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Introduction

Introduction and Farewell

This issue of The Language Teacher ***allows us to look at a variety of topics not covered in one of the special issues and again features contributions from JALT '90 Conference speakers. This variety of articles, we hope, will both increase your understanding of these areas and inspire you to submit papers on topics not covered in the special issues.***

In the first of the featured articles, Jack Richards looks at teacher development. He reminds us that teachers everywhere should draw on their own experience and intuition and not depend on methodologies to supply pat answers to problems arising in classrooms. This approach has implications for all of us, even if we are not teaching in such programs, and will affect the way we look at our own development as teachers and the way we promote development among our colleagues.

Michael McCarthy outlines how developments in vocabulary description, and our understanding of how vocabulary is learned and stored are relevant to teaching. Although many questions remain to be answered, these developments have already led to better materials and more varied classroom activities which promote vocabulary learning.

The final paper in this sample from the conference speakers is the contribution by Toshio Okazaki, who advocates a learner centered approach in teaching Japanese as a Second Language. Recent trends in JSL seem to be paralleling those in ESL and clearly there is much that we can learn in cooperation with each other.

Virginia LoCastro's interview rounds out the featured articles by introducing Geoffrey Leech. Their conversation covers topics ranging from Leech's background to his view of where current research in linguistics is leading us, and the role that computers will play in future research. In addition, there is Christopher Barnard's insightful contribution on textbooks and why some may be more effective than others in fostering an ability to use the language. Also ofpractical interest is this month's "My Share," in which Sheila Cliffe outlines specific procedures for setting up a classroom reading center. Getting students to read, and to experience the pleasure that reading can bring are two aims of her proposal.

This is our last issue of The Language Teacher as ***editors. We would like to thank the others on the Publication Board, thepaidproduction personnel and all those in the JALT Central Office for their help and hard work. We would also like to take this opportunity to thank all of you for your encouragement, criticism, and contributions during the past three years. We hope you continue to show this support to the new editors and*** Language Teacher ***staff:***

Ann Chenoweth and Eloise Pearson

Beyond Training:
Approaches to Teacher Education in Language Teaching

by Jack C. Richards

Two approaches have emerged in second and foreign language teacher education pmgrammes in recent years. One is education as 'training," a model that has characterized traditional approaches to teacher education and which still represents the mainstream of current practice. A second approach is referred to as "development." The contrast between training and development (with the term "education" being a more general and inclusive term) is a useful way of characterizing and describing options in teacher education (Lange, 1983; Richards, 1987; Freeman, 1989), and in this paper it will be used to describe alternatives available to those planning teacher education pmgrammes. To clarify the difference between these two approaches and the implications for teacher education programmes, I will examine five aspects of teacher education, contrasting a 'training" versus "development" perspective for each one. They are Approach, Content, Process, Teacher Roles, and Teacher-Educator Roles.

TEACHER EDUCATION AS TRAINING

Approach

By "approach" I refer to the conceptual framework or philosophy underlying the pmgramme, that is, the theory and assumptions about teaching and teacher education that pmvidethe startingpoint forpmgramme development. A number of interrelated themes characterize a training perspective. Many of these are implicit rather than overt and have to be teased out or inferred from looking at the pmgrammes themselves and how they are implemented.

(i) The first assumption is that student teachers or teachers-in-service enter the pmgramme with deficiencies of different kinds (Breen et al., 1989). These may be deficiencies of knowledge about the subject matter (e.g., the English language. Curriculum Design, Reading, ESP) or lack of specific skills or competencies (e.g., in the use of computers or the ability to teach process writing).

(ii) The second assumption is that the characteristics of effective teaching are known and can be described in discrete terms, often as skills or competenties. Teaching is not viewed as mainly individual or intuitive but as something reducible to general rules and principles and derived from pre-existing knowledge sources. Often these characteristics are identified with a specific method of teaching. Teachers should set out to improve their teaching through matching their teaching style to that of a proven teaching method, or by learning what it is that successful teachers do. The approach is, hence, prescriptive.

(iii) A related assumption is that teachers can and should be changed and, moreover, that the direction of change can be laid out in advance, planned for, monitored, and tested.

(iv) Lastly, the teacher education pmgramme is essentially theory driven and top-down. Experts may be the source of the new information, skills, and theory which underly the pmgramme, or it may be based on new directions in applied linguistics, second language acquisition, or methodology.

Content

By content, I mean the goals, topics, and subject matter that the programme addresses. When teacher education is thought of as training, goals are typically stated in terms of performance, and content is identified with skills and techniques and the theoretical rationale for those skills and techniques. Content is generally pm-determined by the teacher educator. The programme addresses observable, teachable, and testable aspects of teaching, which are often linked to specific situations. Pre- and post-training difference can then be measured to determine the programmes' effectiveness. For example, before training, teachers might be tested to see what their typical wait-time behaviours are when using questions. Following a workshop in which teachers are trained to monitor their use of questions, the teachers are tested to see to what extent their behaviours have been modified as a result of training. Or, following a workshop on how to make their classrooms more communicative, teachers are observed in their schools to see to what extent their classes are now characterized by a greater use of group work and less of a dependence on teacher-fronted and teacher-directed activities.

Process

Process refers to the means by which the mntent of the programme is transmitted, that is, the techniques, activities and experiences used to impart new knowledge and skills to teachers in training. Many techniques are well suited to a training perspective. Some reflect a view of learning as "modeling": student teachers model the behaviours of master teachers or effective teachers or model proven techniques of teaching. For example, micro-teaching offers trainers a chance to model new behaviours to teachers and then for teachers to practice and learn the new skills. Observation (of either teachers in the classroom or model lessons on video) similarly allows student teachers to learn through modeling or imitation. Demonstration, simulation, and mle play are also procedures that can be used to help teachers master new techniques, with the hope that they will later try them out in their own classrooms, incorporate them into their repertoire of teaching strategies, and, hence, become better teachers.

Role of the teacher

What is the teacher-in-training's role in the process of teacher education fmm the training perspective? Essentially, the teacher is viewed as a technician. According to Zeichner and Liston (1987, p. 27), "the teacher as technician would be concerned primarily with the successful accomplishment of ends decided by others. "The effective teacher is also viewed as a skilled performer of a number of prescribed tasks. Training is intended to expand the teacher's repertoire of tasks and to improve the effectiveness with which tasks are used. The prospective teacher is hence treated as an apprentice, and as a passive recipient of information and skills passed on to him or her by experts-the teacher educators. The teacher's chief responsibility is to try to suppress old habits and replace them with new ones, and to match his or her teaching style to that prescribed by a new method or guru. The teacher is also expected to observe and imitate accurately, usually without questioning the new wisdom. Participants in audiolingual training workshops or in Gateggno's Silent Way Workshops will recall the insistence on "suspend criticism: do it our way, and you'll see we are right." Much of what the teacher already knows is seen as a hindrance and will need to be suppressed, supplanted, changed, or modified.

Role of the teacher educator

Fmm a training perspective, the teacher educator is seen as an expert, as a catalyst for change, as a model teacher, and as the source of new ideas and information. His or her primary functions are to provide ideas and suggestions, to solve problems, and to intervene and point out better ways of doing things.

Limitations of training

The training perspective characterized above exists in a variety of forms, and advocates of training can attest to its effectiveness. It does not take a very sophisticated research design to demonstrate that for some aspects of teacher education, training works. Teachers' behaviours can be changed, often as a result of relatively short periods of training. For example, in a study of the effects of training on teachers' questioning skills (Borg, Kelley, Langer, & Gall, 1970, p. 82) a mini-course that consisted of a film explaining the concepts and training in the form of modeling, a self-feedback, and micm-teaching, brought about significant changes in the teachers' use of questions. Training is well suited to the treatment of skills, techniques, and routines, particularly those that require a relatively low level of planning and reflection. There are times when a training approach may be all that is required, such as when a group of teachers in a school request a demonstration or workshop on the use of new computer software for the teaching of writing. But despite these advantages, a number of limitations are apparent.

1) Training reflects a very limited view of teachers and of teaching, one that reduces teaching to a technology and views teachers as little more than technicians. It likewise presents a fragmented and partial view of teaching, one which fails to capture the richness and complexity of classroom life and the teacher's role in it. It treats teaching as something atomistic rather than holistic (Britten, 1985).

2) It follows that training limits itself to those aspects of teaching that are trainable and does not address more subtle aspects of teaching, such as how the teacher's values and attitudes shape his or her response to classroom events. Yet these are crucial dimensions of teaching and should not be ignored in teacher education.

Training reflects a very limited view of teachers and of teaching, one that reduces teaching to a technology and views teachers as little more than technicians.

3) Training is not classroom based. The content chosen for inclusion in the training pmgramme is typically pre-determined and selected according to trends in current theory (e.g., the application of insights from second language acquisition research), or according to current vogues in methodology. The focus for training is not an exploration of the actual processes employed by teachers in classrooms and their significance. Hence, it is unlikely that the programme will address issues that are central to the real experience of teachers.

4) With training, the locus of responsibility for development lies with the teacher trainer, rather than with teachers themselves.

Let us now compare a training perspective with a teacher development perspective.

TEACHER EDUCATION AS DEVELOPMENT

Approach

A number of second language teacher educators have contributed to clarifying the difference between "training" and "education" or "training" and "development" (see Larsen-Freeman, 1983; Richards, 1987; Pennington, 1989; Freeman, 1989). Lange (1990, p, 250) describes the term teacher development as describing a process "of continual, intellectual, experiential, and attitudinal growth." He distinguishes it from training as being "more encompassing and allowing for continued growth both prior to and throughout a career" (p. 250). The distinction is not a new one in teacher education; it dates back at least to Dewey's influence on education at the turn of the century (Haberman, 1983). At the level of approach, some of the main conceptual features of teacher development are:

(i) Teachers are not viewed as entering the pmgramme with deficiencies. Although there are obviously areas ofcontent that teachers may not be familiar with and may wish to learn about, more emphasis is placed on what teachers know and do and on providing tools with which they can more fully explore their own beliefs, attitudes, and practices.

(ii) While teacher development acknowledges a theory of teaching as central to the process of planning and implementing a teacher education pmgramme (Richards, 1987; Freeman, 1989), such a theoretical basis serves not as a source of doctrine which is used to shape and modify teachers, bringing them more closely to an ideal model, but serves as a starting point. Its role

is to help teachers explore, define, and clarify their own classroom processes, and their individual theories of teaching and learning. The approach is, hence, non-prescriptive. Teaching is acknowledged to be an intuitive, individual, and personal response to classroom situations and events.

(iii) The programme does not start with the idea that teachers must change or discard current practices. As Freeman (1989, p. 38) observes, "Change does not necessarily mean doing something differently; it can be an affirmation of current practice: The teacher is [perhaps] unaware of doing something that is effective."

The focus is, thus, more on expanding and deepening awareness.

(iv) The pmgramme is discovery oriented and inquiry based, and bottom-up rather than top-down. Insteadofthe pmgramme being dependent upon external knowledge and expertise, external input serves as only one source of information. It is complemented by teacher input, and both interact to help teachers understand their own attitudes, values, knowledge base, and practices, and their influence on classroom life.

Content

When teacher education is approached from the perspective of development, although some of the content areas included in training-based pmgrammes are not necessarily precluded, the content base is expanded both in breadth and depth and a different treatment of techniques and skills is required. At the same time, goals and content have to be articulated that go beyond skills and techniques and address higher level issues, including conceptual, attitudinal, and affective aspects of teaching. These include such hidden dimensions of teaching as the following:

(i) the decision-making and planning processes employed by teachers

(ii) the culture of teachers, that is, the concepts, value systems, knowledge, beliefs, and attitudes that form the basis for teachers'classroom actions

(iii) teachers' views and perceptions of themselves

(iv) roles of teachers and learners in the classroom.

Wright (1990) sees a focus on teacher and learner roles in the classroom as the central and essential focus of teacher education programmes in language teaching. The distinction between the received rather than the negotiated or reflexive curriculum is also relevant here.

> On the one hand, a curriculum that follows a received perspective presents knowledge with the intent that student teachers accept it as predominantly non-negotiable.
>
> Student teachers are to be relatively passive recipients of that which is imparted, whether the source is the wisdom of experienced practitioners or the latest findings of research on teaching. On the other hand, a reflexive curriculum does not totally predetermine that which is to be learned but makes provisions for self-determined needs and concerns of student teachers as well as the creation of personal meaning by students. A reflexive curriculum also includes provisions for the negotiation of content among teachers and learners. (Zeichner & Liston, 1987, p. 27).

Hence, goals and content are required that engage teachers in reflecting critically on their own teaching and on their own mles in the classroom. At the same time, opportunities are provided for student teachers and teachers-in-service to develop the ability to make judgements about the content and process of their work, and to "act and react-to initiate and respond" (Roderick, 1986, p. 308).

Reflection is a key component of teacher development. The skill of self-inquiry and critical thinking is seen as central for continued professional growth (Zeichner, 1982), and is designed to help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking. Zeichner and Liston, (1987) describing the rationale for a reflective model of teacher education being implemented at the University of Wisconsin, observe:

> Utilizing Dewey's (1933) concept of reflective action as the organizing principle of its curriculum, the programme literature expresses a desire to develop in student teachers those orientations . . . and skills . . . which lead to reflective action. The continuing development of technical skill in teaching is also addressed, but only within this broader context of reflective action. (p. 24)

Development does not, therefore, necessarily seek to bring about any specific changes in teachers' behaviours, but to increase awareness, to deepen understanding of causes and consequences, and to broaden perceptions of what is and is not possible.

Development [seeks] to increase awareness, to deepen understanding of causes and consequences, and to broaden perceptions of what is and is not possible.

Process

The different kinds of goals needed with a teacher-development approach require a rethinking of the whole process by which teacher education is conducted. The higher-level cognitive and affective dimensions of teaching that the approach seeks to address cannot be achieved through modeling, practice, imitation or mastery learning. Other alternatives are therefore needed.

A number of different kinds of learning experiences are being employed in an attempt to move beyond skills-training in teacher education (Richards & Nunan, 1990). These include:

(i) values clarification: activities that engage teachers in examining their own values, attitudes, and belief systems. These may be either relatively informal (e.g., discussion groups, focus groups, brainstorming) or more formal (e.g., questionnaire, structured interviews).

(ii) observation: activities in which teachers observe either other teachers at work or themselves through video recordings, in association with activities that are

designed to help teachers explore the significance of patterns of behaviour identified (Nunan, 1990 a, b). Observation is employed here not in order to demonstrate good teaching, but to provide data for reflection and analysis.

(iii) self-reflection: journal and diary accounts can be used to pmvide opportunities for student teachers to use the process of writing about their own teaching experiences as an analytical tool and to provide information for later reflection (Roderick, 1986; Bailey, 1990; Porter et al., 1990).

(iv) self-reporting: the use of self-reports and inventories or check lists, in which teachers record information about what they did during a lesson and describe what worked or didn't work (Richards, 1990).

(v)project work: individual orcollaborative projects in which teachers address specific classroom issues and then design projects around them.

(vi) problem solving: sessions in which participants bring examples of problems that have arisen out of their classroom experience, reflect on possible causes, and design strategies to address the problems.

(vii) action-research: small-scale classroom based projects in which teachers identify an aspect of their own classroom that they want to learn more about and then develop an action research programme involving data gathering, intervention, monitoring, and evaluation. Such research is not designed to produce generalizable theories and universal truths but is intended to pmvide a basis for practical classroom action (Kemmis & McTaggart, 1982; Nunan, 1990b).

Role of the teacher

Teachers take on different roles and responsibilities in a pmgramme which centers on development rather than training. The teacher is no longer in a subservient orsubordinaterole, passively and anxiously awaiting guidance, direction, and suggestions for change and improvement. Rather, the teacher is in a collaborative relationship with the teacher educator. The teacher is an investigator of his or her own classroom and his or her mle in it and determines what aspects of the classroom he or she wants to know more about. The teacher, rather than the teacher educator now assumes the responsibility for identifying priorities for observation, analysis and, if necessary, intervention. The teacher-educator's mle in this relationship is to help by providing information and resources that will assist in the process. As Breen et al. (1989) emphasize, the teacher rather than the teacher trainer is the agent for change, and the teacher's class and the learners in it are the source for information out of which a classroom-centered theory of effective teaching and learning are developed.

Role of the teacher educator

Changes in the role of the teacher in teacher development necessarily involve changes in the role of the teacher educator. The teacher educator has to move from the role of expert, trainer, or supervisor, to that of collaborator, consultant, or facilitator. No longer merely a transmitter of information, knowledge, and skills, the teacher educator is now involved in a collaborative and interactive relationship. Freeman (1989) sees the teacher educator's role as primarily "triggeringchange through the teacher's awareness, rather than to intervene directly" (p. 41). Similarly, Roderick (1986, p. 308) describes teacher educators and student teachers as "co-participants in and co-constructors of educational experience."

The differences between the training and development approaches in teacher education can now be summarized.

Training and Development Perspectives on Teacher Education

	TRAINING	DEVELOPMENT
APPROACH	deficiency view methods based external knowledge improvement oriented prescriptive atomistic approach top-down	development view on-going process internal knowledge awareness oriented non-prescriptive holistic approach bottom-up
CONTENT	narrow performance based skills and techniques received curriculum	broad values based process based negotiated curriculum
PROCESS	modeling practice imitation short term	inquiry based reflective action research long term
TEACHER ROLE	technician apprentice passive subordinate	knower investigator active co-participant
TEACHER EDUCATOR	expert model interventionist	collaborator participant facilitator

IMPLEMENTING A TEACHER DEVELOPMENT APPROACH

I have aruged that a teacher development approach to teacher education represents a more appropriate model than a training perspective because (a) it offers a richer and truer conceptualization of teaching, (b) it represents a more democratic division ofstudent teacher and teacher educator roles, and (c) it has more valid goals. However, what problems can be expected when we try to implement such an approach? The following are some of the issues that may have to be resolved.

Developing teacher educators

A fundamental problem is fmding faculty who are willing or able to make the move from teacher training to teacher development. Unfortunately, most faculty in university-based graduate TESOL programmes have no training in teacher education and are often unwilling to see it as relevant to their work. They are typicaly subject-matter specialists who abandoned second language teaching years ago (if they ever did any) in favour of more fashionable research on English syntax, second language acquisition or sociolinguistics. They often

held the view that by giving teachers increasingly sophisticated knowledge about language andlanguage learning theory, or by training teachers in quantitative research methods, their abilities as teachers will improve. But as Freeman comments (1989),

> Although applied linguistics, research in second language acquisition, and methodology all contribute to the knowledge on which language teaching is based, they are not, and must not be confused with, language teaching itself. They are, in fact, ancilliary to it, and thus they should not be the primary subject matter of language teacher education. (p. 29)

Preparing teachers for development

The new roles required of teachers in a development-focussed approach may not be ones which teachers expect, are familiar with, or may feel comfortable with. Some teachers prefer being told what to do and what works best, and are more interested in being taught to use a method than to develop their own resources as teachers.

An essential phase in planning a new programme is, hence, in providing teachers with an understanding of the nature and process of teacher education and their role in it, negotiating appmpriate goals, and building realistic expectations.

Building school support

A pmgramme that involves classroom research, collaborative project work, and other school-based initiatives, is dependent upon the good will of colleagues and supervisors for its succesful implementation. Does the school see the value of such an approach and provide the necessary support and encouragement? If not, we may be setting out to prepare teachers to carry out a role which their school does not want them to assume. Liaison and networking with schools and engaging supervisors and other school personnel in the planning phase of programme development can help address this problem.

Evaluating programme accomplishments

Because programme goals in teacher development are long-term, ongoing, and often not measurable directly, rather than short-term, measurable and performance based, it is difficult to determine if and when such goals have been attained. Effects may not be immediately apparent, creating an aura of fuzziness and making evaluation difficult to accomplish. Case studies, ethnographic and longitudinal approaches may therefore be needed to help follow the effects of the programme on different dimensions of teacher development.

These limitations should not, however, discourage us from moving second language teacher education into a new and more fruitful phase of its evolution, one which is characterized by less of a reliance on applied linguistics, less of an emphasis on training, and more attention to the nature and process of teaching and to teacher self-development and continuing growth. Too many teachers leave second language teacher education programmes either bursting with inapplicable theory or with a bag of tricks that offers only partial solutions to the complex issues they confront in the real world. We must do better. The challenge for us in teacher education is to equip teachers with the conceptual and analytical tools they need to move beyond the level of skilled technicians and to become mature language teaching professionals.

Acknowledgement

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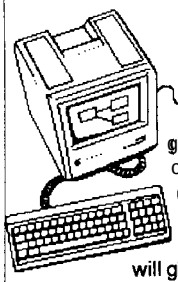
JALT-Computerland Education Program



Through an arrangement with Catena Corporation, any JALT member in good standing will be able to purchase any Apple Computer product from Computerland stores for a 25% discount. In addition, for every purchase, Catena Corporation will give JALT a 5% commission, which will go directly into the newly established Yoshitsugu Komiya Scholarship Fund, administered by the Executive Committee. For further information, please contact the JALT Central Office (see p.1).

A Reminder from the Editors

The Language Teacher welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 1 be followed. Those wishing unused manuscripts to be returned should include a stamped self-addressed envelope. ALL Japanese language copy must be submitted to the Japanese Language editor.

The final deadline for **all** submissions is the 25th of the second month prior to publication.

For the February issue, however, the deadline has been moved forward to December 15.

Recent Directions in Vocabulary Teaching

by Michael McCarthy
University of Nottingham, Nottingham, U.K.

