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THE LANGUAGE TEACHER

全国語学教育学会

VOL. XIII, No. 8 AUGUST 1989

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

SPECIAL ISSUE:

Homework

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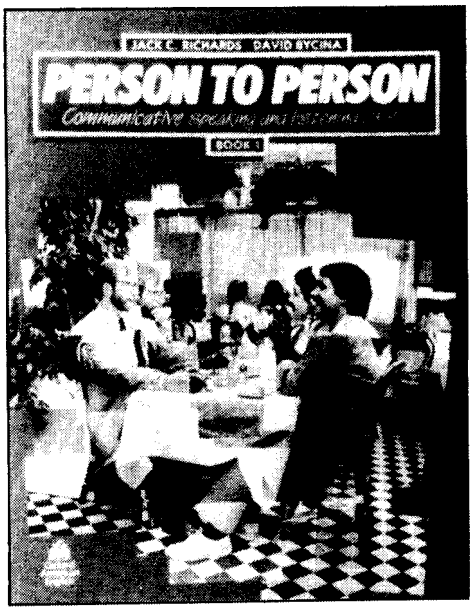

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Special Issue on Homework

THE LANGUAGE TEACHER

VOL. XIII, NO.8 AUGUST 1989

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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.

All announcements or contributions to *The Language Teacher* must be received by no later than the first of the month preceding desired publication. All copy must be typed, double-spaced, on A4-size paper, edited in pencil, and sent to the appropriate editor.

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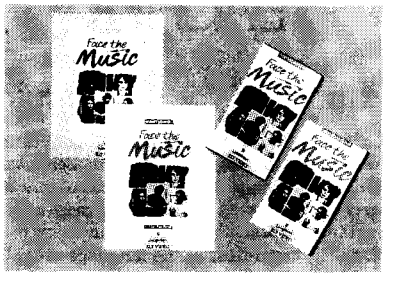

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Special Issue on

Homework

Interest in second language acquisition has extended beyond the laboratory into what goes on inside the second language classroom. Researchers and educators have rapidly become interested in determining what is actually occurring in the classroom. Evidence of this interest can be seen in the extensive literature on classroom-based research (see Chaudron, 1988, for a review). Since class time is in reality quite limited, what happens in the hours students spend outside of class is, as Nunan (1988) has pointed out, apart of the language acquisition process. The concern for classroom acquisition processes should be complemented by concern for what is happening on the outside as well, i.e., homework.

Unfortunately, homework is in many ways a wilderness in SLA-undefined and understudied. Perhaps teachers and researchers assume that homework is, without question, a good idea, so why study it? They may also feel that homework is a catch-all for unfinished exercises and uncovered pages. The multiplicity of variables that exist outside the classroom, the better part of which are uncontrollable, may also inhibit research.

Discussion of homework in the literature is primarily limited to suggestions that students do outside of class what can be done outside of class (Rivers, 1981, emphasis mine)--that homework be employed to reinforce skills introduced during class activities on an individual basis (Costa, 1987). While this a priori stance on out-of-class work seems to be common sensical, it falls short: first, as it has not been systematically examined no claim as to its efficacy can be made; and second, it fails to present principled guidelines for the design or implementation of homework schemes.

Current knowledge about the role of homework in language acquisition is such that it can be defined most clearly by what we do not know: What types ofhomework aregenerally most beneficial and what are their characteristics? Which learners receive the greatest benefit from homework assignments? What actually can be taught/learned through homework?

Learner-centered classrooms and self-instruction programs are two places to begin. The steps outlined by Nunan (1988) in the design of a learner-centered curriculum may be transferable to homework design. Nunan's information on content selection and needs analyses presents the classroom teacher with advice for how to choose tasks, including homework, that match student needs and interests. Self-instruction programs also offer examples that can be followed in designing homework activities. Dickinson (1987) presents psychological and methodological techniques that may be adapted to the organization and preparation of homework. Exercises in the appendices provide examples of activities that do more than tell learners to 'just read page 7 and answer the questions."

The growing interest in classroom-based research should encourage teachers and researchers to step outside the boundaries of the classroom and examine just what is going on when the students are on their own, The difficulty of this should not be an excuse for avoiding examination. Any information would be beneficial.

The articles collected here scratch the surface of this relatively unexplored area of SLA. Attitudes held by Japanese learners and teachers at the high school level concerning homework are highlighted by Stephen M. Ryan. These should helpexposeandclarifysomeoftheassumptions Japaneselearners haveabout homework, assumptions thatmayconflict with those held by their native-speaking teachers. That is followed by a report of reading research conducted by Bernard Susser and Thomas N. Robb, outlining how they "encouraged" students to do the homework. The paper by Tim Lane explores motivation among adult learners and discusses reasons for homework and difficulties involved in design and selection. He concludes withguidelines for teachers to follow when designing a homework component for adult learners. Then, for those educators who wonder "how can I get my students to DO homework," Thomas N. Robb provides a short list ofguidelines that can help turn students who do not do homework into students who do. Finally, Rita Silver's review of the research on homework in both first and second language acquisition highlights articles and monographs available on the topic. Though information in this area is "not overly" abundant, her review delves deep to come up with a half-dozen of value to the classroom teacher interested in effective homework.

For teachers, especially those who regularly assign homework, it is hoped this collection will answer at least some of your questions. For the questions these articles do not answer, we hope you will take the initiative, undertake your own studies, and do your homework.

Tamara Swenson, Special Issue Guest Editor

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What is Homework? Assumptions Behind Homework Among Japanese High School Students and Teachers

By Stephen M. Ryan
Mukogawa Women's University

Scene 1. The first day of a conversation class at a Japanese university: More than half the class has, without being asked to, prepared for the lesson by penciling in translations of unknown words on the first page of the textbook.

Scene 2. A typical day in the teachers' room at a Japanese high school: There are more than 50 teachers in the room, they are all busy, not one of them is correcting homework.

It is scenes like these that prompted this study into some of the basic assumptions behind homework in Japan. It has been clear to me for some time that many of these assumptions are different from the ones I had when I was a student in England and, I suspect, there are many foreign teachers who are equally unsure of their students' expectations toward homework.

The study took the form of observations, discussion, and two questionnaires. One was answered by three classes of second-year high school students (151 students in all) at a private girls' high school. The other was answered by 12 of their English teachers. Both questionnaires were in Japanese. Copies of the questionnaires can be obtained from the author at Mukogawa Women's University.

It is assumed that any student over 16 is likely to have been greatly influenced by high school attitudes to homework.

How Much?

Administrative problems rendered the answers to this question unhelpful. A national survey, however, showed that high school students spend an average of 15 hours a week doing homework (Sorifu, 1977). This compares with 4.5 hours per weak in the U.S. (Fetters, 1975). It is likely that around a third of this time is spent on English homework.

Where?

Most homework is done at home. Fully 81 percent of the students surveyed reported doing the majority of their homework at home. School was mentioned by 25 percent as a place where homework is done. Other places, libraries, friends' houses, on the bus/train, were much less common.

The amount of homework done at home may be surprising in view of the notoriously cramped living conditions of most Japanese families. However, a previous survey (Stevenson, 1983) reported that 98 percent of 10-year-olds have their own desk at home, evidence of the great importance most families give to study, and the sacrifices, in terms of space, they are willing to make to create suitable conditions for it.

Who Helps?

This question was asked only about English homework. The largest single group, 44 percent, reported that their homework is done without help fmm others. Those most likely to help the other 56 percent are, in descending order, classmates (29 percent), teachers (14 percent), older students (11 percent), siblings or cousins (9 percent) and parents (7 percent).

If the teachers expect homework to be the student's "own work," a phrase I remember well from my own school days, they will be disappointed more than half the time, but the number of teachers reported as helping with homework suggests that this expectation does not exist.

What Kind of Homework?

The students surveyed estimated that 47 percent of their English homework consists of preparing texts, 38 percent of memorizing words and grammar points and 13 percent of gramma r exercises.

Grammar exercises and memorization are activities performed by language students the world over, but the preparation of texts may be less familiar. The details of this activity vary from teacher to teacher, but all the teachers surveyed agreed that it involves finding unknown words in the text and looking them up in an English-Japanese dictionary. Students usually write translations of these words where they occur in the textbook, although some teachers have them write out the text in their notebooks and write translations of new words there. Other teachers ask students to write out translations of difficult sentences, and a few (13 percent) ask them to write a full translation of the text.

Half the teachers said they ask students to think about global meaning and/or answer comprehension questions, but it is clear that this is to be done after checking all new words in a dictionary. Processing of a new text is nearly always approached from the bottom up.

Setting the Homework

Teachers were asked what they expect their students to do on days when no specific homework is set. They all said they expect students to prepare the next text. In addition, 63 percent said they also expect students to memorize new words and grammar points. None of them expected their students to "do nothing," or, "ask what the homework is."

This means that the process of preparing texts and, to a lesser extent, memorizing words and grammar points, goes on continually, without specific instructions from the teacher. The teacher must assume that at least some of the students have prepared the text without being told to. This would cause problems if the text is to be used, for example, for the teaching of higher reading skills. The assumption that such skills will not receive much attention underlies the idea of preparing texts automatically.

Checking the Homework

Homework *is* not always checked. Only 12 percent of teachers reported always testing students on words or grammar points they had asked them to learn, Other kinds ofhomework were less likely to be checked.

When such checking does take place, the preferred method is to have individual students read out their answers in class. The next most frequent technique is to have individual students write answers on the blackboard. Letting students check their own work against answers provided by the teacher is the third most common form.

It is rare for teachers to check students' books, even in class. None of the teachers surveyed do this always or often: 75 percent said sometimes; 25 percent never. Collecting student books in order to check them is even rarer: teachers said they do this once a semester on average, but this figure includes a large number (48 percent) who never do this. Observation suggests that when books are collected the teacher checks quickly to see if work has been done rather than to see if it has been done correctly.

The Foreign Teacher and Homework

Foreign teachers working with Japanese students whose assumptions about homework have been formed by high school experience will need to come to terms with these assumptions.

How far they seek to work with students' assumptions and how far they seek to change them is, like most questions involved with living and working in a foreign culture, a matter for personal decision. It is hoped this paper has made clearer some of the assumptions about homework that we are dealing with.

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I would like to thank the staff and students of Mukogawa Girls' High School for their answers to my questionnaire, and Yoko Yamazaki for her help in preparing it.

Stephen M. Ryan, now at Mukogawa Women's University, taught for two years in a Japanese high school. He is now studying the relationship between Japanese students and their non-Japanese teachers.

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Extensive Homework

By Bernard Susser (Doshisha Women's Junior College)
and Thomas N. Robb (Kyoto Sangyo University)

Teaching English reading through extensive reading is slowly gaining popularity in Japan, replacing the traditional translation or the newer "skills-building" procedures. In the extensive reading procedure, students read large quantities of materials that are roughly at their ability level and are more or less enjoyable to read. These materials can be graded readers, books written for younger native speakers, or other "high interest--easy reading" books. The extensive reading class by definition has a lot of homework, however easy or pleasurable the reading material may be, the teacher must make an effort to see that the students do it. (Other reports on extensive reading in Japan include: Boys 1987; Kitao and Shimatani 1988; Kraemer 1982; Lupardus 1987; Mason 1987, 1988a, 1988b, 1988c, forthcoming; and Matsumura 1987:165ff.)

From April 1987 to January 1989 we conducted experimental reading classes at Kyoto Sangyo University to compare the extensive reading procedure with skills-building (see Robb and Susser, forthcoming). Here we will describe the homework we assigned for extensive reading and the methods we used to "encourage" the students to do it.

Students were required to read a minimum of 1,000 weighted pages (see note below) a year of books chosen largely from the Perfection Form Company's catalogue of books for American school reading, at levels from elementary school through adult. Students could purchase their own books, provided that there was no Japanese translation available. We decided against using graded readers because of the strong arguments against their use appearing in the literature. To state the most cogent argument here, there is evidence that the process of simplification often leaves writing which is more difficult to understand than the original, because cohesion, coherence and discourse structures have been impaired. See Robb and Susser (forthcoming) for a fuller discussion. This issue is by no means settled, and graded readers are certainly a better choice than the "literature" students are usually subjected to in traditional college reading classes.

Classes met for 90 minutes once a week; the students' homework each week was to read an average of 40 weighted pages and to write a summary in their notebooks of what they had read at a ratio of one notebook page for every 40 weighted pages read. Each week in class the instructors examined the students' notebooks to be sure that they had been reading a sufficient quantity with sufficient comprehension. The writing assignment was not merely a device for checking their work. There is evidence that "writing is one way of promoting engagement with a text, which leads to better comprehension" (Smith 1988:227). Checking their summaries is covered in more detail below.

While we would have preferred to discuss the contents of the books with the students (the "reader interview" format is described in Hedge 1985:95), various constraints, including class size and the students' ability in spoken English, made this impractical. We did, however, make it a practice to ask each student one or two general questions on their attitude towards the story or how much they used a dictionary. Dalle (1988:25) remarks that "It is the teacher's interest in and reactions to the students' comments [in "reading journals"] which encourage and inspire some students"; we have found this to be true in our classes as well.

To maintain experimental conditions, there was no explicit teaching in the extensive reading classes. Students spent class time in silent reading of the SRA reading labs 2c and 3a (Parker 1978,1985) while we circulated and checked their notebook summaries. Under normal conditions, with no experiment in progress, class time could be spent on reading activities under the instructor's guidance; the instructor would then have to collect the homework on loose sheets each week and check them outside of class time.

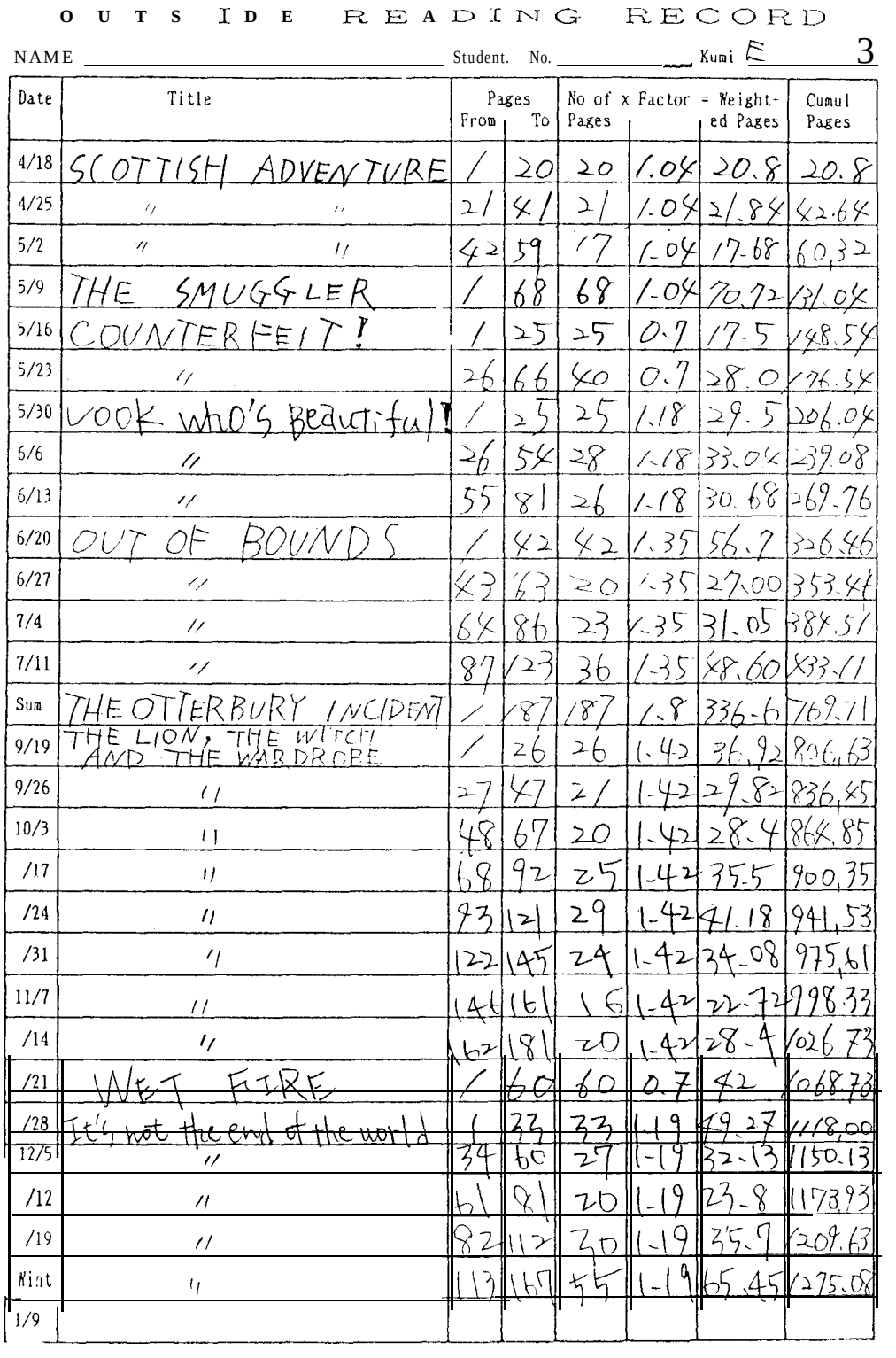
Incentives

Japanese first-year college students are perfectly capable of reading massive amounts of English materials, provided those materials are at a suitable level and reasonably interesting. Whether they will in fact do the reading is another question. The first device we used to encourage/force the students to do this homework was to make the reading an important part of the final grade: 1000 weighted pages earned the minimum 60 points, 1100 earned 70 points, 1200 earned 80, and so on.

