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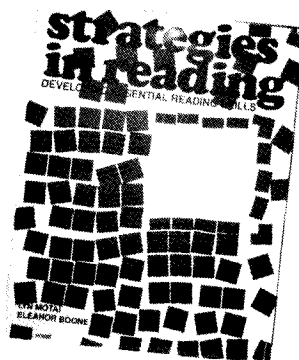
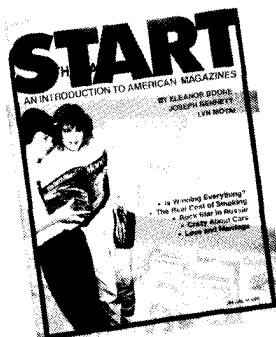
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The Language Teacher is the monthly publication of The Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching.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

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

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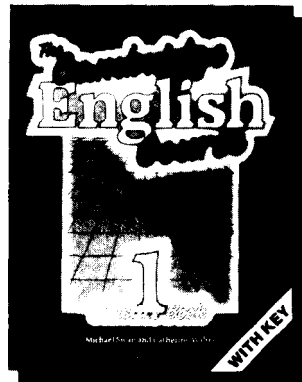
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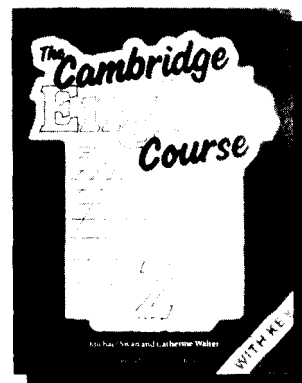


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Special Issue on TEAM TEACHING

Though the team-teaching of foreign languages can refer to any number of teachers with the same or different native tongues coordinating their efforts on behalf of classes they may or may not co-teach, it is generally understood to apply to a pair of teachers in the same classroom at the same time and who ideally have joint responsibility for class goals and activities.

Virtually all team teaching in Japan is "teen teaching" the students are in junior and senior high schools, whose curriculum comes under the guidance of the Ministry of Education. In an interview with Virginia LoCastro, Minoru Wada of the Ministry sketches out the issues confronting the Assistant English Teacher (AET) program, which he oversees, as it celebrates its first birthday, much as he may be doing early this month for the new arrivals and their Japanese-teacher-of-English (JTE) partners, to all of whom JALT extends warmest wishes for success.

Richard Smith, placing Team Teaching in Perspective, asserts that team teaching is not a theory in itself, but rather a configuration which can harmonize with a variety of approaches and methods.

The importance of lesson planning is at least doubled when the teachers are a team. Charles Browne shows how visiting AETs can leave an informed imprint which will be of ongoing benefit to JTEs and their students. Sue Scott stirs the imagination by setting out Roles for Team Teachers and giving hints as to how a team can negotiate such roles.

Jack Yohay describes how Eisakubun literally "composition" but in practice Japanese-to-English translation - is team-taught in a non-JET-propelled situation: a private school where the native speaker is a full-time teacher.

Suzy Nachtsheim shows how to make "one-shot" visits "hit the bull's eye!" From Kobe, Michael Skelton reports on one of several day-long JALT chapter conferences this year on team teaching. In My Share, Christopher Madeley shows how either a single teacher or a team can create class activities from standard textbooks.

In addition to the JALT publication "team" with whom he is so privileged to work, the Guest Editor extends special thanks to Barbara Fujiwara, Iideki Mishina, and Ruth Venning for all they have done to foster the teamwork in secondary-school EFL teaching.

*Jack L. Yohay, Seifu Gakuen High School
Guest Editor*

Interview with Minoru Wada of the Ministry of Education

by Virginia LoCastro

On a recent day 15 teachers' consultants from prefectural and municipal Boards of Education all over Japan met at the Ministry of Education. Minoru Wada, who is in charge of the placement and smooth functioning of native-speaker Assistant English Teachers (AETs) in public junior and senior high schools, graciously took time from his duties as Curriculum Specialist at the Ministry to be interviewed by Virginia LoCastro.

VL: *What were today's discussions about?*

MW: We have finished assigning AETs to the various prefectures and cities so today I'm explaining to English teachers' consultants what we are going to do at the orientation Aug. 1-5 in Tokyo. There I will give a speech on the role of AETs in English education in Japan, another person in the *Mombusho* will talk about education in general, and we'll have workshops on

such topics as effective team teaching, using authorized textbooks effectively, and making lesson plans for team teaching. Participating will be both new and renewing AETs. Japanese teachers of English (JTEs), and teaching consultants.

How many AETs are actually renewing?

Three hundred eighty-two out of about 850.

That's a pretty good percentage. Do they renew for only a second year, or can they stay for a third year?

Generally speaking, they can stay for more than two years, but it's up to the prefectures. Most stay for one year, and most of these then go back to school. Some start to study about teaching English as a foreign language.

In these orientation seminars, with all three groups participating, is everything conducted in English?

Yes.

For the Japanese teachers themselves — the ones that are going to be cooperating with the AETs — do they get special guidance or guidelines or training?

The teachers' consultants know what the basic principles of team teaching are, but that information doesn't always reach the teachers who are actually doing team teaching in the classrooms with the AETs. Today I emphasized the importance of having workshops where JTEs and AETs attend together and discuss various issues about team teaching.

Why hasn't that been happening? Have the consultants been too busy to organize it?

Well, in most prefectures JTEs and AETs have separate workshops. Some JTEs find it hard to discuss things in English, but one of the most important aims of this JET (Japan Exchange and Teaching) Program is to improve the communicative ability, particularly in listening and speaking, of the JTEs through discussion about teaching English. In fact, I feel that this objective is even more important than that of improving the English of the students.

"...one of the most important aims of this JET Program is to improve the communicative ability, particularly in listening and speaking, of the JTEs through discussion about teaching English."

Yes, though teachers often blame the Mom-busho for procedural restrictions and students for learning limitations, real change has to start with the teachers themselves, especially with the junior high school teachers.

The biggest problem with JTEs is that they are not accustomed to accepting new ideas. They also get upset about the new ideas the AETs suggest. I strongly urge them to be more attentive to new ideas. Team teaching means integration of these ideas and traditional, familiar ways of teaching English. The JTEs know students' attitudes and abilities, so it is impossible to say that all new ideas are effective.

If there's any kind of change, it means expending mental energy and sometimes emotional energy. I tell college teachers that without entrance exam pressure they're free to try all kinds of things, yet most feel they have to keep using the grammar-translation method. Not that I reject that method completely.

I don't either. It does have advantages, but JTEs rely on it too heavily. If they keep teaching that way, it will be almost impossible for Japanese students to communicate in English.

Before we go on, could you explain some of



the terminology of the JET program?

JET is an umbrella term. One part of the program has to do with international exchange. Under it, Coordinators for International Relations (CIRs) work at prefectural or, municipal offices. I'm responsible for the other part, the AETs. I'll explain why we call them Assistant English Teachers. 'Assistant' means they have to work within the system of Japanese education, yet they aren't assistants, but partners in creating English lessons in each class together with JTEs. They try their best, but they have difficulty. Still, it would be difficult even for a team of two Japanese teachers.

Well, teachers are by nature a bit individualistic in any country of the world and when all of a sudden they have some other person in the classroom it's not comfortable.

And AETs have to work within the educational bureaucracy too. Unlike native speakers in private schools, they're not allowed to teach alone.

"'Assistant' means they have to work within the system of Japanese education, yet they aren't assistants, but partners in creating English lessons in each class together with JTEs."

To get back to the JTEs, what other things is the Ministry of Education doing to try to help them feel more comfortable and work better with the native speakers?

We have one-month teachers' seminars in Tsukuba. Those who attend are recommended by their prefectures, are not allowed to speak Japanese at all, and are expected afterward to act as

leaders and models of team teaching at the local level. The seminar qualifies those who have completed it to be sent abroad for study. The program abroad is regarded as an extension of that in Japan.

Is this trickle-down effect working?

Yes, I think so. The programs are for two months and consist of both English language skills and new TEFL/TESL methods. They are at the Universities of Lancaster and Essex in the U.K. and Brown, Minnesota, Ohio State, and California-Irvine in the U.S.

Hasn't the JET program been in operation for only one year?

Yes, but for quite a few years before that we had the MEF (*Mombusho* English Fellow) program, which was similar.

With this overseas training, the August orientation, the consultants coming in a few times each year, and midyear regional conferences at colleges, it seems the Ministry is making a lot of efforts to provide guidance. Is there any trouble-shooting? If, say, you get a phone call from someone who's upset, do you have some people, counselors of a sort, who can talk to them or even go visit them if necessary?

We have program coordinators who are native speakers of English, former MEFs. The counseling is mostly done by them. But many AETs approach me directly. Almost every day I have letters from AETs.

Complaining?

Complaining or supporting. In the *Daily Yomiuri* (March 31, 1988) interview, I made very frank comments on the issues related to this program, and some AETs got very angry, wrote letters and called. Others, though, supported my comments. Of course, JTEs sometimes get upset and call, and we have counseling for them, too.

How many AETs are you expecting to have by this fall? Three thousand?

No, that won't be for another three or four years. We expect 1,384: 873 Americans, 257 British, 123 Australians, 109 Canadians, 33 from New Zealand, and 19 from Ireland.

Could you describe the recruiting process?

The Foreign Ministry is responsible for the initial screening and interviews, which are done overseas. I go each year to observe the interviewing process. The final selections are made jointly by the Foreign, Home Affairs, and Education Ministries.

And on the JTEs' side, do the cooperating schools select them themselves or does the Min-

istry of Education try to put pressure on schools to accept the AETs?

We can't apply any pressure, but in practice if the Ministries suggest a list of candidates most prefectural boards will say yes. We take into consideration the types of AETs individual prefectures request, except for such areas as race.

Can individual teachers in schools make their wishes heeded?

No, because the employer is the prefectural or municipal government.

Someone told me that he and other teachers in his school had asked to have a particular native speaker for their school.

That must have been some other program. I understand that under the Tokyo government's program schools can select the native speakers they wish to work with. Still another program people sometimes confuse us with is the Koto-ku project at public junior high schools with which the British Council is involved.

And in addition, the private schools are free to have all kinds of arrangements. So, do you feel optimistic?

The *Japan Times* used a very good term — cautiously optimistic.

Or optimistically cautious.

I'm not very optimistic, because there are many Japanese teachers who don't like to do team teaching and there are AETs who don't like the idea of team teaching. In the Japanese educational system, changes happen very gradually, and in the sense that JTEs' acceptance of team teaching will increase, I'm optimistic. We can overcome many of the various problems we have now.

Some say the money would be better spent on sending more and more teachers overseas to study.

That would be helpful, yes, but it's not practical. You see, if the prefectures let English teachers go abroad, they'll have to give the same opportunity to teachers of other subjects.

There are Japanese and other foreign students who go abroad to study TEFL or related subjects, then return to their home countries. The culture of the classroom and of the school they go back to hasn't changed — it stays the same, so within a year or so either that teacher drops out and chooses another profession or goes back to doing the usual thing. So it's all more complicated than simply spending money to send people overseas to study. That in itself is no solution.

(cont'd on page 9)

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(cont'd from page 7)

The same sort of thing happens to AETs who quit before the end of their contract. Some are experienced teachers with a lot of knowledge but their ideas and attitudes toward teaching are not welcomed by Japanese teachers, and they themselves are dissatisfied with how teaching is done here.

Another thing people talk about is the issue of whether it's better to hire or encourage trained teachers to come or to take, first of all, people who have a lot of energy and interest in Japan.

The Ministry does not refuse to invite experienced teachers. We want experienced teachers but we also want youth and energy and the majority of present AETs are young. Sometimes experienced teachers have much more difficulty.

I can understand that. They have their own set ideas, just as many of the Japanese teachers do.

And I believe we have found that that kind of attitude is the biggest problem in improving English education in Japan. Japanese teachers should be more attentive to new ideas, but at the same time the native speakers who come to work in Japan should be more aware of the history of English education here. There are missionary-type AETs who seek drastic change.

Which is impossible. They forget that many people need to learn a second, or third, or fourth, language mainly for reading purposes, either to get a master's or a Ph.D. or for other professional reasons. If they realize that that's in fact what English has been used for in Japan for many years, they can understand better why it's been done the way it's been done. And there are good, even excellent grammar-translation teachers. There are bad ones too, so there might be a case for training teachers to do that better.

Still, in the area of English as communication, things are definitely improving. My classes at Tsukuba University are much more at home being taught in English and using it than students were three years ago.

I've heard you're looking at Japanese university entrance exams. Have you found any interesting things in analyzing the problem of entrance examination questions?

I haven't done all that much yet, but I kind of agree that an exam seems to be almost like an intelligence test.

Some AETs, believing that unless the tests are changed their work will be futile, urge the Ministry to take the initiative to change them, but basically the responsibility lies with each university.

How could pressure be put on the universities? Through teachers' organizations?

No, and not by university teachers, but rather, teachers at the junior or senior high school level should say, "This [kind of] question is beyond our students . . . this [kind of] question is ridiculous."

**" . . . this is a key purpose of the Ministry of Education
to have some impact on Japanese teachers of
English who don't want to change the way they teach."**

On the subject of change in the classroom, a couple of students in the Columbia University Teachers College program in Tokyo have up to 500 students in a room in cram school. If they tried any different type of methodology, the students and their parents would complain. Still, the teachers in the junior and senior high schools could be more creative, at least to the extent of giving the translation part for homework, checking it quickly in class, and thereby saving time for listening comprehension and other communication activities in class.

Yes, but the problem is most Japanese don't want to try even such small changes. This program, then, makes a great impact on the JTEs. This is the first time they have to reconsider their ways of teaching English, and this is a key purpose of the Ministry of Education — to have some impact on Japanese teachers of English who don't want to change the way they teach. It is natural for there to be a lot of friction in the program. Yet through friction I believe that these teachers can learn.

Perhaps some of the weaker ones might drop out and that would be better for the system.

But I want to include even those who are weak. I say to those who are hesitant that this is a good chance to break the vicious circle of teachers not wanting to team-teach because they don't want to use English because they can't speak it because they won't try.

Let's hope the circle can be broken in this generation so that the next generation will be different.

Virginia LoCastro, a Ph.D. candidate at the University of Lancaster, is co-author, with J. Taniguchi, of "Team Teaching: A Case for Redefinition" (Gendai Eigo Kyoiku, Dec. 1987).





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Team Teaching in Perspective

by Richard Smith

Hayashi (1987), referring to team teaching as the "topic of the moment," asks, "but what is it, and what is to be gained from it?" Without answers to these questions, it is difficult to see how team teaching can be carried on in a principled manner. This article seeks to clarify from a variety of perspectives the meaning and purposes of team teaching in the Japan Exchange and Teaching (JET) context, in hopes of creating a (theoretical) framework within which informed, as opposed to *ad hoc* decisions, can be taken with regard to the practice of team teaching.

1. Definitions of team teaching

LoCastro and Taniguchi (1987) cite Warwick's (1985) definition as: "a form of organization in which individual teachers decide to pool resources, interests and expertise in order to devise and implement a scheme of work suitable to the needs of their pupils." Team teaching is seen here as a freely-entered-into arrangement between teachers (of any subject) having equivalent responsibilities within an institution. In such circumstances, agreement as to objectives inevitably underlies the decision to team-teach. The JET model differs fundamentally from this in at least three respects:

i) AETs (Assistant English Teachers) are officially "assistants," not teachers. Whether or not they are qualified at home as teachers, by Japanese law they are not allowed to have their own classes (Wada, 1987:103-4), and can therefore only "visit" classes normally taught by Japanese teachers of English (JTEs). AETs may take or share the initiative during individual team-taught lessons, but these lessons are themselves only an incidental part of the overall scheme of work planned and implemented independently by the JTE.

ii) Individual JTEs do not freely *decide* to teach with AETs; their assignments come from above.

iii) It is therefore far from self-evident that JTEs will be clear as to the purpose of teaching with AETs, especially if communication in English has little place within the normal curriculum. Even if AETs and JTEs share agreement as to overall aims of working together, there may be many problems translating these into classroom objectives: mutual understanding between AETs and JTEs does not precede the decision to teach together, but must be worked at "after the event."

For all these reasons, team teaching as conventionally understood seems an inappropriate model for the JET scheme. AETs may expect

(i) to be given real responsibility as more or less equals with their JTE partners, who (ii) will have *decided* to make use of a native speaker; and who (iii) will therefore be clear in their own minds as to the objectives of team teaching. Indeed, Shiozawa and Rives (1988) confirm that native-speaker assistants do have such expectations, and are naturally frustrated when these are unfulfilled.

It therefore seems advisable, as LoCastro and Taniguchi suggest, to re-define terms. An alternative (Japanese) term does exist *kyoodoo jugyoo*, literally "co-operative lessons" (Wada, 1987:105) – but since even recent Japanese-language journals prefer "team teaching," one had best accept that the term is here to stay.

The following suggested definitions of team teaching in a native speaker/non-native speaker (NST/NNST) context include reference to a few comparable programmes:

1) Restricted definition – NST and NNST co-operate in teaching a class and are present simultaneously in the same classroom.

This definition covers team teaching as prescribed in Japanese high schools – for example, on the JET scheme or the British Council Koto-ku project (Brumby & Sturman, 1986; Fox & Sturman, 1987).

2) Extended definitions – NST and NNST co-operate in teaching a class but not simultaneously in the same classroom.

i) They teach in succession (but not necessarily immediately so), with each either preparing for or building on the other's lesson.

This covers an interesting experiment in an Osaka language school (Lee, 1987), as well as the wartime U.S. Army language programs, where the contents of dialogue/drill sessions conducted by linguists often formed the basis of subsequent conversation sessions with native speakers (Krashen & Terrell, 1983: 13).

ii) The two divide the class and teach simultaneously, but in different classrooms, as assistants often do in French secondary schools.

"Teaching" in the above definitions is taken, in a wide sense, to mean "activities which are intended to bring about learning" (Stern, 1983: 21), so as to include not only "directing a class," but also lesson planning as well as all activities which *support* the teacher who is leading the class at any one time, e.g. helping present dialogues, organizing and monitoring practice activities, even participating as an honorary class member. "Co-operate" is preferred over "work as a team," which implies a degree of agreement

“‘Co-operate’ is preferred over ‘work as a team, which implies a degree of agreement as to objectives (and overall approach to reaching them), which, as we have suggested, is not at all inevitable on programs such as JET.’”

as to objectives (and overall approach to reaching them), which, as we have suggested, is not at all inevitable on programmes such as JET.

2. Status of team teaching in ELT

The question “what is team teaching?” also raises the issue of methodology. Is team teaching (in ELT) a method in itself? Alternatively, does it impose the adoption of any particular method? If not, by what criteria should methods, roles, contents, etc. be selected? Initial clarification of these issues appears essential to the effective practice of team teaching.

Some observers (cf. Lee, 1987) refer to team teaching as if it were itself a method. This, if true, would make how to go about team teaching far less problematical. However, team teaching is not in itself “a way of teaching a language which is based on systematic principles and procedures, i.e., which is an application of views on how a language is best taught and learned” (Richards, Platt & Weber, 1985:176). That this is true, and also that team teaching does not itself impose the use of any particular method, seems to be proven by the variety of methods it can itself serve, from incipient audiolingualism in the case of the use of informants suggested by Bloomfield in his “Outline Guide” of 1942 (Stern, 1983: 157-8), to the communicative methodology embodied in the Koto-ku project.

The true status of team teaching is, as Warwick suggests, simply a “form of organization,” a kind of classroom arrangement, comparable to other configurations such as pair work or group work, or, alternatively, to the use of audio or video tapes or computers as “second teachers.” One widely-held view is that, even if team-teaching does not *necessarily* imply the adoption of any particular methodology, it is in itself sufficient justification for the focus to be on communication during team-taught lessons. This approach reflects the phenomenon of “tail wagging the dog” (the availability of new technology itself influencing the methods employed by language teachers) (McGovern, 1986). Thus, Minoru Wada, the official of the Ministry of Education who has given most thought to the subject, appears to depart from the fact of team teaching itself (i.e. the proposition that “JTEs and NSTs [should] combine one another’s deficiencies” ([1987a:105, my translation]) in suggesting that, broadly speaking, the JTE should take responsibility for “mechan-

ical activities, while the NST engages in “meaningful” communication activities (Wada, 1987b). Similarly, Minagawa (1985) and Lee (1987) identify various roles for NSTs and NNSTs on the basis of their different capabilities.

For there to be any purpose to team teaching at all, ways do need to be found of exploiting the particular capabilities of NSTs, and if team-taught lessons do not focus on communication, it is difficult to see what the NST can provide which NNST-plus-machine could not do as well. However, this begs the question of the purpose of team teaching. The dogmatic adoption of a particular methodology in team-taught lessons alone is not necessarily the best means to work towards the goal of communicative competence. If the main focus of attempts to determine methods for team teaching remains purely within the phenomenon itself, team-taught lessons may well end up bearing little or no relation to the students’ overall scheme of work, especially in situations where communicative skills are not normally emphasized. As Jones and Fortescue (1987:101) suggest with regard to the use of computers in ELT, work with NSTs “is not an end in itself: the more it is integrated with normal classroom work, the more relevant it will be and the more relevant learners will perceive it to be.” Thus, although it may seem entirely reasonable to follow Hayashi’s (1987) suggestion that “during lessons with a native speaker, the “English for entrance exams” attitude should be cast aside, and a communication-oriented approach taken,” care must also be taken to relate team-taught lessons to the students’ overall scheme of work.

Yet, AETs may have no beneficial role to play within normal schemes of work which place little emphasis on communication in English (more in section 3 below). If AETs are not to be under-utilized, they and JTEs may need to look elsewhere than direct ELT for truly feasible team-teaching goals.

“Is team teaching (in ELT) a method in itself? Alternatively, does it impose the adoption of any particular method? If not, by what criteria should methods, roles, contents, etc. be selected?”

How methods for team teaching *should* be determined, then, if not simply by reference to the fact of team teaching itself, depends primarily on objectives. Effective team teaching as a means to an end or ends, rather than an end in itself, depends firstly on the identification of *appropriate* (realizable) goals, and only then on the selection of contents, methods and teacher roles which suit those objectives.

3. Objectives of team teaching

Our means-ends approach suggests that one

can best select methods, contents, etc. of team teaching by looking at the overall aims of the JET scheme in the light of what team teachers can realistically achieve in the particular contexts they face.

JET gives equal weight to the promotion of "international exchange at local levels" and to "intensifying foreign language education in Japan" (Wada, 1987a:86). Here, in place of these vague overall aims, is a set of "intermediate" aims, which could be adopted and adapted according to the requirements of particular contexts. These aims are based on various proposals made by administrators (e.g. Wada [1987a] and Soma [1988]) and scheme participants:

- a) To improve students' communicative competence:
 - i) directly, through ELT;
 - ii) semi-directly, by motivating students;
 - iii) indirectly, by helping JTEs improve their own communicative abilities;
 - iv) indirectly, by helping JTEs improve their teaching techniques.
- b) To improve students' international understanding:
 - i) directly, through teaching;
 - ii) semi-directly, by motivating students;
 - iii) indirectly, by helping JTEs improve their own understanding.

"...one can best select methods, contents, etc. of team teaching by looking at the overall aims of the JET scheme in the light of what team teachers can realistically achieve in the particular context they face."

As can be seen, possible aims extend to far more than direct ELT. If planners and team teachers try to cover the whole range at once, the danger is that focus will be dispersed, and that approaches apparently suitable for one aim may counteract those employed to work towards others (for example, if AETs are always assigned the role best suited to them in direct ELT, of implementing the "communicative part" of team-taught lessons, this may give JTEs little incentive to improve their own communicative teaching abilities).

a.i) Direct ELT - As was suggested at the end of section 2, it may be extremely difficult, even impossible, for team teachers to plan lessons which develop students' communicative abilities at the same time as being well integrated within the overall curriculum.

If oral/aural skills have not been valued and practised in previous lessons taught "solo" by JTEs, students are likely to be relative beginners at speaking and listening, and a return to basics may appear necessary in team teaching. However, basing lessons on students' actual communicative abilities will tend to counteract the need for

relevance within their ongoing syllabus (this need is emphasized by Wada [1987a:105;1988]).

Also, students may be unfamiliar with and initially resistant to modes of learning (information gap activities, role play, etc.) which appear important to the development of their communicative activities. There is a need to overcome student resistance to change through a "staged and gradual introduction of new techniques" (Nolasco & Arthur, 1986). Similarly, communication skills themselves can only really be *developed* if they are valued and practised over a series of lessons which appear relevant to students.

Making well-planned team teaching itself a mainstay of the curriculum is one possible solution (cf. the Koto-ku project). Conversely, the one-shot or irregular visits planned for many AETs cannot succeed on their own in *developing* students' communicative abilities - regardless of lesson contents of AETs' degree of professional training - unless JTEs prepare students systematically for communication in normal "solo" lessons.