Vocabulary teaching has enjoyed a revival in English Language Teaching in recent years. In the early 1980s, very few applied linguists were interested in the area, and most teaching materials reflected the popularity of notional-functional approaches to language, with great emphasis on communicative competence. As a result, at that time, grammar andvocabulary were somewhat underplayed, being seen as aspects of the language system rather than of "languge in use." That attitude has now changed, and vocabulary is beginning to be viewed as one of the most important resources for communication for the learner: the 'system" and "language in use" are beginning to be seen as inseparable from each other. Indeed, we might question whether such a separation ever was tenable ***or*** justified. Articles and books are now available which argue strongly in favour of making vocabulary central once again in language teaching (for example Meara, 1982; Carter & McCarthy, 1988; McCarthy, 1990).

But vocabulary teaching now is by no means to be compared with how things were done before it became unpopular. Three strands of developments within applied linguistics have pointed to new ways of looking at vocabulary itself and at how it may be learnt and taught. I propose to look at these under the following headings:

1) Developments in the description of vocabulary.
2) Developments in understanding how vocabulary is stored in the mind.
3) Developments in understanding how vocabulary is learnt, especially in classmoms.

Description

Traditional views of vocabulary have tended to stress single words and their semantic meanings, i.e. their meanings in isolation, such as might be found in dictionary definitions, and, for a long time, semantics dominated the study of vocabulary. It is only recently, with the advent of computer analysis of vast amounts of text (for example, the 20-million-word Birmingham Collection of English Text at the University of Birmingham, U.K.) that linguists have been able to marry the semantics of words with their pragmatic meanings, and to observe how words behave and form relationships with other words over a large number of instances of use. The COBUILD (1987) dictionary is a goodexample of the product of such analysis.

Large amounts of natural data sometimes show that the "core semantics" of a word are not necessarily a reliable guide to how the word is most commonly used; an instance of this is the verb see, whose most common meaning in actual use is in the expressions "you see" and "I see," meaning roughly "understand," and not "seeing with one's eyes" (Sinclair and Renouf, 1988). "You see" and 'I see" play an important part in everyday conversation as ***discourse makers,*** signals that pass from speaker to listener that help to maintain coherent communication.

Discourse markers have also been described by discourse analysts working with natural data, though not necessarily using computers, and such work has shown that the sort of pattern of use found with see is true of many other words, for example adverbs such as broadly (commonly used in the expression "broadly speaking"), anyway (commonly used as a signal of intention to close a conversation) and so (used to mark boundaries between different stages of a spoken discourse). Studies of vocabulary in discourse enable us to see disparities between the semantics and the pragmatics of words in their everyday contexts of use.

Computer studies can also reveal interesting patterns of syntax and collocation for individual words. Collocation is the likelihood of co-occurrence between vocabulary items, and is often difficult to predict, especially for the non-native speaker of any language. Computer studies can show us which other words do and do not occur in the environment of any chosen word, and with what frequency relative to one another they occur. We might wish to know, for instance, which nouns the adjective torrential commonly occurs with: rain? downpour? storm? waterfall? river? tide? bathmom shower?-the computer can search masses of data to find out how users of English have and do combine words in collocations. Such information is useful for learners and teachers. A teacher can often instinctively feel that a particular collocation is odd or untypical, but it is not always easy to guess what the normal collocations are.

Computational studies and discourse and text analysis in general, therefore, force us to rethink both ***what*** it is we include under the heading "vocabulary" and ***how*** we describe what we include. As to what we describe, computer and discourse analyses suggest vocabulary should not be thought of as single words only, but should include common everyday expressions (of which idioms are only one, and not the most significant, type), and the most common collocations that words form with one another. As to ***how*** we describe vocabulary, we should be looking at pragmatic meaning, that is meaning in actual situations, and not just trying to isolate a core semantic meaning for each word.

Vocabulary storage

Although progress has been made in understanding how the mind processes and stores vocabulary, a number of questions still remain unanswered, particularly in connexion with how words are retrieved, and exactly what sorts of relations or associations are made between words in the mind (see Aitchison, 1987). Of relevance to vocabulary teaching is the generally accepted view that words are not randomly stored and accessed, but that they form ***networks*** of items connected by a variety of relationships. The basic meaning relations described by semanticists, such as syn-

onymy, hyponymy and antonymy certainly seem to play a part in how words are stored, and it is clear that educated native speakers and competent learners of any language can instantly relate words to their semantic opposites, can give synonyms for them, and can locate words in their appropriate semantic fields in terms of superordinates (apple+fruit).

But other, more complex sets of associations are also prominent, such as the words for series of connected or predictable events (schematic networks), words for causes and their effects (drop+break), and much more diffuse associations (things which smell unpleasant; things found in a hotel room). Formal associations are also significant: sound and/or spelling patterns alone can create networks without any obvious semantic connexions (miss, moss, mass, mess). Even more strikingly, many associative networks seem to be individual and eccentric, yet none the less meaningful fortheperson who makes them. Much traditional vocabulary teaching has stressed the main semantic relations and not allowed or encouraged the learner to exploit these other kinds of networks, particularly the idiosyncratic ones, though it is true to say that recent vocabulary materials have tried to remedy this (e.g. Redman and Ellis, 1989-90).

Another traditional emphasis that is undermined by research into the "mental lexicon" is the idea that words are stored individually. What seems in reality to be the case is that there is complex, multi-layered storage. The lexicon of single words is supplemented by a ***phrasal*** lexicon, consisting of the common expressions, collocations and idioms we discussed in the section on language description. Thus, the word ***all*** (networking with ***some, most, none,*** etc.) will occupy one place in the mental lexicon, and the fixed expression ***in all*** will occupy another, separate one, forming relationships in a network with items such as in ***total*** and ***all together.*** This phrasal lexicon includes (in a language like English) compounds, and it exists alongside a lexicon of derived words (words containing prefixes and suffixes). But, additionally, the mental lexicon appears to contain ***word-formation resources*** (such as sets of prefixes and suffixes and information about compounding), with which the individual can recognise and decode unfamiliar formations, and can, where necessary, create new ones. Thus it would be wrong to think that morphology has no place in vocabulary teaching, information about word-formation processes in the target language would seem to be of direct relevance to learners as a short-cut to an otherwise slow familiarisation with what is and is not typical in word-formation in the particular L_2. Good vocabulary materials will offer learners such a short-cut.

Also of importance to teachers and learners alike are questions of memory, such as how many words a learner can learn and what factors assist or hinder memorisation. Learners can make great efforts and memoriselargenumbersofwords andtheirtranslations in L_1, and some language teaching methodologies advocate "super-learning" (1,500 words in 30 days is not an unknown claim). Such claims are highly suspect, however, and anyway raise the basic question of what it means to "know" a word; much of what we have said in the section on description in this article suggests that knowing an L_1 translation of a word and nothing else is woefully inadequate.

Memorisation, it seems, must have realistic and relatively modest aims, and full learning of a word will rarely occur with only one exposure to it; recycling will be all important invocabularymaterials, as will help to the learner in developing techniques for memorising words. There is no absolute consensus as to how many words a learner can be reasonably expected to learn for active (productive) use in an average 60-90 minute lesson, but ten or a dozen would seem to be a realistic target. More words than that will probably be absorbed passively. The active/passive distinction isundoubtedly meaningful for basic vocabulary which the teacher and learner both sense to be essential (either for communicative purposes or by some external constraint such as a syllabus), as opposed to vocabulary which crops up in texts or in class but may not be actively used very often. However, the idiosyncrasy of storage we mentioned above will guarantee that some words, however important, will present a block for some learners, and conversely, that some less important words will become part of the active vocabulary almost immediately, and quite unpredictably.

In good vocabulary teaching, there will be a healthy balance between the constraints of the materials or syllabus and the freedom of the learner to ***organise*** his/her own lexicon. Texts chosen for use in the class or for text books will be sensitive to the learner's needs and limitations and will not impose an excessive learning burden (a maximum of one new word per 20 words). The more excessive the new word burden, the less likely it is that learners will be motivated to practise the crucial skills of inferring and intelligent guessing by using the context, and the less likely they are to pick up other useful points such as collocations and characteristic syntactic patterning.

What we know about how words are processed and stored in the mind points to a wide exploitation of different kinds of network relations in vocabulary teaching, and at the same time, to exploiting learners' inbuilt abilities to organise their own vocabulary and to memorise words in a variety of ways and at a variety of levels of complexity (not just hte word and its translation equivalent). Where learners lack such skills, the vocabulary lesson or coursebook can help to train them, so that the lesson contains a useful mixture of learning words, learning about words, and learning how to learn words (e.g. Ellis and Sinclair, 1989).

Learning vocabulary in the classroom

Research into what actually happens in classrooms with regard to vocabulary confirms the general relationship between the degree of interaction and success in learning and using vocabulary. Good learners and effective teachers use a widevariety of strategies to get at the meaning of new words. Poorer learners tend to have an impoverished range of such strategies, confining themselves to asking for synonyms or direct translations. The most effective interaction consists of a dialogue between teacher and pupils (or, in group work, among the pupils themselves) in which strategies such as paraphrase, asking for/giving hyponyms and supemrdinates, discussing common associations, are

all used to solve lexical problems. Where these strategies are lacking, there maybe a case for direct intervention by the teacher or coursebook to train learners to exploit a wider range of strategies. For instance, a parallel could be drawn between raising grammatical awareness by explicitly teaching about notions such as ***subject,*** or ***past simple tense,*** and raising lexical awareness by explicitly teaching about collocation, or metonymy (the part-whole relationship: wheel→bicycle).

The good learner is also a good researcher and a good practiser of language. Learners respond well to raw data such as computer concordances and to activities based around dictionary searching. Vocabulary teaching materials containing this kind of activity can exploit the learner's natural curiosity and provide an antidote to working through the prescribed word-list. Good learners also use new words, try them out, are adventurous with them, and test themselves regularly, adopting self-initiated programmes for increasing their vocabulary. Once again, the teacher and/or the materials can help where such positive action is lacking.

Conclusion

Vocabulary teaching is making a significant comeback in language teaching, and new, impmved vocabulary materials are becoming available from major publishers. The emphasis now has moved away from word-lists and towards vocabulary as a communicative resource, away from the coursebook or syllabus as being the only driving force in organising vocabulary, and towards encouraging learners to organise their own lexical resources. What we now know about how vocabulary is used in real contexts, and what we know about how the mind stores it also point towards an enriched context for materials and classroom activities.

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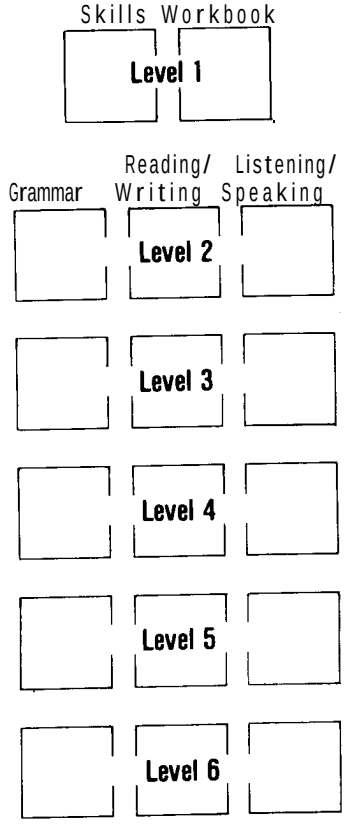

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日本語教育の1990年代の方向

—学習者中心性の徹底—

広島大学　日本語教育学科　岡崎敏雄

1．日本語教育におけるコミュニカティブ・アプローチ
—90年代における「還流」—

コミュニカティブ・アプローチは、誕生後20年を経過しようとしている。それは、細かく規定された何らかの指導方法や指導技術というよりは、その下で言語教育の多様な見方や指導方法、または技術を育む「土壌」として存在して来た。

このような「土壌」の中で、日本語教育においてもコミュニカティブ・アプローチから理論的インプットを受けながら多様な実践がなされて来た。このように、今までの流れは、いわば「コミュニカティブ・アプローチから日本語教育へ」の流れであった。

これに対して、日本語学習者の急速で世界的規模の多様化の進行の中で、日本語教育は新たなうねりを作りだそうとしている。90年代に入った今、それは、多様化への対応という日本語教育独自の課題に取り組む中で、コミュニカティブ・アプローチから指導方法や技術を取り入れる段階を超えて、逆にそれらを、多様化の解決のために新たに組み替え、強化し、従来のものとは異なる独特のものとし始めている。

そこでは、90年代に入った今「コミュニカティブ・アプローチから日本語教育へ」の「流入」に代わって、「日本語教育からコミュニカティブ・アプローチへ」という方向での「還流」が始まり、日本語教育が切り拓く新たな地平が提出されようとしている。

2．日本語教育における学習者中心性の徹底
—コミュニカティブ・アプローチの新たな段階：「学習者そのもの」への注目—

日本語教育では、「学習者の多様化に対する多様な対応」の中核として80年代後半から、学習者中心の指導が追求されて来た。その際、学習者自身が言語学習の責任を分担するのに十分な、学習者としての能力を養成する過程をプログラムの中に組み込むことが、「学習者中心の指導」を現実化するものとして重視された。このような学習者能力は、多様化への効率的な対応を保証する。教育する側からの取り組み、エネルギーと共に、学習者自身の側からの取り組み、エネルギーによる対処が可能となるからである。90年代に入った今このような追求は、「学習者中心性の徹底」として更に新たな展開を見せようとしている。

コミュニカティブ・アプローチ20年の歴史は、Wilkinsの「内容への注目」の段階、Johnson & Morrowの「過程への注目」の段階、Dubin & Olshtainの「成果への注目」の段階という成長の節目で見ることができる。今、日本語教育の側から提出しようとしている「学習者中心性の徹底」は第四の節目、を成すのにふさわしいものである。それは、「学習者中心性の徹底」が、学習者の学ぶ対象となる「言語」ではなく「学習者そのもの」への注目として位置付けることができるからである。「学習者そのもの」への注目が始まる時、コミュニカティブ・アプローチは、従来から一貫してきた言語のどういう項目をどのようにして与えるかという、言語を起点とする次元を超え、言語からではなく学習者から出発し、学習者そのものを主人公とする言語学習の追求を課題とするあらたな次元に到達する。

3．「学ぶ」ことと能力

「学習者そのものへの注目」という場合、学習者とは何かということが問題となる。その際、「一般に、人間が学ぶとはどういうことなのか」が先ず問われる。

「学ぶ」ということについて認知心理学者による興味深い指摘がある（佐伯：1983）。佐伯は、現在の日本の教育が「標準的知識や技能の確実な伝達をはかる工場」になっているが、学ぶということは本来「私達が生涯続けて行う、最も人間的な営み」であり、学校で学ばなければならないことは、「学び方を学ぶ」ことであると規定し次の三つを提起している（佐伯：P.212）：

a．自分が何を学ぶべきかが選択できること、
b．自分で自分の学びが正しいか否かを判断できること、
c．他人や社会と交渉を持ち、社会や文化から新しい知識が吸収できること。

これを日本語教育の場で捉え返してみよう。先ず、日本語のコースのみで日本語学習は終了しない。終了後の教室外は新たな学習の出発の場となる。この点で佐伯の指摘するように日本語学習もまた生涯を通して続けられるものである。他方、日本語のコースが従来の項目積上げ方式の教室に見られるように知識の伝達に傾斜している場合には、佐伯の指摘する現在の日本における公教育と殆ど変りがない。

更に、佐伯が提起する学校が提供すべき三つの点を日本語教育の場で考えるならば、それらは、次のように言い換えることができるであろう。

a．自分の日本語学習の目的が何であるかを明らかにし選択できること、
b．自分で自分の日本語の学び方が正しいか否かを判断できること、
c．他人や社会と交渉を持ち、社会や文化から新しい知識を吸収できること。

このように学習を捉える時、他方、対象とされる能力、あるいはそれに依拠して学習が進められる能力も広がり

を持ったものとなる。例えば、自ら課題を設定し解決する能力、また、社会的存在として活動する能力、更に、自己の文化的背景に基づいて異文化である日本文化に対応して行く能力などが視野に入って来る。つまり、言語学習の能力のみでなく、学習者の能力総体に焦点が当てられる。

言語学習をこのように見る時、先に第四の節目としたように、コミュニカティブ・アプローチは、言語ではなく学習者を起点として、学習者中心性の徹底を図ることになる。また同時にコミュニカティブ・アプローチの共通して目指す伝達能力の養成は、言語能力に限定されたものではなく、学習者つまり人間の持つ能力全体を対象としたものとなる。

このようにして、90年代の日本語教育において目指される「学習者中心性の徹底」は、差し当たり次の三点を軸として取り組まれるであろう。

a．学習者が持つ学習「内容」への関心（学習する存在としての学習者）
b．学習者が持つ「社会」への関心（社会的存在としての学習者）
c．学習者が持つ「異文化」への関心（文化の担い手としての学習者）

4．学習者の「内容」への関心

学習者が持つ学習「内容」に対する関心に注目するとは、言語学習を通して何を学習させるかを重視すると言うことである。

Dubin & Olshtain (1986) はコミュニカティブなカリキュラムを「内容－過程－成果」の視点から検討し直した。ここで初めて、成果から「内容」content を見るという視角が提出されることになる。これは、学習者が求める「成果」product とは無関係に、言語学的観点のみから導き出された学習項目である（項目積上げ式学習における）「内容」と比較すれば、学習者にとってより意味のある「内容」という点で画期的であった。しかし、この「内容」は、言語学習項目という意味での内容に限定されることによって、言語学習項目という枠を超えるものではなかった。

では、言語学習項目という枠を越えた「内容」とは何か。日本語教育において、古川 (1989：p.3) は、言語の学習に先立って学習者が学習を希望するトピックやテーマを学習「内容」としてまず設定し、その後に初めて、その「内容」を学習する手段として言語の形の獲得を目指す言語学習の方式を提起した。「言語の学習に先行して、言語を通して学習される学習内容が優先される」、という内容重視の見方が提起されたのである。

古川に似た「内容」把握は、従来のコミュニカティブ・アプローチの枠内において全く見られなかった訳ではない。例えばカナダにおけるイマーションプログラムやいわゆる theme-oriented instruction などである。しかし、このような例と古川の提起は次の点で基本的に異なる。

古川における「内容」は、先ず従来の項目積上げ式日本語学習の持つ学習観の克服を目指して提出されている。上記の内容重視の類似の例でも内容が言語に優先させられてはいる。しかし、それらは項目積上げ式の克服を意識的に追求した結果そうなったのもではない。

項目積上げ式の日本語学習では、言語を何のために学ぶかを考える場が学習者に与えられていない、と古川は批判する。学習すべき事柄を教師が予め項目として選択し、同時にそれらを理解する程度も予め限定し、その上で細分化された項目を一つ一つ提示することによって学習者がコースの各時点で何を学習するかを画一化し、管理（コントロール）することが目指される、と言う。

古川のこのような指摘は、先に述べた「学習者そのものに注目する」見方を具体化する第一歩として位置付けることができる。本来全人格的な存在である学習者が、言語学習の過程で、独立した一個の人間として担う筈の、何を（内容）何のためにどの様に学習するかについての検討や選択及び決定の場を奪われていること、従って、与えられたものを消化する役割のみを負って言語学習に携わることへの疑問が明確に示されている。そこでは、日本語学習者が本来持っている筈の自らの学習を管理する能力が否定されている事態を克服する一つの方向として「内容重視」が言われている。

5．学習者の持つ社会性への注目

自己を表現し、他人を理解したいという欲求は社会的存在としての人間の当然の欲求であるが、これは従来の伝統的な言語の教室では、殆ど無視されて来た。上の述べた「学習者の持つ社会性への注目」とは、このような社会的存在としての人間の持つ本来の欲求を言語学習の中に正当に位置付け、取り組むことを意味する。

石井 (1989：p.77) は、「まず、クラスはそれ自体が一つの小さな社会である……。複数の人間が集まるという小社会は現実のコミュニケーションが行われ得る場であり、学習者がコミュニケーションを行う過程を経験する有効な機会とすることができる。」と述べ、日本語の学習者が教室の中で一つの社会を構成し、その意味で社会的存在であることを示し、社会性を取り込んだ教室活動の重要性を指摘している。

更に、古川 (1989：p.4) は、「学習者が社会の構成員として持っている様々な関心や問題意識」を取り上げて、社会的能力も伝統的な教室の中では発揮しにくく、一人では解決の難しい問題に対して皆が自分なりの異なった視点を出し合って、協力して解決するという学習課題は通常殆どみられないとしている。

ところが、このような学習者を社会の構成員として注目するという見方は従来十分なされて来なかった。一般に母語として自由に駆使出来る言語以外の言葉を外国語として学習しようとする場合、言語表現の十分にできない幼児と全く変わらない段階を経験することは避けられ

ない。しかし、従来の日本語教育を見た場合、このような「幼児性」を軽減する方向にではなく、むしろそれを固定化する方向で教育が進められる傾向にあった。日本語能力がかなりついて来る中、上級においてすら目的の設定、運営、評価などにおいて学習者が関与することは余りないと言うのが実情であろう。

