

全国語学教育学会

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this month . . .

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THE LANGUAGE TEACHER

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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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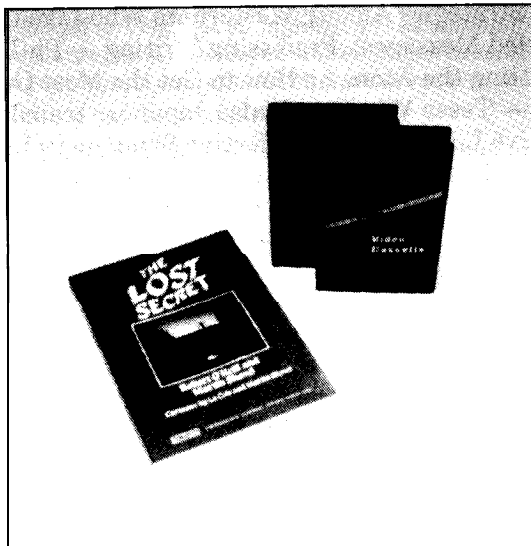
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Stigma and Intercultural Adaptation: Perceptions, Defenses and Coping Strategies Among Westerners Who Live in Kyoto

By Greg Peterson
Notre Dame Women's College

Introduction

Westerners who live in Kyoto sometimes feel stigmatized by Japanese strangers. Their experiences are similar to those reported by Erving Goffman in *Stigma: Notes on the Management of a Spoiled Identity* (1963). This paper examines ways in which Western residents of Kyoto perceive and respond to stigma within the context of intercultural adaptation.

Stafford and Scott (1986) define stigma as follows:

Stigma is a characteristic of persons that is contrary to a norm of a social unit. The characteristic may involve what people do (or have done), what they believe, or who they are (owing to physical or social characteristics). (p. 80)

Goffman (1963:14) identifies three types of stigma: physical deformities, character blemishes, and such "tribal" stigma as religion, race and nationality. A stigmatizing attribute in one context may be considered normal in another (Goffman, 1963:13; Stafford & Scott, 1986:80-81).

Research on stigma may focus on (1) characteristics that are considered stigmas, (2) ways "society" stigmatizes people who have such characteristics, or (3) how those people feel, think, and behave. This paper concerns what Westerners sometimes experience, not what Japanese people do. Although some Japanese people do treat foreigners in "special" ways because they are visibly different, such treatment alone does not cause foreign residents to feel that they are stigmatized. Stigma involves the *meanings* individuals give to their experiences.

Research for this paper was done as part of a continuing study of foreign residents in Kyoto. Every year my seminar students and I conduct observations, informal discussions, and tape-recorded interviews. All references to respondents in this paper are from recorded interviews of 34 adults from Western Europe, North America, Australia and New Zealand. Descriptions of social interaction are from observations, interviews and discussions with foreign residents.

Since respondents were found through social networks or near university campuses they are not a random sample of the population of Westerners in Kyoto. In this paper words such as any, some, etc. represent tentative judgments based on the materials gathered. We cannot draw quantitative conclusions; however, we can consider how stigma emerges, how it affects people, and how they cope with it.

Culture Shock, Stress and Stigma

Many people who live in foreign cultures experience stress:

Without the normal props of one's own culture, there is unpredictability, helplessness, a threat to self-esteem, and a general feeling of "walking on ice" — all of which are stress-producing. (Bama, 1983:43)

This kind of stress, *culture shock*, may have life-threatening consequences if it is not managed appropriately:

The types of reactions to a new cultural environment and their intensity depend upon the nature of the stressful situation and, more importantly, the psychological make-up of the individual. Some people quickly develop useful coping strategies which allow them to easily adjust while, at the other extreme, some resort to the use of progressively more inappropriate and maladaptive neurotic defense mechanisms which may eventually develop into such severe psychological disorders as psychosis, alcoholism, and even suicide. (Weaver, 1986:III)

If sojourners feel stigmatized, they may experience additional long-term stress, increasing the severity of culture shock. Their mental and physical health partly depends on (1) how strongly and how often they feel stigmatized and (2) how they respond to their circumstances.

The Emergence of Stigma Perceptual sensitivity

Sojourners are often acutely aware of the actions of other people. They often notice particular kinds of behavior, especially in interracial contexts (Rich, 1974:17-41).

Nearly every interview respondent, as well as many persons in informed discussion, reported a sensitivity to being gazed at or to hearing the word *gaijin*. One man said:

When I was first in Japan and someone looked at me on a bus, I could feel people were looking at me. And I could hear someone — I could hear the word *gaijin*. Someone was talking to their child about me and I could hear the word.

Situations in which one is a focus of attention can be stressful and potentially unpleasant (Argyle, Fumham & Graham, 1983: 328-330). This is probably why many Westerners react negatively to any kind of public exposure. People with visible handicaps have similar experiences:

... he is likely to feel that to be present among normals nakedly exposes him to invasions of privacy, experienced most pointedly when children stare at him. This displeasure in being exposed can be increased by the conversations strangers may feel free to strike up with him. (Goffman, 1963:27-28)

**Stigma involves the *meanings*
individuals give to their experiences.**

Many residents are sensitive to being approached by Japanese strangers. Sometimes young people wish to practice speaking English. Others offer assistance that may be undesired. Occasionally people show hostility.

Some foreign residents who often ride trains note that they are sometimes avoided by Japanese persons. Several men commented that people often avoid sitting next to them on trams, even if there are *no* other vacant seats.

Some Westerners feel "on stage" at public events. It is quite common for news reports of festivals, ceremonies, and other public events to include video footage of foreign guests. Some residents refuse to attend certain kinds of events, such as live comedy performances, for fear of being singled out as foreigners.

Public exposure is not necessarily stigmatizing. After all, celebrities thrive on it. Some foreign residents take it in a positive way:

I enjoy being foreign. I enjoy being a *gaijin*. . . .

I enjoy the reactions of Japanese to me because I'm so tall.

A few Westerners say they do not even notice many of the behaviors that disturb others.

Special expectations

Goffman notes that people often expect stigmatized persons to behave abnormally. For example, he cites the case of a blind man exciting interest by lighting a cigarette or eating (1963:26). Foreign residents in Kyoto have similar experiences. Some respondents mentioned that strangers often commented on their ability to do ordinary things, such as speak Japanese or eat with chopsticks.

Hosts sometimes excuse foreigners for failures due to incompetence. Sometimes this involves a cross-cultural skill, as when a foreigner cannot read Japanese. Other times it involves unrelated behaviors. Several residents reported having been excused from traffic violations because they were foreigners.

Like physically disabled persons, some foreign residents seem caught between the embarrassment of appearing "infantile" when they fail to perform competently and the frustration of becoming overly dependent on others (Emry & Wiseman, 1987). One respondent said:

It's hard to know what's expected of me though I'm excused a lot because I'm a foreigner, but at the same time I don't want to always have to be excused because I'm a foreigner. . . . I don't always want to be the "foreigner, so it's okay."

Ethnic community support for stigma

There is a tendency among some Westerners in Kyoto to associate mainly with other foreign residents. Such groups can provide instruction and practical assistance in adjusting. At the same time they offer a circle into which a new resident can withdraw for moral support and for the comfort of feeling accepted as a normal person (Goffman, 1963:32-33).

Gatherings of Westerners in Kyoto include discussion that frequently parallel those of persons stigmatized in their own cultures. They tell "atrocious tales" of their encounters with strangers, joke about the behavior

of normal people, and trade tips on how to avoid or cope with problems (Goffman, 1963:33). Such discussions may contribute to negative attitudes associated with stigma. They may sensitize perceptions and provide interpretations of certain Japanese behaviors. For example, newcomers who hear stories of children pointing at *gaijin* along with criticisms of Japanese child-rearing practices may become more sensitive to children's behavior and more prejudiced against their parents.

Attitudes and the perception of stigma

Although nearly all Westerners we interviewed mentioned some loss of privacy, their attitudes varied greatly. Most felt stigmatized occasionally. A few had positive attitudes toward their "special" status. A few seemed to feel victimized.

Stigma depends more upon foreign residents' perceptions and interpretations than upon the actual behaviors they observe. Feelings of stigma seem stronger when special attention is undesirable but frequently perceived, especially when it is attributed to negative Japanese attitudes toward foreigners.

Foreign residents who wish to participate more fully in Japanese society, but who do not yet have adequate language and social skills, may find special attention particularly unpleasant. One respondent, who had lived in Kyoto more than 30 years, said that many foreign residents had adjustment problems during their fourth year in Kyoto. This may be a vulnerable period during which many sojourners commit themselves to living here, even though they have not yet learned how to interact smoothly with Japanese strangers.

On the other hand, there are fewer problems among those who maintain only superficial contact with Japanese culture, as well as those who speak Japanese confidently. Westerners who are not interested in assimilating are not as sensitive to Japanese behavior. They may ignore much of what Japanese strangers say or do. On the other hand, those who speak Japanese well can resist feeling stigmatized by making use of their abilities. Also, their self-esteem may be less threatened by the behavior of other people.

Defense and Refuge

Avoidance

Because encounters with normal people are often traumatic for people who feel stigmatized, some seek refuge by avoiding "mixed contacts" (Goffman, 1963:23-24). One young woman in Kyoto said:

Another thing is like always being stared at. That drives me crazy. There have been days when I could barely leave the house because I couldn't deal with being stared at, and I just don't want to be conspicuous.

Some foreign residents limit contacts with Japanese strangers by socializing regularly with other foreigners. Others report feeling more comfortable in expatriate groups, although they do not avoid Japanese people.

Some Westerners attempt to appear unapproachable. One man sometimes wears dark glasses and looks tough while riding trains and subways. If approached

by strangers who try to speak English, especially drunken men, some pretend to speak only some other language.

Hostility

Occasionally foreign residents report hostile behaviors toward Japanese strangers, usually staring back at persons who gaze at them. In such cases they usually define the Japanese behavior as rude.

I think as adults some people can learn to know that it's rude after a while, so I stare back sometimes or call them a *gaijin*.

Supportive relationships with "atypical" Japanese

In developing interpersonal relationships with Japanese people, foreign residents tend to be selective. Goffman describes normal people accepted by stigmatized persons as "... privy to the secret life of the stigmatized individual and sympathetic with it." (1963:41).

When foreign residents develop close personal ties with Japanese people, they may consider them atypical. This allows them to have satisfying relationships while remaining distant from Japanese people in general. For example, one young woman was asked by a student why she liked her Japanese boyfriend. She answered:

His personality and his viewpoint were not very typical Japanese . . . so maybe that's why he was so attractive — because he was more Western, someone I could relate to more.

Also, many male Westerners married to Japanese women refer to their wives as "different" from other Japanese women.

Some foreign residents maintain their privacy and dignity by restricting contact with strangers and, thus, avoid the experience of stigma. However, these strategies may also impede cross-cultural adjustment, especially if they lead to permanent withdrawal from the host community (Weaver, 1986).

Establishing Normal Relations

Many long-term foreign residents have established relatively normal relations with Japanese people. Their interactions with strangers in public appear very similar to those of Japanese residents. Such normal interactions, however, require strategies and tactics beyond those needed by Japanese people.

Relatively new residents usually go to shops where they are known or to which they have been introduced by others. In such settings they can often interact smoothly with limited proficiency in Japanese. Some residents, in their first months in Kyoto, learn the menus of a few restaurants and coffee shops. They can then order food and drink competently before learning to read Japanese. If they become friendly with the workers or other customers, they may use such places to practice Japanese in relative safety.

Foreign residents who speak Japanese confidently

The experience of stigma does not disappear completely; however, positive coping strategies help some Westerners to reduce the frequency and intensity of stigma and to lead productive and satisfying lives in Kyoto.

are often quite adept at conversing with shopkeepers, taxi drivers, and other strangers. Some have a repertoire of techniques for managing potentially awkward or embarrassing

conversations. For example, when questioned by strangers, they may ask questions to turn such encounters into more satisfying dialogues. Others seek opportunities to meet new people and interact in Japanese. This may involve joining organized groups or, more informally, simply speaking with people in coffee shops, bars, etc.

These strategies make potentially awkward encounters more comfortable for both foreign and Japanese participants. This is consistent with Goffman's statement that mutual uneasiness usually decreases as stigmatized persons, having had more experience at managing such encounters, take the lead in bringing about smoother interaction (1963:31).

Adaptation and Lifestyle

Normalizing strategies occur within the larger context of foreign residents' overall patterns of living. Even those who seem most satisfied with their lives in Kyoto have periodic ups and downs. They may even feel stigmatized at times. They sometimes temporarily withdraw psychologically or physically from Japanese culture. However, they tend to cope with their difficulties by searching for effective solutions.

Those who seem relatively satisfied, with generally positive attitudes toward the language, culture and people of Japan, cannot be characterized easily. Their personalities seem to differ greatly. Each has found a unique, active way of adapting to life in Kyoto. They often, but not always, have multiple networks of colleagues and friends. They usually show interest in learning from their experiences in Japan. They often do some kind of service or creative activity. Perhaps they adapt more easily than others because they devote more of their time and energy to something greater than their immediate feelings. In any case, they are not victimized by their circumstances.

Conclusion

Westerners who live in Kyoto sometimes have disturbing public encounters with Japanese strangers. They may feel stigmatized by such encounters, depending on their sensitivity, their ways of interpreting the behavior of Japanese people, and their desires to interact normally in Japanese society. Such feelings of stigma add to the stress of living in a foreign culture.

Foreign residents may defend themselves from stigma by avoidance or hostility, or by taking refuge in relationships with Japanese people they perceive as atypical. On the other hand, they may attempt to establish normal relations with Japanese strangers through a variety of strategies. Long-term residents who are generally satisfied have developed relatively effective ways of communicating with Japanese

Bottled Messages: Professing Writing

by Philip Jay Lewitt
Tottori University

Bottled Messages is a pun, my dears; there are a number of meanings: one reading contains the idea of prefabrication, something mass-produced in advance to a rigid set of specifications, like a prefab house, or a "bottled" blonde, a person whose hair is artificially colored blonde from a dye in a bottle, or "canned" music, that bland soft music which floats down on you like perfumed mist from an elevator ceiling.

A writing teacher who gets this kind of bland, flat, tasteless bottled message, with its prefab sentences and canned ideas, may wonder at the incredible emptiness inside the student writer's head, but I think the problems that create this unenviable situation lie more with the teacher than with the students. Most young people are naturally creative, unless that creativity has been hectored, harassed, and pounded out of them, until they're afraid to show any part of their true selves to their teachers. Their messages have been bottled up inside them, contained, captive.

Another reading of "bottled message" is the literal one: a person writes a message, puts it into a bottle, corks or seals the bottle, and throws it into the sea, to wash up where it will, perhaps on another continent. The image of a sailor shipwrecked on a tiny island comes to mind: "HELP!" implores the message; but where is the island, how can we find it and come to the rescue, how can we really help? In order to truly help, and help truly, I think we should begin with the premise that you can't teach good writing unless you know what it is.

Well, what does this mean? Is it only necessary for a teacher to recognize good writing when he or she sees it, or must the teacher also know how to do it? Must one be able to list all the various strategies, know all the relevant literary terms, spout and espouse all the myriad rules of grammar?

Is the definition of good writing the same for all writers, including EFL writers? Can good writing be taught at all, or is it the spontaneous product of only naturally talented writers? Does good writing lurk

within each of us, waiting to be teased out by the sensitive teacher, or is good writing a skill that can be developed? I refuse to answer *any* of these questions for you, but I think I can help to get you started on your own journey of discovery by asking some other very basic questions of identification about students, teachers, writing, and classes, for if we fail to ask ourselves the simple questions, no wonder if we can't find answers to the difficult questions. I hope you'll take a bit of time and write down your own special, personal answers, since writing about what you feel, like talking about what you feel, is both a clarifying activity and an act of discovery.

1. Identifying students:

- Who is s/he?
 - male/female
 - major/minor/general education
 - required/elective
 - below average/average/above average in ability

2. Identifying students' needs:

- present needs
 - credits/skills
 - if credits only, what to do?
 - if skills, basic/intermediate/advanced?
 - Who is the audience?
 - teacher only
 - students (peers) only
 - students and teacher
 - other (identify)
- future needs
 - English for Special Purposes (if so, which?)
 - Who is the audience?
 - students (as a teacher)
 - company
 - professionals (doctor/lawyer/professor)
 - engineering
 - personal (letters/travel/general)

3. Identifying teacher/self:

STIGMA (cont'd from previous page)

strangers. The experience of stigma does not disappear completely; however, positive coping strategies help some Westerners to reduce the frequency and intensity of stigma and to lead productive and satisfying lives in Kyoto.

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▼

Note: The author and editors would welcome any comments from readers on this paper.

- Who am I?
 - What do I like most about myself?
 - What do I dislike most about myself?
 - How do the above affect my teaching?
- Who taught me to write?
 - What was her/his/their technique?
 - What were my best teacher's best qualities?
 - What were my worst teacher's worst faults?
- Can I write well enough now?
 - if so, why?
 - if not, why not?
- Do I write in class with my students?
 - if so, why?
 - if not, why not?
- Who is the teacher in my classes?
 - me
 - students
 - both

4. Identifying teacher's needs:

- Why am I here?
 - for myself
 - for my students
 - (put a % beside each, adding up to 100%)
- my needs for myself
 - money (support of self/family)
 - social status
 - duty
 - pleasure
 - a driving personal moral need to teach
 - (put a % beside each, adding up to 100%)
- my needs for my students
 - to teach mental and moral discipline to make them learn English
 - to help them learn English
 - to help them learn how to learn (heurism)
 - to help them grow as human beings
 - (put a % beside each, adding up to 100%)

5. What is good writing?

- Do I know it when I read it?
- How do I know it?
 - Make a list of words or short phrases you associate with good writing.
 - Prioritize the list by numbering.

6. How can I encourage/enable/empower/teach good writing?

- What percentage of teaching time do I spend (per semester):
 - on arriving and taking attendance ("down time")

- on lecturing about writing generalities
- on grammar/structure points
- on errors and error correction
- on drills and/or exercises
- on translation (English to Japanese and/or Japanese to English)
- on peer conferencing (small groups of students reading and commenting)
- on individual conferencing (teacher and one student)
- on writing in English in class?
 - (put a % beside each, adding up to 100%)
- How many pages per week (on the average) must each student write?
- Must they turn in an essay each week for correction and/or grading?
 - if so, why? personal habit? department custom? proven or unproven value?
 - if not, how many weeks/drafts before essay is due, and why?
- Do students use pencil, pen, typewriter, computer, combination, and why?
- Does ESP writing require same techniques, or different ones? Detail.
- In searching through my answers to all these questions, to what degree do I find that my goals are in conflict with my methods?
- What can I do to bring my goals and my methods into harmony?

A further possible use for this self-questionnaire: if you work among other teachers of writing, either within one school or at various schools within your area, make a number of copies of this article, hand them around, till them out, then get together to share and discuss results, remembering that all results are temporary. And one more question to end with: when was the last time you asked your students how you're doing, and listened seriously to their answers?

— Attention —

From July 1, 1989 please send all articles, opinions and correspondence for *The Language Teacher* to Ann Chenoweth, Yamato Heights 2-102, 7-17-16 Yanaka, Taito-ku, Tokyo 110. Tel.: 03-828-7406; Fax: 03-822-3438.



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Splitting the Atom, or How to Get the Most Out of a Teaching Activity

By Tessa Woodward

Consumerism

Many of us go to conferences, read teaching magazines and talk to colleagues in order to gain new ideas that we can try out in our classrooms "tomorrow." We are constantly in search of new ideas. The motivation for this is quite understandable. We need to keep ourselves and our classes lively and happy. There is a danger, however, that "new" may automatically come to mean "good" and that a slightly blasé attitude will set in with regard to anything that has been heard or seen before. This "consumerism" in the world of language teaching has been humorously described elsewhere (de la Motte, 1985). I would like to outline one way of avoiding this slightly superficial tendency to skip from one activity to activity, in search of the "new." It's a way of re-cycling good "old" ideas or getting the most out of any new one you meet.

Splitting the Atom

This is what you do: Take one teaching/learning activity. It could be something as unfashionably standard as a dictation or a drill, or else perhaps role play or any of the ideas in the "My Share" section of *The Language Teacher*. Experience the activity once as a student would, so that you are completely clear on all the steps and materials involved, the timing, the language necessary, etc. Once you have a definite feeling you know how the activity works, break it down into the following components:

1. **Organisation**
How are the people and the furniture arranged?
2. **Materials**
What is needed by the teacher (T), by the students (S's)?
3. **Process**
What do the students do? What does the teacher do?
4. **Time**
What preparation time is involved before class?
How long does the activity last in class? Any follow-up time desirable or necessary?
5. **Language**
What language is necessary
 - a) for T to set up the activity?
 - b) for S's to get into the activity?
e.g. S(A) "Do you want to start?"
S(B) "OK . . ."
 - c) for S's within the activity?
 - d) for S's to get out of the activity and, perhaps report back?
 What weighting of skills (listening, speaking, reading, writing) is involved?
6. **Level**
As the activity stands, what level of S's is it good for?
7. **Before and After**
What could happen the minute/lesson/week before

the activity? Any homework? This component thus deals with the sequencing of the activity within a teaching/learning programme.

8. Correction Policy

Is direct T-S correction, or S-S correction a good idea in this activity or should the zero option (no correction) be taken?

9. Topic

Any particular subject matter or theme implied?

10. Beliefs

What beliefs about learning, people, language or teaching are implied by the activity? For example, a standard drill would imply, amongst other things, that people learn from repeating things after a model, don't mind doing this and will be able to apply this knowledge to future situations!

11. Reasons

The most important component, this one is concerned with why an activity is used at all.

There may be other categories or components that you would like to add to this list, e.g. teacher role.

The grammar of an activity

Once you have considered an activity in the light of the above components, you have a "recipe" for the production of that same activity, anytime in the future that you want to make it again. It is "recipes" like these, although not usually as detailed, that can be found in teachers' resource books, manuals and magazines. One can use a recipe, however, not just to bake the same cake twice but to use as a basis with some changes made depending on what you have in the cupboard. The recipe plus some changes and little creativity may produce a similar cake with a very different flavour. By breaking an activity into all the components above, a teacher has a framework. By changing the details within the framework, new activities can be created. Just as a substitution table can lead to the creation of new (to the S) sentences, just as a knowledge of English grammar and syntax, can lead to the production of new utterances, so the component framework of a teaching activity can lead to the creation of new classroom activities.

An example activity analysed

Let me first give an example of an activity analysed. Here is a game that I learned from a colleague in Japan. I think it comes from *Building Strategies* (Abbs & Fairbairn, Longman, 1984).

1. Organisation

Students stand in two lines or teams. The first person is near the blackboard but behind a line. All other members of the team stand behind the leader. The part of the room near the blackboard is free of furniture.

2. Materials

Chalk for each team and a blackboard laid out like this:

TEAM A TEAM B

City
Country
Girl's name
Boy's name

Car
Object (with 4
or more letters)

3. **Process**

Teacher calls out a letter (e.g. 'B!'). Front student of each team runs to the board and writes one city name starting with "B" (e.g. Bombay or Birmingham). Student goes back behind the line, hands over the chalk to the next person on the team, then goes to the back of the line. Person with the chalk runs and writes in one country that starts with a "B" (e.g. Brazil). When one team has finished, teacher shouts "STOP." All check spelling of words on board. Winning team has most correctly spelt words.

4. **Time**

Two minutes to get blackboard ready. Students can be forming teams at the same time. Each round of the game will take about 5 minutes checking, 2 or 3 minutes.

5. **Language**

Can be very simple. Teacher can set up by mime and demonstration. S's may need "Quick," "It's your turn!", "Wow do you spell . . .?", or "Help!". Reading and writing mostly.

6. **Level**

Elementary to intermediate

7. **Before and After**

Could be on a short break activity to relax class after an intensive phase. Could be used as a warm-up game and lead into work on any of the themes on lefthand side of the board.

8. **Correction Policy**

None till after competition. Then team to team or T to S's possible.

9. **Topic**

See words at left hand side of board. Also "Spelling."

10. **Beliefs**

S's like competitions. The board belongs to S's as well as T's. General knowledge is useful. Spelling of place names, etc. is important and needs work.

11. **Reasons**

Fun. To quicken the pace. To diagnose spelling problems and general knowledge. To introduce certain topics.

Making new activities from the analysed activity

By altering as little as one detail of one of the components, a radically different exercise can be created. As it stands, the blackboard team game creates a fast pace and a fairly noisy classroom where speed is what is valued. Let's change some details of the first component. Instead of using the board, let each S do the game in their own notebooks. Immediately it's quicker. S's can sit at their desks and need not say anything. They can copy the categories from the board, so the activity will take a little longer. Let's change a detail of

the process component. Instead of scoring for speed, let's give a high score for "unusualness." Scoring this way, if S's come up with the same city name beginning with "S" as another S, they receive no points. If they come up with a city name that no-one else has thought of, they get a point. This will again make the game more leisurely in pace as S's discard the cities they first think of and mentally search for unusual ones. Now let's change the topic/theme component. On the left of the board, write vocabulary areas that have been taught recently — perhaps sports, hobbies, animals, furniture, colours, plants, clothes — and play the game with these categories. We have, at a stroke, changed the game into a vocabulary review exercise. One more change in the process component has team members spelling out words to a "scribe" at the board. Now we have a very active spelling game where listening to and writing words spelled out is important.

I am certain that by changing other details of the exercise's components you could come up with many different exercises. I have tried out this technique in several teacher groups and participants have produced literally scores of variations from one given exercise that they have analysed.

The advantages of splitting the atom and changing the components

As well as helping us, as teachers, to look more closely at teaching ideas that we meet, so that we have a better chance of remembering them and being able to use them again, this technique gives teachers the opportunity to create our own activities. Instead of an instant and rather resistant ("I could never use that in my classroom!") response, it encourages us to see that we can change given exercises to fit our own classrooms. It also helps to create a feeling of choosing between "options" depending on what a teacher's aim is in any given lesson (Stevick, 1986). It also means that a little idea can go a long way. To paraphrase a famous saying: "If you get a new idea, it helps you with your next lesson. If you know how to make ideas, it helps you with a lifetime of lessons!"

