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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

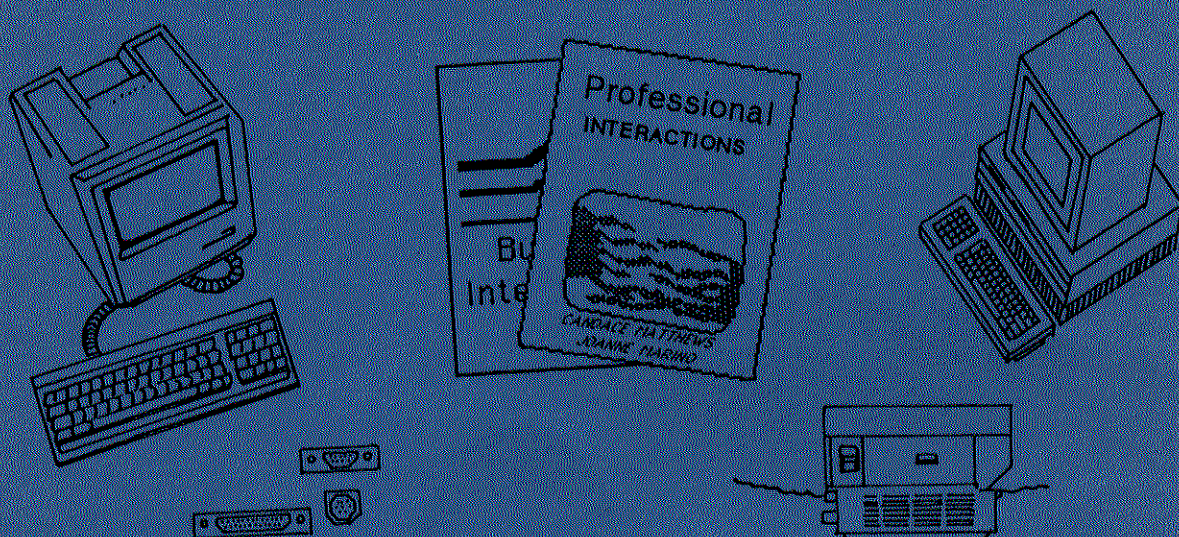
THE LANGUAGE TEACHER 5

Special Issue:

*Global Issues
in
Language Education*

JALT

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THE LANGUAGE TEACHER

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

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

All contributions to *The Language Teacher* must be received by no later than the 25th of the month two months preceding desired publication. All copy must be typed, double-spaced, on M-sized paper, edited in pencil, and sent to the appropriate editor.

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GLOBAL ISSUES IN LANGUAGE EDUCATION



WWF

This is the first issue of **The Language Teacher** to deal with global awareness and social responsibility in language teaching. Its appearance symbolizes a growing interest among language teachers worldwide in questioning the values and educational role of language teaching. In an interdependent world our lives are inextricably linked with violence, poverty, injustice and environmental destruction. What can we do, as language teachers, to work towards alleviating these problems, and what can we do to promote an awareness that it is individuals who make the whole what it is?

This special issue introduces the notion of "global education" and examines how it relates to language teaching. The articles here represent a range of topics that are general, theoretical, or practical in nature. In addition there are sample class activities which deal with world problems, a "global literacy" quiz, and a resource list to help those who wish to explore the field further.

The issue as a whole suggests that a "global education" approach can be much more than the selection for a language lesson of a particular type of topic. It is an approach which offers possibilities for looking critically and creatively at language teaching from a much broader perspective than has been customary up to now. Such a perspective can lead to profound changes in the way we teach.



We anticipate that some teachers will feel that "global issues" invite teachers to impose their own views on students—a concern addressed by Michael Higgins' article. To his discussion we wish to add that no teaching is value-free, and that if we are to be responsible in what we do, we should try to be clear and honest about what our values are. One of our aims in producing this special issue is to stimulate reflection on what we do as teachers, how we do it and why.



We also anticipate that some will see this as a new fad. It may prove to be so for some people, because it takes time and perseverance for any teacher to develop a "global" approach. We believe, however, that there are many committed teachers for whom the insights and perspectives of global education will prove to be of long-term interest and use.

We invite anyone interested to join the "Global Issues in Language Education Network" (see the Resource Guide), which aims, through a newsletter, to help teachers to learn more about the field and to share ideas and materials. Given sufficient interest, forming a National Special Interest Group is a possibility as is, who knows, a JALT conference on the theme of "Global Education and Language Teaching." We look forward to your suggestions and reactions.



This special issue would not have been possible without the insights and efforts of numerous colleagues in Japan and abroad. We thank each of the contributors for their cooperation and hard work, and to the many others who submitted worthwhile contributions that space did not allow us to include.



Kip Cates (Tottori University)
Kevin Mark (Meiji Gakuin University)
Guest Editors

TEACHING FOR A BETTER WORLD: GLOBAL ISSUES IN LANGUAGE EDUCATION

by Kip A. Cates
Tottori University

WHAT IS GLOBAL EDUCATION?

"Global education" is one of the most exciting new areas of language teaching, bringing a new perspective to the language classroom, the school curriculum and even the academic world of applied linguistics. In contrast to much language teaching, which focuses narrowly on grammar, translation or "conversation" and avoids real-world issues as "too controversial," global education aims at enabling students to effectively acquire and use a foreign language while at the same time empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

It's important right at the start to say what global education isn't. It is not a political organization or ideology, it is not the language teaching "fad of the month" and it is much more than a new activity to take into class on Monday.

Global education is known by different names in different places: "world studies" (Fisher & Hicks, 1985, p. 8) and "education for peace and international understanding" (Reardon, 1988a, p. 28) are just a few terms. Book titles such as *Education as if the Planet Really Mattered* (Greig, 1987) and *Educating for Global Responsibility* (Reardon, 1988b) give a feel for the field that more formal names can't. Other titles such as *Teaching Geography for a Better World* (Fien and Gerber, 1986) indicate that it is not restricted to any one subject or discipline but is an approach that can be applied across the curriculum.

Global education embraces the four fields of "peace education," "human rights education," "development education," and "environmental education." It thus directly addresses the controversial area of "global issues."

GLOBAL ISSUES-A WORLD OF PROBLEMS

Pick up any newspaper and you are immediately confronted with "global issues." War, hunger, poverty, oppression, environmental destruction—all complex issues which overwhelm most of us to the point of apathy or despair. How bad are these problems, how are they connected to us here in Japan and what do they have to do with language teaching?

The problems are real—35,000 people in the world die every day from hunger, 24 every minute¹ with seven million children dead each year from preventable diseases.² Meanwhile, world military spending continues at an estimated \$1.5 million every minute³ despite the world's existing 50,000 nuclear weapons (equal in power to 6,000 World War II's). Human rights are violated round the globe by regimes of all political persuasions.⁴ At the same time, the global environment is being damaged by irresponsible politicians, profit-hungry corporations, and poverty-stricken peasants

as well as by "throwaway" lifestyles that consume irreplaceable resources, produce mountains of garbage and poison our air and water.⁵

WHY SHOULD LANGUAGE TEACHERS CARE ABOUT GLOBAL ISSUES?

What have all these problems got to do with us as language teachers? Isn't our job just to teach grammar, vocabulary and communication skills?

There are several good reasons why we should care about these problems. One is ethical and personal. Many language teachers find it morally wrong to just stick their heads into their textbooks and pretend these problems don't exist. Another reason concerns the aspirations we have to be a language teaching "profession." The idea that the professions have a moral responsibility to society in the practice of their specialized skills goes back to the Hippocratic Oath of doctors in ancient Greece. The past 20 years, in particular, have seen a rapid increase in the number of professional groups which are working to solve world problems through research in their field, education of their members and the public, and political action. "Physicians for Social Responsibility" and the 1985 Nobel Peace Prize winner "International Physicians for the Prevention of Nuclear War" are two such groups. Similar groups exist for scientists, lawyers, psychologists and professionals in other fields. If we truly aspire to be a "profession" in the real sense of the word, then we must consider this aspect of social responsibility.

Another reason for dealing with global issues in language teaching concerns our status within the field of education. The education profession has always recognized its unique responsibility in promoting peace, justice and an active concern for the world's problems. The World Confederation of Organizations of the Teaching Profession (WCOTP), for example, clearly states that its aims include the promotion of equality, peace, justice, freedom and human rights among all peoples (WCOTP, 1989, p. 7). Groups of concerned teachers now exist, such as "Educators for Social Responsibility," an American group whose aim is to make social responsibility the 4th 'R' of education.