The second device for keeping students reading was careful record-keeping. The students kept a summary sheet (Fig. 1) pasted to the inside of their notebooks. There was space for them to enter the number of actual pages read, the number of weighted pages read, and the cumulative total of weighted pages. The instructors kept a progress record for each student. The students could see the instructors note each week the number of pages read, and were sometimes impressed when we wrote notes about special problems in the grade book using "post-it" sticker memos. Psychological effects aside, the records told us immediately who was falling behind, enabling us to encourage those students to do extra reading by the following week, during vacations, etc.

The most important means of checking whether, in fact, the students had done the reading was our examination of their notebooks each week. Unlike the two mentioned above, this was an educational procedure rather than a disciplinary one. Many students had difficulty in summarizing; they merely copied out parts of the book at apparent random. We took time to explain what summaries were. (One effective technique is to point to some trivial fact copied fmm the book and ask why it was important.) Over the year the students improved greatly in writing summaries. Their general ability in writing appears to have improved as well, although we read strictly for content and almost never remark on errors in grammar or style.

Figure 1. Outside Reading Record



OUTSIDE READING RECORD

NAME _____ Student. No. _____ Kumi E 3

Date	Title	Pages From	Pages To	No of Pages	x Factor	= Weighted Pages	Cumul Pages
4/18	SCOTTISH ADVENTURE	1	20	20	1.04	20.8	20.8
4/25	〃 〃	21	41	21	1.04	21.84	42.64
5/2	〃 〃	42	59	17	1.04	17.68	60.32
5/9	THE SMUGGLER	1	68	68	1.04	70.72	131.04
5/16	COUNTERFEIT!	1	25	25	0.7	17.5	148.54
5/23	〃	26	66	40	0.7	28.0	176.54
5/30	LOOK WHO'S BEAUTIFUL!	1	25	25	1.18	29.5	206.04
6/6	〃	26	54	28	1.18	33.04	239.08
6/13	〃	55	81	26	1.18	30.68	269.76
6/20	OUT OF BOUNDS	1	42	42	1.35	56.7	326.46
6/27	〃	43	63	20	1.35	27.00	353.46
7/4	〃	64	86	23	1.35	31.05	384.51
7/11	〃	87	123	36	1.35	48.60	433.11
Sum	THE OTTERBURY INCIDENT	1	187	187	1.8	336.6	769.71
9/19	THE LION, THE WITCH AND THE WARDROBE	1	26	26	1.42	36.92	806.63
9/26	〃	27	47	21	1.42	29.82	836.45
10/3	〃	48	67	20	1.42	28.4	864.85
/17	〃	68	92	25	1.42	35.5	900.35
/24	〃	93	121	29	1.42	41.18	941.53
/31	〃	122	145	24	1.42	34.08	975.61
11/7	〃	146	161	16	1.42	22.72	998.33
/14	〃	162	181	20	1.42	28.4	1026.73
/21	WET FIRE	1	60	60	0.7	42	1068.73
/28	It's not the end of the world	1	33	33	1.19	49.27	1118.00
12/5	〃	34	60	27	1.19	32.13	1150.13
/12	〃	61	81	20	1.19	23.8	1173.93
/19	〃	82	112	30	1.19	35.7	1209.63
Mint	〃	113	167	55	1.19	65.45	1275.08
1/9							

Homework

Attitudes

Judging from a post-experiment attitudinal questionnaire, it appears that students liked this approach to reading. But, from the teacher's point of view, in its pure form, it is not a particularly interesting class to teach, since there is no explicit instruction. In addition to being "mentioners, assignment givers and checkers, and interrogators" (Smith-Burke 1987:237), we are threateners, cajolers, and hand-wringers. The ironic thing is that the students are learning to read by reading, as Smith (1985:88) says, while the instructors arc just checking homework. If the students really wanted to learn to read English, a little guidance on the instructors' part would be enough, and homework would not be work at all.

NOTE ON PAGE WEIGHTING

Page weighting includes the following factors: (1) density of type on the page; (2) amount of white space or illustrations in the text; and (3) general difficulty of the material. Without such weighting, some students would choose books based solely on the number of pictures or white space in the text, because the greater the number of illustrations, the easier it would be for them to attain their weekly goal of reading 40 pages.

(1) Density of type on the page: a standard page is defined as a page with 50 characters per line and 40 lines per page.

(2) The ratio of text to white/illustration space is set at 19:l; that is, the standard book has a cumulative total of one blank or illustrated page for every 19 pages full of type. The ratio can be estimated by picking a representative segmentof 20 continuous pages and summing roughly the amount of blank space encountered: 1/5 a page here, l/2 a page there, etc.

(3) The general level of difficulty is set at the 7th grade level. The Perfection Form catalogue lists the grade level (most likely based on the Fry Readability Index) for each of their books. When such information is not available, the instructor can assign a grade level by using a computerized readability level program, or by subjective estimation. For every grade level higher orlowerthan the determined standardlevel (1 ..O), 0.1 is added to or subtracted from the standard.

The weighting factor is calculated by multiplying together the ratio of the three factors above to the standard factor levels:

$$WF = \frac{\text{characters per page}}{2000} \times \frac{\text{pages of white per 20 pages}}{19} = \text{grade } ((\text{level } 7) \times 0.1) + 1$$

This factor is written on the inside cover of each book so that it is visible to students when they are browsing to choose a book to read. Factors ranged from 0.70 for some intermediate-level graded readers (yes, we did have some available for the slower students) to 2.30 for standard, adult novels. Note that there is no empirical basis for the numbers chosen; the formula merely allowed us to rate books relative to each other on factors which we felt were related to difficulty.

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The Home of Quality Texts

Facilitating Motivation and Self-Reliance through Homework

By Tim Lane

Teachers are generally agreed on the need to motivate students to enable them to become more proficient English users. However, limited weekly class time and even more limited in-class instruction and practice often fail to provide the exposure and practice necessary to develop proficiency at the pace instructors and students desire. Thus, it makes sense to have students engage in out-of-class learning activities, or homework, to expand the learning opportunities.

Unfortunately, in the absence of grades in non-academic courses, a lot of homework is either not done, or is done is such a casual, uncommitted manner that the value is suspect. It is ironic that learners who are so willing to participate in classes, have often spent large sums of money, have taken valuable time out of their busy schedules, appear genuinely committed to self-improvement through language learning and have frankly expressed interest in out-of-class exposure to and practice with English, continually fail to fulfill their mles as students by neglecting assignments or doing them in an extremely superficial manner. In their haste to assess blame, many instructors overlook the homework component itself.

Learner Attitudes and Results

Much has been written about learner attitudes. Most prominent are the studies by Gardner and Lambert (1972) and subsequent explorations (e.g. Dickinson, 1987; Finocchiaro, 1981; Oller and Richards, 1973; Savignon, 1983). Gardner and Lambert (1972) identified two types of motivating behavior: intrinsic and extrinsic motivation, intrinsic motivation referring to learning for the gratification which comes from learning and knowing a language and being able to communicate with it, and extrinsic motivation referring to learning because of some external purpose, such as grades or promotions, rather than for the knowledge itself. It should not be supposed that a learner is motivated exclusively by either type, but rather experiences both in varying degrees. The majority of learners probably have intrinsic motivation to one degree or another, but many require, in addition, some sort of extrinsic motivation.

Goals for Homework

Homework can enable students to become more aware of learning and their importance in the learning process. If the goals of instruction are to have some practical value, then they should include fostering greater self-reliance in both the learning and application state. That requires the active participation of learners, with gradually increasing opportunities and requirements for them to decide what to do and how to do it (Dickinson, 1987). Homework can be used as a tool to develop this self-sufficiency and can assist students in becoming "good learners. .capable of assuming the role of manager of their learning" (Wenden and Rubin, 1987: 147).

Homework can also provide access to a greater variety of learning modes, yet another resource for students to tap. As Dickinson (1987) points out, learning styles differ from person to person, and the students' preferred learning style may not always match well with the instructor's preferred teaching style. Homework, because it provides study opportunities outside the classroom, allows learners relatively more freedom to utilize whatever approach is advantageous.

Finally, though this may seem incongruous to some, homework can, and should, motivate students. Motivation-defined here as interest level-is instrumental in the development of self-sufficient language users. The self-sufficiency is essential in a world where people continue to communicate, express views, and develop after being cut off fmm the umbilical cord of the classroom. To wean learners from their dependency on the teacher and class, it makes sense to utilize homework, especially since it is done independently of the teacher. In addition, the learners should be motivated to achieve these goals through activities that are interesting and compelling.

The Homework Component

Examination of many of the texts popular for use with Japanese learners of English, and their accompanying workbooks, reveals a fairly common pattern for the homework assigned, which focuses on grammatical structures and surface features. The workbooks tend to be more or less similar, consisting primarily of fill-in-the-blank exercises interspersed with some listening.

Learners, especially adults, quickly grow tired of exclusive use of these types of activities, and are apt to feel they are not practicing communication. In addition, since the work is extremely deductive, with only right or wrong answers, there is no mom for the inference and hypothesis testing many consider essential to language learning. Beyond this, since the learners have nothing to contribute but compliance to the standards of the material and the teacher, it essentially puts them in their place, relative to the authority of the teacher, as the passive receivers of instruction under no obligation to, and perhaps unqualified to, take the initiative (Widdowson, 1988).

The teacher's authority is further reinforced by having the teacher be the sole respondent to learner work. Consequently, many learners view the teacher as the only acceptable and accessible L2 model and are unlikely to view other learners, or themselves, as qualified targets. In terms of homework, this is compounded by the tendency of teachers to take what students produce for homework out of the class for correction. While this is a logical use of out-of-class time, students often view the class as the center of their

learning activities and the practice of taking the homework out causes learners to feel homework and classwork are not integrated in any way, and that homework is merely supplemental, even superfluous.

Another potential problem is that of evaluation. Anytime a learner enrolls in a course, much of the responsibility for evaluation is abdicated to the teacher. However, in order to develop self-reliant learners, there is a need for the learner to sense his progress for himself (Dickinson, 1987). Beyond needing to be encouraged to think about his performance, the learner deserves an audience who will respond to his performance on more communicative terms. As Raimes (1985) pointed out, teachers tend to be judges rather than readers of students'compositions. They also tend to be judges rather than audiences for student communication.

A fmal issue of concern is skills selection. To the teacher, reading and writing activities are natural choices for homework since there is usually the feeling that they are useful skills and aid overall language development. Furthermore, since reading and writing are seen as tasks that can be performed in isolation, there is a hesitation to "waste" valuable class time on them with teachers preferring to emphasize speaking and listening during class. To some extent this is an arbitrary exercise of teacher authority and ignores that many students also have limited time outside of class and might not view reading and writing as efficient uses of their limited free time. Many are full-time employees and parents, with other obligations which compete for their free time and attention. This, combined with the feeling that the instructor is arrogant in refusing to consider their preferences and schedules, can result in discouragement.

To summarize, some of the issues faced by teachers in terms of homework, self-reliance and motivation are:

- Students are not prepared to analyze their own needs and preferences and thus can have difficulty with self-direction, resulting in waning motivation, increasing dependency and even cessation of study.
- Homework often fails to encourage students to contribute analysis, while discouraging hypothesis testing and experimentation. This sacrifice for the sake of disambiguity fails to encourage learner self-reliance.
- When the purpose of homework is merely deductive manipulation of grammatical rules, learners sense a discontinuity between their communicative goals and the class means.
- Homework is often not integrated into classwork, leaving learners, who naturally view the class as the center of their learning activities, with the feeling that homework doesn't count.
- The teacher is the only audience for homework. Learners come to view the teacher as the only suitable judge and target.
- Skills practice is limited to reading and writing, though learners might prefer oral-aural practice. Students aren't encouraged, or aren't provided the opportunities, to communicate about their interests. As a result, they never learn to.
- Evaluations and progress are often untenable to the learner. They neither sense their achievements nor realize where they still need improvement.

Motivation and Self-Reliance Through Homework

The following is a scheme for homework which addresses the problems previously mentioned:

- Student management over homework should be gradually increased, and as learner responsibility is increased so should awareness.
- Grammar should be subsumed within communication as a component of the goal of communication, not the primary reason for study.
- Homework should be integrated. Students should have tenable examples of the importance and value of their work. The integration of homework into class activities creates the essential link between independent study, class goals, and progress.
- Learners should be weaned from the idea that the teacher is the only suitable L2 target. While the teacher is an important model, exclusive dependency puts the learner at a disadvantage when using the L2 with others. Furthermore, the learner is more motivated when there is an audience to respond to his performance appreciatively, not merely judge correctness. There is no advantage in making the teacher the sole respondent to homework unless learning is perceived only in terms of structural and grammatical applications which only an expert, the teacher, can evaluate. Widening the field of interlocutors establishes a support network and broadens the communicative aspects of language learning. Other students, the whole class, outsiders, as well as the teacher, are suitable targets.
- Teachers should vary the skills being practiced as homework. Most learners think of their primary goals in terms of spoken communication, and teachers should facilitate learner interest through practice in speaking-listening, as well as reading-writing, by having students record tapes that will later be used for in-class activities or by having students listen to such student-made tapes at home to complete a task. Students should have a freer hand in selecting the content of homework. When they have somethingto say, students should have an outlet for saying it. Since homework is often done in isolation, students should have more opportunity to bring in their own interests.
- Students need the opportunity to evaluate tasks and performance. If the goal is to encourage learner self-reliance, part of the education should include self-reflection and evaluation. If learners record their feelings in relationship to a task, this contributes to greater attention to the task. Also, learners can then answer for themselves the question no one else can answer what motivates

them as individual learners. One simple, but effective way to evaluate tasks is use of a simple scale, as given here.

A) This was difficult
B) I did well
C) This was interesting
D) This was useful

To use the scale learners need only place a letter in a position on the scale to record their reactions to the task, allowing the learner to evaluate performance vis-a-vis the task just completed. Another advantage is that the scale can give a quick idea of how motivating learners found the task.

Homework clearly has a viable place in most curricula. It does give practice when class time is limited, but one of its greatest values is that it provides opportunities for individual reflection and cognitive development which may enable learners to become more self-reliant language learners. In addition, homework, when properly designed and implemented, can allow learners opportunities to contribute content to the class, thus influencing positive motivation. High motivation can in turn promote greater learner attentiveness and awareness, with the result being the development of language learners who will continue to learn after a course is completed. Finally, this scheme provides ways to monitor learner progress and receive feedback on task interest and difficulty while allowing learners a freer hand in task completion and content selection.

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Homework: How To Get Them to Do It

By Thomas N. Robb
Kyoto Sangyo University

It has been found that "student achievement rises significantly when teachers regularly assign homework and students conscientiously do it."1 But even if we assign homework, how can we help our students be "conscientious?" Many homework assignments result in little learning because students do not do them at all, or merely copy them fmm another student. If the homework involves a passive skill, such as reading or listening, there may be little evidence that the student can present to show that the homework has been done.

Below I discuss techniques to encourage students to do homework but without requiring the teacher to spend hours checking the work they produce. Some of these techniques contradict the notion of teacher as "beneficent facilitator" whose job is to guide highly motivated students to learn. The reality in many EFL contexts is that students have priorities that override whatever interest they might have in learning English-jobs, social life, etc. When it comes to homework, it might be better to adopt a more pessimistic philosophy: If the students can get away without doing any work, they will.

A basic theme runs thmugh many of the guidelines presented below, that of "peer pressure." Students will feel a greater obligation to do their homework if doing it will have a positive effect on their peers (e.g., they will be able to share it) or if their not doing it might have a negative effect (e.g., their partner in pairwork will be inconvenienced)

1. Make sure that they understand what they are supposed to do.

It is often difficult to find out if the students understand what they are supposed to do until after the fact-when one brave student comes to you after you have let the class out, or when you discover that most have not done the homework in the way you intended. Look around the mom after you have finished your explanation. If you see students talking to each other, most likely they are trying to figure out what you have just explained. Take this as your cue to elaborate further, or call on one of the people who is talking and ask what it is that they do not understand. Frequently, a model, example, or diagram can save long explanations.