[A version of this article appeared in *English Teaching Forum*, Oct. 1988.]

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Stevick, E. 1986. *Images and Options in the Language Classroom*. Cambridge University Press.

A REQUEST FROM THE EDITORS

If possible, when submitting articles for consideration, please send both a hard copy and a disk copy (Mac preferred).

Splitting the Atom, or How to Get the Most Out of a Teaching Activity

By Tessa Woodward

Translated by Naoko Aoki, Sanno Junior College

学習活動を原子に分解する——より有効な利用の
ためにビルグリムズ・イングリッシュ・ランゲージ・コース
テサ・ウッドワード

訳： 産業能率短期大学・青木直子

英語教育における教師の養成に永年の経験を持つ筆者は、ここで、どのような学習活動でも分析できる枠組みを提案している。それによって教師は、ひとつひとつの学習活動をよりはっきりと捉えて、自分のレパートリーとすることができる。さらに、この枠組みには新しい学習活動を生成する力もある。それを使えば、新しく出会ったアイデアを自分の置かれている状況に合わせて応用したり、既に知っている学習活動を新しい状況に合わせて変更したり、ひとつの学習活動から、ブレイン・ストーミングのような形で無数の新しいアイデアを作り出すこともできる。この記事は、全ての第二言語教育に携わる教師と教師養成者のためのものである。

I 消費主義

教師である我々の多くは、学会へいったり、雑誌を読んだり、同僚と話し合ったりして、「明日」、教室で試すことのできる新しいアイデアを得ている。我々は常に「新しい」アイデアを探している。動機は、よく理解できる。教師自身も、自分の教えているクラスも、活発であり、授業を楽しめればよいと考えているのである。しかしながら、ここにはある種の危険がある。「新しい」ということは、無条件に、「よい」ということを意味し、以前にみたり、聞いたりしたこともあるものには飽きたというような態度が生まれるかも知れないからである。言語教育における、このような「消費主義」は、他のところでユーモラスに語られている。(F.de la motte 1985)私はここで、「新しい」ものを探して、次から次に異なった学習活動を取り入れる、やや上滑りな傾向を防ぐためのひとつの方法を提案したい。それは、「古い」、よいものをリサイクルする方法であり、新しく出会ったものを最大限に活用する方法である。

II 原子に分解する

以下が私の提案する方法である。学習活動をひとつ考えて頂きたい。ディクテーションとか、ドリルのような、流行遅れのスタンダードなものでもいいし、役割練習、あるいは、「The Language Teacher」に載っているアイデアでもよい。その学習活動を、一度、学生として経験し、全てのステップ、使用する教材、タイミング、必要となる言語などを完全に頭の中に入れる。そして、その学習活動がどのように機能するのがはつきりわかったら、次のような要素に分析していく。

1 組織

人と教室の備品をどのように配置するか

2 教材

教師と学生は、それぞれ何を必要とするか

3 過程

学生は何をするか。教師は何をするか。

4 時間

授業の前に準備の時間はどのくらい必要か。実際に、その学習活動を行うのにどのくらいの時間がかかるか。フォロー・アップの時間はあったほうがいいのか、必要か。

5 言語

どのような言語が必要か。

a) 教師が学習活動に関する指示を与えるために必要なもの

b) 学生がその活動にとりかかるために必要なもの
たとえば次のようなやりとりである。

学生A： いい？

学生B： うん。

c) 学習活動の中で学生が必要なもの

d) 学生が活動を終わらせ、場合によっては、結果を報告するために必要なもの

さらに、言語の4技能(聞く、話す、読む、書く)のうち、どれに重点がおかれるか。

6 レベル

その学習活動は、どのレベルの学生に効果があるか。

7 活動の前後

どんな学習活動の後にやったらいいか。この活動の1分前、1回前の授業、1週間前のことを考える。授業後の宿題は必要か、可能か、あるいは望ましいか？つまり、この要素は、プログラム全体の中で、他の学習活動との連続性を考えるものである。

8 訂正の方針

教師から学生への直接的な訂正、あるいは学生同士の訂正は、この活動の中ではふさわしいか。訂正ゼロという選択はとられるべきか。

9 話題

何か特別の分野、あるいはテーマを扱うものであるか。

10 信念

学習、人間、言語、教育に関して、この活動は何かの信念を前提にしているか。例えば、スタンダードなドリルが前提とするいくつかの信念の中には、人は手本となるものを反復する事により学習し又それをいやがらない、そうして得られた知識は将来出会う状況に応用できる、という信念がある。

11 理由

これが最も重要な要素であるが、そもそも、「なぜ」その学習活動を行うかということ。

他にも、例えば、教師の役割は何かというような要素を、上のリストに加えることができるであろう。

III 学習活動の文法

上のような要素に従って学習活動を考えて、同じ活動を将来もう一度使うときのために「レシピ（調理法）」ができあがる。このようなレシピは普通、これほど詳しいものではないが、教師のための参考書、教科書のマニュアル、言語教育関係の雑誌などに使われている。しかし、我々は、レシピを使って同じケーキを2度焼くばかりではなく、それを基本にして、食器棚に何があるかによって、作り方になんらかの変更を加えることもできる。レシピと若干の変更と、ちょっとした創造性があれば、同じようなケーキでもかなり異なった味のものを作ることができる。学習活動を上のような要素に分析することによって、教師はひとつの枠組みを持つことができる。その枠組みの中のディナールを変更することによって、新しい活動が創造できる。代入練習用の表が生初めての出会う文を作り出し、言語の構造に関する知識が新しい発話を生み出すように、学習活動を要素に分析する枠組みは、新しい教室活動を作り出す。

IV 分析の例

まず、分析の例を挙げよう。

これは、日本にいる同僚から教えてもらったゲームである。おそらく、Abbs と Freebairn の *Building Strategies* からとったものであろう。

1 組織

学生は2チームに別れ、2列に並んで立つ。一番前の学生は、黒板の近くに引いた線の後ろにいる。他の学生は、その後ろに並ぶ。黒板の近くから机や椅子をどける。

2 教材

各チームにチョーク1本と、黒板に書かれた次のような表。

	チーム A	チーム B
都市		
国		
女性の名前		
男性の名前		
作曲家		
車		
物（四文字以上）		

3 過程

教師が、例えば「B」というように、ある文字を言う。各チームの一番前の学生は、黒板に走って行って、Bombay とか、Birmingham のように「B」で始まる都市の名前を書く。書いたら、線の後ろに戻

り、チョークをチームの次の学生に渡して、列の後ろにつく。チョークをもらった学生は黒板のところに走っていき、例えば Brazil のように「B」で始まる国の名前を書き込む。どちらかのチームが全部の項目を書き終わったところで、教師は「そこでやめて」と大きな声で言う。正確に書けた言葉が一番多かったチームが勝ちである。

4 時間

黒板の準備に2分。それと同時に学生がチームに分かれることも可能である。ゲームは、1回約5分、チェックに2、3分かかる。

5 言語

単純なもので足りる。ゲームのやりかたを説明するのは、パントマイムを使ったり、例を示したりすることもできる。学生が話す必要のあるのは、「速く」、「○○さんの番だよ」、「○○はどうやって書くの」、あるいは「助けて」というような言葉であろう。主に焦点となるのは、読んだり書いたりする能力である。

6 レベル

初級から中級

7 活動の前後

何かを集中的にやった後、クラスをリラックスさせるための息抜きのなものとしても使えるし、表の左側にあるテーマを扱う授業へのウォーム・アップ、導入としても使える。

8 訂正の方針

競争が終わるまでは、訂正はしない。その後、チーム同士で、あるいは教師からの訂正が可能である。

9 話題

表の左側にある言葉を見て頂きたい。また、「綴り」がテーマでもある。

10 信念

学生は競争が好きだということ。黒板は教師ばかりでなく学生のものであるということ。一般的な常識が役に立つということ。地名などの綴りは重要で、練習の必要があるということ。

11 理由

楽しみのために。授業のペースを上げるため。綴りや、一般的な常識について、学生の能力を診断するため。ある話題を導入するため。

V 分析を通じて新しい学習活動を創造する

上の項目のひとつだけを変更しても、前と全く異なった学習活動を作り出すことができる。黒板を使ったこのゲームは、ペースが速く、スピードが重要視されるので、教室はかなりにぎやかになる。第1の項目をちょっと変えてみよう。黒板を使う代わりに、学生一人一人が自分のノートを使ってこのゲームをすることにする。ゲームの進行は、この方が速いだろう。学生は自分の席に座ったままで、何もいう必要がないからである。しかし、ハンドアウトを用意しないで、学生が黒板の表を自分でノートに写すとしたら、始めから終わりまでの時間は少し

(cont'd on page 14)

“Active Listening” An Effective Strategy in Language Learning

By Ruth Wajnryb
Sydney English Language Centre

What is active listening?

Active listening, a term and strategy borrowed from counseling, is a way of responding to spoken English in an interactive dialogue situation. The roles of the interlocutors are very clearly delineated. The speaker initiates and extends, while the active listener-partner focuses on what is being said and responds through echoing/re-formulating. The essence of the response is that it is non-evaluative: the key element is to avoid putting the speaker “on the defensive” or requiring him/her to defend or justify their position. By adopting active listening as a response-strategy, the partner encourages confidence and self-assurance in the speaker and hence facilitates their flow of language.

What does an active listener do?

The key pointers to active listening are summarised below. The active listener:

- listens closely to what the speaker says, attending to the meaning conveyed through both verbal and non-verbal language;
- responds non-judgementally, echoing in different words (re-formulating) the gist of what was said either on the thought level or on the feeling level;
- refrains from agreeing or disagreeing with the content or the speaker's views;
- refrains from offering an opinion;
- refrains from offering advice or suggestions;
- is careful not to interfere with, interrupt, obstruct or “sabotage” the speaker's flow of language.

Clearly the active listener does a lot, more than enough to remove any suspicion that this way of responding is in any way passive.

Texts

Let us compare two (imaginary) spoken texts, one a “normal” interaction between two people, the second an example incorporating active listening. The participants are: A (a long-time migrant) telling B (an Australian friend) about what it was like for her to come to a new country.

Sample 1

- A: When I first came here - um - I couldn't speak hardly a word of English - and I felt so lost -
- B: Yes - I can imagine! How long has it been - now - since you've been here?
- A: It's - it's over 15 years now.
- B: Oh that is a long time isn't it? What do you know!
- A: Yes - it was very difficult at first. I often felt in the early days that you know - my head was going to - um sort of explode.
- B: Did you really? Your English is so good now - it's hard to believe that once you couldn't speak the language at all.
- A: Oh I couldn't you know - I really couldn't. I remember once I ran away from a party because I thought everyone was laughing at me.
- B: Oh - I'm sure they weren't. What made you think they were?

A: Oh-I don't know-it all got too much for me and all I could think of doing was - you know - getting out of that place as fast as I could. It happened more than once too - you know. Actually-I often used to run off when I got - sort of - over-powered by it all.

B: Well - that's really not a very good way to learn is it? I'm sure there were lots of time when you didn't run off.

In this extract A and B are interacting “normally” as might happen in any conversation of this sort. B responds in a number of ways, most of them judgementally, often with polite incredulity or gentle mocking contradiction. The momentum of the conversation is largely carried by B's reactive questions to A's utterances.

In the second sample, below, we have a comparable couple and context, but this time B responds as an active listener.

Sample 2

- A: When I first came here, um, I couldn't speak hardly a word of English, and I felt so lost -
- B: You're saying how alone you felt when you first came here.
- A: It's - it's over 15 years now.
- B: You've been here now for over 15 years.
- A: Yes, it was very difficult at first. I often felt in the early days that my head was going to - um - sort of explode.
- B: You're saying that when you first arrived you often felt you were overdosing in English.
- A: I remember once I ran away from a party because I thought everyone was laughing at me.
- B: You felt like a fool - like everyone was laughing at you - making fun of you.
- A: Oh-I don't know - it all got too much for me and all I could think of doing was - you know - getting out of that place as fast as I could. It happened more than once too - you know. Actually I often used to run off when I got - sort of - over-powered by it all.
- B: You're saying that you developed a certain pattern of behaving - reacting to the difficulties by running away.

In the second text, B reacts non-judgementally, responding through reformulated echoes to A's thoughts and feelings. There are no questions that could challenge A or interrupt her language flow. B's echoes serve as encouraging prompts to allow A “a free flow”: she knows that she has the floor, so to speak, that she will not be challenged, that she has only to describe, not to defend.

What value does active listening offer for the language classroom?

1. It allows the skills of speaking and listening to develop with a keener focus: the speaker speaks, confident in the knowledge that the flow will be unimpeded by the interlocutor, the listener listens, unimpeded by any constraint to encode a reactive statement. It might be argued that “normal” conversations don't happen like this and this may be true. But the classroom is not meant to simulate the real world in every single minute detail. On the contrary, the classroom is a greenhouse, necessarily artificial, a place where salient areas of knowledge are exposed and pure controlled practice is allowed to happen. (In this sense

the classroom is very much a training ground: the long-distance runner trains in many ways other than long-distance running.¹

2. It facilitates a more equitable and democratic classroom. By setting up the parameters of interaction in this modality, a guarantee is ensured that everyone will receive equal opportunity to use the language. The rules of the agenda safeguard the shy, more timid, more taciturn students and restrain those who are liable otherwise to monopolise the proceedings. Instead of the teacher as referee, we have the strategy itself establishing behavioural parameters and engendering equality.

3. Active listening means really listening to what is being said. Unless so directed to focus on the content of what someone else is saying, most people expend the better part of their concentration in a listening situation actually encoding their forthcoming response. With the onus for reacting removed, the need to encode is likewise removed and the focus of activity falls to listening. This style of modality generates the very solidarity that helps to forge a community of what otherwise would be a classroom of individual learners.

4. It offers a modality whose hidden agenda fosters a sensitivity to and an empathy for others. Everything that we know about the role of the affective domain in second language acquisition would encourage us to think that this covert curriculum has to be a positive force in the learning process.

How can learners be introduced to active listening?

Step 1. Modelling

The teacher "stages" a conversation with a student in front of the rest of the class. The student chosen is asked to talk about a situation in which he/she felt lost or alienated or overpowered; then, while the student talks and the rest of the class observes, the teacher "active listens."

Afterwards, there is a class discussion. The class is asked whether the teacher's opinion of what the speaker was saying was evident. If anyone believes they know the teacher's opinion, they are asked to cite examples of what the teacher actually said in the interaction to support their view. The student himself, and afterward the observers are asked to comment on the way the teacher responded. Examples of responses are elicited. The aim is to raise awareness of the active listening modality, how it functions and what effects it may have.

Step 2: Practice

The class needs time to try out the new modality as it may be quite strange at first. The learners are seated in pairs, a "trigger" subject is set up, and the pairs may try out their first active listening task, the teacher moving unobtrusively from group to group, monitoring the processes. Afterwards, there is a discussion to consolidate understanding of the procedure.

Step 3: Regular sessions

Once the modality has been introduced, understood and practised, the learners should have regular sessions in their weekly programme devoted to paired active-listening tasks.

NOTE:

The two sample texts contain few of the characteristics of authentic spoken language. The language is idealised native-native rather than genuine non-native-non-native. The point here is not to produce authentic text models but to highlight two different ways of responding in a conversation.

Acknowledgement

The writer acknowledges her debt to Elena Rosin for refining her understanding of active listening in its application in the classroom.

SPLITTING THE ATOM (cont'd from page 12)

長くなるかも知れない。次に過程の項目に変更を加えよう。スピードで点数を競わずに、「珍しさ」に高い点数を与えることにする。他にも自分と同じ言葉を書いた学生がいたら点数はもらえない。他の誰も考えつかなかった言葉を書いたら得点になる。学生は始めに考えついた言葉は使わず、頭の中で珍しいものを探そうから、これもゲームが前よりのんびりしたスペースになるのを助ける。さて、話題の項目を変えよう。左側の欄には、最近教えた語彙の領域を書く。例えば、スポーツ、趣味、動物、家具、色、植物、衣服などが考えられる。これらの範ちゅうでゲームをする。これで、このゲームは語彙の復習のための学習活動になった。さらに過程の項目を変更し、チームの一人が書記として、黒板のところにいき、他のメンバーが綴りをいうのを聞いて書くことにもできる。こうすると人のいっている綴りを聞いて書くことが焦点となる大変活発な綴りのゲームを作り出せる。

この練習の他の項目を変更すれば、さらに多くの異なった学習活動が得られるはずである。この方法は、いくつかの教師のグループと一緒に試したことがあるが、参加者たちは、分析した学習活動から、文字どおり教え切れないほどのバリエーションを考え出した。

VI 学習活動を原子に分解して構成要素を考えることのメリット

このテクニックのメリットは、我々教師が出会うアイディアをより詳しく検討するので、それを覚えていて再度使う可能性が高くなるという他に、教師が自分で学習活動を作り出す自信を形成するのに役立つことである。「私のクラスでは、あれは絶対に使えない」という瞬間的な抵抗を示すかわりに、練習を、自分のクラスに合わせて変更するために眺めるよう促すのだ。さらに、どのような授業であっても、教師が自分の目的によって、いくつかの「選択技」の中からひとつを選ぶのだという感覚を作り出す。(Stevick 1986参照) また、小さなアイディアにも大きな可能性があるということを意味する。有名な諺をいいかえれば、「新しいアイディアがあれば、次の授業の役に立つ。アイディアを作り出す方法を知っていれば、一生分の授業の役に立つ」ということである。

この記事は雑誌、"English Teaching Forum", 1988年10月号に英語で掲載されたものです。

Heuristics in Language Learning

By Christopher Barnard

heuristic, *adj* of the theory in education that a learner should discover things for himself. *-s n* method of solving problems by inductive reasoning, by evaluating past experience and moving by trial and error to a solution. (*The Oxford Advanced Learner's Dictionary of Current English* [OALD])

INTRODUCTION

I believe that the explicit recognition and application of the heuristic method is a necessary condition for effective language learning. Traditional language pedagogy either does not recognize heuristics or penalizes it. Specifically, rote learning, non-contextualized list learning, one-to-one translation, insistence on the 'right answer,' rejection of approximately right answers and use of the deductive method to the exclusion of induction are facets of a pedagogical approach which discourages heuristics.

CHARACTERISTICS OF THE HEURISTIC METHOD

Using phrases from the dictionary definition above, I wish to clarify what I mean by heuristics in language teaching, or rather language learning.

1. *A learner should discover things for himself*: This implies that a language is acquired actively by a learner, not passively from a teacher. The learner is responsible to himself for his own learning.

2. *Method of solving problems*: Knowing how to apply a variety of methods in order to solve problems is an important aspect of language learning.

3. *By inductive reasoning*: A successful learner must at some stage leave the safe, protective environment of the classroom, with its teacher, grammar book and dictionary. In the real world there will be no teacher and no grammar book to give the 'rules'; it may not be possible to 'look up words.' From diverse, half-assimilated, deficient, incomplete and possibly defective raw language data, the learner will have to formulate and test his own rules.

4. *By evaluating past experience*: Language is a system consisting of many interlocking and mutually dependent sub-systems: phonetics, phonemics, morphology, syntax, culture, etc. Language learning is a dynamic, developmental process in which previously acquired knowledge or experience from any of these sub-systems may at a later stage become relevant or useful.

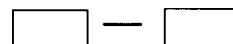
5. *Moving by trial and error*: The successful language learner is willing to make guesses and adopt temporary hypotheses because he knows that it is from these that he learns.

6. *To a solution*: Here I wish to be allowed to change dictionaries: to find answers to questions or to improve performance (*Longman Dictionary of Contemporary English* [LDOCE]). Learning a language is a goal-directed activity and the goal itself is a performance objective. Improving performance is both an end in itself and the means by which the ultimate goal of attaining native-speaker proficiency is achieved.

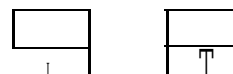
A HEURISTIC MODEL

I now wish to present a heuristic model (p. 19) of certain uses of the definite article. A caricature of an explanation of such uses in a traditional language class may be something like this: "Oceans and seas take the but lakes don't; mountain chains take the but individual mountains don't. This is a rule so you must remember it." And so on. This kind of 'explanation' is likely to seem highly unreasonable, and consequently frustrating, to most language learners. Remember that this is just one explanation. What is a language learner to do when he is presented with many hundreds or thousands of these explanations over a period of years?

The starting point for building the model presented in this article is the statement: 'a noun modified by an adjective tends to take an article.' In other words: Tokyo Station but the Imperial Hotel. The structure of the former may be informally represented as a single compound noun:



and of the latter as a noun modified by an adjective:



Since the model is heuristic, the learner should discover its organization, conventions, applicability and usefulness by himself because this is the only way that he can discover for himself. The teacher can of course help in this. The explanation of the model that follows is for the benefit of the teacher.

The model has the following characteristics:

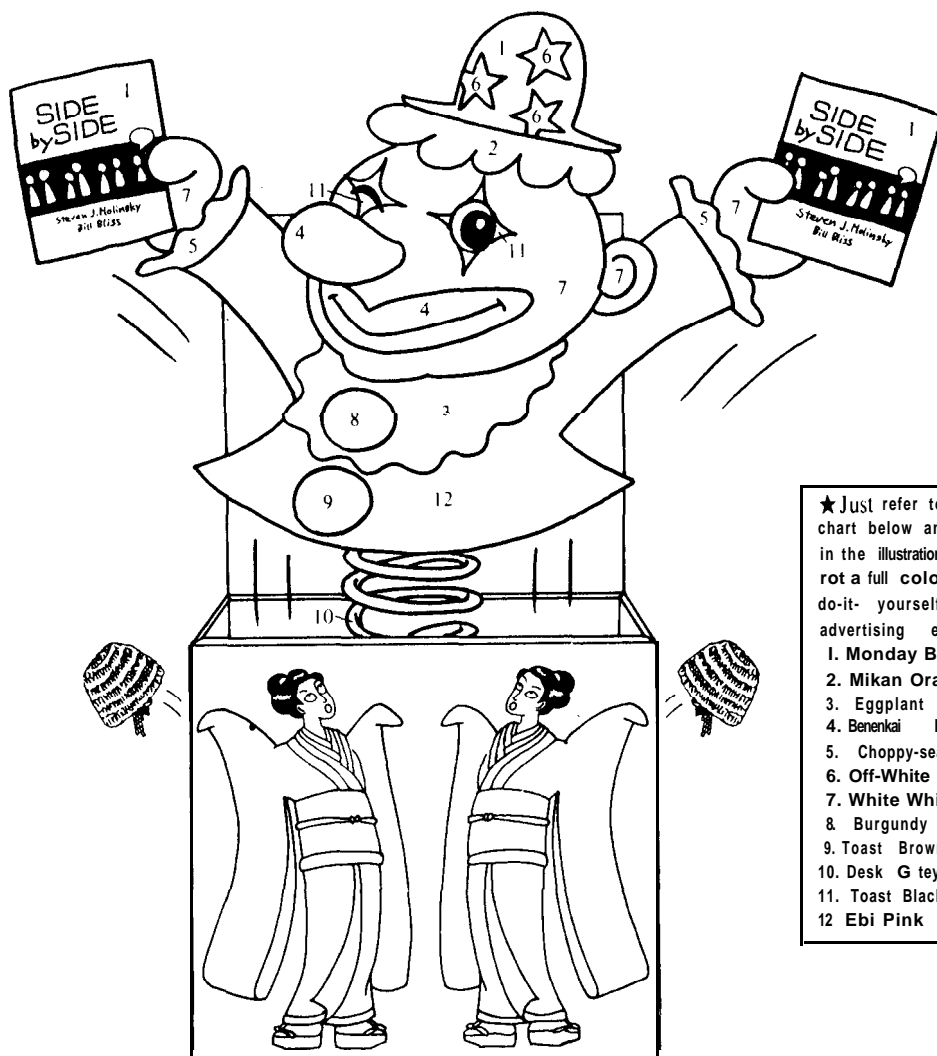
1. It is more or less spatially and semantically bilaterally symmetrical about the vertical axis. For example, note the spatial position and semantic content of America/the U.S.A. and France/the French Republic.

2. Examples near the hub tend to be easier in terms of our role and modification. The Pacific Ocean and the Black Sea present no problem since Pacific (peace > pacific) and Black are both plainly adjectives. The less obvious adjectival nature of Caspian is nevertheless betrayed by its morphology. The Aral Sea is a harder example.

3. As (2) above illustrates, proceeding outwards along a spoke tends to involve analytical reasoning. Another example of analytical reasoning is: "We say the Edgware Road because it is an adjectival construction equivalent to 'the road which goes to Edgware.' However, in the case of Oxford Street, 'Oxford' no longer preserves its adjectival nature."

4. Moving from anode on a spoke to one on a

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10. Desk G tey
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branch often involves analogical reasoning: British Commonwealth must be preceded by the because 'it is the same as' French Republic, which is an adjectival construction preceded by the definite article. (It is hardly necessary to state that many examples are amenable to both analytical and analogical reasoning).

APPLICATION OF THE MODEL

To introduce the model the teacher will have to explain the basic concept of modification and the definite article. After this the learners should be allowed to study the model by themselves for ten or 15 minutes.

After studying the model and, with the teacher's help, understanding its conventions and usefulness, learners can engage in various activities or games. Specific suggestions for these include:

1) Divide the class into three groups (Team A, Team B and Referees) and give them a further list of nouns to which they have to add, or not add, as the case may be, the definite article. (In making their decisions the teams will have to consider how well the newly presented data 'plugs into' the model.) The Referees examine Team A's and Team B's answers and decide which team has won by getting the largest number correct. The teacher acts as the 'final court of appeal.'

Here are some nouns which can be used:

Arizona	Times square	South America
Hokkaido	Madison Avenue	Lake Ontario
Hilton Hotel	British Museum	Lake of the Woods
Keio Plaza	Tate Gallery	Cape Cod
Mitsui Building	Louvre	Cape Horn
EEC	Warsaw Pact	Cape of Good Hope
COMECON	Toyota Motors	Gulf Stream
NATO	Newsweek	Kuro Shio
FAO	Time Magazine	Notre Dame
Ueno Park	Japan Times	Westminster Abbey
Emperor of Japan	Guardian Weekly	St. Peter's
CIA	West Germany	Dai-Ichi Bank
Piccadilly Circus	King Christopher	Lloyd's Bank
Fourth Avenue	Secretary of state	M. Mouse

2) A variant of the above is to divide the class into 'article hunters' and 'zero-article hunters.'