Teachers in Japanese schools who are hesitant about dealing with world problems may be surprised to find that officially they *must* teach global issues in their language classes. The Japanese Ministry of Education specifically directs teachers to train students to have a deep sense of responsibility, to work for a better society, and to contribute to world peace and to the welfare of mankind (Mombusho, 1983, p. 121-124).

For language teachers, the most significant attempt to deal with language teaching and world

problems is UNESCO's "LINGUAPAX" seminar series. LINGUAPAX I, held in Kiev, USSR in 1987, brought together such groups as the International Association of Applied Linguistics (AILA), the International Association for the Development of Crosscultural Communication (AIMAV) and the World Federation of Modern Language Associations (FIPLV) to discuss "The Content and Methods of each Foreign Languages and Literature for Peace and International Understanding." The resulting "Kiev Declaration" made four specific recommendations to foreign language teachers: (1) to be aware of their responsibility in furthering international understanding through their teaching; (2) to increase language teaching effectiveness so as to enhance mutual respect, peaceful co-existence and co-operation among nations; (3) to exploit extra-curricular activities to develop international understanding; and (4) to lay the basis for international cooperation through classroom co-operation using language teaching approaches responsive to students' interests and needs.

THE FOUR DIMENSIONS OF GLOBAL EDUCATION

The goals of a "global" approach to education are generally divided into the four domains of knowledge, skills, concern and action.

Knowledge about world problems 'out there' is the first goal. If we want our students to really work for a better world, then they must at least know the nature of world problems, their causes and viable solutions. They should also be aware of how world problems are related, how we as individuals are responsible for them and how solutions require changing unjust systems, not just well-meaning individual actions.

Acquiring skills necessary to solve world problems is the second goal. These skills have been discussed in Wien (1984, pp. 8-9) and Knip (1987, pp. 133-140) and are generally considered to include communication skills, critical and creative thinking, empathy, multiple perspectives, co-operative problem solving, non-violent conflict resolution and informed decision-making. Global education would argue that these skills are directly relevant to foreign language teaching.

Concern is the third goal. With many of the world's problems perpetuated by selfishness, cynicism, apathy and despair, it is vital to help our students (and ourselves!) break through these negative attitudes to develop positive feelings of commitment and concern.

Action is the final, most important, goal. When we know what the problems are, when we have the necessary skills and commitment to solve them, then we must take action and do what we can. Only in this way can we put an end to problems of war, injustice, hunger and environmental destruction. In the words of activist rock musician Bob Geldof, "if we don't do something, then we're participants in a vast human crime."

INTEGRATING GLOBAL EDUCATION INTO LANGUAGE TEACHING

Though much traditional language teaching makes vague references to "peace" and "international under-

standing," this has mostly remained what an international survey of language teaching called mere "wishful thinking" (UNESCO/FIPLV, 1975, p. 25). As Rivers (1968, p. 262) says: "It may be well to ask ourselves whether international understanding, let alone world peace, can be said to have been promoted by the considerable amount of foreign-language teaching in the world. Diligent learning of foreign words and phrases, laborious copying and recitation of irregular verb paradigms, and the earnest deciphering of texts in the foreign language can hardly be considered powerful devices for the development of international understanding and good will." If our language students are really to become socially responsible world citizens, then global issues and the four goals of knowledge, skills, concern and action must appear explicitly in the curriculum.

One of the most obvious places to integrate global issues into language teaching is in the content of what we teach. In practice, there is great scope for integrating global issues into almost any language teaching activity. Situational dialogues such as "At the Restaurant" can be rewritten to mention disposable chopsticks and tropical rain forest destruction. Grammatical structures can be linked to global issues by, for example, practicing conditionals in the context of "What if...(there were no war?)" and then considering what actions could bring this about. Linguistic functions such as describing, offering and suggesting can just as easily be practiced in the context of world problems as in the usual "conversational" settings.

The four skills can easily be given a global aspect through choice of appropriate content. Writing a letter in the foreign language, for example, becomes more meaningful if the letter is sent to a Third World foster child. Audio-visual language teaching can also easily incorporate global issues through songs such as *We Are The World* or videos like *Gandhi*.

Ideals of social responsibility and global awareness are equally relevant to the field of ESP (English for Specific Purposes) if we expand the idea of needs analysis to include the needs of the planet and humankind. "English for Doctors" thus becomes 'English for Doctors for Social Responsibility.'

Friel (1989) describes one such language program designed to produce socially responsible engineers in Brunei.

GLOBAL EDUCATION MATERIALS AND METHODOLOGY

Obtaining materials which deal with world problems is vital for "global" language teachers. Relevant selections from foreign language texts can occasionally be found, though most need extending to become more than just a "language" lesson. Other sources for materials are the field of global education itself, disciplines such as social studies and geography, international organizations such as UNESCO and Oxfam, and clippings from the mass media.

In addition to new content, global education also demands a new approach to teaching methodology. Methods which focus solely on education "from the neck up" must give way to whole-person teaching

which deals with student attitudes and values while fostering commitment and action. Some global educators refer to the Nazis and the dangers of excessive obedience to criticize traditional teaching methods which produce passive students (Wien, 1984, p. 14). Others, such as de Matos (1988, p. 16), ask how respect for world peace and human rights can be achieved in language classes characterized by teacher authoritarianism, violation of learners' rights and negative competition.

SOCIAL RESPONSIBILITY IN SCHOOL AND OUT

The scope available in school for global language education is vast. It ranges from "traditional" language teachers who wear global badges and T-shirts in class to those who write their own teaching materials dealing with world problems to yet others who engage students in environmental action projects or take school tours off to India instead of Disneyland. In all these cases, language teachers can act as role models for students, showing what it means to be a concerned world citizen.

Language teachers and students can do a lot to help solve world problems outside school, as well. One of the easiest things, of course, is to support, through our money or time, organizations working to solve world problems.

Changing our lifestyles is another way to work for a better world. This might mean carrying our own chopsticks, traveling by bicycle, or photocopying less. When shopping, include politely refusing overpackaging, buying from Third World shops, looking for products with the "eco-mark" and using the new consumer handbooks that identify which companies have military contracts, destroy rain forests, or invest in apartheid.



Language teachers can have an even greater impact by persuading their schools, companies, language teaching organizations and communities to similarly consider issues of social responsibility through reducing waste, using recycled paper, raising funds for worthwhile organizations and working to change unjust or environmentally-harmful social systems.

GLOBAL EDUCATION-A CHALLENGE FOR TEACHERS

Some teachers criticize the ignorance and apathy of their students. Yet, if we give students no chance in our classes to develop global awareness and social concern, how can we fault them for investing their energies in designer clothes, comic books and pachinko? Others insist that education should be "objective" and "value-free." Yet, most educators agree that there can be no neutral education, since education itself is a social enterprise conducted to realize social values (Reardon, 1988a, p. 22-23). Some teachers argue that it is too much to teach our subject and to deal with global issues as well. Yet, scholars such as Bertrand Russell and Noam Chomsky show that we can be

committed both to excellence in our professional field and to working to solve world problems.

Finally, many teachers ask "But what can one person do?" It should be clear by now that all language teachers at whatever level can add a global perspective to their classes. It is possible to teach for a better world. To quote Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

NOTES

1. *Famine & Chronic Hunger Video (The Hunger Project).*
2. *The State Of the World's Children 1990 (UNICEF).*
3. *World Military & Social Expenditures 1989 (Sivard).*
4. *Amnesty International Annual Report.*
5. *Friends of the Earth Pamphlet Series (London).*

REFERENCES

- (see Resource Guide if not listed below)
- Fien, J. & Gerber, R. (Eds.) (1986). *Teaching Geography for a Better World.* Brisbane: Jacaranda.
- Friel, M. (1969). *Developing Environmental Awareness in Engineering Students.* Unpublished paper.
- Kniep, W. (1987). *Next Steps in Global Education NY: Global Perspectives in Education.*
- Mombusho. (1983). *Course of Study for Lower Secondary Schools.* Tokyo: Mombusho.
- Rivers, W. (1968). *Teaching Foreign Language Skills.* Chicago: University of Chicago Press.
- UNESCO/FIPLV. (1975). *Foreign Language Teaching and Learning Today.* Marburg: FIPLV.
- World Confederation of Organisations of the Teaching Profession. (1989). *Handbook.* Switzerland: WCOTP.