In the light of these difficulties, both criticism of AETs' lack of ELT training (cf. LoCastro & Taniguchi, 1987), and excessive focus on direct ELT as a major aim of team teaching may be misplaced. The success of team teaching in direct ELT seems to rest on JTEs themselves being persuaded to teach communicatively on "solo" lessons. Unless this condition is fulfilled, the most appropriate and attainable goals of team teaching may be elsewhere than in direct ELT.

a.ii) Motivating students - Improving students' communicative abilities "semi-directly," by motivating them to study in normal lessons (to the ultimate end of communication with foreigners) may be an attainable goal of team teaching, even where direct ELT is not. However, if this goal is selected, methods need to be well suited.

For example, having students attempt to communicate directly with AETs in English may be counter-productive in terms of motivation (because of linguistic barriers), unless students have been well prepared in advance by JTEs. In any case, in large undivided classes, only a small proportion of students can speak to/be spoken to directly by the AET, and then only at the expense of having teacher-centred lessons which may do little to reduce students' affective barriers.

Also, the language games often employed by AETs may succeed in creating a relaxed, enjoyable atmosphere, but will tend to be considered simply as "entertainment" by students unless well integrated within their normal curriculum. Even then, because of the unfamiliarity of the new techniques, students may not

(cont'd on page 15)

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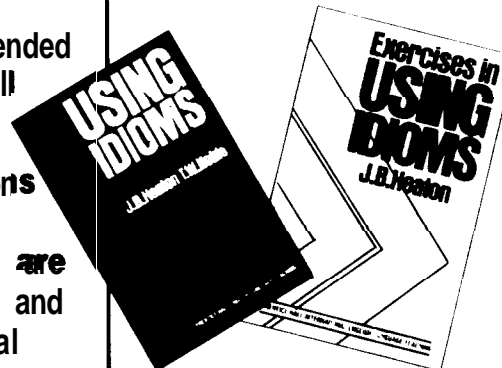
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(cont'd from page 13)

grasp the connection with lessons taught "solo" by the JTE.

However, an obvious connection with normal lessons (in students' eyes at least) **is** provided by the presence of the JTE, an important role model for students. If they can see JTEs enjoying communication with AETs, they may gain much more (in terms of their appreciating the value and ultimate possibility of themselves communicating in English with foreigners) than if the main focus is on the student-AET relationship.

a.iii) and iv) Helping JTEs develop their own communicative and teaching abilities - As Wada suggests (1987a:106;1987b), the most important goal of team teaching in ELT may lie in teacher development. There will never be enough AETs to play more than a secondary role in the direct improvement of students' abilities. The need to communicate in English with AETs may in itself motivate JTEs to improve their communicative abilities. In addition, the planning and evaluation phases of team teaching could provide them with valuable opportunities to develop confidence in speaking English. However, there is often insufficient time for AETs and JTEs to consult about lessons, let alone get to know one another well, especially when visits are "one-shot." Unless administrators plan effectively for JTEs and AETs to **develop** good relationships, JTEs are likely to see work with AETs as a burden rather than an opportunity.

Time for confidence-building prior to lessons is also essential if the experience of speaking English with the AET in front of students is not to be traumatic for JTEs. AETs need to be extremely sensitive to the "threat to personal security" involved (Edge, 1988). In some situations it may appear advisable for AETs and JTEs to "prepare their lines in advance."

If JTEs can be helped to communicate successfully with AETs during team-taught lessons, they **might** be encouraged to speak more English in "solo" lessons. The latter need may not be clear, however, unless external constraints (entrance examinations, textbooks, etc.) are perceived to change. Similarly, it is by no means self-evident that team teaching alone can influence JTEs' normal teaching methods. The need to team-teach may offer JTEs an immediate incentive (or pressure) to adapt their teaching style **within** team-taught lessons, but innovations will not necessarily be carried over into normal lessons unless **(i)** JTEs are convinced of the place of new methods within the normal syllabus (e.g. through successful integration of team teaching within the course of study), **(ii)** JTEs believe that they have the ability to teach communicatively (i.e. they, too, are involved in planning and implementing the "com-

municative part" of team-taught lessons and this is not seen as the preserve of NSTs), and **(iii)** (most importantly) JTEs are offered systematic training in communicative methodology and its possible applications within the Japanese secondary-school context (but this should not be expected to come from AETs, who are not qualified teacher trainers, even if they are themselves trained as teachers).

If, as on the Koto-ku project, team teaching were itself part of a systematic effort to develop (JTEs' understanding of) a communicative approach well-adapted to existing constraints, it might serve a role as a useful laboratory for innovation. However, in the absence of professional support for both AETs and JTEs comparable to that found on the Koto-ku project, the effect of the JET scheme in encouraging innovation within the normal curriculum will tend to be rather haphazard.

b.i) and ii) Though the direct and semi-direct improvement of students' international understanding have not been directly attended to, it appears that active involvement of some kind between AETs and students may be essential if students are to overcome their shyness with foreigners. Having the AET lecture about his/her country may not really involve students. Having AETs answer students' questions may be better, but questions may not be forthcoming, and, if they are, language problems may obstruct meaningful communication. If the JTE translates, however, direct contact with the students is lost. Another possible approach is to ensure that discussion remains understandable, and, to a certain extent, involving for students by having the AET talk about his/her interests, family, etc., and ask students about similar matters. This could be an effective compromise, in that students may come to see AETs (and hence, it is hoped, other foreigners) as relatively understandable human beings. However, such communication never seems to do more than scrape the surface of students' complex feelings about foreigners.

More active, deeper, and more long-term involvement with foreigners appear necessary if students are really to learn; having a course of team-taught lessons, rather than a single one-shot lesson, obviously helps students to overcome their inhibitions and "get to know" a foreign teacher relatively well.

In motivating students to make contact with foreigners, the role of the JTE appears as important as the AET in motivating them towards communication in English. If the JTE shows a positive attitude in preparing students for AET visits (e.g. by discussing the AET's country in advance), and in communicating when s/he is

present, students may be encouraged to follow suit. Conversely, a negative-appearing attitude will inhibit them.

b.iii) Improving JTEs' international understanding - This may therefore be another important goal of team teaching, and another reason for enough time to be devoted outside class to the development of good relationships between AETs and JTEs. Even a certain amount of friction during planning and evaluation stages may be of use to JTEs in understanding ways of thinking which can underlie the language they are teaching. The emphasis should be on frank and active collaboration at these stages. During the lesson itself, however, AETs should sensitively ensure that they support the JTE's attempts to model communication for the benefit of students.

"Even a certain amount of friction during planning and evaluation stages may be of use to JTEs in understanding ways of thinking which can underlie the language they are teaching."

4. Alternatives to team teaching

If team teaching is a possible means to a wide variety of aims, may there not be equally or more **valid** other means of utilizing AETs towards the same ends? To counteract students' lack of confidence in their English abilities and/or shyness with regard to foreigners, one might shift the emphasis away from classroom teaching, and towards the AET making contact with students within the more relaxed context of extra-curricular activities. If AETs were based in schools, rather than in local education board offices (as most now are), and if ways could be found to integrate them within a variety of club activities and other school events, meaningful, natural communication would be almost a matter of course. JTEs and AETs could also collaborate in creating new extra-curricular communicative activities: plays, walks, visits, sponsored runs, pen-friend exchange, etc.

Similarly, AETs could offer regular "lessons" for individual JTEs, where not only could lesson plans be discussed but also opinions shared as to teaching in general. Teachers of other subjects could also play a role by showing a positive approach to communication with AETs.

Team teaching, then, is not a magical solution in itself, but one possible means to a variety of useful ends, provided that planners make informed selections, then set about creating the conditions within which team teaching could be effective. This might involve improving professional support for both AETs and JETs, making team teaching a regular part of relatively few students' curriculum, rather than wasting AETs' energies in "one-shot" lessons, and would require

collaboration in developing methods and techniques which suit the aim or aims the team has chosen, within their particular situation.

"Team teaching, then, is not a magical solution in itself, but one possible means to a variety of useful ends.. ."

This article has not attempted to offer any ready-made solutions, but it is hoped that it may at least have shown a way in to the problematical task of team teaching effectively on the JET scheme.

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Lesson Planning: The Key to Success in Team Teaching

by Charles Browne

While many are still arguing the validity or wisdom of the Japanese government's decision to invite 1,500 "young people" to work in public junior and senior high schools on the JET (Japan Exchange and Teaching) Program, the fact is that the program is already entering its second year, and AETs (Assistant English Teachers and JTEs (Japanese Teachers of English) across the country have been struggling all year long to develop effective ways to conduct team-taught classes. There is currently a variety of books, handouts and materials on the topic of team teaching which AETs and JTEs have put together and published in an effort to share with others the techniques and activities that have been successful for them. Unfortunately, teaching situations under the JET Program vary greatly from prefecture to prefecture, and even from school to school. In many cases, AETs and JTEs have had little or no TESL training and are at a loss at where to begin. During the approximately 300 school visits I've been on over the past three years, I have found that effective use of a well-designed lesson planner has had more to do with having a successful experience in team teaching than the introduction of any particular method or technique. The special constraints of the JET Program seem to dictate careful lesson planning even more than in normal teaching situations.

"During the approximately 300 school visits I've been on over the past three years, I have found that effective use of a well-designed lesson planner has had more to do with having a successful experience in team teaching than the introduction of any particular method or technique."

Perhaps the most obvious reason is that most teachers, JTEs and AETs alike, are not used to sharing responsibility in the classroom. A clearly-written lesson plan lets both parties know ahead of time who should be doing what, thereby helping to avoid any confusion or misunderstandings. This is especially important in the JET Program because there is the additional problem that most AETs are not teachers, and if they, even with the best of intentions, dominate the classroom or interrupt the JTE to give advice or suggestions, the JTE may lose confidence in his own abilities or feel that he has "lost face" in front of his students, either of which could make the JTE hesitant to continue team teaching and more resistant to the introduction of any "new" ideas in the classroom. By spending a few minutes planning and preparing for each team-taught lesson, the JTE will be much more likely to over-

come that initial apprehension or lack of confidence and be able to speak and teach more effectively with the AET.

Another benefit of lesson planning is that you can leave something tangible with the JTE after the visit is over. Most AET visits are for a very limited amount of time. Although some are fortunate enough to be working at the same school all year, the majority of AETs are responsible for a much larger number of schools (sometimes I would visit as many as 18 different schools a month!), making it difficult to do much in the way of introducing a large number of new activities or techniques. If you simply concentrate on introducing the idea of how to *plan* a communicative lesson together, several things can occur. First, because JTEs usually teach the same lesson to several different classes, and tend to use the same textbook for a few years, they learn that once a lesson plan for a particular lesson is actually made, it can be used and improved upon quite easily, over and over again. Second, it encourages JTEs to share their successful plans and the ideas which go into them with the other English teachers. By creating a file for successful lesson plans and putting it in a centrally located place, all the English teachers can have access to a growing supply of innovative team-teaching ideas and techniques that have already been tried and proved in their school. Third, depending on the design of the lesson-planner, you can begin to help teachers with little knowledge of current TESL methodology to concentrate on the basics of conducting lessons more communicatively.

Although every teacher probably has a different idea of what constitutes a good lesson-planner, I feel that there are several basic characteristics which are probably most common. The following points, and the example lesson plan, are a summary of what most AETs and JTEs feel are the most important elements of a good lesson-planner for team teaching. They are a result of a week-long seminar held last summer for 40 JTEs and AETs who would be working together in high schools throughout Kumamoto Prefecture. The primary purpose of the team-teaching seminar was to generate a standardized lesson-planner which was acceptable to both JTEs and AETs. The first main point that the JTEs raised was that the planner should be easy to understand and simple to fill out. It seems that most of the resistance to lesson planning that we (AETs) had met in the past was probably because the lesson-planners we had introduced were

SCHOOL: Dai-Ni High School				OBJECTIVES:	
AET: Charles M. Browne				1) To help the students understand the meaning of "career" and "career woman".	
JET: Mr. Suzuki				2) To help students to understand and be able to use the new words and constructions; - I wonder what's keeping him - <u>It's</u> rather be a ~	
CLASS: 1-6					
TEXTBOOK: Highroad to English				MATERIALS/PREPARATION:	
SECTION/PAGE: pg. 57-58				1) Blank cards so that students can make namecards.	
DATE: Sept. 3 rd , 1987				2) make 7 rumors using "I wonder" and "It's rather" for the Rumor Game.	
TIME	JET	AET	STUDENTS		
7' 3'	(1) Greeting (3) Questions to students about introduction	(2) Self-Introduction	- take notes during their introduction. - make name cards		
5'	(5) Questions about Show and Tell	(4) <u>Show and Tell</u> - student makes short speech to class about some item he's brought to class to show the students.			
15'	(6) Short Dialogue about Career Women (8) <u>Discussion</u> ; make working definition for Career Woman.	(7) Groups of 5; students make list of career women they know; put list on board.			
10'	- listen and help various groups - have a few groups give example dialogue in front of class.	(9) Role Play text dialogue in same group of 5.			
10'	(10) Role Play examples using: "I wonder ~" "It's rather ~" - Hand out Rumors to the first person in each row. (12) Give students correct answers	(11) <u>Rumor Game</u> by rows (the last person in each row writes Rumor on the Blackboard)			
EVALUATION	+	OK	-	IMPROVEMENTS:	
objective 1	O			Students should pick group leaders	
objective 2		O		COMMENTS:	
student participation	O			Students seemed to enjoy the textbook more than usual.	

"Perhaps the main reason that this particular planner has met with so much success in Kumamoto is because it was not something that the AETs tried to impose on JTEs; rather, it was something that was developed mutually, taking into consideration the needs and concerns of both AETs and JTEs."

either too complicated to understand or took too long to fill out. Another JTE concern was that it should be easy to read from a distance. By making the planner B4 size, and devoting most of the space to the activities columns, we found that the planner could easily be read when placed on a desk. One of the most important suggestions made by the AETs was that a space devoted to defining the lesson's specific objectives be put in a prominent place. When asked, most JTEs are at a loss at explaining what their objectives are for a particular class. Common responses include "to teach section 4," or "to make the students memorize page 36." By getting the JTE accustomed to writing down specific objectives, the task of thinking of interesting communicative activities which are meaningful to the students becomes much simpler. It was also suggested that a separate column be included for student activities. Because most JTEs are not used to the idea of student-centered activities, this column can help the JTE to look at class-

room activity from the student's perspective, and helps to flash a warning when lessons are too teacher-centered. Another suggestion was that a small column be included for time, to show how many minutes should be spent on each section. A final suggestion that both AETs and JTEs alike agreed upon was the inclusion of an easy-to-fill-out evaluation section. By spending a few minutes reviewing each lesson, the AET and JTE can usually come up with some simple, concrete improvements to use the next time that particular lesson is taught. Evaluation also helps to reinforce the idea that teachers should share ideas and suggestions with one another. Perhaps the main reason that this particular planner has met with so much success in Kumamoto is because it was not something that the AETs tried to impose on JTEs; rather, it was something that was developed mutually, taking into consideration the needs and concerns of both AETs and JTEs.

Charles Browne graduated from Rutgers University with a degree in English Literature and Asian Studies. He worked for the Kumamoto Prefectural Board of Education for three years as Assistant English Teacher Consultant and was National Chairman for AJET (Association for Japan Exchange and Teaching Program). He is currently the Program Coordinator for Sony Language Laboratory.

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Roles for Team Teachers

by Sue Scott

Using photographs and maps, teacher A gives a simple talk. Teacher B simultaneously writes a clear point-by-point summary of the talk (in English, of course) on the blackboard, interrupting teacher A to recap on the main points whenever the students begin to look glazed.

A class is being prepared for a debate. Teacher A takes the groups working on 'the case for' in one room and teacher B takes those working on 'the case against' in another.

Teacher A is directing a class that is giving oral group reports. Teacher B makes notes of the content of these reports, 'upgrading' them (that is, expressing the same content in slightly more advanced vocabulary and structure) to obtain student-generated material for further study.

For a skills-oriented 'conversation' class, tests seem an inappropriate way of grading. Thus, while teacher A directs the class during, for example, a pair work activity, teacher B monitors (some of) the students and gives them a grade.

All in all, there are many reasons why good team teaching is more flexible, efficient, and satisfying than teaching alone. However, as good team teaching is still rarer than it should be, most teachers view the prospect of having to teach in a team with some anxiety.

As I have been an Assistant English Teacher, at Kobe's municipal Fukiai High School, for three years now, I have often been questioned about my team-teaching experiences by teachers feeling apprehensive about having to work in a team themselves. All these questions have led me to think about the pitfalls of team teaching, and the roles team teachers need to adopt to get round them. I'm going to offer you here some comments and suggestions about this topic in the hope that more team teachers (native speakers and Japanese) can develop professionally and get more fun out of working together.

The First Term for a New Native-speaking Teacher

I'd like to begin with a common problem. Many Japanese teachers see their role in the classroom as 'translator/disciplinarian' and tell their native-speaking team teacher to 'do whatever you like' as far as course content is concerned. Of course, every teacher needs to have responsibility, but it's not reasonable to ask a teacher coming into a completely new situation to plan a course without guidelines.

Therefore, the Japanese teacher should be asked to take the more active role both in planning and classroom teaching for the first term of a new native-speaking teacher's employment. This would give the native-speaking teacher plenty of time to observe the attitudes, strengths, and weaknesses of his/her new students and so be able to pitch classwork more accurately when s/he takes over more of the teaching/planning responsibility. It would also give the native-speaking teacher a chance to see how a Japanese teacher interests, motivates, and runs a class.

This is not to suggest, however, that the native-speaking teacher should merely follow the Japanese teacher over this first term period. If both teachers are going to work well together, they need to build on what their personal approaches to teaching have in common, so they should arrange meetings to work out some clear agreements as to content, method, and objectives within the first couple of weeks.

Meetings, of course, are yet another pitfall. Native-speaking teachers should be warned that if things are going badly Japanese teachers may try to keep control by silence, encouraging native-speaking teachers to talk themselves to exhaustion. Native-speaking teachers should, therefore, pull themselves up short and carefully consider what is really happening in any situation in which they find themselves talking for long stretches without interruption.

Another reason for the Japanese teacher taking the role of main teacher for the first term is because s/he can form a bridge between the students (who might need to be motivated by being given reasons for certain classroom activities) and the native-speaking teacher (who might need help in understanding the students' feelings and expectations). As the Japanese teacher can more easily understand and hence generate rapport with the students, s/he will find it easier to create an atmosphere of warmth and trust than an inexperienced native-speaking teacher. Contrariwise, a Japanese teacher who is unhappy or ill at ease with his/her role can easily undermine the class atmosphere completely.

Once the Native-speaking Teacher Is More Experienced

Once the native-speaking teacher is more experienced there will be much more room for flexibility about the respective roles of the native-speaking and Japanese teachers. A few possibilities for consideration are:

1. Both teachers could have fairly equal

"If both teachers are going to work well together, they need to build on what their personal approaches to teaching have in common.."

roles: one leading the class for one activity (or kind of activity), the other leading it for another.

2. The Japanese teacher could use the black-board (writing key words, drawing pictures, etc.) to back up instructions and talks given by the native-speaking teacher.

3. The Japanese teacher could monitor (give feedback/grades to) the students throughout the lesson without being otherwise actively involved in class direction. For example, the Japanese teacher could walk round the class during pair practice and give (pre-selected?) students marks for their work, or s/he could give individuals marks on their responses during a question-and-answer period.

4. The class could be divided into two groups with one teacher leading one group and the other leading the other. This could be within the same classroom or in different rooms.

5. The Japanese teacher could keep the role of facilitator (making sure the atmosphere is good and the students are working seriously) but otherwise do very little teaching.

6. Either teacher could take the role of note-taker to collect student-generated material.

7. Any combination of the above.

Some Further Problems

1. The native-speaking teacher's authority is less secure in a team-teaching situation than it would be if s/he were teaching alone. Consequently, s/he will also have less rapport with and power to motivate the students.

2. The use of Japanese teacher primarily as a translator also threatens the native-speaking teacher's authority over and rapport with the class. I'm coming to believe that it's better for the native-speaking teacher to use Japanese in the classroom (with discretion) than to use the Japanese teacher as a translator. If students need pep talks (too difficult for them to understand in English), or if very complicated instructions must be given, it's better the Japanese teacher does it directly - or the native-speaking teacher does it in Japanese.

3. If the teachers can't coordinate their activities in the classroom, the class will be distracted. For instance, one teacher shouldn't (generally speaking) talk to an individual student while the other teacher is talking to the whole class!!

4. Sometimes many teachers are slotted to meet for a planning meeting at the same time. It is difficult for more than two, or at a maximum

three, teachers to have good planning meetings together. If the teachers are trying to work as a genuine team, lesson plans are better made by one of the teachers before the planning meeting and the meeting time spent on discussing (or even dummy-running) how to 'do' the lesson in the classroom.

5. Japanese teachers often feel that if they do not speak English fluently they will not make good team teachers. In my experience, a dynamic, sensitive, but non-fluent teacher is a far better teacher than someone who is fluent but not so good at handling a class.

6. A really incompatible attitude to teaching between the two team teachers will lead to a much worse class than if either had taught alone.

Sue Scott, who has a Diploma of Education from Sydney University is in her fourth year as an Assistant English Teacher at Fukiai Municipal High School, Kobe.



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The Team-Teaching of Japanese-to-English Translation: A Task Analysis

by Jack L. Yohay

To help prepare them for university entrance examinations, third-year senior high school students are typically given items from previous exams and other selections in Japanese to be translated into English. The JTEs (Japanese teachers of English) aptly counsel their students to draw on the store of already "mastered" English which is really "theirs" and not risk overgeneralizing or otherwise misapplying untested expressions (like "unseasonable physiology" for the target "irregular menstruation") plucked indiscriminately from a dictionary. However, JTEs are also liable to (1) reinforce persistent inaccuracies, such as the mistaken notion that "it seems that" is equivalent to "it seems as if" and (2) reject out of hand student errors which as perceived by a native speaker may be based on plausible hypotheses and could, with a little rearranging, be put to valid use.

A native-speaker teacher (NST) can be less self-conscious about demonstrating a point. By opening a window and having a student close it over and over again, and then saying "I keep opening the window and he keeps closing it," he can reinforce the target "(On a hot night, I) keep the window open." He can use his watch or jacket to show why "On the tram I saw a girl putting on a miniskirt" is laughably improbable. He can be an informant for both his students and his teaching partners, though keeping in mind that not all points of language are necessarily worth imparting to each and every student. Some may benefit only the individual students who raise them; others are teacher-level. He can prepare schematic model translation outcomes with written explanations of why certain common responses are unacceptable.

The JTE contributes expertise in the form of familiarity with (1) students (Ss) whom he teaches several additional days a week; (2) the scope of the entrance exams and what sorts of strategies lead to success; and (3) the grammatical terminology governing how rules are stated and applied, as well as (4) knowledge of English appropriate to an educated, practicing professional.

How much of the NST's explanation is translated by the JTE is negotiable. Even though Ss may have had earlier exposure to spoken English, comprehension carryover is not assumed, and most of the JTEs I have worked with in over four years of team-teaching *eisakubun* would rather translate too much than too little. Others, though, see the presence of the NST as

an opportunity for Ss to take in content in the L2 and so encourage them to comprehend for themselves. NSTs who understand Japanese can (1) do the translation exercise themselves for homework; (2) insert Japanese ("If you say the people in your town 'have no etiquette' it means they are *reigi shirazu*.") to ensure that a point gets made, though in principle carrying out their whole-class explanations in English. It is better, though, to have allowed enough pre-class time to have seen to it that the JTE knew you'd cover this point and could be the one to give the Japanese; (3) monitor and tactfully (best with a whisper) repair the JTE's translation, and of course (4) answer inquiries from Ss and JTEs.

Candlin and Murphy's (1987) schema of elements in a task is useful for outlining how such a program may operate.

Input: A 25-word-or-less Japanese-to-English translation selection done as homework. **Variation:** in addition, marks made on collected homework papers by NST as to type and saliency of errors.

Roles: One JTE, one NST. Student groups of four to six, including one discussion leader, one secretary, one liaison with each teacher, one to write outcome on board.

Procedures:

1. JTE has chosen and assigned selection(s) and has given NST a copy. (Though sample translations, not supplied to Ss, are usually available, they have their imperfections, and it is therefore advisable for both teachers to work through the exercise themselves.) Ss have brought completed homework to class.

a. (Variation) NST had "corrected" the homework and returned it through JTE.

b. (Variation) Same as a, but instead of having group work, NST chooses representative student translations to be written on the board by the start of the next class.

2. Ss discuss one another's work in either L1 or L2. Turn-taking is up to Ss, but all are urged to be prepared and to take part. Both teachers circulate and facilitate in either language.