本来、学習者は社会の構成員として社会的経験を積みその結果として次のような能力を形成している：

a．社会的常識。これはスキーマと呼ばれる言語活動の根本をなす学習者の知識総体の構造をなす。

b．社会的能力、特に内容重視の前提にたって設定される課題において目的を設定し、立案、実施、達成する能力や、生活上のスキルに関わる能力。

c．他の学習者と共に共同作業をする能力や自己を表現し他者を理解するという社会的交流能力。

このような社会の構成員であることから来る学習者の能力の活用は、学習者にとっては、言語能力は幼児の段階であっても、全体としては一人前の社会人としての能力を保持しているという安心感あるいは自信となり、言語学習に自らを立ち向かわせる源泉となる。更に、言語能力以外の学習者の能力をも言語学習の能力の形成に寄与させるものとなる。

学習者の社会性への注目は、より根本的には自己表現や他者理解への願望を言語学習に位置付けることを目指すものである。このような自己表現や他者理解への願望が実現され人格的交流が現実のものとなる教室を想定してみよう。

そこではそのような構成員の行う社会的交流及び課題達成のための共同作業を通じた連体感が醸成され、それを基礎としたいわば「第二言語共同体」作りが課題として上がって来る。目指されるものは、従来から提起されて来た「第二言語学習のための共同体」ではなく、「第二言語を通じて交流し、目的の達成を共同で目指す共同体」作りの追求である。他方、教師と学習者の間の交流も人間同士の全人格的交流である。教師は従来のような自分が持っている日本語の知識をそれらを持たない人間（「幼児」）に分け与えるという、固定化した一方向で学習者と繋がっているのではない。学習者もまた対等の人間として、自己が独自に持っている文化的価値を教師に提示し相互交流するという、両方向の関係が成立する。言い換えれば、教師のみならず教室の構成員全てが「外界の変化の原因」（佐伯：92）となり得るのである。

6．学習者の異文化性への注目

日本語の学習者は第二言語として日本語を学んでいることから、それぞれの母国文化を背負って授業に臨んで来る。これは言い換えれば、学習者一人一人が独自に提供できるものがあるということである。全ての学習者が言語の教室で取り結ぶインターアクションの中で提供し得るものがあり、「自らが原因となって外界に変化をもたらせる」（佐伯：p.92）のである。

異文化接触の視点を取り入れた日本語教育の追求は、オーストラリアでのイマーション・プログラムに見られる先駆的な実践に始まり、90年代を前に続々と形を成して来ている。ここでは、これらの取り組みを、日本語学習者の持つ異文化性をより意識的に取り出し、日本語教育の中核部分を構成する要素へと高めていく方向を追求する。

「異文化適応／不適応」という言葉には、外国人が日本で生活するためには、日本文化に外国人が合わせて自らを適応させて行くことが当然であるという認識が見られる。そこでは、外国人、例えば日本語学習者、の持つ異文化性は、むしろ否定されるべき性格のものとして捉えられている。このような現状の克服を目指す方向として、学習者の持つ異文化性の自己証明（self identity）の側面に光を当て、その側面をむしろ際立たせ顕在化する指導がある（岡崎&岡崎：1990予定）。

そこでは、初級から中級上級に至る全ての日本語学習の場面で、学習者に対して、「あなたの母国文化の下ではどうなのか」また「あなたの母国文化の目から見て日本文化はどう見えるか」という点が一貫して問われ、学習者は、そのような問いに対する情報をインプットとして日本語学習の場に提出する主体として位置付けられる。

従来いわゆる日本事情のクラスでは、日本文化を学習者に情報として学ばせるという形がとられてきた。そこに欠けていたのは、学習者の母国文化の視点を明瞭に自覚させた上で日本文化の事象をとり上げるというあり方であった。

自己証明の側面を顕在化させた形で、学習者が各自の文化の下での見方を前面に押し出し、その結果として多文化の視点が日本語学習の教室に導入される時、今まで取り扱われて来た日本文化の事象は、日本文化の出身者である日本語教師によって当てられていた単一の平板な光に比べて、多くの方向から光が当てられることになり、多角的かつ立体的に取り上げられる可能性が出て来る。日本文化は、学習者がそれぞれ持つ母国文化の視点から眺められ、今まで見られなかった新しい断面が多方面にわたって提出され、いわば複眼的に日本文化を見るという場が、日本語の教室の中で繰り広げられることになる。

そこでは自国文化を体現する学習者と日本文化を体現する教師、及びお互いに異文化を体現する学習者の間に全人格的な相互交流がなされる。

学習者は、異文化「不適応」といった規定に見られるような、日本文化の下での「幼児」ではなく、社会の構成員で、自国文化を持ち、他の学習者や教師との間に共通部分を求めつつ共存する存在となる。彼らは日本語能力においては幼児のレベルであっても、自国文化については専門家であり、各自が、教師を含む他の人間に対してauthorityとして存在することができる。このように学習者の異文化性を中核に据えた日本語学習のあり方はこのようなauthorityを担った学習者という存在を前面に据えることになる。

7．結語

以上、90年代の日本語教育の方向をめぐって、コミュニカティブ・アプローチの新たな地平を切り拓くものとして、日本語教育における「学習者そのもの」に注目した言語教育のあり方ー学習者中心性の徹底ーについて見た。

具体的には、次の三点に注目して日本語教育の90年代を展望する論考を取り上げて論じた。

a．学習者の学習内容への関心
b．学習者の持つ社会性
c．学習者の異文化性

石井恵理子．(1989)．「学習のとらえかたと教室活動」『日本語教育論集』6、東京：国立国語教育研究所日本語教育センター．

岡崎敏雄・岡崎眸．(印刷中)『日本語教育におけるコミュニカティブ・アプローチ』東京：日本語教育学会・凡人社．

佐伯眸．(1983)．「『わかる』ということの意味」東京：岩波書店．

古川ちかし．(1989)．「内容優先・学習重視の日本語教育」The First Conference on Japanese Studies.配付資料.The National University of Singapore.

A Direction for JSL in the '90s: Focus on the Learner

by Toshio Okazaki
Hiroshima University

In response to the recent booming increase and diversification of learners of Japanese as a second language, JSL teaching has adopted a learner-centered communicative approach. This approach, the author claims, focuses on three long-neglected aspects of second language learning: learner interest in content, their prosociality, and their view of the target culture as seen from their own cultural background.

Referring to Saeki (1983), the author sets the goal of teaching JSL as follows:

a) to enable learners to clarify and choose objectives of their own learning;
b) to enable learners to evaluate their ways of learning;
c) to enable learners to interact with and obtain knowledge from the community.

Cultivating these three aspects of learning will help JSL teachers achieve the educational goal defined by the author, and, as a result, will make it possible for teachers to cope with the diversity of learner needs and wants by consciously involving learners in their own learning process.

New Editor

Marc Modica has agreed to be the new Announcements editor for *The Language Teacher.* Please send all Bulletin Board items, chapter meeting announcements, and positions announcements to him. Remember, all submissions for these departments- and for all departments of *The Language Teacher*- must be received by the 25th of the month two months prior to publication except in months when the printer's holiday schedule requires an earlier date. Materials received after the deadline will appear in the following issue or, if no longer timely, will be discarded. Please cooperate! Send your announcements to arrive **by the 25th** to Marc Modica, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata 940-72: tel. 0257-77-1412.

INTERVIEW: Geoffrey Leech

by Virginia LoCastro

Professor Geoffrey Leech took time out of his busy schedule to talk with Virginia LoCastro last winter at the University of Lancaster. In Japan, as well as elsewhere, Prof Leech is best known for Principles of Pragmatics *(Longman, 1983) and, most importantly,* A Comprehensive Grammar of the English Language *with Quirk, Greenbaum, and Svartvik (Longman, 1987) although his CV surely has many many more publications. Virginia asked him about his background, currentprojects, and future plans.*

LoCastro: ***When I interviewed Sir Randolph Quirk in Japan, I asked him to tell a little of his story, that is, a little bit about his background and how he got to be doing what he is doing. So could I ask you the same kind Of question?***

Leech: Yes-I began as an undergraduate at University College, London, studying English Language and Literature and that was really my second choice. I really wanted to be a student of Modern Languages, which I suppose would have been French and German. So having ended up studying English, I tended to concentrate more on the linguistic side of the syllabus and, in particular, I did a lot ofhistorical studies in the area of Old and Middle English as an undergraduate. When I came to graduate at University College London, I was looking for research opportunities and one opportunity that came along was to do research in a centre called the Communication Research Centre. This was a new centre which had been set up at University College London, and it gave me an opportunity to study the language of advertising at the expense of one of the advertising bodies in London at that time. This way my first chance to do proper research and, from there, I was fortunate to become an assistant lecturer at the same college and then became interested in linguistics at a time when linguistics was really a rather neglected subject in the U.K.

How did you get to Lancaster--did you come here directly after a couple of years in London?

Well, after being an assistant lecturer there, I went back to the U.S.A. on a thing called a Harkness Fellowship. It was a very pleasant fellowship to be awarded-I studied at MIT for a year. I came back to England full of strange ideas about Chomsky and his co-workers. I then was fortunate to be working with two senior colleagues, both of whom I admired very much. One of them, as you have probably guessed, was Randolph Quirk, who had recently come to University College London, from the University of Durham, and was starting a new research initiative there called the Survey of English Usage. And the other was Michael Halliday, who again came to University College London, from the University of Edinburgh, where he had made his name as a rather forward-looking linguistic scholar, and he had quite a following in Edinburgh. So I was very happy indeed to work with both of them.

However, I suppose the imperative which caused me to leave them was simply the need for career opportunities, because it seemed as if I would never get promotion where I was and that was a time when there were many new universities developing in the U.K. Lancaster was one of them, and had already begun an interesting new kind of English Department-with emphasis both on literature and on modern language-whereas most other English departments in the U.K. focused much more on the history of the language and more traditional studies. So I was very happy to come to Lancaster. It was a very exciting time when new things were happening and so I had the opportunity to introduce and establish linguistics on a new campus, and things developed in a very interesting way here. We already had people like Christopher Candlin at Lancaster, so it already had a good start before I arrived.

How many years have you actually been here?

That's a terrible question to ask, isn't it? I have been here 20 years. I celebrated my 20th anniversary at Lancaster last July, I think it was. This is always one of the things you are wondering about: whether you should move on to fresh pastures. Actually Lancaster has so many advantages for me and also for many other people I think-I've never really felt attracted to moving to other universities.

Other than that one year you spent in the States-did you spend any other time in the States?

Yes, I spent a second period in the States in 1972 when I went as a visiting professor to Brown University, and that was a very different experience indeed, because whereas MIT was the stronghold of transformational generative grammar, Brown University was not so fashionable at that time in the States, but was beginning a new development which was later to play a big role in my own work, which was the development of computer corpus linguistics. Nelson Francis and Henry

Kucerar were the two people responsible for developing the Brown University Corpus of American English, which we then imitated in Lancaster in developing the LOB corpus of British English.

So you have no regrets about having left London?

I've very few regrets. It's a strange kind of tension in one's career. I suppose people would feel it in Japan as much as they do in the U.K. There's one very highly populated area of the country which is also perhaps the area where things tend to happen in the academic field as well, mainly in our case, of course, London, and the South East. So one often feels the drawback of being separated from what's happening in the London area and I often make the effort to visit London to keep in touch with what's going on them. But I think that's a very welcome sacrifice as far as I'm concerned because we can live in a very pleasant part of the country here, and in many ways, of course, we am keen to develop our own department and our own research fields here in a way which I suspect would be more difficult in larger and more traditional universities.

. . . the computer is a very precise and thorough way of testing out how good our theories of language are.

Could you tell us a little bit now perhaps about some people and books or events that have influenced you?

Yes. Well, in fact, I've already mentioned the three people who have most influenced me, I suppose. I mentioned first Chomsky because I went to MIT to study with him and perhaps its a kind ofsymbolicimny that when I got to MIT I found that Chomsky was no longer there! He had actually gone to England to spend a semester in London! So that was a very strange coincidence and perhaps it explains why since then I've never really followed the generative line of thinking in linguistics. But at MIT I was exposed to a lot of new ideas and learned a lot from Chomsky's general approach, without the particular personal magnetism which he seems to exercise on everybody who studies with him.

So after Chomsky-I'm not mentioning these in order of importance--I mentioned Randolph Quirk. I was never a student of Randolph Quirk, but he is the academic who has most influenced my life. Above all, to begin with, he offered me a job, which probably I wouldn't have got without him and since then he's been the nearest thing to a mentor, or whatever you like to call such people who influence your thinking and influence your life. Yes, his contribution really was in the area of studying language at the opposite end of the spectrum from Chomsky, in that Randolph Quirk's work was always very closely based on the study of real texts, real samples of spoken and written English. I got particularly involved with his research centre at University College London, called "The Survey of English Usage," which eventually was the basis for the ***Grammar of Contemporary English.***

Then thirdly, I mentioned Michael Halliday. He was perhaps the most innovative mind in linguistics in the U.K. when I was forming my ideas, and so a lot of my ideas were originally quite close to his, although I think I also reacted against his ideas in certain ways, anyway he was a very great formative influence on my thinking.

Then where would you place yourself as a linguist?

I suppose I have developed very much according to the mode of Randolph Quirk rather than the other two mentioned, namely Chomsky and Halliday, because more and more as I have grown older I have become keener on the study of real language data and I suppose I'm a rather empirical style of linguist. I like to theorise, but I like continually to try to relate theory to actual data, to actual samples of language use.

So you like to base whatever you say on data?

Yes, but having said that, I would also say that I am very interested in the "meaning" end of language. I want to be able to explain how language actually acquires meaning in use, so therefore my work has tended to focus in areas like semantics and pragmatics, which are primarily concerned with meaning.

You seem to be very eclectic in your interests-semantics, pedagogical grammars, pragmatics and politeness, stylistics, and now most recently computational linguistics. Could you tell us a little bit about this-why and how?

Yes, I find it very difficult to explain how I got interested in all these fields without giving you a bit of autobiography. My earliest field of interest was really stylistics in the broadest sense-studying linguistic style-and, first of all, as you remember, I concentrated on advertising and then, through my work as a teacher, I became very interested in literary stylistics, the way language is used and exploited in literature and more especially in poetry. Though my interest in Halliday's work, I got involved in semantics, because I felt that this is one area where Halliday's theory needed a lot of development, which I suppose I tried to develop for myself in my own Ph.D. thesis, which eventually was published as a book called ***Towards a Semantic Description of English.*** In a sense, that was an attempt to apply Halliday's theory of systemic grammar, as it's now often called-a functional approach to language rather than a formal approach, but in the area of semantics where I felt it was particularly asking for development.

Then we turn to grammar: this interest chiefly blossomed because of my work with Randolph Quirk and my connection with his Survey of English Usage. We collaborated-that is to say Randolph Quirk and two co-researchers Jan Svartvik and Sidney Greenbaum-we collaborated on a fairly large grammar project which eventually was published as ***A Grammar of Contemporary English*** in 1972.

Pragmatics and politeness-these were two areas in which I got a stmng interest in the later 1970s and early 1980s when they were not so well researched as they are now-in fact I felt at that time that I was

breaking new ground-nowadays I feel as if I'm lost in the fields of pragmatics and politeness; I'm no longer keeping up with all the variety of research which is being done in those fields. But in those days it was a natural progression from semantics, because in the 1970s there was a general shift in the balance-let's call it the centre of gravity of linguistics-towards semantics, and then pragmatics was just one stage beyond that. People found that the formal approach to semantics which was being developed in the 1960s and early '70s naturally failed when one took into account all these phenomena which one meets in real conversation, in the actual use of language. So that led to the study of pragmatics, and politeness was simply one of the phenomena which I thought influenced pragmatics and had not been fully taken account of up to that time. It happened, at the time I was working on politeness, Brown and Levinson were also working on their theory, which was published more or less at the same time, and since then, as you know, both fields have developed a great deal.

The great challenge here is to take some unrestricted collection of English language text and see how far you can get by teaching the computer to analyse such text.

Computational linguistics is yet another story. When I got to Lancaster in 1969, we were a very small group of very youthful academics wondering what we could do to put Lancaster on the map in the area of linguistics. One suggestion which was taken up was that we should try to build a British twin brother or twin sister to the Bmwn University Corpus which had been developed at Brown University in the U.S.A.-the first sizeable computer corpus of English. So we imitated that by building a British corpus of the same kind. In fact, we didn't entirely succeed in doing it ourselves. We were fortunate to get help from researchers in Norway to help us complete it. That was a very long-term research project and when we'd finished the actual corpus, which is a million words of British English of various types stored on the computer, we then discovered that we needed to do something else-we needed to conduct a grammatical analysis of the corpus. Since then we've moved on still even further: we're now thinking of the semantic analysis of this corpus or of other corpora. In fact this field has now become very much further developed. I feel that it's suddenly become an important field in the last two or three years, whereas we were very much pioneers in the 1970s. But having got involved in it I found that it was very fascinating and, like most work with computers, one finds that it tends to take over one's life unless one is careful to keep it in check.

What are you working on in particular right now and what is going to engage you for the next 5 to 10 years?

To some extent my work continues in the fields that we have already talked about. I'm still interested in pedagogical grammar, in stylistics and in fact, at the moment, I'm putting together a book which is really a collection of papers on the language of literature but, as I have already hinted, computational linguistics is really taking over more and more of my research activities. It's difficult to explain exactly where this field is going, but the way I think of it in general terms is that the computer is a very precise and thorough way of testing out how good our theories of language are. At the moment Pm particularly involved in the study of grammar, trying to teach the computer to analyse English text on the grammatical level, and I'm also involved in discourse analysis by computer. That's another area which we're hoping to develop. The great challenge here is to take some unrestrictedcollectionof English language text and see how far you can get by teaching the computer to analyse such text. It's a very long term project-it's probably going to last me to the end of my life and could well last for hundreds of years after that. That's what's taking up most of my time at the moment. It has a spin-off in such areas as grammar and stylistics and in other fields where the computer has a lot to contribute. But on the other hand, I'm very anxious that the comnuter doesn't dominate linguistics. The computer will always be a servant rather than a master in this field.

So, along the same lines, where do you think linguistics is going? Do you think more and more linguistics is going to become computational in spite of what you just said, that you don't want the computer to dominate linguistics?

Yes-I think it is becoming more and more computational. Certainly in this country, if you look around at the linguistics departments, you find that more and more of them are getting deeply involved in computational research. But I think that there are all kinds of divergencies in linguistics at the moment-divergent developments--some of them are very much towards making linguistics more humanistic, moving away fmm the more formal theoretical study of language towards the communicative study of language in the broadest sense. For example, the kind of research which you are involved in, intercultural communication. Those sorts of fields are going to develop more and mom.

The theoretical interest in linguistics still persists as a very strong strand in this country, and particularly in Japan, I think, the Chomskyan approach continues to have a major influence. My own strand of development I see as beingrather divergent from that. Chomsky made a distinction between two approaches to language: one which he called "internalised" language, which is the approach that he is interested in-the theory of language in so far as language is a mental phenomenon internal to the human mind. On the other hand, there's "extemalised" language, which means language as a phenomenon which we observe in the world amund us through studying actual specimens or samples of languages. This is where my study of computer corpora comes in. This is where computers allow us to study language on a vast scale in a way which has not been contemplated before. But also studying extemalised language means studying language as a

communication between individuals in society. So externalised language--this is the field which I regard as my domain and I think that there is a very strong contrast really between that sort of concern and the concern for the theoretical study of language as an internalised phenomenon which is the strongest development in formal linguistics.

I'd also like to make the distinction between functional and formal. I think Pm very much interested in following the functional study of language in addition to the formal. I wouldn't want to regard them as incompatible but as two complementary ways of working with language. So I suppose this is the way I think about where linguistics is going-1 think of it fanning out into all kinds of divergent fields. At the moment I don't see any very strong tradition which is carrying the majority of scholars.

Outside your academic work here at Lancaster, what other kinds of things are you involved in?

I'm involved in very little except my academic work. ***Some*** people call me a workaholic-I'm not sure where that's a true description. I certainly do spend a lot of my time on academic work of one kind or another but I would like to think that the reason for that ***is*** because I enjoy it rather than because it somehow imposes itself on me. In terms of spare time or leisure time activities, well, I like music, I play the piano, and I play in chamber music groups. I also enjoy the open air. I like to walk through the mountains and hills in the beautiful countryside near Lancaster.

Do you enjoy all that you do equally well, and which part do you enjoy most?

Well it's obvious that I enjoy my leisure activities and I suppose it's fairly obvious that I enjoy doing research and writing books and articles, although I sometimes feel that I involve myself in too many activities and therefore I don't spare enough time for leisure. But in general it's all very exciting and very enjoyable. Of course everybody dislikes certain aspects of their duties and I think most people who have university jobs put at the bottom oftheirlist of enjoyable tasks marking exam papers-and there's a good example of something I don't enjoy very much. I dislike administration and attending meetings but unfortunately such meetings and such administration are quite a large part of academic life, particularly in this country.

You have an interest in the Far East-in Japan in particularis there any reason for that?

Yes-my interest in the Far East has simply arisen because of two invitations-the first invitation was to visit China in 1977. I spent nearly four months there travelling to different universities and institutes at a very interesting time when China was just emerging from the period of the Cultural Revolution, just after the fall of the "Gang of Four," so it was an uncertain time. The visit to China was not enjoyable-there were some difficult, tense parts of it but in general it was an immensely stimulating visit and I look back on that visit with great pleasure.

Then after that in 1980 I was invited to visit Japan by JACET. I spent two weeks teaching a seminar with George Latkoff. Actually he was the American scholar who was invited to conduct the seminar with me and I really enjoyed my first visit to Japan. It's a country which has many fascinations for the visitor and also, of course, I found the people very kind and hospitable. That visit to Japan whetted my appetite for further visits, so in 1984 I had a welcome opportunity to spend three months in Japan teaching at the University of Kobe and this gave me an opportunity to understand much more of the country than I had been able to find out during my previous visit.