2. If you assign homework, at least look at it!

Homework will appear completely irrelevant if you do not even look at it. This does not mean that you have to collect or correct it. It might be better, depending on the assignment, just to walk around the mom with gradebook and pen in hand and glance at each person's work. Mark an "X" by the name of every student who has not prepared the homework. Students need not know what you will do with the X's-they will fear the worst. The importance of checking cannot be overstated, many students believe that if the teacher does not check the homework they have done, they have "wasted" the time they spent doing it.

3. Make sure that there is visible proof that the homework was done.

Writing assignments generate hard proof, but practice in listening, reading, or speaking may not without techniques such as the following:

a. Reading-have students:
   i. write a short summary
   ii. write their reactions to what they have mad
   iii. make a list of new/interesting words and phrases they come across
b. Listening-have students:
   i. transcribe a portion of what they hear. Give them the first and last words of a segment of appmpriate length.
   ii. do an in-class dictation of a segment
   iii. do a cloze test of a segment while you play the tape to the class
c. Speaking-have students:
   i. memorize part of a dialog
   ii. prepare a cue card fmm which they must reproduce the homework dialog
   iii. mark intonation contours for specified sentences or dialogs while practicing with a cassette tape.

4. Discourage copying.

Any assignment in which an entire class is expected to produce exactly the same work invites copying. With assignments from a textbook, there are usually some open-ended questions that should elicit a variety of answers. When roving the class to check homework, glance at only one such item. Because students who share workusually sit together, it is easy to find suspiciously identical answers. Even when the students are sitting apart, it is still surprisingly easy. Then compare the two books to see if the other answers coincide.

If you find people copying, give BOTH students an "X" in yourgradebook. While such marks need not have any bearing on their final grade, the recording of their misbehavior has a remedial effect. Here again, peer pressure puts the person who copied in an embarrassing situation because even the person who DID the homework gets a bad mark. One or two instances of this in a class are enough to deter people fmm even asking others to allow them to copy their homework. (Identical answers can sometimes be the result of students sharing information on aspects of the assignment they have not understood. Such discussion should be encouraged.)

5. Have students critique each other's work.

For writing classes, students can attach a checklist to their composition and have classmates check the composition against the criteria listed thereon. Criteria can include matters of mechanics (margins and

paragraph indentations) or content (intereset, relevance to topic). Other specific criteria can be added to the checklist to adapt it to each assignment. Students may pencil in comments. Swapping compositions not only allows students to give each other feedback, but also lets them see how others have handled the same topic. It motivates them to improve their writing because they have a larger audience: peers as well as instructor. Further, if they have not done their assignment, they have nothing to trade with the others and cannot participate. This is an embarrassing situation they can avoid only by coming to class prepared.

For conversations, substitution drills and the like which the students have prepared at home, have one student of a pair elicit the sentences from the other.

6. Do not worry if the answers are in the back of the book.

Turn this to your (and the students') advantage by having them do the assignment and then evaluate their own work, marking wmng answers with a red pen. You can then do a quick check for red marks; students who merely copy the answer key won't have any wmng answers. Students could fabricate wrong answers just to make it look authentic, but such stratagems am fairly easy to detect. This technique, of course, will only work with questions that have a single, fixed response.

7. Push them to the limit.

It is the students' wont to complain that they have too much homework, but experience shows that the more you expect from them, the more they will do. In a recent experiment on extensive reading,' two groups of students were required to do vastly different amounts of homework; however, both groups responded with no significant difference to the question, "I felt that there was too much homework."

Notes

1. U.S. Department of Education, *What Works: Research about Teaching and Learning.* 2nd Edition. (ERIC ED 280 940). March 1987, p. 51.

2. Susser, Bernard and Thomas N. Robb, *Extensive Homework,* in this issue, page xx.

I extend my thanks to B. Susser and D. Foreman-Takano for their perceptive comments. This article would have undoubtedly been better if I had followed more of their advice.

A REQUEST FROM THE EDITORS

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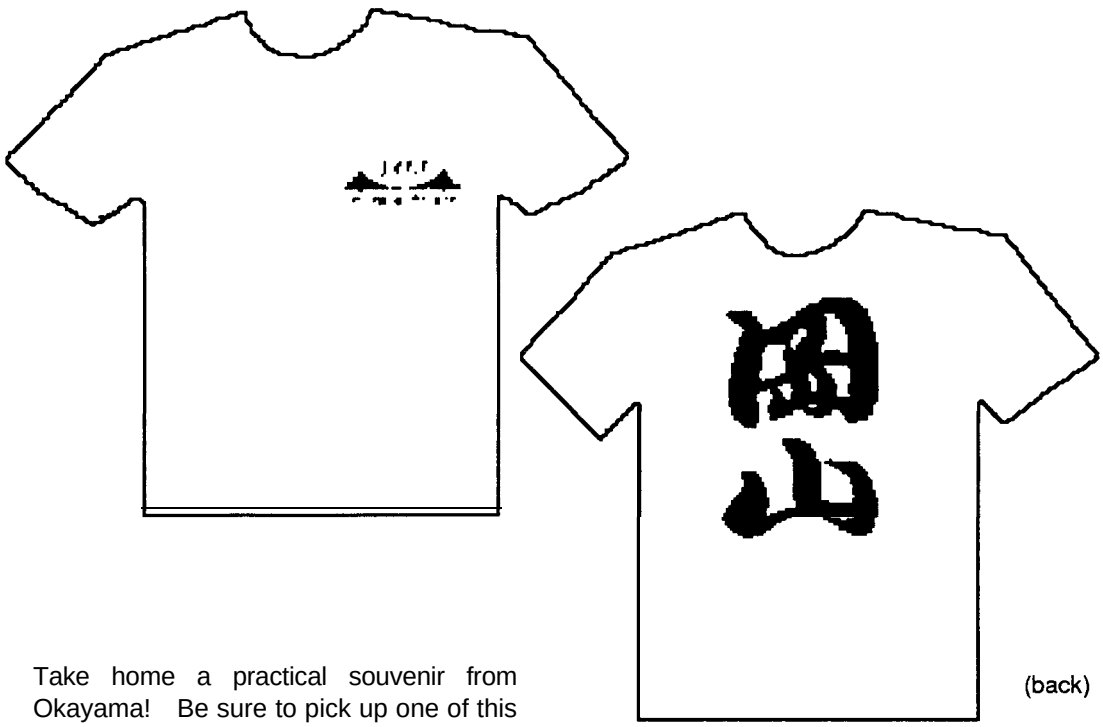

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A Half Dozen on Homework

By Rita Silver
Osaka Women's Junior College

Articles and books on language learning and homework are not overly abundant: those specifically relatingto second languages and homework even fewer. In fact, even some standard teacher training texts contain no specific information on the efficacious use of and rationale for homework[1]. However, the classroom teacher does need guidance when deciding when, how and why to use homework. Simply assigning as homework whatever was left over when the bell rang, or assigning homework in the same way the current teacher received homework assignments as a student is not likely to be satisfactory. Homework should be as carefully considered as any other part of the syllabus.

The following articles and monographs address different aspects of homework and provide information which is useful to the classroom teacher when planning/assigning/using homework. They have been divided into two groups: three from educational research which provide general information on rationale and implementation ('How to'and Why?'); and three which give specific examples or ideas of how homework could be implemented in a language learning situation. Citations and summaries are given.

Rationale and Implementation of Homework

England, David A. and Joannis K. Flatley. 1986. *Homework-and Why*. Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

The purpose of England and Flatley's monograph is to explore the "why's" of homework and to suggest improvements to be made in the way schools handle homework. It looks at research to find out what we know about homework; describes an attitudinal study done by the authors with principals, teachers, parents, and students; makes suggestions for how the use of homework could be improved; includes a list of "Homework Do's and Don'ts"; and makes some suggestions for questions we should be asking about homework (further research). The article is written based on research of the American school system, content studies, and child learning. While the attitudinal study is only indirectly relevant, it is interesting because the comments made by researchers, teachers, and students seem to be identical to comments made by similar people in second/foreign language teaching. In addition, in regard to the research studies discussed, the comments and conclusions of studies which tried to find a positive relationship between homework and achievement could have been taken directly from research which has tried to establish a positive relationship between language instruction and achievement.

The discussion of problems which can be created merely by assigning homework (emphasis mine) is applicable to language teaching in a second/foreign language teaching situation.

1. "... if homework is assigned, there is an attendant expectation by students (if by no one else) that someone will check the homework" (p. 11). This obviously relates to problems of how a teacher's time should most effectively be used and what constitutes meaningful correction.
2. "It is also safe to assume that some kids are more likely than others to do homework when it is assigned" (p. 11). Whether kids or adults, it is the "better" and mom motivated students who are most inclined to do homework. Thus, homework assigned generally for the purpose of remediation is not likely to be effective.
3. "... kids need some time to be kids . .." (p.11). This could be better stated as, "People need time to attend to other needs." Most people have more going on in their lives than studying-be it business, pleasure, family obligations or the process of growing up. This applies to the "salaryman," "O.L.," college student, or elementary school child.

The list of "Do's and Don'ts" given at the end of the article is succinct and applicable. Two of my favorites for teachers are: "Do Not make up spur-of-the-moment homework assignments," and "Do explain the specific purpose of every homework assignment" (p. 36). Much of what is in this article is intuitively obvious. However, there is value in making our intuitions explicit so they can be consciously considered and evaluated.

Keith, Timothy. 1986. *Homework*. West Lafayette, Indiana: Kappa Delta Pi Publications.

This booklet is the most comprehensive of the three listed here. It covers research in homework, types of homework, and issues in homework and gives suggestions for developing both a homework policy and a homework pmgram. The section on homework policy bears little relevance to the teaching situation in Japan. However, the suggestions for developing a homework program, such as for teachers to develop "sound homework practices" (p. 26) am relevant.

Keith's section on homework research is informative and interesting because his review breaks the types of homework research into smaller categories. This seems to eliminate some of the "inconclusiveness" described in England and Flatley, and in LaConte and Doyle. Keith discusses several studies which relate homework to other time variables, noting that, "It certainly seems plausible that, other things equal, the more time a student spends studying, the higher his or her achievement" (p. 4).

LaConte, Ronald T. and Mary Anne Doyle. 1985. *Homework as a Leaning Experience,* 2nd ed. Washington D.C.: National Education Association.

This is an update of LaConte's much quoted 1981 monograph of the same name. Much of the practical information, such as types ofhomework, is also covered by Keith. For this information, a reading of either one would be sufficient. LaConte and Doyle also include a discussion of five purposes for giving homework. Of these, three seem applicable to language learning: to ease time constraints on the curriculum, to foster student initiative and independence, and to reinforce and supplement class learning.

It is interesting to compare the review of research concerned with the effectiveness of homework in LaConte and Doyle with that of Keith. Unlike Keith, they look at the research as a whole and state that it is inconclusive. One conclusion that might be drawn from these contradictory results is that homework is not intrinsically beneficial. However, it can be beneficial under certain conditions, particularly when type of homework, required amount of time to complete the homework, and student age are properly considered A comparative look at Keith's comments and those of LaConte and Doyle is enlightening.

LaConte and Doyle offer a list of "guidelines and principles" in their conclusion that could be beneficial to the classroom teacher. Again, it is similar to information found in Keith and a reading of the given section of either would be sufficient.

Specific Examples of Use of Homework

Cardelle, Maria and Lyn Corno. 1981. Effects on second language learning of variations in written feedback on homework assignments. *TESOL Quarterly* 15: 251-261.

This study looks at four types of feedback on errors in written homework to try to determine which type of feedback is the most effective. Two of the conclusions were that written comments did positively effect performance and that the type of feedback termed "salient error, constructive feedback" by the researchers was the most effective. In this study, "salient error" feedback explicitly points out where errors were made, and "constructive feedback" is "praise on correct responses as well as criticism on errors" (p. 253).

Omaggio, Alice and Diane Birckbichler 1977. Diagnosing and Responding to Individual Learner Needs. Paper presented at the ACTFL Annual Meeting, San Francisco, California, 1977. ERIC, ED 146 8061 FL 009 047

Omaggio and Birckbichler describe various sources of learner problems and then give 50 different activities which are designed to work on individual problems. The activities are classified in terms of processing demands and specific skill areas. They can be used in class, for tutorials, or for homework. These activities, the way they are classified, and their adaptability to several situations are a useful way to deal with the suggestion in LaConte that effective homework should be matched to individual ability and knowledge, as well as the practical problem of how to do that.

Woodruff, Margaret. 1976. Integration of the Total Physical Response Strategy into a First-year German Program: From Obeying Commands to Creative Writing. Paper presented at the American Association of Teachers of German, Texas Chapters Conference, Denton, Texas, 1976. ERIC, ED 126 688/FL 007 722

Woodruff describes an experimental German course based on Asher's Total Physical Response. The description includes comments on how homework assignments were incorporated in a way which is both innovative and consistent with the method being used. A good example of how homework can be adapted to lit a specific situation.

In Conclusion

While educational research concerning homework is growing, there is still very little research which directly relates to language learning and homework. England and Flatley suggest that research be done on the following questions: What types of assignments are appropriate at particular grade levels? (This could be adapted for language learning to language/ability level.) What happens when homework assignments are matched with students' learning styles? What types of homework yield the greatest benefits in particular courses or types of courses? What kinds of assignments are particular types of teachers most likely to assign?" (32-35) I would add: Do homework assignments actually address what teachers believe they address? and To what extent are homework assignments consistent with what the teacher claims to believe about language learning?

Note

1. **While Rivers makes an indirect reference to homework in declaring that, "The teacher should plan to do in class that which cannot be done out of class," and, "The students will do out of class what the teacher knows they can do on their own with reasonable probability of success" (1981: 485), there is no explicit discussion on how to use homework effectively or rationale for homework. This is also true of Celce-Murcia and McIntosh, 1979; Croft, 1980; Rivers, 1975; and Stern, 1983.**

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Interview: Dick Allwright

by Virginia LoCastro

Dick Allwright, TESOL President for 1988-1989, talked with Virginia LoCastro about teacher training and development in March, 1988, at the University of Lancaster.

VL: *Some people, like Adrian Underhill of Hastings International House, talk about the differences between teacher development and teacher training and Don Freeman (of the School for International Training) and I were talking about that distinction at TESOL in Chicago. It seems to be an area that some people are looking at;yet there are some other people in our field who don't address that point at all. I was wondering what you thought about the differences and whether you think it's an important point.*

Allwright: At the moment, Pm not sure what Adrian and Don have in mind as I've not been in on their discussions on differences between training and development. Is it a matter of the initial versus subsequent work with teachers, so that you train them first and develop them afterwards? Or is it that at any time in a teacher's career you may do something called training or something called development?

I suppose the most normal understanding for me would be in terms of you train first and develop afterwards, and it becomes more interesting if you're talking about training as being some way of helping somebody behave in a pattern set by somebody else, and development being something much more to do with the development of a person so that they become much more autonomous. So you're not developingtheteacher by giving them a particular new skill that someone else has invented, which would be the training end, teaching in a particular way, but you're developing them so theyendupbeingina better position to make their own decisions about how they want to teach, even if it's like no-one has ever taught before.

I think Underhill would agree that development has to do with personal change that comes from within.

That gets it much closer to what Prahbu's (1) been talking about in terms of the sense of plausibility. Presumably, the only thing worth developing in a teacher once the basic abilities of writing on the blackboard and talking to large groups and so on are mastered is developing the teacher's sense of plausibility, about what is worth doing with members in a classroom. That sense of plausibility has to depend on the personal history of the teacher as well as all the information and guidance and advice and other people's experience that that person has access to. And the job of the trainer, or whatever you want to call that person, is to enable the individual teacher to develop his or her sense of plausibility, not to give that person someone else's sense of plausibility or to ask them to adopt somebody else's, but simply to develop in themselves their own.

I think Prahbu sees that as a sort of, almost like the Socratic thing where you keep on challenging the person to keep on working out their own salvation, not by asking them to try and do something different, but by putting to them the possibility of different things.

Should trainers be performing that role, and to what extent? Then, perhaps a related question is whether or not it is possible to do that across the board with trainees that one has, independent of their cultural backgrounds.

To me it's interesting what Prahbu's saying about it. He seems to be trying to reverse the cultural tendencies in his own situation. So he's saying, in his country, people expect a guru and the only useful role of the guru was to refuse to be one, to actually get the individual to do much more personal thinking, that that is a perfectly acceptable way of proceeding and a perfectly practical way of proceeding. But you would have to re-think the way you conducted your teacher training programmes. It would fit the culture in that it would look as if you were behaving like a guru and that you were trying to have a personal relationship with trainees. I think that's what he intends so that they would be personally stimulated by your intellectual challenging of their ideas and your intellectual stimulation that you offer them, although what you would in fact be doing would be much more towards developing them than transferring your wisdom from you to them, which I suppose is the Socratic intent.