Outcomes: A "best" version in English, or one containing one or more problem points, to be put on the board and later critiqued by the NST with the help of the JTE. **Variation not allowed:** Ss avoidance of the task by simply choosing one of their papers "as is."

Monitoring: Ss monitor one another's written work for mechanical and surface errors. JTE

(cont'd on page 25)

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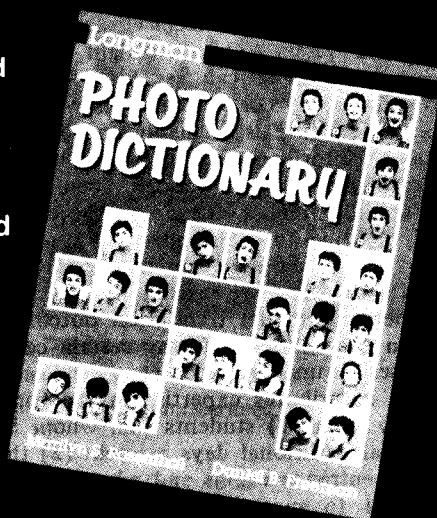
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Bull's Eye! Keeping Your One-Shot Visits on Target

by Suzy Nachtsheim

I work at Yokohama's Education Center with five other foreign teachers and a Japanese supervisor. We are hired by the Yokohama City Board of Education directly, and our responsibilities include visiting public schools (mainly junior high schools) - all within Yokohama City. We visit about half the city's 141 junior highs on a regular or "one shot" (once or twice a year) basis. Almost all the schools are located less than an hour from the Center.

In this article, I'd like to describe the development of our one-shot program over the past five years. What we've learned through our experiences in Yokohama may or may not be applicable to other foreign teachers or other Education Centers because of differing situations, but I think that we've come across some principles worth sharing with native and non-native teachers of English who work together.

Especially during my early one-shot days, I often felt that while both teachers and students were enthusiastic about having a foreigner join their school activities for a day, they were also at a loss as to what to do about it. Upon arriving at a school, I could usually sense a buildup of anticipation and great expectations, but virtually no preparation for lessons other than a schedule of classes to visit. Often, the first question asked by the teacher who greeted us was "What would you like for lunch? Sushi? Tendon?" With that out of the way, the teacher would explain that

"our students are very shy" and then ask something like, "What are you going to do to our students today?" (I'm not making this up either.)

Japanese students' reactions to a foreign visitor's presence in their class are fairly consistent and predictable: the students are excited but self-conscious. They're anxious to "hold a conversation" with a foreigner but are stumped for appropriate topics or adequate linguistic skills. After an animated self-introduction on my part, a vigorous attempt to prompt questions or answers from students, and a resigned game of hangman, the idea that most frequently struck me was "So much more **could** have happened here today." They could have gone home that day satisfied at having successfully communicated with a native speaker in a language they normally only encounter on a two-dimensional plane. So much more could have taken place that would have given them the chance to use the English they study if only they could have prepared for that opportunity.

Finally, we decided to take action. We initiated a policy whereby any school requesting a one-shot visit for the next term would be required to attend a "One-Shot Orientation" at our Center. We expressed the novel idea that the students should be informed of our impending visit and given the time and opportunity to prepare questions or thoughts in English so as to avoid a one-way "conversation." ►

(cont'd from page 23)

monitors groups for adherence to procedure, seeing to it that all contribute. NST monitors for the processes whereby alternatives are selected or rejected, and for overcorrection. To avoid embarrassing a student who still cannot recognize a salient error he has made, and still makes pedagogical use of the error, the NST may write that student's version on the board himself.

Feedback:

1. Before group work, under procedure 1a: NST to Ss on saliency and types of-errors.
2. During group work: NST to Ss (a) hinting at solutions or areas for group focus; (b) counseling individual Ss on idiosyncratic errors or formulations of value mainly to those Ss; (c) answering student requests. Ss to NST and JTE on how enthusiastically they took on the task, how often they used dictionaries, what kinds of questions they raised.
3. After group work: NST and JTE to Ss on how well they have improved one another's work

and persevered with tasks which can be harder than in actual language use (in real life you know whether you are on a streetcar or a train - a word like *densha* can throw you off your trolley deciding which, in the absence of context).

4. In the whole-class critique: both teachers to Ss on saliency of errors and perhaps on meta-cognitive strategies; Ss to both teachers on how well they comprehend this.

5. After class: JTE to NST on nuances on group dynamics and the clarity of NST's explanations. NST to JTE on nuances in language not explicitly presented to Ss.

Reference

Candlin, C. N., & Murphy, D. 1987. Towards Task-based Language Learning. In C. N. Candlin & D. Murphy (eds.), *Language Learning Tasks*. Prentice-Hall.

Jack L. Yohay teaches EFL with six other native speakers and 30 Japanese, 14 of whom have to date team-taught Eisakubun, at Seifu Gakuen High School in Osaka.

In order to make our intentions perfectly clear, we created a little scenario and produced a video to show at the orientation. In the video, we reversed the one-shot situation. The action takes place in an imaginary language school in America where we (my co-workers and I) are studying Japanese. Our teacher is a non-native speaker of Japanese who rarely speaks to us in Japanese and who has invited a guest to our class for the day – a real live Japanese person. The purpose of the video was to get the Japanese teachers of English to try to put themselves in our position for a change. Most Japanese students are not taught English in English and to suddenly expect them to easily adapt to a 45-minute class conducted solely in English is unrealistic. We wanted the teachers to see from our viewpoint how difficult this situation is for both the students and the native-speaker visitor. The scene opens with the regular teacher introducing the Japanese guest to the students, telling the guest, “Jugyo onegaishimasu. Suki na yoo ni doozo.” and then retreating to the back of the classroom. The rest of the time is spent with the guest floundering around trying to coax even the tiniest bit of Japanese from the students and when they do manage to say something, they can come up with little more than “How old are you?” The guest gallantly confronts hurdle after hurdle of nonsense and makes it to the end of the class where the teacher thanks her for coming and teaching the students so much Japanese.

“The purpose of the video was to get the Japanese teachers of English to try to put themselves in our position for a change.”

This video, entitled “The One-Shot,” was warmly received at the orientation, but its effectiveness was limited because it only pointed out the problem and didn’t really offer a solution. Something more was needed. So, the next year, we made “The One-Shot Part II.” Same school, same teacher, students and Japanese foreigner, but this time the Japanese foreigner agrees to visit the school only on the condition that she have a chance to talk with the regular teacher first. In their discussion the foreigner explains that she thinks the students should be given the chance to participate more actively in the class. They should be given time beforehand to think of how to explain some things in Japanese to the foreigner, things about their own class, about their school activities, trips, clubs and so on, or things **about** the visitor’s country. The students’ teacher gets the gist of the idea and the next time the Japanese visitor comes to the class, something that more closely resembles a conversation is exchanged between them.

This time, the students are obviously more

confident because they’re prepared. They’ve written out *some* things to say to the guest, sometimes a description of something concerning their lives, sometimes followed by a question or two. Their Japanese is not perfect but is amply communicative. They talk and they listen and when they don’t understand the visitor, the regular teacher is standing by to help them, not just by translating but by getting the visitor to repeat or simplify what she has said. The whole thing turns out much more satisfying for everyone concerned and they all live happily ever after!

“The visits have improved for me, for the students and also for the teachers whose classes I’ve visited. And, once these teachers go through this process, taking more responsibility for the outcome of the visit, they become more adept at working with foreigners in their classrooms.”

Another policy we came up with is that after the teachers have seen both videos, we ask that they sketch out some plans for their class and discuss them with us at least two weeks before we visit. Does it sound like we are putting these teachers through an obstacle course merely for asking that a foreigner drop by their school one day? First come for an orientation, then come again to discuss lesson plans . . . is all that really necessary? It may seem troublesome, but insisting on a system of checks like this has proved worthwhile. Every visit I have made since we adopted this way of doing things has improved in at least some way and oftentimes drastically. The visits have improved for me, for the students and also for the teachers whose classes I’ve visited. And, once these teachers go through this process, taking more responsibility for the outcome of the visit, they become much more adept at working with foreigners in their classrooms. This is a skill worth acquiring since foreigners in Japanese English classrooms is an increasing phenomenon these days. Japanese teachers who can work well with them are greatly appreciated.

When teachers come to discuss their ideas for the classes they want us to visit, it doesn’t mean that they have to plan everything themselves. What we expect them to tell us is something like, “The students are going to do this. I’d like you to do that,” or, “First the students are going to tell you about this or that and then I want you to tell them something which you think would be new and interesting for them, something about your country or about English.” or, “We are studying this right now. Could you prepare a language activity or game to help them practice it?” etc. They don’t have to decide in detail what we should do, but by at least outlining the lesson and class time, we can all get a good perspective of what to expect.

(cont’d on next page)

Kobe Conference on Team Teaching

While much of the debate on the subject of team teaching in Japanese high schools has focused on the problems caused by differences in the cultural outlook and pedagogical aims of the Japanese and native-speaker teachers, the impression gained by participants in Kobe chapter's special one-day conference in May ("Team Teaching: Experience and Experiment") was a much more positive and encouraging one. Behind each of the conference's three demonstrations/workshops was the implication that if the paramount concern of team teaching is to address the needs of the students in a dynamic and motivating way, the chances of friction developing between the Japanese teacher of English and his/her native-speaker partner are greatly reduced.

The morning speaker, Haruo Minagawa of Murasakino Senior High School, Kyoto, began his workshop "How Can We Make the Most of Team Teaching?" by outlining briefly the problems which sometimes occur between AETs (Assistant English Teachers) and JTEs (Japanese Teachers of English) working together, and suggested that these could be overcome through a greater sharing of information and teaching experience. Minagawa saw the JTE's role as that of director, facilitator, monitor and adviser, with the AET acting as animator and presenter of learning material. Where the AET is less experienced, the JTE should take the initiative in setting the tasks for the two. For example, in a listening comprehension exercise, he might have the AET summarise the story, dictate, and make up questions. But Minagawa also stressed the importance of flexibility in conducting the lesson.

"Behind each of the conference's three demonstrations/workshops was the implication that if the paramount concern of team teaching is to address the needs of the students in a dynamic and motivating way, the chances of friction developing between the Japanese teacher of English and his/her native-speaker partner are greatly reduced."

He then spoke of the advantages of team teaching above all, greater student motivation through first-hand exposure to spoken English and described some of the activities he has used in his classes. While the emphasis was on listening and speaking activities, Minagawa showed how most of the material he used with his AET was adapted from the prescribed textbook. As well as helping the students to review language covered in lessons which were not team-taught, this adapted material served to reassure them that preparation for the entrance examinations was not being neglected.

Minagawa concluded his workshop by asking his audience to look at part of a lesson from a high school text and to produce their own activities for use in a team-teaching situation.

The practical bias of the conference was highlighted in the first session of the afternoon - "Team Teaching in Action" when **Yoshiharu Nakayabashi** and **Sarah-Jane Taylor** of Sasayama Homei Senior High School gave a demonstration lesson with 22 of their third-year English course students. The 50-minute lesson aimed at integrating the four skills, with major emphasis on developing the students' ability to listen and respond either orally or in writing.

Following a set procedure for all team-taught

One-Shot Visits (cont'd)

This makes a world of difference. These conferences also give us the opportunity to ask the teacher to take care of minor but useful arrangements such as providing name cards for the students or making a list of which students will be asking questions or making comments so time won't be wasted with, "Okay, who wants to be next? Raise your hand."

The video won an award in a prefectural video contest recently and we have had requests for copies by more than 50 Boards of Education across Japan. It is also currently used in an advanced in-service training course for teachers of English at Tsukuba University.

This has been our experience. Whether or not it's possible for you to make such changes in the way your system of one-shot visits is man-

aged depends on a variety of factors, such as how many schools you are requested to visit, how far they are located from your Education Center, and the willingness of the teachers and your supervisor to cooperate. But, if you can make some changes, the effects will definitely improve your one-shot aim, and after all, your aim is to please, isn't it?

In addition to her work with the Yokohama Board of Education, Suzy Nachtsheim, MA. in English, Andrews University Michigan, is involved in a university-level EFL textbook project.

For a copy of the "The One Shot - Parts I and II," just send a 30-minute blank video and a stamped (¥350), self-addressed envelope for it to Yokohama-shi Kyoiku Center, 1-1 Bandai-cho, Naka-ku, Yokohama 231.

lessons of the third-year course, the lesson began with a talk from the AET, followed by an improvised dialogue between the JTE and AET based on the talk, and questions to check student comprehension. This format was repeated in the next activity when a student (previously assigned the task) gave a short Show and Tell speech. The major part of the lesson was devoted to a discussion of the pros and cons of nuclear energy, and to prepare for this somewhat daunting task the students had in an earlier lesson been given relevant articles to read in both English and Japanese. As the students went through the stages of forming and exchanging their personal opinions, the JTE and AET provided help, advice and encouragement as required, and the summaries which they gave in turn of the opinions reported by group leaders served to make the 'input' more comprehensible. Interest in the discussion was maintained through the recording of student votes for, against or neutral - after each summary.

Perhaps the most encouraging aspect to emerge from this demonstration class was the way it underlined the benefits for the students of a good working relationship between the AET and JTE. In 18 months Nakabayashi and Taylor had learned to interact skillfully as a team, sharing responsibilities in all stages of the lesson and responding positively to their students' attempts at communication. The relationship which had developed between students and teachers was evident in the increased affectivity and motivation of the learners.

In the final session, **Peter Sturman** of the British Council in Tokyo gave a lively account of the team teaching carried out in public junior high schools as part of the British Council's 'Koto-ku Project.' Sturman explained how the programme for this project was designed to fit in with **Monbusho** guidelines for teaching English to first-year students, so that the activities and exercises developed by the programme planners practised in a meaningful and enjoyable way the language items to be taught from the prescribed textbook.

Before having participants work with some of the materials used in the Koto-ku schools, Sturman drew a distinction between 'real' language activities - in which students use English to talk about their daily routines, their families, interests and other topics relevant to them - and those involving 'textbook language' - game-like activities designed to make the textbook more interesting to the students. By introducing a new approach to language teaching and learning in junior high schools, the project aims not only to improve students' English skills (primarily listening and speaking) but also to increase their motivation by showing English as a living lan-

guage which can be enjoyable to study. These aims depend for their fulfillment upon the close cooperation of the Japanese and native-speaker teacher: before the lesson, discussing content and staging; during the lesson, sharing an equal responsibility for everything that happens; after the lesson, discussing what occurred and ways the lesson might be improved.

In addition to the 15 team-taught lessons each term, Sturman emphasized the value attached to the series of workshops run by the Council. These focus on the practical teaching of the various skills and on methodology, while also giving Japanese teachers the opportunity to discuss with native-speaker teachers from the British Council the effectiveness of the project, past problems encountered, and the content of future lessons.

For a variety of reasons, problems between team teachers can and do arise, but the Kobe conference left its participants in no doubt as to the value of team teaching as a dynamic means of bringing English to life for junior and senior high school students. And even those participants not involved in team teaching came away with a wealth of ideas to make their teaching more effective and relevant to the needs of their students.

Reported by **Michael Skelton**
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REPORT ON THE ANNUAL COMMUNICATION ASSOCIATION OF JAPAN CONVENTION

The Communication Association of Japan held its annual convention in June at Doshisha Nijima Hall in Kyoto. Theoretical as well as practical presentations on a wide range of topics including intercultural communication, teaching Japanese as a foreign language, interpersonal communication, speech science, and intercultural adjustment insured that this was a stimulating conference for the participants. All of the presentations cannot be covered in this report; what follows is just a partial sampling.

Jane Wieman gave a report on an investigation she made into ways to improve the linguistic, academic and cultural preparation of a Japanese company's employees for one year of graduate study in the U.S. Using a variety of sources and methods for gathering information including a rather comprehensive questionnaire, she was able to make quite a few interesting and relevant recommendations. Among these, three stand out as deserving of special attention:

- 1) Listening, particularly to lectures and in seminars, is the most strongly recommended pre-departure study subject. However, she found that in the areas of applied sciences and engineering in the U.S., 70% of the graduate students and 40-50% of the lecturers and professors were non-native speakers of English. This means that candidates for study in these areas would most benefit from listening to a variety of accents rather than just being exposed to the clear speech of their EFL teacher.

- 2) Even the most self-confident English speakers found the first three to six months abroad almost overwhelming. All of her respondents suffered from unanticipated emotional and intellectual strain in dealing with life in the U.S. This indicated that more preparation should be devoted to the problem of culture shock.

- 3) Academically speaking, the greatest weakness of Japanese graduate students in the U.S. is their attitude and interaction with others in a class or seminar. Problems arise because they do not know how or when to express their questions or objections in English. Learning models are culture specific and preparation is needed in acquiring skills coming from different models.

This topic of cultural difficulties related to both questions and culturally specific styles for learning was also discussed by **Shoko Araki** in her presentation, which focused on evaluation of a company training program for foreign workers in Japan. The training consisted of mostly lectures with, some on-the-job observation of Japanese employees. The foreign trainees complained that there was a lack of variety in the lecture format and that there was no time for discussion

or questions. The company trainers, on the other hand, complained that the foreigners asked too many questions which they took as a sign of a lack of respect. In addition, the foreign trainees had hoped to learn specific job-related skills whereas the trainers were trying to provide background necessary for these new recruits to become properly incorporated into the company. In these ways and others, perceptions of the trainers and trainees were at variance.

Senko Maynard presented a paper based on a study she conducted into how face-to-face conversational utterances are designed in Japanese in relation to their "appeal effect." She defined "appeal effect" as the expression of familiarity and friendly sensitivity toward each other by the participants in a conversational exchange. In this context, she argued that although Japanese has been categorized by Brown and Levinson (1978) as an example of a "negative politeness culture" (emphasizing formality and social distance), the "appeal effect," often realized by positive politeness (emphasizing the familiarity and closeness between participants), becomes important in communication in Japanese casual conversation.

In her research of 20 videotaped dyadic conversations she used a theoretical framework that is an extension of two basic models: Tokieda's categories of *shi* and *ji*, and Fillmore's categories of proposition and modality. Specifically, she examined *ji* and modality where *ji* is an expression representing the speaker's perspective toward the referent, while modality represents "such modalities on the sentence-as-a-whole as negation, tense, mood and aspect." In this way, she was looking at the speaker's attitude toward the event.

She found that 84.5% of all the utterances examined showed one of the elements related to the "appeal effect" which indicates that, although Japanese is known for its formal politeness, many strategies function to express Brown and Levinson's positive politeness. This, in turn, points to the idea that positive/negative politeness strategies are not linked to particular languages or speech communities but are part of the type of discourse in use and as such, cross languages.

Another interesting result was that the Japanese utterances used in real-life face-to-face situations are organized quite differently from what linguists offer as models of "grammatical sentences." Perhaps attempts should be made to reflect this in Japanese language textbooks.

Her results also indicate that "appeal devices" are important elements in turn-taking in Japanese. Turns appear to be preceded and followed by "appeal devices" allowing the interlocutors to make some response to both the preceding and following turn. This study indicates that

appeal devices are important to the design of both turns and utterances in Japanese.

In her presentation, **Celia Lacerda Jaguaribe** discussed ways to supplement textbooks that present foreign cultures in ways that are so alien to the students **that** they don't understand, or that present them in ways that make them seem to be exactly like the students' own culture, or that are culturally neutral. Such texts, she noted, are not very motivating nor do they promote the students' understanding of different cultures.

Because teachers often don't have a choice of which text to use or may lack resources to buy sophisticated audio-visual materials, Jaguaribe, who lives in Brazil, suggested that foreign popular magazines can be an inexpensive source of supplementary materials. In particular, she discussed the value of using advertisements and letters sent in by readers.

While using magazine pictures is not a new idea, Jaguaribe emphasized that advertisements, in addition to being useful as ways to introduce idioms and a variety of language functions, can also provide the stimulus for discussions of various aspects of the foreign culture because they (1) draw students' attention to the differences and similarities of countries regarding their industries, daily activities, and interests, and (2) can lead students to insights about the values of a particular culture as they look at the kinds of products and activities that the ads focus on.

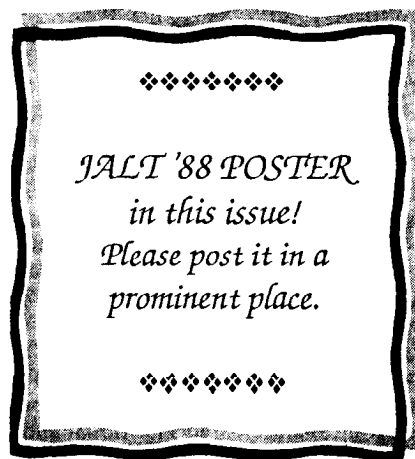
For advanced learners, readers' letters can also provide a way into the target culture as students reflect on the views expressed in them. This is in addition to the benefits of exposing them to various topics, current idioms, and a wide range of language functions such as complaining, praising and narrating. By using advertisements and letters, teachers can introduce the target culture(s) in a systematic way that will allow students to make many discoveries about other cultures.

The focus of the presentation by **Alan Brady** was on getting students to take responsibility for the content and motivation of their communication, thereby becoming less dependent on teachers and texts for providing the structure and content of conversations in the class. This, in turn, leads the students towards developing their own interactional competence so that they are more in control of their communication options (how to initiate, maintain and end conversations in various situations) and are more in control overall of their own learning. To do this, teachers themselves should be more open and should engage students in authentic conversations in the classroom. This includes initiating small talk with students, talking about movies, recent events and past experiences, and the like, while gradually encouraging students to participate more actively in the conversation. This

JALT News

OFFICIAL JALT REPRESENTATIVES TO TESOL 1989

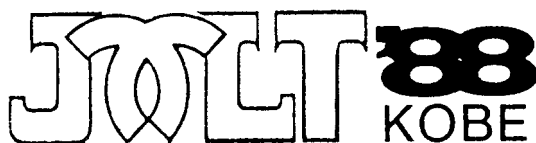
The deadline for selecting 1989 reps for TESOL has been moved up, and the final selection will take place at the JALT ExCom meeting in Tokyo, August 27-28, 1988. If you are planning to go to TESOL 1989 and wish to represent JALT there, please contact Sonia **Yoshitake**, 1-14-22-609 Tanaka-cho, Higashinada-ku, Kobe 658; or Karen Lupardus, #606 Rubowa Yara, 104 Aza-Uehara, Nishihara-cho, Nakagami-gun, Okinawa 903-01, by **Aug. 25, 1988**. We realize that this is very short notice, and ask that potential candidates who are out of the country be contacted by people who know of their whereabouts. There is also a notice in the July and August JENL.



calls for teachers to take on a different role than the oft touted one of facilitator. Rather than setting up situations, providing students with external reasons and language forms/situations to use in talking with each other, while they themselves fade into the background, teachers should, in the opinion of Brady, communicate more naturally with their students and thus serve as a model for real world communication.

The presentations reported here give an extremely brief glimpse of the wide range of subjects covered during the two days. The breadth of the presentations and the stimulating discussions that resulted ensured that this conference was beneficial to both researchers and teachers alike.

Submitted by **Ann Chenoweth**
and **Eloise Pearson**



CONFERENCE UPDATE

Pre-Registration Postal Transfer (*Furikae*) Forms

This month the pre-registration forms for JALT '88 are included in **The Language Teacher**. **The deadline for pre-registration is Sept. 10**, but if you want to be sure to get into the hotel, pre-conference workshop or social events of your choice, earlier registration is strongly advised.

Please study the *furikae* forms carefully, as there are changes in both parts from last year's forms. The conference registration part now includes the new pre-conference workshops, Sunday breakfast and Monday lunch as well as the Sunday evening conference banquet, and the place to report new members brought into the Association and claim the appropriate discount(s).

The main difference in the hotel reservation form is that there is a greater range of choices. In addition, this year there will be a uniform deposit of ¥10,000 asked of everyone, regardless of hotel or number of nights. The difference will be adjusted at checkout time.

This year for the first time, JALT is holding its annual conference in a conference center rather than in a university. This has meant skyrocketing costs. Even with a ¥2 million grant from the city government of Kobe, JALT has been forced to increase its rates. This increase has affected all the conference fees, including those for exhibitors. We have made these increases reluctantly, and have done our best to make this a great conference so that you will feel that your money is well spent.

One fee and hotel rates are as follows:

Pre-Conference Workshops: The basic fee for each workshop will be ¥3,500. It is, of course, possible to sign up for two workshops; one in the morning and one in the afternoon. See Program: Pre-Conference Workshops, below, for the program and codes for filling out the form.