Well, why am I particularly interested in Japan? It's a fascinating civilisation because of its history, which in some ways is similar to the history of my own country. It's an island that has a constitutional monarchy, and, it has many parallels in its history comparable to the history of the United Kingdom. But having said that, then almost everything you see in Japan and everyone you meet in Japan make you aware of the contrast between the West and the Japanese way of life. For example there are many arts and crafts and skills which have developed their own special way in Japan, almost without contact with other countries-I am thinking of arts such as the martial arts, or Kabuki theatre or the haiku. All of these have developed in their own special and fascinating way. Therefore every visit to Japan is a visit of discovery, often very exciting.

I believe you are going back sometime in 1991?

Yes, this isn't confirmed but I expect to go to Japan again for a month in April or May, 1991.

And finally, is there going to be a follow-up to "The Grammar"?

The simple answer to that is no-I'm glad to have one question I can answer without any problems! When we were writing the ***Grammar of Contemporary English*** in 1972, we thought that we were doing something which could only be done once: a very large, detailed grammar of English. It was quite unexpected that we found ourselves writing an even bigger grammar ten years after that one was published. In fact, this long grammar, which presumably you refer to as The Grammar" is ***A Comprehensive Grammar of the English Language,*** finally published in 1985. If you have ever been through the experience of writing a large book like that, with three other collaborators, you'll know that it really is quite a monumental task to undertake and Randolph Quirk, as the leader of our team, made it very clear that he saw "The Grammar" published in 1985 as our final attempt to write a definitive grammar of English. So since none of us collaborators is getting any younger, it really does seem as if we will not attempt anything quite like that again.

Virginia LoCastro is visiting scholar in the MA. in Area Studies Program, The University of Tsukuba.

Language and Metalanguage in Textbooks

by Christopher Barnard
Teikyo University, Tokyo

Definitions

The term metalanguage refers to the language, represented by technical grammatical and word-class terminology (expressed in either English or Japanese) or by codes (such as S for subject or O for object) and symbols (+-ing/to -), that is used to analyze or describe real language.

Textbook traditions can be broadly divided into those that are based on presenting material in metalinguistic terms on the syntagmatic (or horizontal) axis of language and those in which real language is represented on the paradigmatic (or vertical) axis. To clarify this relationship, consider the following:

Paradigmatic Axis	Syntagmatic Axis	
	He enjoys	a bottle of beer.
	She likes	a glass of whisky.
	They appreciate	a pint of gin.

A syntagmatic description of one of the above sentences would include statements of the type: ***"He*** is the subject of ***enjoys***, which is inflected with the third person singular ending." On the other hand, a focus on paradigmatic relationships emphasizes potentialities of occurrence; in the above sentenced ***enjoy, like*** and ***appreciate*** are paradigmatically related since they are interchangeable by virtue of the possibility of their occurrence in the same syntactic, and semantic, environments.

The Problem

When a student says, "I went to abroad," how do you explain why this is wrong? A teacher may say:

"Abroad is an adverb and therefore it cannot be preceded by a preposition. Therefore you must say: 'I went abroad.'"

or,

"We say 'I went out, inside, up, and so on.' Therefore you must also say: 'I went abroad.'"

The first type of correction involves a metalinguistic explanation on the syntagmatic axis and the second one a language analogy on the paradigmatic axis. One would assume that teachers are likely to view the two axes as modes of reference or explanation, either of which they could use, according to both their teaching experience and the nature of the specific teaching task.

However, when language teaching involves a preponderance ofsyntagmatic metalinguistic activities, it comes to resemble those types of teaching which are known not to promote effective language learning. Dulay, Burt, and Krashen (1982) write:

> Unfortunately, being able to recite rules does not guarantee a proficient use of the language. Despite painstaking efforts on the part of both teachers and students to consciously focus on the structure, rules, and vocabulary of the target language, a minimum ability to communicate throughlanguage still eludes most students who study foreign languages using traditional, formal methods. (p. 20)

There is also the danger that teachers who focus excessively on the metalanguage may believe that students are satisfactorily attaining learning objectives, but in fact these students may have little inkling of content. Bialystok (1981) writes that,

> Formal practice is the specific exercise of the language code for the sake of mastering the rule system. Typical classroom exercises such as filling in the blanks in sentences with the proper forms, memorizing vocabulary lists, reciting various sounds, fall into this category. In these cases, the content or meaning is inconsequential to performance-knowledge of the rules primarily determines success, and that knowledge is the focal point of the activity. (p. 25)

In fact, research on cognition and behavior (language learning strategies) overwhelmingly suggests that the types of cognitive processes and behavioral activities that are probably connected with metalinguistically based language study do not lead to language learning. (The literature on cognition and language learning strategies is extensive; for example, see Reiss, 1981; Bmwn, 1989; Oxford & Nykios, 1989.)

Data

Assuming that the great quantity of literature lamenting the poor results of English education in Japan (e.g., Ogasawara, 1986; Naruse, 1989) does reflect a reality, it is reasonable to look for the causes of this prevailing situation in, among other places, the textbooks currently used in the Japanese school system.

Furthermore, a comparison of these textbooks with those used internationally, but outside the Japanese school system, can both provide a basis for comparison and point toward solutions.

I examined 10 high school English textbooks published by leading Japanese publishers and used in the last two years of high school (ages 16 to 18) and 10 textbooks published abroad for the international market and widely used in Japan, but outside the school system.

An examination of every page of these books makes the dichotomy between syntagmatic metalanguage and paradigmatic real language startlingly clear; the Japanese texts make almost exclusiveuse of the former, and the international texts use both, but with much greater emphasis on the latter.

Three illustrative examples of specific grammar points follow. First an example is given of a selection from a Japanese text, and then from an International text. Japanese language explanations and technical language have not been translated.

Verb + Gerund

Japanese [*Crown English Series I,* p. 31]

SVO(動名詞)の構文のみの動詞
比較的限られているから,これをよく覚えておくとよい: avoid, deny, enjoy, finish, mind (～するのをいやだと思う), stop (～することをやめる), suggest, cannot help (せざるを得ない) など。

I enjoy listening to music.
x to listen to music.

Susan finished reading the novel.
x to read the novel.

Would you mind opening the window?
x to open the window?

[注] I stopped to smoke. 私はタバコをすうために立ち止まったの不定詞は,目的を表す副詞的用法の場合であって, SVOのOではないことに注意。

International [*Building Strategies,* p. 13]

Do you like...?	Do you mind...?	Which do you prefer...?
cooking	writing letters	being with a big crowd or being in a small group
going for long walks	washing up	cooking orwashing up
sightseeing	doing housework	washing or ironing
swimming	ironing	telephoning orwriting letters
dancing	going to work	swimming or going for long walks
reading	getting up early	

Conditional Sentences

Japanese [*Unicorn IIC,* p. 96]

仮定法過去完了

もし…だったら, …した(できた)のに

If…had + 過去分詞…, … would, could might have + 過去分詞…

(1) もしゆうべ雨が降らなかったら,もっとたくさんの夜店が出たでしょう。
If it had not rained yesterday evening, more night stalls would have been set up.

(2) もしかさをもっていたら,もっと長くいることができたのですが。
We could have stayed longer, *if* we had had our umbrellas.

International [*Kernel Lessons Intermediate,* p. 148]

A	B	C	D	E
He would have	watched	it if	he'd	had the time

Think of words to replace those in boxes B and E. You'll find some in the situations on page 147 and also in the other conditional situations on page 129.

Generalizing about the data above, we can say that whereas the syntagmatic axis expresses codes and technical terms horizontally, and reflects the supposition that language can be learned through maximally analyzed metalinguistic rules, the paradigmatic axis expresses possible language alternatives vertically, and stresses the importance of learning by means of minimally analyzed analogical examples of real language. I would describe this as the difference between *teaching* sentence structure by *grammatical parsing* and *illustrating* it by means *ofpatterns.*

The Japanese Context

My discussion becomes jejune and my examples can be dismissed as irrevelant if appeal is made to the accepted wisdom concerning English education in Japan. But this accepted wisdom is actually made up of cliches that have become "true" by virtue of constant repetition and uncritical acceptance.

Three assertions that are part of this accepted wisdom, and which could be used to argue against the points I have made in this article are:

(1) Japanese high school texts are concerned with teaching students how to read English, not speak it, therefore the comparisons between the texts are invalid (see Hansen, 1985, p. 152ff.; Murray, 1989).

However, examination of these texts (in particular the "readers," which are the main coursebooks) will show that in fact textbook writers seek to teach spoken English as well as reading. (The texts contain phonetic symbols, intonation contours, pronunciation practice, as well as sentences for repetition, and are sometimes accompanied by taped material).

Furthermore, skills terminology (discussion concemingthe four skills ofreading, writing, listening and speaking) are terms used by teachers for convenience of reference. This is not to say that they have independent psycholinguistic reality and thus can be taught independently. As far as we know, the best way to teach a language is to teach the language in its holistic totality.

Anyway, the "reading argument" is irrevelant since it is in conflict with the current guidelines of the Ministry of Education which, in its advice to teachers, states: "Ensure that you maintain a balance between listening, speaking, reading and writing [author's translation]." (1989, p. 62).

(2) Students have to obtain a good knowledge of grammar if they are to really understand English, or if, for example, they are to go on to become English teachers (see Kakita, 1985).

This view is based on the false premise that learning the names, the rules, and the conventions of the metalanguage equals learning the grammar of the language. But in fact, if we regard the acquisition of the

ability to use regularities of language to communicate as also learning grammar (or, even better, learning to use grammar), it follows that a student can learn the grammar of the language equally well by approaching language study by way of real language on the paradigmatic axis. This of course is another way of looking at the distinction between learning about language and learning language. There can be little doubt as to which of these should be the more important aim of a language course.

(3) English is a different subject from English conversation. The former is an academic subject and the latter is something that students either study in conversation classes when they go to university or at commercial language schools (see Ogasawara, 1986; Fukuhara, 1985).

My objection to this view is that the existence of a dichotomy between English and English conversation is a structural result of historical events and social forces within Japanese education. There is no evidence of it reflecting any linguistic, psycholinguistic, or pedagogic reality, nor even of it being part of a theory of language learning. It is in fact concerned with job descriptions and prestige, not education (see Hansen, 1985, p. 150ff.; Burnaby & Sun, 1989, for a discussion in the Chinese context).

Furthermore, this dichotomy is a result of looking at language from the teacher's point of view (language teaching), not the students' (language learning). It may be more properly seen as a teacher manufactured construct forced on to students, not an intrinsic reality of language learning that is ever likely to occur to learners independently.

Conclusion

Apart from educational reasons for arguing against the excessive use of syntagmatic metalanguage in teaching materials, I believe there are two ethical considerations of even greater importance:

(1) The view that students, not teachers, are the main actors in the classroom, that in fact the classroom belongs to the students, not to the teacher, is not new (Enright & McCloskey, 1985). A natural corollary of this is that the language also belongs to the students. But it is by the extensive use of metalanguage, in textbooks and by the teacher in the classroom, that the real language is made unavailable to the students and the teacher becomes the main participant in the classroom, since he or she perforce is the indispensible interpreter required to transform the incomprehensible metalinguistic code into a form of language that can be understood by the students. The teacher's power is thereby enhanced and the students, having been deprived of their confidence and self-esteem, become frustrated and impotent once they realize that the language they are supposedly learning will never be made available to them in a form in which it can be used to achieve those objectives that are at the core of language, namely those concerned with communication. Naturally enough, they soon lose any motivation they originally had and sink into a hopeless state of lassitude and listlessness.

(2) By teaching grammar rules almost exclusively using syntagmatic metalanguage, teachers are deciding, with scant evidence, how students learn; they are making assumptions about the cognitive processes which are likely to lead to mastery of a foreign language and keeping the students unaware of other possible cognitive mutes to learning. For example, it is hard to see how the techniques of analogical thinking, inductive reasoning, inferencing, independent creativity, active experimentation, generalizing, monitoring other students, and a holistic approach to language learning can be easily applied to syntagmatic metalanguage analyzed and controlled by the teacher.

If language teaching means guiding students in their exploration of language, encouraging the development ofcreativity, and fostering inquisitiveness and curiosity, it would seem that one way to do this is to give students examples of real language which they can use to experiment with, and thereby pursue communicative alternatives. It is on the paradigmatic axis that language variety and communicative choice exist, since it is, by definition, on this axis that the potential alternative expression of real language occurs.

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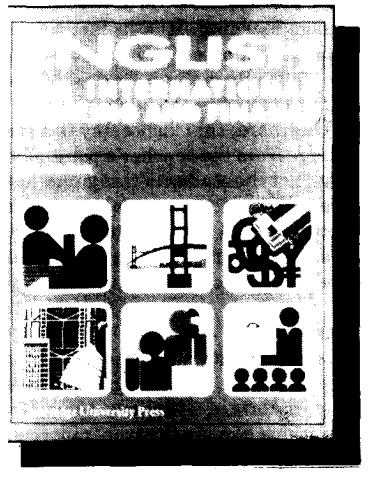

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JALT News

THANK YOU, YUMI NAKAMURA

After five years of dedicated service in the JALT Central Office, most recently as Central Office Manager, Yumi has resigned her position. She has assisted JALT through a period of great changes, and all of us, particularly the Executive Committee, are grateful for her commonsense and hard work.

Though the Central Officer Manager position remains vacant, we have hired a third person, Yuko Nakayama, to join our current workers, Hitomi Shinko and Yuko Miyakubo, in handling general day-to-day office business.

JALT Video NSIG

(National Special Interest Group)

ESOL Video Maferials Directory Project

To assist in the compilation of a directory with a global perspective, the JALT Video N-SIG is seeking information about ELT videos produced exclusively for the Japanese market. If you can help in any way by recommending or reviewing, contact the JALT Video N-SIG Coordinator, David Wood 2-12-1 Ishizaka, Dazaifu, Fukuoka T818-01; Tel. (092) 9253511; Fax (092) 924-4369.

See the January, 1991, issue for an announcement of the new editors of *The Langauge Teacher*.

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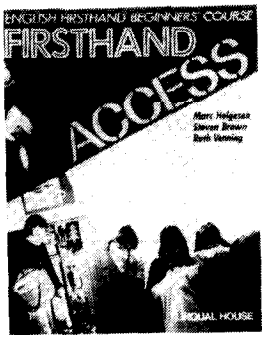

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LONGMAN ELT

Opinion

More Thoughts on Logical Answers

By Toshihiko Shiotsu

In the "Opinion" column of the July issue of The Language Teacher, Junko Kobayashi made a valuable contribution by pointing out the need to prepare Japanese students to give logical answers to "why-questions" in English. I would like to share my subsequent thoughts on the issue.

The first thing that came to my mind was that many Japanese people who have never been educated in an English-speaking country or who do not speak a word of English give answers that are perfectly logical by the standard of English speakers. At the same time, although it was rare, I remember talking to native English speakers whose answers lacked logical reasoning, during my stay in the United States. This made me stop and think about the term "English logic." We agree that in English we are expected to give logically acceptable answers to why-questions while Japanese people tend to be tolerant of logically insufficient answers or not to expect any reasoning at all since they culturally value mutual understanding with minimal words. We should definitely make our students aware of this difference. But I doubt that this cultural difference means a difference in logic system between the two languages. The students may say "Because I have many popular music tapes, and I always listen to them while driving" as a reason for their liking popular music since they would say this in Japanese. Upon closer inspection, this is not a logical reasoning in Japanese, either. It remains a simple fact. Instead of different logic, there are different sociolinguistic rules. The students just haven't acquired this sociolinguistic competence to give culturally appropriate answers in English. Based on my observation, that is a competence acquired rather late in one's L2 development, at least among the learners in mainstream EFL courses in the Japanese educational system. Students have to be highly advanced to benefit from teachers' guidance in constructing logical answers.

Another thing to consider is that this sociolinguistic rule is much more difficult to articulate than a purely linguistic one. Native speakers can use intuition to distinguish grammatical sentences from ungrammatical ones, but not logically acceptable answers from insufficient ones. So, when teachers try to guide students, the tendency is to end up providing model answers like "Because Japanese do not have a way with words, I think it is a good idea to express gratitude thmugh gifts." But whether the students can internalize any part of this model answer as their own is very questionable especially if they are still struggling over the purely linguistic problems to make their sentences sound English enough. It would be just like correcting everyone's composition withmodel sentences that none of them will ever be able to come up with on their own. I suspect, in such a case, the students' progress will be minimal even though the teacher's effort is not.

It appears to me the best way for students to learn the adequate level of logicality needed in an answer is by listening to native sneakers providing answers to whyquestions in natural conversations as many times as possible. Listening-based materials with extensive authentic dialogues should serve this purpose.

Once we feed the students with language input this way, we can start working on their production. One thing we can do is to keep asking why-questions until the students' answers become logical enough. Asking the students "Why do you have many popular music tapes, and why do you always listen to them while driving?" will make them realize that their answer was inappmpriate and that they should try to think of an alternative. When they say "I don't think so" or "I disagree," we can ask Why do you not think so?" or Why do you disagree?" to stimulate and challenge their logical thinking. If some students stall, we can ask the same question to better students. Their answers will show the rest of the class the realistic models of what can probably be done next time. On the other hand, if these better students fail, it would probably mean that the whole class hasn't had enough language input and is not ready to go on to the production stage.

The language teacher's role in guiding students to construct logically acceptable answers then should not be to explain what to say or what not to say but to direct the students to'a reasonable source of language input and establish an environment in the classroom where students don't feel uncomfortable if continually asked to think of more logical answers.

Early Deadline for the February Issue

The 15th of December is the final deadline for receipt of all submissions, including all announcements (positions, bulletin board, and meetings) to be published in the February issue. Anything received on the 16th or after will go into the following issue of The Language Teacher. The editors regret any inconvenience the earlier deadline may cause.

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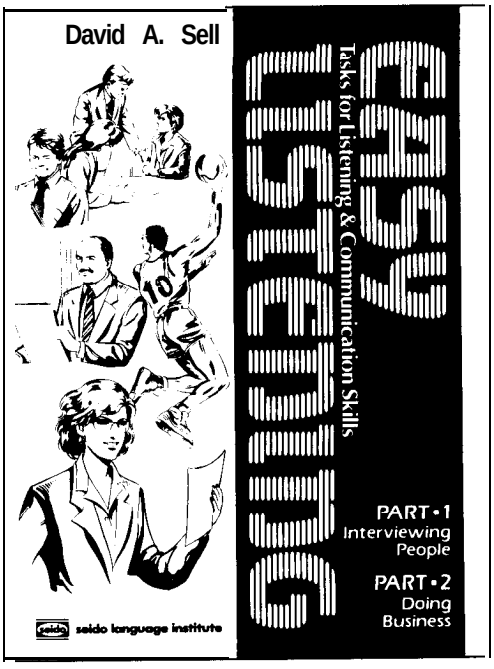

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My Share

How to Set Up a Class Reading Library

by Sheila Cliffe

Setting up a class reading library is a good way to start students doing extensive reading. In most class situations there is not enough time to spend on extensive reading and a class library is a good way to overcome this difficulty. By reading for only fifteen minutes a day students will increase their input by almost two hours per week. Students are likely to increase not only their linguistic skills but to extend their knowledge of the target culture too. In a class the emphasis when reading is usually on very specific points, the sentence level and smaller. Extensive reading gives the students the chance to concentrate on the global level and to encounter target language discourse. They may also benefit from the experience of concentrating on the meaning rather than the structure of the text.

Procedure

1. An exploration of your school library is a good place to start. It may well reveal that readers are old, tucked away in a corner and not being read. A good selection of books, placed where the students can find them with the minimum of effort is essential. Inside the classroom is the best place.

2. Questionnaires. Survey your students to find out what they want to read and what their reading habits are. I surveyed four hundred junior high school girls (see appendix 1 for the English version of the survey) and found out that they want to read short stories in English. They are reading what they want to read in their L1, but what they think they ought to read in their L2. I also found out that most Japanese students enjoy reading and read several books per month.

3. Choosing the books. Starting a class library is a costly undertaking. It is possible to start with one set of books and to rotate it monthly amund the classes. This is less than ideal but better than nothing and succeeds in whetting students' appetites for reading. Ideally one set of books per class should be obtained. This can be quite difficult to manage. Most of the well known book stores stocking foreign language books only have a few copies of each title. For this reason preparation should begin well before you intend to start the library in order to allow time to get all the books together. In order for every student to have a reasonable choice of books there should be at least 1.5 books per student. They should cover as broad a range of topics as possible and be at various levels, according to the students' ability.

At lower levels of ability, graded readers are pmbablythe most suitable material available. However, well-known children's books, such as Sesame Street books, are also popular. Experience will reveal to you which books are the most popular. With junior high school girls, fiction seems more popular than fact and well-known traditional stories and colorful books are the most widely read.

4. Gettingit startedand keeping trackofthebooks. When starting the library show the students a good selection of the books and give some kind of short introduction to them. This can be done in the L1 or in the target language. Students soon become accustomed to choosing their own books, but at first some students tend to be too ambitious. To give up a book part way through is very demotivating, as is reading with a dictionary and having to lookup almost half the words. To avoid this, an introductory worksheet (see appendix 2 for an example) is a good idea. Make a worksheet that will show the students how to find out as much as is possible about a book without beginning at page one and reading through it. Encourage the students to find information fmm the cover, title, pictures and chapter titles. Encourage them to guess what books are about. It is also a good idea to warn students that not all books with colored pictures and large letters are easy to read.