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原稿募集

The Language Teacher の1991年12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

Submissions are sought for
**Teaching English in
Junior High & High School
in Japan**

A Special Issue of
The Language Teacher,
December, 1991.

Deadline for submissions is August 30,
1991. Contact Eloise Pearson (see p. 1)
for more information.

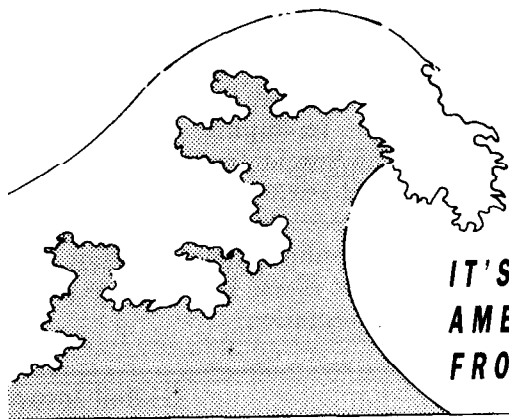
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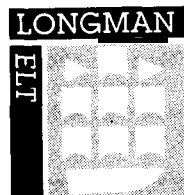
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A LANGUAGE TEACHER'S BIBLIOGRAPHY & RESOURCE GUIDE FOR GLOBAL EDUCATION

Compiled by Kip Cates
Tottori University

The materials here have been selected from a longer bibliography being put together by the 'Global Issues in Language Education Network' (address below). This is available to interested teachers upon request. Please help us make this longer list as comprehensive as possible by sending in names of global education materials, organizations, etc. not included here which you feel language teachers in Japan should know about.

SECTION I: "GLOBAL ISSUES IN LANGUAGE EDUCATION"

This section covers language teaching books, materials and organizations which deal with global issues and social responsibility.

(a) Background Reading

de Matos, F.G. (1988). Peace and language learning. *TESOL Newsletter*. 22 (4).

How world peace is related to peaceful classrooms.

UNESCO. (1987). *Consultation on content and methods that could contribute in the teaching of foreign languages and literature to international understanding and peace* (Linguapax). Paris: UNESCO.

A key document for all language educators. Starkey, H. (Ed.) (1989). World studies and foreign languages. *World Studies Journal* 7 (2).

An excellent collection of articles on global issues and global awareness in language teaching.

(b) Global Issues in Language Textbooks

Most publishers put out materials which include some lessons on world problems. This is a small sample of the kinds of texts available for EFL.

Briley, J. (1989). *Cry freedom*. Oxford: OUP.

Story of Steve Biko & apartheid; can be used with the film.

Jacoby, M. (1988). *Messages for peace*. Tokyo: Kiri-hara Shoten.

Short illustrated reader; Japanese notes.

Lay, N. (1988). *Developing reading skills for science and technology*. NY: Collier Macmillan.

Good section on environment (acid rain, nuclear winter, etc.)

Oura, A. et al. (1989). *Cosmos English course*. Tokyo: Sanyusha.

Mombusho-approved school English text with lessons on global themes such as peace, rain-forests, Third World issues, etc. Recommended.

Rabley, S. (1989). *Youth culture and the green world*. London: Macmillan.

"Macmillan Dossiers" on Third World & environmental issues; attractive format.

(c) Belated Organizations

"Global Issues in Language Education Network" c/o Kip Cates, Tottori Univ., Koyama, Tottori 680. Tel: Work (0857) 28-0321; Home (0857) 28-2428; Fax: (0857) 28-6343 or (24 hr) (0857) 28-3845.

Informal network of language teachers in Japan with a newsletter for sharing ideas & materials.

"Language Educators for Peace and International Understanding"-Anita Wenden, Dept. of ESL, York College, Jamaica, NY 11451, USA

New York-based group within TESOL involved in L2 peace education, research and materials writing.

SECTION II: "GLOBAL EDUCATION"

This section covers global education groups, books and materials that can help language teachers teach about world problems and global awareness.

(a) Background Reading

Fisher, S. & Hicks, D. (1985). *World studies 8-13*. Edinburgh: Oliver & Boyd.

Important text on global education. Includes 80 classroom activities.

Greig, S. et al. (Eds.) (1987). *Earthrights: Education as if the planet really mattered*. London: WWF.

Just what the title says. Short and stimulating.

Pike, G. & Selby, D. (1988). *Global teacher, global learner*. London: Hodder and Stoughton.

One of the best books in the field. A must.

Rear-don, B. (1988a). *Comprehensive peace education*. New York: Teachers College Press.

Excellent overview of the peace education field.

Reardon, B. (1988b). *Educating for global responsibility*. New York: Teachers College Press.

A good collection of K-12 teaching activities.

Rosengren, F. et al. (1983). *Internationalizing your school*. New York: NCFLIS.

Concise handbook with practical advice about what educators can do.

Wien, B. (Ed.) (1984). *Peace and world order curriculum guide*. New York: World Policy Institute.

Contains over 100 college course outlines on issues from peace & ecology to hunger & rights.

(b) Resource Guide

Goldhawk, S. & Kremb, V. (Eds.) (1989). *The new global yellow pages*. New York: American Forum.

A guidebook to global organizations in the US.

(c) Journals

Green Teacher. (Bimonthly; \$25/year) Machynlleth, Powys SY20 8DN, Wales, UK.

Excellent journal on environmental education.

International understanding at school. (Biannual)



UNESCO, 7 place de Fontenoy, 75700 Paris, France.
World news, reports & school activities.

(d) Teaching Materials

The materials listed here are just the tip of the iceberg and have been selected mainly to show the breadth of what's available for language teaching.

Bergstrom, K. (1987). *The world citizen curriculum*. Denver, USA: CTIR (see address below).
Complete course on all aspects of global awareness.

CTIR. (1988). *Global issues in the elementary classroom*. USA: CTIR.
Fun activities on cross-cultural and global themes.

Franz, D. (1987). *Exploring the Third World*. New York: Global Perspectives in Education (GPE).
Interesting and-easily-adaptable activities.

Regan, C. et al. (1988). *Thin black lines*. Birmingham, UK: Development Education Centre.
Good source for cartoons on global issues.

Richardson, R. (1978). *World studies series*. UK: Nelson.

Readings, cartoons and activities on war, poverty and justice. 4 titles. Good for EFL.

(e) Belated Organizations

These publish materials useful for teaching, have newsletters and/or run training courses.

DECJ Development Education Council of Japan, 2-3-18-61 Nishi-Waseda, Shinjuku-ku, Tokyo 169 (03)207-8085.

CGE Centre for Global Education, University of York, Heslington, York YO1 5DD, UK.

CTIR Centre for Teaching International Relations, University of Denver, Denver, CO 80208, USA.

ESR Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138, USA.

GPE Global Perspectives in Education, #1200 46 John Street, New York, NY 10038, USA.

OXFAM 274 Banbury Road, Oxford OK2 7DZ, UK.

SECTION III: GLOBAL ISSUES RESOURCES

This section covers "global issue" materials and groups that can be useful to language teachers.

(a) Background Reading

Brown, L. (1990). *State of the world 1990*. New York: W.W. Norton.

Annual report, lots of statistics.

Harrison, P. (1987). *Inside the Third World*. London: Penguin.

Fascinating primer on Third World problems.

Humana, C. (1987). *World human rights guide*. London: Pan Books.

Gives a "report card" for each country.

Paulson, D. (1986). *Voices of survival in the nuclear age*. US: Capra.

120 celebrities speak out on peace.

Porritt, J. (1984). *Seeing Green: The Politics of Ecology*. Oxford: B. Blackwell.
Ecology primer.

(b) Journals

Japan environment monitor. 18-11 Saiwai-cho, Kofu-shi, Yamanashi 400.

In English-recommended.

New internationalist, 120-6 Lavender Ave, Mitcham, Surrey CR4 3HP, UK.

Global topics & materials.

(c) Posters, Maps, and Atlases

"Bother Posters," Oxfam Education Dept., 274 Banbury Road, Oxford OX2 7DZ, UK.

Perfect for decorating your classroom walls.

Kidron, M. & Segal, R. (1987) *New State of the World Atlas*. London: Pluto.

Global issue theme maps.

Peters Projection Map, PO Box 37844, Cincinnati, OH 45237, USA

New equal area map; great for teaching!

(d) Belated Organizations in Japan

Most of these have teachable materials. Contact their US or UK headquarters for more help.

Amnesty International, 2-3-22 Nishi-Waseda, Shinjuku-ku, Tokyo 160; (03) 203-1050.