I wonder about these concepts in, say, a country like Japan where supposedly, and Japanese will say this themselves, theirgeneral belief is that what you're born with is what you get. The idea of change or personal development throughout one's life is not the same, or maybe it doesn't exist, according to some people, the way it does in the United States, where there is such an openness to psycho-analysis and counselling and the idea that we can change even two or three times during our life time. What do you think about that? Do you think it's possible then to do teacher training the way Prahbu would like, would perhaps suggest we do it?

I don't know enough about Japan clearly, but surely there is a parallel to the guru in the Japanese cultural tradition, isn't there?

In Zen I think it does exist because the Zen priest doesn't sermonize; the priest is supposed to, as Prahbu

says, like the guru in India, to help the individual develop and find his/her own way.

You h ave a sort of paradox that the guru is somebody that you are happy to be dependent upon, not somebody you are happy to get away from; you remain dcpcndant however much you learn, and I presume that's the Indian intention as well. But Prahbu's intention was to say, no, once you've had this particular relationship with his notion of the teacher trainer, then you would in fact be much more free to go your own way, and feel free to develop your own sense of plausibility from your own experience, from your reading and so on, and wouldn't in any way feel dependent on any particular person to stimulate you to carry on.

Well, *if we assume that perhaps that's a stage that comes later, after training, this is what Underhill seems to be saying with his teacher development, that seems to be the word he would use to describe what you were talking about, versus teacher training which is more, how do we write on the blackboard etc. Can they be separated? Are they sequential?*

It seems to be traditionally accepted as entirely sequential. It's perfectly tolerable to give somebody a very quick introductory course to English Language Teaching so that they develop basic classroom management skills and can therefore cope. Then at some point later you can develop **in** them some sense of their own decision making,

"...the only thing worth developing in a teacher is the teacher's sense of what is worth doing with members in a classroom..."

In my own experience that's I think what happened and it worked. I was given a one month practical training course of which only two weeks were in training, the other two weeks were in teaching practice, and it did seem to give me the basic techniques oftalking and writing on the blackboard and getting people working in groups, exploiting various classroom activities that I needed. Then after that--this was in Sweden with the British Centre--we were encouraged, very strongly urged, to follow the lesson plans we were given very very closely the first time we used them and then the next time we used them, to think about whether or not they were the best possible for what we wanted to do and if we had ideas, modifications, then to write those down and send them in to our Central Office in Stockholm. If they were liked, then they would be bought from us at a reasonable price and then incorporated into the next year's teaching materials, and it in fact did happen.

So we did in the first year run through the materials exactly as was planned, and then the second year we thought out how we wanted to modify them. We did send up some lesson plans modified to Central Office and those they liked they bought and incorporated, so we were in fact expected to develop after having gone through a period of fairly slavish imitation, if you like, of other people's lesson plans and that for me worked. And I don't mind making that divorce between the basic skills and the real pedagogic thinking.

But I like to think that it might be possible to reverse the entire thing, which is what we've been trying to do a little bit in our undergraduate work now with English Language Teaching on the BA course where we are trying from the very beginning to persuade our learners, people straight from school, that they don't need to think about language teaching in relation to the way they have been taught, and that there are many other ways ofthinking about language teaching. So in a sense the whole issue of what it means to be a language teacher can be the centrepoint of our discussion right from the beginning, rather than simply what do you do in order to survive the first lessons.

We've been getting undergraduates at the age of18 or 19 to think about their past experience, to try to exercise their past experiences of language learning, to ask them what the worst thing is that has ever happened to them in classes, the best thing that ever happened to them, and try to get them over those and begin to get knowledge of all the major options open now to language teachers so that they don't have any excuse for thinking that things have to be the way they always were. We don't want them to think that things can be reduced to a simple prescription, but we don't yet know of course because they haven't gone through the systern.

We don't know whether in fact it's reasonable to expect them to be thinking in terms of developing their own sense of what is plausible in a language classroom before they actually have practical experience in teaching. We're working on the assumption that anyone with something like ten years of compulsory schooling has an enormous amount of experience with teaching but from the wrong end. But most people seem to deny that experience as a learner, deny to themselves that that experience as a learner is in any real way relevant to their lives as teachers, which seems to be quite wrong. It probably is enormously relevant to how they eventually end up teaching.

When otherpeople have talkedabout this, they seem always to assume that the past experiences are usually generally negative. You seem to be saying the same thing.

Yes.

Why is that?

I think the evidence is in the British school system at least that modern languages are perceived as being amongst the least favourite subjects alongside religious instruction and physical education. In the rest of the world I don't know. But also when we asked the question, what is the best thing that ever happened to you in the language lesson, the first time we asked it, most of the people had absolutely nothing to say at all, couldn't think of anything good enough to qualify. In fact the only two I remember were in themselves covert negative statements. They were both students saying the time that they had an argument with the teacher

and won. In one case it was even more strange because the learner said that she knew she had won the argument with the teacher even although the teacher didn't admit it, she knew she was right so she felt good.

So that's pretty sad if that's the best thing that's ever happened to anybody. And yet people have lots of things to say about the worst thing that ever happened to them. The most common thing was to write about being picked on or about not being picked on. People would have a lot to say about times in which they had prepared very carefully for a lesson and then not been asked to do anything so they couldn't demonstrate that they had done the work and the learning. Lots of people wrote about times when they had been taking part in the lesson perfectly normally but felt very very badly persecuted by the teacher, who was just picking on them and it looked as if then what was going on in language lessons was the way the teacher used not really the subject as a subject, but the way the teacher used the opportunity to be nasty to people, and that's depressing.

Yes, but that doesn't necessarily depend on the subject matter the teacher teaches does it?

It wouldn't appear to, but perhaps it does in practice, perhaps because people feel so much more foolish about not knowing something in a foreign language than they do about not knowing some maths or some geography.

[teachers] "don't need to think about language teaching in relation to the way they have been taught, and there are many other ways of thinking about language teaching'

And it's interesting why these people who had such negative experiences with language learning, why they themselves want to become language teachers.

Yes.

I would say that some of my worst experiences were with English language teachers, yet I didn't start out to be an English language teacher myself. I was going to be a French teacher or a Spanish teacher and it was only when I was in Quebec where I couldn't teach French or Spanish that I was forced to teach English and that's how that happened.

Yes, it's important that all the people I was talking about were people intending to become teachers of English and we've not confronted them with the paradox that they seem to have had a really bad experience as learners, although they've been relatively successful. And it perhaps is only that compared to other things they studied they have in fact been relatively successful, even though they don't like the cost.

Well, perhaps one last question. Is there something that you're working on and thinking about right now that hasn't been mentioned?

In particular, yes. I think a few weeks ago in Lancaster, prompted by a request fmm the President of a relatively newly formed Malian Association of Teachers of English, we set up a meeting on the development of English Language Teaching Associations. We expected 10 or 16 people to come in from around the North West and we didn't bother to publicise the meeting further afield, only as far away as Leeds, Sheffield, York, Durham, Edinburgh, Glasgow, Stirling. But to our surprise we got 60 people to a meeting, mostly graduate students fmm around the North of England, South of Scotland, and set up an informal association called DELTA (Development of English Language Teachers Association).

We had an afternoon workshop, when nine working parties took various aspects of the issues involved in developing an English Language Teachers' Association and tried to begin the process of designing something that might become a handbook for people involved in a Language Teaching Association. And a good many different countries were represented, mostly probably from Africa, but with Asia certainly and China well represented. We're not yet sure how it will develop but we are committed to trying to produce a handbook for people involved in developing English Language Teaching Associations. We are doing that in good relations but no specific relationships yet for any publication with any other organisation. We are working in collaboration with IATEFL and TESOL and, we hope FIPLV(2), so that we're not trying to produce something that is related to any particular association of Language Teachers but something which would be generally useful to anybody involved in the beginnings of or the development stage of an English Teaching Association.

What we're going to be doing at Lancaster is continuing the process of meeting, not the entire 60 that was here before, but letting each group meet in each centre. We've identified now six centres of interest around the North of England and South of Scotland, where we hope each centre will adopt some themes to develop based on the work we've done already. Then by the end of the academic year, we will have a fairly well developed preliminary package to offer on the development of English Language Teachers Associations. The British Council is being enormously supportive so far and promises to continue to be so in terms of buplicising what we're doing and materially assisting what we're doing by, for example, bussing people in to come to meetings. It's quite amazing, actually--paying for train fares from Edinburgh, paying for Manchester University to rent a bus to bring people in.

As a sort of high technical development, something we have not tried before but wethought that was a good occasion to try it, we had nine working parties, eight of which had a word processor to work with as they sat and met. So they could put their thoughts down on the wordpmcessor and before they finished meeting, simply tidy up what they'd got rather than compose a report which they then entered in on a typewriter or wrote out

longhand. We were only able to provide word processors for eight of the nine groups and the ninth group performed very satisfactorily with pen and paper but the eight that had word processors did extremely well and it meant that we now have everything on disc very -easily for editing and developing. As far as we know it's the first time in our field that such an accelerated way of producing reports has been tried and it was such a success we don't intend to have any meetings in the future without having that available.

"When we asked the question 'what is the best thing that ever happened to you in the language lesson,' most of the people couldn't think of anything good enough to-qualify."

And probably for most of these MA students they see this as a learning experience and they can then take that experience doing this and the document back to their home countries to use to develop associatins or groups there.

A good many of them are in fact involved in teachers associations already in one way or another and they do see a direct development to going back home and doing something. It's really quite impressive. It appeared to be the first time that anybody had actually even raised the issue of development of the English Language Teaching Association, to our amazement. It doesn't seem to have been on the agenda before anywhere, on MA courses or any other sort of courses.

Well, it seems to me to be an increasingly relevant part of our field to be able to do that and help.

There's a mailing list for DELTA, so if there's anybody who wishes to be kept in touch, we're inviting people to write to us.(3)

Dick Allwright, Department of Linguistics and Modern English Language, University of Lancaster, Bailrigg, Lancaster LA1 4YT UK

NOTES

1. Prahbu, N.S. 1988. ***Second Language Pedagogy.*** Oxford: Oxford University Press.
2. Federation International des Professeurs de Langues Vivantes.
3. Send $1.00 US for a copy of the publication.

Report

Communication Association of Japan The Nineteenth Convention

The broad, clear, late June skies over Sapporo University provided the perfect backdrop for the 19th Annual Convention of the Communication Association of Japan. Papers were read in sessions ranging from the more traditional areas ofcommunication such as interpersonal communication to more remote areas like theoretical aspects of foreign language education reflecting the wide range of concerns which exist within the broader field of communication in a country like Japan.

In one of the opening sessions, Keiji Nomura of Niigata Business College emphasized the fact that it is important for Japanese students of English to see their study of a foreign language in the light of a greater intercultural communication context. Having studied English for six years for the sole purpose of passing university entrance examinations, most students lack a sense of purpose and motivation for studying a foreign language. Nomura presented the model of intercultural communication processes and elements which he offers to his students. Having come to understand the place of foreign language study within a greater intercultural communication rubric, he has found that his students have greater motivation in their study.

Torkil Christensen summarized several experiments he conducted to determine what information written material imparts to foreign language students. He reported that students do not always pay attention to the text, but are strongly influenced by the setting, the situation where they are reading, and preconceptions about the task. He also found that students appear to have very set ideas of what is to be studied, and that they have difficulties in accepting deviation fmm these ideas. He presented some ideas for overcoming these problems and bridging the gap between student expectation and classroom activities.

Naomi Sugimoto, from the University of Illinois, presented a paper based on her research into the cultural differences found in the evaluations of alternative accounts offered for one's own success and failure. Her results indicated that in American culture one expresses confidence in one's own abilities while in Japanese culture, modesty in disclosing one's abilities creates a better impression on others.

An educational psychologist at Nagoya University, Jiro Takai, presented the results of his ongoing research into students' adjustment to a new cultural environment. He looked at sojourning students in an academic community in Japan which allots equal status to both Japanese and English as its official languages. In addition to the longitudinal questionnaire method he is employing, he conducted interviews with the same students to determine whether the two methods

would yield similar results. He discovered that there is a large gap between the results of the two studies which suggests that the concept of adjustment is not one which can be equivalently measured by these different means.

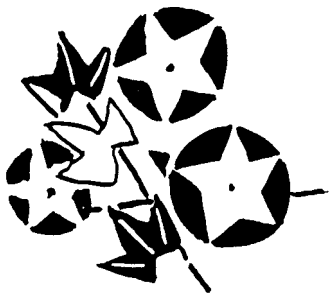
Shinichi Nakamoto of the Himeji Institute of Technology gave his own definition of culture shock as "a constant challenge to an individual who has encountered a new culture in which he/she will have to consciously make a personal choice to respond either in a positive way and/or a negative way." His definition and discussion of the emotional states in culture shock allowed him to conclude a very interesting paper with the following findings: culture shock is a natural phenomenon which can be an important key to one's personal growth, and that there are three necessary keys to personal growth through culture shock: i) a creative way of adjustment, ii) the existence of other(s) with whom one can share feelings, and iii) an enthusiastic attitude in searching for meaning in human relationships.

The special guest lecturer was K.S. Sitaram from Southern Illinois University who spoke on "Intercultural Broadcasting: What, Why and How." In his talk he stressed that intercultural broadcasting should present cultural information in order to help the audience understand andrespect anotherculture, but that intercultural broadcasting as it is being carried out today is geared toward having the audience accept the values and norms of the audience's own culture. By way of example, he showed the opening segments of two American broadcasts on the funeral of the Emperor of Japan in which the contrast in presentations created very different impressions of the event.

The two day convention ended with a symposium on "Intercultural Communication Education: What to Teach and How to Teach it." Many interesting things came out of this symposium; among them was the need for experiential learning on the part of Japanese students to open their eyes to aspects of communication (for example, having the students sit down next to a foreign student in the library and observe whether they have violated that student's space or not). Another point emphasized was the important and immediate need for foreign language education in Japan to be based on the greater context of intercultural communication.

In his closing remarks, President James R. Bowers invited everyone to attend and present papers at next year's CAJ convention in Meiji University in Tokyo, June 29 & 30, and July 1, 1990, and help celebrate the association's 20th anniversary.

By Eloise Pearson, Sophia University



JALT News

News From Publications

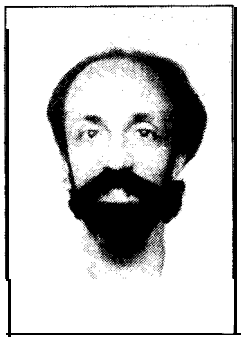
Jalt Journal

With the May issue of the JALT Journal, after serving as co-editor for two years Richard Cauldwell has resigned to undertake graduate studies in theU.K. Cauldwell has worked with the British Council in Hong Kong and Japan, and for the past three years has been foreign lecturer of English at Kobe University.

He became co-editor in June 1987, and has given a distinctive character to the Journal by seeking out articles in areas of special interest to JALT members: testing, high school English education, literature in language teaching, classroom centered research, cross-cultural studies, and the question of what variety of English should be taught in Japan.

Cauldwell has also overseen the design of a new cover and a change to a larger format, introduced the Point to Point section for sustained comments on JALT Journal articles, and singlehandedly prepared the Cumulative Index to Volumes l-10, which appeared in Volume 11, No. 1.

He will begin doctoral work at the University of Durham this fall. His dissertation project reflects his twin interests --applied linguistics and literature. He intends to analyze recordings of poets reading poetry: he wants to learn what actually happens to sound during a poetry reading, using electronic measuring techniques such as sound spectrography. And he will also consider the aesthetic dimension of poetry readings, drawing upon his love of poetry and years of studying and teaching it.



The vacancy created by Cauldwell's resignation will be filled by Daniel Horowitz, an instructor at ICU. Horowitz has his M.A. in TESOL from the University of Arizona and is quite active in the field, serving on the editorial board of English for Specific Purposes Journal (Pergamon Press) in addition to presenting papers and publishing articles on a regular basis. He is pmbably best known for his work on academic writing.

Horowitz sees the Journal as "a vehicle for the exchange of ideas between language teachers in Japan and their colleagues abroad". Thus, while continuing to publish articles of particular interest to those of us in Japan, he would also like to encourage authors to submit reports of their Japan-based research for the benefit of the international language teaching community as well.

We would like to wish both Cauldwell and Horowitz a success in their new endeavors.

—Charles Wordell and Ann Chenoweth

The Language Teacher

The Language Teacher is losing one of its best, Clo Arzaga, who has handled all of our typesetting and layout work. She is returning to the States and will be sorely missed by anyone who has ever associated with her.

Her dedicated hard work and constant good humor over the years have provided the JALT readership with publications that have been consistently on time and of high quality appearance. She will continue to work for JALT from the States on *The Conference Handbook* and the *JALT Journal.*

We welcome Ruth McCreery of The Word Works, who will be in charge of all our desktop publishing operations.