To keep track of the books make a library notebook. Students may borrow one book at a time and sign it out. They write their name, the title of their book, the date borrowed and afterwards the date returned.

For information about who is reading and which books are being read, a card can be submitted by the students. On this the students can write the title and type of book and whether they enjoyed the book. This information is useful for monitoring students and also for buying books.

5. Potential problems. There are always a few students who won't write in the library notebook. Some students forget to till in the return date. Inevitably a few books will vanish over a period of time. It is best to stamp each book with the number of the class to which it belongs to prevent straying. A book index should also be made and the books collected together periodically. A student library monitor for each class is an effective strategy. Students who would ignore their teacher's pleas to bring back the books tend to respond to peer pressure. The occasional vanishing book is, in real terms, a small price to pay compared with the benefits that the students receive from the library.

It is difficult to monitor precisely without setting exercises and tasks, which change the nature of the project. If there are no tasks attached to the reading, the students are willing to view it as reading and not as a study. That affects motivation considerably.

6. Advantages. My students are enjoying reading. Whereas in a class situation all students must work on the same task and at the same pace, the library gives the chance for each student to work at their own level and at their own pace. Having the responsibility of choosing their own books also seems to be very motivating for the students. For many students it offers them the opportunity to feel that they are not just learning English but using it. Sometimes I have given time to quiet reading in the classroom. The students value that time very much and some classes will read in silence for a whole lesson. The library also creates discussion among the students about which books are interesting and about the English in the books. It has significantly changed the atmosphere and generated a new enthusiasm for English in my classroom.

Appendix 1

Junior High School Reading Survey

Here is a list of some different types of reading material. Please look at it and then answer the following questions.

1) Novels
2) Short stories
3) Diaries
4) Biographies
5) Poems
6) Song lyrics
7) Letters
8) Postcards
9) Newspapers
10) Magazines
11) comics
12) Guidebooks
13) Textbooks
14) Recipes
15) Labels
16) Advertisements
17) Brochures
18) Puzzles
19) Rules for games
20) Instructions
21) Notices
22) Posters
23) Signs
24) Menus
25) Price lists
26) Tickets
27) Dictionaries
28) Catalogues
29) Application forms
30) Maps

1) Which three of these do you read most in Japanese?
2) Which three do you think are most important?
3) Which three do you enjoy reading most?
4) Which three of these do you read most in English?
5) Which three do you think are most important, in English?
6) Which three would you most like to read in English?
7) How do you read in English? Mark one.
   a) Do you read quickly thmugh the whole text without stopping or using a dictionary?
   b) Do you read through a sentence or paragraph and then translate it?
   c) Do you stop and use a dictionary or a word list at all or almost all new words?
   d) Do you read first and then afterwards use your dictionary or word list?
   e) None of the above. Please specify: _____
8) Do you like to read in Japanese? Mark one.
   a) Very much b) Sometimes
   c) Occasionally d) Not at all
9) Do you like to read in English? Mark one.
   a) Very much b) Sometimes
   c) Occasionally d) Not at all
10) How many magazines or comic books do you read per month?
   a) None b) l-2 c) 3-5 d) More than 5
11) How many books do you read per month?
   a) None b) l-2 c) 3-5 d) More than 5

Appendix 2

Learning to Love Books!

This worksheet is to help you choose a book that you will like. It will help you to find a book that is easy to read.

Answer the questions.

1) What is the title?
2) What is on the cover? (e.g. picture, photograph, writing.) If there is a picture, what is in the picture?
3) Read the back cover of the book. Can you understand it? If you can, what is it about?
4) Look at the introduction, contents, and chapter titles. Can you understand them? If you can, what are they about?
5) Look at all the pictures in the book. What kind of pictures are they?
6) Is the book fact (non-fiction) or fiction? Is it past, present or future? Is it history, sports, detective story, etc?
7) Read the first sentence of ten paragraphs. Can you understand it? Is it very easy? Is it very difficult? Is it all right?

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Title of the book _____

This book is a) Fact b) Fiction

If a) History Sport Science Geography
Other _____

If b) Adventure Horror Love Fairy
Other _____

I enjoyed this book a) Very much b) a little
c) not at all

If b) I liked these characters best _____

If a) The most interesting part of the book was _____

Submissions are sought for "Teaching English in Junior High & High School in Japan," a Special Issue of The Language Teacher, *February, 1992. Deadline for submissions is August 30, 1991. Contact Eloise Pearson (p. l) for we information*

原 稿 募 集

The Language Teacher の1992年2月号では
〝中学・高校での英語教育〞
を特集しますので奮って御応募下さい。
○締切は1991年8月30日
○詳細は Eloise Pearson (1頁参照) まで

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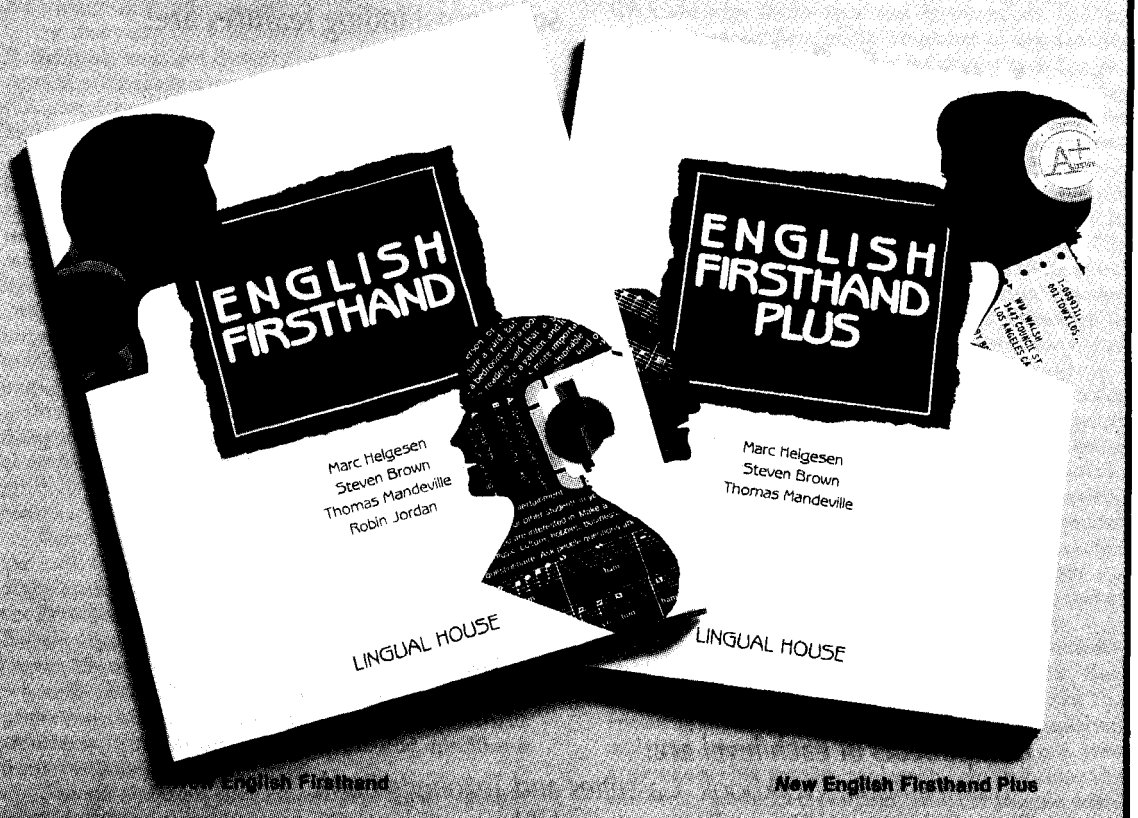

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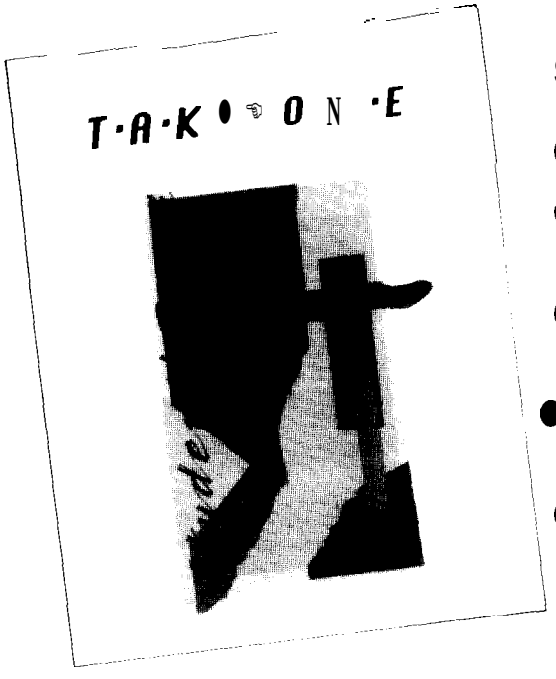

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JALT Under Cover

Understanding Language CLassrooms: A Guide For Teacher-initiated Action. David Nunan. New York: Prentice Hall, 1989. Pp. 183.

David Nunan's book bridges the gap between practitioners of language teaching in classrooms and classmom-centered researchers. More specifically, it introduces classroom-centered research to a variety of individuals engaged directly or indirectly in the profession of language teaching in classroom situations (i.e. practicing teachers, teacher trainees and trainers, and in-service coordinators).

The book responds to the growing perception that language curriculum should not be developed by expert researchers "transmitting" information to non-specialist teaching practitioners. Instead, such a development could be best carried out as a problem-solving activity by those involved directly in language teaching. Language teachers themselves should provide the main impetus for curriculum development. Nunan calls on teachers to play an active "teacher-researcher" role by engaging in action research (i.e., initiating and engaging in investigating their own classrooms). The book is designed to provide helpful knowledge gained fmm classroom-centered research as well as practical guidelines for applying that knowledge to action research.

Since the goal is to provide both the knowledge and the tools for using that knowledge, the seven chapters of the book are designed to follow a logical sequence. In the first chapter, dealing with basic issues and concerns, Nunan argues strongly against the perceived gap between "theory" and 'practice" and asks teachers to research their classrooms themselves. The chapter provides an informative overview of the major research traditions in the language classroom and specifies a framework for action research.

The six chapters that follow form three logically related pairs of complementary chapters. The second and the third chapters are "issue oriented" intmducing research findings about the two most important forces in the classroom: teachers and learners. Chapter two focuses on teacher behavior describing how teachers think and decide "as they plan, implement, and reflect" on their teaching. It also discusses some important aspects of teacher talk (e.g. modifications to teacher speech, explanations, questions, and error correction). Chapter three takes up learner behavior and discusses its important aspects (i.e. developmental features of learner language, learner interaction in the classroom, classroom tasks, and learning strategies).

Chapters four and five are research-method oriented. In these chapters, Nunan introduces a variety of methods for collecting data inside and outside the classroom. The fourth chapter focuses on qualitative methods and discusses the use of diaries, interviews, questionnaires, protocol analysis, and case studies, including such techniques as checklists and stimulated recall. The latter chapter describes systematic methods and techniques for doing classroom observation. It outlines some classroom observational schedules and schemes as well as ethnographic approaches to classroom observation.

In the last two chapters, Nunan turns to the practical use of knowledge gained fmm classroom-centered research. His motivation behind intmducing important issue-oriented research findings, and research methods for collecting classroom data and doing classroom observation, is utilitarian. He is more interested in using the knowledge for professional development. In chapter six, he describes the development of two teacher-education programs--one an in-service training program and the other a graduate program for language teachers--that provide core principles for action research and support the view "that professional renewal and development should derive from the close observation and analysis of the classroom by teachers, and that this observation should provide a springboard for classroom action in the form of teacher-research" (p. 102). The chapter reviews a number of specific research techniques that can be used as 'professional development tools" and outlines "a workshop procedure for introducing teachers to classroom observation and research" (p. 102).

Chapter six aims at equipping teachers with necessary tools for establishing a personal research agenda. However, isolated personal research may not be adequately effective. Chapter seven, accordingly, provides some solutions. Nunan suggests collaborative research between teachers, teachers and learners, and teachers and researchers. He also suggests extending teacher-research to the wider educational environment and describes some specific ways for reporting teacher-research outcomes to others in the community.

A sense of practicality and scope for self-initiated research are important features of the book. Each chapter ends with helpful questions and tasks that encourage further reflection, study, and pmblem solving activities. At the end of the book, there are three appendices that provide (a) lesson transcriptions that can easily serve as classroom data, (b) sample schedules and instruments for classroom observation, and (c) an easy introduction to basic concepts in statistics helpful for language teachers. Throughout the book, Nunan makes use of illustrative studies from both published sources and unpublished reports. References are made not only to TESOL and applied linguistics but also to general educational sources. Consequently, the bibliography and further reading section is an excellent reference for the research literature.

All in all, *Understanding Language Classrooms* is a timely publication that meets a growing need in language teaching. It enables non-specialist teaching practitioners to gain easy and quick access to a rich body of classroom-centered research literature and, more importantly, to initiate their own classroom re-

search. It substantiates the argument that curriculum development should not be just the scholarly activity of outside-the-classroom researchers. It should be a problem solving activity conducted by the practitioners themselves in their classrooms. The book illustrates the growing importance of the "teacher-research" approach to language teaching. Such an approach, Nunan points out in the "Postscript," "grounds its theory and practice firmly inside the classroom. "Language teachers and others involved in the language teaching profession will find this book extremely informative and useful.

Reviewed by Mohammed K. Ahmed
International University of Japan

Collins COBUILD Dictionary of Phrasal Verbs. Collins & University of Birmingham. London: Collins, 1989. Pp 491

The Collins COBUILD Dictionary of Phrasal Verbs comes from the Collins COBUILD ESL Program at Birmingham University, Birmingham, England. As with the rest of the COBUILD program, this dictionary was created fmm a computer database and as a result, it is fairly comprehensive. However, a word ofwarning, this dictionary was written for English teachers and students who have a thorough understanding of English grammar.

The dictionary itself is dividedinto three parts. The first part is a detailed guide to the use of the dictionary, complete with a listing of all the terms and abbrevations used in the book. This listing gives defmitions and examples of the terms and by itself serves as an excellent review of English grammar.

The second part consists of the phrasal verbs listed with their various inflections, different spellings, and variations between American and British English. With each listing there are simple definitions and examples to give a clear idea of the meaning as shown by the following example.

idle, idles, idling, idled

Idel about. **If you idle about or around, you spend your time relaxing or doing nothing. EG I** ***can't hove you idling around the house all afternoon.*** V+PREP V+ADV

Idle around. See **idle about.**

Idle **away. If you idle away a period of time,** you relax **by** sitting or **lying somewhere and doing nothing.** ***EG . . three old men, idling away the summer afternoon under the trees.***
• **While away means almost the same as idle away.** V+ADV+N

In addition, each listing has grammatical notes (V+PREP, V+ADV) to help teachers and students use the verbs properly. For example, V+ADV+N means that the phrasal verb is made up of a verb and an adverb and is followed by a noun phrase. Also, synonyms and antonyms arelisted with the verb to provide a more comprehensive understanding of its meaning.

The third and last part of the dictionary is a particle index which shows how the particles are used with the different verbs. The index gives examples and meanings for the particles and then lists the different verbs used with each particle for a particular meaning.

as is a preposition. It occurs in a phrasal verbs in this dictionary. As is one of the commonest words in English, and it is especially used in comparisons. It is used in phrasal verbs in order to indicate that someone or something is considered to have a particular role or function. For example, if you masquerade as a particular kind of person, you pretend to be that kind of person, and if you say that one thing serves as another, you mean that it is used instead of it. As also occurrs as the second particle in combinations which include two particles, for example go down as and pass off as.

do as know as **masquerade as see as serve as hail as mark as pass as**

In conclusion, this dictionary is well put together and useful for those who have difficulty with phrasal verbs. However, its use is limited.

Reviewed by Mark Zeid
Mihara International Business Academy

New Wave 2. Robert Maple. New York: Longman, 1989. Pp. 78.

According to the teacher's book introduction ***New Wave 2*** "incorporates the basic principles of the communicative and natural approaches, cognitive psychology and student-centered pedagogy." It provides accuracy work in the form of grammar, pronunciation and vocabulary study, and fluency work using interviews, role plays and pair work information gaps. This American English course includes a student book with cassette, and activity book with cassette and a teacher's book. The student book has twelve units and one introductory unit, with an average of nine activities in each unit. There is enough material for 40-60 class hours. I used ***New Wave 2*** with freshmen medical students and found it slightly easy. It would be more suitable for a lower level freshmen class, covering a unit every week or two.

The format of each unit is fairly routine, beginning with a two-part listening extract and three accompanying exercises. The listening involves a cast of eight "international" characters who appear throughout the book. Every unit has comprehension questions, true/false or information error sentences and a vocabulary activity. Part two of the listening is printed in the book so students can read along as they listen. While the comprehension questions can be very difficult, the other two activities are ridiculously easy by comparison. (In one vocabulary exercise, students must find the "past of 'is'" and the "negative of 'can'" in the script.) I often omit the listening entirely and find the lesson doesn't suffer at all.

Fortunately, the oral practice activities are worthwhile, if not particularly inspired. Each unit has short controlled exchanges for pair work as well as freer activities such as guided mle plays, interviews and conversation games. For Japanese students, the grammar exercises are easy and can be omitted or used for a quick review.

The best feature of the course is the excellent teacher's book which gives detailed lesson plans and

many extra warm-up activities. If you don't have much time for lesson planning, the teacher's book might be reason enough to use this course.

Although I cannot agree that ***New Wave 2*** "breaks new ground" as the teacher's book claims, it does compile many tried and tested activities into one coursebook. If you want a large, albeit unexciting variety of activities from which to choose, and a teacher's book that minimizes planning on your part, ***New Wave 2*** will be a perfectly adequate book for a low level class.

Reviewed by Stephanie Spak
Tokai University

In Business. Graham White and Margaret Khidhayir. Walton-on-Thames: Thomas Nelson, 1984. Pp. 200. \2,080.

In Business is a course in business English for advanced students who need English for professional purposes. The text includes listening, speaking and writing. Although it is a British text and British English is used for the most part, the focus of the book is on international business so there is a variety of native English and foreign accents on the tapes.

The book tells a continuing story of two companies, one a manufacturing company, the other, pharmaceutical. It follows them and their employees through various business situations, e.g., sales conferences, business trips and planning expansions overseas. The text introduces technical jargon in these areas as well as general business terms. A glossary is included as well as illustrations and photos.

The material is divided into 27 units. It took about four hours of class time to cover each unit, though I seldom used all the material in each unit. Every unit includes listening, speaking and writing exercises.

The listening exercises feature several different formats, e.g., one person describing his job, conversations between two or more people, business reports, announcements and advertisements. Complete transcriptions are included in the student's book.

The speaking exercises in each unit usually begin with controlled exercises on specific grammar or functional points, then move to discussion, roleplays or decision making exercises. Pair work and small group exercises are also included. The pair work ranges from structured information gap exercises to freer forms, e.g., the students may be asked to interview each other about their own jobs or working conditions. The small group exercises include a variety of discussion topics and tasks. Included in the exercises are a variety of charts, diagrams, graphs and statistical tables for interpretation or explanation.

The writing exercises deal with business letters, memos or other types of business communication. Unfortunately, I cannot comment on the writing exercises since I used the book in a conversation class.

There are many different types of exercises and activities so the students are not just doing the same sort of things unit after unit. I found this variety of exercises and material one of the most attractive features of the book. There is enough material for the teacher to pick and choose. I did not find it necessary to use any supplementary material.

My students found it challenging and realistic as they were able to identify with many of the situations presented in the story.

Although the cover blurb describes the book as aimed at post-intermediate students, I would emphasize again that it is for advanced students since the material is really quite challenging. If the students are up to handling the material, they should find it an interesting text.

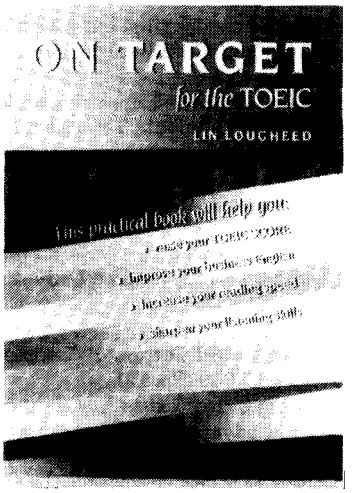
Reviewed by Ronald Mason
Setsunan University

Advanced Vocabulary and Idiom. B.J. Thomas. London: Edward Arnold, 1989. Pp. 121.

As the title indicates, this text is best suited for high intermediate and advanced EFL students. Designed as a companion volume to the publisher's *Intermediate Vocabulary,* it is geared towards the Cambridge Proficiency exam and therefore contains only British English. It presents over 2000 lexical items which are grouped according to a number of different topics and semantic categories. A variety of exercises including fill-ins, matching, identifications, and word-formation/word-building tasks as well as a complete answer key are provided. The exercises can be assigned as individual, pair work, or small group tasks and would be suitable for use in either writing or speaking classes. As the author suggests in the preface, the book is best used not as a primary but as a supplementary course text. Students must not proceed mechanically through the exercises but should be given the occasion to practice newly acquired words so that they become part of the learner's active vocabulary.