Main Conference Registration:

		1 DAY 2 DAYS 3 DAYS		
Pre-registration (by Sept. 10)	General Member	¥6,000	¥9,000	¥12,000
	Non-member	7,000	11,000	15,000
Third World/Student	Member	3,000	4,500	6,000
	Non-member	3,500	5,500	7,500
On-site General	Member	6,000	10,000	14,000
	Non-member	7,000	12,000	17,000
Third World/Student	Member	3,000	6,000	8,000
	Non-member	3,500	7,000	9,500

Student Group Rates: A special group discount will be offered for students who register through a sponsoring teacher. Students in groups of 5 or more will be admitted to the conference at the very low rate of ¥1,500 per person for the three days. To apply, the teacher should fill out his/her pre-registration form, check the boxes marked "Other Payment," fill in the blank line with "Student group pre-registration," and write the students' names in the message area. Students' and teacher's payments should both be included in the total. When the conference opens, handbooks and badges will be given to the sponsoring teacher, who will be responsible for distributing them to the respective students.

Hotel Information and Rates: Hotels are available in three price ranges, through JALT's travel agent, Japan-Travel Bureau, Kobe Sannomiya Branch. A deposit of ¥10,000 must accompany the application form. Full information on the selected hotel will be forwarded on receipt of the application and deposit.

Sannomiya, the business center of Kobe, is 20 minutes by Portliner or 10 minutes by taxi from the convention site on Port Island.

		SINGLE ¥11,500	TWIN/PERSON ¥9,000
A Class: Kobe Portopia Hotel (attached to Convention Center)			
B Class Sannomiya Terminal Hotel Kobe Tokyu Inn (1-min. walk from Sannomiya) Kobe Washington Hotel (5-min. walk from Sannomiya)		7,600	7,600
		7,500	6,000
		7,200	6,000
C Class Green Hill Hotel (8-min. walk from Sannomiya) Chissan Hotel (8-min. walk from Okurayama Stn.) Sunside Hotel (5-min. walk from Sannomiya) Kobe Plaza Hotel (5-min. walk from Sannomiya)		6,600	6,250
		6,600	5,500
		6,600	
		6,600	
		6,000	5,500

Residents of third-world countries who would like assistance in securing a homestay or hostel accommodations should apply to the JALT Central Office.

DEADLINE: Hotel applications must be **received by Sept. 10**. Inquiries: Mr. Hirata or Mr. Narisawa tel. 078-252-1017; fax 078-231-4597.

How to pay: Participants in Japan should use the postal transfer (*furikae*) forms for both hotel deposit and conference fees (including pre-conference workshop fees). Alternatively, the conference fees (but not hotel deposit) can also be paid by Visa or Mastercard, by writing your card number, card expiry date and signature in the message area on the *furikae* form, and sending the form (blue conference registration form only) to the JALT Central Office directly. Hotel reservations are handled by JTB, which does not accept Visa or Mastercard payments.

Students taking advantage of the student group discount should pay through their sponsoring teachers (see Student Group Rates above).

Overseas participants can pay in three ways:

1) Banker's drafts drawn in **yen** on a Japanese bank, the draft for conference fees to be sent with the blue **furikae** form to the JALT Central Office, the draft for the hotel deposit to be sent with the red **furikae** form to JTB, Kobe Sannomiya Branch, 1-1 Kumoi 7-chome, Chuo-ku, Kobe 651, Japan.

2) International postal **giro**, if there is a system operating in that country. The conference fee should be directed in the name of JALT to OSAKA No. 9-41530; the hotel deposit should be directed in the name of JALT-JTB Shukuhaku Jimukyoku to KOBE No. 1-38166.

3) For **conference fees only**, payment may be made by Visa or Mastercard, by writing your card number, card expiry date and signature in the message area at the right side of the **furikae** form, and sending it directly to the JALT Central Office.

Please note that this year payments in the form of personal checks in foreign currency (not yen) cannot be accepted. We hope that this does not cause any great inconvenience.

Deadline: Again, pre-registration forms must be **received by Sept. 10** to qualify for the pre-conference discounted rate. However, we would like to emphasize the need for early pre-registration. There are limited numbers of hotel rooms, openings in the pre-conference workshop groups and tickets for social events, and all are on a first-come first-served basis, so get your forms in early.

Program

For months you've been getting only tantalizing bits of information about the program. Now, at last, here are the lists you've been waiting for!

Pre-Conference Workshops

On Fri., Oct. 7, the day before the opening of the main conference, at the conference site, six half-day workshops will be offered, three in the morning and three in the afternoon. These workshops will be limited to 25 participants on a first-come first-served basis. The fee for each workshop is ¥3,500, payable only through pre-registration. No money will be accepted on the day of the workshops.

The list of presenters and topics are as follows:

Morning (9 a.m.-12 noon)

Workshop A - **Designing Cultural Awareness Courses and Workshops** (Margaret D. Pusch and Charles W. Gay)

Pusch will present a conceptual framework and a process for designing courses and workshops which will help participants develop their cultural learning and intercultural communication skills, and expand their world view. A sample course will be critiqued and several brief cultural experiences will be demonstrated. In the afternoon there will be an optional follow-up experience with the BaFa BaFa cultural simulation game, led by Pusch and Gay. A total of 40 persons will be admitted to this afternoon session, free of charge, on a first-come first-served basis, with preference given to participants from the morning session. No pre-registration is necessary for this session.

Workshop B - **Literature as a Language Teaching Resource** (Alan Maley)

Maley will explain why literature should be re-integrated into language courses, emphasizing the advantages of literature as a means of language learning and showing participants how language teaching materials can be developed from literary sources.

Workshop C - **The Use of Video in the Language Classroom** (John Fry)

Drawing from materials developed by Fry and John McGovern at the British Council Centre in Kyoto, Fry will help teachers make the most effective use of video software, discussing the questions of why video should be used in the classroom, what is the best way to use it, and what materials are the best to use. This workshop will be most beneficial for those who already have at least a little experience using video in their classes.

Afternoon (1 :30-4:30 p.m.)

Workshop D - **Bringing Intercultural Communication into the English Language Classroom** (John Ratliff and Sonoko Mizuta)

This is for those interested in integrating intercultural communication into their teaching. A variety of activities will focus attention on theories of intercultural communication, cultural barriers to language learning and how to overcome them, and examples of cultural contrasts, particularly in communication style.

Workshop E - **Evaluating Grammar Techniques** (Jeremy Harmer)

This workshop will suggest ways of evaluating grammar teaching techniques which will help both teacher and student decide if an activity is worth using. Various exercises will be measured by participants and conclusions about what constitutes a "good" activity will be discussed.

Workshop F - **Correction Techniques** (Mario Rinvulcri)

In keeping with his view that "self-correction is the only real form of correction," Rinvulcri will lead participants through a look at "neutral," "parental" and "sibling" ways of getting students to correct themselves. The zero option will also be considered.

Further information about the presenters is included below. Pre-registration at your earliest convenience is again recommended, since groups are limited and topics are of high interest.

Invited Speakers

The list of invited speakers is now nearly complete, and the following names can be announced.

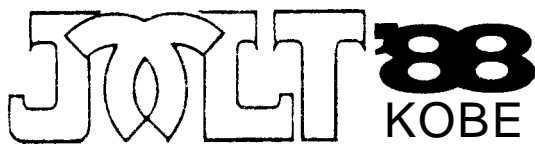
Main Speakers: Our Keynote Speaker at the first plenary session will be **Prof. John Condon** of the University of New Mexico, Albuquerque, NM, U.S.A., formerly of International Christian University in Japan.

Other main speakers include **Prof. Fraida Dubin**, Associate Professor of ESL Education, University of Southern California, Los Angeles, CA, U.S.A.

Sir Randolph Quirk, President of the British Academy, formerly Vice-Chancellor of the University of London.

Mario Rinvulcri, writer, teacher trainer and teacher of the Pilgrims School, Canterbury, England, U.K.

Featured Speakers: These speakers will be making a number of presentations, with the



Language and Cultural Interaction October 8-10, 1988

MAIN SPEAKERS

- John Condon (Keynote Speaker)
University of New Mexico, U.S.A.
- Fraida Dubin
University of Southern California, U.S.A.
- Randolph Quirk
President, The British Academy, U.K.
- Mario Rinvulucri
Pilgrims School, Canterbury, U.K.

FEATURED SPEAKERS

- Edward Keith Brown
University of Essex, U.K.
- Karl C. Diller
University of New Hampshire, U.S.A.
- Jack Richards
University of Hawaii, U.S.A.
- Gabrielle Stein
University of Hamburg, F.D.R.

SPECIAL GUEST SPEAKERS

SOCIAL EVENTS

- Morning Coffee Hours (Saturday, Sunday)
- Musical Performance (Saturday)
- Dinner on the Town (Saturday)
- Breakfast with the Stars (Sunday)
- Conference Banquet (Sunday)
- Lunchtime Lecture (Monday)

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14th International Conference on Language Learning and Teaching Kobe International Conference Center Port Island

PRE-CONFERENCE ACTIVITIES (Fri.)

- ✓ Workshops (9 a.m.-12 noon, 1:30-4:30 p.m.)
Kobe International Conference Center
- ✓ Open Lecture — Sen Nishiyama (Simul)
Kinro Kaikan, Sannomiya, 7 p.m.
- ✓ Early Arrivers' Get-Together Cocktail
Conference Center area, Port Island

CONFERENCE FEES

Pre-registration (by Sept. 10)

		1 DAY	2 DAYS	3 DAYS
General	Member *	¥6,000	¥9,000	¥12,000
	Non-member	7,000	11,000	15,000
3rd World/ Student	Member *	3,000	4,500	6,000
	Non-member	3,500	5,500	7,500
On-site General	Member *	6,000	10,000	14,000
	Non-member	7,000	12,000	17,000
3rd World/ Student	Member *	3,000	6,000	8,000
	Non-member	3,500	7,000	9,500

Pre-Conference Workshops: ¥3,500 each workshop

Open Lecture: ¥500

Breakfast with the Stars: ¥1,500

Lunchtime Lecture Obento: ¥2,000

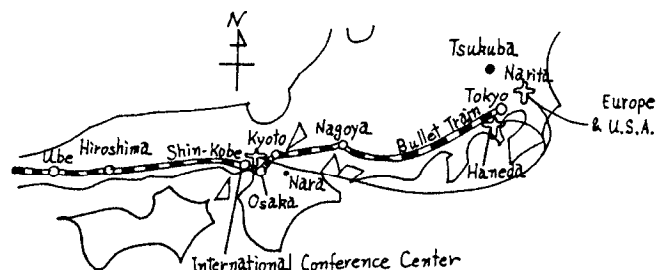
Register before Scot. 10 to take advantage of the discounted rates Use the blue form for conference registration, the red form for hotel reservations. See instructions overleaf.

* 但し、兵庫県、岡山県、大阪府、京都府、奈良県、和歌山県の
中学・高校教師の方は、JALT会員と同じ参加費で結構です。

HOTEL INFORMATION & RESERVATIONS

Class	Hotel	Single	Twin/Person
A	Kobe Portopia Hotel	¥11,500	¥9,000
B	Sannomiya Terminal Hotel	7,600	7,600
	Kobe Tokyu Inn	7,500	6,000
	Kobe Washington Hotel	7,200	6,000
C	Greenhill Hotel	6,600	6,250
	Chissan Hotel	6,600	5,500
	Sunside Hotel	6,000	-
	Kobe Plaza Hotel	6,000	5,500

CONFERENCE INFORMATION (075) 221-2376 (until October 8)



*The conference
for all
language professionals!*

AVOID FRUSTRATION — PRE-REGISTER NOW!

Registering before the Sept. 10 deadline makes good sense. Not only does it mean lower conference fees and a fast on-site check-in, it also assures you of a hotel room during the busy holiday and wedding season. In case your plans change, fees are refundable (with a small handling charge) any time before the event. Reservations for both the conference and the hotel can be made with the attached blue and red postal transfer (*furikae*) forms, respectively.

This year there is a wide range of conference hotels to choose from. The official conference hotel, the Portopia Hotel, while a bit expensive, is located just next to the Conference Center. Other hotels are located in Kobe City proper, which is connected to Port Island by the futuristic monorail Portliner (15 min./¥210). Hotel rates are on the blue page.

Since the conference is being held during a peak holiday and wedding season, reservations are being handled on a first-come first-served basis. The Japan Travel Bureau (JTB), our hotel agents, will attempt to find alternate accommodations once the conference hotels are full, but no guarantees can be made for those applying after the Sept. 10 deadline. If you have any questions concerning your reservation, please contact Mr. Hirata at the JTB Kobe Sannomiya Office — tel. 078-252-1014; fax 078-231-4597.

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

PRE-CONFERENCE WORKSHOPS

Pre-conference workshops are being given this year for the first time. Scheduled for Friday, Oct. 7, the workshops will last for three hours: 9 a.m.-12 noon or 1:30-4:30 p.m. The list of topics and presenters follows:

Morning

- A — Designing Cultural/Awareness Courses and Workshops: M.D. Pusch with C.W. Gay
- B — Literature as a Language Teaching Resource: Alan Maley
- C — The Use of Video in the Language Classroom: John Fry

Afternoon

- D — Bringing Intercultural Communication into the English Language Classroom: J. Ratliff and S. Mizuta
- E — Evaluating Grammar Techniques: J. Harmer
- F — Correction Techniques: M. Rinvoluceri

Use the letter codes to indicate your first, second and third preferences for the morning and afternoon sessions in the appropriate blanks on the pre-registration form. The ¥3,500 fee is payable only by pre-registration.

METHODS OF PAYMENT

Registrations must be accompanied by full pre-payment for the conference fee, event tickets and hotel deposit. This can be done in the following ways:

- 1) Postal *furikae* ("giro")
for conference and events: "JALT" account
Osaka 9-41530
for hotel: "JALT-JTB Shukuhaku Jimukyoku" Kobe 1-38166

2) Bank draft IN YEN drawn on a Japanese bank. Remember that two separate checks must be sent because payments are handled at two separate locations (addresses on the *furikae* form).

3) For the conference fees and tickets NOT THE HOTEL DEPOSIT, Visa and Mastercard may be used by writing the card number and expiry date and signature in the pre-registration form message area.

Joint members and groups may transfer funds on a single postal form if a complete breakdown of the transaction is sent separately to the JALT Central Office by mail or fax.

Special Student Group Rate

A sponsoring teacher may pre-register students in groups of five or more at ¥1,500 per student by listing the students' names in the message area and including them with his/her own preregistration. Check the box marked "Other Payments" and write "Student Group Preregistration" on the blank beside it.

CONFERENCE BANQUET

On Sunday night, Oct. 9, the Annual Conference Banquet will be held at the new Kobe Maritime Museum. The ¥5,000 fee includes special entertainment: a Chinese dragon dance, followed by *rakugo* (Japanese story-telling) in English by the well-known Kujaku, student of the famous master, Shinjaku. Be sure to join the fun!

Sunday morning Breakfast with the Stars and Monday's Luncheon Lecture must also be requested on the pre-registration form. Breakfast is an American buffet-style meal in the Island Cafe. Tickets are ¥1,500. Lunch is a Japanese *makunouchi bento* (a sampling of various styles) in the conference reception hall, with tickets at ¥2,000. Check the appropriate boxes on the *furikae* form. The guest speaker will be announced.

GETTING TO KOBE

Kobe is serviced by both Osaka Int'l Airport and the bullet train (Shinkansen).

The most convenient route for foreign participants is to fly directly into Osaka Int'l Airport, where airport limousine buses (¥620) or taxis (about ¥8,000) will take you to downtown Kobe (Sannomiya) in about 40 minutes.

Passengers entering Japan at New Tokyo Int'l Airport (Narita Airport) can choose one of three routes to get to Kobe:

1) Domestic flight: Transfer to Tokyo Haneda Airport by limousine (about two hours) and take one of about 15 flights a day to Osaka Int'l Airport, then travel to Kobe by taxi or limousine bus.

2) Domestic flight from Narita Airport to Osaka Int'l Airport (only two flights a day). There are also international flights which can be used between Narita and Osaka Int'l Airport. Ask a travel agent for details.

3) JR "Bullet Train" (Shinkansen, Hikari Ltd. Express) from JR Tokyo Station to JR Shin-Kobe Station (3 1/2 hours), after 1 1/2 hours' drive by bus from Narita to JR Tokyo Station. Not all Shinkansen trains stop in Kobe, so be sure you are on one that does.

GETTING TO HOTELS

All but one of the hotels in the B and C classes are within a very few minutes of Sannomiya. The A Class Portopia Hotel is on Port Island (15 min. by monorail [Portliner] from above the Terminal Hotel lobby or 10 min. by taxi from the same hotel). Several airport buses (16:30, 19:10, 20:25, and 21:15) go on from Sannomiya to the Portopia Hotel/Conference Center.

Kobe International Conference Center

Follow the same means for getting to the Portopia Hotel, above.

GET YOUR CONFERENCE HANDBOOK IN ADVANCE!

Look over the conference handbook and plan your schedule before arriving at the conference site. For ¥800, the handbook will be sent by special delivery (*sokutatsu*) arriving at your doorstep by Oct. 4. This service is available only to addresses in Japan.

status of Featured Speaker.

Edward Keith Brown, Reader in Linguistics, University of Essex, England.

Karl C. Diller, Professor of English (Linguistics), University of New Hampshire, U.S.A.

Jack Richards, Professor in the Dept. of English as a Second Language, University of Hawaii, U.S.A.

Gabriele Stein, Professor of Linguistics, University of Hamburg, West Germany.

Special Guest Speakers: The following prominent writers and teachers have been invited as special guest speakers.

Francis Britto, S.J., Dept. of English and Dept. of Linguistics, Sophia University, Tokyo.

Fumiko Koide, College of Foreign Languages, Himeji Dokkyo University, formerly of International Christian University, Tokyo.

Alan Maley, Director-General, The Bell Educational Trust, Cambridge, England, U.K.

Jeremy Harmer, Longman Publishing Co.

Shigeo Imamura, College of Foreign Languages, Himeji Dokkyo University, formerly Director of the English Language Institute, Michigan State University, U.S.A.

Steven Molinsky, Prentice Hall/Regents Publishing Co.

Workshop Presenters: (See above, Pre-Conference Workshops, for details of topic and time.)

John Fry, The British Council, Kyoto

Jeremy Harmer, Longman Publishing Co.

Alan Maley (see above)

Sonoko Mizuta, Japan's Women's University and Tokai University

Margaret D. Pusch, Intercultural Press, Inc.

John Ratliff, Ibaraki Christian College, Hitachi

Mario Rinvuluciri (see above)

This is an outstanding list of speakers, from a great variety of fields of interest and specialization. In a later issue of *The Language Teacher* we will provide more biographical detail, where possible, and, in most cases, a photograph so that when you meet them in the hall, you will know who you are talking to and be able to make the most of your opportunities.

The remaining papers and presenters are shown in a separate list organized by topic. The overall schedule will be published in a later issue of *The Language Teacher*.

Special Events

Open Lecture in the City. This year the conference committee has tried especially hard to reach out beyond its usual scope of members and professional colleagues to the community in which the Association lives and works. JALT is very pleased to announce that on the evening of Fri., Oct. 7, there will be an "open lecture," to be given by the internationally known interpreter, Sen Nishiyama of Simul Academy. The talk will be held in the Kinro Kaikan near San-nomiya (specific directions will be in the next issue) and is scheduled to begin at 7 p.m. A

nominal fee of ¥500 will be requested to help cover costs. The speaker will address the conference theme: Language and Cultural Interaction. We think of this lecture as both a public service and a professional duty, to share our expertise with the community. We therefore hope to see a good turnout of both JALT people and the local community. Please spread the word wherever you can.

Social Events. Apart from the academic side of the conference, we intend to have some socializing, some intercultural communicating, and some just plain fun. A number of events have been scheduled, mostly in connection with meals one way or another. Some of these are unfortunately limited as to numbers, but we are sure that even if you are unable to join one of the organized groups on any particular occasion, there are ample opportunities for setting up your own group. Kobe is especially rich in good restaurants, as you will see when you receive the conference pack, with brochures about where to go, what to see and how to get there. You'll undoubtedly feel that three days is much too short a time to spend in Kobe.

The planned events are listed here in chronological order.

Fri., Oct. 7 - For those who attended the pre-conference workshops or who have simply arrived early for the main conference, there will be a cash-bar cocktail party at the conference site, place to be announced.

Sat., Oct. 8 - Morning coffee hour at the conference site, sponsored by Addison-Wesley Pub. Co.

5:30-7 p.m., a cocktail party for all conference participants, drinks on a cash-bar basis, in the plaza outside between the conference center and the Portopia Hotel.

- After the cocktail party, there will be a program of selections from the musicals, *Mikado*, *Oliver and Cats*, performed in the Conference Hall by the Kobe group, *Mikado*, Inc. Proceeds will go to charity. Some members of the cast and crew are JALT members, and hope that everyone will attend.

- Also after the cocktail party, whenever the groups get organized, there will be dinner on the town at some of Kobe's famous ethnic restaurants. Ten groups are planned, each including one of the invited speakers. Sign-up sheets will be posted at the conference site for you to choose your group on the basis of celebrity or restaurant. There will be a group or two going out after the musical program ends as well, so don't let dinner keep you from attending the concert if you're so inclined.

Sun., Oct. 9 - Morning coffee hour at the conference site, sponsored by Longman Pub. Co.

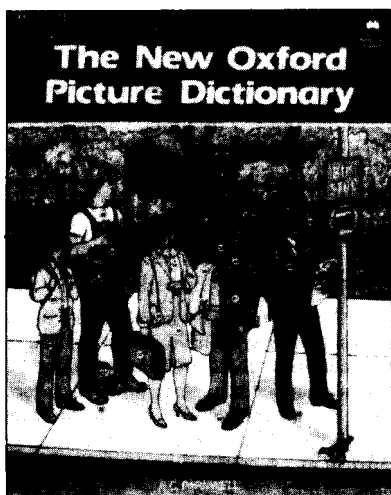
- This morning it will be possible to sign up for a special breakfast at the Island Cafe near the conference site, from 7:30-8:30 a.m. Participants will be able to sit at tables with several of the invited speakers, who will be in attendance. The meal is an American-style buffet, and will cost ¥1,500. This event is limited to 100 people, but may be repeated on Monday if there is a large enough number of people who sign up for it. Tickets must be requested along with pre-registration, by marking the appropriate box on the *furikae* form

(cont'd on page 35)

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(cont 'd from page 33)

and including the price of the ticket in the payment.

Sunday evening is the time for the conference banquet, to be held in the newly opened Kobe Maritime Museum just opposite Port Island. The museum will be open for banquet participants to look around. Entertainment will also be provided in the form of a Chinese dragon dance, following by Japanese *rakugo* (story-telling) in English, performed by the well-known Kujaku, a student of the very famous master, Shijaku. The price of dinner tickets will be 33,000, with drinks to be available on a cash-bar basis. Please request your banquet ticket on the pre-registration *furikae* form. If tickets are not completely sold out through pre-registration, a few may be available for purchase at the conference, but don't take chances, request your ticket early.

Mon., Oct. 10 - A special lunch in the conference reception hall will offer the opportunity to hear another of the invited speakers. This event is limited to 200 people. Lunch will be a *makunouchi bento* (a sampling of different styles of Japanese food) and will cost ¥2,000. Tickets should be requested at the time of pre-registration, by checking the appropriate box on the *furikae* form and including the amount with the total payment. If any tickets are left after pre-registration, they will be available at the conference registration desk.

We hope that you will enjoy these social events and will use them to make the most of the opportunities the conference offers to meet old and new friends.

Once more, now that you have seen the actual numbers of tickets available for various events, let us emphasize the need for getting your requests in early. It is highly unlikely that tickets for any of these events will be left by the time of the conference opening, so please pre-register as soon as possible.

Reminders

Introduce a New Member and Save! We've noted in earlier columns that a special conference fee discount is being offered to those who bring new members into JALT through the conference. Here is the procedure for taking advantage of this offer.

1. Recruit a new member/members and have them pay their conference and membership fees using the conference registration *furikae* form in this issue. Contact the JALT Central Office if more forms are required, or use the standard form available at any post office, filling in all essentials in the message area.

2. Send in your own registration, deducting ¥1,000 for each member introduced, using the line provided on the form. Write the names of each introduced individual in the message area on the right of the application form.

3. If the new member's application has not been received by the office when your own registration arrives, no credit will be given. Adjustments can be made, however, during the conference at the Adjustments Desk.

4. Limitations: The introduced member must never have been a member of JALT before.

There is a limit of five new members per member claiming the reduced fee.

Openings for Volunteers: There are still a number of ways in which you can participate in the conference more actively as a volunteer of one kind or another. The conference is only as good as we can make it, and your contribution will enhance the experience both for yourself and for the other participants. Please consider seriously offering your help in one way or another.