-Eloise Pearson and Ann Chenoweth

Executive Committee Meeting Report

The ExCom met June 25th, 1989, in Okayama at Notre Dame Seishin University, site of the 1989 JALT conference. In addition to covering business listed on the agenda, ExCom members were able to look over the conference site.

On the day before the ExCom, National Officers met in one location while Chapter Representatives met in another. This opportunity for discussion prior to ExCom was no doubt the reason why this ExCom was able to dispatch with agenda items in record time. A priority item for the meeting was recognition of a new chapter in Utsunomiya. Welcome!

Completed items ofbusiness included selection of the JALT '90 conference site and local chair (Omiya: Aleda Krause) and of the JALT '91 conference site and local chair (Kobe; Brad Viagatis). Also, Morioka was chosen as the site for the JALT-National Summer Seminar 1990.

On the recommendation of the Publications Board, Daniel Horowitz was chosen to replace Richard Cauldwell, who is leaving,. It was also determined that Yumi Nakamura would be designated JALT's General Office Manager (a full-time position) with JALT agreeing to pay her National Health Insurance if and when necessary.

Two important items are still under consideration: the proposed Constitutional Amendment regarding representation at ExCom meetings and the waiver of fees at JALT International Conferences for chapter officers.

Several National Officers reported. An overall accounting system is still evolving (Treasurer). There is a need to develop a Program Steering Committee, and the proposed theme for JALT '90 is 'New Directions for the 90s" Technology, Methodology, Theory" (Program Chair). The "Starting a New Chapter" handbook is almost completed, the Fukui Chapter is having trouble maintaining membership (Membership Chair). Work on the bilingual brochure is continuing, but it should be completed soon (Publicity Chair).

Obviously, much mom than this was said and done during the six-hour meeting. Anyone wishing more information should contact their local Chapter President/Coordinator or the JALT Recording Secretary. Tentative minutes for the meeting will be out soon.

-Rita Silver
JALT Recording Secretary

JALT'89 Okayama

Conference Update

It makes good sense for those readers planning to attend this year's JALT conference in Okayama to start making definite plans for the first week in November. Although the conference may seem a little distant, advanced booking of hotel accommodations, pre-conference workshops, and social events is most important if you are to avoid last-minute frustration and delay.

This year we have prepared acompmhensive Conference Sampler, which accompanies this edition of *The Language Teacher.* The Sampler provides you with the information you need to have an overview of all aspects of the conference and to make all the necessary advance reservations. Please read it carefully and note that the deadline for preregistration is **September 29.**

If you have any concerns regarding any of the information contained within the Sampler, please contact the JALT Office at Tel: 075-361-5428 or Fax: 075-361-5429 or write to the JALT Central Office.

JALT'89 国際大会
＜続報＞

岡山で開催されるJALT'89年次国際大会の準備は着々と進行しています。11月初旬の計画を今から立てられることをお勧めします。大会まではまだ時間があるように思えますが、宿泊ホテル、大会前ワークショップ、懇親会等の交流活動などへの予約は、確認ができないことのフラストレーションや確保の遅れなどを避けるために大変重要です。

The Language Teacherの今月号に別冊の形で、分かりやすい大会案内特別号を用意しました。この特別号は参加予定の読者が知りたい大会案内の概要や予約を必要とすることについてまとめたものです。よく読んでいただくと共に、大会前登録が9月29日までであることを確認して下さい。

この大会案内特別号に含まれる内容に関するご質問等はJALT事務局へ電話（075－361－5428)、ファックス（075－361－5429)、あるいは手紙でお願いします。

Opinion

The Bilingual Experience and *The Bilingual Family:* Starting Points for Families Trying to Raise Bilingual Children

By Mary Noguchi

The Need For a Common Foundation in the Field

In the Colloquium on Bilingualism at JALT'88, the discussion after one talk became bogged down in confusion as to what it means to be "bilingual" and what the goals of parents striving to raise their children bilingually could or should be. One question that sparked much comment was whether a child could be called bilingual if he did not know such technical terms as "chlorophyll" in both languages.

As the Special Interest Group on Bilingualism struggles to form itself into a smoothly functioning unit, it would seem appropriate for prospective members to try to obtain a common core of knowledge concerning bilingualism, including a clear concept of what it means to be bilingual, as well as a working knowledge of related terminology, recognized methodology, and common problems encountered when trying to raise children as bilingual.

Stepping Stones to Understanding.

There are currently two books available from Cambridge University Press that provide precisely this kind of basic information. Although both are based almost exclusively on the experiences of families living in Europe, these books have a lot to offer any parents trying to make a decision about whether or not to try to give their child such an upbringing, and how to go about it should they decide to do so.

Both *The Bilingual Experience* by Eveline de Jong and *The Bilingual Family* by Edith Harding and Philip Riley were published by CUP in 1986 with the goal of encouraging families to give their children a bilingual upbringing. Although their terminologies differ, with de Jong drawing a distinction between "compulsory" and "voluntary" migration, and Harding and Riley discussing the difference between "folk bilingualism" and "elitist bilingualism," both works focus almost exclusively on families who have a choice in deciding whether or not their children will be bilinguals – a choice presumably available to most if not all of the families in this new SIG.

The Bilingual Experience was written by a non-professional Dutch mother who is fluent in both Dutch and English and is raising her children in England. The authors of *The Bilingual Family* , on the other hand, as noted on the back cover of the book, "are professional applied linguists [who] draw on their own experience as parents of *successfully* bilingual children and on interviews with other bilingual families." Thus, while both volumes are based on personal experience as well as interviews with a fairly large number of "bilingual families," the former employs a non-theoretical, anecdotal style, while the latter work includes far more references to academic research on bilingualism.

Nonetheless, many of their conclusions are similar. Although both works give a number of possible definitions of the term 'bilingual", they agree that it is a relative concept and apply it to people with a wide range of skills. De Jong declares that "bilingualism is a process rather than a state" because one has to continue to work to maintain and develop a language (p. 13). Harding and Riley, meanwhile, point out that while bilingualism is generally held to mean the ability to speak two languages 'perfectly", this is an impossible ideal. In fact, they say, each of us speaks only "part of our mother tongue. The bilingual does too, that is she speaks parts of two languages and they very rarely coincide exactly" (p. 22).

Harding and Riley go on to state:

> The dominance of one language should not be thought of as in any way unhealthy or unusual. As we have seen, people who speak only one language have areas in which they are especially skilled (for example, skin diving, knitting, pigeon-fancying) and areas of complete ignorance. So do bilinguals. The problem is that people do not judge bilinguals by the standards they use to judge monolinguals; they judge them with reference to an impossible ideal, the 'native speaker' who supposedly speaks all possible varieties of his language, who can, linguistically speaking, do everything in all domains and on all topics in his language. (p. 33)

Thus, while recognizing the many pmblems and limitations that may occur in a bilingual upbringing, both books are very optimistic about the benefits of such an education, provided that parental goals are kept within practical boundaries.

The Bilingual Experience

De Jong's work offers easy-to-understand descriptions of strategies that can be employed by parents, including the one-person-one-language method, the home-language/outside-language method, successive acquisition, and the "no strategy" method, which she notes is pmbably the most truthful description of all actual cases she encountered.

The author also covers the development of bilingualism in different age groups (0-4, 5-11, and teenagers), gives practical comments on the differing mles of mothers and fathers in a bilingual upbringing, and offers some wry notes on reactions by other people ("whatever decision parents have made . . . . it never seems right in the eyes of the outside world" [p. 87]). She concludes her volume with a list for further reading, complete with her candid comments on each work.

The Bilingual Family

The Bilingual Family begins on a more scholarly note, discussing what children use language for, quoting live academic definitions of bilingualism, and cov-

(Cont'd on page 28)

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My Share

Many teachers ask their students to keep a written journal. Kathleen Foley has her students keep one on tape. Here she describes how she does it and assesses the advantages and disadvantages of this method.

Talking Journals

By Kathleen S. Foley

A few years go when I was teaching in an intensive English program in Shanghai, I decided to adapt the concept of journal writing to the conversation courses I was teaching. These "talking journals" worked so well with my Chinese students that I have begun using them with my second-year Oral Expression class of 35 students in a Japanese women's university. The Oral Expression course is part of the curriculum oflanguage majors and the class meets once a week.

The Method

A talking journal is, very simply, a conversation on tape between a student and myself. I introduce the students to thejournal on the first day of class with six brief instructions. They are asked to buy a cassette tape and write their names on both the tape and the box. Journal entries are to be done as homework and should be between three and five minutes in length. They must not make their entries by reading them aloud from a prepared text; notes as an aide memoire are, however, permitted. I stress that they must rewind their tape to the beginning of the new entry before giving it to me. Finally, they are told that tapes will be collected every other class until the end of the course. Then I ask them to make the first entry in their journals a self-introduction.

After collecting the tapes, I listen to them and then record my response. It may be a comment about what a student has said, an occasional correction of an error in pronunciation or syntax, or a request of additional information about something that has intrigued me or that I feel has been inadequately explained. I do not rewind after recording my response. Listening and responding to 35 tapes takes me some three or four hours and has to be completed within a week to enable me to return the tapes at the next class meeting and so give students a week to listen to me and record their next entry.

The first entry is the only one for which I prescribe a topic. Subsequent entries are to some extent guided by my comments and questions, so a typical entry falls into two parts, the first a reply to my comments and questions, the second and longer part the new material. Students' choices of topics show quite a lot of variation, hut in the main they focus on hobbies, vacation plans, overseas experiences and recent social activities.

The rationale for the talking journal is that it gives students a vehicle for speaking English outside the classroom. I also want to afford them an opportunity to use English without the pressures imposed by the classroom and the presence of their peers. I have not yet been able to devise any really satisfactory criteria for assigning a score to a recording, so I simply give students credit for keeping the journal and turning it in on time. This has the additional advantage of helping to minimize reluctance to use English caused by students' obsessive fear of making mistakes and receiving a poor grade, the common excuse for not speaking in class.

Comments

The average length of entries is 4 to 5 minutes, and this suggests that student interest is quite high. I have yet to hear any student complain of not having anything to say! In addition, most students speak much more fluently than the quality of their class participation had suggested.

There are two main sets of problems. The first is the time required to listen and respond to the tapes. While it may seem a heavy burden, it in fact compares not unfavorably with the time and effort that would be required to correct the written compositions of a class of the same size. It can he palliated by establishing a strict schedule that takes into account such factors as the size of the class, other assignments for the course. and-other teaching responsibilities. It is also *necessary* to enforce strictly the requirement that students rewind their tapes. At first there will be a few who have failed to do this. I rewind for them only this once, and in my recorded comments remind them that rewinding is their responsibility. If the problem recurs, I simply refuse to rewind and give no credit for that entry.

The other main problematic area is that handful of students who are unhappy if they do not read from a written text and who manage to remain unconvinced that English that is read aloud is distinguishable from English spoken impromptu or, at the very

Listening to a Talking Journal

Hello, Mrs. Foley. At last the rainy season has come. I don't like this season because my room become stuffy. My house doesn't catch the sun. There are too many houses in Tokyo. Uh . . . there isn't the rainy season in Hokkaido. Do you know it? Japan is long from south to north 80 the weather of Hokkaido in quite different from Okinawa. I heard it is . . . us . . . over 30 degree in Okinawa recently. I thing I'm lucky not to live in Okinawa. Um ... I won't be able to study in such hot area.

Well . . . uh . . . I'm sorry. It seems I couldn't explain my part-time job. I works for boutique. I'm a sales clerk. Boutique is B-O-U-T-I-Q-U-E. It's a place for selling shirts, skirts, pants, blouses, jackets, sweater, and so on. For ladies only. Um . . . perhaps boutique is French words, isn't it? [...I The store's name is "Susie." My boss has said . . . well . . . when he studied English for the first time a girl named Susie were heroine and boy named Tom were hero on his textbook. So when comes to English name, he remembers Susie.

most, from notes. Those that do read get a lot of discouragement. Some break away from it, others do not. I continue to accept their journals, but a more effective means of discouraging reading needs to be devised.

The main criticism that has been made of the talking journal is that it is not really true conversation. There are no paralinguistic features, no opportunity for the interlocutor to inject questions or comments to provide encouragement or request clarification. Speaking into the microphone of a tape recorder makes many students feel uncomfortable. Against this, it can be argued that it bears the same resemblance to conversation that postal or other long-range chess bears to chess played face to face; and that it does not purport to be conversation. Spontaneous monologue is also a valuable social skill. And the entries (at least, those that are not read) and my responses do, of course, contain many of the features of conversational English; repetition, false starts, hesitation markers, performance errors and self-clarification and self-correction. To this extent, the journal entries provide an approximation to conversation.

Further Possibilities

The talking journal has potentials that I have not yet realized in my own practice. The teacher could assign topics in order to provide opportunity to review or practice specific vocabulary or structural items that have been presented in class. I correct students on the tapes only when successful communication is at risk, but perhaps more correcting could be done. Perhaps, too, students could be permitted or encouraged to record comments on the journal entries of other members of the class. This might provide an occasion to teach some of the gambits of the interview, if not of conversation: What you said about your boyfriend was absolutely fascinating. Do tell me more. Possibly, also, the popularization of the video camera will make possible the introduction of audio-visual journals, thus enabling students to learn something about, for example, the head and eye movements that are an essential part of the spoken language.

Kathleen Foley, who has an MA. in Linguistics from Indiana University, is a lecturer at Tokyo Woman's Christian University, College of Culture and Communication. She has previously taught in China, the USA., and northern Japan.

• • •

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 (see p. I). Articles should be based in principles of modem language teaching and must follow JALT manuscript guidelines. Please include a 25- to 30-word biographical statement.

Opinion(Cont'd *from page 25)*

ering societal attitudes towards this phenomenon, including official recognition of one or more languages on a national basis. Although this introduction may seem a bit removed from the problems of the bilingual parent, it does serve to give the reader a wider grasp of the nature of bilingualism, its effects on intellectual development (none has been scientifically proven), and its meaning in society.

This work carefully defines a wealth of linguistic terminology (including interference, dominance, preference, receptive bilingualism, and asymetrical bilingualism) while also given practical — and generally reassuring — comments on the real-life meaning of such phenomena. Harding and Riley also provide a realistic list of factors that influence parents' decisions on whether to bring up their children as bilinguals, asking questions that should prove extremely helpful to parents who wish to assess their own situation and potential success or failure.

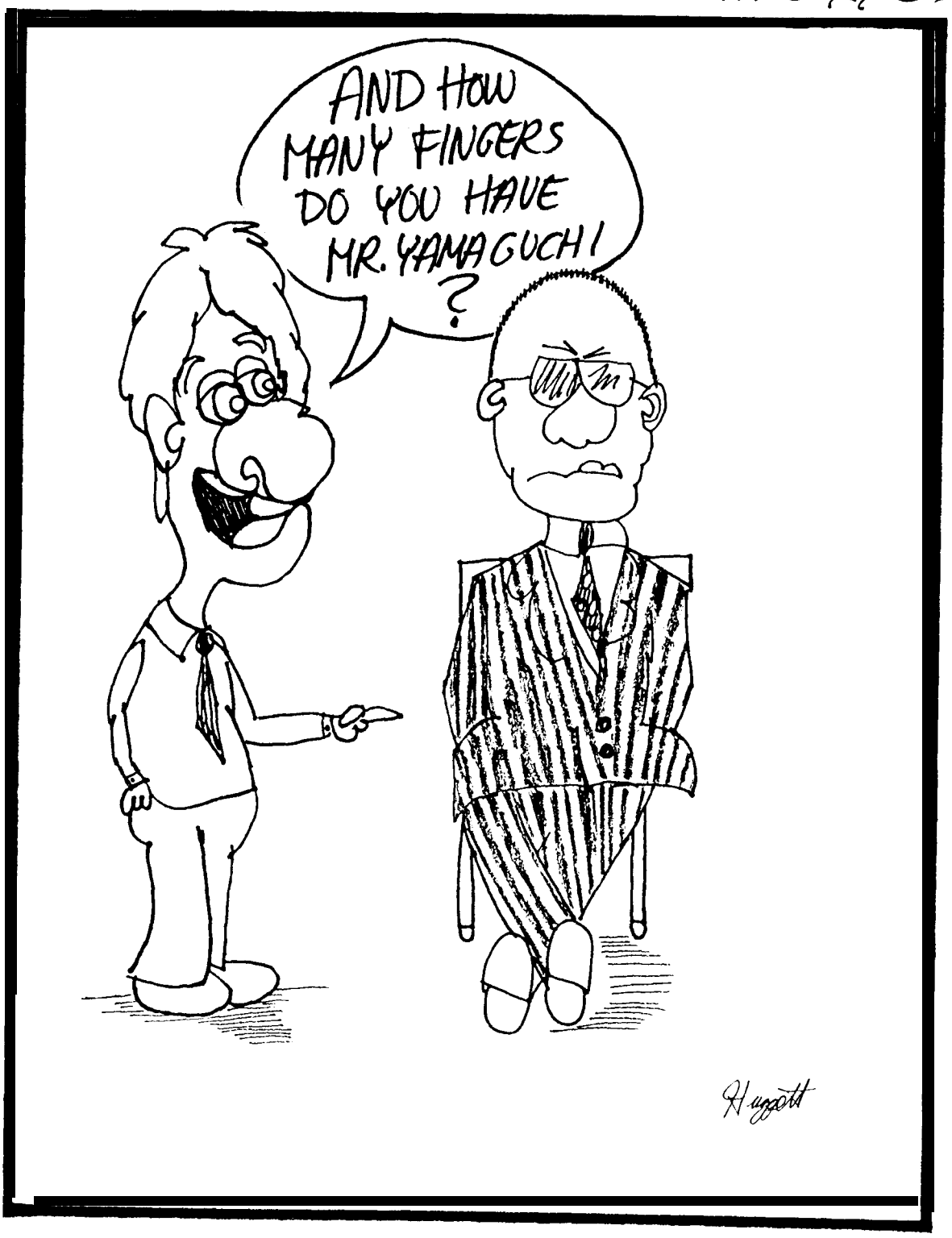
The Bilingual Family continues with 16 case studies in bilingual upbringing — all different and not all "successful." The third part of this book is an "alphabetical reference guide" that deals with a variety of topics that were not covered in the main text. At the end of the book, Harding and Riley have included a short recommended reading list plus a long list of references cited in their work.