This rather short book impressed me with its wide selection of lexical items and stylistic levels, language exposure with which a student would come into contact only through considerable extensive reading. The influence of exclusively British vocabulary is only apparent in certain sections of the book (e.g. names of fictional characters used in everyday speech, slang expressions, or product advertisements). The majority of the lexical items are also appropriate for those interested primarily in American English. I used a specific exercise (paragraph fill-ins) fmm this book with third-and fourth-year university students (all English majors) enrolled in a course entitled "English Expressions II." The vocabulary items in the section "City Life" (words such as "cosmopolitan," "metropolis," and "anonymity") were unfamiliar to most of the students. Using the author's suggestions to the teacher, I began with a 'schema-building" class discussion on cities and urban life in America and then assigned the exercise for small group work. The students found it rather difficult but were able to complete the fill-ins through group discussion and with the aid of dictionaries. The class activity was followed by a homework task of a brief essay/oral report on urban life in Japan. *Advanced Vocabulary and Idiom* provides a compact and extremely useful addition to instruction for Japanese EFL learners.

Reviewed by Thomas F. Barry
Himeji Dokkyo University



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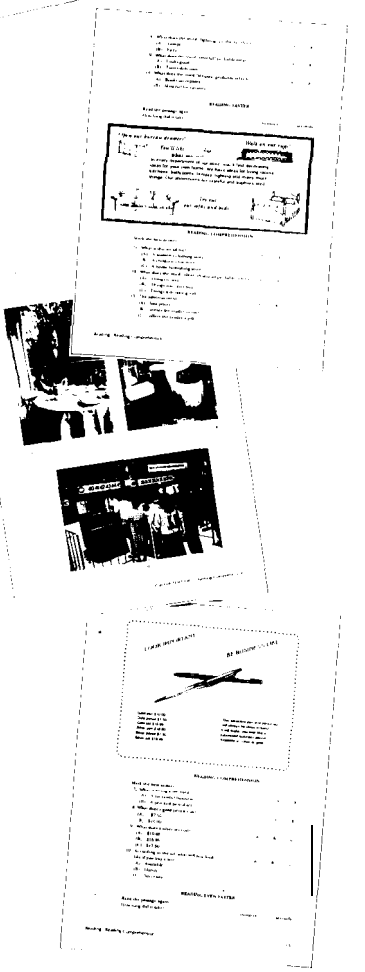

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RECENTLY RECEIVED

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 (!) indicates third-and-final notice this month. All final-notice items will be discarded after December 30th.

Classroom Text Materials

*Helgesen, M., Brown, S., & Venning, R. (1990). ***Firsthand Access*** (student's, workbook, teacher's, cassettes). Harlow, Essex: Longman.

*Motai, L., & Boon, E. (1988). Strategies in reading: ***Developing essential reading skills.*** Harlow, Essex: Longman.

*Rost, M., & Kumai, N. (1990). ***First steps in listening*** (student's, teacher's, cassettes). Harlow, Essex: Longman.

*Vaughn, A., & Heyen, N. (1990). ***Ready for business*** (student's, cassette). New York: Longman.

Allsop, J., & Woods, L. (1990). ***Making sense of idioms: Self study edition with answers.*** London: Cassell.

Casler, K., & Palmer, D. (1989). ***Business assignments: Eight advanced case studies with video*** (information file, deskwork, teacher's notes). Oxford: Oxford University Press.

Cornish, T., & Horncastle, B. (1989). ***Central news 1*** (activity book, sample video). Oxford: Oxford University Press.

Feare, R. (1989). ***Key to success on the TOEFL.*** Oxford: Oxford University Press.

Hollett, V., Carter, R., Lyon, L., & Tanner, E. (1989). ***In at the deep end: Speaking activities for professional people.*** Oxford: Oxford University Press.

Potter, M. (1990). ***English around you 2*** (student's, teacher's, resource book, cassettes). London: Macmillan.

Rixon, S. (1990). ***Tip top.*** London: Macmillan.

Swan, M. &Walter, C. (1990). ***The new Cambridge English course 2.*** Cambridge: Cambridge University Press.

Webster, D., & Bailey, D. (1990). ***Start English with small world*** (teacher's book and resource pack, student's). London: Macmillan.

!Black, V., McNorton, M., Malderez, A., & Parker, S. (1989). ***Fast forward U.S.A.*** (student's, cassettes, teacher's). Oxford: Oxford University Press.

!Bolton, D., Oxenden, C., & Peterson, L. (1989). ***OK 1; OK2; OK3; OK*** 4 (student's, cassettes, workbook, teacher's). Oxford: Oxford University Press.

!Brancard, R., & Hind, J. (1989). ***Ready to read.*** Oxford: Oxford University Press.

!Digby, C., Myers, J., & Pitkeathly, I. (1990). ***Spotlights on First Certficate: An integrated course for the First Certificate in English examination.*** London: Cassell.

!Fassman, P. & Tavares, S. (1989). ***Gallery 1 and Gallery 2*** (student's, cassettes). Oxford: Oxford University Press.

!Flamm, J. (1989). ***On course 2*** (student's, cassettes, teacher's). Oxford: Oxford University Press.

!Graves, K., & Rein, D. (1989). ***East west 2*** (student's, student's 2A and 2B [split edition], workbook, cassettes, teacher's). Oxford: Oxford University Press.

!Graves, K., & Rein, D. (1990). ***East west 3*** (student's, workbook, cassettes, teacher's [sample pages only]). Oxford: Oxford University Press.

!McRae, J., & Pantaleoni, L. (1990). ***Chapter & verse: An interactive approach to literature*** (student's, cassette). Oxford: Oxford University Press.

!Nolasco, R. (1990). ***WOW!*** (student's 1, workbook 1). Oxford: Oxford University Press.

!Parnwell, E.C., & Miyamoto, A. (1989). ***Oxford beigo irasuto jiten: The New Oxford picture dictionary*** (English/Japanese). Oxford: Oxford University Press.

!Richards, J.C. (1990). ***Listening carefully: Listeningpractice for elementary students.*** Oxford: Oxford University Press.

Teacher Preparation/Reference/Resource/Other

*AMEP National Curriculum Project. (1990). ***Study skills for further education: Minimum social proficiency.*** A curriculum framework for adult second language learners. Sydney: National Centre for English language Teaching and Research.

*Baudains, R., & Baudains, M. (1990). ***Alternatives: Games, exercises and conversations for the language classroom.*** (Pilgrim Longman Resource Books). Harlow, Essex: Longman.

*Davis, P., & Rinvolucri, M. (1990). ***The confidence book: Building trust in the language classroom.*** (Pilgrims Longman Resource Books). Harlow, Essex: Longman.

*Deller, S. (1990). ***Lessons from the learner: Student-generated activities for the language classroom.*** (Pilgrims Longman Resource Books). Harlow, Essex: Longman.

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IN THE PIPELINE

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

AMEP National Curriculum Project. *Beginning learners.*
Abraham & Mackey. *Contact U.S.A.* **(2nd edition).**
Allsop. *Making sense of English grammar exercises.*
Bachman. *Fundamental considerations in language testing.*
Baldauf & Luke (Eds.). *Language planning and education.*
Beckerman. *Heartworks.*
Bender. *Three little words a, an, the.*
Brinton, et al. *Content-based second Zanguage instruction.*
Brooks & Grundy (Eds). *Individualization and autonomy in language learning.*
Brosnahan. *Japanese and English gesture.*
Brown. *Understanding research in second language learning.*
Byram. *Cultural studies in foreign language education.*
Byram & Leman. *Bicultural and tricultural education.*
Chan. *Pmcess and practice.*
Chaudmn. *Second language classrooms.*
Clark. *Talk about literature.*
Collins & Birmingham University. *Collins COBUILD English grammar.*
Corson. *Language policy across the curriculum.*
Dechert (Ed.). *Current trends in European second language acquisition research.*
Dewar. *Computers: From bends to bytes.*
Dunn. *Outset 2.*
Ellis *Second language acquisition in context.*
Fishman *Language & ethnicity.*
Fox (Ed.). *Collins essential English dictionary.*
Fried-Booth, et al. Collins *COBUILD English course photocopiable tests.*
Gass, et al. (Eds.). *Variation in second language acquisition: Discourse and pragmatics.*
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Garvey. *Story as vehicle.*
Halliday & Hasan *Language, context and text.*
Hardisty & Windeatt. *CALL.*
Hart *Asterix and the English language 1 and 2.*
Hedge *Writing.*
Hill & Holden (Eds.). *Creativity in language teaching.*
Jacobson & Faltis (Eds.). *Language distribution issues in bilingual schooling.*
James. *Medicine.*
Johnson *The second language curriculum.*
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Lewis, et al. *Grammar and practice.*
Lipp. *Fmm paragraph to term paper.*
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McDougal, et al. *University survival skills.*
McGill & Oldham. *Computers for businesspeople.*
McGill & Oldham. *Computers in the office.*
National Curriculum *Resource Centre Reading and writing assessement kit.*
O'Malley & Chamot *Learning strategies in second language acquisition*
Ramsey & LoCastro. *Talking topics.*
Redman & Ellis *A way with words.*
Richards & Nunan *(Eds.). Second language teacher education.*
Sheerin. *Self-access.*
Smith *Issues for today.*
Trueba *Raising silent voices.*
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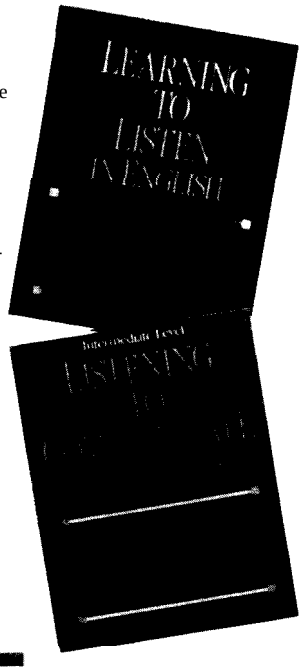

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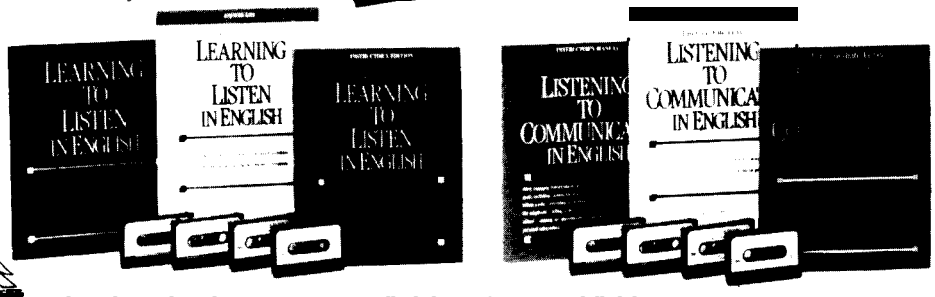

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Reports

The International University of Japan Conference on Second Language Research in Japan

The second Conference on Second Language Research in Japan, sponsored by the International University of Japan (IUJ), was held at the IUJ Tokyo offices on October 20, 1990.

Kevin Gregg, St. Andrews University, Nagoya, opened the morning session with a discussion of theory construction and second language research. Simon Gieve of Meijo Junior College followed with his paper, "Goals and Preferred Learning Styles of Japanese University Language Majors." The third and final morning presentation was given by Akihiko Shimura, University of Hawaii, who reported on his research testing competing hypothesis on the mle of Universal Grammar in second language acquisition.

The afternoon began with Roger Griffiths, Nagoya University of Commerce and Business Administration, who presented a paper on language learning and the Japanese personality. Griffiths was followed by findings on the role of schema in ESL learners' reading strategies presented by Kumiko Tanno-Sato, Tamagawa University. Rod Ellis, Temple University, closed the conference with "Researching Classroom Language Learning."

Organized to promote the quantity and quality of language research in Japan, the conference aims to provide a forum in which researchers and those wishing to do studies of their own can freely share ideas. Judging from the quality of this year's papers and participation, conference goals are being met with success.

Proceedings fmm the conference will be published in January 1991. Those interested in receiving a copy may contact either Tom Hayes or Kaoru Yoshioka, Language Programs, International University of Japan, 777 Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-72.

Reported by Marc Modica

The Ninth Workshop for Asian-Pacific Teachers of English

This annual workshop sponsored by the Center for Asia-PacificExchange (CAPE) in cooperation with the University of Hawaii, Department of English as a Second Language, was held fmm July 25 to August 4, 1990. The TEFL instructors representing Japan, Korea, Indonesia and Hawaii comprised the largest group ever to attend this program.

Lectures and workshop sessions were focused upon the teaching of psycho-sociolinguistics and language teaching, EFL methodology, teaching listening and speaking skills, the role of grammar in the teaching of English, testing English as a foreign language, contemporary American issues, teaching writing skills, the future of English and an overview of English language curriculum. From the University of Hawaii, James D. Brown, Director of English Language Institute; Richard W. Schmidt, Chairman of the Dept. of ESL; James A. Dator, Head of the Alternative Futures Option, Dept. of Political Science; Loretta Krause, Principal of the UH Lab School; Seymour Lutzky, foormer Chairman, Dept. of American Studies; Graham Cmokes, Dept. of ESL; and from California State Univ. in Fresno, Dept. of Linguistics, Graham Thurgood served as distinguished faculty for the program, many of whom strongly recommended Japanese participants to join JALT. I was pleased JALT is now so well known and respected among language professionals in Hawaii.

Formal workshop presentations were augmented by visits to the sites of historical and educational significance, such as the Polynesian Culture Center, Sea Life Park, Moanalua High School, and the Univ. of Hawaii's Lab School. Highlighting the social agenda was a grand evening at the Waikiki Sheraton Hotel's Kauai Ballroom celebrating the 10th anniversary of CAPE with distinguished guests and alumni where new and old friendships became strengthened. At this memorable event Professor Tadashi Aruga of Hitotsubashi Univ. delivered a speech representing the Japanese Association for American Studies.

For JALT members interested in CAPE programs and in meeting with language professionals of other Asian countries, information is available by writing to the CAPE representative in Japan, Tsuneko Sano, 5-5-7-2B Motoyamakitamachi, Higashinada-ku, Kobe 658.

Reported by Sonia Sonoko Yoshitake

A Reminder

When submitting chapter reports, please follow the guidelines in the January, 1990, *The Language Teacher.*

- Double-spaced
- 250 words maximum
- Same format as in *The Language Teacher.*

Thanks!

-The Editors

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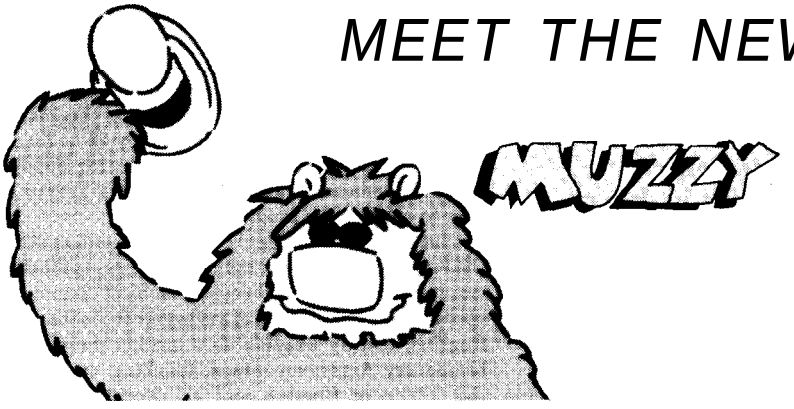

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International Conference on Advanced Research on Computers in Education

The ARCE conference. Julv 18-20 1990 at Gakushuin University, proved both instructive and thought-provoking. As a follow-up to the 5th World Conference on Computers in Education (WCCE/90, Sydney, Australia, July 9-13, 1990), it brought together researchers from Europe, Asia, North America, Australia, and New Zealand who are developing "advanced techniques and methodologies in information processing, specifically those from artificial intelligence and cognitive sciences, as applied to the field of education."

Papers in NLT (natural language tutoring) included "Helping Students Refine Their Working Hypotheses" (Aiello et al.); "A Polite Expression Learning Aid for Students of Japanese" (Kozuru et al.); and a report by Kudo on a system for Japanese high school students of English incorporating machine translation and an inductive, student-initiated approach to learning new structures. Two prototype systems were demonstrated, one by Yamamoto et al. of a simulation-based ICAI conversational English tutorial and another by Ozawa for tutoring correct written English suitable for business correspondence.

The major concern in current AI education research is whether to pursue didactic or explorative modes of learning. Geoff Cu mming in "Using Artificial Intelligence to Achieve Natural Learning" argued that "natural" learning environments (such as small children at play, hands-on apprenticeships), rather than formal classroom environments should form the basis for future developments in AI.

Though it may surprise many language teachers, the tenor of ARCE was overwhelmingly humanistic. Even "didactic" learning-rule based and aimed at efficiency with few learner errors-is oriented to the individual. One observation is that although these researchers are technically expert and theorize freely about what learning is and how it occurs, they don't know much about the realities of human interaction in teaching/learning situations, formal and informal, even at the one-to-one tutorial level, the most common paradigm. Constructive exchange between JALT and ICAI could be mutually beneficial, as ideas concerning student models, correction hierarchies, and procedures could stimulate classroom teachers, while actual interactions between teachers and learners in non-CAI environments could well inform ICAI researchers.

For humanistically minded teachers, the good news from ARCE is concern with individuals, not masses, and empowering each individual to learn. Yet a disturbing vision remains of a world of nerds, each individual vigorously pursuing his or her own interests, each in front of a computer terminal, communicating with others through electronic media.

Reported by Jane Wieman
Consultant, Kyoto YMCA

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Chapter Presentation Reports

FUKUOKA

1. Japanese Language for Foreigners by Mizue Sasaki

In September, Fukuoka JALT enjoyed its first presentation on the subject of Japanese language for foreigners given by Professor Mizue Sasaki, a well known international figure in the field. Her talk about teaching techniques heralded the launching of the Japanese Language Teachers' Association here, in response to the great interest that has arisen after Fuknoka became one of the major testing areas for the Japanese Language Proficiency Examination in 1989.

Sasaki explained some essential grammar points and demonstrated the techniques which she uses in her primarily communicative language class, illustrating some of her techniques with video-taped recordings of her lessons. After her fast-paced presentation, participants were able to enjoy a model workshop style session during which some common problems facing Japanese language teachers were discussed with enthusiasm. These workshops are due to become a regular part of the association's program, with the co-operation of many JALT mambers interested.

Reported by Noriko Shigematsu

2. Communicative Grammar by Phillip Smith and Donna Stripling

The topic of the August meeting with Dr. Smith (Dean of West Chester University) and Ms. Stripling (MA, University of Hawaii) was grammar. Dr. Smith presented a linguist's view that was surprisingly fresh and relaxed. He distinguished between different kinds of grammar as pertain to texts, tests and linguists, stressing the ability of linguists to perceive general rules that older students most need to tackle. Rather than overcomplex definitions, he recommended clear and simple roles of thumb that native speakers use unconsciously, and re-emphasized listening practice.

Stripling began with several vivid anecdotes illustrating the dangers of 'fossilization" in language learning before going on to share some of her excellently developed worksheets, the results ofsometwenty years' teaching experience in Japan. She listed four steps vital for effective teaching: Presentation, Explanation and Demonstration, Practice and Testing. The most important, she argued, was practice, a step she felt most Japanese teachers of English pay too little attention to. Participants were actively involved themselves in the practice stage when Stripling had us try out some of her absorbing lesson ideas.

Reported by Ellen Barton

KANAZAWA

The English Environment in Japan
by Gillian Kay

Miss Kay's extensive research on the Japanese use of English words in the media provided a valuable introduction to this topic, of use particularly to Japanese English teachers who have begun to take English in the envimnment for granted. In our September meeting, classroom projects that take full advantage of "found" English (such as collages, correction of mistakes in publications, research on the origins of English names for Japanese companies, etc.) were described in a lively way, encouraging all the teachers present to try out the techniques next week in class.

Reported by Mary Ann Mooradian

NAGOYA

Total Physical Response (TPR)
by Dale T. Griffee

Dale Griffee, who teaches at the University of Pittsburgh ELI, Tokyo, lectured on a basic listening technique known as Total Physical Response (TPR). Griffee wrote a textbook entitled, ***Listen and Act*** (Lingual House, 19821, and he gave us a workshop experience from the material in that text. Simple actions that evolve into mini-dramas were demonstrated by the speaker which were in turn practiced by his audience. TPR appears to be the answer in motivating otherwise unresponsive students, and we all went away feeling that the time we spent studying under Griffee's expertise was well spent.

Reported by Marvin Harvest

SAPPORO

About the Silent Way
by Kazuko Shimizu

For three days in September I was able to participate in an intensive course to learn Japanese the "Silent Way." A remarkable feature of this method is that we learned how to use the target language by "playing" with it. We used wall charts, pictures, and Cuisinaire mds to set up and describe a variety of situations. It was pleasant to be reminded that language learning can be fun. However, this was not a game. The level of concentration in the class was so high that I felt drained at the end of each day.

A Silent Way classroom is not silent. Silence is one of the tools the teacher used to maintain student focus on the task at hand. Typically, the teacher would set up asituation to elicit the necessary vocabulary and grammar. If the student's expressions were erroneous, the teacher would help the student to discover the mistakes. Once it was correctly stated the group would practice it, and then another student would volunteer or be chosen to build upon the previous statements. The teacher would only speak when the students were confusedas to what wasexpectedorto helpclarify some new structure. Since the class is based on the students' pool of knowledge and ability to volunteer it, it seems that a large class is preferable. With about 15 students, it was always lively and varied with ample time to produce and reflect on others' comments.