End of Day Discussion Groups: Terry McDonough is still looking for people to lead the discussion groups. "Lead" in this case doesn't mean you must be an academic specialist in the topic you choose as your group. It means you can find the assigned room for the meeting, collect the group and help to get the discussion started. You will be more of a facilitator than a lecturer. Terry has offered a list of possible themes of the groups. If you are interested in being the facilitator for one of these topics, or any other you would like to suggest, please contact Terence McDonough, Dai-5 Sone Bldg., 501, 5-1-1 Suidosuji, Nada-ku, Kobe 657.

Suggested themes: Classroom-centered research; Japanese as a second language; Correction; Use of video in the classroom; Reading comprehension: theory or practice; Expository writing: theory or practice; Bilingualism; Curriculum development; Textbook development; Teaching children; Team teaching in (Japanese) schools; Second language acquisition research; First language acquisition; Use of games in the classroom; Developing cultural curricula for Japanese universities; Internationalization and cultural identity; Integration of cross-cultural issues into the classroom; Use of computers, computer-assisted learning; Non-verbal, prosodic, kinesic considerations in language teaching; Oral/aural comprehension: theory or practice; Group cooperation and interaction; Interlanguage and cross-linguistic transfer; Learning styles, cognitive styles and personality considerations in second language acquisition; Immersion programs.

Dinner on the 'Town: Leaders are still needed for the groups that will go out to dinner in Kobe restaurants on Saturday night. "Leader" in this case means get the group together and help them reach the restaurant without complication, as well as join in good communication over a good meal. Interested persons should contact Michiko Inoue at 06-323-1153.

Homestay Hosts: There may still be a need for volunteers willing to offer homestay in their residences, in the Kobe area, but especially on Port Island. If you would like to offer, please contact Natsumi Onaka or the JALT office.

Since you probably can't stand much more excitement than this, that will be all for now. More next month.

ABOUT THE JOB INFORMATION CENTER

The Job Information Center (JIC) will be on-site for the full three days of the conference. This service is being organized to benefit both teachers and employers. Employers will be asked to pay a fee of ¥10,000 for the use of the JIC. Job seekers attending the conference will pay no additional fee. This year the conference is expected to draw a large crowd of dedicated teachers from all over Japan and the rest of the world.

Employers should contact the JALT Central Office in order to obtain the forms needed for the JIC bulletin board. One form will be required for each different position. If several positions involve the same work, it is only necessary to fill out one form and interview as many people as are required. It is not necessary to fill out different forms unless the positions are different. After the forms are completed, make copies and send the originals to the JALT Central Office. Bring the copy to the JIC and check to make sure the job listings for your company have been posted correctly. Each employer will be assigned an employer number when they come to register. The fee of ¥10,000 should be paid in advance to the JALT Central Office. Employers seeking to post their notices at the JIC can pay there also, although it will not be able to post late announcements at the opening of the conference. All applications will be put in an envelope marked with the employer number. Employers should check their envelopes periodically for new applicants. If employers wish to arrange an inter-

view, they should inform the JIC and supply the name and assigned number of the applicant. Interviews are arranged according to the employer's schedule. Due to possible demand, it may be difficult to schedule all interviews. Employers are encouraged to stay at the Portopia Hotel during the conference so that if interview space is not available, interviews can be conducted in their rooms.

Note that employers are responsible for the selection of appropriate people. The JIC is unable to advise employers regarding the suitability of particular candidates. Applicants are responsible for getting to interviews on time. If candidates do not show up for interviews, the JIC should be informed immediately.

Job Seekers. Those interested in using the JIC should be registered for the conference. Those applying for specific positions will be asked to provide resumes for **each** position they are interested in. All applicants will be given a number when they register in order to ensure a degree of privacy. An information sheet will also be required for **each** job application. Any applicant selected for interviewing by an employer will have their number posted on the job board. The applicants who have their number posted should immediately go to the JIC desk in order to find out the time and place of the interview.

Note that a job posting at the JIC in no way constitutes endorsement of a particular employer by JALT. It is not possible for the JIC to screen employers.

For further information, please contact the JALT Central Office.

第14回 JALT 国際大会

JALT 国際大会神戸大会を2ヶ月後にひかえ、大会運営委員会では準備が着々と進められ、日増しに今大会が身近なものに感じられつつあります。6月現在で、すでに400余りのプレゼンテーションの応募があり、例年になく滑り出しの良さで大会の成功が期待されます。

Preconference Workshop

本誌7月号英文で御案内致しました様に、今大会より初の試みのひとつとして、更に、Preconference Workshopを大会前日10月7日(金)に行います。これは、参加者を25名にとどめ、トピックを実践的内容に限ることによって、より実際の、効果的なディスカッションをめざすと共に、大会期間中では交渉機会の少ない講演者とも身近に意見を交換し合うということも目的としています。合計8名のプレゼンターが、午前(9:00~12:00 a.m.)と午後(1:30~4:30p.m.)に分けて、6つのワークショップを行います(詳細は英文を参照して下さい)。このワークショップに参加御希望の方は、今月号に添付

されている振替用紙の午前と午後のワークショップの欄に、それぞれ第3希望まで記入して、9月10日迄(当日消印有効)にJALT事務局まで申し込んで下さい。11日以降、あるいは、当日会場での申し込みは受け付けませんので、くれぐれも御注意下さい。

大会に講演予定のスピーカーがほぼ確定致しました。今大会では、Main Speakerを始めとして、Featured Speaker, Special Guest Speaker, Workshop Presenterと多彩なカテゴリーのもと、合計20名のゲストスピーカーが顔を揃えます(詳細は英文広報を御参照下さい)。

Social Events

本誌6月号で御案内した内容を一部変更し、次の様なイベントを計画しております。

10月7日(金)に到着された会員のために、ナイトバーが貸切られ、10月8日(土)5:30~7:00p.m.まで国際交流会館中庭のプラザにて、大カクテルパーティが開催されます。このカクテルパーティー終了後、有志劇団による

Mikado, Oliver, Cats が上演される予定です。

前もって予約された会員の方々は、この日ゲストスピーカーと共にグループをつくり、神戸市街に散在する異国情緒あふれるレストランで、夕食を楽しんでいただくことも出来ます。

9日(日)の朝食(7:30~8:30a.m.)は、アメリカンスタイルの Island Café でゲストスピーカーをテーブルに迎え、御一緒にどうぞ。

恒例の Conference Banquet は、9日夕刻より、場所を変えて、神戸海洋博物館(ポートタワー西側、メリケンパーク内)で、中国の Dragon Dance や桂九雀による落語を思う存分御楽しみ下さい。

明けて10日(月)のランチは、大会会場のレセプションホールにて、御弁当を手にしながら、姫路独協大学教授 今村茂雄氏(前ミシガン州立大学 ESL プログラム主任)によるスピーチに耳を傾けてはいかがでしょうか。

これらのイベントのうち、神戸市街への夕食ツアー、9日の朝食、Conference Banquet、10日ランチに関して参加御希望の方は今月号に添付の振替用紙を使って、9月10日迄に(当日消印有効) JALT 事務局へ申し込んで下さい。

ディスカッショングループリーダー募集

本誌6月号で御知らせ致しました通り、End-of-the-day Discussion が大会期間中、その日のスケジュール終

了後に行われます。委員会では、討論のトピックを約26項目、提案してみました(英文参照)。この中の項目を含め、この Discussion に興味がおありの方、グループのリーダーになっていただける方は、下記まで御連絡下さい。

〒657 神戸市灘区水道筋5丁目1-1

第5双馬ビル 501号

Terence McDonough

☎078-801-8835

大会ボランティア募集

大会期間中、受付、登録、コピーサービス等はボランティアの大学生の方々に御協力を御願ひしております。興味のおありになる方は、下記迄御連絡下さい。

〒651 神戸市中央区筒井町3-5-8

ボランティアコーディネーター

八日市屋 多栄子

☎078-221-8125

又、大会期間中、神戸の繁華街をガイドしていただくボランティア通訳も募集しております。御協力いただける方は、下記迄御連絡下さい。

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From the Programme Chair

This is a preliminary report on the programme for JALT '88. There will be some changes and adjustments, but presenters mentioned in this report are unlikely to be removed from the programme unless they wish to withdraw or have to be removed due to exceptional circumstances.

Please note that presenters will receive an official letter notifying them of the decision of the programme selection committee.

The information in this report is only valid until the end of August, 1988. The September issue of The Language Teacher will have more up-to-date programme information.

Speaker	Title
Keynote Speaker	
John Condon	Language, Values and Cultural Interaction
John Condon	Colloquium — Cross Cultural interaction
John Condon	to be announced
Main Speakers	
Randolph Quirk	Grammar and Lexicon (Plenary)
Randolph Quirk	Language Varieties and Standard Language
Fraida Du bin	Reading With/Without Words (Plenary)
Fraida Dubin	Reading and Vocabulary: By Osmosis or with Effort?
Fraida Dubin	to be announced
Mario Rinvulci	The Power of the Question (Mass Workshop)
Mario Rinvulcri	Breaking Rules (Mass Workshop)
Mario Rinvulcri	Dictation: Making an Old Technique New (Mass Workshop)
FINAL PANEL	to be announced
Featured Speakers	
Gabrielle Stein	A Comparison of EFL Dictionaries
Gabrielle Stein	EFL Dictionaries and the Teacher
Gabrielle Stein	EFL Dictionaries and the Student
Fumiko Koide	to be announced
Keith Brown	to be announced
Keith Brown	to be announced
Karl Diller	Colloquium — Dynamic Models, Language Contact and Acquisition
Karl Diller	Language Teaching Methods and "Artificial Life"
Karl Diller	Language Learning and Cultural Interaction
Jack Richards	Colloquium — Publishing: Academic and Commercial
Jack Richards	Teaching Listening Comprehension
Jack Richards	The Culture of the Classroom
Jack Richards	Profile of an Effective Reading Teacher
Special Guest Speakers	
Alan Maley	to be announced
Alan Maley	to be announced
Steven Molinsky	Strategies for Interactive Grammar Practice
Steven Molinsky	The Tri-Dimensional Syllabus
Francis Britto	Colloquium — Bilingualism: Diglossia and Bilingualism
Francis Britto	Colloquium — Multinatl Englishes: Eng. Education in India and Japan
Kathleen Graves	A Workshop on Syllabus Design
Kathleen Graves	The Teacher as Alchemist

Jeremy Harmer	Shifting Authority: Teaching and Training in EFL
Jeremy Harmer	Evaluating Grammar Techniques

Luncheon Speaker

Shigeo Imamura

Open Lecture Speaker

Sen Nishiyama

Selected Speakers**Four Skills**

Dougl, J. E.	English Any Time: Upper-Intermediate Stand-By Lessons
Hayashi, Shinichi	Japanese through Pictures
Leek, Cara	Project Work in Japan
Ormandy, Masumi	Introduction to Longman's Way in
Shortall, Terrence	How to Teach from a Textbook You Don't Like
Silver, Rita	Are You Sure This Is "Culture"?
Thiel, Teresa	Putting It All Together
Wilson, Merinda	Writing Materials for Autonomous Language Learning
Wong, John F.	Strategic Interaction Workshop
Activities and Games	
Chinn, Clark	Reinvigorate Those Reading-Comprehension Questions
Chinn, Clark	Writing to Build More General English Skills
Holden, Susan	Exploiting a Theme: Communicatively
Hoskins, Barbara	Non-Verbal Communication: Messages without Words
Johnston, C. A.	More Than Just Playing Around: Games in the EFL/ESL Classroom
Nunan, David	Designing Tasks for the Communicative Classroom
Pilon, Maureen	Board Games for Bored Students
Ruud, Bob	Generally Speaking-and Listening
Winchester, Jeff	Using "Trivial Pursuit"
Yasufuku, Emiko	How to Conduct an Adult English Conversation Class
Audio/Visual	
Seng, Mark W.	The Wonderful World of Nonphotographic Slides
Computers in Language Learning	
Beirakdar, Ghiath M.	CAI Kanji Driving System
Gainer, Mirial J.	CAI and Composition
Jinno, Masumi	Computers in Languge Testing — Part 2
Nord, James R.	Computers in Language Testing — Part 1: A Look Forward
Nottestine, Ronald D.	Computers in Languge Testing — Part 3
Nyns, Roland R.	Teaching to Read with CALL

Selected Speakers (cont'd)

Curriculum Design

- Biegel, Kenneth The American Federal Government: A (Content-Based Lesson Whole Language Learning
- Caprio, Mark An ESL-Social Studies Curriculum Design
- Fisher, Pat College Student Attitudes towards Studying English
- Hattori, Takahiko Comparing Functions in Japanese and English
- Kanel Kim The IBU Curriculum
- Kuroda, Masuko The Role of Humanities in Language Training
- Levine, Paul Holistic Language Teaching
- Mark, Kevin English for Unselfish Purposes
- Nagashima, Mary Constructing Lessons from Authentic Texts
- Wardell, David

Teaching Children

- Arbogast, Sheni Kids and Video
- Ormandy, Masumi Motivating the Young Learner — Way In: A New Course
- Otake, Yasuko A Study of Social Values Affecting Children's Language
- Pencil, Karig TPR Training for Teachers
- Sekiya, Yasushi Japanese Children's Acquisition of English Phonology
- Wilkinson, Steve Dynamic English-Games and Songs for Kids!

Cultural Issues

- Blair, Karin Masks and Proverbs in Language Learning
- Fujiwara, Barbara Inquiry Process in Teaching Culture
- Gerling, Reuben M. Japanese Students and the English Class
- Hill, Anne Exploring Cultural Differences for Language Practice
- Kopinski, Deborah D "Returnees" in College Conversation Classes
- Lancelot-Harrington, K Social Studies. Literature and Teaching of English
- Liggett, Michael Japanese Classroom Expectations and "Student Training"
- Nagaoka, Sachiko Eye Contact
- Sheorey, Ravi American Culture in Japanese EFL Textbooks
- Thiel, Teresa Culture Awareness
- Uehara, Randal J. K. Japanese-American Teachers of English
- Vantrease, Judy C. Foreign Teacher Survival in the Japanese Classroom
- Jennings, Harry T. Adapting Cross-Cultural Materials to EFL Classroom
- ESP
- Aramaki, Motofumi Cross-Culturally Effective Presentation Skills
- Blyth, Maria D. Res. Projects in the ESL Classroom — The How and the Why
- Boswood, T. S. English for the Performing Arts
- Parkinson, David M. Presentations in Company Language Programs
- Rettner, Roberta Preparation for Overseas Assignments: Is It Good Enough?
- Deamer, Tony Simulations for the ESP Classroom
- High Schools
- Gibson, Bob Junction Box Listening
- Scott, Sue Motivating High School Students: An Integrated Program
- Scott, Sue Cooperative Team-Teaching
- Shibata, Hilary Listening at High School
- Shiozawa, Tadashi Foreign Students at Japanese High School
- High Schools/Junior High
- Kamada, Laurel The English Language Classroom in Japan

Junior High Schools

- Marshall, Richard J. Communicative Exercises

Japanese For Specific Purposes

- Hayashi, Shinichi Japanese Language Learning for Special Purposes
- Oniki, Kazuo Join Our Japanese Class for a Specific Purpose

Language Acquisition

- Cisar, Lawrence Motivation and Adult Learners
- Folintaine, Steven J. Strategic Interaction
- Kamada, Laurel Brain Research and English Education in Japan
- Lu, Liang De Linguistic Theory and Classroom Reality
- Natusch, Barry Japanese Students' Responses to Stimuli Assoc. with Learning English
- Patrie, James Code-Switching in the Written Language
- Ratzliff, Gordon Multi-Lingual/Multi-Cultural Interaction
- Staff, Kevin Controlled to Open Activities
- Tinkham, Thomas Teacher Talk as Interlanguage

Listening

- Aoyagi, Akira An Analysis of Student Listening Comp. Errors in Eng-Reduced Forms
- Blanche, Patrick Student-Directed Learning with Unrehearsed Tapes
- Buck, Gary Listening Comprehension: What Is IT?
- Cervantes, Raul Developing Listening Comprehension
- Glenn T. Gainer Listening Comprehension Dev. in a Four-Year Program
- Grant, Judith From Listening to Writing Bypassing "Grammar"
- Kan, Hideaki Peer Interaction Generated Discussion Techniques
- Kocher, Susan Listen For It
- Nielson, Derald H. How Fast Speech Effects Listening
- Redfield, Rube The Alexander Trio

Literature

- Curran, Beverley Once upon a Time: Children's Literature in the ESL Classroom
- Hill, Wm. Thomas Literature and the Independent Reader
- Ireland, K. R. Creative Re-Writing: Exercises in Style

Music and Drama

- Hiro, Nobuyuki Teaching Multiple Language Skills through Pop Music
- Narahashi, Yoko Pinch and Ouch- English through Drama
- Virgil, Mary Fun with Songs and Chants

Organization

- Banton, Alastair From Con-Trick to Contract — Perestroika in Language Teaching
- Sparkes, Philip Two Cultures in the Same Classroom

Pronunciation

- Katchen, Johanna E. Mastering Pronunciation through Literature
- Oshimura, Toshiaki Voice and Pronunciation of Teachers

Reading

- Gevurtz, Andrea Writing Back to Students: A Process Approach
- Kitao, Kenji Teaching Students to Read English Newspapers
- Kitao, S. Kathleen Background Knowledge and Second Language Learning

Relaxation

- Lewitt, Philip J. Yoga: Mending the Break

Speaking and Writing

Webb, James	Dealing with Students' Common Mistakes Effectively
Socio-Linguistics	
Hough, David A.	Cultural Values in EFL Texts
Jerome, Dan	Bilingual Amerasians: How Bilingual Are They?
Lindsay, Angus	Modelling Classroom Behaviour
Millar, Martin	Language Attitudes
Whitsell, Mary	English Communication vs. English Conversation
Special Method	
Adamson, Charles E.	Master Teaching Techniques from NLP
Allard, Fusako	The Silent Way Difference?
Kitamura, Elizabeth S.	Language in Action with Toro Color Cards and Tokens
Lewitt, Philip J.	How to JALT: Tips for Beginning Presenters
Matreyek, Walter A.	Situation Problem Solving
Zenuk-Nishde, Lori	Real Communication Through Strategic Interaction
Speaking	
Adams, Carl	Information Gaps
Hull, Jeff	Simulated Press Conferences
Juguilon, Marisa O.	Help! My Students Won't Talk!
Nakamura, Yuji	Grammatical Errors of Japanese Students and Remedy
Venning, Ruth	Pair Work for Low Level Students
Testing	
Isted, George H.	Machine Grading: Is It Worth It?
Knowles, Timothy J.	The C-Test-Fixing the Holes in the Cloze
Teacher Training	
Baker, Deborah	Cultural Adaptation: Interviews with ESL Teachers in Japan
Jain, Subhash	So Far, Yet So Near
LoCastro, Virginia	The Role of Practice Teaching
Lockwood, Jane	Observation Diaries in Teacher Training
Maybin, Don	Exploring the Promise of Team-Teaching
Wadham, Mick	Let Your Students Go
Video	
Bratton, Alice L.	Culture through Video: What They See Is What They Get
Gill, Saran K.	On Designing ELT Video Materials for the Asian Language Learner
Maybin, Don	Video in the Classroom: Two Days in Summer
Rosenkjar, Patrick	EAP Content Videos: A Four-Skill Approach
Stempleski, Susan	Using Authentic Video in Language Teaching
Liddington, Robert	Teaching Video: A Whole Person Approach
Haines, David	The Next Best Thing to Being There: The Power of Video
Writing	
Hale, James W.	Communicative Activities for Writing Classes
Hayes, Thomas W.	Business English: Creating Scenarios
Horowitz, Daniel M.	Feedback on Writing: Toward a Balanced View
Kelly, Curtis	The College Composition Flower Garden
Kubota, Ryuko	Writing for Communication: Awareness of Audience
Silver, Rita	"Teacher, I Have No Idea!" Writing for Speech Contests

Presentations from Associate Members -Materials & Courses

<u>Speaker</u>	<u>Title</u>
Nakata, Ritsuko.	Addison-Wesley EFL
O'Keefe, Catherine	Using Reading Power
Mateer, Barry	Turning Points
Case, Deborah	B & CI Products
Perkins, Leo G.	Complete System Approach-Teaching Spoken English
Knowles, Phillip L.	Interactive? A Breakthrough
Shaw, Ellen	Developing Speaking and Listening Skills CUP
Shaw, Ellen	Writing Effectively: A Demonstration
Shaw, Ellen	Pronunciation: What Should We Teach?
Rivoluci, Mario	Dictation and Stories
Donovan, Peter	International Business English
Donovan, Peter	ELT Software from Cambridge University Press
Pendergast, Tom	Implementing C.A.L.L.
Vale, David	Activity Based Learning
Griffee, Dale	Adapting Listen and Act Cards to Pair Work
Johnston, Susan S.	Teaching Reading as a Cognitive Skill
Berman, Shari J.	Getting Together: Ideas for Customizing HBJ Materials
Berman, Shari J.	<i>All About Language</i> — Thematic Audio-Cassettes
Self, Robert	Newsbrief — Using BBC News Programmes for Class or Reference
Self, Robert	Video for Children
Harris, Geraldo	Flight 505 English by Computer and Videodisc
Yoshioka, Betsy	BBC Video — <i>Carsat</i> Crisis Presentation and Classroom Use
Baxter, Nancy	Listening and Note-Taking
Kelly, Curtis	Basics in Writing
Kelly, Curtis	<i>Significant Scribbles</i>
Rost, Michael	The Lingual House Reading Series
Helgesen, Marc	<i>English Firsthand/ Firsthand Plus</i> User's Session
Helgesen, Marc	Activation: <i>English Firsthand/Firsthand Plus</i>
Harmer, Jeremy	Getting Students Interacting: <i>Coast To Coast</i>
Tunnacliffe, Damien	<i>Faces of the USA</i>
Thompson, Mike	A Guide to <i>On Your Way</i>
Thompson, Mike	<i>Discovers</i> for High School
Saunders, Heather	Every Picture Tells a Story
Matsuka, Yoko	Natural Approach for Japanese Children
Baxter, Nancy	Authentic Readings
Ross, Michael	New Materials for Teaching Adults Basic Literacy Skills
Graves, Kathleen	East West
Speers, Shelagh	<i>Open Sesame</i> : Learning English with the Muppets
Gilbert, Roy	A Practical Guide to <i>Streamline</i>
Ziolkowski, Stephen	<i>Person to Person</i> : How to Use It
Gilbert, Roy	A Practical Guide to <i>Fast Forward</i>
Speers, Shelagh	Ideas Up Your Sleeve
Peaty, David	Making Your Own Communicative Pair Practice Materials

Associated Members' Presentations (cont'd)

Molinsky, Steven J.	<i>Side by Side</i> Second Edition
Molinsky, Steven J.	Introduction to <i>Expressways</i> : English for Communication
Molinsky, Steven J.	Effective Use of the <i>ExpressWays</i> English Program
Wingate, Jim	Whole Person Whole Brain Learning — Practical Materials
D. Litt, David Sell	Listening Before Speaking: Methods Students Take To
Langmead, Patrick	Let Video Paint the Language Backcloth
Langmead, Patrick	Using Video for Business English
Weight, Lani	Program Options at the School for International Training
Yano, Mitsuko	Teaching the Culture along with the Language
McSwain, Mary E.	Video Series — <i>Living and Working in America</i>
Behan, Anthony	I Know How to Test Listening but How Do I Teach It?
Peluso, Mary Jane	Listening/Speaking and Reading Skills: New Texts
Pifer, George W.	TOEIC: A Communicative Test

Chapter-Sponsored

	Presentations	Presenter
Fukuoka Chapter	Strategies for Classroom Interaction	Anderson, Fred
Hamamatsu Chapter	Sequenced Songplans for the ESL Classroom	Gordon, J.W.
Hiroshima Chapter	Theory Construction in SLA Research	Gregg, Kevin
Kobe Chapter	A Few Neglected Aspects of List. Comprehension	Peddie, Dorothy
Sendai Chapter	Succeeding in TOEFL	Mizuide, Tomoo

Poster Forum-Japanese as a Second Language

Presenter	Title
Kinoshita, Yoko	A Japanese Learners' Way of Choosing New Classes
Konno, Yasuko	Speaking Assignment for Creative Communication
Kitazawa, Mieko	Speed Writing in Japanese
Shimada, Junko	Effective Speaking Practice for Business People
Hori, Utako	Pair Work and Group Work
Ichikawa, Kaoru	Why Video?
Pendergast, Tom	Innovative Approaches and the Teacher
Yoshida, Kensaku	The Role of the Communicative Teacher
Toki, Satoshi	Teacher Development: What's Crucial?