Complementary Contents

While these two volumescovermuch similar ground, they seem to be complementary in that the de Jong work deals more with the emotional aspects of a bilingual upbringing, while the volume by Harding and Riley offers encouragement by citing more theoretical research to pmve that such an upbringing does not harm, and generally gives the child a wider social outlook. Since neither work is very long (Experience running only 100 pages, Family, 154), it would seem that a reading of both would give prospective bilingual families a solid background in the field they are attempting to enter.

Once all members of this new SIG have this basic knowledge, the group can move on from there. Certainly, more study and coordinated effort will be needed. In particular, information on bilingual families in Japan is wanting. Perhaps a survey on special problems encountered her (identity crises for "gaijin" and "half' children, problems with Japanese or international schools, child care, future employment prospects and so forth), could lead to the publication of a book on "the bilingual family in Japan." But as a starting point for families in this new SIG, a reading of these two works would seem highly recommendable if not indispensable.

**Editor's* Note: As yet, a national SIG on Bilingualism has not been officially formed, although progress is being made.



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PLAY ENGLISH

JALT Undercover

INTONATION IN CONTEXT: Intonation practice for upper-intermediate and advanced learners of English. Barbara Bradford, Advisory Editor David Brazil, Cambridge University Press, 1988. Student's book 62 pp; Teacher's Book 52 pp; audio cassette tape.

Both pedagogical and academic texts on intonation are brdcviled by a problem of simplicity. All writers on intonation seek to make simple generalizations which will cover the majority of cases. All end up having to make up a long series of exceptions because the generalizations turn out to be inadequate when confronted with how people actually use intonation. All systems, that is, except for Discourse Intonation (DI) which succeeds where others fail because, unlike other systems, it does not attempt to tie intonation to grammar or attitude.

Intonation in Context is designed to give students a basic introduction to the intonation of English using the DI model which emanates from the University of Birmingham (England) and is most associated with the name of David Brazil, the associate editor of the book.

(1 have to declare an interest here: I am committed to the approach espoused in this text.)

In DI's terms, intonation is used by speakers to relate what is being said to the shared context (the context ofsituation, co-text and what they know of each others' biographies) of speaker and hearer. Hence the "Context" of the title. Thus what a speaker says with a falling tone is being presented as "news" as being world-changing for the hearer, while what a speaker says with a fall-rise tone is being presented as being already part of the shared world.

As well as the system of tone, DI identifies three other systems: prominence (stress), key, and termination (pitch level at the beginning and ends respectively of a tone unit). Tone, prominence and key are dealt with in this test, but not termination.

Intonation in Context is essentially a supplementary text. The students' book (SB) is in eight units of which two are review units. Each unit takes two-and-a-half to three hours to complete in a mixture of class and self-study time.

Of the six substantive teaching units one is on prominence, three on tone, and two on key. Each of them consists of five sections; sensitization, in which the use of one part of the system is demonstrated; explanation, in which the meaning of intonation is explained; imitation, in which students practice producing what they have just heard, practice activities in which to learn to apply the system appropriately; and a communicative activity which gives students opportunities to use the system in role-play.

The Teacher's Book does not give quite enough help to a teacher who is not familiar with David Brazil's work fmm other sources (e.g. Brazil, 1985). For example the two basic tones (the fall and the rise-fall) have a number of different phonetic manifestations, though of course they still retain their basic shapes. This is particularly prone to misunderstandings in the case of the fall-rise, which may occur on one syllable alone, or may extend over a number of syllables. It would; I believe, be helpful for the Teacher's Book to discuss particular examples which appear on the (excellent) tape to highlight this fact.

Another quibble I have is with the pitch contours reproduced in the student's book which, although they demonstrate the shape of tones, are occasionally difficult to relate to the words they accompany (e.g. SB p. 29). Again, the Teacher's Book should provide notes on interpreting them: they are not good guides (although at first sight they appear to be so) to what is prominent/non-prominent.

If you which to use it, therefore, I would recommend that you do so with another teacher so that you can work through the examples and discuss any problems you might have before going into class. Never teach this book without adequate preparation. In order to use it at all, you have to have all three parts. You most emphatically cannot do without the tape, and the Teacher's Book *even* with its (minor) deficiencies is necessary both to explain more fully the theoretical background to the course and to supply answers to the exercises. The materials are British, but whatever your variety of English, they are worth a look (every staffroom should have a copy) as they contain useful generalizations about intonation which, unlike those made in other textbooks, are reliable.

The subtitle 'for upper-intermediate and advanced learners of English" is appropriate. But I have used it with Upper-Elementary/Intermediate Students as a national university in providing students with tapescripts where necessary (Unit One in particular requires this) and by setting the 'explanation" sessions for homework. For me and for them this has worked well. I would suggest, however, that the most suitable audience in Japan is for teacher8 in training and for graduate classes in phonology.

Cambridge University Press and the author are to be congratulated on this publication, for despite some problems, it is a long awaited pedagogical text which at last says something reliable about intonation.

Reviewed by Richard T. Cauldwell
Kobe University

Reference

Brazil, D. 1985. *The Communicative value of intonation in English.* **English Language Research, University of Birmingham, P.O. Box 363, Selly Oak Birmingham BIS 2TTT.**

TESOL CALENDAR

TESOL '90 — San Francisco, CA
TESOL '91 — New York, NY
TESOL '92 — Vancouver, B.C.

PRONOUNCING AMERICAN ENGLISH Sounds, Stress, and Intonation. Gertrude F. Orion, Newbury House, 1987,321 pp.

Your student is answering your question. You're listening and may be thinking, why is the response incomprehensible and what can I do to help this student? Well, if your background in teaching pronunciation needs strengthening, if your student is at a beginning level or has acquired faulty habits in pronunciation, then Pmnouncing American English could be of help in developing oral proficiency.

This text is accompanied by an answer key and a set of tapes. The tapes I heard (Units l-4, An Overview and Units 20-21, l and r) indicate that the tapes and text are parallel, thereby giving the student complete audio reinforcement for the visual. These tapes can easily be used by the students working on their own.

The text is organized into four major areas: An Overview -- Sounds of American English; Stress and Intonation; Vowel Sounds; and Consonant Sounds, Each unit presents a target sound, and generally, is sectioned into parts labeled: Producing, Contrast, Sounds (in Minimal Pairs and in Sentences), Listening, Stress, Intonation, Exercises and Home Assignments.

Visually the book should be most reassuring to a beginning level student. The usual pronunciation pictures give instructions for the manner of production in'everyday'language. This is a great help for students who have difficulty relating to points of articulation, palate, alveolar ridge, etc. Any unit necessitating a lengthy explanation (e.g. stress/intonation) is followed by a 'boxed in' summary, reviewing in greater simplicity the aforementioned explanation. The black and white illustrations (fmm 2 1/2 cm. to full page) add clarity and humor to the message. One who unit addresses the reduction of function words, an area that will product a more natural sounding native speech, e.g. What time am ya COMing? According to the introduction, after teaching Parts 1 and 2 (Overviews), the teacher has the flexibility to teach any unit desired and I substantiate that.

Both the teacher and the student will need a working knowledge of the International Phonetic Alphabet (IPA). In describing the various sounds in the exercises and in the answer key, the phonetic spelling according to IPA is used. Many sentences using the target sound of the particular unit are included, as are several dialogs. However, if you am looking for everyday conversational dialog, you'll have to look elsewhere. Unfortunately, only one intonation patterns (rising and falling) are discussed. Also, some exercises require listening to the same sentences for four or five times. Without the tapes, this could be a time consuming effort for the teacher and for the student, if used during class time. Therefore I would suggest this text as supplementary material.

In the introduction to the text, the author states her rationale for not following the established practice of separation of doubled consonants (e.g. sup/pose, cor/rect, an/noy.) "In this text, for simplification purposes, doubled letters are syllabized phonetically ..." This produces words that look like "SUPPOSE, CORRECT, anNOY." As a knowledge reader, I found this visually distracting. As a teacher, one can only hope that the students' writing will not reflect a negative transfer due to seeing SUPPOSE instead of sup/POSE. Although the author writes "The English spelling system is not easy to learn," I am aware that, in English, there is a definite sound/spelling relationship that produces a greater number of regular patterns, than irregular patterns. Still, should you hear chicken instead of check in, or eunuch instead of unique this book could be of help in giving specific remedial instruction to the student. In addition, the simplicity of its structure could give the students the impetus to work on their own.

Reviewed by Mary Sandler
Shokei College, Kumamoto

OXFORD LANGUAGE LEARNING CARDS, PACK B. Chris Clark and Alex Brychta. Oxford University Press, 1987, \1,220.

The Oxford Language Learning Cards are supplementary material to the Oxford's Activity Books for Children series. Pack A is for the first three books and Pack B (the pack reviewed here) is for books 4-6.

The cards are divided into two groups: one group being picture cards and the other, word cards. The cards are also color coded into four major groups: black for book 4, purple for book 5, grey for book 6, and white for all three books. The cards are of vocabulary words, buildings, people, months of the year, and days of the week. There are also sentence building cards for creating sentences, a room kit for teaching vocabulary and positions, and a set of clock hands.

The most important part is the instruction book which comes with the cards. Within the book there arc dozens of games and activities for use with the cards. The book explains which games were developed for which lessons in the textbook and what language patterns the game is suppose to reinforce. In short, the book helps the teacher in planning what activities or games for whichever lesson.

The Language Learning Cards as a set is a great way to vary the normal classroom lessons not only for the Oxford Activity Books for Children series, but for every classroom, no matter what the book or what the age. I found the materials, games and activities useful in all of my classes including the adult business English classes. In fact, I seemed to be limited only by my imagination on how I could use them.

LANGUAGE LEARNING CARDS · 2

The only real problem with the cards is that they are limited to children's vocabulary; but then the cards were designed for children's books. Because of this, the cards arc of mostly nouns, very few verbs or adjectives, and little else. Therefore, the cards can only be used to help the simple sentences. While the cards are of limited value in intermediate and advanced classes, they are great with classes of false beginners.

These cards are a good way to enliven any class and

to get students to practice English outside of set drills and exercises. They are well worth the money even if the students have to buy the cards themselves.

Reviewed by Mark Zeid
Mihara International Business Academy

ENGLISH TODAY (Tom McArthur, Ed.), Cambridge University Press Subscription $25.00 (4 issues).

Of the various publications having to do with the English language, ***English Today*** (ET) is perhaps the most readable. It is enjoyed by language professionals of all kinds, teachers, translators, writers, publishers, and students alike. It takes the English language in all its variety and varieties as its subject matter, providing "a focus on forum for all sorts of news and opinion from around the world." It describes itself as a "magazine-cum-journal": just a magazine if you are a language academic, but an enlighteningjoumal if you are a tyro. I'm going to call ET a journal, and here's why...

. . . It now looks like a journal! When it first appeared, in January 1985, ET was a large-format, lively, informative magazine, carrying professional material side by side with reviews, news, humor, letters, cartoons, an crossword. Since January 1988, in response to various demands from libraries and so forth, ET has had a small format. The new format tits better on your shelves or into your briefcase, both important considerations.

As befits a journal with the subtitle 'The International Review of the English Language." ET draws material from all around the world. Thus, in a sample issue (July, 1988), we find Komosita Koreo on the language habits of the Japanese, Valerie Yule on English spelling and TokPisin, John Sinclair on models of English, Paul Christophersen on what the "native speaker" really is, and the editor himself on acmnyms, initialisms, blends and clippings (or AIBCs for short, I suppose!). The articles are scholarly without being heavy, essays rather than research papers. The regular features include those with an interest in words (A Way With Words: Lexicon), and with the language as she is used and abused (Kaleidoscope), David Crystal writes a regular feature (Usage) which deals with trends and problems (in this issue "hedges" or deliberate imprecision), there is News (the EEC and the problem of VAT on books), and Reviews (the OED on CD ROM). The presentation throughout is bright and pleasing, academic without academy.

And for those of us who have never grown up, there is an underlying irony and humor. How else would an Editor include such items as the following:

Wudjoo Bleevit?
Medjakrisis has beset us.
Made us all cry. "Wudjoo Bleevit!"
For we have run out of woodscrews.
Gleaming, shining, 10 mill, woodscrews.
Screws that hold the tallboy doors on,
Hold the teak-look chipboard doors on:
Screws that bear the reference number KB385/7.
-Longfellow Inc.

Classic, even if it did come from a newspaper advertisement! ET is a journal for those interested in keeping up with the developments and problems of modem English. I would like to recommend it to professionals and non-professionals alike.

Reviewed by Malcolm J. Benson
Hiroshima Shudo University

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 August 31.**

CLASSROOM TEXT MATERIALS/GRADED READERS

*Aahworth & Clark. *Stepping Stones 1 & 2.* Collins, 1989. (Student's Teacher's Activity book, Cassettes)

*Bliss. with Molinsky. *Voices of Freedom: English for U.S. Government and Citizenship.* Prentice Hall Regents, 1989.

*Brieger & Cornish. *Secretarial Contacts: Communication Skills for Secretaries and Personal Assistants.* Prentice Hall, 1989.

*Heyer. *Picture Stories for Beginning Communication.* Prentice Hall, 1989.

*Hutchinson, Tom. *Project 1* (Student's, Teacher's, Cassette). Oxford University Press, 1986.

*Hutchinson, Tom. *Project 2* (Student's, Teacher's, Cassette). Oxford University Press, 1988.

*Hutchinson, Tom. *Project 3* (Student's, Teacher's, Cassette). Oxford University Press, 1987.

*Lado. *Lado English Series, New Edition, 1 & 3.* Prentice Hall Regents, 1989.

*McPartland. *What's Up? American Idioms.* Prentice Hall Regents 1989.

*Molinsky & Bliss. *Side by Side, book 3, 2nd ed.* Prentice Hall Regesnts, 1989.

*Phillips. *Longman Practice Tests for the TOEFL.* Longman, 1989.

*Phillips. *Longman Preparation Course for the TOEFL.* (Student's, Tapescript and Answer Key.) Longman, 1989.

*Rinvolucri. *The Q Book: Practicing interrogatives in reading speaking and writing* Longman 1988

Wellman, Guy. *English Grammar Made Simple.* Macmillan, 1989.

Arnold & Scott. *Focus 2* (Student's, Workbook, Teacher's Cassettes [21]. 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, Constantinides & Pennington. *The Foreign Teaching Assistant's Manual.* Collier Macmillan, 1989.

Cake & Rogerson. *Moving Forward: Intermediate Grammar Text.* Newbury House, 1989.

Graves & Rein. *East West 1.* Oxford University Press, 1988. (Student's Teacher's, 3 Cassettes)

Harris & Hube (Revised by (Vogel/V.S.) *On Speaking Terms:*

Conversation Practice for Intermediate Students, 2nd ed. Collier Macmillan, 1989.

Hemphill, Pfaffenberger & Hockmann. ***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 Pm-poses series). Cassell, 1989.

Jones & Alexander. International ***Business English: A Course in Communication Skills*** (Student's Teacher's, cassettes [3]). Cambridge University Press, 1989.

Light & Lan-Ying. ***Contemporary World Issues: An Interactive Approach to Reading and Writing.*** Collier Macmillan, 1989.

McBill & 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 Nooritus Tankidaigaku Nihongo Kyooiku kenkkyuushitsu Hen. ***Koogi o Kiku*** Gijutso (Japanese for Specific Purposes). Sangyoo Nooritus Daigaku Shup panbu, 1988.

Sobel & Bookman. ***Words at Work: Vocabulary Building Through Reading.*** Collier Macmillan, 1989.