Good English videos & human rights teaching pack.

Foster Plan, 406 Kitano Arms, 2-16-15 Hirakawa-cho, Chiyoda-ku, Tokyo 102; (03) 265-1200.

Have your class adopt a Third World foster child.

Friends of the Earth & JATAN (Japan Tropical Forest Action Network), #801 Shibuya Mansion, 7-1 Uguisudam, Shibuya-ku, Tokyo 150; (03) 770-6308.

English materials on rain forests/the environment.

Greenpeace, 1-31-1 Higashi, Ikebukuro 302, Toshima-ku, Tokyo 170.

Materials on environmental issues

The Hunger Project, Ito Bldg, 1-1-15 Koraku, Bunkyo-ku, Tokyo 112; (03) 816-0796.

Excellent video on "Famine & Chronic Hunger."

Japan Environmental Exchange, Tomitaya Bldg 4F, Teramachi-dori, Oike-agaru, Nakagyo-ku, Kyoto 604; (075) 252-0737.

Join their language teaching materials project.

Third World Shop, 2-7-10-102 Mita, Meguro-ku, Tokyo 153; (03) 791.2147

They supply Third World crafts on commission that you can sell at school festivals.

UNICEF (United Nations Children's Fund), 1-2 Azabudai, 3-chome, Minato-ku, Tokyo 106 (03) 583-4407.

Annual English report; also sell Christmas cards.

WWF (World Wide Fund for Nature) Nihon-Seimei Bldg, Akahanebashi 3-1-14, Shiba, Minato-ku, Tokyo 105; (03) 769-1711.



Materials on the environment.

(e) Relevant Songs and Movies

Two examples for inspiration. Other suggestions?

Apartheid: movie *Cry Freedom*
 song *It's Wrong*-Stevie Wonder
 Human Rights: movie *Missing*
 song *They Dance Alone*-Sting

(g) Miscellaneous

CEP. (1990). *Shopping for a Better World*. Council on Economic Priorities, 30 Irving Pl., New York: NY, 10003 USA.

Rates brand-names for social responsibility.

Working Assets Money Fund, 230 California St., Suite 400, San Francisco, CA 94111, USA.

Use their special Visa card to support charities.

List of Third World study tours is available from Kanagawa-ken, Shogai-bu, Kokusai-koryu-ka, 1 Nihon-odori, Naka-ku, Yokohama 231; (045) 201-1111 (extension 2916-8).

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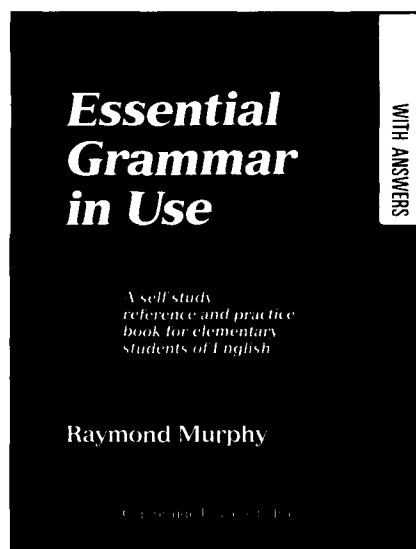
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A LANGUAGE TEACHING MODEL FOR THE 21st CENTURY

by Kevin Mark

LANGUAGE TEACHER OR EDUCATOR?

Am I a language teacher or an "educator"? Personally, I want to be an effective language teacher, but I prefer to be called the latter. Since I became a language teacher I have felt it unnecessarily constricting to think of myself as simply having the function of helping people to learn a language. There is in the language learning process, for teacher and student alike, room for personal growth and a better understanding of ourselves and the world we live in. To be able to develop my teaching on the basis of this assumption is part of what it means to be an "educator."

All teachers, whether consciously or not, teach according to a model representing their aims, their understanding of the subject they teach, and their ideas about what are the best methods. Although I did not initially use these terms, I have tried, since I first began teaching, to infuse the language learning and teaching process with what can be called 'holistic' or "global" thinking. Originally I organised my lessons largely on the basis of what I intuitively thought was appropriate. However, I was of course operating from the outset with a set of interrelated assumptions and values. Gradually I have been able to identify these; and as I have done so I have come to see that they can be much more powerfully expressed in my teaching if I can refer to a teaching model which allows me to make use of them in an integrated and systematic way. It seems to me that conscious awareness of such a model is necessary if the teaching is to be maximally meaningful and effective, both in a broad educational sense and in language learning terms.

This article is an attempt to describe a global education model for language teaching, one which I now use as the basis for designing materials and courses for my students. My purposes are not solely to be descriptive, however. I would also like to draw attention to what I see as inadequacies in what can be called "mainstream" language teaching, and to suggest, by means of examples from a well-known coursebook, that the model can be used to explore possibilities for creating lively and meaningful lessons, materials and courses. I also wish to suggest that the model can be useful to teachers in helping them to reconcile the need to treat students as "whole" individuals with the fact that they are limited in language ability.

I propose to first look at a unit from a popular mainstream coursebook, to follow this with a description of the model, and to then give a sketch of how the model can be applied to the design of beginners' materials and courses.

MAINSTREAM COURSEBOOK CONSIDERED FROM A GLOBAL PERSPECTIVE

I would like to focus here on unit 16 from the beginners' coursebook *Streamline: Departures* (British English version-Hartley & Viney, 1978). One

reason that I have chosen *Streamline* is that I have used it and am very familiar with it. A second is that, as a mainstream commercial success over the past twelve years, many of its features can be taken as an expression of widely prevailing attitudes in our profession. I have certainly not chosen to examine it because I feel it deserves special criticism. Other coursebooks could serve to illustrate my points equally well.

The units of *Streamline: Departures* are organised mainly according to the teaching of individual structures, and vocabulary that can be used in providing practice in the use of the structure in question. It is not my intention here to offer a critique of the structural syllabus, but rather to suggest that the global education model for language teaching presented below allows for the possibility of a higher set of organising principles than those which are purely linguistic or communicative, whether they are structural, functional-notional, task-based or whatever.

Unit 16 of *Streamline* aims to teach the structure have got. Three cartoon characters who do not figure elsewhere in the book represent the content of the lesson. One is called Gloria Gusto, and she is shown wearing jewelry and a fur stole, with a palatial house and a swimming pool behind her. She introduces herself and says she's an actress from London. Using *I've got* she talks about her possessions and family, concluding with "Life's great! I've got everything!" The second character is called Tom Atkins. He looks unhappy, and is depicted in patched clothes carrying a small, cheap-looking suitcase, standing in a rainy street with a solid brick wall behind him. In contrast to Gloria Gusto he talks about all the things he hasn't got and concludes "Life's terrible! I haven't got anything!" The third character is Terry Archer, who is seen standing in front of a factory wearing a neat workman's uniform and holding a spanner in his hand. Unlike Tom Atkins, Terry has got a job, a car, a flat (he hasn't got a big house like Gloria) and a wife. He concludes that "Life's all right."

The fact that *Streamline* has been so popular is in itself no mean achievement, and it deserves respect for that reason. Apart from the attractive illustrations, one of the reasons for its success must, I think, be the gently humorous way in which it depicts stereotypes and stereotyped thinking. There is a certain tongue-in-cheek way in which these characters are presented, and in the way happiness (Life is 'great' or 'terrible' or 'all right') is presented as being directly related to what you've *got*. Although it might not occur to one consciously it is undeniable that the themes of poverty and the meaning of life (i.e., what makes a person really happy) are present here. However, the writers of the course have thrown them in as something light and trivial to liven up the unit. The thematic content is simply a superficial overlay on the "real" content of the structural syllabus, and the fact that it is simply an

overlay is reinforced by the lack of thematic links between the different units of the book.

What are the hidden assumptions and "messages" here? It seems to me that they include these:

- a) A prevailing attitude in society is that happiness is closely related to what one owns. There is no need to talk about or question this "norm," particularly in a language class.
- b) The question of basic and universal human needs is inappropriate for beginners, who cannot be expected to have anything meaningful to say about these needs.
- c) It is better to treat poverty as a joke than as a serious concern (almost all of the users of Streamline can be assumed to be reasonably well-off, and poverty is therefore not a serious concern for them).
- d) With beginners' materials, content is necessarily an overlay on the linguistic syllabus rather than an integral part of a 'global' approach.
- e) Language learners are not real, whole people: they are, above all, merely language learners.
- f) It is good, in language learning, for there to be a playful atmosphere.