In a special presentation the last day, Ms. Shimizu demonstrated the methodology which uses color-coded charts to teach the sound systems of both English and Japanese. It was amazing to see how quickly the students could master difficult sounds and combine them into words. We received only a taste of the technique, but everyone was eager to learn more details as time ran out. Participation was the key to understanding the Silent Way concepts.

Reported by Jeff Neufeld

SENDAI

Using Video
by Catherine O'Keefe

The effectiveness of using video in language teaching is well documented, however, for a variety of reasons, from administrators' reluctance to teachers' unfamiliarity with the medium it is often under utilized. During her September presentation, Catherine O'Keefe of Oxford University Press expanded everyone's knowledge and skills in the use of video and encouraged those with little or no experience with video to incorporate it in their classes.

O'Keefe began by highlighting some of the benefits of video. A major advantage of the medium is that it brings a rich source of language and cultural information into the classroom which, in turn, has a significant impact on learner motivation. O'Keefe also emphasized the importance of visual and audio input in communication, and maintained that accurate comprehension can be more difficult with single-source mediums, such as the audio cassette, than with video.

The choice between using authentic video and ELT video was also examined. Although authenticvideocan be very stimulating for higher level learners in particular, O'Keefe pointed out that commercial ELT videos have the advantage of targeting a specific level, thus ensuring a control of language and a guided progression of difficulty. ELT videos also provide all support materials and suggestions for the teacher.

While viewing segments from a variety of OUP videos, participants were involved in activities in which O'Keefe demonstrated techniques. Split-class, information-gap tasks, where, for example, half the class views a segment silently and the other half only hears the soundtrack, are very active and challenging; learners can be asked to predict, describe, search or narrate.

The lively and informative afternoon concluded with a discussion of the degree of difficulty learners may have with unfamiliar accents heard on videos.

Reported by Keith Adams

SUWA

Listening Comprehension
by Virginia LoCastro

Listening comprehension should be treated as the most essential skill in language study for the following reasons: 1) it is the first skill acquired in first or second language acquisition, 2) it is the first skill picked up in informal language learning, and 3) all are disempowered if they cannot understand what they have heard.

Having established the importance of the development of listening comprehension, Virginia LoCastro of

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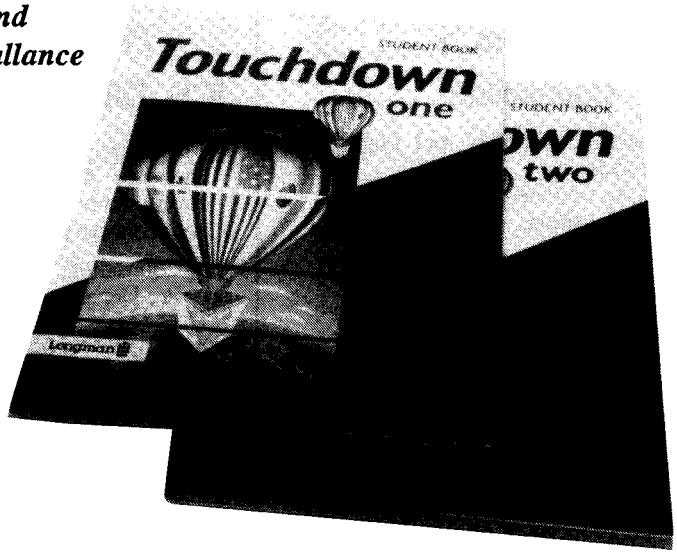

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Tsukuba University and JALT National Program Chair gave us a brief history of teaching approaches in listening, bringing this up to the "interactive model" where listening for details ("bottom-up" model) or listening for the main idea ("top-down" model) would be utilized according to the needs of the listener in a particular situation.

This explanation of theory was followed by many practical activitiesusingvehicles such as songs, airport announcement, and recipes. In each activity, the importance of pre-listening activities was stressed. These activate and provide background knowledge and help elicit vocabulary as well as arouse student interest.

Special concerns and solutions in dealing with Japanese students were then introduced. Students should acquire more background knowledge and vocabulary through increased reading and watching of videos. Word-by-word processing could be alleviated in part by avoiding focus on individual words and the overuse of dictation. LoCastro also suggested using tasks that teach rather than test listening. Stress was placed on extensive listening and treating the text as a vehicle of information rather than a linguistic object.

Reported by Mary Aruga

YOKOHAMA

Classroom Activities, and Why We Use Them

by Catherine O'Keefe

Catherine O'Keefe from O.U.P. found her car had a flat tyre following our October meeting, but her presentation was not at all flat. Through a mix of practice and theory many of us found that classroom activities do have more depth than we had thought.

Approach in language teaching can be seen as the teacher's assumptions about a class of learners. These affect the method and technique--technique beingjust one type of language teaching; method being how techniques are strung together.

Classroom activities in themselves are method. Among others, O'Keefe highlighted two useful kinds of activities found in some texts she showed us: information gap and surveys. Also she stressed consideration of how we learn our native language (without thinking about it) and how adults learn a foreign language (by thinking about it!). Can children learn in the same way?

The new faces we saw at the meeting and the rest of us finished the afternoon with, unlike Catherine's car, something quite positive.

Reported by Howard Doyle

Bulletin Board

Please send all announcements for this column to Marc Modica (see p, 1). The announcement should follow the style and format of other announcements in this column. It must be received by the 25th of the month, two months before publication.

CCTS 1991 Spring Seminar/Lecture Presents "Intercultural Communication for Language Teachers"

by Dr. Dean Barnlund-Professor of Communication Theory San Francisco State University-Author of "Public & Private Self in Japan and U.S." and "Communicative Styles of Japanese and Americans."

We will be offering the following seminars:

Location: International House of Japan (Tokyo)

Dates:	A March 16-17 (Sat/Sun)
	B March 21-22 (Thur.Fri)
	C March 23-24 (Sat/Sun)
Time:	9:00 a.m.-5:00 p.m.
Location:	Niijima Kaikan (Kyoto)
Date:	C March 29-30 (Fri/Sat)
Time:	9:00 a.m.-5:00 p.m.

Participants for each seminar limited to 25.

Dr. Dean Barnlund's special lecture-"Communicative Styles of Japanese and Americans'

Location: International House of Japan (Tokyo)

Date:	March 13th (Wed)
Time:	7:00-8:30 p.m.

To apply, please send a postcard with your name, title, address, phone number, and name of company. Please indicate the location and date of the seminar/ lecture you wish to attend. Our address is: S. Araki, Cross Cultural Training Services, 1231-4-402 Kamiasao, Asao-ku, Kawasaki 215. Tel. 044-989-0069.

Announcement of Conference

Georgetown University Round Table on Languages and Linguistics and Language Pedagogy: The State of the Art.

1 April-4 April 1991, Georgetown University Conference Center. Address: James E. Alatis, Chair/Carol J. Kreidler, Coordinator, School of Languages and Linguistics, Georgetown University, Washington, DC 20057.

WANTED: Charter Members of TESOL

As partofour 25th anniversary celebration, TESOL wants to recognize and honor its charter members, those who joined TESOL in 1966 during its first year. Because our records are incomplete, we must ask you to notify the TESOL Central Office if you are a Charter Member of the Association.

Write the TESOL Membership Department, 1600 Cameron Street, Suitc 300, Alexandria, Virginia 22314, U.S.A.

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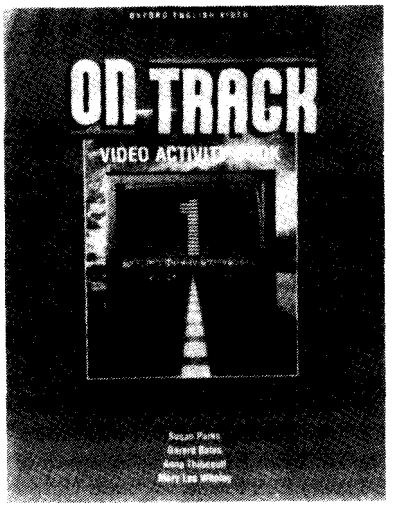

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Meetings

Please send all announcements for this column to Marc Modica (see p. 1). The announcement should follow the style and format of other announcements in this column. It must be received by the 25th of the month, two months before publication.

If there is no announcement for your chapter, please call the contact person listedbelow for information.

CHIBA
Bill Casey, 0472-55-7489

FUKUI
Hiroyuki Kondou, 0776-56-0404

FUKUOKA
Topic: Dynamic Teaching Techniques for Both Large and Small Classes
Speaker: Brian Tomlinson
Date: Sunday, December 9th
Time: 2:00-5:00 p.m.
Place: West Chester University, l-3-29 Nagahama, Chuo-ku
Fee: Members free; non-members \500
Info: JALT Office 092-714-7717 or
Shane Hutchinson 092-823-1414

Brian Tomlinson will present a range ofup-to-date teaching techniques which are useful forteachingboth large and small classes of children and adults. Teachers will be encouraged to join in various simulated classroom activities which Mr. Tomlinson has found successful with classes in Japan.

We hope teachers will be able to enjoy JALT Fukuoka's Bonenkai which will follow the presentation, starting about 5:15. Venue to be announced at a later date.

January Meeting
Topic: 11th Kyushu Language Book Fair
Date: Sunday, January 20th
Time: 10:00 a.m.-17:00 p.m.
Place: Tenjin Core Hall, 5th floor, Tenjin Core Building, Chuo-ku, Tenjin

This is a day not to be missed. Ten publishers and three booksellers will be present with their latest books and materials. The representatives from the various publishers will be there to give you practical, first-hand advice, so bring your questions and problems. There will also be practical presentations on the use of materials. A must for all, especially for those who could not make the Omiya Conference.

As the setting up of the tables etc. takes time and requires manpower, the JALT Fukuoka Committee would greatly appreciate help of any kind on the day. If you would like to offer your services, please contact the JALT Office at 092-714-7717.

GUNMA
Topic: Towards More Communicative Teaching in High School
Speaker: Kimie Okada
Date: Sunday, December 9th
Time: 2:00-4:30 p.m.
Place: Maebashi Shiritsu Chuo Kominkan
Fee: Members \500; non-members \l,000
Info: Wayne Pennington 0272-51-8677
Hisatake Jimbo 0274-62-0376

Since 1983, the English staff of Tokiwamatsu have been working on several projects, based on the guidelines of putting more emphasis on communicative teaching, moving from a teacher-centered to a learner-centered approach, and adopting an eclectic method. The projects include setting up a Reading Library, a self-access study mom where more than 3000 easy English books are stored; producing a textbook, Basic *Uses of English* (Longman), designed for teaching grammar communicatively to Japanese high school students; developing team teaching; and organizing English Day, a school event in which junior students perform skits in English. Ms. Okada will explain the projects and demonstrate some of the successful activities.

Ms. Okada has been working at Tokiwamatsu, a private high school for girls in Meguro, Tokyo, since 1963. She studied **TEFL** and applied linguistics in the UK, at Essex University and Moray House College of Education in Edinburgh.

The annual business meeting will be held from 4:30 and the potluck Christmas Party will follow.

HAMAMATSU
Topic: Christmas Party
Date: Sunday, December 9th
Time: l:00-3:30 p.m.
Place: Carte des Virs, Naruko-cho. Tel. 0534-52-3119
Fee: Not available at this time. Look for further details on the announcement postcard.
Info: Brendan Lyons 0534-54-4649
Barbara St. Clair 0538-37-7658

Come and enjoy our annual Christmas Party. It's a good chance to relax and talk with old and new friends.

HIMEJI
Topic: Entrance Examinations at Senior High Schools and Universities: How Effective Are the Listening Tests?
Speaker: Paul Litz, Associate Pmfessor, Hinomoto Junior College
Date: Sunday, December 16th
Time: 2:00-4:00 p.m.
Place: Himeji YMCA (near Topos)
Fee: Members free; non-members \500
Info: F. Yamamoto 0792-67-1837

Every year an increasing number of senior high schools and universities give listening tests as a part of their entrance examinations. In fact, this year public high schools in only five prefectures have not yet included listening tests in their examinations. As for colleges and universities, this year listening tests were given by some 40 national and other public universities, some 40 private universities, and some 40 public and private junior colleges.

It is generally believed that entrance exams greatly influence English education in secondary schools. With this in mind, Paul Litz, Tarn Starbuck of Himeji YMCA and Fumio Yamamoto of Himeji Dokkyo University have made a critical study of several high school and university listening tests to evaluate their effectiveness and speculate on what influence they may have on secondary English education.

HIROSHIMA

Marie Tsuruda, 082-289-3616 or Ian Nakamura, 0848-48-2876

IBARAKI

Topic: Reports on National Conference Presentations
Election of Officers
Speakers: Martin Pauly (moderator), chapter membemrs
Date: Sunday, December 9th
Time: 2:00-4:30 p.m.
Place: Ibaraki Christian College (Hitachi Omika)
Fee: Free
Info: Toshiro Nunoi 0294538032

Everyone is welcome to give a short presentation. Four people have already volunteered but the more the merrier.

In December the following offices are open for election: Program Chair, Recording Secretary, Publicity Chair, Treasurer and Newsletter Liaison. There are already enough candidates but any member is more than welcome (and very much encouraged) to run for office.

KAGOSHIMA

Topic: Conference Reports
Speakers: Chapter members
Date: Sunday, December 16th
Time: 1:00-3:30 p.m.
Place: Kagoshima International Plaza
Info: Yasuo Teshima 0992-22-0101

Chapter members that attended the conference in Omiya will give a summary of some of the presentations they attended.

KANAZAWA

Topic: East Meets West Meets North, Annual Christmas Party!
Speaker: Prof. Santa Claus
Date: Sunday, December 16th
Time: 4:00-7:00 p.m.
Place: ANA Hotel Kanazawa, at Kanazawa Station, Astral Sky Lounge, 19th floor
Fee: Tickets are \3,500 for members and non-members
Bring your friends! Please being a small gift to exchange (\500).
Info: Members will receive special reply post-cards. Non-members can call or write: Mary Ann Mooradian Tel: 0762-62-2153
Korinbo 2-11-7, Kanazawa 920;
Mikiko Oshigami Tel: 0764-29-5890

Party Time is the ideal time to get back in touch with all our old friends and to make new ones. This Christmas Party sends out a special welcome to all Fukui JALT members, all Kanazawa and Toyama members, and all Hokuriku area JETs, AETs, and English teachers. Non-members are welcome. This means you!

Entertainment:
Japanese Taiko Drumming Group!
Santa Claus with his bag of Christmas presents!
Fascinating conversation!
Beautiful view!
And, of course, wine, beer, and good food. . .

KOBE

Topic: The Giving Meeting/Elections/Bonenkai
Speakers: Various chapter members
Date: Sunday, December 9th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Free
Info: Pat Bea 07457-8-0391

Many of Kobe's members will present their own useful, unique ideas and techniques. If you want to present something, feel free to share your idea.

Due to the leaving of several of the chapter officers, we need people to take over these positions. If you want to get involved or know someone who wants to, this is the time.

After the business meeting, there will be a year-end party (Bonenkai) at a local restaurant that will be announced.

January Meeting

Topic: Learning Together: A Demonstration Workshop
Speaker: Shane Hutchison
Date: Sunday, January 13th
Time: 1:30-4:30 p.m.
Place: St Michael's International School
Fee: Members free; non-members \1,090

KYOTO

Topic: Japan as a Right-Brain Society
Speaker: Hal Gold
Date: Sunday, December 16th
Time: 2:00-4:00 p.m.
Place: Kyoto YMCA; Sanjo Yanaginobamba between Kawaramachi and Karasuma, 075 231-4388
Fee: Members free; non-members \500
Info: Kyoko Nozaki 075-711-3972
Stephanie Hawkes 075-791-2081

Brain hemispheric dominance is sometimes spoken of as glibly as right or left handedness. Recognizing dominance can give us a concise understanding of

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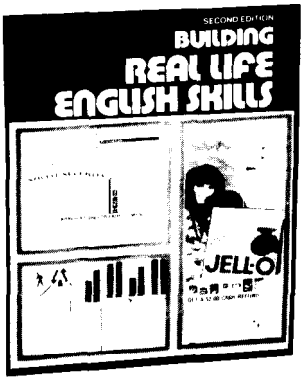

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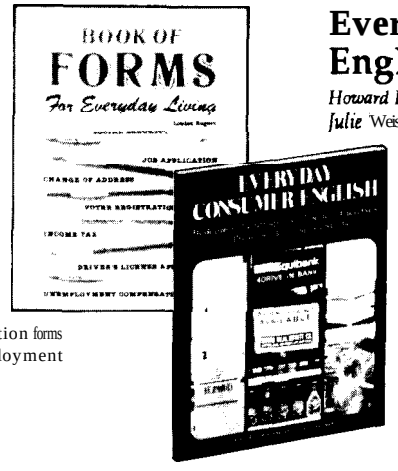

Everyday Consumer English

Howard Kleinmann, Queens College
Julie Weissman, Triton College

Budgets, banking, supermarkets, apartment rentals, furniture and appliance shopping.. .Thesee are some of the important contexts in which ESL students learn to apply their developing language skills in ***Everyday Consumer English.***

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personal behavior. Societies (and organizations) can also be defined as right or left brain dominant. The rewards ofdeveloped societies generally go to left-brain talents, while right-brain societies are considered socio-economically weak. Japanese society is filled with right-brain characteristics. Why, then, the development? This will be discussed along with a look at the right-brain characteristics in this culture which give rise to many problems in communication and personal interaction. Material will be taken from the speaker's book, *Uno Business Hasso* (Diamond Publishing, Tokyo).

Hal Gold, a native New Yorker, is a 25 year resident of Japan. He is well known as a freelance writer, copywriter and sometime lecturer in Japanese on culture gap. His work and interests yield high shoulder-rubbing threshold among Japanese. He's currently working on his third book in Japanese.

MATSUYAMA
Vicki Rooks, 0899-33-6159

MORIOKA
Topic: It Works For Me
Summary of JALT '90
Election of Officers
Speakers: Morioka Chapter members
Date: Sunday, December 9th
Time: 1:30-4:30 p.m.
Place: Morioka Chuo Kominkan
Fee: Members free; non-members \1,000
Info: Natsumi Onaka 0196-54-5410

This month chapter members will present teaching ideas and methods that work for them in their classes. Members who attended JALT '90 will also summarize what they learned at the conference. Following the presentations, the election of new chapter officers will be held. Join us for our annual Bonenkai after the meeting. See you there!

NAGANO
Tokio Watanabe, 0267-23-2063

NAGASAKI
Sue Bruell, 0958-49-0019

NAGOYA
Topics: Idea Sharing; Election of Officers; Bonenkai
Date: Sunday, December 9th
Time: 1:30-5:00 p.m.; Bonenkai following meeting
Place: Mikokoro Center, Naka-ku (meeting only)
Fee: Members, free; non-members \1,000 (meeting only)
Info: Ryoko Katsuda 0568-73-2288
Helen Saito 052-936-6493

This is your chance to share ideas with other teachers. Bring along anything that might be helpful, including questions about how to make something better. Reports on the '90 conference will also be welcome. For the election of officers, please be thinking of good people. We are urgently in need of help and leadership. For reservations andinformation about the Bonenkai, please contact Helen Saito at the above phone number.

NARA
Denise Vaughn, 0742-49-2443

NIIGATA
Topic: Share Session & Pot Luck Party
Date: Sunday, December 9th
Time: 1:30-4:00 p.m.
Place: International Friendship Center, Kokusai-Yuko-Kaikan, Kami-Okawa-Mae-dori, tel. 025-225-2777
Info: Akiko Honda 025-228-1429
Setsuko Toyama 0256-38-2003

Participants are invited to bring effective teaching ideas to share with others. In addition, we'll have reports on JALT '90, our annual busines meeting and a year-end pot luck party. Please bring a dish to share; the more members means more food and fun!

OKAYAMA
Fukiko Numoto, 0862-53-6648

OKINAWA
Karen Lupardus, 09889-8-6053

OMIYA
Margaret Sasaki, 048-644-3643

OSAKA
Topic: (1) English in 3-D: A fresh look at dialogs, dictation and drills.
(2) ***New English Firsthand*** user's session.
Speaker: Marc Helgesen
Date: Saturday, December 8th
Time: 3:00-5:00 p.m.
Place: YMCA International Network Station (see map)
Fee: Members free; non-members \1,000
Info: Naomi Kateurahara 0736-36-4573

(1) Dialogs, dictation and drills are all standard techniques-so standardthat theyoftenbecomeboring. This workshop will look at options to increase the effectiveness and student interest in these activities. Ways of building in communicative elements will be considered. It should be noted that this is a workshop rather than a presentation. The workshop leader has not answers, just some rather interesting questions.

(2) With any text, there are lessons you love and lessons you hate. Part of the author's responsibility is to help you use the book effectively. This will be a question-, suggestion-, and, hopefully, answer-session for teachers already using the English Firsthand series. We will introduce "what's new" about ***New English Firsthand PLUS*** and will focus on whichever sections of the texts participants wish to discuss.