Yates. ***Agriculture*** (English for Academic Pm-poses Series). Cassell, 1989

!Abraham & Mackey. ***Contact USA, 2nd ed.*** Prentice Halt Regents, 1989.

!Allsop. ***Making Sense of English Grammar. Cassell,*** 1989.

!Anger, Pavlik, Segal. ***On Your Way 1: Building Basic Skills in English*** (Student's, Teacher's, Workbook). Longman, 1987.

!Anger, Fuchs, Pavlik, Segal. ***On Your Way 2: Building Basic Skills in English*** (Student's, Teacher's, Workbook). Longman, 1987.

!Fuchs, Pavlik. ***On Your Way 3: Building Basic Skills in English*** (Student's, 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). Macmillan, 1988.

!Dobbs. ***Reading for a Reason.*** Prentice Hall Regents, 1989.

!Dunn. ***Outset*** (Teacher's 2, Student's 2, Workbook 2). Macmillan, 1989.

!Molinsky & Bliss. ***Side by Side, Book 2, 2nd ed.*** Prentice Hall Regents, 1989.

!Zimmerman. ***English for Science.*** Prentice Hall Regents, 1989.

TEACHER PREPARATION/REF'ERENCE/ RESOURCE/OTHER

*Brooks & Groundy. ***Individualization and Autonomy in Language Learning.*** ELT Documents 131. Modern English Publications, 1989.

'Carter, Walker and Brumfit ***Literature and the Learner: Methodological Appmaches.*** ELT Documents 130. Modern English Publications, 1989.

*Holden & Hill, Eds. ***Creativity in Language Teaching: The British Council Milan '89 papers.*** Modern English Publications, 1989.

Chaika. ***Language The Social Mirror, 2nd ed.*** Newbury House, 1989.

Johnson (ed). ***The Second Language Curriculum.*** Cambridge University Press, 1989.

Nunan. ***Designing Tasks for the Communicative Classroom.*** Cambridge University Press 1989.

Trueba. ***Raising Silent Voices: Educating the Linguistic Minorities for the 21st Century.*** Newbury House, 1989.

Collins COBUILD Essential English Dictanary. Collins, 1989.

Hopwood. A Companion English Grammar. Macmillan, 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. 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 Second Language Learning.***

Celce-Murcia & Milles. ***Techniques and Resources in Teaching Grammar.***

Cellman. ***On Course 1.***

Chamberlain and Baumgardner. ***ESP in the Classroom.***

Chastain. ***Developing Second Language Skills, 3rd ed.***

Chaudron, Craig. ***Second Language Classrooms.***

Chenoweth & Kelly. ***Basic in Writing.***

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Davis & Rinvolucri. ***Dictation.***

Dennis, J. ***Experiences: Reading Literature.***

Devine, et al. ***Research in Reading in English as a Second Languoge.***

Doff. ***Teach English.***

Dunkel & Gorder. ***Start with Listening.***

Eckstutt & Scoolos. ***Red to ReeL***

Fathman & Quinn. ***Science for Language Learners.***

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Greennalgh, et al. ***Oxford-Arels Preliminary Handbook***

Grosse & Grosse. ***Case Studies in International Business.***

Hughes, (ed.). ***Testing English for University Study.***

Johnson & Snowden ***Turn On! Listening for Cultural Information.***

Jones & Kimbmugh. ***Great Ideas.***

Kennedy. ***Language Planning and English Language Teaching.***

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.*
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Schimpff. *New Oxford Picture Dictionary Intermediate Workbook.*
Seaton, et al. *Chambers Thesaurus.*
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Wallace, *C. Learning to Read in a Multicultural Society.*
Watenabe, Gibbs & Gibbs. *News & Views.*
Yalden. *Principles of Course Design for Language Teaching.*
Zanger. *Face to Face.*
Zezin. *New Oxford Picture Dictionary Beginner's Workbook.*
Zimmerman. *English for Science.*

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.

Chapter Presentation Reports

Chapter presenation reports written in English should be sent to co-editor Ann Chenoweth; those written in Japanese should be sent to the Japanese Language. editor (seep. 1). They should reach the editors by the first of the month receding 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 yoshi in Japanese. English reports must be typed double-space on Al-size paper. Longer reports can be considered only upon prior consultation with the editors. Please refer to guidelines in the January issue of this volume.

FUKUOKA

BUSINESS SCHOOL TECHNIQUES FOR BUSINESS ENGLISH: CASE METHOD AND SIMULATIONS

By Mark Sawyer

Mark Sawyer, director of the English program at International University of Japan in Niigata Prefecture, showed how techniques used for teaching business at business schools can be adapted for EFL (especially ESP) teaching. These methods were introduced:

The case method is a technique through which students analyze and try to arrive at collective solutions to problem situations similar to those that they are likely to encounter in their own careers. Sawyer noted that the method is effective for business-English teaching in that it features active communication, promotes thinking in the L2, is conducive to pair and group work, and creates opportunities for extended interaction, among other reasons. Simulations, which are said to be characterized (and distinguished from "role play") by three main elements: reality of function, simulated environment, and a specific structure. It was suggested that simulations are useful for language teaching because they promote the use of language that is cohesive and functional, they are motivating, good for cross-cultural training, and they are student centered.

Finally, Sawyer discussed a few of the differences between the two methods and suggested ways in which all language teachers, including those not directly involvedintheteachingofbusinessEnglish,couldadapt them to their classrooms.

Reported by Fred Anderson

HIROSHIMA

TEACHING PRONUNCIATION PAST, PRESENT & FUTURE TRENDS

By Yuji Tanabe

"Good" pronunciation is appreciated and highly respected by teachers and students alike, but how should it be taught? At the May meeting, Yuji Tanabe of Suzugamine Joshi Tandai in Hiroshima addressed this

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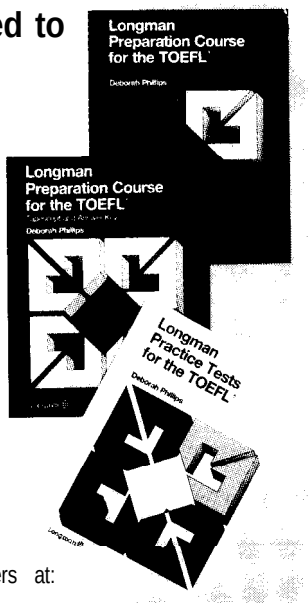

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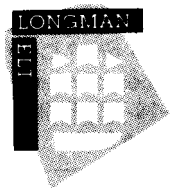

question through his belief that the present way of teaching pronunciation to students needs to be critically examined. By video he showed us the typical method of teaching junior high school students: listen to the model (tape and then teacher) and repeat in chorus. We listened to a student reading from the textbook. It was almost incomprehensible.

Tanabe pointed out that pronunciation is no longer a primary component of language teaching. There has been a pedagogical shift from form to substance. Today, the Communicative Approach with so&linguistics, context, and function in the foreground, forces us to consider how we should teach pronunciation to students, so they can meet some standard of acceptable and understandable pronunciation. Intuitive (requiring a model) and analytical (scientific) approaches need to converge.

Tanabe went on to claim that Japanese students' biggest problem is not segmental sounds nor constant clusters, but stress. We listened again to the same student reading the same passage, but this time the stress points were indicated in capital letters. There was dramatic improvement in the understandability of the pronunciation. Tanabe concluded that real application of principles can change pronunciation. This is the beginning for future possibilities.

Reported by Ian Nakamura

MORIOKA

HOW TO ACTIVELY USE AUDIO-VISUAL MATERIALS

By Reiko Itami

The June meeting was an overall introduction to the rationales and methods for using audio-visual materials in the language classroom. Examples were given using various videos ranging from news broadcasts to videos for children.

The most obvious reason for using a language laboratory and or video is to improve listening skills and give students valuable exposure to proper models of pronunciation and intonation. Reiko Itami also stressed the value of video materials such as news broadcasts for introducing students to the English used to discuss contemporary issues.

Itami suggested ways in which videos can be used to suit a variety of learning styles and teaching objectives. Videos provide students with examples of vocabulary and grammar used in meaningful contexts. They also give insight into cultural norms and values, and as such can teach students to use language which is socially as well as grammatically correct. Itami stressed that teaching discrete language skills alone is not enough, and that video can provide a holistic approach to learning.

Throughout the lecture, Itami emphasized that "Japanese teachers in general underestimate students' abilityto learn." Rather than using artificially slow and simplified materials, students should be encouraged to listen for the gist and to guess. As Itami says, if you want to learn to swim, you don't practice on the tatami. You have to jump in and get wet.

Reported by Cynthia Dickel

NAGOYA

ENGLISH FOR TOUR GUIDES AND CONDUCTORS

By Teruko Nunome

4月のJALT名古屋は、フリーランスの観光通訳、海外添乗員として活躍されている布目晃子さんをお迎えして、「名古屋1日観光」と「ヨーロッパ周遊12日間の旅」の観光案内をしていただきました。

前半の「名古屋1日観光」は英語で、名古屋国際空港に着くところから、ホテル、熱田神宮、名古屋城、徳川美術館、栄を2日間で回る場合のガイドをしていただきました。

どの場面でも聞いている側を飽きさせない豊富な情報と時にはユーモアを交じえる巧みな話術で、「観光客」を魅了していました。特に今年は、世界デザイン博が名古屋で開催されるため、円高にもかかわらず、多くの外国人が名古屋を訪れる事が予想されるため、名古屋の歴史的説明もさることながら、現在の名古屋の説明にも力点が置かれているような印象を受けました。

後半の「ヨーロッパ周遊12日間の旅」は日本語で、ロンドン、ローマ、ウィーン、ジュネーブ、パリを訪れるコースを説明していただきました。

特にモンブランとウィーンを訪ねるのが特徴のこのツアーには、ウィーン、ジュネーブ、シャモニー、シヨン城を回るのに4日間をとってあり、ワルツやアルプスの好きな人には、おすすめのコースであるといえます。また「観光客」からの質問に「治安」についてのことがあり、やはり、ローマとパリは要注意であるとの答がありました。特にローマの治安は非常に悪いとのことで、日本人観光客には、すぐジプシーの子供たちが金をねだりに来たり、めがねをねらわれているすきに、バッグから金品を盗まれるといった事もあるとのことでした。

「名古屋1日観光」、「ヨーロッパ周遊」共十分楽しめるガイドでした。

レポート：浅井洋一郎
愛知県半田高校

NAGOYA

PAIR WORK AND GROUP WORK

By Steve Maginn (Cambridge University Press)

At the Nagoya Chapter's March meeting, Steven Maginn talked about conducing pair work and group work activities in large classes. This presentation was aimed especially at Japanese teachers of English and less-experienced native speaker teachers of English.

The audience participates in controlled pair activities. One activity involved asking a partner a question such as, What happens if you leave ice in the sun?" The partner then gives an answer. Eventually the students begin to formulate their own questions and answers.

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Steps in organizing these types of activities include: 1) modelling the target activity with a student(s); 2) assigning pairs of groups; 3) monitoring the activity; 4) terminating the activity (even if some haven't finished it); and 5) followup immediately or at a later time by reviewing the material or by having the students role play.

The advantages of pair/group work include mom opportunities for the students to speak and thereby become mom involved in the classroom activities. Problems include the lack of opportunities for error correction and a tendency of the students to revert to their native language. Maginn stressed the importance of having a student-centered program. Pair/group work is an integral part of this approach. There is less teacher control, but he feels that teachers should get off the "pedestal" and circulate among the students and listen and observe. The teacher still retains the ultimate authority to start and stop an activity.

Maginn ended his presentation by reminding the audience to do a self-evaluation of the concluded activity or lesson. This will help in improving the activity for future classes.

Reported by George H. Sawa

Tokyo/West Tokyo

MAY MINI-CONFERENCE

The Tokyo and West Tokyo JALT Chapters held a joint mini-conference on Sunday, May 23th at the University of Pittsburgh ELI. A total of 25 presenters drew a crowd of over 100 participants, and filled the day with practical ideas, antidotes to common classroom complaints, and demonstrations of new techniques.

Sachiko Adachi gave a brief demonstration of TPR in Japanese, and then explained some of the results of the program for Vietnamese refugees learning Japanese in Tokyo. The students have been able to learn the basics of reading and writing through TPR, although there has been no instruction in their native language.

The Circular Theater is a novel idea developed by Rube Redfield at the Manebi Language Institute in Itami, Hyogo prefecture. Redfield has written a number of short, simple "authentic" scenarios which he cuts up into three digestible parts. Students then performeach part with gestures and props at the front of the classroom. It is called 'circular' theater because, in the final product, the entire class walks around the classroom, pausing for a briefperformance at the front of the room. Redfield claims that the program is very popular with students, and the results associated with learning and retention have been very good.

Kip Cates travelled from Tottori to talk about the promising results attainable from Personal Growth Homework Assignments. Students are asked to conduct interviews (either in Japanese or English) with members of the general public, then write a report on their findings in English. Because of the small number of foreigners living in Tottori, Cates found it difficult to both motivate students, and provide stimulation. By carrying out at least one part of the assignment in English, and forcing the students to learn experientially, he found that students were able to learn a great deal about themselves and the world.

Steve Maginn demonstrated a dictation technique in which students are given pieces of a story, then asked to put it back in order by dictating to the teacher. By reversing the mles in such a way, students are given a rare taste of control and are able to participate more actively in the learning process.

Another presentation which provided ideas for active learning was Marilyn Books' 'Ideas for Multi-level classes'. She has devised a number of systems which force advanced students to become more independent of the teacher, but which allow weaker students the hints and assistance they still need.

Advertisements insidiously pervade society as well as our consciousness. Shaun McNally of the University of Pittsburgh-ELI brought a suitcase full of advertisements and ideas for students to explore some aspects of thought manipulation, image portrayal, and cultural comparisons. The visual element provided a good nucleus for discussion, and in fact generated the type of values discussion which is so rare in ESL classrooms in Japan.

David Wardell, also of the University of Pittsburgh-ELI, showed a video of a production of Tarn Thumb' in bunraku-puppet style, which has been almost entirely produced by his students. Adapting a Japanese theatrical form into an English context required some hard work and imagination, but the students seemed to be having a lot of fun during their very commendable performance.

Reported by Dawn Wilson

YAMAGATA

GRADED READING AND VOCABULARY ENRICHMENT

By Tish Aoki

Ms. Aoki began her presentation with the question: "Is reading boring?" Sadly, to many students of ESL this is too often the case. Yet reading English, be it novels or newspapers, is one sure way for the student to expand and enrich his or her vocabulary and become a better, more versatile speaker of English.

Stressing that English structure in Graded Reading Materials must be carefully controlled, Ms. Aoki provided useful guidelines for matching students with appropriate reading matter. More importantly, she demonstrated numerous examples of Graded Readers that are fun for the ESL student to mad and explore, and all of these books will help develop vocabulary useful for the TOEFL and TDEIC examinations. But most importantly, Graded Readers offer enjoyment along with enhancing vocabulary and a recognition skills.

Is reading boring? Absolutely not. It is the foundation stone for successful ESL teaching and learning.

Reported by Dale Oldfield

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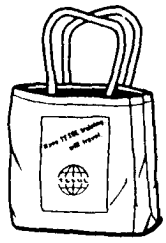

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Bulletin Board

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JALT KANSAI
1969 SUMMER CONFERENCE
Saturday-Sunday, August 6-6

Sponsors: JALT Kansai Chapters and The Center for Language and Intercultural Learning

Topics/Speakers: (1) Confidence in *Writing,* Bill Bernhardt and Peter Miller (City University of New York); (2) *Content-Bused Instruction for Natural Language Acquisition,* Katherine Schneider and Sandra McCollum (University of Delaware)

Place: Osaka International House

Time: 10 a.m.-4 p.m. (Both workshops are for two days)

Fees: On site - Members, 7,000; non-members, 8,000

Extras: (1) 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.

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

Accommodations: Most of the limited number of rooms available at the International House Hote! are likely to be needed for conference leaders, organizers and associate member representatives. The nearest major hotel is the Osaka Miyako Hotel at Kintetsu Uehonmachi Station, about five minutes' walk from International House. Other hotels are located within reasonable travelling distance in the Namba, Tennoji and Umeda areas of Osaka.

Contact: Vince Broderick, 0798538397; fax: 51-6024.

Also see the July issue of the *LT.*

JALT SUMMER SEMINAR
Saturday-Sunday, August 5/6
English Education and Its Role in the Internationalization of Japan

The Summer Seminar, in Ueda, Nagano-ken, is only hours away. Please call the JALT Central Office, 075-361-5428, to see if there is space. For information about the program, call: Professor Watanabe, 0262-32-8106, ext. 431; or Mr. Kitazawa, 0262-21-8111 (W) or 0262-27-6646 (H). For information about accommodation and transportation, call: JTB (Mr. Sato), 0268-24-8033.