I think it is fair to say that this set of assumptions also underlies most other mainstream coursebooks. Yet it is only with the last of these that I have no objection. Of course learning should be fun. The lightness which is undoubtedly a selling point for *Streamline* does not have to be sacrificed if one is to adopt a "global" approach. The way students interact with each other and their involvement with materials can be a source of lightness and enjoyment whether a topic is inherently serious or light. Also, a serious theme can at the same time be light, a point which is well exemplified by many of Charlie Chaplin's movies.

THE MODEL

Perhaps the most fundamental assumption underlying the model is the idea that the state of the world and the directions in which the world will choose to go are a reflection of the consciousness and actions of individuals. The task of education is therefore to help individuals see the links between their own feelings, ideas and actions and the world around them. It is the work of educators to foster the ability to make informed, independent and responsible choices. It is certainly not to attempt to turn people into political activists. The educational strategy for making the world a better place has to be seen as a long-term one which transcends the fashions of teaching and which will be as vital in the next century as it is now.

Five Central Concerns

At the centre of the model are the words 'autonomy, "self-esteem," "responsibility," "cooperation" and "participation." These are taken as central educational concerns, necessarily important if one assumes that it is individuals who create the world as it is. The terms "affective/cognitive" refer to a need for an educational approach to allow students to learn through

feeling, the senses, and physical action as much as through purely cognitive activity. The terms "inner/outer" refer to a general principle that in dealing with any subject there are both objective and subjective aspects. They serve as a reminder to the course writer or teacher of possible angles on a particular situation or topic.

Any programme that seeks to be educational rather than simply instructional should aim at personal *autonomy* (students who can think and act for themselves). The importance placed on *self-esteem* is based on the notion that regardless of their degree of success with specific knowledge and skills objectives, students should feel the educational process is one that respects their worth as people and does not define or limit their potential. Without self-esteem autonomy is impotent. A corollary of autonomy is the for making choices in what one does and how one thinks (these choices can be thought of not only in personal terms but also in global terms-the world faces particularly crucial choices at the moment). The value of *cooperation* is surely beyond question in an increasingly interdependent world, and should therefore feature in the way we study and learn. Cooperative learning implies having students work together to teach themselves as much as possible, and to achieve shared goals such as in the carrying out of a study project. It also assumes active *participation* on the part of the learner in making the course work and in communicating needs and insights to the teacher.

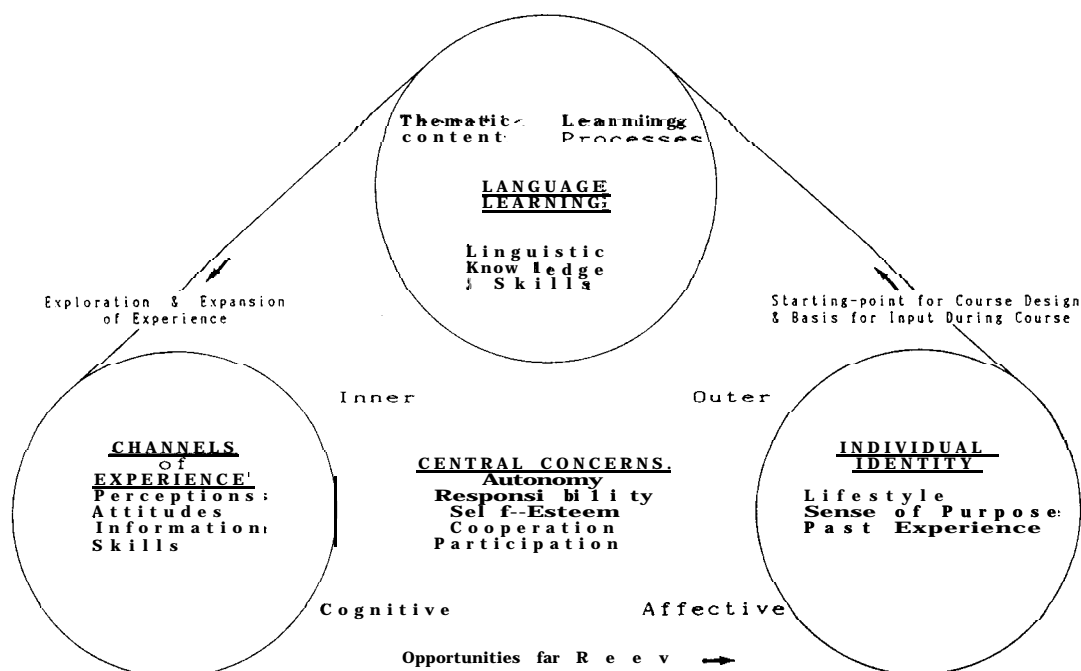
Three dimensions of language learning and teaching

A language learning programme (looking at the circle at the top of Figure 1) can be seen as an integration of the *linguistic objectives* of instruction, the *learning processes* (i.e., the entire range of activities in which students are engaged) and the non-linguistic *thematic content*.

An obvious and important reference point for the establishment of what should constitute these is the students themselves: their needs, abilities, interests, past experiences, and attitudes to learning (as the arrow leading from the circle on the right indicates). Moreover, since one of the key premises of global education is that, the world being interdependent-a "global village"-on many levels, there are issues which touch us all. Regardless of our family, cultural, national or social background, these issues are a natural component of course design.

Linguistic objectives need not be discussed here since they will vary greatly from one teaching situation to another. Content principles are discussed below in the section dealing with Channels of Experience, under the sub-heading *Information*.

Process principles can be taken as matching the five central concerns at the centre of the model. This means that the activities students are engaged in should, taken as a whole, have the effect of developing qualities in students which correspond to these concerns. In addition it should be emphasised that there is a need for students' own experience, feelings and

Figure 1**A Global Education Model for Language Teaching**

opinions to be brought into any topic a course focuses on, which is another implication, in Figure 1, of the arrow linking the circle on the right with that at the top.

In language teaching there is a strong current of interest in developing imaginative and engaging activities for students to work on in pairs or small groups. Such work can easily be used to encourage students to be active and participative rather than passive. What is still relatively unexplored, however, is the principle of self-access learning in small groups or pairs working at their own speed. The course "Threshold" (Ferguson & O'Reilly, 1980), which lays no claim to being "global," has broken important ground in providing an example of how this can be done.

It is common to think of learning processes in terms of how successful they are in helping students to attain linguistic objectives and whether they are enjoyable. A strong case can be made for self-access pair- and small-group learning on both counts, but it can also be seen as important for the possibilities it offers for teaching students to teach each other, independently of the teacher and other groups. The processes of self-access pair- or small-group learning thus have an educational potential that corresponds closely to the five central concerns of my model. They encourage students to accept and respect their own abilities, to be process-minded as well as result-oriented, to take responsibility for their own learning, to work at teaching and learning from each other, and to be maximally active and participative in using the target language.

Integrating These Three Dimensions

I am arguing for a much broader notion of meaningfulness than is conventional to adopt in language teaching. Conventionally, meaningfulness is conceived of in terms of matching language exponents with a rich textual or situational context, and in terms of how "interesting" or "motivating" materials are for students. A global approach to language learning, in contrast, presupposes that the degree of meaningfulness of materials and courses is more than simply a matter of how judiciously target language and context are matched; and that it is not simply a matter of how successfully student attention is maintained.

Meaningfulness should also be thought of in terms of the overall impact of lessons and courses as a whole. It is possible to think, as many teachers interested in content-based language learning now do, of what a course as a whole "communicates," communication in this sense referring to what students absorb, through a language course, of a particular type of content. A global education approach to language teaching goes much further. It implies looking at meaningfulness or what is "communicated" in terms of a) the "hidden curriculum" of teacher and course writer assumptions and values; b) the impact on students of the learning processes; c) the type of content and the way the content is structured, d) the way these three interact with each other.

An appreciation of the last of these calls for the teacher or course writer to integrate the linguistic

objectives, the learning processes and the thematic content in a systematic way. It can lead us to ask, among other questions, whether language learning is not likely to be more meaningful and therefore enhanced if the learning processes are judged not only in terms of efficiency and enjoyment, but also in terms of how they relate to the content. "Global issues" are problems which have connections with the lives of each of us on various dimensions, and they call for our participation and cooperation as autonomous individuals. The self-access principle, encouraging autonomy, active cooperation and participation as it does, is therefore not only a powerful educational instrument in its own right: it is a natural complement to the exploration of "global issues."