3) More advanced classes can develop their own trees and branches. The teacher will probably have to help by writing some categories (building/hotels/monuments, organizations/companies, jobs/posts, newspapers/magazines, mountains/mountain ranges/plateaux, etc.) on the board. If the class is imaginative, challenge them to create interesting patterns: Catherine wheels, Rising Sun flags, triskelia fylfots, snow flakes, etc.

DISCUSSION

The characteristics of the heuristic method explained above (see Characteristics of the Heuristic Method) are subsumed within the model. With this model, either on paper or cognitively, a learner would be in a position to understand, analyze, hypothesize about and predict language use. For example, by plugging into the model at an appropriate point, the learner

should be able to make some interesting observations about the following language data:

I work for the BBC.
I saw the news on NBC.
He works for NATO.
My grandfather fought in the Boer War.
Please proceed to satellite 2.
I will meet you at the west exit.
I walked down the King's Road.
I walked down Regent's Street.

The model also helps him to apply inductively derived roles to new data. Considering the data presented so far, it is correct to say:

I work for the European Economic Community.
I work for NK
I bought this on the first floor.

Since heuristic techniques need only be partially correct, they can be ad hoc and rule of thumb; they are not rigid theoretical formulations and their value is only in their usefulness. With this in mind, it is possible to list some of the characteristics of a good heuristic model for language learning. Such a model should be:

1) *systematic, avaricious and expandable*. The model is itself a principled representation of one small part of the language system; but one which will easily and eagerly digest large quantities of additional data: more spokes can be added and existing ones made longer and given more branches. The expandability of the model reflects both the fact that the subsystems of language are interconnected and the reality that good language learning is a continuous process of extending knowledge and performance.

2) *pragmatic, tentative and exploratory*. Data are added to the model and inferences made solely on the grounds of usefulness; building and using a heuristic model is a pragmatic procedure. Since the model is never complete, but continually being expanded, parts of it are always only tentatively correct. The learner will have to confirm the accuracy of these parts with reference to a native speaker, teacher, grammar book, dictionary, etc. The model thus encourages the learner to become an active explorer of language.

3) *graded, repetitive and incremental*. The data arrayed in the model can be easy or difficult, or can represent a continuum of difficulty. The data themselves are capable of repetition with controlled variation, e.g.: the Atlantic Ocean → the Pacific Ocean → the Indian Ocean → the Arctic Ocean → the Atlantic → the Pacific → the Arctic → the Indian, etc. By the learner gaining access to graded, repetitive language data, he can build incrementally on previous knowledge, experience and ability.

4) *classificatory, mnemonic and synergistic*. Principled and systematic classification of relevant data makes for easy memorization. The mnemonic value of a heuristic model is increased if it classifies or arranges data in some unique or interesting way — in this case a particular spatial arrangement. By handling data in terms of a system, rather than as a list, or as a number of discrete and unrelated isolates, the learner can take advantage of the synergistic benefits obtained from thinking in terms of holistic systems.

(cont'd on page 19)



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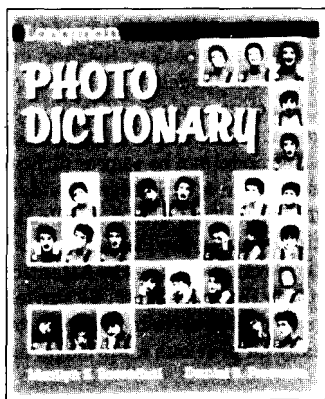
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(cont'd from page 17)

CONCLUSION

In this paper I have presented a heuristic model graphically. However, this approach is not essential to heuristics. A learner will not necessarily even represent heuristic thinking and techniques on paper — rather he will be walking round with them in his head, as it were. A particular model is used here to illustrate the nature, applicability and usefulness of heuristics. The learner who triple spaces his compositions to leave room for later additions or who, in trying to compose a structurally difficult sentence, does not erase earlier attempts, but crosses them out neatly so that they can be preserved and built on is also learning heuristically. The learner who, in his verbal intercourse with native speakers of the target language, makes use of techniques for presenting hypotheses about language and having them confirmed or rejected (perhaps by looking carefully at the facial expression of his interlocutor) is using heuristics.

Not surprisingly, the characteristics of an ideal heuristic model are the same as those of organized curricula, well-planned textbooks, effective lessons, interesting teaching and productive learning. This is because heuristics are an important part of both pedagogical theory and practice.

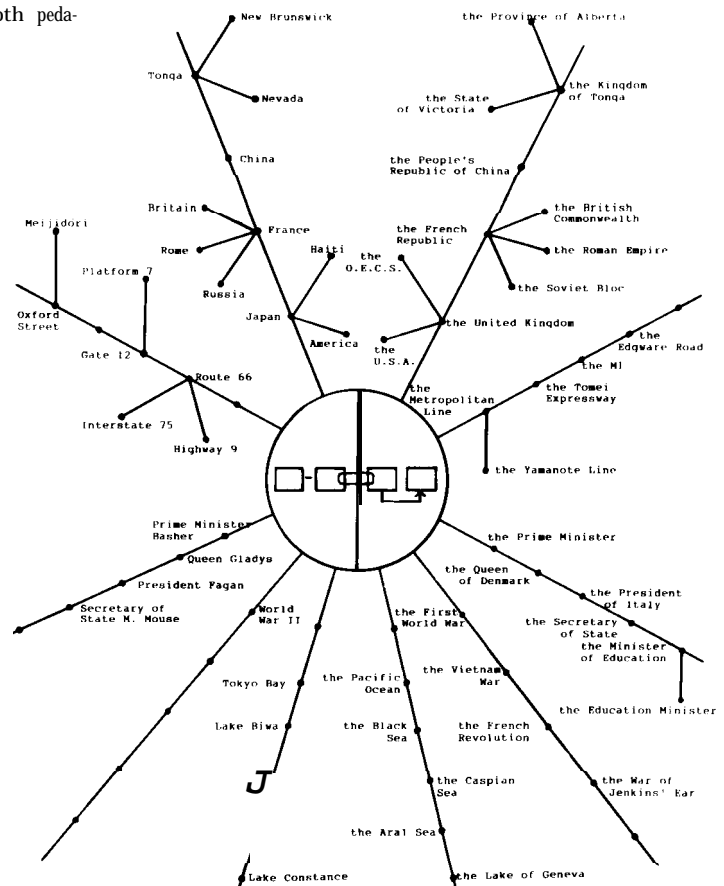
It is likely that one of the attributes of a successful language learner is the ability to use heuristic techniques effectively. In traditional educational systems, in which it is taken for granted that students learn by being taught, and in which the goal of studying a foreign language is to pass an examination which emphasizes rote memorization, it is probable that only a few students ever develop such techniques. The teacher's job is to encourage the use of heuristic techniques because in the final analysis it is only by applying these that a student can become an independent, actively hypothesizing, efficient language learner. To create such learners must surely be the ultimate ambition of all teachers.

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A Heuristic Model for Certain Areas of the Definite Article



Christopher Barnard, whose current fields of interest include Japanese syntax, pedagogy and lexicography, has an M.A. in linguistics from Cornell University. He was one of the writers and revisers for Sansendo's Junior Crown English-Japanese Dictionary (1988). He is an assistant professor of English language and linguistics at Teikyo University, Tokyo.

Controlling Input with Telephone Messages

By Mary K. Mallow
Kansai Foreign Language University

Interest in the learning process itself and in helping students to overcome their own problem areas has led to the developing of the following exercises.

Level: False beginners

Number of students: 6-30, possibly more

Principle: Students are actively responsible for getting all the information in a telephone message using techniques that control the speed and amount of incoming information when the teacher is the caller and the students are secretaries (receivers of the call) who take the messages for a "boss" who is out.

Objectives:

1) Improvement in listening comprehension and the development of techniques for controlling input (the speed and amount of information the listener is able to comprehend) and confirmation of comprehension.

2) The development of student initiative by making students responsible for getting the information, using various techniques as described below.

The exercises require immediate feedback, so answers should be available soon after finishing each message by writing the information on the blackboard or with handouts (see sample).

They are also self-analysis exercises so the students' mistakes should not be erased, as students need to know what areas they actually cannot hear. This varies enormously from student to student, so this is important to stress, especially in a large class. When they start using English in the 'real world,' they should be aware of their own weak areas and be able to double check them. The point of these exercises is not necessarily to get the 'right' answers but rather to understand why the information is not correct and to know what to do to get the correct information.

Techniques for controlling input:

Even with low-level listening comprehension ability, all the information being transmitted by the caller (Teacher) can be obtained by the receiver (Students) using the following techniques:

1) **Interruption:** Interrupt the caller thereby stopping him/her (see dialogue for examples).

2) **Repetition:**

a) Direct repetition of the information or as much of the information the Students are able to understand or retain while writing it down. This slows down the speaker.

b) Repetition request by asking the Teacher to repeat everything again more slowly.

c) Repetition with rising intonation by repeating a word or phrase with rising intonation as in a question, e.g. "rain check"? This can be followed by asking for the spelling. If the spelling has a letter that can be confused with another letter such as "n"/"m" then use the "n"

as in New York or "m" as in "Mexico" technique.

3) **Confirmation**

a) Confirmation for rephrasing can be made for numbers that cause problems such as by checking with the "one three" or "three zero" ("oh") technique.

b) Won't/want discrimination by rephrasing: Another area that is difficult to discriminate is the won't/want patterns. For example:

A: Would you tell Mr. Smith that I won't be able to meet him on Friday?

B: (can start by saying) You want to meet him on Friday?

A: (will correct) No. I won't be able to.

Since "won't be able to" equals "can't," the students can rephrase and ask,

B: Oh, you can't meet him/her on Friday?

A: That's right. /No . . .

Other techniques:

1) **Written form and spoken form pronouns**

In telephone message taking, the written form and spoken form of the pronouns will be different. For example:

A: Would you tell Mr. Smith that I'd like to see him on Wednesday at 4:00, if possible, and let me know.

B(says): You'd like to see him on Wednesday at 4:00. Let you know.

B(writes): He/She'd like to see you on Wednesday at 4:00. Let him/her know.

2) **Abbreviations**

"ASAP" for "as soon as possible" and "Mon." for "Monday" should be taught.

Procedures:

1) practice the receiver's (S's) part of the dialogue aloud with them until they can do it smoothly.

2) Give the message at normal native-speaker speed. Most of the students will be unable to get the information. Elicit or give them "Excuse me?" Repeat the message.

2) When they still do not get it all, elicit or suggest repeating the first word in the message or in the case of the telephone number, the first number. This will stop and thus slow down the speaker. As they are writing, they should repeat aloud what they are writing. In this way they can control the speed and amount of input they can cope with.

4) As other problems arise, elicit or suggest techniques above.

Always wait to see if the students will check or take the initiative to check difficult items. If they don't, especially at the beginning, ask them if there isn't something they should check and wait. Waiting for the students to realize they have to take the initiative is the most difficult part of this whole exercise for the teacher but it is the most important part.

Teach one technique at a time. Then review the technique just learned adding the next technique, etc., until finally all the techniques have been taught.

Lots of practice of the final-stage type message

should be given. But if all the messages are given at one time, students tend to forget how long they did them. So if you have about 28- 30 lessons in a year, you can space the messages three or four at one time at intervals of every three or four weeks.

Conclusion

Spoken language is like a river that is in a high-speed, continuous-flow state. In these exercises, stu-

dents, using various techniques, learn how to stop the flow and pick out the information they need. Because these exercises are built on the principles of active participation and immediate feedback, you are also teaching students to take individual responsibility for getting the correct information by teaching them to take the initiative and analyse their mistakes. If they don't stop the flow of speech (input) and check the information, they can't get the message.

Dialogue

(Hand out or put the first and last parts on the board)

A: Caller (Teacher)

B: Receiver of call (Students)

A: Hello. This is _____ of _____
(name of caller) (name of company)
May/Can I speak to _____ please?
(name of person caller wants to speak to)

B: I'm sorry but _____ isn't here right now / isn't in right now / is out right now. Can I take **a message**?

A: Yes. Would you tell him/her that _____
(gives message;

B: Excuse me. Your name again please?

A: _____
(gives name again)

B: How do you spell it?

A: Bill B i l l Amsterdam A m . . .

B: (interrupts by echoing and checking) "b" as in Brazil?

A: Yes. Amsterdam A m s t e r d a m

B: A "n" as in 'New York'?

A: No, "m" as in "Mexico."

B: A m

A: s t e r . . .

B: (interrupts by saying) s t e r

A: d a m

B: dam "m" as in 'Mexico'?

A: Yes.

B: Bill Amsterdam, and your company again please?

A: _____
(gives name of company)

B: _____
(If necessary asks how to spell it using the above techniques)
And your telephone number?

A: _____
(gives telephone number)

B: 7618905 (interrupts by repeating as many numbers as can catch and retain. Even if only the first number is retained, it is sufficient as the caller will repeat from there.)

B: 7?

A: 61-8905

B: 61?

A: 6905

B: 89?

A: 05

B: 05, 761-6905. And your message again please? (Using the above techniques, students can slow down the caller and break down the length of the information into pieces they can cope with and write down.)

After B gets the message, B repeats all the information, that is, name, company, telephone number, message and then says:

B: I'll give him/her the message. Thank you for calling.

A: You're welcome. Goodbye.

B: Goodbye.

Handout

TELEPHONE MESSAGES

1) name: Allen Slatter
co: Aqua Farms Inc.
tel: 373-355-6336
mess: He'd like to see you on Wed., 11 th at 2:30. Let him know ASAP.

(_____)

2) name: Eleanor Lakewood
co: Hydro Medical Inc.
tel: 379-654-3210
mess: She'd like to stop by around 530 today. Call her when you get in.

(_____)

3) name: Ron Rogers
co: Androbot Inc.
tel: 357-741-1519
mess: Please call him ASAP. It's urgent.

(_____)

1) name: _____
co: _____
tel: _____
mess: _____

(your initials)

2) name: _____
co: _____
tel: _____
mess: _____

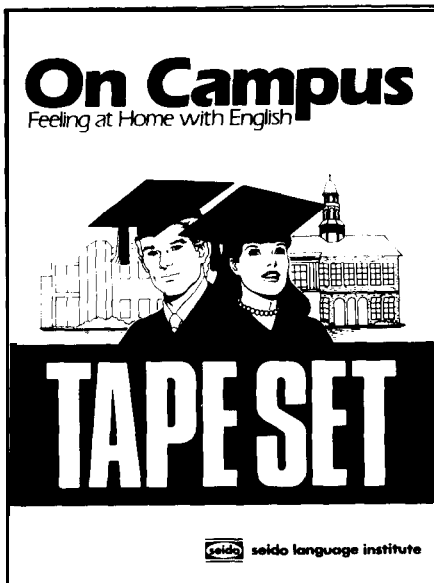
(_____)
(your initials)

3) name: _____
co: _____
tel: _____
mess: _____

(_____)
(your initials)

"A" as in Alice	E - Edward	I - Ida	M - Mary	Q - Quaker	U - Utah	Y - Young
B - Bertha	F - Frank	J - James	N - Nellie	R - Robert	V - Victor	Z - Zebra
C - Charles	G - Georg	K - Kate	O - Oliver	S - Samuel	W - William	
D - David	H - Henry	L - Lewis	P - Peter	T - Thomas	X - X-ray	

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Reports

IATEFL 1989

The 1989 IATEFL conference was held at Warwick University in Coventry, England. The four-day conference (March 31 -April 3) had more than 400 presentations with 1,251 participants from more than 50 countries, making it the largest IATEFL conference held to date.

There was no conference theme, per se, so presentations could, and did, cover a wide range of topics. The topics tended to cluster around SIG themes (Business English, Phonology, Testing, Video, Learner Independence, and more). The schedule was arranged so that presentations on the same theme were given consecutively rather than concurrently making it possible for participants to follow the same theme for several sessions -or for a full day. Unfortunately, there was no way to alleviate the usual conference problem of more to see and do than there was time for.

Three of the four days began with a plenary speech; the themes varied. **Gillian Brown** discussed "Teaching cultural values"; **N. S. Prabhu** spoke on "There is no best method. Why?"; and **Stanley Walls** talked about "Enjoying Shakespeare." Something for everyone.

In addition to the presentations and plenaries, the conference had a substantial publishers' display area, a BBC-sponsored debate concerning literature in English language teaching, a conference dinner, various social activities, two nights of "Methodology Question Time," and an opportunity for members of IATEFL branches and affiliates to meet, discuss and network.

This last was particularly important for the representatives who came from outside England. A room and special meeting times were set aside for those who were interested. Regional groupings and representatives were established for continuing contact throughout the year. Meeting others who work in similar situations and were willing to share ideas was invaluable.

In fact, it was the spirit of sharing ideas and avid discussion of everything related to language teaching which was the true highlight of the conference. While the plenaries were provocative, many of the presentations practical and interesting, it was the gathering of those interested in language teaching and the willingness to share, discuss and explore ideas that made the conference well worth the trip.

Reported by **Rita Silver**
Osaka Jogakuin Junior College

JALT Research Grants

JALT annually offers small grants for research or the development of experimental materials. Contact the JALT Central Office for specifics.

THE SECOND INTERNATIONAL LANGUAGE TESTING CONFERENCE

The Second International Language Testing Conference was held at the Foreign Language Center of the University of Tsukuba on March 30 and 31 of this year. Sponsored by JALT, the British Council, and Tsukuba's Foreign Language Center, the conference also received the support of the Japan Association of College English Teachers, the Kanto Koshin Etsu English Association, and the Language Laboratory Association's Kanto chapter.

The conference was well attended, with roughly 200 participants, who were given a choice of nearly 30 events during the two-day period. The conference was indeed international: eight of the main presenters were Japanese scholars, 12 were non Japanese working in Japan, and ten presenters came from abroad — from the U.S., Hong Kong, China, Philippines, Indonesia, and Britain.

Areas of Special Interest

Several areas of testing received special attention. **James Nord** and **Ronald Notestine** (Nagoya University of Commerce) and **Masumi Jinno** (Sony, Nagoya) described the use of computers in language testing. The cloze test was discussed by **Matsuharu Kawabata** (Ishikawa Pref.), **Vivien Berry** (Nagoya University of Commerce), and **Sandy Fotos** (Aoyama Gakuin Women's Junior College). "Integrating Testing and Teaching," the title of **P. Raa-Dickins's** plenary session, was a concern of all the presentations. Many other scholars deserve special mention, but it is impossible to sum up two days in a few lines. I will, instead, present my impressions of the conference and comment on four of the presentations.

Professionalism

First of all I was impressed by the professionalism of the conference. The facilities at Tsukuba are excellent, as was the organization. Everything was on schedule, and the participants had a certain cheerful determination about them, myself included. We wanted to get as much information about testing as we could in a brief period. Our seriousness was understandable. In a country where so much depends upon English language examinations, those who make and administer the exams have the duty to know what they are doing.

The Importance of Testing

Testing may not be an exciting topic, but, understood clearly, it is the basis for our profession. How can we claim to teach something, if what we teach cannot be measured? Language ability consists of traits — listening, speaking, writing, reading — and those traits should be measurable, in more than an intuitive fashion. One presenter, **Gary Buck** (Osaka Meijo Women's Junior College), for example, had finished a complex study in which he posited the existence of a trait, listening comprehension, separate from reading comprehension. That obvious distinction had not been made to his satisfaction in earlier research.

Reliability and Validity

The way one goes about proving the existence of a skill, and measuring its development (or decay) is through testing. And certain tests of tests have been accepted by scholars in the field. The basic tool is statistical analysis. One of the plenary speakers, **Lyle Bachman** of the University of Illinois, took time, in the workshop which started the conference, to explain the "Fundamental Concepts of Validity in Language Testing."

His talk was certainly welcome to all of us who are language teachers but not specialists in testing and statistics. Bachman's basic point was that "reliability" is necessary but not sufficient in deciding if a test is "valid." Because those words were used so frequently at the conference, the distinctions he drew are worth repeating.

A test is *reliable* if takers achieve similar results with similar tests of the same ability. However, the test is proven valid only when test takers achieve similar results on *different* tests of the same ability. On top of that, the test should not correlate (produce similar results) with tests of another skill. In other words, a test of reading should not produce similar results with a test of mathematical skill taken by the same test takers. A reading test should not be a mathematics test in disguise.

Does Listening Comprehension Exist?

A practical description of the construction of a reliable and valid test was supplied by **Gary Buck**, whose talk asked the question, 'Does Listening Comprehension Exist?' Considering our general knowledge of our own languages, and considering that numerous courses in listening are taught throughout the world, the question may appear to be simply answered. But, Buck said, when the criteria for reliability and validity are applied to the literature, according to Buck, there is no firm evidence that listening comprehension exists. Buck found a close correlation between tests of reading comprehension and listening comprehension. In other words, listening comprehension tests may have been examining reading comprehension — or a general 'comprehension' which would encompass both listening and reading.

To answer his question, Buck made and administered four different tests for both traits: short-answer comprehension questions; gap-filling; translation; and multiple-choice comprehension questions. His 353 subjects each took eight tests in all. While the scores for the short-answer and gap-filling tests were similar for both reading and listening, those for the translation and multiple-choice tests were different. In conclusion, Buck claimed that the two traits, reading and listening comprehension, both exist and are separate. However, he admitted that further research will be necessary to identify the sort of tests which will identify the 'characteristics of 'natural' language processing" which decide what is done differently by readers and listeners.

What Do Cloze Tests Tell Us?

These questions — is a test reliable? is a test valid?

is it both? — were at the heart of another presentation. **Sandy Fotos** asked what could be determined with the "Use of a Cloze Test as a Measure of EFL proficiency of Japanese College Students." In the opening minutes of her talk, Fotos summarized the controversy surrounding cloze testing. She asked if the cloze is reliable or valid, and what role it has among EFL/ESL testing techniques. An examination of the literature, using the research of James D. Brown, found the cloze's reliability ranged from .31 to .69 (.0 would indicate total unreliability and 1.0 perfect reliability). Validity (correlating cloze results with the MEFL and other tests) varied from .43 to .83. In other words, the cloze test has not been proven reliable or valid.

Fotos's own research involved first and second year Japanese college students, both English majors and non-majors, from a private university, a national university, and a woman's junior college. She correlated cloze test performance with essay scores, to see if cloze tests can "function as a measure of integrative language ability."

Her answer was a qualified yes, and in answering she called attention to numerous pitfalls one faces in test construction. Not only are there questions of type (exact word, acceptable word, multiple-choice, and half-word tests), but also reading passages must be carefully chosen, and the items used for the test must themselves be tested several times to establish reliability and validity. This last point means that cloze tests on Japanese college entrance examinations can never be guaranteed to be reliable or valid, because the items are used only once and then published.

Cross-Linguistic Validity

The question of cross-linguistic validity was examined by **Edith Hanania**, who discussed research she and co-presenter **Harry L. Gradman** undertook at their school, Indiana University. Using a battery of tests—cloze, multiple-choice, fill-in-the-blank—which featured verbs, they wanted to discover "general patterns of variability by task, proficiency level, and specific verb structure" among students from different first-language backgrounds. Results of the three tests were distributed into many other categories for analysis. Their most interesting conclusion (to me) was that ability varied according to test type. Thus, for example, students from diverse levels and first-language backgrounds had greater similarity in results of multiple-choice tests than in results of cloze tests.

Another of Hanania and Gradman's discoveries was that Romance language speakers did better on questions with BE-verbs than did Arabic speakers. This stands to reason, as Arabic doesn't use BE-verbs in the way the Romance (and English) languages do. Yet their research has a great advantage over common sense — they have facts and figures to substantiate their claims.

The Value of Research in Testing

Hanania and Gradman illustrated a point that was brought home repeatedly to conference participants: testing, when undertaken properly, furnishes researchers and teachers with empirical and verifiable facts.

Not all language teachers need to do research in testing, but we all need to know what makes a good or bad test, and we need to know *how* to make a good one too.

A good place to start learning may well be Lyle Bachman's book, *Fundamental Considerations in Language Testing*, due out this fall. JALT '89 will have a good number of presentations on testing, as well. And let us hope that the International Language Testing Conference will take place, for the third time, once again at Tsukuba, in March 1991.

Reported by **Charles B. Wordell**
Nanzan University

CREATING CONSTRUCTIVE APPROACHES TO INTERCULTURAL EXPERIENCES: REPORT ON A WORKSHOP

The all-day JALT chapter workshop in Kyoto began with four presentations by scholars coming from different fields but all of whose research focused on intercultural experiences.

Helaine K. Minkus, an anthropologist, spoke on her ongoing longitudinal study of Japanese university students who spend one year studying in the U.S., and correspondingly, of foreign students who spend a year in Japan at Kansai Gaidai. Dr. Minkus is examining questionnaires, interviews, letters and term papers in an effort to determine the effects of a study-abroad program: what changes in attitudes and values occur, does the student become less ethnocentric and more understanding and accepting of cultural differences; what are the stages of cultural adjustment and readjustment.

Mariko Hanada, with a background in behavioral science, focused on analyzing the determinant factors in the intercultural adjustment of Japanese businessmen working at overseas subsidiaries along with their wives living with them in the greater L.A. area. The results showed significant correlations between each of two indices of adjustment, and between the husband's adjustment level and his wife's. Adjustment indices correlated with some personality types, and length of language training, frequency of interpersonal relationships with Americans, and the strength of family bonds.

Greg Peterson, with an academic background in

TESL and communication, reported on research on foreign residents in the Kyoto area, where quite a few of those interviewed reported reactions similar to those felt by stigmatized persons described by Goffman in *Stigma: Notes on the Management of a Spoiled Identity* (Prentice-Hall, 1963). Responses reported include avoiding public encounters, showing hostility, seeking supportive relationships, and attempting to establish normal relations by verbal and non-verbal communication. The findings of this research suggest that we should pay more attention to stress which arises from the perception of stigma and to the various coping strategies employed by long-term foreign residents. (See also p. 2.)