TYPEWRITERS AVAILABLE

The JALT Central Office has 2 IBM Selectric typewriters in good working order that are no longer needed. If you know of a worthy organization in need of a typewriter, please write to Yumi Nakamura in the Central Office (address, p. 1). Be sure to include a description of the organization in your letter.

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Oct. 21-22 (T), 28-29 (O): *Styles and Strategies of Successful Language Learners,* H. Douglas Brown, San Francisco State University.

Nov. 18-19 (T), 25-26 (0): *Cooperative Learning Methods,* Stephen Gaies, University of Northern Iowa.

All Sat. 2-9 p.m., Sun. 10a.m.-5 p.m. 3 credits for series. JALT members and others not enrolling formally may attend the Sat. 2-5 p.m. portion of any course free.

Regular Courses (3 credits each)

Tokyo (6-9 p.m.)

Mon: Doctoral Seminar, Rod Ellis. Tues: *Sound Systems,* Kenneth Schaefer. Wed: *TESOL Methods/Materials* 1, R. Ellis. Thur: *Teaching Literature to Speakers of Other Languages,* R. Ellis. By arrangement: *ESL/EFL Practicum,* Susan Johnston. Special 3-unit, 3-wcek course Sept. 16-17,23-24,30-O& 1 (Sat. 2-9 p.m., Sun. 10 a.m.-5 p.m.): *Testing Language Skills,* James D. Brown.

Osaka (6-9 p.m.)

Mon: *TESOL Methods /Materials I,* Michael Rost. Wed: *Sound Systems,* Kenneth Schaefer. Thur: *Language Comprehension: An Introduction to Psycholinguistics.* M. Rost.

TUJ, l-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo161, 03-367-4141, fax 4112; Kyowa Nakanoshima Bldg. 2F, l-7-4 Nishi-Temma, Kita-ku, Osaka 530; 06-361-6667, fax 6095.

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

Nicolas Ferguson, Director of the 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, 6-7-31-611, Itachibori, Nishi-ku, Osaka 550; Tel: 06-443-3810.

CALL FOR PAPERS

The Language Laboratory Association of Japan will hold its 30th annual conference July 30-August 1, 1990, at the International Conference Center *on* Port Island, Kobe. The theme: International Communication and the Language Laboratory. Proposals for papers should be sent to: Prof. Sugimori, Kinran Junior College, 5-25-l Fujishiro-dai, Suita-shi, Osaka 565. The deadline for submission of abstracts is January 15, 1990. Papers dealing with the use oftechnology in the teaching of English, as well as those dealing with empirically based research, will be particularly welcome.

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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.*

KYOTO

Topic: Informal Sharing of Ideas and Materials
Speakers: Everyone who attends.
Date: Saturday, September 9th
Time: 6-9 p.m.
Place: Kyoto YMCA, Sanjo Yanaginobamba (on Sanjo-dori between Karasuma and Kawaramachi); 075-231-4388
Fee: Free
Info: Christopher Knott (075)-392-2291

The purpose of this meeting is to share ideas and materials in aninforma! atmosphere. Please bring any materials you find useful, any ideas you have about teaching, or any questions you have. After the meeting there will be a very informal gathering at a nearby restaurant. All who are willing to pay for their own food and drink are welcome!

KANAZAWA

Topic: Making Your Own Communicative Pair Practice Materials
Speaker: David Peaty
Date: Sunday September 17th
Time: 10:30 a.m. - 12:30 p.m.
Place: Shakai Kyoiku Center, 4th floor (next to MRO TV building)
Fee: Members, free; non-members, 500
Info: Mikiko Oshigami, 0764-29-5890
Kevin Monahan, 0763-23-8516

The practice of conversation, drills, dialogs and other activities in pairs provides maximum individual practice with minimum inhibition. Communicative pair practice is generally based on information gap or problem-solving activities which students can solve only by exchanging information or ideas. Many available materials of this kind will be listed on the handout. The focus of this presentation, however, is on making your own materials. The presenter will introduce a variety of formats used in his own and other books, and show how to produce materials suited to the specific needs of your own classes.

David Peaty has been teaching in Japan since 1974 and has written a number of coursebooks for students of English.

KAGOSHIMA

Topic: Texts and Techniques
Speakers: Chapter members
Date: Sunday, September 10th
Time: 1:30-3:30 p.m.
Place: Chuo Kominkan (next to the Bunka Center), 5-S Yamashita-cho;. (0992) 24-4528
Fee: Members, free; non-members 500
Info: Yasuo Teshima 0992-22-0101

We'd like to welcome the new AETs by inviting our members to bring textbooks that they use and technigues or ideas to share. To make this an interesting and productive meeting, please come prepared to exchange ideas.

Positions

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

(CHIBA) Full-time English instructor for children, teenagers, and adults, beginning September 1 (two-week training period in advance desirable). B.A. or M.A. in English, English literature, or TEFI.; experience desirable. One year contract, renewable; $250,000/month; 33 hours in a six-day work week; 45 vacation days/year; accommodations and utilities conditionally provided. Send resume to Mobara English Language Institute, 619-11 Takashi, Mobara-shi, Chiba-ken 297; tel: 0475-22-4785.

(CHIBA) Two-year position fmm September, 1989 or from March, 1990, as an English teacher for children and adults of all levels. Outgoing, cheerful native speaker with a degree in ESL/EFL or related fields and experience desired. Competitive salary based on qualifications; low-cost housing and other benefits: bonus upon completion of contract. Send inquiry and resume to: Chuck Anderson, Teaching Director, M.I.L., Taisei Bldg. 2-6-6 Narashino-dai, Funabashi-shi, Chiba-ken 274; Tel.: (0474)62-9466.

(KANAZAWA) Openings for full-time BFL teachers at junior college (4/90) or at high school (4/90). Possible tenure track. Requirements: Native speaker of American English, Christian; B.A.or M.A. in TESY TEFL, applied linguistics or related field; experience in TESL/TEFL; ability to adapt to cross-cultural environment; willing to learn Japanese. Duties; 12-15 teaching hours/week (junior college); 18-20 teaching hours/week (high school); keep regular school hours; other normal job responsibilities. Salary based on Japanese faculty scale; housing provided; round-trip airfare for two-year contract. Please send resume and cover letter requesting an application to Tom Hastings, Hokuriku Gakuin Junior College, 11 Mitsukoji-machi, Kanazawa 920-13.

(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, Kanagyo-ku, Kyoto 604; tel: 075-255-3287.

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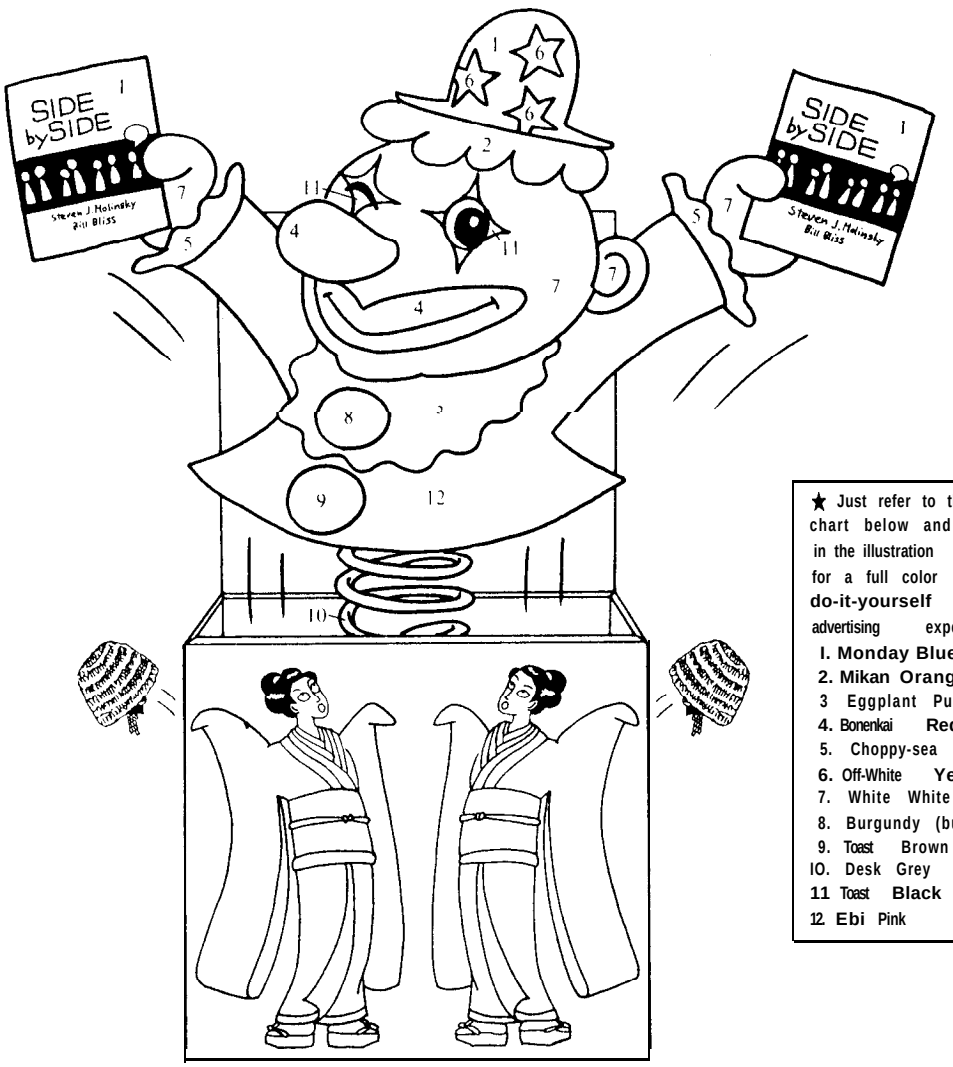

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(KYOTO) Part-time teaching positions available for native English speakers at private girls' high school beginning in April 1990. M.A. in TESOL or B.A. with more than two years' teaching experience required. Send letter of application and resume with photo to F. Okumura, Seian Girls' Senior High School, Sokokuji, Kitamonzen-cho, Kamigyo-ku, Kyoto 602.

(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.

(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 includes 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 Takabo, Registrar, Matsuyama University, 4-2 Bunkyocho, 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. For complete details see the July *Language Teacher.*

(MORIOKA) Native English-speaking teacher with advanced degree in TESOL, TEFL, British or American Literature, English Linguistics, Comparative Culture, Cross-Cultural Communication, or Japanology. 12 hours per weak of classes, advisory instruction in Japanese-English translation, and recording and marking for entrance exam. One-year contract beginning April 1, 1990, renewable up to March 31, 1995. Please send by Sept. 30, 1989: (1) curriculum vita, (2) list of research publications, (3) medical certificate, and (4) two letters of recommendation to Chairman, Dept. of English Language and Culture, College of Humanities and Social Sciences, Iwate University, 3-18-34 Ueda, Morioka 020. (Details on request; tel: 0196-23-5171.)

(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/ESL, 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.

(NAGOYA) Full-time native-speaker lecturer, senior lecturer, or professor of English, fluent in Japanese. Preferred: age under 45; M.A. or Ph.D. in English Literature, Linguistics, or related fields including Japanology. Start April 1990. Send by Sept. 30: application with curriculum vita, photograph, list of publications (choose which is the main publication), and summaries in up to 1,200 kanji each of three of the publications, to Kiyokazu Jin-no, Dean of the Faculty of Liberal Arts, Chukyo University, 101-2 Yagoto Honmachi, Showa-ku, Nagoya 466. Indicate "Application" in red on the envelope.

(NIIGATA) Full-time position fmm September 1 st for native-speaking English teacher at new school. Remuneration good but varies depending upon qualifications and teaching experience. Five-day work week. Please send letter and resume to: Mr. K. Sasaki, Brother Bunka Center Niigata, l-l-l Higashi-odori, Niigata-shi 950; tel: 025-241-4789; fax: 025-241-4791.

(OSAKA) Full-time English language teacher, assistant professor status beginning April 1990. Two-year contract, possibility of renewal. Requirements: native speaker of English; Christian; Ph.D. or comparable qualifications in TESL/TEFL, applied linguistics, or related field, desire to learn Japanese. Duties: 12 hours teaching per week plus normal department responsibilities. Send vita and three letters of recommendation by October 1, 1989, to Search Committee, Osaka Jogakuin Junior College, 2-26-64, Tamatsukuri, Chuo-ku, Osaka 640.

(SEOUL) Full-time position: native speaker of English, monthly openings. Start 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, Yoksamdong, 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 senior 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.

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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. Reguired; 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/mo. Please call (03) 234-7841.

(TOKYO) Full-time **ELT** marketing representative: Japanese bilingual, preferably with an English-teaching background, who is interested in a career in publishing. The position, which ideally would begin Sept. 1, requires considerable domestic travel meeting with both foreign and Japanese teachers of English. Salary and benefits commensurate with experience and skills; very competitive. Send resume in Japanese and English with cover letter to Harry T. Jennings, Marketing Director, c/o Prentice Hall Regents Japan, Jochi Kojimachi Bldg. 3F, 6-l-25 Kojimachi, Chiyoda-ku, Tokyo 102; tel: 03-238-1050.

(TOKYO) Native speaker of English for a full-time position beginning April 1, 1990. Main duties will include teaching reading, writing, and speaking to freshmen and sophomores. For details write the English Department Office, Tsuda College, 2-1-1 Tsuda-machi, Kodaira-shi, Tokyo 187. Applications and all necessary documents must be received by September 23.

(TOKYO) The oldest college in Illinois, opening its Japan Campus in October with courses in general education and **ESL,** requires part-time instructors with background and experience in TESL, math, literature, speech communication, history, computer science, and philosophy. Minimum requirement: an M.A. in the field of instruction. Send resume and school records to: Robert Dell, Program Director, McKendree College-Japan, 2-37-21 Eitai, Koto-ku, Tokyo 135; tel: 03-820-4781.

(TOKYO) The Practical American Conversation Center provides English education at clients' premises, mostly those of Japan's largest computer maker. We require an educational consultant for our Japanese and foreign staff. Minimum: an M.A, in TEFL and least two years' experience teaching Japanese business people in in-company classes. Responsibilities include selection and development of teaching materlals, orientation of new teachers, and advising our teaching staff. We envisage this position requiring a commitment of about six hours per week, so it would suit an educational professional already working in Tokyo. Please send your resume to PACC, Dai-san Shikakura Building, 1-7 Yotsuya, Shinjuku-ku, Tokyo 160; Fax 03-353-7230. For further information, call 03-353-l 771.

(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, l-2-3 Hamamatsucho, Minato-ku, Tokyo 105; tel: 03-459-5551.

(TOKYO: Nakano-ku) Full-time and part-time ESL positions starting in September. Christians with at least an M. Ed. or M.A. in TESL/TEFL,linguistic, or a related field. Minimum salary Y300,000 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: 02975-5-2167.

(YAMAGUCHI) Assistant professor (jokyoju) or lecturer (koshi) of English/American literature starting April 1, 1990. Age 28-33 on that date. Native speaker of English with at least a master's degree in English/American literature and three years' teaching and research experience at a university or college. Three-year contract, renewable; salary and benefits according to national public service standards. Teach five or six courses in literature, British/American area studies, and/or English language skills, and (in future) graduate courses; serve on committees. Application deadline Sept. 30. Send for form to Prof. Michikazu Kaneda, Chairman, Dept. of English, Faculty of Education, Yamaguchi University, 1677-1 Yoshida, Yamaguchi-shi 753; tel: 0839-22-6111, ext. 658; fax: 23-8612; home tel: 24-7022.

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 35 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

Meetings and Conferences -The JALT International Conference on Language Teaching/Learning attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events, such as the annual Summer Seminar for secondary schoool teachers, regular In-Company Language Training Seminars, and special conferences on Testing and other themes.

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

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JALT —全国語学教育学会について

JALTは、語学教育のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に約3,000名の会員を持ち、英語教師協会（TESOL）の加盟団体、及び国際英語教師協会（IATEFL）の日本支部として、国際的にも活躍しています。

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

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研究助成金：詳細はJALT事務局まで。

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

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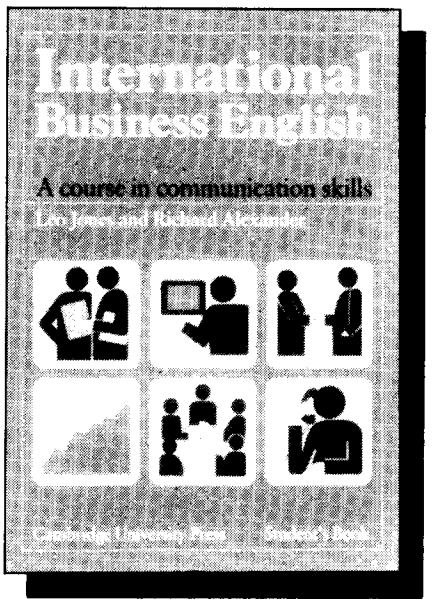

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