Channels of Experience

The circle on the left of Figure 1 depicts what I have called channels of experience. The idea here is that these channels provide a means of exploiting a given language teaching topic, situation, text or course from a range of perspectives in order to maximise meaningfulness, impact and personal involvement for the student. They are therefore "channels" in that they are ways of "getting through" to students, of relating learning to students' prior, present and future experience. We can hope, through these channels, to raise questions in students' minds about the way we look at ourselves and what we do in the world, hence the arrow connecting this circle with that on the right.

The channels of experience can be characterised briefly here in this way:

- 1) The first channel of experience: **Personal Perceptions**

The way we as individuals look at the world colours what we actually see. Three major ways in which this occurs are through a) previous experiences we have had, b) our emotions, c) our conscious, half-conscious and unconscious beliefs, assumptions and values.

- 2) The second channel of experience: **Personal Attitudes**

The system of beliefs which we have — in other words the way our different ideas about life are connected with each other means that there is a certain amount of predictability in the way we think and behave. A person's opinions and behaviour in a specific context can be seen as an attitude which in turn can reveal, on examination, a set of beliefs and values.

- 3) The third channel of experience: **Information**

In language teaching information relates to knowledge about the language, but also to whatever content we wish to explore by means of the language. In thinking about the latter we should be aware that the way the information is organised has meaning in itself. For example, if we work with a string of topics without attempting either to relate them to each other or to students' own lives, then we may have a dispersive effect on the minds of students (Dewey, 1963, p. 26). What we should be aiming at is to develop an ability to see patterns and relationships that can be actually useful to students in developing their own thinking.

The model I am presenting here organises content in terms of Personal Identity (Figure 2), Human Interactions (Figure 3) and Global Problems (Figure 4). They offer a systematic way for teachers to explore choices in the selection of content. They also suggest that a 'balanced' content curriculum might reflect all dimensions of the three areas. Furthermore, they offer a way of looking at content in terms of oneself and others, and in terms of making connections between the personal, the local, national and global.

Personal Identity suggests a focus on the student's own life experiences, and also on those of others (whether actual or fictional). It can be useful to think in terms of 'ordinary' or 'mundane' experience as a way of looking at the familiar through fresh eyes, and as a means of illustrating that the details of our daily lives can say much about our values and goals. It can be equally useful to look at "key" experiences such as crises, crucial decisions, and moments of inspiration.

Human Interactions is depicted as having three dimensions. The category of "social organisation" can be taken to offer a way of looking at a society in terms of its social classes, institutions, and patterns of interaction. Much of what can be called "values" is encompassed in what I have said about "personal perceptions" and "personal attitudes." The justification for this separate category is that it focuses on how values are symbolized in one's own or another culture in the form of behavioural expectations and norms (Pennington, 1985, p. 33), and how these relate to one's own beliefs and attitudes.

As mentioned above, each of these content areas has a "self-others" dimension. In the case of Global Problems this is perhaps not self-evident: the "self-others" aspect here is reflected in the fact that one can study each of the themes here in terms of one's own personal experience, in terms of what goes on in one's own local and national community, or in terms of what

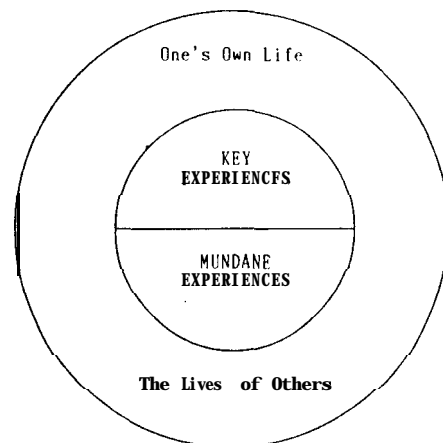


Figure 2
content:
PERSONAL IDENTITY

goes on outside of these limits, i.e., in "global" terms.

The selection of "Violence," "Poverty," "The Environment" and "Human Rights" as the four fundamental problem areas in the world is sometimes criticised. How, for example, do women's issues fit into this framework? My response is that they can be dealt with in terms of all four areas: one might, for example choose to deal with women's issues in terms of marital violence, of women in developing countries, in terms of environmental destruction representing male aggression inflicted on the environment, and in terms of human rights. Thus the special status given to these four problem areas offers a way of systematically going into any issue both in depth and from broad perspectives. This depth and breadth are of course reinforced by links that can be made with the other content areas of "Personal Identity" and "Human Interactions."

4) The fourth channel of experience: Skills

Obviously we are in the business of developing language skills. However, it is a central assumption of a global education approach to language teaching that we do not have to limit ourselves to this. The fact that language is an aspect of communication means that its learning can be naturally linked with experience in social skills such as the ability to listen to and negotiate with others, which require empathy, openness, tolerance and a sense of relativity. The development of intellectual skills such as definition, analysis, and problem-solving can also become course objectives which complement without detracting from the attainment of specific linguistic objectives.

THE GLOBALIZATION OF GLORIA GUSTO ET AL.

At this point I would like to consider a number of ways in which the model in Figure 1 might be used to generate ideas for elementary materials. I feel that if a case can be made for the model at this level then it goes without saying that it can be applied at higher levels. My purpose here is primarily to demonstrate the model's potential usefulness. I am definitely not suggesting that my examples actually constitute such materials. I would ask the reader to consider each example carefully in relation to the relevant parts of the section above entitled "The Model."

For the sake of simplicity I will continue to use the characters of *Streamline* Unit 16 as a point of reference, and will assume, somewhat arbitrarily, that we are using the model to produce materials based on the theme of poverty. An example of an equally valid approach would be to focus on a particular individual and look at how any or all of the four major global issues touch that person's life. There are in addition numerous other possibilities.

Another point readers should bear in mind is that (particularly at beginners' level) the integration of "serious" and thought-provoking themes into the materials does not necessarily imply that students should be expected to discuss them. A mere picture can, as we all know, be very powerful in stimulating us to reflect. Why should a course not be concerned with stimulating thought in the students' native language,

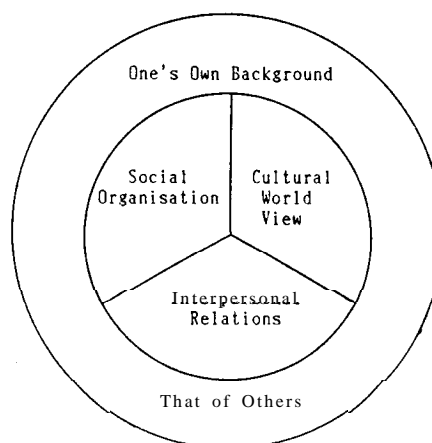


Figure 3
Content:
HUMAN INTERACTIONS

especially on matters for which their target language ability is still too unsophisticated? Yet another very important point to bear in mind is that the way we set out materials has meaning in itself. The mere juxtaposition of Gloria Gusto, Tom Atkins and Terry Archer is suggestive and potentially thought-provoking. Having made these points it is, nevertheless, obviously desirable to provide students wherever possible with language which enables them to express, however crudely, their real feelings and ideas.

Channels of Experience

There are two basic ways in which the Channels of Experience can be used. Firstly, they can be used as a tool in systematically assessing what students are bringing to a course from their own experience, which, as mentioned above, is an obvious starting-point for course design. Secondly, they can be used to generate ideas about what actually goes into the course. It is the latter function which will be examined here.

Thinking about *Personal Perceptions* in terms of emotions might lead us to ask how Terry Archer, the factory worker, feels about unemployed people such as Tom Atkins. Perhaps he hates his job in the factory and resents people who don't work. Language exponents might be as simple as:

He (Terry) hates his job.

He likes his car.

Tom is lazy. (The concept "He thinks" can be expressed by a cartoon bubble.)

Personal Attitudes could be dealt with, after establishing the identities of Gloria, Tom and Terry, by asking students to match statements such as these with the appropriate character:

I love my children.

I like working.

Money doesn't make me happy.

Obviously the range of Information from which one can select is vast. An example of the information one might wish to include could be a simple statistic:

In Yokohama there are ——— homeless people.

Students could be asked to guess before being told the actual answer. One should remember also, however, that this "channel of experience" refers to the way information is organised both in the course and in the minds of students. It can also refer to the potential for content to sensitize and develop awareness in a general sense: simply by dealing with the theme of poverty we are encouraging students to be more conscious, sensitive and curious with regard to this issue. Teachers need not express any opinion about the problem unless they choose to do so.