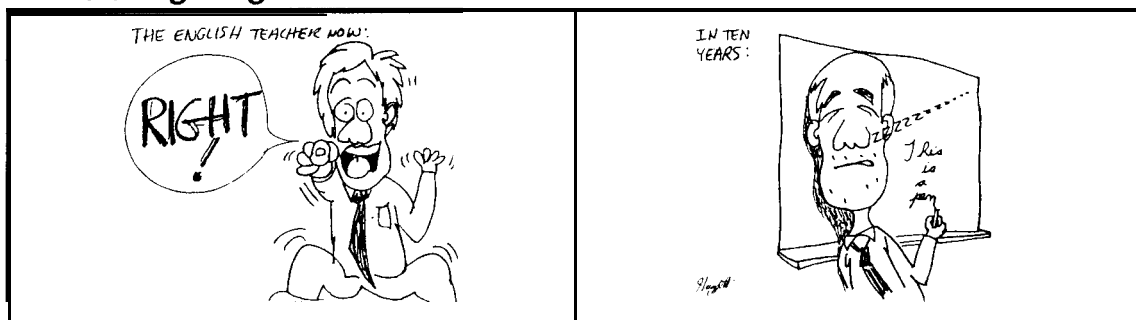
The fourth speaker of the morning was **Kate Partridge**, a clinical psychologist, who reported on her research on acculturation and acculturative stress among foreigners (groups of long-term residents and short-term 'sojourners') living in Japan. She examined their attitudes towards the experience of adapting to Japanese culture according to a scale which defined four basic attitudes: integration, assimilation, separation, and marginalization. Acculturative stress was also explored revealing that there was a definite pattern of particular stress symptoms across all subjects, and attitudes of marginalization and separation were definitely associated with higher levels of acculturative stress.

The lunch break was efficiently handled by providing bento and having participants eating in small groups with the presenter of their choice. This provided an excellent opportunity for a relaxed question-and-answer time about the presentations and research. Lunch was followed by a very interesting simulation of an intercultural encounter which allowed all those present to share in the experience and to exchange and examine their reactions in retrospect. This resulted in some fascinating insights for all concerned.

Small group discussions focusing on the coping strategies employed by each member gave workshop participants a chance to hear how others cope with intercultural encounters. A panel presentation reporting on these strategies drew the workshop to a very successful conclusion. It was an experience in which all who attended, whether Japanese or foreign, long-term expatriates or recent sojourners, benefited.

Reported by **Eloise Pearson**
Sophia University

THE LANGUAGE TEACHER



JALT SUMMER SEMINAR

Saturday/Sunday, August 5/6, 1989

English Education and Its Role in the Internationalization of Japan

Program

Saturday

- 11:00- Registration
 13:00-13:15 General Announcements
 13:20-13:30 Opening Address: Professor Watanabe (Shinshu University; President, JALT-Nagano)
 13:30-13:50 Address: Deborah Foreman-Takano (President, JALT)
 14:00-15:00 **Communicative Approach:** Professor Nagasawa (Ibaraki University); Chairperson: G. Gibbs (Shinshu U.)
 15:30-17:00 **A Paradigm of Foreign Language Teaching:** Professor Nakamura (Seijo University); Chairperson: L. Yoffe (Nagano-ken AET)
 18:00-20:00 Party

Sunday

- 9:00-11:30 **Workshops A and B**
Workshop A – Input Hypothesis and Communicative Language Teaching: Professor Saito (Kyoto University of Education); Mr. Shiohara (Suzaka Higashi H.S.); Ms. Okabe (Kamata J.H.S., Matsumotto-shi); Chairperson: Mr. Shibata (Komoro S.H.S.)
Workshop B – Phonics and Its Application: Ms. Matsuka (Head, Matsuka Research Institute of Phonics); Mr. Teshima (Jiyu-no-mori Gakuen); Chairperson: to be announced
 13:00-16:00 **Symposium- How to Make the Best Use of the AET System:** Professor Nagae (President, Zen-Ei-ren); Professor Shibayama (Gunma Medical Junior College, Gunma University); Ms. R. Buck (Eastman Kodak R&D Center); Ms. R. Venning (Fuji Xerox; former CLAIR Program Coordinator); Mr. J. Scacco (Karuizawa City AET) Moderators: Professor Watanabe; Mr. D. Wardell (University of Pittsburgh, ELI; President, JALT-Tokyo)

Fees	Member	Non-member
Saturday/Sunday	9,000	10,000
Preregistration (until July 15)	Y8,000	9,000
Saturday only	4,000	4,500
Sunday only	5,000	5,500

Pre-registration

Fill out the registration form and mail by July 15 to:
 Japan Travel Bureau (Nihon-kotsu-kosha), c/o JALT
 Desk, 2-8-1 Chuo, Ueda-shi, Nagano-ken 386.

Hotel

Ueda-onsen, 1-2-2 Oie, Ueda-shi, Nagano-ken 386. The hotel is located directly behind Shingaku-kai Bldg., the venue of the Seminar.

Party

Come and enjoy the evening at Ueda-onsen Hotel. Saturday, August 5, 18:00-20:00; fee: 5,500.

Information

For program information, call: Professor Watanabe, 0262-32-8106, ext. 431; or Mr. Kitazawa, 0262-21-8111 (W) or 0262-27-6646 (H)

For accommodation and transportation information, call: JT8 (Mr. Sato), 0268-24-8033.

Location

The historic town of Ueda is located 2½ hours from Tokyo. Situated in the foothills of the famous Sugadaira mountains, it is a perfect place for a relaxing weekend alone or with family. For those who enjoy hot springs, Bessho-onsen, commonly called the second Kamakura, is nearby.

主 催 JALT (全国語学教育学会)

日 時 1989年 8月5日(土) (受付開始11:00)
 8月6日(日) (9:00~16:30)
 場 所 長野県上田市、信学会ビル (JR 上田駅前)

プログラム

5日(土) 講演(1) 「コミュニケーション・アプローチ」
 14:00~15:00
 長沢 邦紘 (茨城大学教授)
 司会: Geoffery Gibbs (信州大学)
 講演(2) 「外国語教育のパラダイム」
 15:30~17:00
 中村 敬 (成城大学教授)
 司会: Leo Yoffe (長野県 AET)

6日(日) 分科会
 (A) 「インプット 理論および コミュニケーション・アプローチによる英語教育」
 斎藤 栄二 (京都教育大学教授)
 塩川 春彦 (長野県須坂東高校教諭)
 岡部 敦子 (松本市立鎌田中学校教諭)
 司会: 芝波田三男 (長野県小諸高校教諭)

(B)「フォニックスによる英語教育」

松香 洋子(松香フォニックス研究所所長)
手嶋 良(自由の森学園中・高等学校教諭)

シンポジウム 13:00~16:00

「AET 制度をいかに活用すべきか」

長江 宏(全英連会長)
柴山 森二朗(群馬大学医療短期大学教授)
Renee Buck
(イーストマン・コダック社、元 AET)
Ruth Venning (フジゼロックス社、元
CLAIR コーディネーター)
司会: David Wardell
(ピッツバーグ大学・日本校)
渡辺時夫(信州大学教授、JALT 長野支部長)

参加費

JALT 会員 非会員

5日・6日 両日 (当日) ￥9,000 ￥10,000
(7/15までの申込み) ￥8,000 ￥9,000
5日のみ (当日) ￥4,000 ￥4,500
6日のみ (当日) ￥5,000 ￥5,500

参加申込 当日受付もできますが、申込用紙に記入の上、
7月15日までに申込み下さい。

宿 泊 会場すぐ近くにホテルを確保してあります。
先着順に割り当てますので、ご希望は参加申
込みに合せてご予約下さい。

懇 親 会 5日夕に懇親会を企画しています。ご希望の
方は、参加申込みに合せてご予約下さい。

問い合わせ プログラムに関して

☎0262-32-8106 (信州大・渡辺)

☎0262-21-8111 (長野東校・北沢)

☎0262-27-6646 (北沢)

宿泊・懇談会に関して ☎0268-24-8033

(JTB 日本交通公社・土橋、佐藤)

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1. Fill out the form below (下の申込用紙にご記入下さい)
2. Indicate the total amount to be remitted (合計金額も記入して下さい)
3. Send this form <or a copy of it> to JTB Ueda-shiten (branch) (address above) (この用紙を<又はコピーを>JTB 上田支店に送って下さい)
4. Send money to JTB Ueda-shiten via "FURIKOMI" at a bank

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1989 JALT SUMMER SEMINAR / 1989 JALT サマ-セミナー参加申込み書

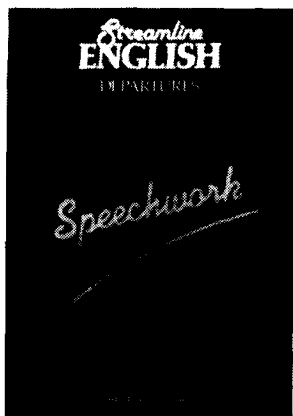
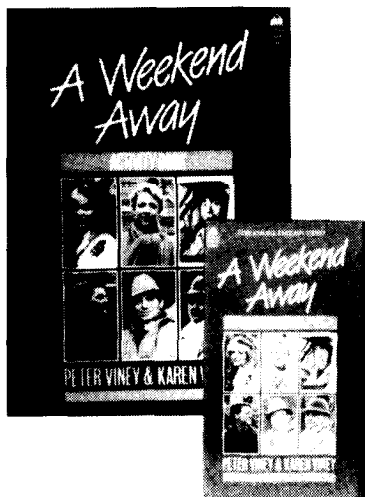
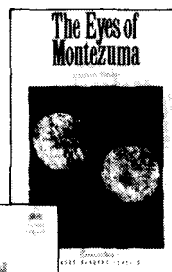
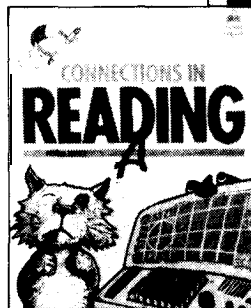
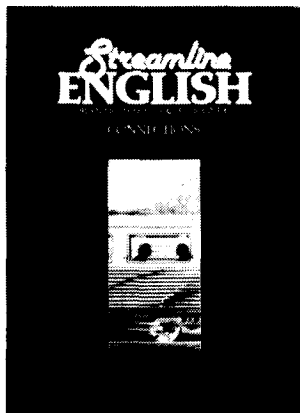
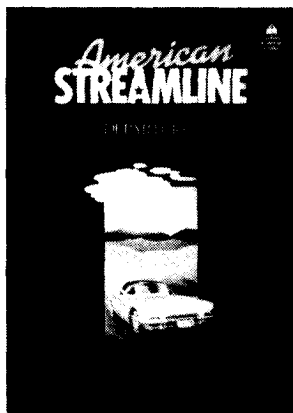
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<input type="checkbox"/> Double occupancy ツイン ルーム		¥ 5, 5 0 0	
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The Conference Site

The site for this year's JALT conference is Okayama, a city of 600,000, conveniently located halfway between Osaka and Hiroshima on the Shinkansen. Okayama is now best known as the home of the world's largest bridge system — the Seto Ohashi — which stretches 9.4 km across the Seto Inland Sea joining Honshu and Shikoku islands.

Situated between the magnificent Chugoku mountains and the Inland Sea, the Okayama region is a place of great beauty. Easily accessible to conference participants is Korakuen Garden, considered one of the three most beautiful traditional gardens in Japan. Adjacent to Korakuen, across the Asahi River, stands Okayama Castle (Crow Castle), famous for its striking black exterior. Also situated near Korakuen Garden are many fine museums, including the Yumeji Art Museum containing many of the best-known works and possessions of Japan's renowned Romanticist artist of the early 20th century, Yumeji Takehisa.

Kurashiki, 15 minutes west of Okayama by local train, is a definite must for all conference participants visiting the region for the first time. Kurashiki's Bikan historical area is perhaps one of the largest and most beautiful areas of preserved Edo architecture in Japan. Amongst its many line museums are exhibits including ancient Japanese relics, historic handicrafts, traditional Japanese toys and games, and at the internationally acclaimed Ohara Art Museum, prized works by such masters as El Greco, Picasso, Monet, Matisse, Renoir and Rodin.

Another attraction worth your time is Bizen City, 45 minutes east of Okayama by local train. Famous throughout Japan as one of the six ancient centres of pottery, its natural-style clay pottery is most striking in its simplicity. Participants can purchase examples of this pottery or even try their hand at producing pottery themselves at one of the many workshops in the area. Of additional interest to those visiting Bizen is Shizutani Gakko, the oldest public school in Japan, nestled in the colorful wooded hills nearby.

Conference participants are encouraged to come early or stay on so as to enjoy the variety of attractions available in the Okayama area.

Okayama is served by a number of train lines (Sanyo, Seto Ohashi, Tsuyama) in addition to the Shinkansen, making the city easily accessible from Hiroshima, Osaka and regions beyond. Okayama airport, 17 km north of the city, offers participants easy access to the region by air.

Conference Host: Notre Dame Seishin University

Notre Dame is a liberal arts college under the administration of the Sisters of Notre Dame de Namur. It is also the only Christian college in Okayama Prefec-

ture. The university, with its educational ideal based on Christianity, pursues truth, goodness and beauty, fostering in each student the desire to be a genuine, liberal person through education and research and providing opportunities to pursue the significance of living.

The college was founded in 1949 at Okayama, and offers programs leading to the B.A. degree, as well as diplomas in education on the pre-school, elementary and secondary school levels. There are two schools — Literature and Home Economics — which include live departments: Japanese, English, Home Economics, Food and Human Nutrition, and Child Welfare. Total enrollment numbers 2,000. This year Notre Dame celebrates its 40th anniversary. The president, Sister St. John Watanabe, and the faculty under her direction, have enhanced the growth of this small university by developing various and programs to serve the needs of the Okayama area.

As a conference site, Notre Dame Seishin University is conveniently located only ten minutes' walking distance from the west side of Okayama JR Station. On campus, the university offers aesthetically pleasing surroundings and easy-to-find facilities. Notre Dame Seishin University is preparing a warm welcome for JALT '89 participants.

Hotel Update

Hotel arrangements have been made through Meitetsu Travel Bureau for several hotels ranging from the Royal Hotel (8,300 single) to the View Hotel (5,500 single). Final details will be available in the preregistration supplement in August. Prospective participants, particularly those coming from developing nations who are unable to meet these accommodation costs, are directed to contact the JALT Central Office in Kyoto for help in finding cheaper accommodation such as at a hostel or through homestay.

The Hospitality Chair is seeking volunteers in the Okayama-Kurashiki areas willing to offer a place in their residences. Interested persons should contact Yoshimi Kai, 0862-22-2353, or the JALT Central Office.

Hospitality and Social Events

Participants at JALT '89 will not only be able to enjoy the many unique and interesting features of the Okayama area but will also be able to relax at the varied social events organised for each evening of the conference.

On the night of the Pre-Conference Workshops, Thursday, November 2, you can dine at the View Hotel (number is limited), get together with old friends, and maybe make new ones.

Friday night, buses will leave from Notre Dame Seishin University for Kurashiki. There you can enjoy the friendly, relaxed atmosphere of Ivy Square, sip a cocktail, stroll along the beautiful Kurashiki Canal that winds through the Bikan historical area, and attend a barbecue party dinner at the Floral Court restaurant. Alternatively, you may wish to attend a cocktail buffet at Gate 2-4 in the Royal Hotel, located near the 'conference site.

Saturday night, you can choose a disco at Gate 2-4 or join the gala banquet and set sail on the Gozabune, a replica of a 17th-century Japanese sailing ship, which will cruise the tranquil Seto Inland Sea.

Pre-Conference Workshops

Pre-Conference Workshops will be held on Thursday, November 2, the day before the opening of the main conference. Six workshops with a selection of topics will be offered. Each workshop will last three hours, in the morning or afternoon. Participants will be limited to 25 for each workshop, to be accepted on a first-come, first-served basis.

The workshops will emphasize practical training, and will give participants the opportunity for small group, hands-on activities. They also provide the chance to get to know some of the conference speakers through direct personal contact.

Some of the workshops are already settled as to presenter and topic, though the exact schedule has not yet been worked out. Andrew Wright, one of the main speakers for this year's conference, will provide participants with valuable insights into "Inventing Activities in the Language Classroom." He has lectured and taught extensively around the world and is author/m-author of several classroom texts including *Games for Language Learning* (CUP). Dale Griffie, from the University of Pittsburgh ELI-Tokyo, will offer a workshop on using songs and music. He was the guest editor of the May issue of *The Language Teacher* on songs and music and is author/co-author of *Listen and Act* (Lingual House) and *Hearsay* (Addison-Wesley).

Further information on the final schedule and list of topics and presenters will appear with the August issue of *The Language Teacher*. Persons interested in participating will be able to indicate this on the conference preregistration form. The fee for each workshop will be 3,300. The 25 openings for each workshop will fill up very quickly, so make your plans now to take advantage of these pre-conference offerings.

Conference Sampler and Pre-Registration Materials

Finally, as mentioned above, look for detailed information about all programs and events as well as pre-registration and hotels in a separate special supplement to the August issue of *The Language Teacher*. Be sure to save the JALT '89 Conference Sampler.

JALT' 89国際大会

<続報>

大会開催地

今年の大会開催地は、山陽新幹線沿いにある、大阪と広島との中間地点に位置する人口60万の岡山市です。岡山市は現在世界最長(9.4キロメートル)で、本州と四国を結ぶ瀬戸大橋の本州側の基点です。

素晴らしい景観を誇る中国山地と瀬戸内海に挟まれた場所に位置していることから、岡山市及びその周辺は大変美しい所です。大会参加者は、日本3名園の一つ後楽

園に容易に行けますし、黒い外観から「烏城」として有名な岡山城やロマンチスト画家として知られる竹久夢二の作品を多く保有する夢二美術館等にも隣接しています。

岡山市から普通列車でわずか15分の距離の倉敷市も初めて訪れる大会参加者には見逃せない所です。美観地区は江戸時代の建物を保存している最大規模のしかも一番美しい景観を持つ地域と言えましょう。多くの美術館には、古代日本の遺品、伝統手細工、伝統玩具類などがあり、その中でも世界的に有名な大原美術館には、エル・グレコ、ピカソ、モネ、マティス、ルノアール、ロダンの素晴らしい作品があります。

その他に訪れていただきたい所としては、岡山市から普通列車で45分の距離で北部にある備前市があります。6大陶器産地の一つで、その素朴で自然なスタイルで有名な備前焼の中心地です。購入することはもちろんのこと自分で試作することも可能です。また、その近くの緑深い丘陵地にある日本最古の公立学校(藩校)であった閑谷学校にも興味をもたれる方がいらっしゃるのではないのでしょうか。

早めにいらっちゃって、あるいは大会後に引続きとどまって、岡山地区のこういった観光名所旧跡を訪れてみては如何でしょうか。岡山へは山陰線、瀬戸大橋線、津山線でつながっており、新幹線で広島や大阪、あるいはそれ以遠の地域からも容易に來れます。また、岡山市の北17キロにある岡山空港もご利用になれます。

大会会場(ノートルダム清心女子大)

ノートルダム清心女子大学は、ナミュール派ノートルダム修道女会が運営する人文系の大学であり、岡山県内で唯一のキリスト教の精神に基づく教育目標を持つ大学は、真実、博愛、美徳を追求し、教育と研究を通して純粋且つ寛大な人間を育て、生きることの大切さを探求する機会を提供することを信念としています。

大学の創設は1949年で、学士号を授与し、幼稚園、小学校、中学校レベルの教育養成プログラムを提供しています。文化部和家政学部の2学部から成り、国語国文学科、英語英文学科、家政学科、食品栄養学科、児童学科の5学科から構成されています。学生数は約2,000人で、今年が創立40周年記念の年を迎えています。学長の渡辺和子女史と教職員一同が丸となって、岡山地域のニーズに合うようにプログラムの充実を図り、大学の発展に貢献してきています。

大会会場としてのノートルダム清心女子大学は、JRの岡山駅西から歩いてわずか10分ぐらいの距離に位置していて便利です。キャンパスは審美的な快適環境にあり、建物等は容易に見つけられます。

宿泊ホテル等

宿泊のためのホテルの予約は、名鉄観光によって手配中ですが、ロイヤル・ホテル(シングル8,300円)からビュー・ホテル(シングル5,500円)まで幾つかのホテルを

確保しようとしています。最終的な宿泊情報は、本誌8月号の大会登録用別増刊号に掲載されます。大会参加予定者でさらに安い宿泊施設をご希望の方は、事務局まで直接お尋ね下さい。

開発途上国から参加する人たちのためのホームステイ先を岡山、倉敷地域で募集致しています。ボランティア・ホームステイにご協力していただける方は、甲斐よしみ(0862-22-2353)あるいは本部事務局までご連絡下さい。

歓迎行事等

今大会への参加者は岡山地域のユニークで興味深い観光地などの散策ばかりでなく、大会期間中に開催される様々な交流行事でも大いに楽しめることができるでしょう。

大会前ワークショップの夜(11月2日木曜日)には、人数に限度がありますがビュー・ホテルで、旧友たちとあるいは新しい仲間たちと飲食が可能です。

金曜日夜のバス・ツアーは、ノートルダム清心女子大学から倉敷へと出発します。リラックスできるアイビー・スクエアでカクテルを楽しみ、美観地区を曲がりくねって流れている美しい倉敷運河に沿って散歩し、フローラル・コート・レストランでのバーベキュー・ディナーに参加できます。また、大会会場近くに位置するロイヤル・ホテルにあるゲート2・4でのカクテル&立食ディナーに参加するのも良いでしょう。

土曜日の夜はゲート2・4でのディスコ、ギャラでのバンケット、あるいは静かな海の瀬戸内海を17世紀に活躍した帆船のレプリカ「御座船」でクルージングを楽しむといった選択ができます。

大会前ワークショップ

今回で2回目を迎える大会前ワークショップは11月2日(木)に開催されますが、6つのトピックスについて提供される予定で、各々の長さは3時間です。午前と午後に分かれ、参加者人数は各25名に限定され、原則として申し込みの早い者順です。

ワークショップの目的は実践的トレーニングであり、小グループによる「すぐに役立つ」活動を主なものとしています。大会に参加するスペシャリストたちが主張する最も重要な語学教育の分野をカバーするばかりでなく、そういった著名人と直接、個人的な交流ができる機会を提供することを目的としています。

ワークショップの講演者やタイトルについては、すでに決定済みのものもありますが、より具体的なスケジュールについては現在準備中です。今大会のメイン・スピーカーの一人で、マンチェスター・ポリテクニクのアンドリュー・ライト氏は「語学クラスにおける創造的活動」の題で、貴重な洞察を提供してくれます。ライト氏は世界各地での講演や授業の経験があり、Games for Language Learning (CUP)を含むいくつかの教材テキストを出版しています。ピッツバーグ大学日本校のデイル・グリフィー氏は、「歌や音楽を使った教授法」の題で

楽しいワークショップを提供してくれます。グリフィー氏は本誌の5月号(歌と音楽についての特集号)のゲスト編集者でしたし、Listen and Learn (Lingual House)やHearsay (Addison Wesley)の著者です。最終的なスケジュール、題、講演者については、本誌8月号に詳しく掲載されます。このワークショップへの参加希望者は大会前登録申込書に、参加意志を明示して下さい。各ワークショップへの参加費は3,500円です。参加者数を25名に限定している関係で、すぐに定員を満たしてしまいますので、今からご計画を立てておいて下さい。

大会案内特別号と大会前登録書類

上述しましたように大会に関する詳しい情報(プログラム、行事、大会前登録、宿泊ホテル等)は、本誌8月の特別増刊号にて提供されますのでご期待下さい。

SPECIAL ISSUES CALENDAR

1989

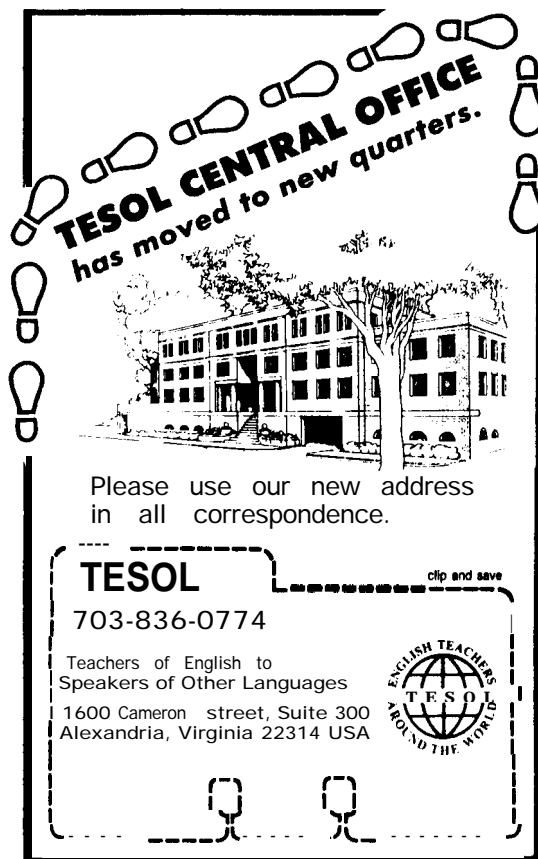
August – Homework (Tamara Swenson)

September – Conference News

October – open

November – The Use of Literature in EFL
(Bill Hill)

December – The Loss of Second-Language Skills
(James Patrie and Tamara Swenson)



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IN CONTEXT**

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For Release 28 December 1988

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stimulating book should be of great value to all thoughtful
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Opinion

CAN JAPANESE TEACH ENGLISH PRONUNCIATION?

By Naoko Robb,
Matsushita Overseas Training Center

At a recent JALT meeting, the presenter expressed concern over the fact that many teachers, both native and non-native, think it is impossible for Japanese to teach English pronunciation since their own performance is imperfect. Many Japanese teachers even feel embarrassed to disclose their profession because they are so aware of the fact that their English is nowhere close to being native-like.