Poster Sessions

Kozuma, Jo Ann	Simul. Acq. of Bilingual Preschool Children: Birth to Three Years
Swenson, Tamara	Attrition and Loss of Second Language Skills
Yamamoto, Masayo	The Ainu: A Failure to Attain Societal Bilingualism
Swan, Jim	Differences in Connotation Between Japanese and Americans
Clifforne, Michael	Using Board Games in Content Classes
Strain, Jeris E.	Meaning: A Teacher's Options
others to be announced later	

Colloquia

Cross Cultural Communication
 Moderator: Teruyuki Kume
 Speakers: John Condon, Teruyuki Kume, John M. Ratliff, Jun Toyama, William McComie (paper titles to be announced)
Adm. Intensive English Programme
 Moderator: Jan McCreary
 Speakers: Jan McCreary, Jane Power, Robert Ruud, Mark Sawyer (paper titles to be announced)

Eng. for Academic Purposes in Japan: A Cross Cul'l Perspective

Moderator: Bill Gay
 Speakers/Titles: Susan S. Johnston — Cultural Background Information; Michael Williams — Curriculum; Kevin McClure — Academic Content Courses; Anne Ogama — A Discussion of Entry Level Students; Collin Baker — Special Courses and New Directions

Multinational Englishes

Speakers/Titles: Yukihiko Nakayama, Takesato Watanabe; Saran Gill (to be announced); Francis Britto — English Education in India and Japan

Classroom Centered Research

Moderator: Steven Ross
 Speakers/Titles: Gary Buck — The Construct Validation of Listening Comprehension; Steven Ross — Learner Negotiation in Prescripted and Unscripted Tasks; Michael Rost — Student Question Asking Strategies; Thomas N. Robb — Extensive Reading vs. Skills Building

Bilingualism: Current Theoretical Perspectives

Moderators: Jim Swan and Masayo Yamamoto
 Speakers/Titles: Francis Britto — Diglossia & Bilingualism; Dick Schmidt — Rules of Speaking: How Are They Acquired and Do They Exist Anyway? Karl Diller — Psycholinguistic Aspects of Bilingualism: Models, Lan. Contact and Acquisition
 Format: Panel Discussion — 3 hours

Publishing: Academic and Com'l

Moderator: Eloise Pearson
 Speakers/Titles: Michael Thompson; Virginia Locastro — Academic Writing: The Author's Point of View; Jack Richards — Publishing: Academic and Commercial; Chenoweth, N. Ann — A Writer's View of Commercial Writing

Format: 3 hours

Internationalization, Language and Cultural Identity

Moderator: David Willis
 Speakers/Titles: Shizuo Takeuchi — Internationalization of Public High Schools in Japan: An Example; Nakamura Koji — Developing Communicative Competence and International Understanding; David Willis & Eriko Onoda — Can Japan Really Internationalize? Lessons from Japan's Returnees; Marc Sheffner — Teaching Communication and Cultural Awareness at University; Walter Edwards — Internationalization of Japanese Education: Conflict with **Japanese Cultural Identity**
 Respondant/Discussant/Commentator: John Condon

Format: Panel Discussion (with audience) — 3 hours

Intercultural Contact in Cross-Cultural Settings

Moderator: David Willis
 Speakers/Titles: Frederic Alsdorf — Japanese Students in an Intl High School: Perspectives on Language; Terry Ochs — Ref. Group Identity, Language Choice: Behavioral Consequences in a Multicultural Setting; Masavuki Suzuki — Language Education: Problems of Japanese Overseas Students and Returnees; David Willis — Transnational Culture and the Role of Language: Longitudinal and Ethnographic Research

Respondant/Discussant/Commentator: John Condon

Format: Panel Discussion (with audience) — 3 hours

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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 activities 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.

Christopher Madeley draws on his experience of team-teaching to suggest three activities for high school classes. They are based on known student interests and will help link classroom English to the outside world. These activities are likely to be just as helpful to the solo teacher.

USING MONBUSHO-APPROVED ENGLISH TEXTBOOKS IN PUBLIC JUNIOR HIGH SCHOOLS

By Christopher Madeley

Many native speakers teaching in public schools find the Monbusho-approved English textbooks difficult to use and often wish to reject them altogether. These textbooks can, however, provide the basis for a variety of activities in which native speakers can play an important role. The starting point for the development of activities is the prominently displayed target sentences for each chapter of the textbook. One looks at them and asks, "How can I provide practice of this point that is both relevant and interesting to the class?"

The three procedures I outline in this article are primarily for **speaking** activities that I have developed during two years of junior high school teaching. They have been devised primarily with team teaching in mind, but they could equally well be used by a teacher, native-speaking or Japanese, working alone. All of them have been used with classes of over 40 pupils of average ability.

They have been developed specifically for Kairyudo's **Sunshine English Course**, but, since all textbooks follow the Monbusho course of study, the ideas can easily be adapted to suit other textbooks.

The activities to be described all need a set of flashcards showing well-known people. Pictures can be obtained from magazines and from your pupils and should be mounted on cards. They must all be large enough to be seen clearly from the back of a large classroom. The set should include Japanese and Western pop stars, film stars, athletes, and other public figures. It is important to include some people who the students will not immediately recognize although they know their names.

Famous People Quiz (for **Sunshine** 1, p. 36)

Divide the class into teams. Appoint a score-keeper. Hold up the flashcards one by one, and ask the teams in turn, "Who is he?" "Who is she?" Award points only for full and correct answers of the type, "He is Koji Kikawa." "She is Tetsuko Kuroyanagi." As the people are identified, place the flashcards along the chalk tray, so all the pupils can see them. Teach them the names of the people they do not know.

When this first round of the quiz is over, let the class look at the flashcards for a few minutes and memorize the people on the cards. Then play a second round of the quiz. Remove all the flashcards from the chalk tray and again show them to the pupils one at a time.

This time, however, show the students the **backs** of the cards, so they now have to **guess** who it is to win a point. The questions you ask now provide essential clues to the identity of the people and the pupils will listen very carefully for these clues before they make their guesses. Again, award points for each full and correct answer and display the flashcards along the chalk tray as they are guessed.

An optional third stage is to repeat the above procedures, but not display the flashcards as they are guessed, so pupils now have to remember which famous people have already been shown. A fourth and important stage is to have one or more pupils take over the role of question-master. Pupils need practice in **asking** questions as well as in answering them.

A few pupils in each class will probably dominate such activities if they are allowed to. To avoid this problem, questions must be directed not only to each team in turn but to each team **member** in turn. This ensures that, even in a large class, every pupil will have the occasion to answer at least one question.

Favourite Star Survey (for **Sunshine** 1, pp. 20, 23, 52)

Prepare a table on the blackboard or a large sheet of paper as follows:

Name			
Yuki Saito	Mr. Nasu	♡	
Momoki Kikuchi	X		
Koji Kikawa			
The Checkers			
etc.			

Give a model by asking your team-teacher colleague questions:

How about Yuki Saito?

I like her.

How about Momoko Kikuchi?

I don't like her.

Record the answers in the table as shown in the example. Then ask pupils the same questions, so that each pupil gives an opinion of

every star in your table. Show the flashcards as you ask the questions. All answers are recorded in the same way. Pupils should also take the role of questioner. Finally, total the number of hearts for each star to find the most popular star. The class will have had a great deal of practice in forming negative constructions.

Favourite Star Update (for *Sunshine* 2, pp. 41,42)

You will again need a table, either on the blackboard or on a large sheet of paper.

	---	more ---	the most ---
Minako Honda			1
Kyoko Koizumi	1		
Yuki Saito		1	
Koji Kikawa			
Ya-kun			
Higashi			

Ask pupils to write in their notebooks three sentences of this pattern:

Kyoko Koizumi is beautiful.

Yuki Saito is more beautiful.

Minako Honda is the most beautiful.

The boys write about the female stars, and the girls about the male stars, who are all handsome! When everyone has finished, they all read out their sentences in turn, and the teacher records what they say in the table, putting points in the appropriate column for each star, as in the example. Finally, total the number of points for each star in each column. Multiply the number of points in the "more. ." column by two and the number of points in the "the most. ." column by three. Add together the three column totals to reach the grand total for each star. You will see if your pupils' tastes have changed since the year before when they completed the favourite star survey.

Christopher Madeley read French at the University of Newcastle-upon-Tyne and then took a Postgraduate Certificate in Education. After teaching French in England and English in France, he came to Japan three years ago, where he has done team-teaching at the secondary level in Mure, Kagawa prefecture.

Team Teaching

We apologize, there was a mistake in the July notice. It should read every otha month.

Teaching Japanese SIG

Tokyo and Sendai Teaching Japanese SIGs have meetings with guest speakers every other month. Contact the following coordinators for information.

Tokyo : Miko Kitazawa, 03-485-3204
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JALT-CALL

As computers are becoming increasingly available to classrooms, we as language teachers need to be finding ways to use them productively. JALT-CALL provides an opportunity for you to contribute articles relating to the use of computers in the classroom so that others can share the benefit of your experience. Articles must follow JALT manuscript guidelines and should be submitted to R.M. Gerling, Technical University of Nagaoka, 1603-1 Kami Tomioka, Nagaoka, Niigata 940-21 (0258-48-6000). Please include a 25-word biographical statement.

GO AND FIND OUT: THE COMPUTER IN THE CLASSROOM

By Reuben Gerling

One of the major uses of computers is as data banks. The term indicates the capability of the machines to store information and come up with it whenever necessary. This information can be manipulated at will in various ways which makes data banks an invaluable tool in the business world. There are classroom applications as well, however, since teachers can store material that the students will have to consult, and students can, themselves, investigate subjects and enter data on the computer for the teacher. Both students and teachers can read each other's texts and input whatever questions they may have. The use of computers in classrooms is certainly not limited to data bases. There are a great variety of program available which can serve as a stimulus for discussions, information gap-activities of various kinds, and also role plays.

Code Breaker (CUP) is one program that can be used to stimulate lively discussions even with students who are not very advanced. This program generates a sentence in alphabetical code that must be deciphered in order for the learner to understand it. This sort of exercise benefits also from the competition element: two or three groups can compete to see who will discover the code first. Coded sentences can be used in a variety of ways. The learners can be asked to pick out a group of sentences that will make up a story. They can be asked to decipher sentences in an information-gap activity, i.e. part of the necessary information will be stored in the program. As the program generates the sentences in a random fashion, the students may have to sift through some material before they arrive at their answers. This will provide additional material for discussion and decision making.

There are many programs available that have potential use as information-gap activities. Some

of these will require the teacher to prepare some of the material that will be available to the learners. For example, *Space-Out* (Simon Penn, CUP) generates a text in lower case without any punctuation. The teacher types into this program a text such as one which describes a day in the life of three American university students. The learners have in their hands some names and scattered information about a number of people. They must identify which of these are the three students described by the computer. The first task is for the students to decipher the text on the screen. This is followed by note taking and comparison. Finally, the information is collated to provide the identities in question.

The computer can also be a great help in providing information to be used during role plays. *Kingdom*, for example, is a simple simulation in which the learner is asked to rule a small island kingdom. The decision taken may lead to prosperity or, if they are wrong, to the annihilation of the whole community. Faced with such grave consequences, some learners are given roles as ministers in the government of the day and additional learners act as advisors. The resulting decisions can be fed into the computer which then delivers an immediate situation report. Similar programs enable students to run the U.K., to manage an environmental disaster and the like.

In all cases it is important for the teacher to see that enough discussion among the students is created to justify the use of the computer. On the other hand, there are numerous advantages to using computers. The fact that the machine provides the data adds a touch of reality to the scene. Discussions can also be adjusted to fit various language levels/ they do not have to be limited to one particular level. These advantages are in addition to its use as a store of information to be tapped when necessary. Such uses of the computer can lead to new channels of learning and to a more practical atmosphere in class.

Reuben Gerling teaches at the Technological University of Nagaoka and edits the JALT -CALL column.

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Never again miss out on an issue of *The Language Teacher*, thanks to JALT's new "Standing Order System." Simply by ticking the box marked "Please renew my dues automatically every year," you can avoid future hassles - you will remain a member in good standing and not be dropped from the rolls until such time as you withdraw your standing order. Renewal notices will not be sent, but periodic reminders will be printed on your address label. Dues may be paid at conference registration time or at chapter meetings.

JALT

UnderCover

LEARNER STRATEGIES IN LANGUAGE LEARNING. Anita Wenden and Joan Rubin, eds. Prentice-Hall, 1987, 181 pp. ¥3,000.

The 12 essays in this collection are about language learning. In general they address two questions of concern to both teachers and researchers: (1) What do learners do to acquire second language competence? and (2) What can be done to facilitate this process?

Wenden and Rubin have divided the essays into three groups. The first is an introduction to learner strategies; the second contains studies of learner strategies; and the third holds suggestions for promoting learner autonomy. Of these three sections, the second is by far the most interesting and holds the greatest practical value for those working in the field of second language instruction.

Of the six essays in this central part of the book, Anna Uhl Chamot's "The Learning Strategies of ESL Students" alone is worth the price of this volume. Her research, which focuses on ways in which high school students learn a second language, has three objectives: (a) to identify the range and variety of learning strategies used by students who were classified as good language learners; (b) to classify these learning strategies for use by researchers and teachers; and (c) to discover whether any of these strategies were associated with particular learning activities.

Chamot's interest in discovering the strategies used by good language learners derives from the belief that once the strategies of good language learners are identified, they can be made available to less successful learners. This idea is, of course, not new to our profession; Emig (1971), Shaughnessy (1977) and Reiss (1983) have all employed this approach in their studies of learning behavior.

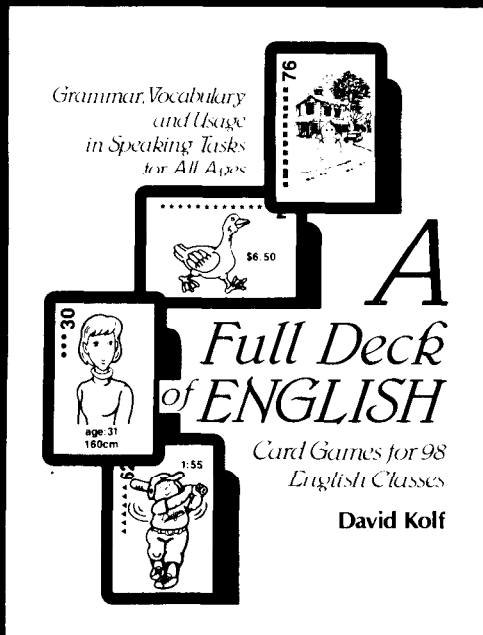
In fact, the importance of good learner strategies appears again and again throughout *Learner Strategies in Language Learning*. In Chapter 2, it is listed by Rubin as one of the central theoretical underpinnings and assumptions about learner strategies. In Chapter 7, Abraham and Vann cite training in good learner strategies as necessary treatment when language students are identified as unsuccessful. And in Chapter 10, O'Malley suggests that good learner strategies must be cultivated if learner autonomy is to be achieved.

In gathering her data, Chamot used a questionnaire (which appears as a table within her

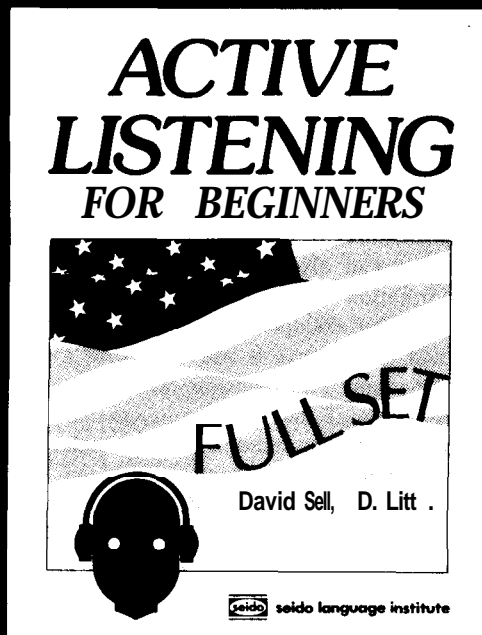
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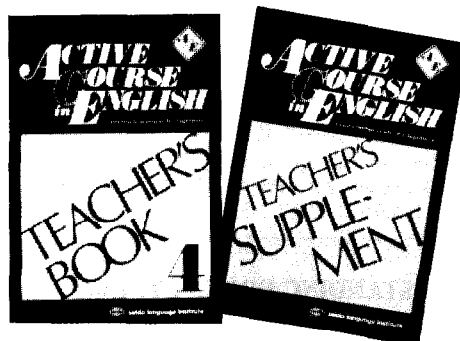
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article) to elicit information from students about their learning strategies for specific English learning tasks. These interviews generated a comprehensive list of strategies ranging from the metacognitive level (e.g. advance organization, selective attention, self-monitoring) to the cognitive level (e.g. repetition, groups, recombination) to the social-affective level (e.g. cooperation, question for clarification). Chamot reports that during these interviews students "were not only aware of but anxious to talk about the ways in which they learned English" (p. 76).

Chamot found that some types of language learning activities attracted greater strategy use than others. For instance, students used the most learning strategies for vocabulary and least for listening activities requiring inferencing. A rationale for this difference may be found in O'Malley's essay, "The Effects of Training in the Use of Learning Strategies," when he points out that "vocabulary learning is a discrete language skill that fails to represent the range of integrative tasks typical of language use" (p. 134). There remains a paucity of research on learning strategy use in integrative language tasks such as listening and speaking.

Chamot goes on to report that there were differences in strategy use between proficiency levels; a greater percentage of intermediate level students used strategies than did beginning level students. The various stages of development students go through in adopting strategies into their learning repertoires are described in Henri Holec's article, "The Learner as Manager." This is a gradual process of growth as students begin to take responsibility for their own learning. Throughout we are reminded by Chamot that "second language learners are not mere sponges acquiring the new language by osmosis alone. They are thinking, reflective beings who consciously apply mental strategies to learning situations, both inside the classroom and outside of it (p. 82).

Not all the chapters in *Learner Strategies in Language Learning* deserve such warm praise. "Memory in Language Learning" by Irene Thompson, for example, rests on very shallow assumptions about the operations of the human mind. The very fact that she overlooks the pioneering research by Ebbinghaus, one of the major contributors to the literature of memory, is a glaring omission. Thompson's shibboleth is "mnemonics" which she believes enables students to memorize vocabulary more efficiently. Nothing in her essay convinces this skeptical reader that mnemonics have any long-term benefit to language development, no matter how dramatic their effect may be in creating short-term success on discrete item quizzes. Thompson even lists 11 criticisms of mnemonics which should have given pause to her enthusiasm for this learning style; however, she elects to ignore

these persuasive warnings and plunges forward down the trail she has blindly chosen. It is a path one hopes the readers of this text will eschew.

Learner Strategies in Language Learning can be compared with the little girl in the nursery rhyme who had a curl right in the middle of her forehead. For when the essays are good, they are very, very good, but when they are bad, they are horrid.

Reviewed by David Wardell
University of Pittsburgh ELI-Japan

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THE ENGLISH LANGUAGE TODAY. Sidney Greenbaum (Ed.). Pergamon Press, 1985. 344 pp. ¥4,920.

The English language has become particularly difficult to define and study, to the extent that even those professionally involved with it tend to know surprisingly little about areas that do not impinge directly on their own field of study. Teachers, for example, often have little knowledge about the problems faced by journalists, and vice versa; radio and TV announcers may be relatively ignorant of the social and historical forces that have made their dialect what it is; the dictates of Safire or Newman seem far away when Granny is writing to her cousin. And so forth. This is not intended as a slight on any of those who work with English (particularly not Granny, who uses English like a backwoodsman uses an axe); rather, it is an indication of the diversity of the language and the extraordinary number of issues and attitudes relating to it. Books attempting to cover broad aspects of English are, therefore, relatively rare.

The English Language Today is the first of a series called "English in the International Context" which Braj Kachru is editing for Pergamon. The goals of the series are, in Kachru's words, "to provide thorough data-oriented descriptions of the uses, usages, and users of English across cultures and languages" (p. vii). Such a series is certainly most welcome, and Pergamon are to be praised for attempting so ambitious a task.

Referring to the present volume, Kachru allows his enthusiasm to carry him away in claiming that it captures "the vital issues which concern researchers, teachers, and teacher trainers in English in every country where English is used and taught, whether natively or non-natively" (p. vii). No volume could live up to such a claim, and there is evidence that Greenbaum, the

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(cont'd from page 47)

editor, saw his task rather differently. For him the central theme is attitudes towards English, both in the United States and elsewhere. The upshot of these divergent editorial views is that the book's 32 papers cover a varied and arbitrary selection of topics in an uneven way.

Some idea of this variety and scope of the book may be gained from the fact that it begins with a historical section of five papers on selected aspects of the fortunes of English, from the Anglo-Saxons to Orwell. Each is of interest, in particular Gorfach's paper on Renaissance English, and Stalker's account of how 19th-century ideas about "correct" English was really taken by default from the 18th century. Although presented chronologically, the five papers do not (could not!) present a coherent and unbroken account of the history of English.

Without further ado, we move straight to the largest section in the book: Attitudes towards English in the U.S.A., Britain, and Canada. Of the 15 papers here, Britain and Canada get just one apiece, with Ilson's excellent paper on British and American English necessarily touching both sides of the Atlantic. The other 12 papers concern the U.S., with several of these barely rising above the level of journalism. The majority are informative, for example, Carroll's on the problems faced by test-makers, Redish's on the Plain English Movement, and Pringle's on the French-English problem in Canada. All the papers are general in tone and would provide

good introductions to their fields.

The next section is the most even in the book, containing five papers on English in the world context, including Kachru's classic "Institutionalized Second-language Varieties." The book's theme – attitudes – is most strongly seen here, and the student of international feelings about English will find much to ponder. Lanham's account of attitudes in South Africa is opportune, and one can only wish that English in Africa had warranted more than one paper. However, the book neither claims nor attempts a systematic coverage of English in the world; local readers, for example, will find nothing here about English in Japan.

The English Language Today would be a good text for a course on the sociolinguistics of English, touching as it does on an extraordinary range of issues and feelings generated by the rapid spread of English. It is both less scholarly and less technical than the carefully-edited *English as a World Language* (Bailey & Gorfach, 1982), though for that reason it is more accessible. It may be of particular interest to second-language teachers and students who need an overview of the many problems associated with the English language today.

Reviewed by Malcolm J. Benson
Hiroshima Shudo University

Reference

Bailey, R. W., & Gorfach, M. (Eds.). 1982. *English as a World Language*. Cambridge University Press.

Reviews in Brief

THE GRAMMAR YOU NEED. G. M. Spankie.
Macmillan, 1987. 191 pp.

Aimed at learners who have completed beginners' classes in English, *The Grammar You Need* is a collection of examples, accompanied by brief explanations, of essential English grammar points. It may be useful as a student reference book after completion of a basic course where grammar terminology has been taught; however, this book is an unlikely choice for a textbook, even in a grammar-centered class. There are no written or oral practice activities; 'sections' are short and virtually self-contained, with very little integration or sense of progression from one to the next; and, variety of format or presentation is generally lacking.

British English is employed throughout the text, with references to American English where usage differs. The 34 sections, from two to seven pages in length, include: parts of speech and word order in sentences; forms and functions of pronouns, nouns and their modifiers; interrogatives; exclamatory expressions; verb tense formation, meaning(s) and uses; prepositions; adverbs; and comparison. As the sections are brief, explanations are limited to basics, and thus

teachers or advanced-level students would probably require a more comprehensive reference text. On the other hand, learners of a low-proficiency level may occasionally require assistance with a few rather long notes or explanatory sentences, or non-standard terms (e.g. p. 101, "*will/shall* + base verb: *the coloured future*. . . coloured by the speaker's intentions towards the subject of the future time verb.").

Finally, almost every page is identical in format. Examples are printed in blue on the left side of the page, corresponding commentary and explanations, printed in black, are found on the right. Some learners find the two-tone standardization familiar and comforting, while others are irritated or bored by the lack of variety. Most students agree, however, that they are easily able to locate information, using the relative thorough index provided, and that the examples are generally clear. *The Grammar You Need* may be most appropriate, then, for the intermediate learner who is looking for an extra grammar reference book to supplement regular course materials.

Reviewed by Patricia Dissosway
Hiroshima Shudo University

THE MYTH OF JAPANESE UNIQUENESS.

Peter N. Dale. Croon Helm/Nissan Institute of Japanese Studies, 1986. 233 pp.

If you hated Tadanobu Tsunoda's *The Japanese Brain*, you'll love Peter N. Dale's *The Myth of Japanese Uniqueness*. Dale's work is a piece-by-piece dismantling of the complex structure of *nihonjinron*, that quasi-academic brand of ethnocentrism spawned by a threatened elite late in the Meiji Period, of which Tsunoda is but one of the more salient latter-day exponents.

Of perhaps greatest interest to JALT members are the three chapters dedicated to myths surrounding the Japanese language. Here one finds the Silence Myth, that scary elite-imposed axiom that to be Japanese is to avoid verbalized self-expression in favor of a silent synchronization of self with group. The author owes and acknowledges a debt to Roy Andrew Miller in these chapters.