The Three Content Areas

Figure 2 might lead us to look at a "key" point in Tom Atkins' life when he broke up with his wife and family, left home, eventually became alcoholic and lost his job. Tom might subsequently go through another key experience which results in a positive transformation of his life. This could give students the chance to talk about some important experience in their own lives (it is probably imprudent to ask beginners to talk about some real crisis in their lives). We might equally look at the daily life of each of the characters, and students could compose similar accounts of their own daily life.

In the case of Social Organisation (Figure 3) we might wish to look at some of Tom's experiences at school, with welfare institutions, or with the police. The category of Cultural Values might suggest looking at the typical or "normal" ways in which children or young adults are supported or not supported financially by their parents in a particular culture. Interpersonal Relations could have us looking at a cocktail party at Gloria Gusto's house, at Tom drinking on a park bench with some other tramps, and at Terry drinking in the pub with his mates.

Figure 4 needs no special discussion here since we have used one part of it, the theme of poverty, as the starting-point for a discussion of how the model in Figure 1 operates. It should simply be said that a theme such as this can usefully be looked at from personal, local, national and global points of view. What actual experience do students have of meeting or getting to know people who are really poor? Are there poor and homeless people in their neighbourhood? How widespread are these problems in their country? What do they know about these problems in other countries?

CONCLUSION

Although it would be pretentious to suggest that the model I have presented here is definitive, it does seem to offer, for individual lessons or entire courses, a practicable way of exploring possibilities and generating ideas. Without such a framework many such possibilities and ideas will be overlooked.

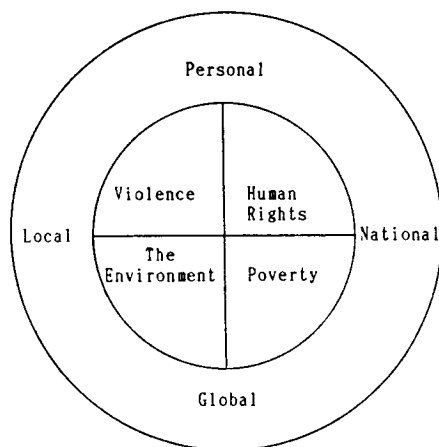


Figure 4
Content:
GLOBAL PROBLEMS

I hope that this model and its rationale will serve to stimulate discussion among colleagues. I will be delighted if, beyond stimulating discussion, it proves to be of direct and practical help to some of those who choose to be an 'educator' rather than simply a language teacher.

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投稿の際は後述の諸事項を厳守して下さい。

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AS THE WORLD TURNS GLOBAL: TRANSFORMING ISLAND MENTALITY WITH PLANETARY VISION

By Sherry Jo Reniker

Aoyama Gakuin University School of International Politics, Economics, & Business

Throughout the past 15 years I have consistently pursued a single theme—the fundamental change of world view that is occurring in science and society, the unfolding of a new vision of reality, and the social implications of this cultural transformation.

(Capra, 1988, p. 12)

WHAT IS GLOBAL?

Basically, a paradigm is an agreed-upon model of how things work. Since the end of World War II, for example, the most widely accepted political paradigm has been that of the Cold War. When a paradigm shifts or changes, it is something like an earthquake. Sometimes it is barely noticeable, but sometimes the results are surprising, frightening, even destructive. In 1989, we witnessed the end of the Cold War paradigm, exemplified by dramatic changes in what has been known as the Eastern Bloc, as well as the changing relationship between the U.S. and U.S.S.R. Enormous amounts of energy have been liberated, although it is too early to predict what the new paradigm will be. At any rate, political paradigms are one example.

In *Pacific Shift*, the historian William Irwin Thompson offers a number of metaphors for understanding the rapidly changing world in which we live. The title points to the shifting of dominance away from the Atlantic sphere. Another metaphor involves our collective perception of reality. Here we are, late 20th Century Civilization, driving down the road into the New Millennium, with our eyes glued to the rear-view mirror. What we see is actually the past that we are speeding away from. What we don't see, says Thompson, is where we really are. For we are not *approaching* an electronically-based Information Society; we are *living* it (Thompson, 1985, p. 42). Money, music, movies, sports, business, fashion, news-information is flowing across every conceivable border. But our thinking doesn't keep up with the pace of information.

Elsewhere, Thompson writes that the flow of electronic information does not recognize the abstract boundary of the nation-state (Thompson, 1986, p. 4). In fact, neither do we ourselves see those boundaries when we look at the Whole Earth in the amazing photographs that space technology has given us. Most of the astronauts have been profoundly changed by seeing the earth as On-nd haven't we, too?

We have sung *We Are The World* and have heard the Japan Socialist Party's recent campaign theme song, *One World* (Mosdell, 1989). The Gaia Hypothesis, that the earth is a self-regulating, single living entity, was first put forth more than a decade ago (Lovelock and Margulis, 1975). It prompted, among other things, popular awareness of the effects of the loss of rain forest on the entire planet. Gaia is no longer a hypothesis, but has been upgraded to theory status

(Lovelock, 1988) and is gaining credence daily as support data mount. Yet even now, don't we steer with our eyes on the rear-view mirror, teaching language and cultural paradigms from the past?

Here in Japan, one example is English Writing" classes, which are often taught as the translation of unrelated sentences. While summary-translation is a most useful skill for university students to acquire, translation is not writing. Suffice it to say that, in the U. S. for example, one can get a Ph.D. in the legitimate field of writing, Composition and Rhetoric.

A highly publicized example of teaching the past on the American side has been the unwillingness to change the Canon (sacred writings) in English Literature departments and in Western Civilization classes. The Canon, a required reading list which supposedly transmits and maintains the whole Western heritage, seems to exemplify the paradigm of white male supremacy. It has been challenged by multicultural elements of American society on numerous campuses.

As a result, new paradigm-brooms are sweeping through the Ivory Towers. Stanford's Western Culture Program," with its Eumcentric all-male reading list, has given way to a 'Cultures, Values, and Ideas Program." The new curriculum broadens the scope of great books to be read as part of a student's fundamental education (Simonson and Walker, 1988, p. 10).

Might not our ESL syllabi, in the same spirit, begin to reflect and contribute to the changing world consciousness by including global issues to challenge our own and our students' limits? Learning English through real-world content is what my students are most interested in! After all, it's been nearly a decade since Widdowson and Brumitt observed, "True communicative teaching may depend on our stressing language as a way to acquire knowledge, rather than as an end in itself" (cited in Morley, 1987, p. 18).

TRANSCULTURAL BUSINESS LEADING TO POLYOCULAR VISION

In the real world of Business Management, exciting developments are worthy of note. During the past decade, emerging management theories surpass those of other social sciences, due to a number of factors. First, the massive expansion of out-of-country manufacturing has generated new situations, problems, and data unavailable to other fields. Second, business is reality-oriented, so proofs of theories come fast. Third,

there has been a significant transfer of scholars from many countries and disciplines into the increasingly global field of business (Maruyama, personal communication, Sept. 20, 1989). It is a theater rich in multi-cultured, interdisciplinary, inter-regional relationships and practitioners from whom we in language education might gain worthwhile insights.

Professor Magomh Maruyama has been a trail-blazing thinker for nearly three decades (Toffler, 1981, pp. 316, 319, 480). His epistemology of 'mindscape types' (Maruyama, 1979)--which grew out of his work in cybernetics and systems science, biology, anthropology, information theory, and outer space community design--is beyond the scope of this paper. But his principle of polyocular vision gives a vivid example of the emerging global paradigm--showing, perhaps, how it might take form in a human mind. The analogy: binoculars work, not because their two images are additive, but because the differences between the two images enable the brain to compute the dimensions of what is invisible to each eye (Maruyama, 1978). With polyocular vision, the perceptions and experiences of many persons, cultures, and ecosystems are necessary for computing the dimensions (of reality) that no one can see, but which do in fact constitute the whole.

ENVOI

It is my belief that language teachers, and especially those of us living in Japan, need to significantly broaden our perspectives. We need to break our habit of seeing the world in the rear-view mirror, and we need to shed our prejudice that knowledge gained in fields other than Linguistics is irrelevant to Language Teaching.

At the least, we can ask ourselves questions about the way we teach and about what we teach. ***"Am I doing this because this is the way it was taught to me?" "Am I teaching this because this is what has always been taught at this school?" "Am I keeping this distance with the students because Prof. so-and-so said it's the best way?"*** It may be, as Toffler (1981) suggests, that Third Wave people are now finding themselves in conflict with Second Wave institutions. But, perhaps we can be less fearful of the changes in our world, in our schools, and in ourselves, knowing that we are not alone in our conflicts and questioning.