Marc Helgesen, Associate Professor, Miyagi Gakuin, Sendai is principal author of ***Firsthand ACCESS, Firsthand SUCCESS, New English Firsthand*** and ***New English Firsthand Plus*** (Lingual House/Longman). He has published and presented widely on the accuracy/

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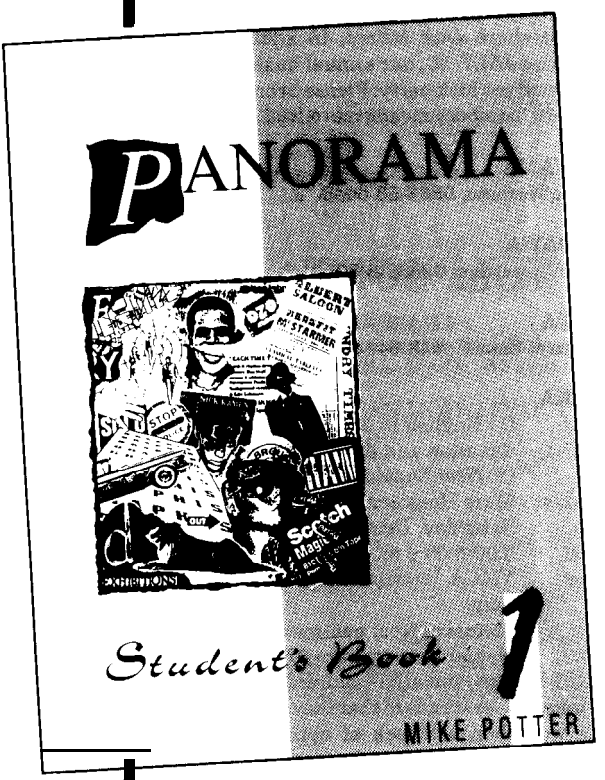

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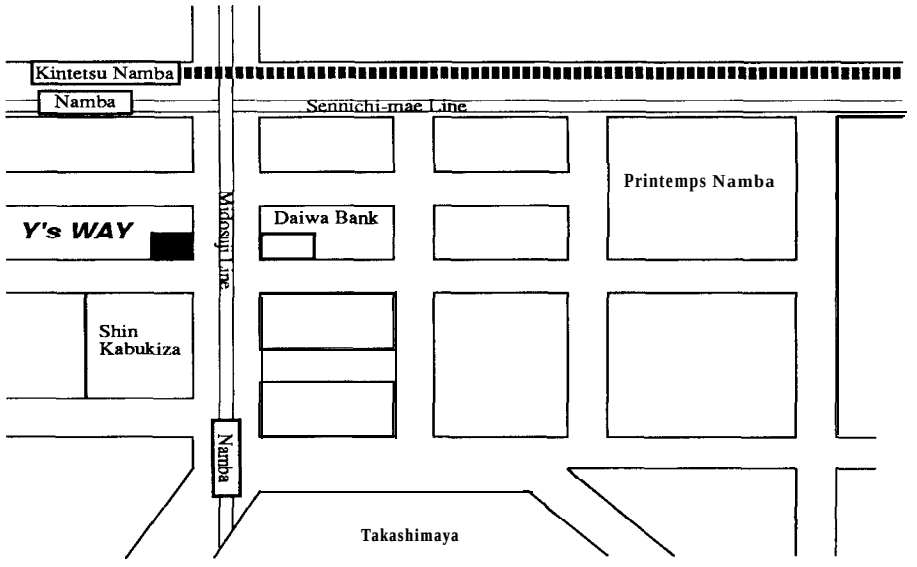

The new Osaka meeting place, in Y's WAY.

fluency distinction, pair work, communicative correction, reading and other topics.

SAPPORO

Topic: Year-end Party and Elections
Date: Saturday, December 15th
Time: 6:00-10:00 p.m.
Place: Sapporo Therme (Kita-ku, Baratokoen 011-773-3311)

Fees:	Adults	Kids
The four hour course:	\2,300	\1,700
All day course:	\3,000	\2,000

Info: Ken Hartmann 011-584-4854

Another successful JALT year is about to come to a close and once again we plan to hold a year-end social event. This will be a good opportunity to share ideas with your fellow teachers in a relaxed environment. The hot water pools, slides and other attractions at Therme will provide the perfect setting. Of course, we will hold our annual elections and give you the latest info on what to expect in 1991. See you there.

SENDAI

Topic: JALT Conference Reports
Speakers: Reports given by people who went to the 1990 Conference
Date: Sunday, December 9th
Time: l :00-4:00 p.m.
Place: New Day School (4th floor)
Fee: Members free; non-members \l,000
Info: Tadasbi Seki 022-278-8271 (home)
Harry Neale 022-267-3847 (work)

SHIZUOKA

John Laing, 0542-48-6861

SUWA

Mary Aruga, 0266-27-3894

TAKAMATSU

Shizuka Maruura, 0878-34-6801

TOKUSHIMA

Topic: Teaching English to Young Children
Speaker: Masumi Ormandy
Date: Sunday, December 2nd
Time: 1:30-4:30 p.m.
Place: Tokushima University, Bldg. 14, Room 22
Fee: Members free; non-members \l,500; students \1,000
Info: Sachie Nishida 0886-32-4737

Masumi Ormandy will speak about teaching English to young children, demonstrating some effective techniques and fun activities using visual aids and other materials.

She is an instructor at Fuji Junior College and is co-director of Pacific Language School in Tokyo. She has been teaching children of ages 5 to 13 for over 20 years. She has written the ***Way in Japanese Teacher's Manual*** for Longman and has co-authored several teaching and study aids published by P.L.S.

TOKYO

Topic: Tokyo Chapter Open House
Speakers: Chapter members
Date: Sunday, December 2nd
Time: 2:00-5:00 p.m.
Place: Temple University, 1-16-7 Kami Ochiai, Shinjuku-ku, Tokyo 161 (one minute from Shimo-Ochiai station on the Seibu Shinjuku line)
Fee: It's an open house-all welcome, gratis.
Info: Don Modesto (H) 03-360-2568; (W) 03-291-3824

The December meeting will be an informal Open House during which you are invited to give a 3-5 minute presentation of one of your favorite teaching tech-

COAST TO COAST

Jeremy Harmer and Harold Surguine

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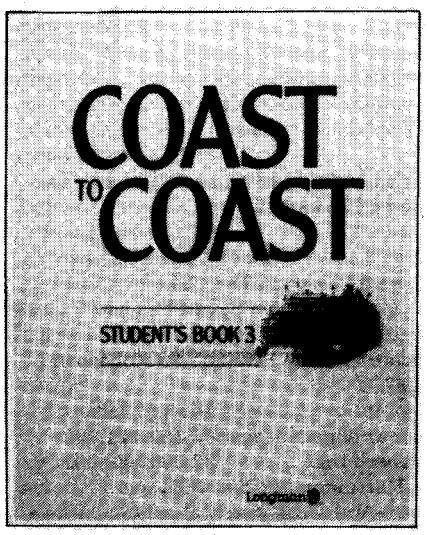

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Chuck Sandy,
Kanda Gaigo, Senmon Gakko, Tokyo

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In preparation: Free Coast to Coast User's Guide containing extra ideas for teachers in Japan.

STOP THE PRESSES!

Jeremy Harmer will be in Japan this fall. He will be speaking at JALT '90 and will also be giving a workshop for Coast to Coast users.

FOR FURTHER INFORMATION PLEASE CONTACT:
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niques. There will be socializing and networking before and after the presentations. Please call and tell us if you wish to present a technique. If you don't want to get "on stage," please come anyway to share in the fun.

TOYOHASHI
Topic: Review and Reports from JALT '90 International Conference plus Bonenkai
Speakers: Chapter members
Date: Sunday, December 16th
Time: 1:30-4:30 p.m.; followed by Bonenkai
Place: Aichi University Kinenkaikan 2F
Fee: (Meeting)Members free; non-members \500
(Bonenkai) to be confirmed
Info: Masahito Nishimura 0532-25-6474
Kazunori Nozawa 0532-25-6578

UTSUNOMNA
James Chambers, 0286-27-1858

WEST TOKYO
Topic: The Student Centered Class-Exploring New Possibilities
Speaker: Edward Mergel, Associate Professor, Daito Bunka University
Date: Sunday, December 9th
Time: 2:30-5:30 p.m.
Place: Arizona State University Japan Study Center, Hachioji. Fifteen minutes from Hachioji Station on the Chuo Line and 10 minutes fmm Keio Hachioji Station on the Keio Line. This is a new meeting place for West Tokyo Chapter of JALT. So, at 1:30 p.m., participants can meet at the North exit of Hachioji Station and be taken to ASU.
Fee: Members free; non-members \1,000
Info: Greta J. Gorsuch, 03-228-7443
Eriko Machi, 0422-43-2797

This demonstration will show how to examine, in a non-judgemental way, the activities of both the teacher and students in the language classroom. Participants will learn that in making very few small changes that the changes they make can become significant in promoting a student centered class.

YAMAGATA
Ayako Sasahara, 0236-81-7124

YAMAGUCHI
Brenda Watts, 0832-54-0420

YOKOHAMA
Topic: Annual Christmas Party with Tokyo Chapter
Date: Sunday, December 2nd
Info: Ron Thornton 0467-31-2797

J A L T Research G r a n t s

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

Positions

Please send all announcements for this column to Marc Modica (see p. 1). The announcement should follow the style and format of other announcements in this column. It must be received by the 25th of the month. two months before publication.

Although JALT cannot protect job applicants from discrimination, *The Language Teacher* will not publicize sex, age, religious, or racial restrictions. Restrictive notices are edited to the bare minimum.

JALTは、求職者に対する差別待遇を強制排除することは出来ませんが、THE LANGUAGE TEACHERには性別、年齢、宗教又は人種を差別する記事を掲載しません。差別的記事は校訂いたします。

(ATSUGI) Aoyama Gakuin University has openings for teaching on Tuesdays and/or Thursdays at our Atsugi Campus for classes beginning April, 1991. Minimum requirements include a B.A. in English or TEFL and 2 yrs. college teaching experience. M.A. desirable. If and only if you meet our minimum requirements, please send your CV and a photo (if possible) to: Aoyama Gakuin Daigaku, Dept. of English, 4-4-25 Shibuya, Tokyo 150, and mark it: Attention Prof. L.J. Link.

(HIMEJI) Part-time English language teacher, native speaker only, April, 1991. Degree in English, TESOL, Linguistics or related field: Teaching experience desired. Teaching load two days/week; 5 classes total. Please send resume immediately to: Paul Litz, Hinomoto Jr. College, 890-l Kom, Kodera-cho, Kanzaki-gun, Hyogo Prefecture 679-21.

(KITAKYUSHU) English school in Kitakyushu-shi is seeking a full-time native English teacher for children and adults beginning April and September 1991. At least one year teaching experience or TEFL background required. We have been using Natural Approach as our teaching principle. Starting salary: \250,000/month. Apartment with basic facilities is provided at reasonable price. The location of school is convenient to both mountains and beaches. Send resume, photo and letter briefly outlining your professional interests to CIC English School, 3-8-5 Orio Yahatanishi-ku, Kitakyushu-shi 807.

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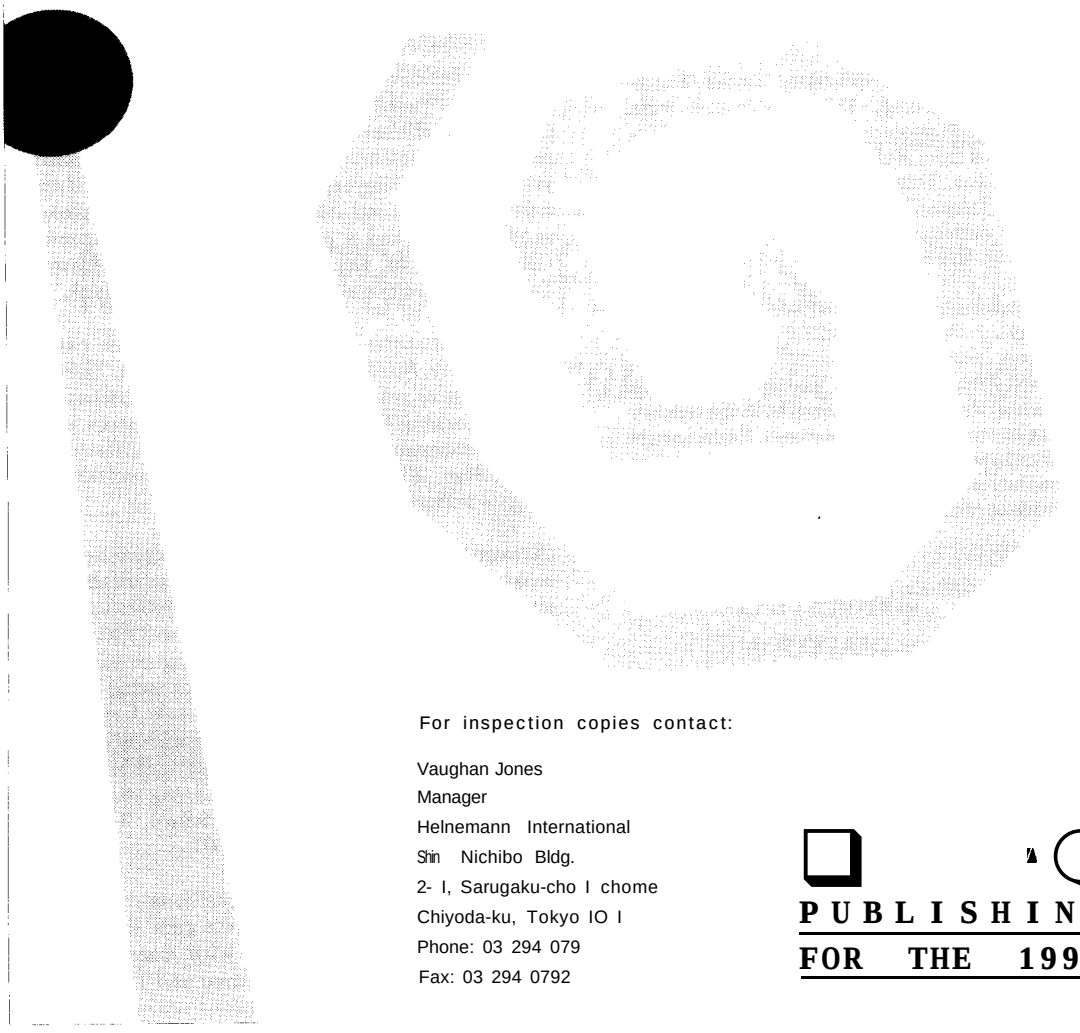

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(OKAYAMA-KEN) Mt. Hood Community College in Kurashiki has openings for full-time American ESL instructors for the 1991-92 academic year. B.A. orM.A. degree in teaching ESL or in related fields such as Communications or English is required. Salary and benefits are competitive. We are also currently seeking the services of native English speakers for assignment to our substitute ESL instructor pool. Possession of a B.A. Degree or its equivalent is a minimum qualification. For additional information please contact Cathy at Mt. Hood Community College, Kurashiki; Kojima Ekimae, Kurashiki, Okayama 711. Office: 0864-72-7770, fax: 0864-72-7785.

(OSAKA) Mature full-time English teacher. Contract from April 1,1991 until March 31,1993. Requirements: B.A. or B.Ed., TESL/TEFL qualified or substantial teaching experience; business or secretarial experience welcomed. Duties: Teaching English to secretarial students and adults. 40 hours/week (15 hours in class), Monday to Friday including some evenings. Salary: from \260,000/month. Benefits: airfare to and from Osaka on completion of the contract, 3 weeks' paid vacation in August, 2 weeks' paid vacation at Christmas, commuting costs paid, and 50% of health insurance premiums paid. Apply before January 10 to Yoriko Kayama, The Osaka YWCA College, 11-12 Kamiyamacho, Kita-ku, Osaka 530, tel. 06-361-2955.

(OSAKA) Women's college seeks part-time teachers to teach English conversation and other classes: Japanese and native speakers with M.A. in TESOL or related field. Teachingexperience in Japanese colleges preferable. Demand deep interest and enthusiasm in teaching. Call Mrs. Stewart for more information. Tel./fax: 06-428-9707.

(OYAMA, TOCHIGI) University and junior college needs part-time EFL teachers for oral English classes beginning April, 1991. Native speaker with M.A./M.Ed. (TEFL) preferred. Salary competitive. Days and times negotiable. Please send resume and recent photo by 31 January to: Matthew Shak, Hakuoh Women's Junior College, 1117 Dai-gyo-ji, Oyama, Tochigi 323.

(SAPPORO) One full-time instructor, native English speaker with M.A. or similar degree, beginning April 1, 1991. Two-year contract; salary and allowances as for other full-time staff. Minimum teaching load of 16 hours/week; primarily oral English. Send resume with photo and recommendations, publications, etc., by Dec. 20, 1990, to: Y. Shioya, President, Hokusei Junior College, Minami 4 Nishi 17, Sapporo 064. Tel.: 0ll-561-7156.

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(TOYAMA) Full-time English instructor position at Municipal language college. One year renewable contract. Office hours are 8:30-17:00, M-F; includes 15 teaching hours per week. Required: B.A. minimum and teaching experience in Japan. Salary: \300,000 per month with paid holidays including six weeks summer and three week winter vacation. Subsidized housing and sponsorship available. Send resume with photo by January 31, 1991 to: Mrs. Urakami, Nakajima 1-chome, 13-2-10, Toyama City 930.

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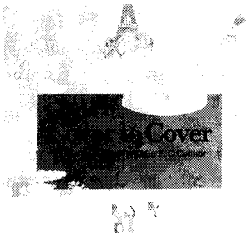

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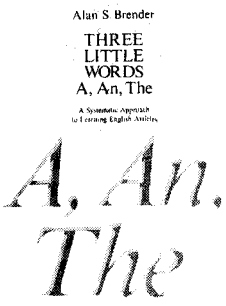

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(Mada kodomo desu.)

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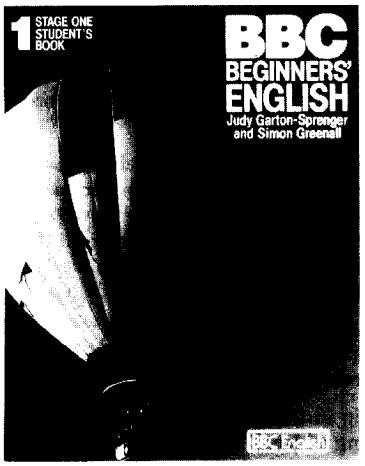

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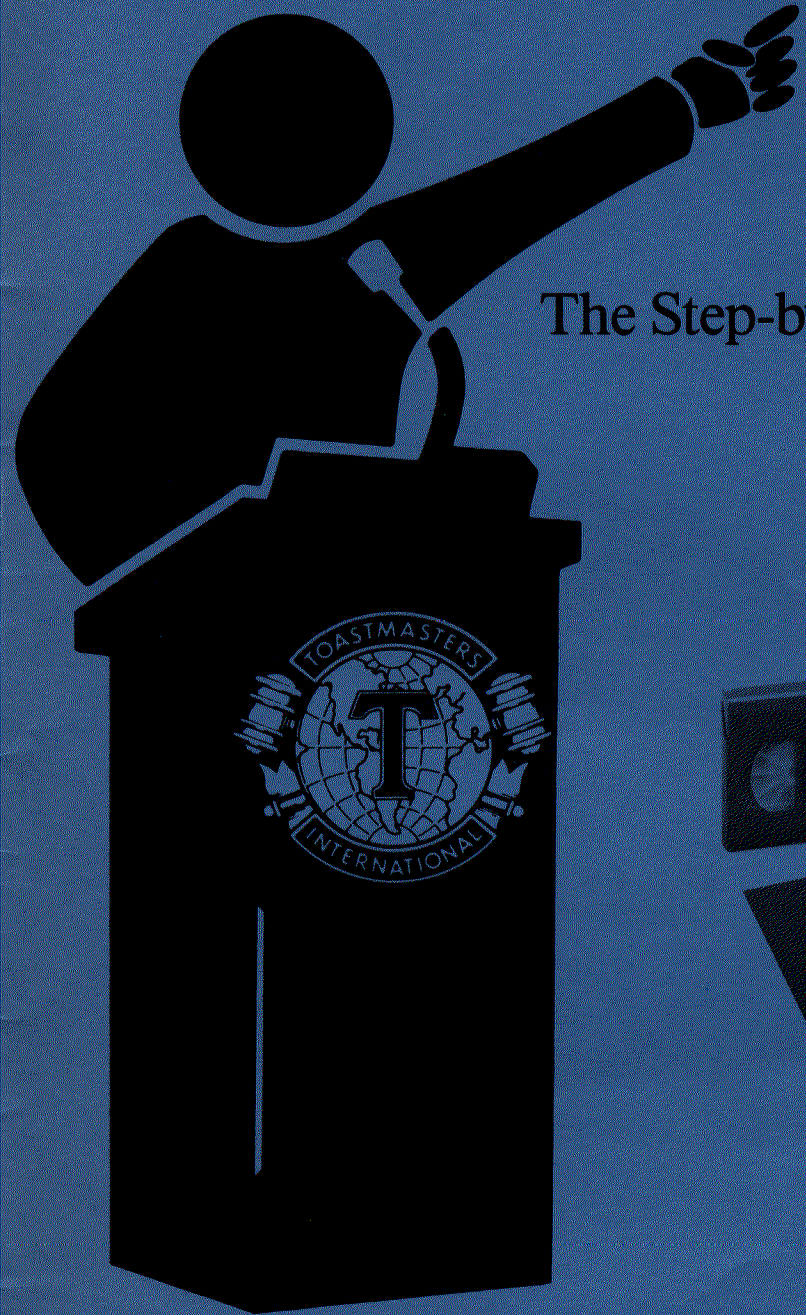

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