Is it really essential for a teacher to perform perfectly before s/he can teach others? Take a look at professional tennis. Clearly Steffi Graf can play better than her coach. But this does not mean that he has nothing to teach her. He may not be able to physically demonstrate how to play better, but he can give proper guidance and advice based on his experience and knowledge, which will assist her to perform to the fullest of her ability.

I have seen "imperfect" Japanese teachers produce amazing results in their students while some native teachers have helplessly resorted to the idea that their students are simply incapable of producing certain sounds. This has led me to the conclusion that the issue is not a matter of nativeness but of experience. Even if you are flawless in the language, there is no guarantee that you can teach it well, and even if you are not, there is a lot you can do to help your students. What is needed is training in our profession so we can all become better coaches.

FROM THE DEVIL'S DICTIONARY

(a number of definitions)

by Tom McArthur

Reprinted courtesy of EFL Gazette

Language Laboratory: A room full of audio-lingual equipment so designed that there is also one functioning booth less than the number of students waiting to come in.

Language Learner: A category that includes language students, but may or may not include language teachers.

Language Learning: The social process in which a student, on joining a course or opening a book, progressively discovers the gulf fixed between promises and fulfillment.

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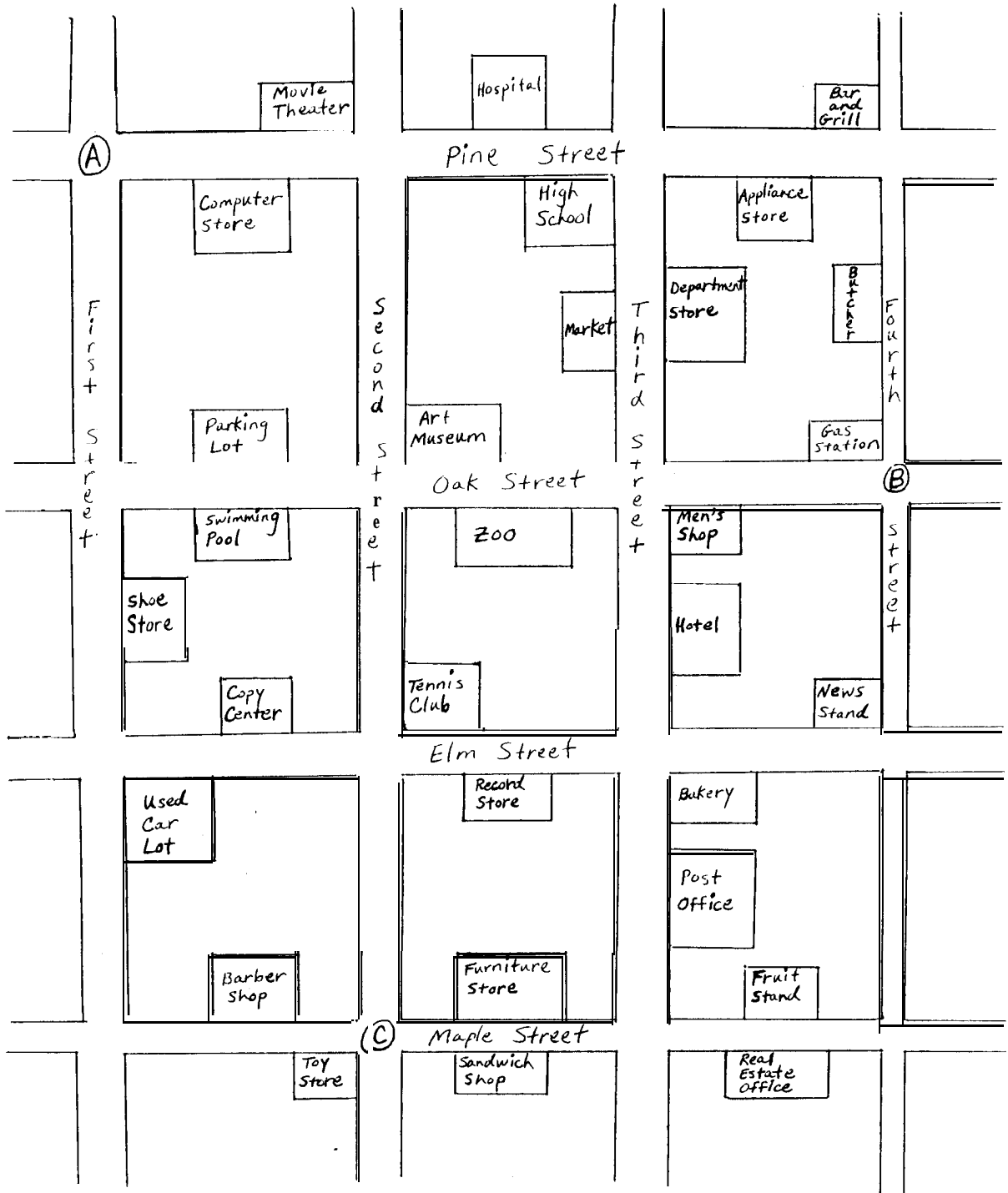
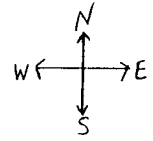
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My Share

*Bingo is a game that lends itself readily to adaptation for classroom use at many different levels and for many different purposes. Here is an enterprising variation that is not only useful in itself but that might stimulate other ideas. For example, I can *imagine* a dictionary definition version.*

PLAYING BINGO TO PRACTICE DIRECTIONS

By Gary W. Cantor

One of the most difficult things for my students to learn is how to follow verbal directions about going from one place to another. Listening to directions takes a great deal of concentration, and students seem to need a good deal of practice before they can become reasonably good at this task. In order to supplement textbook exercises on following directions, I have developed a variation of bingo that gives students more practice with this task and seems to be fun for them to play as well.

I have used this game with various classes. However, I have had the most success using it with my first year (junior college) English conversation classes. There are about 30 students in these classes. Here is how to set up and play this variation of bingo.

Pre-Class Preparations

(1) Make a small street map. There is no need to spend a great deal of time making a beautiful map, unless you so desire. However, the map should include a number of clearly labelled places, such as restaurants, schools, markets, etc. Since these places will be used in the same way that numbers are in an ordinary bingo game, there should be more than 25 landmarks on the map (since a bingo card has 25 spaces). Also place a few different "starting points" on the map. These points will serve as the origin of directions. They can be labelled quite simply as "A," "B," "C," etc.

(2) On small strips of paper write directions that go from starting points to different places on the map. These directions should be complete, and lead unambiguously to one labelled place on the map. Although I sometimes put street names on the maps that I make, I do not use any street names in the directions that I write, since in real life people who give directions often don't know (or even if they do, often don't use) the street names themselves. However, it is essential that the directions denote a "starting point." Thus, an example of the type of actions that I write is, "Start at the 'A,' facing east. Go two blocks. Turn right. Go 1½ blocks. It's on the left hand side of the street."

When you are finished, there should be as many strips of paper as there are places on the map, with each piece of paper giving directions that lead to a different place. Put these strips of paper in a box to be taken to class.

In Class

(3) Before starting the game give all of your students a copy of the map that you made. As a means of familiarizing them with the map, have them practice giving and following directions in pairs or small groups for about five minutes. After this brief practice you can have them remain in pairs (or small groups) for the game, in which case each group participates in the bingo game as a team. Alternatively, you can have students participate individually. Since I usually have students participate as groups, I will continue the description to reflect this.

(4) Each group needs one bingo card in order to play. As such, have one person in each group draw a blank bingo board (a grid of 25 squares) on a piece of paper. Then have each group fill in the blank squares with the names of 25 places on the map. They can, of course, put any place names in any of the 25 blank spaces, but should not write a place name more than once.

(5) Go to the groups one at a time. Have one person from each group reach into the bingo box and read the directions on the piece of paper that he or she pulls out. Students in all groups should listen to the directions as they are being read and follow them on their maps. If the destination of the directions is a place that is on their group's bingo card, they can cross out that place name on the card. It is also important for the teacher to keep track of the directions that have been read (as a check in step 6). As with ordinary bingo, the winner (in this case the winning group) is the first to cross out five consecutive spaces vertically, horizontally, or diagonally.

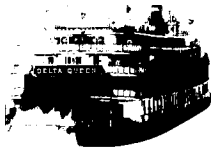
(6) When a group claims to "bingo," you must check their answers. As such, have one of the group members read off the consecutive place names that they have crossed out. If their list is all right, they are the winners. If they have made a mistake, tell them which place(s) they shouldn't have crossed out, and continue the game. You can stop after one group wins, or continue with a second place, third place, etc. In my classes I usually continue until five groups "bingo." By the time this happens there are often multiple winners. That is, groups "bingo" more than once. This tends to keep class interest at a high level.

The amount of time this activity takes depends on how many labelled places there are on your map (the more there are, the longer it takes), and at what point you decide to end the game. Using a map with 30 labelled places and continuing until five groups "bingo" usually takes about half an hour in my classes.

Gary Cantor has been teaching English in Japan for the past four years. He is currently a full-time lecturer at Bunkyo Women's Junior College, Tokyo.



As language teachers, we all come up with our share of ideas and activities. We also use our share of ideas from other teachers. Articles dealing with activities for classroom application should be submitted to the My Share editor (seep. 1). 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.



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UnderCover

THE OPENSESAMER SERIES. Oxford University Press (publication date: continuing).

COOKIE MONSTER'S BLUE BOOK. Jane S. Zion. Student's Book, ¥1,220; Activity Book, ¥750; Teacher's Book, ¥2,350.

ERNIE AND BERT'S RED BOOK. Maureen Harris and Jane S. Zion. Student's Book, ¥1,270; Activity Book, ¥660; Teacher's Book, ¥2,450.

OSCAR'S BRIDGE TO READING BOOK. Katrin Tiitsman. Student's Book, ¥940; Activity Book, ¥760; Teacher's Book, ¥2,110.

OPEN SESAME MULTILEVEL BOOK. Carol Cellman. Student's Book, ¥1,120; Activity Book, ¥660; Teacher's Book, ¥2,230.

OPEN SESAME PICTURE DICTIONARY. Jill Wagner Schimpff. Hardback, ¥2,180; Paperback, ¥1,250; English/Japanese Edition, ¥1,490; Activity Book, ¥800.

Why would a self-respecting language teacher go into partnership with a bunch of puppets? Is this a sign that English teaching has become nothing more than entertainment? If so, we had better remember the old Hollywood saying, "Don't work with a child, a dog, or a puppet. They always upstage you." Certainly the fast-paced and enjoyable "Sesame Street" television programming will prove difficult to follow.

The *Open Sesame* Series, however, is more than animated characters and an enjoyable television video. The Children's Television Workshop material from which the series is derived has molded much of the progressive thought in modern America, and the aims for these ESL materials are similarly ambitious. Oxford Press states the curriculum should develop basic interpersonal communicative skills and cognitive academic language proficiency. The focus on communicative and academic skills gives the series more relevance and direction than many "conversation programs." In addition, such goals probably more closely match with the English language ability goals that Japanese parents seem to desire for their children.

The language used in play, social transactions, and so forth is largely ignored. The native English speaker acquires these language skills quite naturally, but the Japanese ESL student will find little opportunity to use them. Grammatically, the series is able to handle noun and verb vocabulary quite well. Advanced functions like sequencing and comparison are taught, but articles and prepositions are almost untouched.

The distributors of the *Open Sesame* Series acknowledge that the third and fourth levels of the curriculum are too advanced for Japanese children without a great deal of special exposure to English. Al-

though the correlative video is shown weakly over NHK, the rate and difficulty tend to be frustrating to most students. The series is, in fact, a developmental curriculum. Language is taught in close relation to the developing social and cognitive interests of the child. That relationship is one of the most attractive elements of the curriculum. Children actually use English related to personal needs rather than as an academic subject.

The students seem to respond best to the most active, culturally heavy materials. The curriculum's discussion of planning for a party, celebrating a holiday, taking a trip to the zoo, and so forth can easily be supplemented with real experiences. The preschool and early grade school age students are quite willing to experience English learning as fun. The teacher should be warned, however, that as the student becomes familiar with classrooms in Japan, this interest sometimes decreases.

The chant/rhythm sections of the curriculum are effective for encouraging a more natural rate of English speaking. By mastering the humor and pace of these sections, a student advances significantly towards realistic language use.

The question that needs to be asked is, "How can the curriculum be used effectively in Japan?" Rather than asking for less difficult materials, our first responsibility as teachers should be to locate situations in which these materials might accomplish their intended objectives. One obvious use would be in kindergarten-level classes, or with grade-school returnees, but this author has also found the material useful for the children of his adult students.

On one visit to a student's home, the author noticed the student's 4-year-old daughter playing with one of the brightly colored books, pointing to pictures and either naming them in English or else asking her parents for the name. The girl was not practicing English and making her parents practice as well, but she was learning English rhythm and intonation quite rapidly. (She had already discovered that accenting the second syllable and lengthening the vowels of Japanese words often created the English equivalent.)

We should welcome the appearance of an excellent curriculum. Hopefully, the continued development of this type of interesting and demanding material signals improvements throughout the English teaching enterprise in Japan.

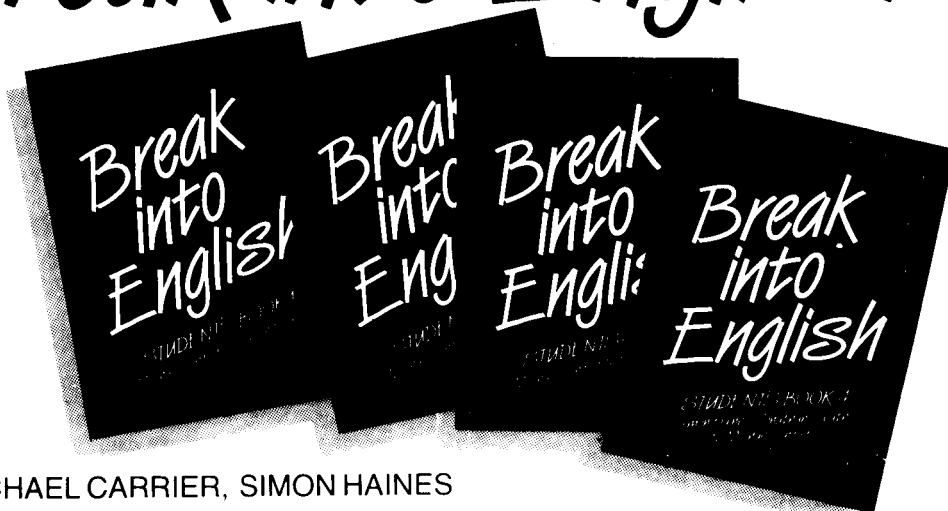
**Reviewed by Hugh Rutledge
Kanda Gaigo Gakuin**

ROLES OF TEACHERS AND LEARNERS. Tony Wright. Oxford University Press, 1987. 155 pp.

In looking at the roles, defined as "a complex grouping of factors which combine to produce certain types of social behaviour" (p. 7), Tony Wright explores language teaching by examining the social factors which interact in classroom learning. He relates language learning to the larger society by examining the roles people assume in society and then scrutinizing these roles as they parallel or change when people enter the classroom as teachers or learners. How these

(cont'd on page 39)

Break into English



by MICHAEL CARRIER, SIMON HAINES
and JONATHAN SEATH

Break into English is a new 4-level course for young adult learners, taking beginners to the level of the Cambridge First Certificate examination.

Special features:

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Edward Arnold

A division of Hodder & Stoughton

(cont'd from page 37)

roles are shaped by beliefs, attitudes and expectations affects learning and teaching. *The Roles of Teachers and Learners* uses these factors as a starting point for exploring the underlying assumptions of the roles and how they are reinforced by materials, teacher guides and society outside the classroom. Wright suggests some answers and poses many questions to encourage further thought aimed at teacher development.

The book consists of three related sections: teaching and learning as social activities, teacher and learner roles in the classroom, and investigation of teacher and learner roles. The movement of these sections is from theoretical to analytical to experimental. From a theoretical base in the social sciences, classroom realities, such as the physical arrangement of the students, activities and materials, etc., are examined. This examination then serves as the impetus for the final section which suggests possibilities for extending our understanding of what goes on in individual classrooms.

Section one, 'teaching and learning as social activities,' establishes the vocabulary and theoretical underpinnings of Wright's work. Carefully defining his terms, he applies social science terminology and models to the classroom by relating the factors which influence social interactions outside the classroom to what goes on inside it. He separates these factors into two categories: interpersonal factors and task-related factors. Interpersonal factors which affect teacher-learner role interactions include: status and position, attitudes and beliefs, personality, and motivation. Task-based factors include: goals, tasks, and topics. Any activity will engage these two categories. When teachers and learners' understanding and acceptance of their roles converge, progress toward the learning goals should occur; when they fail to converge, progress may be jerky or non-existent.

In the next section, 'teacher and learner roles in the classroom,' Wright elaborates possible interpretations of teacher and learner roles using teacher guides and textbook materials as his starting point. Teachers' attitudes and beliefs, personality, and situation form role perceptions. From considering the formative elements two basic types of teachers emerge: transmission teachers and interpretation teachers. Transmission teachers are product-oriented, seeing learning as a transferral of knowledge. Interpretation teachers are process-oriented, seeing the process as important for the development of learning. With these types in mind, materials are examined to explore how materials influence roles or limit the teacher's role possibilities. Wright emphasizes teacher and student roles which empower learners through inquiry-centered learning. This type of learning starts with the belief that students learn best through discovery.

The final section, 'investigating teacher and learner roles,' provides a means for investigating roles and their effects in the classroom. The different procedures consist of tasks for examining different aspects of classroom dynamics, such as investigating methods and their effective involvement, looking at different classroom organizations and evaluating their effects on learner roles, and investigating classroom climate.

The section ends with suggestions for setting up classroom investigations in an ordered and effective way.

Roles of Teachers and Learners provokes thought by relating social factors to classroom realities and exploring the implications. While it does not go into exhaustive detail in treating roles, it details them sufficiently to inform and enlighten. Also the various related tasks interwoven throughout the exposition are constructed to challenge the reader to examine educational assumptions through considering their manifestations in classroom activities and materials. Consequently, the book serves as a resource that goes beyond first reading; it invites repeated browsing and referral.

My problems with the book center around the tasks and two subsections. While the use of tasks makes the text effective, they sometimes come too frequently and interrupt the flow of the argument. In addition, the lack of follow-up or answers for some of the activities left me frustrated when I was unsure of my responses and thus uncertain whether I understood the point that the author was trying to make. Furthermore, the treatment of management of knowledge and learning strategies seemed insufficient. These defects, while unfortunate, do not detract from the overall value of the book.

Roles of Teachers and Learners is a valuable book for teacher development because it explores teaching through examining social dynamics. By probing the underlying assumptions about the roles of teachers and learners and how they are reinforced by the materials and teacher guides, it challenges teachers to consider more carefully the dynamics in their classrooms. Furthermore, it attempts to chart a path for a clearer understanding of what goes on between teacher and learner. The reader would need to make a sustained effort to avoid thinking about the questions posed in the book. This makes it an important book for teachers seeking to further their own development.

Reviewed by John M. Graney
International Catholic Migration Commission
Philippine Refugee Processing Center

YOU CAN TAKE IT WITH YOU: Helping Students Maintain Foreign Language Skills Beyond the Classroom. Jean Berko Gleason (Ed.). Prentice Hall Regents, 1988. 137 pp.

Although this slim volume deals almost exclusively with Americans studying foreign languages in the U.S., the eight contributors have attempted to summarize ways in which any student can and should maintain language skills.

The authors make much of giving advice to teachers, but most of what they have to say is actually geared to language students, whom they tell to listen to tapes, speak with foreign visitors, travel abroad, and seek out members of the community who speak the foreign language. One chapter features some of the recent advances in the use of computer-aided instruction (CAI) in language instruction, including discussion of a program that gives the sounds of the language being studied. Each chapter has a handy bibliography.

The highlight of the book is the opening chapter by the editor and Barbara Alexander Pan, both of Boston University. They briefly review personal, cultural, and instructional factors that affect language learning, including age, sex, motivation, societal attitudes, teaching objectives, and curriculum design. Teachers and texts, these authors say, should make future language maintenance part and parcel of present practice. For example, rather than simply having "review lessons," teachers and texts should integrate previously studied material into current lessons.

The next five chapters cover learning strategies, self-study, CAI, study and travel abroad, and using community resources. Except for the chapter on computers, there is little new information here, and most of it pertains to students and teachers in the U.S.

Finally, this book is poorly written. The last five chapters are full of jargon, "buzzwords," and needless redundancy. What's worse, each of the authors has written at about the sixth-grade reading level. In short, this is a very dull read with very little reward for the time and effort.

Reviewed by Monty Vierra
Okayama Chapter

GARIBALDI: The Man and the Myth. Donn Byrne. Modern English Publications, 1988. 117 pp.

The book *Garibaldi: The Man and the Myth*, is a graded reader based on the life of Giuseppe Garibaldi (1807-1882), an Italian hero who fought for freedom and independence in Italy and South America.

The book tells of Garibaldi's life, focusing on presenting an accurate historical record of the events of his life. There are 24 short chapters, most of which are divided into two parts. The first part is a short introduction to the chapter giving the reader an idea of the text of that chapter. The last chapter is a brief listing of the main events in Garibaldi's life.

Written as a graded reader, this book is designed to be used with Donn Byrne's other book, *Mahatma Gandhi: The Man and the Message*. While it is a graded reader, I was unable to find out who distributes the book so I don't know to which series of readers it belongs.* It's obvious, however, that the book is an advanced reader written in British English with difficult vocabulary and complex sentence patterns.

Garibaldi itself is difficult reading due to the skipping of time frames. While the book is written entirely in the past tense, there are times when events are mixed together. The author may be talking about a battle, but at the same time he tells of events both before and after the battle. This mixing of events can cause confusion for Japanese ESL students.

The book is also difficult reading because there are so many events, wars, and people, that it is hard to remember who is who and what happened.

The last problem with the book is that it is a historical record and not very interesting. Also, the fact that Garibaldi is famous in Europe and South America is one thing — in Japan, it's another. None of my students knew anything of any of the historical events in Garibaldi's life and so their interest in the book was

minimal.

In short, the book is a difficult reader which will challenge advanced ESL students. However, since it's about an Italian hero and events unknown to most Japanese students, they may not care for the book.

Reviewed by Mark Zeid
Mihara International Business Academy

*Editor's Note: This book is distributed in Japan by Macmillan Language House. It is listed in the catalog under "Authentic Materials" rather than as a "graded reader."

