House, Nagoya International Center Bldg., 19F, 147-l Nagono, Nakamura-ku, Nagoya 450; 052-581-3664 (10 a.m.-6 p.m.).

(Neyagawa, OSAKA) Experienced North American part-time EFL teachers for children and adults. Classes start April 8. Housing available. Naoyuki Hayashida, 0720-32-1000.

(SEOUL, Korea) Immediate full-time openings for native speakers of English. Salary is very competitive for Seoul area. Requirement: M.A. in TESOL or related field. Benefits: partial housing, partial health insurance, round-trip airfare, four-week paid vacation. Please send resume to: Susan Gaer, English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135, Korea.

(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 Sept. 1. Approx. 20 teaching hours/week plus curriculum development for both children and adults' classes. Free Japanese lessons available if desired. Minimum ¥240,000 (at 20 hours/week) guaranteed; significantly more is possible depending on qualifications and enthusiasm. Please send resume and recent photo: Yuko Hiroyama, Pioneer Language School, Akoji 1105-3, Fujinomiya 418; 0544-26-0555.

(TOKYO) Immediate openings: English Language/Intercultural Communication Trainers to independently design, implement, and assess English language and intercultural communication skills programs for Japanese staff of large U.S. multinational firms. Training and orienta-

tion to IRI's methodology in Redwood City, CA; on-the-job training in Tokyo. Qualifications: advanced degree in TESOL, East Asian Studies, business, or the social sciences with at least three years of teaching/training experience, preferably in a business context with Japanese in Japan; native speaker of English with knowledge and experience in designing, testing and evaluation in ESL; a sensitivity to intercultural dynamics; Japanese language (some positions require fluency); and an understanding of business culture in Japan. Salary depending on experience: US$30,000-38,000 yearly base; top benefits. To apply, please send resume, letter of application and two letters of recommendation to **both:** Steve Goldberg, Program Coordinator, IRI International, Inc., One Lagoon Drive, Suite 230, Redwood City, CA 94065, U.S.A. (tel.: 415-591-8100), and David O'Reilly, IRI International -- RHJKK, Kaisei Bldg., 4F, l-8-10 Azabudai, Minato-ku, Tokyo 106 (tel.: 03-224-3835).

(TOKYO) Qualified JSL and EFL teachers, full-time, starting in late spring and summer. Native speakers of Japanese or English; Threshold training and experience preferred. Send resume with photo and brief statement of teaching philosophy to The Japan Times, Educational Projects Division, 4-S-4 Shibaura, Minato-ku, Tokyo 108.

(TOKYO) Permanent full-time university English teacher, native speaker or Japanese, starting in April 1989. Salary according to age and experience. Three bonuses a year, generous book allowance, transportation, private study room, other fringe benefits. Teach six class hours/week, attend faculty meetings, take turns in various committee duties. Qualifications: post-graduate degree in a related field; teaching experience, preferably on the college level, professional publications; competence in both English and Japanese; congenial, enthusiastic, cooperative. Send curriculum vitae, including list of publications and three references, along with an English essay of about 500 words on "English Education in Japan," to Prof. Chikara Uchiyama, Dean of the Faculty of Commerce, Chuo University, 742-l Higashi-Nakano, Hachioji, Tokyo 192-03.

国立豊橋技術科学大学
英語科教官公募

担当授業科目　一般英語
職　　名　助手（１名）
資格条件　(1)修士号以上の学位を有する者、(2)英語教育学、応用言語学、コミュニケーション学、言語学、英語学、英米文学のいずれかを専門とする者、(3)30歳以下の者、(4)海外留学あるいは研修経験のある者が望ましい。
採用年月日　昭和63年８月１日
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大呂義雄宛て
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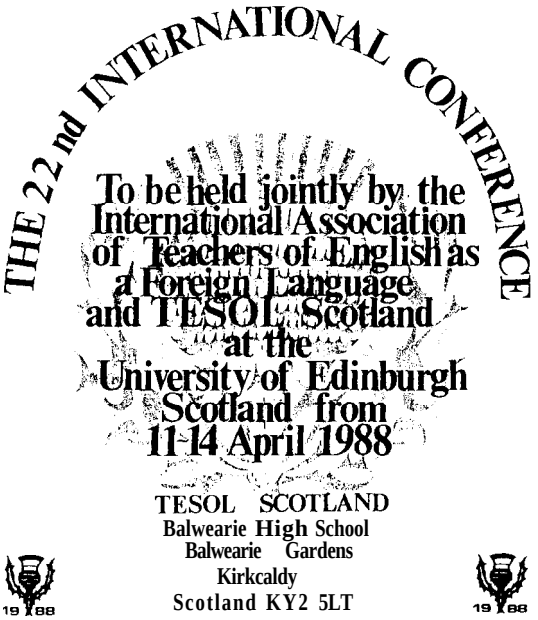

A REMINDER FROM THE EDITOR

The Language Teacher welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 3 be followed. Those wishing unused manuscripts to be returned should include a stamped self-addressed envelope. ALL Japanese language copy must be submitted to the Japanese Language Editor.

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Submission to the Special Issues of The Language Teacher

Articles concerned with the topic of a Special Issue may be submitted either to the Editors 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 Editors.

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 31 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 250 papers, workshops and colloquia, a publishers' exhibition of some 1000 m^2, 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 Seminar 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-iru, Shimogyoku, 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く、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。
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支　部：現在、全国に31支部あります。（札幌、盛岡、仙台、山形、茨城、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、沖縄）
研究助成金：詳細はJALT事務局まで。
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入会申し込み：綴じ込みの郵便振替用紙（口座番号－京都　5　－15892、加入者名－JALT）を利用して下さい。例会での申し込みも受けつけています。
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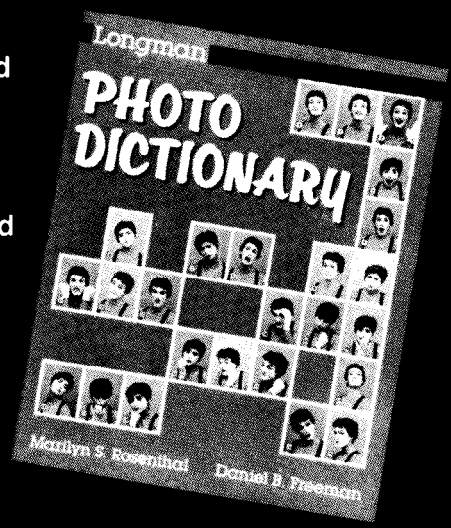

The Longman Photo Dictionary offers secondary and adult students a photographic panorama of life in North America. Every page of the dictionary presents full-color photographs with word-lists and mini-practices to encourage students to talk about the scenes displayed.

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- Also includes suggestions for the teacher, an alphabetical index, a pronunciation guide, and an answer key for the mini-practices

An accompanying workbook with practical exercises to reinforce and improve vocabulary skills is also due for publication soon.

For more information, contact Heather Saunders or Mike Thompson at Longman Penguin Japan Company Ltd., Yamaguchi Building, 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101. Telephone: 03-265-7627.

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