He subsequently goes on to attack the world of Japanese psychoanalysis, his main target here being none other than Takeo (*The Anatomy of Dependence*) Doi, and then to briefly rough up Tsunoda in a later chapter, entitled "Monkey Business," which focuses on *nihonjinron's* small empirical science branch.

Throughout this grand tour of *nihonjinron* tripe, Dale fares well while in destruct mode, slicing the flimsy legs out from under these myths with a keen wit and an enormous and eclectic bibliography. There are flaws, though. His attempts to psychoanalyze the myth purveyors themselves bring him at times dangerously close to the very sort of ungrounded speculation that he elsewhere so skillfully punctures, and his pendulum theory of the Japanese self-image is unoriginal.

But one need not subscribe to all of Dale's speculations to benefit from his scholarly but entertaining treatment of a vexing subject. This is must reading for any foreigner who intends to teach long-term in Japan and hopes to understand the curious, untenable ethnocentric howlers that emit from the mouths of students (or even colleagues) whom we otherwise know to be intelligent and decent people. At such moments, we are well advised to heed the oft-proffered advice of, of all people, the Reverend Jerry Falwell, that we should hate the Sin and not the Sinner. If nothing else, Dr. Dale's book helps us see this Sin/Sinner distinction more clearly.

Reviewed by Joe McKim
Hosei University, Tokyo

IATEFL members: You can join IATEFL Special Interest Groups for only, ¥800 per annum. See the *furikae* forms in this issue for details.

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 Aug. 31.

CLASSROOM TEXT MATERIALS/
GRADED READERS

*Cassell's "Foundation Skills" series. *Listening 4* (Student's book). John Green. Cassell, 1988.

*Church *et al.* *A New Beginning: An ESL reader*. Prentice Hall/Regents, 1988.

*Clark. *Language Learning Cards* ("Activity Books for Children" series). Oxford, 1988.

*Dalzell & Edgar. *English in Perspective 1* (Student's book, Teacher's book, Workbook, two Cassettes). Oxford, 1988.

*Karant. *Storylines: Conversation skills through oral histories*. Newbury House, 1988.

*Orion. *Pronouncing American English.. Sounds, stress, and intonation*. Newbury House, 1988.

*"Open Sesame" series. *Picture Dictionary* (Activity book; Japanese-English version). Jill Wagner Schimpff. Oxford, 1988.

*"Start with English" Readers. Oxford, 1988.

Grade 1: *The Kite*. Border.

Pat and Her Picture. Border.

Grade 3: *The Queen's Handkerchief*. Border.

Forrester. *Frontiers: An intermediate course in English* (Student's book. Teacher's book). Collins ELT. 1988.

Howe. *American English Today!* Books 1-3 (Student's books, Workbooks, Teacher's books, Cassette tapes). Oxford, 1987.

Hutchinson. *Project English*, Books 1-3 (Student's books, Workbooks, Teacher's books, Cassettes). Oxford, 1987.

Rooks. *Paragraph Power: Communicating ideas through paragraphs*. Prentice Hall/Regents, 1988.

†Geddes. *About Britain*. Macmillan, 1988.

†Gossman & O'Connor. *Win the TOEIC Battle*. Prentice Hall/Regents, 1988.

†Knoeller. *Office Communication*. Prentice Hall/Regents, 1988.

†"Oxford Supplementary Skills" series. Oxford, 1987.

Reading, Elementary. Scott (book only).

Reading, Intermediate. Ladousse (book only).

Speaking, Elementary. Nolasco (Book, one cassette).

Speaking, Intermediate. Ellis & Tomlinson (book only).

Writing, Elementary. Gruber & Dunn (book only).

Writing, Intermediate. Boutin, Brinand & Greillet (book only).

†Mosteller & Haight. *Survival English: English through conversations*, Book 2. Prentice Hall/Regents, 1988.

†Mosteller & Paul. *Survival English: English through conversations*, Books 1a & 1b. Prentice Hall/Regents, 1988.

†Mullen & Brown. *English for Computer Science*, 2nd ed. Oxford, 1987.

†Oxford "Open Sesame" series (Student's book, Activity book, Teacher's book, Cassette tape). Oxford, 1986, 1987.

Stage E: *Multilevel Book*. Cellman.

Stage F: *Ernie & Bert's Red Book*. Harris & Zion.

†Revell. *Impact* (Activity book to accompany videotape). Macmillan, 1987.

†Robertson. *Airspeak: Radiotelephony communication for pilots*. Prentice-Hall International, 1988.

- †Tafner & Williams. *Intensive English*. Higher Intermediate Level (Student's book, Teacher's book).
 †Willis & Willis. *Collins COBUILD English Course, 1* (Student's book, Activity book). Collins ELT, 1988.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- *Anderson & Lynch. *Listening* ("A Scheme for Teacher Education" series). Oxford, 1988.
 *Henning. *A Guide to Language Teaching: Development, evaluation, research*. Newbury House, 1987.
 *Long & Richards, eds. *Methodology in TESOL: A book of readings*. Newbury House, 1987.
 *Nunan. *Syllabus Design* ("A Scheme for Teacher Evaluation" series). Oxford, 1988.
 *Rutherford & Sharwood-Smith, eds. *Grammar and Second Language Teacher: A book of readings*. Newbury House, 1988.
 Carrell et al., eds. *Interactive Approaches to Second Language Reading* ("Applied Linguistics" series). Cambridge, 1988.
 Crystal. *The Cambridge Encyclopedia of Language*. Cambridge, 1987.
 Doff. *Teach English: A training course for teachers* (Teacher's book, Trainer's handbook). British Council/Cambridge, 1988.
 †Brumfit & Carter. *Literature and Language Teaching*. Oxford, 1986.
 †Newmark. *A Textbook of Translation* ("English Language Teaching" series). Prentice-Hall International, 1988.
 †Prabhu. *Second Language Pedagogy*. Oxford, 1987.
 †Strong, ed. *Language Learning and Deafness* ("Applied Linguistics" series). Cambridge, 1988.

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 materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan, Aoyama 8-122, Nara 630.

IN THE PIPELINE

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

- Bacheller. *Start Writing*.
 Boardman & Holden. *English in School*.
 Bradford. *Intonation in Context*.
 Brieger & Comfort. *Technical Contacts*.
 Carter & Long. *The Web of Words*.
 Celce-Murcia & Hilles. *Techniques and Resources in Teaching Grammar*.
 Chan. *Phrase by Phrase*.
 Chaudron. *Second Language Classrooms*.
 Clark. *Curriculum Renewal in School FL Learning*.
 Collie & Slater. *Literature in the Language Classroom*.
 Dunn & Gruber. *Listening, Intermediate*.
 Fries, ed. *Toward an Understanding of Language*.
 Gregg & Russell. *Past, Present, and Future*.
 Grosse & Grosse. *Case Studies in International Business*.
 Hino. トーフルの650点: 私の英語修業
 Ingram & King. *From Writing to Composing*.
 Jones & Kimbrough. *Great Ideas*.
 Levine et al. *The Culture Puzzle*.

Chapter Presentation Reports

Reports written in English on chapter presentations should be sent to co-editor Ann Chenoweth Yamato Heights 2-102 7-17-16 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 be typed double-spaced on A4-size paper. Longer reports can be considered only upon prior consultation with the editors. Please refer to guidelines in the January issue of this volume.

FUKUOKA

GAMES AND SUCCESS-ORIENTED TASKS FOR CHILDREN

By Helene Jarmol Uchida

Helene Jarmol Uchida, a firm believer that children learn language fastest, demonstrated with some elementary school students various activities and games that foster listening, speaking and participation in English without the use of Japanese.

For example, the first activity was for becoming familiar with numbers.

"I'm number one, sir. Where's number three, sir?"

The students sitting in a circle are given numbers according to their position. The boss is number one, and says the above phrase, then the number three student repeats the phrase changing the number as quickly as possible. The person who fails to respond on the spot has to move to the end of the line.

To become familiar with commands, a blindfolded person follows the commands given by other students such as "Go straight," "Turn left" and "Go back" until he is seated safely in a chair. ▶

Live. *Yesterday and Today in the USA*.

Marton. *Methods in English Language Teaching*.

Molinsky & Bliss. *Expressways*.

Mugglestone et al. *English in Sight*.

Newby. *The Structure of English*.

Nolasco. *Listening, Elementary*.

Pattison. *Developing Communication Skills*.

Peaty. *Alltalk*.

Pickett. *The Pizza Tastes Great*.

Reid. *The Process of Composition*, 2nd ed.

Rooks. *Share Your Paragraph*.

Samovar & Porter. *Intercultural Communication*.

Sanabria. *A Picture's Worth 1000 Words*.

Shortreed & Kelly. *Significant Scribbles*.

Smith, ed. *Discourse Across Cultures*.

Withrow. *Writing Skills for Intermediate Students*.

Yalden. *Principles of Course Design for Language Teaching*.

Six games and many songs were presented. All the songs had gestures on dance to go along with them. Participants had an enjoyable time singing with the children from Little America, where Uchida teaches.

Uchida says that she has been influenced by Richard Via and Yoko Morimoto and she arranged their ideas into her teaching methods. She believes that a good teacher is always moving around, smiles at students, and often touches them so that students feel they are noticed by their teacher. Students can be encouraged and feel confident in this way.

Reported by Azuma Yokoyama

IBARAKI

MALE-FEMALE DIFFERENCES IN ENGLISH LINGUISTIC BEHAVIOR

By Deborah Foreman-Takano

The first part of this presentation involved an overview of the field that dealt with past and current studies, vocabulary used by and about women, women's use of intonation and pronunciation and also women and literature. Foreman-Takano's skillful use of examples helped to guide the audience through the considerable amount of material that she covered.

In the second part of the presentation, the speaker considered the functions and implications of the generic pronominal: giving an introduction to the 'nonsexist language' controversy. This was certainly a thought-provoking area which was illustrated with examples of revisions that can be made to texts or dictionaries in order to eliminate sexist language. Foreman-Takano concluded by urging people to be aware of the linguistic choices open to them. There is no doubt that this field raises questions about usage that all of us, not only teachers and writers, ought to be concerned about.

Reported by Clive Langham

NAGOYA

AROUND THE WORLD IN 80 MINUTES

By Passe-Partout

At the May meeting, JALT-Nagoya members and guests were treated to a drama performance by a three-member group from the United Kingdom, Passe-Partout (French for master key). Using a minimum of stage props and a lot of imagination, Michele Young, Seamus Derrington, and Thomas Burgess presented a humorous adaptation of the Jules Verne Novel.

The drama focused on English that is familiar to junior and senior high school students. The audience was made to feel even more closely tied to the characters and the story because the play literally unfolded around them. The audience sat in the middle and followed the performers as they traveled completely around the "world" (I.e. the room) with stops in Egypt, India, Hong Kong, Japan, and the U.S.A. before finally returning to London.

In the second part of the program, the audience engaged in a competition to see who could complete a "trip" around the room. A traveler advanced to the next stop when her group correctly answered a question about the play.

The performance intentionally magnified certain cultural stereotypes (e.g. Scotsmen are stingy and greedy, American Indians are savages, etc.) as a means of generating discussion and dispelling such unfounded bias.

Lastly, a performance such as this should serve to encourage teachers and students alike to consider staging plays. No need to worry about props and costumes. Just use your imagination.

PRIORITIES IN ENGLISH GRAMMAR AND GRAMMAR TEACHING

By Michael Lewis,
Language Teaching Publications

At the May chapter meeting, Michael Lewis spoke on the teaching of grammar. Quoting



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Krashen, he stated that grammar teaching has no place in the classroom. He added that research results indicate that the teaching of grammar is counterproductive.

Among the problems is that even teachers do not know English grammar and yet attempt to teach it. Textbooks also add to the confusion by giving wrong information or misleading explanations. A common misconception perpetuated in textbooks is that "will" and "shall" are part of the future tense in English. In reality, "will" and "shall" were never the future tense. "I'm sure they will be home by now" refers to the past. In addition, textbook examples are often meaningless: e.g. "Boys will be boys."

Since teachers operate in a world where grammar must be taught, Lewis offered some ideas. Practice activities should include pairing or matching, sorting, completing a whole text, and looking for possible meanings.

Lewis also stressed that teacher correction should be minimized and guessing should be encouraged in order to bolster guidance. Accuracy, in the form of correction and modeling, should be de-emphasized. A student who makes mistakes is making progress.

Reported by George H. Sawa
Gifu City Women's Junior College

NARA

READING SCHEMA THEORY

By Kathleen Kitao

Dr. Kathleen Kitao gave a lecture on reading schema and its relation to first and second language learners.

Kitao explained that schemata are the knowledge structures people have concerning the subject that they are reading about. This network of associations aids in comprehending the material.

Good readers have the ability to anticipate what is coming, and can also decide what information is important. Poor readers read everything the same way and can not tell what information is important.

Culture also plays a factor in the reader's schema. Readers will use their own cultural background if they lack the schema for a passage and thus may make false inferences.

Although there has been only a limited amount of research on how schemata relates to L2 reading, Kitao gave the following suggestions:

- 1) Have students make predictions about the context of the text.
- 2) Remind students of what they know.
- 3) Teach background knowledge.

Kitao's lecture was the first presentation for the newly established Nara chapter. The lecture and the first meeting were very helpful to the members of this new chapter.

Reported by John Williams

NIIGATA

HOW TO DO TEAM TEACHING SUCCESSFULLY

By Claudia Sadowski and Shunya Hagino

Team teaching is becoming increasingly important for English education in Japan, particularly for English teachers at public junior and senior high schools, who, as the number of participants in the Japan Exchange and Teaching (JET) programme increases, are more likely to be required to team-teach on a regular basis.

A team-taught class is one in which two teachers, usually a Japanese teacher of English (JTE) and a native speaker, co-operate for the benefit of the students. I know from experience that some teachers find the looseness of this definition intimidating. The presentation given by Shunya Hagino, an English teacher at Nagaoka S.H.S., and Claudia Sadowski, an Assistant English Teacher (AET) on the JET programme, successfully dispelled some of the myths surrounding team teaching.

The basis of the presentation was a video of a class taught by Hagino and Sadowski which demonstrated some of the techniques of effective team teaching. These included oral introduction of new material, "interview" exercises between students, and the split class. Topics such as planning, the roles of the JTE and AET, the use of English in the classroom, and student response to team-taught lessons were also covered in detail. While it is impossible to deal with a subject as varied as team teaching completely in the space of one meeting, this presentation gave a sound introduction to many vital aspects of the practice of team teaching.

Reported by Marjorie Dryburgh
AET, Niigata Prefecture

OSAKA

LANGUAGE WITHOUT CULTURE: THE OLIVE-LESS MARTINI?

By Harry T. Jennings

The June Osaka chapter meeting looked at the relationship of language teaching/learning and culture. The workshop-style presentation encouraged those who attended to think about their own perceptions of culture and when/how/why to teach it.

Why do we want to talk about cross-cultural communication? This is a current, popular topic inside and outside of language teaching. It is also a controversial topic: we can not even reach a firm agreement on definitions for important terms such as "internationalism." How does it relate to language learning? Jennings contends that the study of language should not be separated from the study of culture. Fluency in

language does not equal fluency in culture. Miscommunication can, and does, occur based on cultural misunderstandings as much as on linguistic misunderstanding.

Therefore, the issue of culture, and cross-cultural communication, must be addressed in the language classroom. Several aspects of culture must be addressed. These include the appropriate mixture of cultural general and culture specific content; the issue of potential challenge to the individual's notion of self; and, the perception of reality as culturally bound. Finally, it is important to understand that communication will not always be successful. Cross-cultural communication takes time and patience.

Reported by Rita Silver

SAPPORO

ARE CONVERSATION LOUNGES EFFECTIVE?

By Stuart Walker

Drawing on his experience as both a manager and a teacher at conversation lounges in Japan, Stuart Walker contrasted the teaching style, curriculum, physical environment and underlying philosophy of the conversation lounge with the traditional class.

Basically, the conversation lounge fulfills two important needs of Japanese students: flexibility of schedule and emphasis on relaxed conversation. It also represents a reaction against the formal, rigid grammar/translation system endured by all Japanese students as part of their public education.

Although sales is the number one concern at conversation lounges, Walker felt they are clearly effective in helping to break down students' traditional fear of oral communication in English, making them accessible to casual conversation. However, the quality of teaching, the problem of teacher job satisfaction, and the unsystematic presentation of material require attention.

Reported by Ken Hartmann

YOKOHAMA

OPEN HOUSE AT LIOJ

Once again the Language Institute of Japan, commonly known as LIOJ, opened its doors to teachers of English for a day of workshop presentations. **Robert Ruud**, Director of LIOJ, and **Nobuhito Seto**, General Manager, sketched the purposes and functions of the Institute's English language programs. Other presentations given by current LIOJ teachers centered around practical suggestions for teaching at various levels.

Presentations on using video in the classroom included an explanation by **Elizabeth King** of

Kobert O'Neill's full-length ESL video, ***The Lost Secret***; a demonstration of the effective use of commercial, in-house and student-produced videos by **Sherri Arbogast**; and a discussion led by **Tammy Guy** on applying a short video that describes a process (in this case, the process of making soy sauce) as a tool for teaching and reinforcing the passive voice.

Presentations on other activities for the classroom included **Roger Davies'** demonstration of an echo technique which can be used for teaching songs to large groups; games for students by **Eric Arbogast**, **Keith Hoy**, and **Barbara Hoskins**; a presentation by **Linda Damas** and **Norman Tyrrell** of techniques to improve students' listening comprehension and speaking skills through the use of TV news broadcasts, newspaper articles, and photographs; and a description of the various applications of computers in writing, reading, grammar, and speaking-listening classes by **Eric Herbel**.

Workshop participants were treated to a variety of presentations and greatly appreciated LIOJ's continuing efforts to encourage and inform teachers of up-to-date theories and practical techniques for the language classroom. Thank you LIOJ!

A JET IN JAPAN

By Amy Johnson

The speaker for our June meeting was Amy Johnson, one of approximately 850 foreigners who came to Japan last year to participate in the Japan Exchange Teaching (JET) program. This August more recruits will be pouring in from Australia, Canada, Ireland, New Zealand, the United Kingdom, and the United States to make a total of more than 1,400 JET participants. Sponsored by the **Mombusho**, **Gaimusho** and **Jichisho**, the number is expected to eventually increase to 3,000.

Johnson began by defining some JET program terms. "CLAIR" stands for Conference of Local Authorities for International Relations, the organizing body of the program. There are two types of foreign participants: "AETs" and "CIRs." AETs are Assistant English Teachers. They are based at schools or education centers. Some of them visit the same school regularly while others visit different schools. CIRs are Coordinators for International Relations and they work primarily in government offices.

Next, Johnson described her experience in this program, from how she was hired to what work responsibilities she and other JETs (as they have come to refer to themselves) take on.

Finally, in assessing the strengths and weaknesses of the program, she welcomed questions and comments from the audience, which sparked a lively discussion of the role of foreigners in English classrooms in Japan.

Reported by Suzy Nachtsheim

Bulletin Board

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.

TEMPLE UNIVERSITY JAPAN Distinguished Lecturer Series

Sept. 17-18 (Tokyo), 24-25 (Osaka): **Explorations in Language, Mind, and Culture**, Kenji Hakuta, Univ. of California at Santa Cruz

Oct. 15-16 (T), 22-23 (O): **The Testing of Communicative Competence**, John Oller, Univ. of New Mexico

Nov. 19-20 (T), 26-27 (O): **Shaping a Communicative ESL/EFL Curriculum**, Sandra Savignon, Univ. of Illinois

All workshops Sat., 2-9 p.m., Sun., 20 a.m.-5 p.m. Information: Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku Tokyo 161 (site of the Tokyo sessions), 03-367-4141; or Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), 06-361-6667.

JALT members and other sunable to enroll formally may attend the Saturday 2-5 p.m. portion of the course at special low fees.

M.Ed. in TESOL Courses September 8-December 23, 1988

Tokyo (6-9 p.m.; 3 credits each)

Mon.: **The Sound System of American English**, Kenneth Schaefer. Tues.: **TESOL Methods and Materials, Part I**, Charlene Sato. Wed.: **Research Design in TESOL**, Michael Long (limited to Ed.D. students). Thur.: **New Grammars**, Kenneth Schaefer. Fri.: **Preparing and Using Classroom Materials for Teaching Listening and Speaking Skills**, Michael Long. By arrangement: **ESL/EFL Practicum**, Susan Johnston.

Osaka (6:15-9:13 p.m.; 3 credits each)

Wed.: **Preparing and Using Classroom Materials for Teaching Listening and Speaking Skills**, Michael Rost. Thur.: **TESOL Methods and Materials, Part 1**, Charlene Sato. Fri.: **The Sound System of American English**, Charlene Sato.

JAPANESE ASS'N OF SUGGESTOPEDIA Workshop, Tokyo, August 25-30 (36 hours)

The first three days focus on the theory and practice of Suggestopedia and the second on its application to teaching languages in school settings. Information: Setsuko Iki or T. Kiya, 03-704-4011/03-704-1967.

ANA STANTON SCHOOL R.S.A. Diploma in TEFLA

A limited number of places are available on our R.S.A. Diploma in TEFLA Course, directed by Mick Wadham, running from Sept. 9, 1988 to early June, 1989, Wednesdays and Fridays from 1:00-4:00 or 1:15-4:15 p.m. at ANA Stanton School, Ikebukuro. Applicants should have: a) a first degree, b), the R.S.A. preparatory certificate or equivalent, and c) at least two years' experience. Mick Wadham, Director of Teacher Training, ANA Stanton School, 1-25-17 Higashi-Ikebukuro, Toshima-ku, Tokyo 170. For further information and application forms: 03-987-3774 or 987-3300.

FIRST CONFERENCE ON SECOND LANGUAGE ACQUISITION AND TEACHING International University of Japan, Tokyo Saturday, September 3, 8:30 a.m.-6:00 p.m.

Theme: "E(nglish)SL and J(apanese)SL Research: Influences and Opportunities." Place: I.U.J. Hall, 5-2-32 Minami Azabu, Minato-ku, Tokyo 106. Panel: Chair, Yoshiko Tamaru (I.U.J.); Michael H. Long (Univ. of Hawaii/Temple Univ. Japan); Charlene Sato (Univ. of Hawaii/Temple Univ. Japan); Steven Ross (Kobe Univ. of Commerce). Papers include: **Testing the Piemann-Johnston Model with Japanese: A Speech-Processing View of the Acquisition of Particles and Word Orders**, Toshiyuki Doi (Univ. of Hawaii); **Pragmatic Functions in Japanese-Language Foreigner Talk: A Case Study**, Robert Gray (Akenohoshi Junior College); **Linguistic Accommodation and Divergence from Non-native Speakers of Japanese**, Steven Ross (Kobe Univ. of Commerce) and Ian Shortreed (Tezuka-yama Gakuin College); **Dyadic Conversational Interaction: A Vygotskian Interpretation**, Mohammed Ahmed (I.U.J.); **Developments in the Case Study Approach to SLA**, Patricia M. Duff (U.C.L.A.).

For pre-registration (seating capacity 45) and further information: Michael Harrington or Yoshiko Tamaru, Co-chairs, CSLAT, I.U.J., Yamato-machi, Minami Unuma-gun, Niigata 949-72; tel. 0257-77-1421.

SUGGESTIVE-ACCELERATIVE LEARNING TECHNIQUES (SALT) by Dr. Donald L. Schuster Nagoya, August 8-12

Though designed for classroom teachers, this 40-hour workshop is also of benefit to students interested in improving their learning skills. Participants will experience for themselves how to learn with the SALT method. The background and theory and classroom procedures are covered in detail, with opportunity to practice preparing and delivering a complete SALT lesson, which is

video-taped and critiqued. At the end teachers are at least minimally prepared to use SALT in their own classroom teaching. Number of participants limited to 23. Fee (including SALT Book and two music tapes): 35,000. For more information: Charles Adamson, Academic Director, Trident School of Language, 1-5-31 Imaike, Chikusa-ku, Nagoya 464; 052-735-1600.

INTRODUCTION TO S.A.P.L. Osaka, August 2 1-25

Nicolas Ferguson, Director of the C.E.E.L. in Geneva, will offer a five-day (Sun-Thur.) introductory intensive training seminar in self-access pair learning which is strongly recommended for anyone who wishes to teach the course *Threshold*. Place: Ohbayashi Biru (near Temmabashi Station). Information: Didasko, 6-7-3 1-611 Itachibori, Nishi-ku, Osaka 550; 06-443-3810.