Cloze Test + 1
クローズテストと英語教育

佐藤史朗著 1988年 南雲堂 四六判 230頁 1,800円

Sato, Shiro

クローズテスト (Cloze Test、以下CTと略す) は作成が比較的簡単で、英語の総合能力を測定できる方法として信頼性と妥当性が高いことは、多くの英語教育に関心のある者に今日では知れ渡っている。しかし、その反面、入学試験はもちろんクラスに於けるテストにもあまり利用されていないのが現状であるようだ。

CTに代わって、正誤問題、選択問題、英文和訳、和文英訳、空所補充、単語の並べ替えの問題等が以前同様多く使用されているようだ。これはまだCTが一般に知られていないのか、作成が簡単すぎて信頼されていないのか、知識のみで実践が十分にされていないのか、それとも実施上何等かの問題があるからであろうか。これらの問題点に応え、CTを利用して英語教育の改善を訴えるのがこの著書の目的と思われる。

わが国では最近英語の運用力を重視する教育が実施されつつあるが、入学試験では相変わらず英語の知識を求めるものが多く、運用力を試すものが少ない。学会においても運用力を測定する方法の研究はあまり見あたらない。そのような折りに英語の総合能力を評価できるCTを熟考する本書が出版されたのは大変意義深い。

CTは、まとまりのある文章のn番目の語を機械的に消去して、それを被験者に再生させる非常に簡単なテストである。しかし、これがどのような意味を持ち、テスト結果をどの様に分析するか、必要に応じてどのようにこれを变形すればよいか等を理解しなければ、CTを有効に利用し難い。本書はCTの歴史、意義、作成方法、採点方法など全般を取り上げ、分かり易く解説したもので、他にこれだけの情報を網羅した物は見あたらない。

第一章の「CTの由来と初期の成果」では、1953年に文章の読み易さを測定する方法としてテイラーが見出した歴史から始まり、読解の難易度や他の穴埋め方式とCTの違い、CTの外国語教育への利用を論じている。テイラーのCTは英語母語話者を被験者として、英文の

6～7番目の単語を消去して、分脈から元の単語を再現させるもので、50の消去がされていた。文脈とは内容に関する知識とその言語の構造や知識を含み、両者と類推力があるほど単語の再現が可能となる。穴埋め問題では出題者の意図や主観が入るが、CT では機械的に消去するので、バランスのとれた客観的な問題となる。

読解のリーダビリティ・フォーミュラによる難易度とCTをも比較している。英文の難易度は文や単語の長さ、語意の使用頻度により決定されるが、CTは英文が読者にどの程度理解されたか、即ち個人毎のコミュニケーションの成功の度合を示す。難易度では種々の矛盾が生じることがあり、CTの方が、各人のその英文の理解の難易さをよく示している。

以前からよく利用されている空所補充式問題とCTの比較説明もある。前者は空所の間の情報が多く、しかも予め品詞等を指定して問うものが多く、言語知識の修学度を試すのに適している。CTは言語能力のみでなく、内容や類推力も試し、より総合的な能力を評価でき、総合言語能力を測定するのに適している。

外国語教育にCTが有効なことが海外の文献を基に説明されている。既にテイラーは、1956年にこれが外国語能力の測定手段として使用可能と予測している。

第二章の「学力テストと能力テスト」では、4技能のテストを論じ、修学度を試すアチーブメント・テストと言語能力を試す言語能力テストの違いや種々の問題が論じられている。

第三章の「総合能力開発テストの必要性」では、入試に総合能力テストを取り入れる必要性と総合能力テストによるクラス別英語教育の提案がされている。

第四章の「総合能力テストとしてのCT」では、CTと英語の標準能力テストとして知られるTOEFLやカリフォルニア大学の英語能力テスト、ペイルートのアメリカン大学の入学試験との相関が、7～.9近くもあり、妥当な英語能力テストであると論じている。また4人の研究から信頼度も.78～.95で非常に高いと論じている。このようにCTは信頼度も妥当性も高い総合能力を測定するよいテストであるとしている。

第五章の「CTの英語教育におけるさまざまな用途」では、読解能力のみでなく会話能力の測定法としての利用、能力別クラス編成や学力診断のための利用法を示している。読解テストとしては選択肢を設けるものや空所を機械的に設けない修正CTを提唱している。これらの一部変形されたCTはそれなりに利用価値があるとの説明もされている。

第六章の「CTの採点法」では、利用方法の目的に応じた採点方法を紹介している。元の単語を正解とする方法、文脈に合う単語であれば正解とする方法、正解の単語に頻度で点数を調節する加重値方法、選択肢による採点法と4つあり、2番目のが最も信頼性と妥当性があり、最もよい採点方法であると強く薦められている。英語母語話者の協力さえあれば、この採点法は実施もさほど困難でないと言える。

第七章「まとめと結論」で全体をうまくまとめて締めくくられているので、これだけを読んでも要旨は理解できる。巻末にはCTの例題と統計用語解説と参考文献がある。これらは教育や研究上の資料として大いに役立ちそうである。

本書は佐藤史朗氏が修士論文の課題として語学教育に取り組んで以来十数年間研究してきたもので、海外の多くの文献を基に、英語教育の評価のテストのあり方の疑問の解決方法としてCTを取り上げ、その長所短所を分かり易く論じているのみでなく、多くの利用方法を考え提唱して、読者に今後の評価の改善を呼びかけているものである。説明は非常に分かりやすいので、一読すれば、漠然としか知らなかったCTの全容が理解でき、英語教育への応用の手がかりがつかめる。ただ、日本での研究成果や佐藤氏自身の実験に基づいた研究成果や教育経験の報告があれば、更に説得力のあるものとなるであろう。今後それらが発表されることを期待する。

野 沢 和 典
豊橋技術科学大学

「日本人の英語」Mark Petersen 著、岩波新書、1988年、195ページ。¥480。

昨今言語学的、文化人類学的あるいはコミュニケーション学的に日本人の英語を分析した論文や図書をよく目にする。その中でもこの本は1988年4月の発売で、同年10月には第12刷発行になったという売行きである。この本の人気は次の様な理由からだと思われる。

日本人が日本語で日本人の英語を分析したのも、英語のネイティブ・スピーカーが英語で日本人の英語を論じているものが多い中、ピーターセン氏は英語でなく日本語で日本人に語りかけているのである。つまり訳本ではないのだ。日本文学の研究者である著者自身が苦勞して日本語をマスターした人だけあって、英語を何とかマスターしたい我々に対する思いやりが各所ににじみ出ている。

日本人の苦手な冠詞の使い分けに関する章では、ルールは一つしかないと解いている。「冠詞の使用、不使用は文脈がすべて」であり普遍的な法則はないのである。冠

詞は名詞のアクセサリーではなく、「意味的カテゴリーを決め、その有無が英語の論理の根幹をなすもの」なのだ。

前置詞の選び方で頭を悩ませる我々に著者は勤務校の“明治大学”を例に解説している。University of Californiaの真似をして University of Meiji としたら“明治大学”ではなく“明治の”又は“明治な”大学というわけの分からない意味になってしまう。“明治”はCaliforniaの様に具体的に実在する地球上の土地の一部ではないからである。

時制については「英語は時間的関係を正確に現す為の時制というシステムがきれいにできすぎているせいか英語で考える人は自分と違う時間感覚をもつ言葉に出会うととても不安感じがする」と述べ、無意識のうちにアメリカ人が守っている時制の使い分けを解説しているが説得力のあるものとなっている。

その他、副詞・関係詞・接続詞などにも言及しているのだが、中でも能動態・受動態に関しては、「英語の感覚でいうと受身は場合によって著者が自分の書いたことに対しての責任を回避しようとしている印象を与えるケースがよくある」と警告している。

文法書を熟読しても、コンピューターによるプルーフ・リーディングからも得ることが出来ない英語のセンスとでもいうべきものを独得の角度から、日本人に分かりやすく、丁寧に解説しているのがこの本なのである。著者の日本語にぎこちなさが全くないとは言えないが、それが又この本の味であろう。英語を専門的に勉強している方々にも一読お勧めしたい。ピーターセン氏には是非続編を期待したいものである。

Reviewed by Sonia Sonoko Yoshitake

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* or the *JALT Journal*.

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; an exclamation mark (!) indicates third-and-final notice this month. **All final-notice items will be discarded after September 29.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Arnold & Scott. *Focus 2* (Student's/Teacher's Books, 2 Cassettes. Edward Arnold, 1988.
- *Brown & Hood. *Writing Matters: Writing Skills and Strategies for Students of English*. Cambridge University Press, 1989.
- *Bunn & Seymour. *Stepping Out: A Teacher's Book of Real-Life Situations*. Collier Macmillan, 1989.
- *Byrd et al. *The Foreign Teaching Assistant's Manual*. Collier Macmillan, 1989.
- *Coke & Deemer Rogerson. *Moving Forward: Intermediate Grammar Text*. Newbury House, 1989.
- *Harris & Hube (revised by S. Vogel). *On Speaking Terms: Conversation Practice for Intermediate Students*, 2nd ed.

Collier Macmillan, 1989.

- *Hemphill, Pfaffenberger & Hockmaan. *The Working Culture: Cross-Cultural Communication for New Americans*, Books 1 & 2. Prentice Hall Regents, 1989.
- *Hunter & Hofbauer. *Adventures in Conversation: Exercises in Achieving Oral Fluency and Developing Vocabulary in English*. Prentice Hall Regents, 1989.
- *James, M. *Beyond Words: An Advanced Reading Course*. Prentice Hall Regents, 1989.
- *James, V. *Business Studies* (English for Academic Purposes Series). Cassell, 1989.
- *Jones & Alexander. *International Business English: A Course in Communication Skills* (Student's/Teacher's Books, 3 Cassettes. Cambridge University Press, 1989.
- *Light & Lan-Ying. *Contemporary World Issues: an Interactive Approach to Reading and Writing*. Collier Macmillan, 1989.
- *McGill & DiCristoforo. *Understanding Computers: A Text for Developing Critical Reading, Thinking and Reasoning Skills in English*. Collier Macmillan, 1987.
- *Pickett. *Far from Home: Basic Reading and Word Study*. Newbury House, 1989.
- *Sangyoo Nooritsu Tankidaigaku Nihongo Kyooiku Kenkyuushitsu Hen. *Koogi o Kiku Gijutsu (Japanese for Specific Purposes)*. Sangyoo Nooritsu Daigaku Shuppanbu, 1988.
- *Sobel & Bookman. *Words at Work: Vocabulary Building Through Reading*. Collier Macmillan, 1989.
- *Yates. *Agriculture* (English for Academic Purposes Series). Cassell, 1989.
- Abraham & Mackey. *Contact USA*, 2nd ed. Prentice Hall Regents, 1989.
- Allsop. *Making Sense of English Grammar*. Cassell, 1989.
- Anger et al. *On Your Way 1: Building Basic Skills in English* (Student's/Teacher's Books, Workbook). Longman, 1987.
- Anger et al. *On Your Way 2: Building Basic Skills in English* (Student's/Teacher's Books, Workbook). Longman, 1987.
- Azar. *Understanding and Using English Grammar*, 2nd ed. Prentice Hall Regents, 1989.
- Azar. *Understanding and Using English Grammar*, 2nd ed. (Split edition: Part A & Part B). Prentice Hall Regents, 1989.
- Byrne. *Roundabout Activity Book* (Student's/Teacher's Books). Macmillan, 1988.
- Dobbs. *Reading for a Reason*. Prentice Hall Regents, 1989.
- Dunn. *Outset* (Teacher's/Student's Books [2 ea.], 2 Workbooks. Macmillan, 1989.
- Fuchs & Pavlik. *On Your Way 3: Building Basic Skills in English* (Student's Book, Workbook). Longman, 1987.
- Molinsky & Bliss. *Side by Side*, Book 2, 2nd ed. Prentice Hall Regents, 1989.
- Zimmerman. *English for Science*. Prentice Hall Regents, 1989.
- !Iggulden. *The Magic Music Man* (Video Guide, Activity Book, Sample Video). Oxford, 1988.
- !Ingram & King. *From Writing to Composing*, 2nd ed. (Student's/Teacher's Books). Cambridge, 1988.
- !Loneragan & Ward. *New Dimension* (Workbook, 3 Cassettes). Macmillan, 1988.
- !Stewart. *The Process of Writing*. Macmillan, 1989.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- *Chaika. *Language — The Social Mirror*, 2nd ed. Newbury House, 1989.
- *Johnson, ed. *The Second Language Curriculum*. Cambridge, 1989.
- *Nunan. *Designing Task? for the Communicative Classroom*. Cambridge, 1989.
- *Trueba. *Raising Silent Voices: Educating the Linguistic Minorities for the 21st Century*. Newbury House, 1989.

Collins COBUZLD Essential English Dictionary. Collins, 1989.
 Hopwood. *English Grammar*. Macmillan, 1988.
 Kennedy. *Language Planning and English Language Teaching*. Prentice Hall Regents, 1989.
 Chamberlain & Baumgardner (eds.). *ESP in the Classroom: Practice and Evaluation*. ELT Documents: 128. Modern English Publications, 1988.

The Language Teacher welcomes well-written reviews of other appropriate materials not listed above (including video, CALL, etc.) but please contact the Book Review editors in advance for guidelines. Well-written, professional responses of 150 words or less are also welcome. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class use. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be addressed to the Book Review editors.

IN THE PIPELINE

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

Abdulaziz & Stover. *Academic Challenges in Reading*.
 Alderson et al. *Reviews of English Language Proficiency Tests*.
 Barnlund. *Communicative Styles of Japanese and Americans*.
 Blanton. *Idea Exchange 1*.
 Boardman & Holden. *English in School*.
 Bradford. *Intonation in Context*.
 Brown, D. *A World of Books*.
 Brown, J. *Understanding Research in L2 Learning*.
 Celce-Murcia & Milles. *Techniques and Resources in Teaching Grammar*.
 Cellman. *On Course 1*.
 Chastain. *Developing Second Language Skills*, 3rd ed.
 Chaudron. *Second Language Classrooms*.
 Chenoweth & Kelly. *Basics in Writing*.

Clark. *Language Learning Cards*.
 Davis & Rinvolucri. *Dictation*.
 Dennis. *Experiences: Reading Literature*.
 Devine et al. *Research in Reading in ESL*.
 Doff. *Teach English*.
 Dunkel & Gorder. *Start with Listening*.
 Eckstut & Scoulos. *Real to Reel*.
 Fathman & Quinn. *Science for Language Learners*.
 Gedda. *About Britain*.
 Genzel & Cummings. *Culturally Speaking*.
 Graves & Rein. *East West*.
 Greenhalgh et al. *Oxford-ARELS Preliminary Handbook*.
 Grccsc & Grosse. *Case Studies in International Business*.
 Hughes, ed. *Testing English for University Study*.
 Johnson & Snowden. *Turn On!*
 Jones & Kimbrough. *Great Z&as*.
 Levine et al. *The Culture Puzzle*.
 Lindop & Fisher. *Something to Read 1*.
 Littlejohn. *Company to Company*.
 Live. *Yesterday and Today in the USA*.
 Lowe & Stansfield. *Second Language Proficiency Assessment*.
 McCallum. *Brief Encounters*.
 Murphy. *Grammar in Use*.
 Newby. *The Structure of English*.
 Nunan. *Syllabus Design*.
 Orion. *Pronouncing American English*.
 Parwell. *The New Oxford Picture Dictionary*.
 Pattison. *Developing Communication Skills*.
 Peaty. *AllTalk*.
 Books. *Non-Stop Discussion Workbook*, 2nd ad.
 Ruse. *Oxford Student's Dictionary of Current English*, 1.
 Schimpff. *New Oxford Picture Dictionary Intermediate Workbook*.
 Seaton et al. *Chambers Thesaurus*.
 Snyder. *Literary Portraits*.
 Strong, ed. *Second Language Learning and Deafness*.
 Wallace. *Learning to Read in a Multicultural Society*.
 Watanabe et al. *News & Views*.
 Yalden. *Principles of Course Design for Language Teaching*.
 Zanger. *Face to Face*.
 Zevin. *New Oxford Picture Dictionary Beginner's Workbook*.

日本語記事の投稿要領 (Guidelines for Japanese Articles)

日本語の記事は、ワードプロセッサもしくは400字詰め横書き原稿用紙を用いて、以下の要領に従い書いて下さい。

枚数制限:	ワードプロセッサ (25字を 1行とすること)	400字詰め 原稿用紙 (20語×20行)
一般記事	330行以内	24枚以内
例会報告	30-60行以内	2-4枚以内
書評	100行以内 25行以内	※[長]5-6枚以内 [短]1.5枚以内

※書評の処で、[長]とあるのは、重要な意味を持つ著書に対して責任ある批評をし、その本の長所・短所を指摘する書評の事で、また[短]とあるのは、簡素な批評で十分と思われる本の紹介記事の事です。

英訳: 本文の英訳は必要ありませんが、記事の題名が日本語の場合には、必ずその英訳をつけて下さい。また、人名は原語で書き、漢字の名

前の場合には、ローマ字を添えて下さい。

連絡先: 締め切り間際に、連絡をとる必要が生じた場合に備え、自宅等、夜、連絡が出来る場所の電話番号を必ず記入して下さい。連絡のつかない場合には、記事の掲載が翌月にまわることもありますので御注意下さい。

締め切り日: 掲載予定月の前月1日(厳守—作業を円滑に推めすために、締め切り日以降に提出された原稿は次号にまわします。)

注意: 日本語編集者は翻訳者ではありません。自分の原稿は自己の責任で御提出下さい。

ただし、編集の都合上、記事の一部を手直ししたり、削除したりすることがあります。尚、御質問等がございましたら、以下の処まで御連絡下さい。

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Book Review
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Chapter Presentation Reports

Chapter presentation reports written in English should be sent to co-editor Eloise Pearson; those written in Japanese should be sent to the Japanese Language editor (see p. 1). 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 250 words in English, two sheets of 400-ji genko yumi in Japanese. English reports must be typed double-space 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.

— ATTENTION —

From July 1, 1989, all chapter reports are to be sent to: Eloise Pearson, Suga-cho 8-banchi, Shinjuku-ku, Tokyo 160. Tel.: 03-351-8013; Fax: 03-351-4596.

FUKUOKA

Our February meeting featured talks by two speakers, on relevant topics rarely addressed by JALT:

TEACHING "THIRD" FOREIGN LANGUAGES IN JAPAN

By Brian T. Quinn

Beginning with a brief history of foreign-language teaching in Japan, Brian Quinn, an associate professor of English, Russian and German at Kyushu University, noted the failure of the teaching of "other" foreign languages (e.g. German, French, Chinese) to keep up with advances in the field of ESL/EFL. Quinn discussed a number of problems, including: the lack of full-time native-speaker instructors, the absence of teacher training for new professors, a lack of departmental organization, and the emphasis on research and publishing rather than on effective teaching.

Quinn concluded that, while effective English teaching should be the first priority for foreign language education, Japan needs to broaden its linguistic horizons to keep up with the pace of internationalization. In addition to European languages, Quinn suggested that the teaching of Asian languages, such as Chinese and Korean, be given more emphasis.

Reported by Fred Anderson
Fukuoka University of Education

JAPANESE-AMERICAN TEACHERS OF ENGLISH

By Randal J. Uehara

Randal Uehara, a third-generation Japanese-Chinese-American at Saga Medical School, conducted

a discussion on the state of JATE's in Japan. Obvious difficulties, such as being mistaken for a fluent Japanese speaker, were mentioned. Some less obvious problems, like a JATE's students being inclined to disbelieve his or her authority in describing American language and culture, were also brought to light. However, one advantage JATE's may possess is their ability to provide a closer role model for Japanese students who might otherwise find it impossible to conceive of themselves as potential fluent speakers of English.

Reported by David Wood
Chikushi Women's University

GUNMA

TASK, GROUP, AND TASK-GROUP INTERACTIONS

By Michael H. Long

Michael Long began by pointing out that little focus has been placed until recently on what kinds of tasks we want learners to do in order to improve their language ability. These kinds of tasks are distinguished as having desirable psycholinguistic outcomes: encouraging negotiation work to stretch and develop the student's interlanguage. To understand the value of negotiation, we looked at a transcript of a two-way "spot the difference" exercise, which forced each side to use the language they knew at an optimum level, by reformulating statements and trying different linguistic methods in order to negotiate for meaning.

Long emphasised the value of two-way information exercises (mutual exchange of information) over one-way exercises (only one side has access to the information). He also preferred the closed type (only a limited number of solutions) to open type (any number of solutions). This is because with fixed answers, students are forced to use certain structures and phrases, thus stretching and destabilising their interlanguage. With a free exercise they will dump a topic or linguistic situation they can't cope with. Examples of the closed, two-way exercises Long recommends: 'spot the difference,' pair work arranging geometrical figures in a fixed pattern, and jigsaw exercises where the solution to an exercise is reached by pooling information.

Long also recommended giving students time to plan what they are going to say, as this leads to greater accuracy and fluency.

Reported by Lucy Briand

LISTENING COMPREHENSION: THE MOST ESSENTIAL OF THE FOUR SKILLS

By Virginia LoCastro

In April, Virginia LoCastro, who has been teaching at Tsukuba University and who is at the University of Lancaster as a Ph.D. candidate, gave a presentation on the timely topic of listening as it concerns teachers and students in Japan.

LoCastro used "The Sound of Silence" and "New

York State of Mind" to contrast two different ways of giving listening tasks to students. The first song was treated as a listening cloze exercise; simply listen to the song several times and fill in the blanks. Before we listened to the second song, we went through pre-listening exercises and then answered questions while listening to the song. Finally, various topics suggested by the song were discussed.

Word-by-word decoding without preparing students for the material to be studied as illustrated in how the first song was handled, plus treating all materials in the same way (everything is to be translated) and the use of unnatural language (doctored vocabulary and embedded grammar patterns) were identified as one of the common problem areas. By using pre-listening exercises which activate students' background knowledge so as to encourage prediction, and by designing or selecting materials for transferability (so that what happens in the classroom will be useful outside the classroom), she believes teachers can help students overcome these problems.

LoCastro stressed that listening as a primary, and possibly the most basic skill, has to be addressed more actively in Japan.

Reported by Ian Nakamura

MORIOKA

SPRING RETREAT

Instead of a regular April meeting, the Morioka chapter held an informal gathering at a rented cottage near the Hachimantai ski resort. Saturday night was spent cooking yakiniku, talking, and playing party games. Sunday morning we had a leisurely pancake breakfast (evertriedeating pancakes with chopsticks?), and then headed for home, the ski slopes, or a nearby onsen according to personal preference. Several people brought family members, and it was a great chance to socialize with some of the people we see every month at meetings. We hope that even more people will participate in this event next year.

Reported by Cynthia Dickel

OMIYA

WHAT IS NECESSARY TO TEACH ENGLISH TO SMALL CHILDREN

By Mitsue M. Tamai

HAIKU AND RENKU IN THE FOREIGN-LANGUAGE CLASSROOM

By Bruce Allen

At our May meeting, the first of our two speakers was Mitsue Tamai. She began by stating the popular belief that "Children learn a second language faster than adults," and then explained that this isn't really so. Adults and older children develop syntax and morphology faster than younger children, and with the exception of pronunciation, are better learners in the first two years.

Teaching a second language in a foreign language

context to young children involves more than just language skills; it also includes sharing a foreign culture and new social skills. If the teacher is proficient in both the target language and the children's native tongue and creates a relaxing and caring atmosphere in the classroom, then the class should be "successful."

Our second speaker, Bruce Allen, presented some ideas on teaching haiku and renku in the English classroom. Acmrdringto Allen, the 7-5-7 pattern of haiku can be disregarded as it might limit the students' creativity. One point Allen did stress is that students should try to avoid stating their emotions directly by selecting two main "elements" which will affect each other and create an image, thus a poem.

Renku, a linked poem of three, two, then three lines, is similar to haiku except that the first two links of renku must have a common thread while the third should introduce a change in theme.

When asked, "Wow do you grade creativity?" Allen responded confidently that writing poetry is a positive, creative experience for students and that is beyond a grade.

Reported by Margaret Sasaki

SENDAI

VIDEO: WHAT DID SCARLETT SAY?

By Joanne Sauber

In a polished and well-organized presentation, Joanne Sauber demonstrated how commercial videos can provide fascinating language input. In order to make the video comprehensible, however, a variety of activities should be used.

These activities are too numerous and complicated to describe in full, but include the following six activities: (1) Divided into groups, students write what they believe happened in one scene. Gradually an entire plot chart is constructed by the whole class. (2) Characters in the video are analyzed according to dramatic type: static, dynamic, round, or flat. (3) Students personalize a situation by imagining that they themselves are experiencing the same dilemma as a character in the video and then tell what they would do. (4) Students write letters of advice to the characters. (5) With the sound turned off, students try to imagine the dialog taking place. (6) Students identify which language functions are happening during a particular scene.

These are only a small part of the stimulating activities that were demonstrated. Sauber's presentation left the impression that videos can be an effective aid to classroom instruction.

Reported by Alan Gordon

SHIZUOKA

HINTS ABOUT COMMUNICATION: ENGLISH EDUCATION IN DENMARK

By Makoto Suwabe, Shizuoka University

In the first half of the presentation, Makoto Suwabe talked about a new course of study. First he talked about *kokusaika* (internationalization) and *kokusuika*

(ultra-nationalization or militarization), which sound similar, and then the history of internationalization in Japan. According to him, the new course of study puts emphasis on communication. In order to make the students international, he suggested English teachers have to make their classes internationalized. For example, students should learn that a person is recognized as a person, that teachers and students are generous to each other and that they accept errors.

In the latter half of the presentation, he talked about very effective ways of teaching English in Denmark, which he visited recently. He pointed out some of the reasons why they have successful results. For example, the teachers and the students speak only in English in classes and the students are open-minded and generous and respect others. He said that one of the reasons he went to Denmark was that he wanted to investigate the four areas of communicative competence—grammatical, sociolinguistic, discourse and strategic competence — in English classes there.

The afternoon was extremely interesting and informative, and thoroughly enjoyed by everybody.

ENGLISH EDUCATION IN THE DAYS OF INTERNATIONALIZATION

By Teruo Sasaki, Kanda University of International Studies

First Teruo Sasaki talked about the reasons for the increasing necessity of international education in Japan, offering some examples: the increase in the number of people who go abroad, the development of mass media, the many international meetings. He talked about the role of the Japanese people as members of the world community.

His third and most important topic for that day was what is expected of English instruction in Japan. He talked about the objectives of English education: communication with other people, introduction to the language, and intercultural understanding. He emphasized that we teachers of English should put more cultural background of other countries in our lessons.

He also explained the new course of study which will be put into practice in five years' time. The differences between the present course of study and the new one were precisely displayed on the overhead projector screen. He talked about the subject matter, materials, improvement of teaching procedures and the four language skills. He emphasized that in reading and listening, getting the outline is most important, not translation and precise information.

Finally, he pointed out the attitude necessary for learning English. According to him, teachers should use English as much as possible and give many comprehensible readings (students should not translate). Messages are more important than the structure and rules of the language, and brainstorming and more drill for "self-expression" should be done in classes.

Reported by Noboru Yamada

TOKUSHIMA

BETTER TEACHING WITH NATIVE SPEAKERS OF ENGLISH

By Satoru Nagai

Most of us who are engaged in foreign language education acknowledge the importance of having a native speaker in the classroom. Yet, it is not easy to have one and, when you do, working with one often proves difficult.

At the May meeting, Satoru Nagai, a public school teacher from Nagasaki, pointed out to us some of these problems and told us how he and his colleagues are handling the matter.

First, he briefed us on the changes this country's English education in public schools experienced in the past and how the schools began to use the help of foreign native speakers in the classroom. There are benefits and some difficulties, he told us, in using such help. With their presence in the classroom, the students become more interested in what they are learning and show willingness to participate. The videotaped scenes of such lessons clearly showed that this is true.

On the other hand, he said, there are some problems. One is the difficulty in providing native English speakers with a stimulating environment. The kind of work they are asked to do is often repetitious and boring. Further, the Japanese teachers are often at a loss in associating with them. In his opinion, the key to productive cooperation is for everyone to have a clear idea of the roles expected of them.

Reported by Tadashi Yoshida

TOKYO

FOREIGN UNIVERSITIES IN JAPAN

Panel: Ken Schaefer, Temple University; Don Saguchi, Tokyo American College; Paul Cunningham, Columbia University Teachers College; Jane Bauman, University of Nevada-Reno; Ken Orton, U.S. International University; Steve Brown, University of Pittsburgh ELI-Tokyo

Moderator: Marilyn Books

Representatives from six American colleges and universities with campuses in Japan were invited to JALT-Tokyo's April meeting to explain their programs and to discuss issues involving post-secondary education in a foreign context.

All of the institutions offer some type of intensive English language instruction in order to prepare students for the challenge of an American education. They tend to focus on academic skills such as reading, writing and listening, in addition to background information on U.S. history and culture. Bauman of the University of Nevada-Reno says that most students are able to reach 500 on the TOEFL exam after about a year in the program.

During a question-and-answer period, several issues were raised. In response to a question about falling enrollment due to demographics, all panelists were

(cont'd on page 49)



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(cont'd from page 47)

optimistic, given the wide range of age groups represented in their programs and the importance of English ability in the future. In terms of problems encountered, most students were overwhelmed by the reading load, and needed to adjust to the fact that university is a place for study, not play. Interestingly, Schaefer explained that students' grade-point averages tend to improve when they transfer to Temple's Philadelphia campus, probably because their verbal skills are taxed less. When asked about the future of U.S. education in Japan, most panelists were optimistic. Saguchi of Tokyo American College stressed that American campuses fulfill a need here, but added, "they are an alternative, not a replacement."