2nd International Language Testing Conference Tsukuba, March 30-31, 1989 CALL FOR PAPERS

Papers are being solicited for this JALT-sponsored gathering from the general membership as well as other interested people on topics related to language testing. Send a brief abstract (50-100 words in English or 200-400 characters in Japanese) plus a short biographical statement to arrive by Oct. 1. Applicants will be notified of the status of their proposals by Nov. 1. The

complete schedule of events will be published in the February 1989 issue of *The Language Teacher*. Send proposals to: International Language Testing Conference, c/o H. Asano, Foreign Language Center, The University of Tsukuba, Tsukuba-shi, Ibaraki-ken 305, Japan. For further information, contact: H. Asano (0298-5 1-0485) or V. LoCastro (0298-53-2429 or 52-1848).

LANGUAGE PROFESSIONALS TO FETE REVOLUTIONARY BICENTENNIAL Paris, April 26-29, 1989

This international symposium, called Les Etats Ceneraux des Langues, is organized by a veritable Who's Who of the language profession, among them the International Association of Teachers of English as a Foreign Language (IATEFL), Teachers of English to Speakers of Other Languages (TESOL), the Council of Europe, UNESCO, and the Paris Academy.

At Paris's ultra-modern Cite des Sciences et de l'Industrie, 60 internationally-known speakers will address topics coming under five themes: Teaching and Learning Languages, Media and the New Technologies, Language Policy, Languages and the Right to Work, and Languages and International Co-operation. There will be publications and software exhibitions, plenary sessions, round-table discussions and debates, talks and workshops. For further information, contact AGEL, 101, bd Raspail, F-75008 Paris, France; tel. 33 (1) 45-44-38-28.



LANGUAGE RESOURCES

is pleased to announce the next

Royal Society of Arts Preparatory Certificate
in the

Teaching of English as a Foreign Language to Adults



The RSA Preparatory Certificate is:

- ♦ regarded internationally as the leading practical initial TEFL qualification
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- designed to lead on to the higher practical qualifications of the RSA Diploma in TEFLA

The course is intended for native-speakers of English who:

- ♦ are new to or considering a career in foreign language teaching
- are practising teachers but have no formal practical training
- ♦ are interested in improving their employment potential

The course aims:

- to provide a broad range of practical EFL techniques and approaches for immediate use in the classroom while giving adequate consideration to underlying theoretical issues
- ♦ to enable teachers to cope with a variety of teaching situations both in Japan and worldwide
- to foster the continuation of professional development after the course

Language Resources' RSA Teacher Training Team is led by Alastair Banton, a qualified RSA Teacher Trainer with 15 years' EF L and Teacher Training experience in Europe and Japan.

Course Dates: : Sept. 17, 1988-Feb. 4, 1989
Duration: : Min. 115 hours - 6-7 hours/week,
including input sessions, teaching practice and lesson observation

Location & Schedule: Kobe and/or Osaka, according to demand

No. of Participants: Min. 6 - Max. 12

Course Fees : Y198,000 (payment by installments available)

For further information call 078-382-0394/5 or write to the Teacher Training Dept., Language Resources, Taivo Bldg. 6F., 1-2 Kitanagasa-dori Schome, Chuo-ku Kobe 650.

Language Resources is approved by the Royal Society of Arts. Directors: Clive Lovelock, M.A. Appl. Ling. PGCE TEFL, Geoff Rupp. M.A. Appl. Ling.

**1988 JALT SUMMER SEMINAR
for Junior High and High School Teachers
KANDA INSTITUTE OF INTERNATIONAL STUDIES
Saturday & Sunday, September 3 and 4, 1988**

The Summer Seminar will feature two days of presentations by authorities in the field of language teaching at the junior high and high school levels, focusing on team teaching and on techniques for teaching your learners. All presentations will be in English.

Speakers

Yoshio Ogawa, President of Kanda Institute and past president of the Tokyo University of Foreign Studies, will open the Seminar with a welcoming address.

Don Maybin, Program Supervisor for the Language Institute of Japan in Odawara, will focus on team-teaching methods based on an ongoing project in Odawara.

Minoru Wada, curriculum specialist with the Lower and Upper Secondary School Division of the Japanese Ministry of Education, together with Ruth Venning, will discuss the purpose of team teaching, as well as practical aspects such as joint planning, in-class techniques and evaluation. Audience participation and discussion are encouraged. Ms. Venning, a former **Mombusho** English Fellow, is Program Co-ordinator for CLAIR. Mr. Wada and she are administrators for the JET program.

Kevin Bergman, a veteran secondary-school teacher, is with the Tokushima Prefectural Board of Education.

Peter Sturman, of the British Council, Tokyo, will discuss the Koto-ku Project. The Council developed and taught with materials aimed at teaching communicative English in junior high schools in Tokyo's Koto Ward.

Dale Griffee, author and co-author of several English language texts, will focus on the use of music and songs in language teaching.

Munetsugu Uruno is Vice Principal of Ibaraki Junior/Senior High School in Mito and a JALT-Ibaraki chapter officer.

Schedule

Saturday, Sept. 3

- 12:00 Registration begins
1:15 Welcoming Address: Yoshio Ogawa
1:30- 3:30 Don Maybin: **Exploring the Promise of Team Teaching**
4:00- 6:00 Minoru Wada and Ruth Venning: **Team Teaching in Japanese Public Schools**
6:00 Dinner: Seminar participants may sign up for an informal dinner near the seminar site with the speakers.

Sunday, Sept. 4

- 8:00 Registration begins
9:00-10:30 Kevin Bergman: **Ways of Using Approved Textbooks**

10:45-12:15 Peter Sturman: **British Council Communicative Program for Junior High Schools**

12:15- 1:30 Lunch and Book Displays

1:30- 3:00 Dale Griffee: **Songs and Music in Language Teaching**

3:30- 5:00 Munetsugu Uruno **et al.**: **Panel on Team Teaching Problems Faced by Native-Speaker Instructors and Japanese Teachers: Some Solutions**

Publishers will be displaying books and other materials useful for teaching and for learning about teaching.

Getting to the Site

Take the Sobu Line to JR Makuhari Station (43 minutes from Tokyo's Ochamomizu Station). Kanda Gaigo is five minutes by taxi or about 20 minutes on foot. Or take the Keio Line to Keihin Makuhari Station (12 minutes from Nishi Funabashi Station). Volunteers will be at each station to direct participants to the site.

Registration and Fees

	Members	Non-Members
Pre-registered		
Both days	8,000	10,000
One day	4,500	6,000
At the door		
Both days	10,000	12,000
One day	5,500	7,000

To pre-register mark the "Special Program Pre-Registration Fee" box on the **furikae** in **The Language Teacher** and send in the appropriate amount.

For information about the Seminar and accommodations near the site, call or write: Yumi Nakamura, JALT Central Office, c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600; tel. 075-221-2376; or phone: Michael Sorey, 03-270-4711 (W), 03-444-8474 (H), Tadaaki Kato, 0473-71-4053, William Casey, 0472-55-7489.

Tracy Terrell, originally scheduled as the main speaker for this Seminar, was forced to cancel his lecture tour. Nevertheless, an outstanding group of educators has been assembled.

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 month preceding publication.

FUKUOKA

Fourth Annual Golden Seminar

Topics: Motivating Students and Tired Teachers; Classroom Techniques for Developing Aural and Oral Skills; and Exploring the Promise of Team Teaching
 Speaker: Don Maybin
 Dates: Sat.-Sun., Sept. 24-25 (overnight)
 Time: 3 p.m. Saturday-3:30 p.m. Sunday
 Place: Ohori-so, Chori 2-12-25, Chuo-ku
 Fee: Not yet decided
 Application deadline: September 14th
 Info: JALT-Fukuoka, 092-761-3811
 Fred Anderson, 092-731-0149

In these three lively presentations and workshops by Don Maybin, numerous practical classroom techniques will be demonstrated, and the promise of team teaching explored. Participants will have opportunities to interact with one another, and to discuss their common problems.

Don Maybin, program supervisor at the Language Institute of Japan, has an M.A. in Applied Linguistics, University of Essex.

HAMAMATSU

Topics: Overcoming Those Opening-Day Jitters
 Speakers: John Bowen, Jim Gordon
 Date: Sunday, September 18th
 Time: 1-4 p.m.
 Place: Seibu Kominkan, 1-21-1 Hirosawa
 Fee: Members, free; non-members, 500
 Info: Brendan Lyons, 0534-54-4649
 Karin Bradberry, 0534-56-7068

John Bowen, who has been teaching business classes in the Hamamatsu area for the past six years, will engage participants in some activities that have proven successful in getting adult learners to put aside their inhibitions during that first day of class and encouraging them to talk freely about themselves.

Jim Gordon teaches at Four Seasons Language School, where he uses songs to teach various aspects of language and culture. He will ask those present to work with one song during three sample class session, and later demonstrate various techniques.

KYOTO

Topic: Informal Sharing of Ideas and Materials
 Speakers: Everyone who attends!
 Date: Saturday, September 10th
 Time: 5-8 p.m.
 Place: Kyoto YMCA, Sanjo Yanaginobamba (on Sanjo-dori between Karasuma and Kawaramachi); 075-231-4388
 Fee: Free
 Info: Greg Peterson, 0775-53-8614

The purpose of this meeting is to share ideas and materials in an informal atmosphere. Please bring any materials you find useful, any ideas you have about teaching, or any questions you have. A likewise informal gathering at a nearby restaurant will follow.

SENDAI

Topic: How to Achieve a Good Score in TOEFL (and other) Examinations
 Speakers: 1) Tomoo Mizuide
 2) To be announced
 Date: Sunday, August 28th
 Time: 1-4 p.m.
 Place: New Day School; 022-265-4288
 Fee: Members, free; non-members, 1,000
 Info: Alan Gordon, 022-293-1431

OSAKA

(1)
 Topic: Vocabulary Building Activities
 Speaker: Steven Maginn, Cambridge Univ. Press
 Date: Sunday, August 21st
 Time: 1-4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, 1,000
 Info: Steve Mason, 0798-49-4071

The aim of this presentation is to assist teachers in making careful selection and organization of lexis. After looking in some detail at the principles involved in teaching and learning vocabulary, we shall focus on a number of practical classroom activities, that can be adapted for use with any textbook and which will encourage students to become better learners and users of words.

(2)
 Topic: Language-Learning Methodology
 Speaker: Nicolas Ferguson
 Date: Monday, August 22nd
 Time: 6:30-8:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, 1,000
 Info: Steve Mason, 0798-49-4071

Language learning has developed in methodologies (philosophies behind learning). On these, methodics (teaching techniques) and methods (courses) are based. Methodics are a living reflection of the class, as a result of practical solutions found by teachers to real problems.



The most common methodology is called the Pragmatic Approach. Other methodologies reaching out further than simple common sense, however, have been created: AVSG, the Silent Way, Community Language Learning, Suggestopedia, Audilingual, CAI, SAPL, and Total Physical Response. All have been created by people who were dissatisfied with the Pragmatic Approach. All have a solid theoretical grounding. Why have they all at least partially failed and what is the next step to be?

Nicolas Ferguson is Director of the C.E.E.L. (the Center for the Experimentation and Evaluation of Language Teaching Techniques) in Geneva, a proponent of S.A.P.L. (self-access pair learning), and author of the course **Threshold**.

SAPPORO

Please call Ken Hartmann (01 1-584-4854) or Machiko Horiuchi (011-582-6754) for the September meeting.

WEST TOKYO

Topic: What's Small, Jazzy and Goes Bump in the Night? Four Variations of Jazz Chants

Speaker: Stephen Ziolkowski

Date: Saturday, September 17th

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

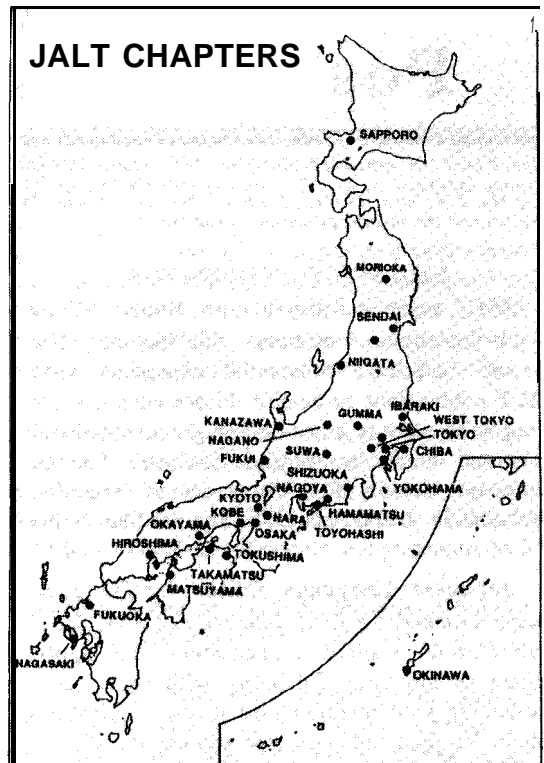
Place: Musashi no Kokaido Public Hall

Fee: Members, free; non-members, ¥500

Info: Brenda Katagiri, 0422-42-7456
Yoshihisa Kobori, 0426-24-0968

This presentation will take participants through the history of jazz chants, the reason why they work, and on to actual techniques for classroom use. Samples will be drawn from the brand-new **Jazz Chant Fairy Tales** as well as Graham's other books, **Jazz Chants**, **Small Talk** and **Jazz Chants for Children**.

Stephen Ziolkowski, ELT Consultant with Oxford University Press, has taught English and trained teachers for 11 years in Canada and Japan.



TESOL PUBLICATIONS NOW AVAILABLE FROM THE JALT OFFICE

Directory of Professional Preparation Programs in the United States 1986-1988,
Julia Frank-McNeil, ed. - ¥2,700

Selected Articles from the TESOL Newsletter, John Haskell, ed. - ¥2,700

Reviews of English Language Proficiency Tests, Alderson, Krahne & Stansfield,
eds., ¥2,700

1987 Membership Directory, ¥2,000

All prices include postage. Use the postal *furikae* form found in this issue, listing the publications you desire in the message area.

SPECIAL ONE-TIME OFFER FROM TOKYO JOURNAL

- A 30% discount off the ¥500 cover price for quantities of 10 copies and up...for use as classroom reading material. (Shipping charges apply to bulk orders.)
- On an individual basis, a subscription (only ¥5,500 per year) brings membership in the Tokyo Journal Club, which makes you eligible for discounts at many museums and theaters, and gives you access to the TJClub Lounge in the Tokyo Journal building near Yotsuya San-chome.

Send all bulk orders or subscriptions to: Mr. H. Senuma, Circulation Department
Tokyo Journal, 27-10 San'ei-cho, Shinjuku-ku, Tokyo 160, Tel: (03) 359-2331

Positions

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.

JALT POSITION OPENINGS

JALT seeks a **Publications Board Chair** as of the annual conference this October. The person must have substantial experience with **JALT** publications to qualify. Please submit a CV along with a cover letter outlining your qualifications and interest to: Virginia LoCastro, Foreign Language Center, The University of Tsukuba, Tsukuba-shi, Ibaraki-ken 305. The deadline is the end of August.

Japanese Language Editor for *The Language Teacher*, the *JALT Journal*, and other JALT publications wanted immediately. To apply, please submit your CV along with cover letter explaining your qualifications to the Publications Chair: Virginia LoCastro (see address above).

日本語編集者募集

The Language Teacher の日本語編集者を募集します。応募なさりたい方は、下記宛、履歴書及び自薦（編集者として、などで自分が適任者であるのかを説明したもの）の手紙を（共に和文）、至急お送り下さい。

宛先：〒305 茨城県つくば市筑波大学外国語センター

Virginia LoCastro

(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 the Publications Chair: Virginia LoCastro (see address above).

(CHIBA) English teacher for children and adults of all levels. Two-year position beginning March, 1989. 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, and bonus upon completion of contract. Send inquiry and resume to: Chuck Anderson, Teaching Director, M.I.L., Taisei Bdg., 2-6-6 Narashino-dai, Funabashi-shi, Chiba-ken 274; 0474-62-9466.

(ISHIKAWA-ken) Full-time English Conversation teacher (native speaker) required at Eepoch English Conversation Studio. We give car fare and apartment. Elementary, junior high-school, senior high-school and general classes. Above average working conditions; over ¥200,000/month. Please send resume with photo to: Miss Nobuko Hoshina, Nishifujihashi-machi Ni-154-1. Nanao-shi, Ishikawa-ken 926; 0767-52-5158.

(KYOTO) Part-time native-speaker EFL teachers for daytime, evening and Saturday courses. Two years' English-teaching experience required; TEFL and/or teacher training preferred. Full-time possible if well qualified. For further information: Yashushi Kawachi, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; 075-231-4388.

(MATSUYAMA) One EFL instructor needed April 1, 1989 for freshman English. TEFL M.A. required. Six classes/week. Two-year renewable contract includes salary (roughly ¥3,600,000/year), air fare to and from Matsuyama, health insurance, other allowances and benefits. Vita and copy of diploma should reach us by Sept. 20, 1988: Kenji Masaoka, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790.

(MATSUYAMA) Full-time English Conversation teacher (native speaker). 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 area) Full-time native (preferably American) English instructor, beginning in 1989-90. M.A. (Ph.D. preferred) in Linguistics or TEFL. Approx. 12 hours of teaching plus supervising and coordinating our Freshman English program. One-year contract, renewable; salary ¥5,500,000 (over \$40,000) plus research grant of ¥150,000. Application deadline: Oct. 31, 1988. Send curriculum vitae, representative reprints (at least three), and a reference to: Nagoya College,

48 Takeji, Sakae-machi, Toyoake-shi, Aichi-ken 470- 11; 0562-97-1306. Please put "Materials for a position in English" on the envelope.

(NAGOYA) Native English speaker, full time, beginning April 1. 1989, as Associate Instructor. Contract is for two years with one renewal possible. Minimum teaching load 14 hours/week plus office hours and participation in program planning. Compensation depends on qualifications. M.A. in ESL/EFL, English, Linguistics, or related field required. Please send: resume; statement of career goals; two recommendations including one from a faculty member of most recently attended graduate school, to: Peter Garlid, AI Search Committee, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku. Nagoya 466, by Sept. 30, 1988.

(NAGOYA) Full-time native-speaker teacher of English. Two years' experience preferred, including significant experience with children. Balanced schedule with both children's and adults' lessons, competitive pay, six weeks' paid vacation, medical plan, book allowances, and help with housing. About five to ten hours of travel time to outside classes each week. Start in September or October. Call Kraig Pencil at 052-802-4156.

(OSAKA) Full-time English language teacher, beginning April, 1989. Two-year contract, possibility of renewal. Requirements: native speaker of English; Christian; M.A. in TESL/TEFL, applied linguistics, or related field; two years' teaching experience preferred; strong interest in TESL/TEFL; desire to learn Japanese. Duties: 12 hours teaching/week plus normal department responsibilities. Send vita and three letters of recommendation by early October, 1988 to: Search Committee, Osaka Jogakuin Women's Junior College, 2-26-54 Tamatsukuri, Higashi-ku, Osaka 540.

(OSAKA) English Through Drama teacher with M.A. to assume the role of a full-time member of

staff for a two-year period, commencing April, 1989. The contract is not renewable. Send personal history, a list of publications/lectures, recent photo, and references before September to: T. O'Brien, Ohtani Women's College, 1824 Nishikiori, Tandabayashi, Osaka 584.

(SEOUL, Korea) Full-time native speaker of English. Salary very competitive for Seoul. Requirement: M.A. in TESOL or related field. Benefits: partial housing, partial health insurance, round-trip air fare, four-week paid vacation. Please send resume to: Susan Gaer, English Training Center, 646-22 Yoksam-Dong, Kangnam-ku, Seoul 135, Korea.

(TAKAMATSU) Teacher of ESL to various age groups. Native speaker with M.A. in TESL or a teacher's certificate. Good understanding of intercultural communication; 23 teaching hours/week on five working days, plus preparation, meetings to promote the attendance of new students, proofreading, and curriculum development. Salary ¥230,000/month. Accommodation arranged. One-year contract, renewable, starting October. Send letter of application and resume to: Lingo School, 11-6 Kameicho. Takamatsu 760; 0878-31-8096 (12 noon-7 p.m.), 31-3244 after 7 p.m.).

(TOKYO) Thriving young English language school for sale. Although the school is run on a part-time basis, there are now approximately 80 students enrolled. Family commitments prevent owners from developing school to the full. Well located in central Tokyo, in business and residential area; tremendous untapped potential. Excellent opportunity for native English speaker with Japanese spouse. Possibility to rent accommodation in same building as school. Selling price negotiable and includes equipment, furniture, materials, etc. Send resume to: W.S.E, Minami-Shinagawa 6-12-23-106, Tokyo 140; 03-458-2189.



See that your *Language Teacher* follows you. Send this form ALONG WITH YOUR CURRENT MAILING LABEL to the JALT Central Office: c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600.

Name _____ Date effective _____

New Address _____

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New Home Phone _____ New Work Phone _____

New Employer _____

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 IATBFL 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 m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events annually, such as the Summer 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-im, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376. Furikae Account: Kyoto 5-15892. Name: "JALT"

JALT — 全国語学教育学会について

JALT は、語学教育のために、最新の言語理論に基づく、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。

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

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。

会員及び会費: **個人会費** (¥6,000) — 最寄りの支部の会員も兼ねています。 **共同会員** (¥10,000) — 住居を共にする個人2名が対象です。JALT の各出版物が、2名に対し1部しか配布されないという事以外は個人会員と同じです。 **団体会員** (¥3,600 — 1名) — 同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALT の出版物が1部配布されますが、端数は切り上げます。 **賛助会員** (¥50,000) — JALT 活動を支援するための寄付として会費を納めて下さる方、或は年次国際大会や例会等で、出版物の展示を行ったり、会員名簿の配布を受けたり、又、JALT の出版物に低額の料金を広告を掲載することを希望する方が対象です。

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付けています。

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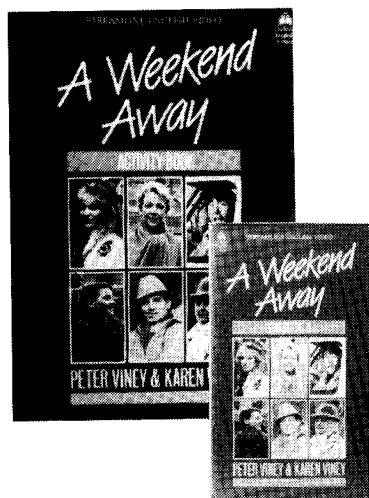
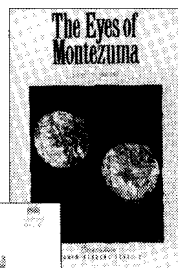
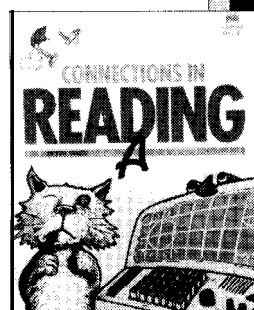
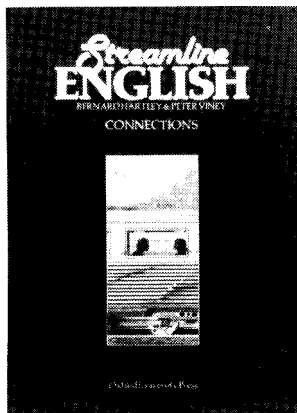
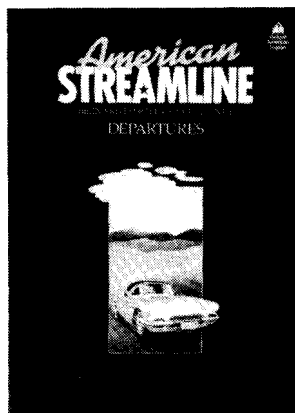
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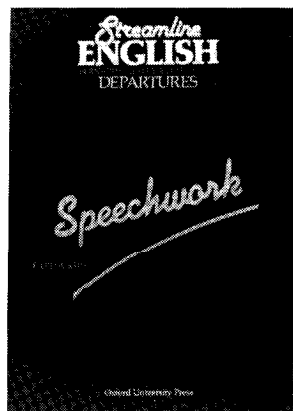
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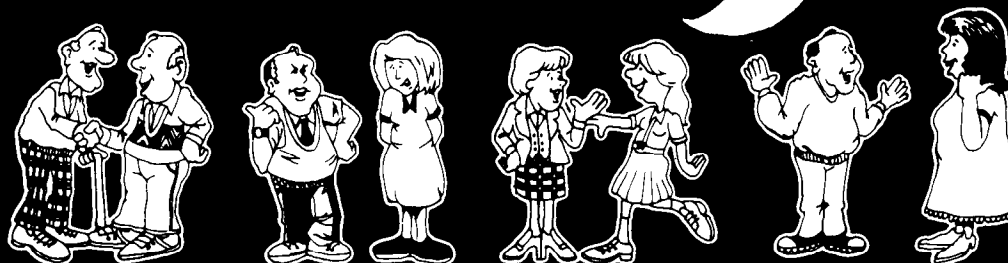
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