Reported by Dawn Wilson

YOKOHAMA

LEARNING WITH PHONICS

By Yoko Matsuka

When Yoko Matsuka was in the United States studying linguistics at a school of graduate studies, she enrolled her two children in an American kindergarten. The kindergarten encouraged the parents to join the children in their daily activities. Matsuka often visited the school. She read stories to the students and listened to their attempts to read. She enjoyed their class discussions and debates, paying particular attention to the way they learned to communicate and manipulate language. She says she learned more at the kindergarten than she did at the graduate school.

Through this experience, Matsuka became particularly interested in teaching reading through phonics. At our April meeting, she talked about natural ways of learning a new language and explained the basics of phonics. Phonics is a method of learning to read by associating letters and their phonetic values. She found that it is an easy system that follows a natural course of combining meaning, sound and letters. Students must first know the meaning of words, then spend time listening and saying the words until finally, they are ready to learn the relationship between the sounds of those words and their letters. She believes that this process of learning is reversed in the Japanese English classroom. Japanese junior high school students are taught to read English words at the same time or even before they learn the meaning and the pronunciation of those words.

Reported by Susan Nachtsheim

NO CHAPTER IN YOUR AREA?

Why not organize one? Contact Sonia Yoshitake, JALT membership chair, for complete details: 1-14-122-609 Tanaka-cho, Higashinada-ku, Kobe 658.



Bulletin Board

Please send all announcements for this column to Jack Yohay (seep. 1). The announcement should follow the style and format of TLT and be received by the first of the month preceding publication.

CALL FOR CONTRIBUTIONS 'Global Issues in Language Education' LT Special Issue — May 1990

The Language Teacher will have a special issue on **Global Issues in Language Education** in May 1990 to deal with (1) the theory and practice of integrating global issues (poverty, hunger, war, oppression, human rights, social justice, environmental destruction.. .) into the foreign language classroom, (2) ways of overcoming ignorance and apathy in our students and ourselves to promote global awareness and social concern among language learners and teachers, (3) the current state of global awareness education in language teaching in Japan, and (4) the activities of concerned groups within our profession worldwide who are working in this area and who are considering the establishment of an international organization, as yet unnamed, along the lines of 'Language Teachers for Social Responsibility.'

The editors wish to hear from teachers, administrators, publishers, materials writers, etc. Information about relevant books, materials, films, videos, songs, classroom activities, existing courses, curricula, etc., as well as comments and/or proposals for short articles for possible inclusion in the special issue, would be most welcome.

Please write (in Japanese or English) to either Kip A. Cates, Tottori University, Koyama, Tottori 680; tel. 0857-28-0321, fax 0857-28-6343, or Kevin Mark, Faculty of International Studies, Meiji Gakuin University, 1618 Kamikurata-cho, Totsuka-ku, Yokohama 244; tel. 045-863-2248.

JALT-GUNMA SUMMER WORKSHOP Kusatsu, Gunma, August 19-21

This third JALT-Gunma Summer Workshop, on the theme, "Vocabulary Building in EFL," will be held at Daigaku Seminar House, Kusatsu. The three-day workshop includes guests speakers' lectures, participants' presentations and group discussions. The guest speakers are Dr. Mark Seng (University of Texas at Austin) and Prof. Tokio Watanabe (Shinshu University).

For participation and presentation, contact Wayne Pennington (0272-51-8677) or Morijim Shibayama, 2-38-4 Hirose-machi, Maebashi, Gunma 371; 0272-63-8522. Fee: 5,000 (2,000 for presenters); room and board: 5,900 for all three days.

JALT 松山 Summer Seminar のご案内

JALT 松山ではサマーセミナーにおいて昨年に続き英語教育の新しい分野であるチームティーチングを特集いたしました。今年は昨年よりテーマをもっと掘り下げ高等学校における英語指導を中心に研修が行われます。チームティーチング分野での著名な先生2人を迎えて指導を受けることは私達にとって大変有意義なことです。

講演者

Ruth Venning (ルース ベニング) - M. E. F (文部省 イングリッシュ フェロー) の仕事を4年間する。JET イングリッシュ プログラムを企画。国際化推進自治体協議会のプログラムコーディネーターとして和田稔氏と共に活躍し、A. E. T の先生の研修指導にあたる。チームティーチング分野で著名。

Kevin Bergman (ケビン バークマン) - バークレイ AET - バークレイ大学卒。A.E.T. 徳島に3年間勤務。文部省の教科書を使って話せる英語指導を目指し、聞き取り、速読指導に力を注いでいる。

実施要項

1. 目的 このセミナーは中学校、高等学校における英語教育を対象として、英語運用能力の向上を図るとともに、異文化間の理解を深めることにより、学校における英語教育に役立てようとするものである。なお、このセミナーは、JALT (全国語学教育学会) 松山

支部会員の奉仕によるものであり、何ら政治的、宗教的目的をもつものではない。

2. 主催 全国語学教育学会松山支部
(Japan Association of Language Teachers, Matsuyama Chapter)

支部長 桑原和代

〔問い合わせ先〕 桑原和代 0899-45-1218

相原政子 0899 31-8686

3. 後援 愛媛県教育研究協議会
愛媛県高等学校英語教育研究会
4. 期 日 平成元年8月18日(金)～20日(日)
5. 開催地 久万 古岩谷荘
6. 申込み 申込書に5,000円を添えて、7月20日(木)までに下記あてに申し込んでください。
〒790 松山市千舟町5-3-6 香川ビル2F 日米学院 桑原和代 ☎ (0899) 45-1218
なお、この申し込み金5,000円は参加費の一部としますので、いかなる場合にもお返しすることはできません。残りの費用は7月29日(土)までに全額お払いください。
詳しい資料につきましては申し込みいただいた後、お送りいたします。

7. 参加費

	Members	Non-members
2泊3日(金～日)	¥25,000	¥28,000
1泊2日(土～日)	¥20,000	¥23,000

18 (金)	19 (土)	20 (日)
1:00 受付 1:30 閉会 Warm up 2:00 Kevin Bergman 文部省教科書を使ったコミュニケーションに役立つ指導法 4:30 休憩 その他 6:00 夕食 7:00 ディスカッション 8:30	朝食 9:00 ビデオ 9:45 10:00 Kevin Bergman 教科書を使ったアクティビティー 昼食 Ruth Venning チームティーチングの利点と理論 休憩 その他 夕食 ディスカッション おたのしみ? パーティー	朝食 Ruth Venning 教科書を使わないアクティビティー 閉会式 ハイキング (自由参加) <div>* このスケジュールには多少の変更があります。</div>

きりとせん

JALT サマーセミナー申込書

氏名	日本語	ローマ字
住所	〒	年齢 性別: M・F
勤務先		自宅 ☎ ()
勤務先住所		勤務先 ☎ ()

JALT-MATSUYAMA SUMMER SEMINAR

The Aug. 18-20 seminar will feature Team Teaching, with Ruth Venning and Kevin Bergman. See details in Japanese (p. 50). Please call Kazuyo Kuwahara, 0899-45-1218, for additional information.

**L.I.O.J. SUMMER WORKSHOP FOR
JAPANESE TEACHERS
Odawara, August 13-18**

The main themes are **Team Teaching and Teaching Large Classes**. Among the participants in the workshops and language-study classes are Mike Kleindl, David Ma, Alan Maley, Don Maybin, Robert O'Neill, Denley Pike, and Carol Rinnert, as well as Sherri Arbogast, Eric Herbel, Elizabeth King, and Robert Ruud of L.I.O.J. Enrollment limited to 125. Apply to: Language Institute of Japan, 4-14-1 Shiroyama, Odawara 250. See also the June 1989 *Language Teacher* (pp. 53-54) for additional information.

**ACCELERATED LEARNING AND TEACHING
APPROACHES
Summer Teacher Training Workshop
Yokohama, August 20-31**

Dr. Ivan Barxakov, director of Optima Learning Training, and his wife Pamela Rand will offer an intensive 12-day workshop Aug. 20-31 (follow-up seminar Sept. 23) designed for Japanese English teachers to find new ways to release students' hidden capacities and to accelerate their language learning. Place: Mori Language Educational Institute, Okurayama on the Toyoko Line (close to Shin-Yokohama). Limit: 30 participants. To apply send a postcard with your name, address, telephone number, job title, and work place to: Kasoku-gakuen, Dr. Hideo Seki, #717 GPT 4-9-18 Shibaura, Minato-ku, Tokyo 108; 03-798-3701 (10 a.m.-5 p.m., Mon.-Fri.), 03-418-0519 (evenings).

**UNRIDJ SUMMER MINI-COURSE FOR
JAPANESE TEACHERS OF ENGLISH**

The University of Nevada-Reno International Division in Japan is offering a one-week mini-course for Japanese teachers of English in English and TESL methodology. The course consists of two daily 90-minute classes: English discussion on current topics such as intercultural communication and current events and TESL methodology. First session: Aug. 14-18; second session: Aug. 21-25. For more information, please call UNRIDJ at 03-459-5551.

**CERTIFICATE IN LANGUAGE TEACHING
Geneva, July 17-August 11**

The four-week Cert. L.T. at the C.E.E.L. is an intensive training program which builds on the Introduction to S.A.P.L. training offered twice a year in Japan (see below). The course director is Nicolas Ferguson, originator of the Self-Access Pair Learning methodology and author of the course *Threshold*. Info: Didasko, 6-7-31-611, Itachibori, Nishi-ku, Osaka 550; tel.: 06-443-3810.

**INTRODUCTION TO S.A.P.L.
Osaka, August 27-31**

Nicolas Ferguson, director of C.E.E.L. in Geneva, will offer a five-day introductory course in Self-Access Pair Learning which is recommended for anyone who wishes to use the course *Threshold*. Place: Ohbayashi Biru (near Temmabashi Station). Info: Didasko (as above).

**ICS LECTURE SERIES
"English in an International World"**

The Center for International Cultural Studies and Education, ICS, will hold the next set of lectures on Aug. 12 from 10 a.m.-5 p.m. The theme is "English in an International World." The featured speaker, Dr. James Alatis, dean of Languages and Linguistics at Georgetown University and former executive director of TESOL, will discuss "The Spread of English as a World Language." Other professors of linguistics and ESL and ICS staff will be speaking. There will also be a publishers' display. Admission is free. Place: ICS, Ikueikai Bldg. 5F, 1-10-7 Dogenzaka, Shibuya-ku, Tokyo 150. For more information, contact Ivy Silverman or Richie Kawatsu at tel. 03-770-1901 or fax 03-770-5573.

日本語教育部会

演 題: コンピューターを使った日本語教育

(CAI システム)

月 日: 7月15日(土)

時 間: 受付 1:30

講演 2:00~5:00

会 場: テンプル大学日本校(地下1階)

(西武新宿線・下落合駅下車1分)

参加費: 会員—無料、非会員—1,000円

講演者: ソニー、日本衛星放送、エプソン

最近、CAI システムと呼ばれるコンピュータを使った日本語学習法が注目されている。CAI とは、Computer Assisted Instruction の略語。コンピュータを活用して多数の人たちを個人の適性や理解力に応じて教育するシステムである。今回は、CAI の教材を開発研究している数社の方々に実際に利用法の紹介をしていただく。今後、日本語教育に実用化されていく上での効用、問題点等を考えてみたい。

RAY TONGUE SCHOLARSHIP FUND

In memory of Ray Tongue, IATEFL treasurer and conference organiser, IATEFL will be setting up a Ray Tongue Travelling Scholarship Fund. The fund will be used to pay towards the cost of a teacher training course in U.K. for teachers from one of the countries with which Ray was associated. Contributions should go direct to Ian Dunlop at 51 Wilbury Avenue, Hove, Sussex, BN3 6GH, U.K.

THE JALT KANSAI SUMMER CONFERENCE
ON
WRITING and 'STRATEGIC INTERACTION'
SATURDAY/SUNDAY, AUGUST 5/6, 1989
10:00am - 4:00pm

CONFERENCE A (two days)

CONFIDENCE IN WRITING by
Bill Bernhardt and Peter
Miller, College of Staten
Island, City University of
New York

CONFERENCE B (two days)

CONTENT-BASED INSTRUCTION
FOR NATURAL LANGUAGE
ACQUISITION by Katherine
Schneider and Sandra
McCollum of the English
Language Institute,
University of Delaware.

FEES

	Member	Non-member
Pre-regis. (by July 21)	5,000	6,000
On-site	7,000	8,000

PRE-REGISTRATION

Preregistration fees may be
paid by postal transfer
into the postal account of
the Center for Language and
Intercultural Learning ("The
Center"), Account Name
"GOGAKU BUNKA KYOKAI".
Account Number Osaka i-86468

SITE

International House, Osaka
2-6 Uehonmachi 8-chome,
Tennoji-ku, Osaka
TEL(06)772-5931
FAX(06)772-7600

ACCOMMODATION

The nearest major hotel is
the Osaka Miyako Hotel, at
Kintetsu Ueroku Station,
about 5 minutes walk from

International House, Osaka.
Other hotels are located
within reasonable travelling
distance, in the Namba,
Tennoji areas of Osaka.

EXTRAS

A separate room has been
reserved for JALT Associate
Members' displays. These
will be free of charge and
open to both participants
and non-participants in the
conference.

PARTY

There will be a party
Saturday evening(5,000 for
dinner, plus cash bar) in
the lounge at the conference
site.

INFORMATION

For further information,
please contact:
Vince Broderick (Tel: 0798-
53-8397/Fax:0798-51-6024) or
Fusako Alard (Tel: 06-315-
0848-The Center).

全国語学教育学会、語学文化協会共催

J A L T 関西サマーコンフェレンス

日 時 : 1989年 8月5日(土)

8月6日(日)

場 所 : 大阪国際交流センター

〒543 大阪市天王寺区上本町8
丁目2番6号

TEL: (06) 772-5931

プログラム (2 日間を通じて)

テーマA : CONFIDENCE IN WRITING

Bill Bernhardt and Peter Miller

(ニューヨーク大学 Staten Island校)

教師自身のwriting能力を向上させるため、参加者自らがあらゆる作業を行う。

テーマB : CONTENT-BASED INSTRUCTION FOR NATURAL LANGUAGE ACQUISITION

Katherine Schneider &

Sandra McCollum

(Delaware大学 英語学院専任講師)

Strategic Interaction に基づいたシナリオ作りをはじめ、心理言語学上、作業とグループ活動の最新理論を背景にした教授法を披露。

参加費:

	JALT会員	非会員
予約申込	¥ 5,000	¥ 6,000
当日	¥ 7,000	¥ 8,000

参加申込

予約申込をご希望の方は、郵便為替に口座番号：大阪 5-86468、加入者名：「語学文化協会」とお書きになり、必ず7月21日（金）までにお手続きし、くださるよう御願ひ申し上げます。

問い合わせ

Vince Broderick(T:0798-53-8397)

アラード房子 (T:06-315-0848)

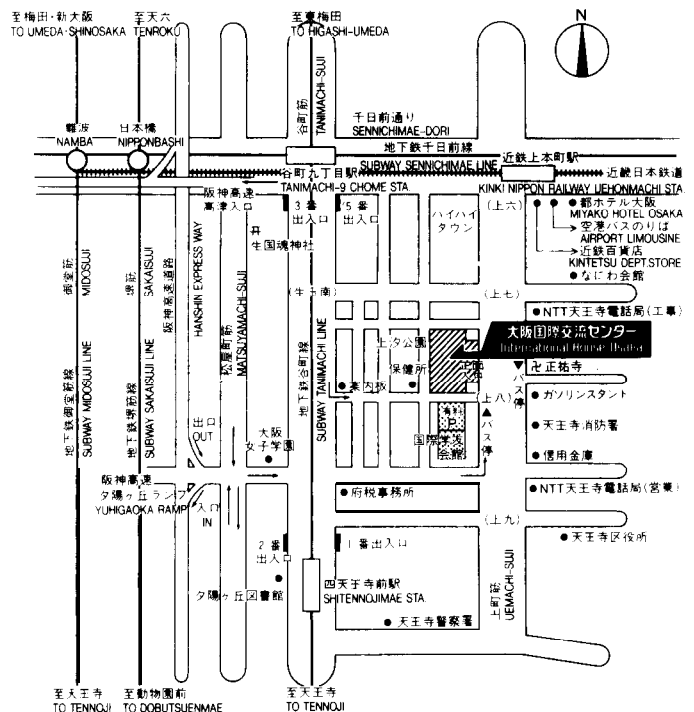
宿泊施設

大阪国際センター内の部屋は大会関係者のために殆ど予約されています。会場付近には都ホテル大阪を始め、宿泊施設がありますので、ご利用下さい。

都ホテル大阪：TEL(06)773-1111

〒543大阪市天王寺区上本町6-1-55

大阪国際交流センター (International House, Osaka)



JALT MEMBERS WALK TO END HUNGER

Over 1,000 people joined the 1989 Tokyo Green Walk for Ending Hunger on May 14, raising 8.5 million to make it the most successful to date. Many JALT members made a day of it with their students. Several teachers reported successfully preparing their classes for the event using the "Ending Hunger" videotape offered in the April *Language Teacher* (p. 27). Copies are still available, together with reading/vocabulary building/discussion materials.

Meanwhile, JALT member and university teacher Julian Bamford will cycle the length of Japan this summer to raise funds for groups working to end the needless death-by-hunger of 35,000 fellow humans each and every day. If any JALT members would like to take their own action by sponsoring him for the estimated 3,000 kilometers, call him at 0466-33-7661. And if you'd like to ride along for a few of those kilometers, he'll send you his itinerary.



Getting in the mood: Lynne Kennett (left) was one of several University of Pittsburgh ELL teachers who brought their students, including Hiroko Yomogane (center) and Rie Takahashi (right). Photo by Garth Roberts.

MULTILINGUA

Multilingua, the journal of Cross-Cultural and Interlanguage Communication, is a new journal whose editorial board includes scholars from outside Europe and North America, such as Prof. Sachiko Ide of Japan Women's University and Kari Sajaraara of Indonesia. There are four issues per volume, with a total of approximately 440 pages per year. It publishes articles in fields as diverse as:

Cross-cultural differences in linguistics politeness phenomena, variety in what is traditionally regarded as one culture, conversational style, linguistic description of nonstandard oral varieties of language, strategies for the organization of verbal interaction, intracultural linguistic variety, communication breakdown, translation and interpretation, information technology, and methods of managing and using multilingual tools [sic].

For information, write to Richard J. Watts, Englishes Seminar, Universitat Bern, Gesellschaftsstrasse 6, CH-3012 Bern, Switzerland.

Meetings

Please send all announcements for this column to Jack Yohay (seep. 1). The announcement should follow the style and format of TLT and be received by the first of the month preceding publication.

CHIBA

(1)

Topic: That's not a bad idea! — Ideas from the Floor

Date: Sunday, July 2nd

Time: 1-3 p.m.

Place: Chiba Chuo Community Center

Fee: Members, free; non-members, 500

Info: Bill Casey, 0472-56-7489

Teachers are urged to bring both their questions and answers to this session and to share with others ideas they have found effective in their own classrooms. It is also asked that those attending bring along textbooks, audio/video cassettes, or reference materials they have used and would like to trade, sell, or simply display.

(2)

Topic: Keeping Writing Mistakes and Errors in Their Place

Speakers: Bill Bernhardt, Peter Miller

Date: Sunday, July 23rd

Time: 1-4 p.m.

Place: Chiba Chuo Community Center

Fee: Members, free; non-members, 500

Info: Ruth Venning, 0472-41-5439

This presentation will cover:

1) Distinguishing between errors and mistakes; between linguistic and developmental issues; between clarity and correctness

2) Knowing when to ignore errors and mistakes and when to insist on correctness; when to be accepting, when critical

3. Using a variety of marking and correcting systems to maximize student responsibility, minimize teacher drudgery; forming editing groups

Bill Bernhardt and Peter Miller are professors of writing at the College of Staten Island, City University of New York; editors of *The Journal of Basic Writing*; authors of *Becoming a Writer*; and students of the Science of Education [sic].

FUKUOKA

Topic: Total Physical Response Workshop

Speaker: Sheila Miller (Kwassui H.S., Nagasaki)

Date: Sunday, July 2nd

Time: 2-5 p.m.

Place: Iwataya Community College, Tenjin Center Bldg. 14F

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

Info: Etsuko Suzuki, 092-761-3811

Sheila Miller, who studied with Dr. James Asher, has achieved great success with TPR both here and in the U.S. Participants will focus on how students can

acquire various language skills through TPR, as well as learn how to plan and organize TPR classes by themselves.

Ms. Miller has taught both Spanish and English, and is a qualified secondary-level teacher.

A visit to a beer garden will follow the session!

GUNMA

Topic: Internationalization and English Teaching in Japan
 Speaker: Kunihiro Ogawa
 Date: Sunday, July 9th
 Time: 2-4:30 p.m.
 Place: Nodai-Niko High School, Takasaki
 Fee: Members, 500; non-members, 1,000
 Info: Wayne Pennington, 0272-51-8677
 Hisatake Jimbo, 0274-63-0376

Dr. Ogawa will give viable examples of attempts to develop curriculum, textbooks, and teaching methods which reflect the ongoing increase in economic internationalization and in cross-cultural interactions involving the Japanese.

Kunihiro Ogawa (M.A. in TESL, M.A. in linguistics, Ph.D. in linguistics), is professor of English at Yamanashi University. He has also taught at the University of Utah, University of California at San Diego, San Diego State University and International Christian University, and for eight years on NHK-TV. He has written several books and many papers on English conversation and TESL.

HAMAMATSU

Topic: Summer BBQ Party
 Date: Sunday, July 9th
 Time: 1-4 p.m.
 Place: Outdoor beer garden, Asakuma Restaurant (near the Concord Hotel), 11-1 Shikatani-cho; tel. 0534-74-0628
 Fee: 2,500 (includes soft drink)
 Info/Reservations: Tomoko Hoshino, 0534-72-2286
 Siobhan Mihara, 0534-33-2417

Please try and make reservations with Ms. Hoshino by July 6th. Friends are welcome to attend.

HIMEJI

Topic: Roundtable Discussion: The best approach to language teaching and learning- a very practical demonstration
 Speakers: Members and invited guests
 Date: Sunday, July 23rd
 Time: 5 p.m.
 Place: Hotel Sun Route New Himeji
 Fee: Member&on-members, 2,000
 Info: J. Strain, 0792-81-4165
 A. Ozaki, 0792-93-8484

Occasion: celebration of the six-month anniversary of the establishment of the chapter. Bring friends!

IBARAKI

Topic: Summarizing the News
 Speaker: William J. Teweles
 Date: Sunday, July 9th
 Time: 2-4 p.m.

Place: Mito Shimin Kaikan
 Fee: Members, 500; non-members, 1,000
 Info: Jim Batten, 0294-53-7665

Mr. Teweles has found that the use of a summary-based approach helps students focus on the "main event" as opposed to peripheral details. This applies not only to listening but to organization of written work as well. He will first show how simulated newscasts can be used to practice both macro- and micro-listening, with emphasis on the former. Excerpts from such texts as *Strategies in Listening* and *Streamline* will be featured using a contextualized, fill-in format. In the writing-based portion of his talk, he will present a couple of summary-based techniques that intermediate to advanced classes might benefit from, the precis and enumerative/selective-type summaries (N. Arapoff, *Writing through Understanding*).

Bill Teweles, lecturer at the University of Tsukuba's Foreign Language Center, has taught college and preparatory school-level English for ten years in Japan and Taiwan.

KANAZAWA

Topic: "Swap Shop"
 Speakers: Kanazawa chapter members
 Date: Sunday, July 9th (the second Sunday this time!)
 Time: 10:30 a.m.-12:30 p.m.
 Place: Ishikawa Shakai Kyoiku Center
 Fee: Members, free; non-members, 500
 Info: Mikiko Oshigami, 0764-29-5890
 Kevin Monahan, 0762-23-8516

A number of locally based presenters will be giving ten-minute demonstrations of their favorite teaching techniques. These techniques are based on the theme: "It Works Great for Me!" Each mini-presentation will be followed by a short discussion. There will be coffee, cookies, and creative conversation, too.

KOBE

Topic: Bumpo Geimu to Dikteishon
 Speaker: Naoko Aoki (in Japanese)
 Date: Sunday, July 9th
 Time: 1:30-4:30 p.m.
 Place: St. Michael's International School
 Fee: Members, free; non-members, 1,000
 Info: Pat Bea, 07467-8-0391

Kono waakshoppu wa ika **no** hon no renshuu no tame no geimu to dikteishon o nihongo o gakushuu ni oyo shita rei o shokai SUN no desu.

Rinvolutri, M. 1984. *Grammar Games*.

Davis, P., & Rinvolutri, M. 1988. *Dictation*.

"Find Who," "Silent Sentence," "Expand," "Sentence Collage," and "With Your Back to the Class" will be the games presented. Dictation activities include "Speed Contml," "Cheating Dictation," "The Messenger and the Scribe," "Piecing It Together," and "I'm Sure to Get It Wrong." This workshop, geared towards those who teach Japanese as a second language, will be presented in Japanese with an occasional summary in English.

Naoko Aoki is a lecturer at Sanno Junior College in Tokyo. She was also the guest editor of the July 1988

issue of *The Language Teacher* on Teaching Japanese as a Second Language.

KYOTO

Topic: Interactive Projects for Language Learning
 Speakers: Sandra McCollum, Katherine Schneider
 Date: Sunday, July 30th
 Time: 2-5 p.m.
 Place: Kyoto YMCA, Sanjo-dori and Yanagino-bamba
 Fee: Members, free; non-members, Y500
 Info: Stephanie Hawkes, 075-791-2081
 Christopher Knott, 075-392-2291

In this workshop the speakers will present examples of various interactive projects they have found to be successful in their classes and guide the participants in adapting them for use in EFL situations.

The speakers teach mainly Japanese university age students at the English Language Institute of the University of Delaware. Their main area of research is Strategic Interaction, "an activity which engages the student as a whole person," where "the language is used as a tool to learning rather than the focus of learning. The content itself can be anything at all depending on the interests, needs, and levels of the students." Ms. McCollum and Ms. Schneider have written and tested materials that explore the use of content-based instruction to facilitate natural language acquisition. The goal of this material, and of their short course Aug. 5-6 at the JALT-Kansai Conference, is "to foster interest in content-based teaching as alternative to traditional language study, wherein the language is the object of study."

MATSUYAMA

Topic: PACE: Pencil Action Course for English
 Speaker: Kraig Pencil
 Date: Sunday, July 16th
 Time: 2-4:30 p.m.
 Place: Shinonome High School Kinen-kan 4F
 Fee: Members, free; non-members, 1,000
 Info: Kazuyo Kuwahara, 0899-45-1218
 Masako Aibara, 0899-31-8686

PACE is an English course designed for elementary school children who have had no English. It is an active, systematic course based on TPR, vocabulary building and the use of questions. Mr. Pencil will outline the main features of the course, describe its goals, and demonstrate some of the main techniques.

Kraig Pencil has been teaching English in Nagoya for ten years. He started his own language school five years ago. He has a B.A. in German and linguistics.

MORIOKA

Topic: "That's right" — Techniques for Communicative Correction
 Speaker: Marc Helgesen (Miyagi Gakuin)
 Date: Sunday, July 23rd
 Time: 1-4 p.m.
 Place: Morioka Chuo Kominkan
 Fee: Members, free; non-members, 1,000
 Info: Natsumi Onaka, 0196-54-5410

Robin Sakamoto, 0196-51-8933

The purpose of correction is to help students develop an awareness of form and to monitor/correct themselves. This workshop will introduce a series of flexible, enjoyable activities and games which enable students to notice and use correct forms. Correction techniques and language support and feedback will be emphasized.

Marc Helgesen (MS., Southern Illinois University) is the principal author of the *English Firsthand* texts.

NAGANO

Topic: Productive English in Educational Curriculum
 Speaker: R. Ogasawara (Komazawa University)
 Date: Saturday, July 8th
 Time: 3 p.m.
 Place: M-Bldg. 4F, 1st Conference Room, Faculty of Education, Shinshu University
 Fee: Members, free; non-members, 500
 Info: Haruhiko Shiokawa, 0262-28-5628
 Leo Yoffe, 0262-45-6626

Productive English remains an unexplored area of English education. Professor Ogasawara will discuss how he introduced Japanese culture to speakers of other languages through a series of English lectures. The speaker will address such questions as: What linguistic elements constitute productive English? Is it possible to make productive English an integral part of public school/university English curriculum? What are the main objectives of the study of productive English?

R. Ogasawara, the author of several works on Japanese culture, has also translated numerous books into English.

NAGASAKI

Topic: Sharing the "Wealth"
 Speaker: Nagasaki chapter members
 Date: Sunday, July 2nd
 Time: 1:30-4:30 p.m.
 Place: Nagasaki Junior College of Foreign Languages (Gaigo Tandai, a ten-minute walk from Sumiyoshi street car stop. Parking available.)
 Fee: Members, free; non-members, 500
 Info: Sheila Miller, 0958-28-2576
 Sue Bruell, 0958-49-0019

During this all-encompassing workshop, enthusiastic members from all areas of education will share from their teaching experience. The talks and demonstrations will vary from current theory and practice to class and student programs to popular classroom activities and projects. This will be a great opportunity to learn what colleagues are doing and thinking.

NARA

Topic: How to Get Started with Computer-Assisted Composition
 Speaker: Bernard Susser
 Date: Sunday, July 9th
 Time: 1-4 p.m.
 Place: Saidaiji YMCA

Fee: Members, free; non-members, 1,000
 Info: Denise Vaughn, 0742-49-2443

This presentation will explain how to get started in computer-assisted English composition instruction (CAC), covering topics such as: suitable hardware; software for prewriting and revision; worksheets and other aids for students; and how to avoid the "roller-skate syndrome." A bibliography and list of information sources will be provided, and plenty of time will be reserved for questions. Technical matters will be held to the beginner's level (by coincidence the presenter's level).

Bernard Susser has taught English at all levels in Japan since 1976 and is now a professor at Doshisha Women's Junior College.

NIIGATA

Topic: BBC Video
 Speakers: Don Whyte, Steve Hansen
 Date: Sunday, July 9th
 Time: 1:30-3:30 p.m.
 Place: Niigata Kyoiku Kaikan
 Fee/Info: Daniel W. Minor, 025-443-6202; Carl Adams, 260-7371; Akiko Honda, 2281429

This program will include a brief company explanation and an introduction of BBC English programs. Programs appropriate for all ages from kindergarten to college/university level will be included.

OKAYAMA

Tonic: English Teaching for Now
 Speaker: Sr. Aoi Tsuda
 Date: Saturday, July 1 st
 Time: 2:40-4:30 p.m.
 Place: Shujitsu High School, 14-23 Yumino-cho
 Fee: Members, free; non-members, 500
 Info: Fukiko Numoto, 0862-53-6648

OSAKA

(1)
 Topic: An Exploratory Framework for Second-Language Acquisition
 Speaker: Manfred Pienemann
 Date: Saturday, July 1 st
 Time: 2-5 p.m.
 Place: Temple University, 06-361-6667
 Fee: Free
 Info: Tamara Swenson, 06-351-8433

(2)
 Topic: Are you sure this is culture? Real TV instead of the Real World
 Speaker: Rita Silver
 Date: Sunday, July 16th
 Time: 1:30-4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, 1,000
 Info: Beniko Mason, 0798-49-4071 (after 8 p.m.)
 Tamara Swenson, 06-351-8433

Ms. Silver will show how videos of foreign TV programs can be used to present culture and generate discussion. Materials which have actually been used in various classes (from beginning to advanced) will be demonstrated — including tips on how to make your

own materials to supplement the videos. The focus is not on theory, but actual use.

"Real TV" is culturally more interesting than "canned" video. As a visual and auditory instrument, video has impact which helps to generate discussion. In addition, having a "permanent" artifact allows for intensive work with the data. This encourages deeper analysis which can help students to go beyond stereotypes.

Rita Silver (M.A. in TESL, Northern Arizona University) is a full-time instructor of English at Osaka Women's Junior College.

SAPPORO

Event: Picnic
 Date: Sunday, July 16th
 Time: 12:30-4 p.m.
 Place: Makomanai Park
 Fee: Members/non-members, free
 Info: Jerald Halvorsen, 011-891-6320

Meet at Makomanai subway station at 12:15. Bring your own lunch. Members' family, friends are also welcome.

SENDAI

Topic: Learning Strategies
 Speaker: Natsumi Onaka
 Date: Sunday, July 30th
 Time: 1-4 p.m.
 Place: New Day School
 Fee: Members, 500; non-members, 1,000
 Info: Alan Gordon, 022-293-1431

SHIZUOKA

Info: B. Laing, 0542-61-6321 (days), 46-6861 (eves.)

SUWA

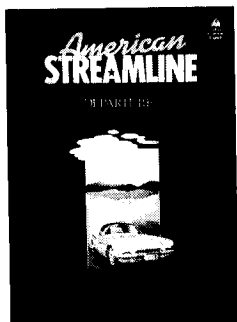
Topic: Teaching Multiple Language Skills through Pop Music
 Speaker: Nobuyuki Hino
 Date: Sunday, July 16th
 Time: 2-5 p.m.
 Place: Matsumoto, Arigasaki High School
 Fee: Members, 500; non-members, 1,000
 Info: Corrina van Workum, 0266-52-3131 ext. 1414 (W) or 52-6779 (H)

Pop music, an integral part of our students' daily lives, is a valuable source for eliminating their prejudice against English, training various language skills, and activating their linguistic knowledge for communicative purposes. In this extended version of his JALT '89 presentation, Mr. Hino suggests an extensive use of pop songs by showing a teaching procedure and its theoretical basis. Techniques include listening with predictions, modified cloze, and talk-and-listen.

Nobuyuki Hino is an associate professor of EFL at Tokyo International University. His publications include papers in *JALT Journal*, *World Englishes*, and *Georgetown University Round Table on Language and Linguistics*, and *TOEFL de 650-ten* (Nan'undo) and monthly articles in *English for Millions*.

THANK YOU

for all your support and continuing interest in
Oxford English materials in this and future academic years.



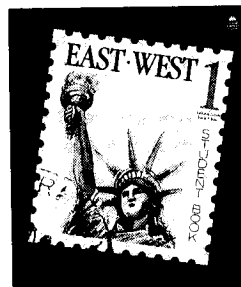
Streamline



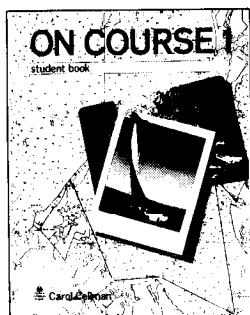
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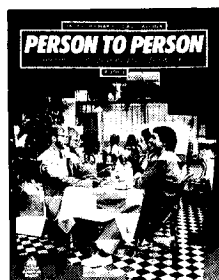
for Adults



East West



On Course



Person to Person



Listen for It

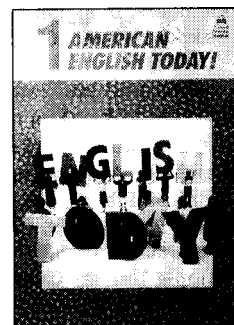


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Stephen Ziolkowski

or

Max Rosentreter

**Oxford
University
Press**

3-3-3 Otsuka, Bunkyo-ku,
Tokyo 112
Telephone: (03) 942-1101

TAKAMATSU

Topic: English for Children Workshop
 Speaker: Marie Tsuruda
 Date: Sunday, July 9th
 Time: 1:30-4:30 p.m.
 Place: Shimin Bunka Center
 Fee: Members, free; students, 300; others, 1,000
 Info: Harumi Yamashita, 0878-67-4362

Marie Tsuruda was for many years shunin (director) of Hiroshima YMCA Eigogakuin's English-medium kindergarten. She will discuss approaches to teaching EFL to children and introduce a number of practical activities.

TOKUSHIMA

Topic: Teaching American Culture in English Classes
 Speaker: Kenji Kitao
 Date: Sunday, July 16th
 Time: 1:30-4:30 p.m.
 Place: Tokushima Bunri Univ., #14 Bldg., Rm. 22
 Fee: Members, free; students, 1,000; non-members, 2,000
 Info: Sachie Nishida, 0886-32-4737
 Takayuki Daikoku, 0886-74-2416

Dr. Kitao will discuss the importance of culture in language and communication and the merits of teaching culture in language classes. He will report on the problems Japanese students have in awareness of American culture and will discuss various methods and techniques of teaching culture in language classes and how to develop useful teaching materials.

Dr. Kitao, a professor at Doshisha University, is co-author of *Intercultural Communication: Between Japan and the United States* and various English textbooks for college and high school students.

TOKYO

Topic: Language Teaching Around the World
 Speakers: Harry T. Jennings, Sonia Eagle, Michael Sorey et al.
 Date: Sunday, July 23rd
 Time: 2-9 p.m.
 Place: Sophia University Library, Room 812
 Fee: Members, free; non-members, 1,000
 Info: Michael Sorey, 03-444-8474

Language teachers who have taught in countries other than Japan will discuss the teaching conditions and cultural issues that prevail in different parts of the world. Harry T. Jennings will open the program with a presentation on cmss-cultural themes in Prentice Hall Regents books. Next Sonia Eagle of Kanda University will discuss "Cross-Cultural Issues and Language Teaching."

In Part Two, a panel of language teachers will discuss their teaching experience in many cultures other than Japan. The panel moderator, Michael Sorey, the JALT-Tokyo program chair, has been a teacher, teacher-trainer and curriculum supervisor for Time T.I. Inc. for seven years. He has taught an additional nine years in Morocco, Iran, Spain and the United States. Audience participation is definitely encouraged.

TOYOHASHI

Topic: Idea Box
 Speakers: Chapter members
 Date: Sunday, July 16th
 Time: 1:30-4:30 p.m.
 Place: Kinen Kaikan 2F, Aichi University
 Fee: Members, free; non-members, 1,000
 Info: Kazunori Nozawa, 0532-48-0399
 Masahito Nishimura, 0532-47-1569

WEST TOKYO

Topic: Communicative Writing Tasks
 Speaker: Ann Chenoweth
 Date: Saturday, July 8th
 Time: 2:30-5:30 p.m.
 Place: Musashi no Kokaido Public Hall. Kichijo-ji Station, south exit walk straight one block. Left of Marui Dept. Store, look for the Parkside Grill.
 Fee: Members, free; non-members, Y500
 Info: Dale Griffiee 03-323-6261
 Eriko Machi, 0422-43-2797

This presentation will look at how to incorporate short communicative writing activities into your general conversation classes in ways that your students will find both fun and useful. The emphasis will be on task types that will not significantly increase your workload.

Ann Chenoweth is the chair of the JALT Publications Board, co-editor of *The Language Teacher*, and co-author of the writing text *Basics in Writing*.

There will be no meeting in August.

YOKOHAMA

Topic: A Different Approach to Listening Comprehension
 Speaker: Derald Nielson
 Date: Sunday, July 9th
 Time: 2-5 p.m.
 Place: Yokohama Kaiko Kinen Kaikan
 Fee: Members, free; non-members, 500
 Info: Jack King, 0468-71-1789

Students leaving the classroom and venturing into the "real world" often find they can't understand what they hear. One reason is that native speakers use pronunciation in "normal" speech that is different from recitation or dictionary pronunciation of single words. Students trained to use "normal" speech have improved listening comprehension.

Derald Nielson designs and teaches courses for businessmen and engineers in Tokyo.

From the Editor: *Although announcements should be received by the first of the month preceding publication, they are most welcome even a month earlier. Early publication of your notice can help interested persons to make the necessary plans and travel arrangements to attend, especially if the meeting is to take place early in the month.-J.Y.*



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Positions

Please send all announcements for this column to Jack Yohay (seep. 1). The announcements should follow the style and format of TLT and be received by the first of the month preceding publication.

(HIROSHIMA) Full-time, native-speaker English teacher beginning late August or early September. Send resume to Ms. Mutsuko Tamiaki, **HIS** Kotobano-gakko, 2-2-6 Ushita-naka, Higashi-ku, Hiroshima 732.

(KYOTO) Part-time EFL teachers for 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 contact: Timothy Kelly, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; tel. 075-255-3287.

(KYOTO) The Maizuru Technical College (*Maizuru Kosen*), a national school in northern Kyoto Prefecture, seeks a part-time native English instructor for eight hours of classes/week starting September 1. B.A. is required and a minimum of one year's teaching experience in Japan and knowledge of spoken Japanese is desirable. Wages commensurate with age and experience. Round-trip transportation provided. Send resume with cover letter and recent photo to: Christopher Knott, Maizuru Kogyo Koto Semmon Gakko, 234 Aza-Shiraya, Maizuru, Kyoto 625.

(KYOTO) Part-time native English teacher for newly opened two-year business college near Kyoto City Hall, Kawaramachi-Oike, beginning April, 1990. M.A. in TESOL or B.A. with more than two years' teaching experience required. Qualified to develop curriculum in listening/speaking for business conversation and language lab. Approximately six teaching hours/week plus preparation; one-year renewable contract; preference given to those willing to make a longer-term commitment. Hourly wages depend on experience, qualifications, and age. Please send full resume along with phone number and recent photo to: Ms. Mikiko Sakakida, Taiwa Gakuen Education Inc., 35 Goshonouchi-cho, Mibu, Nakagyo-ku, Kyoto 616; for more information call 075-841-0285.

(MATSUYAMA) One EFL instructor needed starting April 1, 1990 to teach freshman and sophomore English. Native speaker with an M.A. in TEFL. Knowledge of Japan and/or experience in teaching Japanese students helpful. Six classes/week. Two-year, non-renewable contract include salary (roughly 3,600,000/year), air fare to and from Matsuyama, partial payment of health insurance, and other allowances and benefits. Resume, transcripts, and copy of diploma should reach us by September 20 and will not be returned. Chifuru Takubo, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790.

(MATSUYAMA) University seeking qualified native English speaker with an M.A. degree in TESOL or applied linguistics as a permanent faculty member of the College of Humanities beginning April 1, 1990. Duties include English instruction, research, and obligations as for any Japanese faculty member. Salary commensurate with age and experience; minimum 4,200,000/year. Send complete CV, copies of undergraduate and graduate transcripts and diplomas, health certificate, one letter of recommendation from most recently attended graduate school and one from a person in your field of teaching, copies of any publications, recent photo, and an estimate of your ability to use Japanese to: Dean Sengoku, College of Humanities, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790, by September 30. Tel. 0899-25-7111.

(NAGOYA) Two-year women's college seeks a full-time native instructor in English, beginning in April, 1990. M.A. (Ph.D. preferred) in linguistics or **TEFL**. Approximately 12 hours/week of teaching plus supervising and coordinating our Freshman English program. One-year contract, renewable; salary of 6,500,000 (over \$40,000), which includes all benefits, plus research grant of ¥50,000. Application deadline: September 30. Please send curriculum vitae, representative reprints (at least three), and a reference to: Department of English, Nagoya College, 48 Takeji, Sakae-machi, Toyoake-shi, Aichi-ken 470-11; tel. 0562-97-1 306; fax 0562-98-1162. Please print "Materials for a position in English" on envelope.

(NAGOYA) Full-time associate instructor, native English speaker, beginning April 1, 1990. Two-year contract; one renewal possible. Minimum teaching load of 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. Send resume, statement of career goals, at least two recommendations including one from a faculty member of most recently attended graduate school, and one from present or most recent employer to: Peter Garlid, AI Search Committee, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466, by September 30.

(OSAKA) Part-time L.L. assistant. Three days/week from October. Working hours negotiable. Both Japanese- and English-speaking abilities desirable. Osaka Kun-ei Women's College, 1-4-1 Shojaku, Settsu City, Osaka. Call Mrs. Chase at 078-784-2566.

(OSAKA/TOKYO) Part-time teachers for early morning and evening classes from mid-July. Should have background and experience in TESOL, ESP, communication or cross-cultural training. Salary depends on background and experience. For more information, contact Michael Johnston, Assistant Manager, or Andrew Vaughan, Manager, Sumikin-Intercom, Inc., 4-6-33 Kitahama, Chuo-ku, Osaka 641 (06-220-5500) or 1-1-3 Otemachi, Chiyoda-ku, Tokyo 100 (03-282-6686).

(SEOUL) Full-time position: native speaker of English, monthly openings. Start July 3, August 7, September 4, or October 9. Salary: W1,000,000/month. Requirements: M.A. or B.A. in TESOL or related field or experience. Benefits: partial housing, 50% health insurance, four weeks paid vacation. Send resume, copy of first page of passport, and references to: Tom Ehrhart, English Training Center, 646-22, Yoksam-dong, Kangnam-ku, Seoul 135, Korea.

(SEOUL) Rapidly expanding school (over 1,000 students) is looking for three or four qualified native-speaker teachers, university graduates, preferably in education or English, to teach Korean and/or junior high school students who have studied in foreign countries and adults who are preparing for entrance to foreign universities. Their English is quite good. Good opportunity with competitive salary. Room and board can be arranged. Please send personal introduction, resume and college transcripts to: Mido Foreign Language School, Mido Sang-ga Building, 3rd floor 311, Dai-Chi dong, Kang-nam ku, Seoul, Korea.

(TAKAMATSU) Full-time ESL teacher. Cooperative, culturally aware native speaker with B.A. or M.A. in ESL or a teachers certificate; qualified to develop curriculum in professional manner. Duties: 21-23 teaching hours/week on five working days, plus preparation for the classes, meetings, several kinds of proofreading, and other required work to develop curriculum. Salary: 180,000- 230,000/month, according to qualifications. Benefits: accommodation; return or round trip air ticket, provided terms of contract are satisfactorily fulfilled; seven-day summer and winter vacation. One-year contract beginning July, August or September. Send letter of application and resume along with photo to: Lingo School, 11-6 Kamie-cho, Takamatsu 760; tel. 0878-31-8096 (12 noon-7 p.m.), 31-3244 (after 9 p.m.).

(TOKYO) The University of Nevada-Reno International Division in Japan seeks an ESL instructor on an ongoing basis. Minimum qualifications: M.A. in TESL or linguistics and two years of teaching experience. Please send letter and resume to: Jane Bauman, Academic Coordinator, Izumi Hamamatsucho Bldg. 7F, 1-2-3 Hamamatsucho, Minato-ku, Tokyo 105; tel. 03-459-5551.

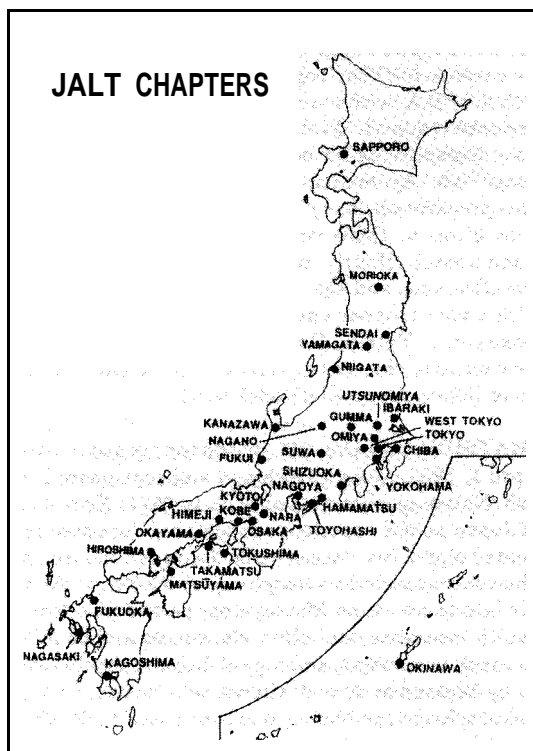
(TOKYO: Nakano-ku) Full-time and part-time ESL instructors starting in September. Christians with at least an M. Ed. or M.A. in TESL/TEFL linguistics or related field. Minimum salary 300,000 plus transportation and health insurance allowance. Opportunity to teach both ESL and regular college courses. Send resume with letter of application to: American Christian College, 495-29 Yamanaka, Tsukuba 305; tel. 0297-55-2167.

(TOKYO) Full-time EFL instructors for special projects team. Courses are intensive, usually live-in at our clients' training centers in one-week blocks. Students are business and technical people of various language

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(TOKYO) Curricula planner/trainer in the Planning Department of INTERAC, the largest business English-teaching company in Japan. Over five years' TEFL experience essential; knowledge of Japan and general business, and a TEFL degree preferred. Required: wide knowledge of teaching techniques and materials appropriate for Japanese students, a creative mind, lots of energy, and work experience in a busy office. Challenging, interesting work as part of an international team of planners in which decision making is based on consensus and Japanese management principles. Main responsibilities: selecting material, designing curricula, and orienting and training teachers. Pay scale 400,000- 500,000/month. Please call 03-234-7841.

(TOKYO) Part-time instructors with background and experience in TESOL, literature, math, psychology, anthropology, history, or other related fields. M.A. is required. Remuneration varies depending upon qualifications and experience. Send resume to: Pmgram Director, McKendree College-Japan, Toyo Green Eitai Bldg., 2-37-21 Eitai, Koto-ku, Tokyo 135; tel. 03-820-1473.



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Publications — JALT publishes **The Language Teacher**, a monthly magazine of articles and announcements on professional concerns, and the semi-annual **JALT Journal**. Members enjoy substantial discounts on **Cross Currents** (Language Institute of Japan) and **English Today** (Cambridge University Press). Members who join IATEFL through JALT can receive **English Language Teaching Journal**, **Practical English Teacher**, **Modern English Teacher** and the **EFL Gazette** at considerably lower rates. JALT members can also order RELC (Regional English Language Centre) publications through the Central Office.

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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。

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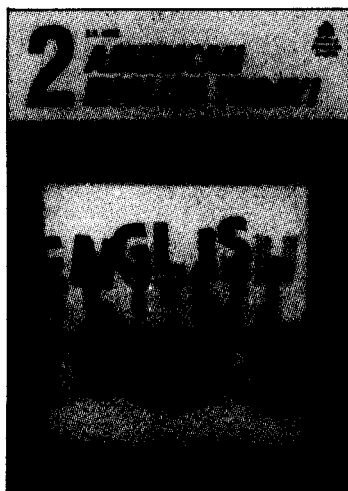
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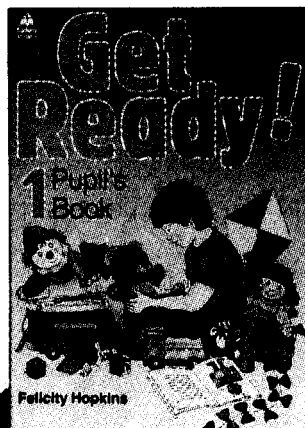
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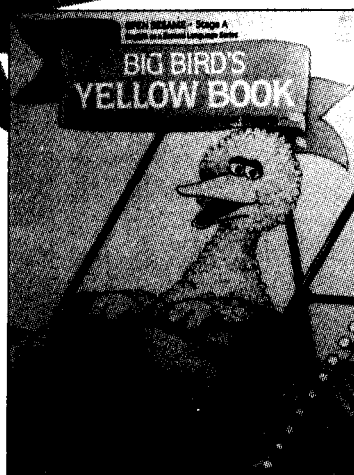
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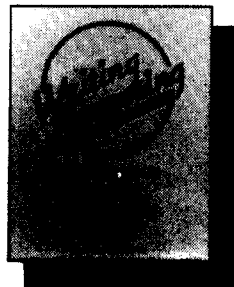
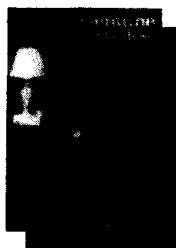
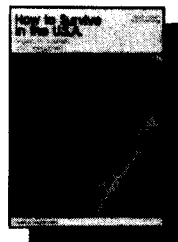
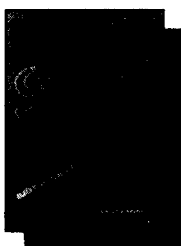
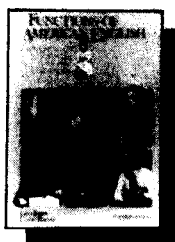
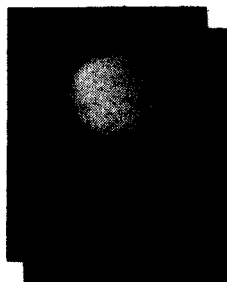
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