I am also suggesting that there is a connection between education and the evolving thought processes of a planet coming to greater consciousness of the interdependent nature of all things. In the emerging world in which the nation-state is increasingly recognized as an out-dated concept, let us not be complacent or insular in our classroom practice. Paradigmatic change is being articulated in fields from physics to management and language teachers need not shy away from it. The calls for integrating global themes into language education are "information" which should not be ignored.

ACKNOWLEDGEMENTS

I would like to express my gratitude to Kevin Mark for his invaluable insights and leadership, to Kip A. Cates

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WWF



GLOBAL ISSUE CALENDAR

A few dates to arrange your teaching around.

Jan (3rd Mon)	Martin Luther King Day
Mar 8	international Women's Day
Apr 7	World Health Day
Apr 22	Earth Day
Jun 5	World Environment Day
Aug 6	Hiroshima Memorial Day
Sep (3rd Tue)	International Peace Day
Oct 2	Gandhi's Birthday
Oct 16	World Food Day
Oct 22-29	One World Week
Oct 24	United Nations Day
Nov 29	UN Day for Palestinians
Dec 10	Human Rights Day

Special Section: Good Ideas

"GLOBAL ACTIVITIES IN THE LANGUAGE CLASSROOM"

In the "Global Issues in Language Education" colloquium at the JALT'89 conference in Okayama, an appeal was sent out for practical class activities dealing in some way with world problems, global awareness or social responsibility. Teachers were asked to submit either original activities of their own or useful ideas from published sources which they felt should be more widely known. The response was very positive and we are pleased to present here the first such collection of "global" foreign language classroom activities in Japan. We regret that we were unable to print all the activities submitted, but would like to thank all those who were generous enough to share their ideas about teaching for a better world. Other language teachers interested in sharing their class activities should contact the "Global Issues in Language Education" Network (see Resource Guide) which plans to set up an international "global activities" materials exchange.

HELPING? WHAT? IN WHAT ORDER?

Activity: Oral practice, reporting, discussion. Issue: Helping in a crisis situation. Level: Advanced. Class size: any. Time: 50-100 minutes. Materials: None (instructor awareness of issues desirable)

"Tengustan" has been in the news due to civil war, three years of famine and now a devastating cyclone. Your school has collected ¥1,000,000 for aid to the country. (Do not permit the amount to be an issue.) The money will be sent through a very reliable international agency. Divide the class into small groups to discuss in English: what the aid is to be used for, and in what proportions. The groups report in English, for example: food 20%, agricultural tools, seeds 20%, medicine 10%, etc. If one group suggests either all long-term or all short-term projects, other groups could practice agreement/disagreement. The teacher can serve as devil's advocate: "All long-term? Are you prepared to sacrifice this generation?" or "All for food? Will you continue feeding them?" welcoming agreement/disagreement.

Submitted by Marvin Miller
Obihiro University of Agriculture

WHERE HAVE ALL THE RAIN FORESTS GONE?

Activity: Strategic Interaction (reading, speaking, and discussion). Issue: Destruction of tropical rain forests. Level: Lower intermediate. Class: 12 or above (but smaller is better). Time: 40-50 minutes. Materials: 1) Dialogue "A Green Earth for Our Children" (from New Horizon English Course 3, Tokyo Shoseki, 1987); 2) Scenarios.

This activity is an example of how to adapt lessons dealing with global issues that appear in Monbusho-authorized textbooks. Pre-teaching: During the preceding session, have students read the dialogue 'A Green Earth for Our Children.' Teach new vocabulary and expressions that are relevant to the topic. Practice pronunciation and intonation thoroughly, then have students role-play the dialogue. Main activity: in the following session, break students into groups of four to eight. The number of groups should be a multiple of three, since there will be three roles. The roles and their scenarios are as follows:

1. Local resident: You are aware of the danger of destroying tropical rain forests, but you need to burn

them to cultivate new land, and selling lumber to Japan brings a huge amount of money. Prepare to talk about your dilemma.

2. Lumber buyer from Japan: Try to persuade the local resident to cut down more trees. Offer a lot of money. Also prepare to talk to an ecologist.

3. Ecologist from Europe: Explain to the others why it is important to preserve tropical rain forests, and try to discourage them from cutting down more trees.

Have students prepare their strategies for about 20 minutes, then have representatives from the groups come up front and perform. Allow them to go back to their groups for consultation if they get stuck. Let the performance go on until a conclusion is reached or the performers' spirits start deflating.

Submitted by Atsuko Ushimaru
St. Margaret's School, Tokyo

RAIN OF TERROR

Activity: Listening, oral practice & discussion, writing. Issue: Air pollution-id min & ozone depletion. Level: Intermediate /advanced. Class: Any size. Time: 1-1 1/2 hours. Materials: Recording of Transmissions by Gentlemen Without Weapons.

Because global issues are often serious and somber, I try to spread the awareness by introducing such topics with music. Music is a major means of communication, with a direct effect on popular culture and society. I heartily recommend *Transmissions* by Gentlemen Without Weapons. The music will instantly generate interest due to its liveliness and creative use of unusual sounds, including animal voices. Any of the songs could be used as ever-popular cloze passages, strip stories, or dictation. I've developed the following using the song entitled *Rain of Terror*:

1. Students listen once and try to determine the meaning of the title, *Rain of Terror*.

2. Discuss differences between *Rain of Terror* and *Reign of Terror* (1793-94, French Revolution).

3. Give students the lyrics. I've had success dictating each verse and afterwards playing that portion of the song.

4. Introduce "advice and suggestions" structures and elicit possible solutions to the problems of acid rain and depletion of the ozone.

5. In class or for homework, have students write

You're Going to Love. . .



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another verse about any other social/global issue. Have them include the line from this song: What we gonna do about it?"

6. In small groups, have students share their verses, each reader asking for advice and suggestions to remedy the situation. Each group chooses one or two best versions to share with entire class. I think you'll be pleasantly surprised at the results!

Submitted by Barbara Leigh Cooney
Kobe College

AN INTRODUCTION TO SOCIALLY CONSCIOUS ORGANIZATIONS

Activity: Language through content. **Issue:** Socially conscious organizations and their activities. **Level:** Intermediate-advanced. **Time:** 6 months to a year depending on class size. **Materials:** Letter writing materials and library access.

This project was designed to expose students to various socially conscious organizations and their activities. First, students work in groups to discuss and define the term social consciousness. Then, students go out to find the names and write descriptions of four organizations that they consider to be socially conscious, according to their definitions. Students are also to include the names of the sources used, even if the source didn't provide the information they were looking for. In class, in groups of four, students share their organizations' descriptions and the sources used. Next, they discuss which of the group members' organizations are truly socially conscious and which are not. They choose a partner; together they choose an organization they are interested in researching further. Each pair finds the address of their organization and writes to it requesting further information. While students are waiting for their responses, they begin searching for current articles about the organizations. These articles reveal the organizations' current projects. Students are to use the information that their organization sends them in conjunction with the articles to prepare a presentation, which should include the following: 1) the history of the organization, and 2) at least four of the projects that the organization is presently involved in. In addition, presenters should be prepared to explain unfamiliar vocabulary and ideas. The audience is responsible for taking notes, asking questions and providing input for the presenters' final grade.

Submitted by Colleen Jaques
Nanzan Junior College

Acknowledgement

The project description above is a short version of the presentation, Getting Our Students Socially Conscious, given at JALT 1989.

ARE WARIBASHI (DISPOSABLE CHOPSTICKS) NECESSARY?

Type: Reading, listening/dictation, speaking & writing.

ing. Issue: Rain forest destruction and the environment. **Level:** Intermediate-advanced. **Class:** Any size. **Time:** 100 minutes (plus homework). **Materials:** Interview with Sting (tape & cassette from English Journal 9 1989, Tropical Rain Forest Action Sheet (Japan Environmental Exchange, Kyoto).

Students read the Rain Forest Action Sheet to understand the seriousness of the problem and how Japan is involved in rain forest destruction. They then do a dictation of Sting's interview from his 1989 visit to Japan. Since Sting is a very popular singer among young people, students are interested in his opinions. As follow-up, students discuss and write about rain forest destruction, about our social responsibility and about disposable chopsticks.

Submitted by Yoshiko Murata
Kyoto Prefectural High School

THE BUDGET OF...

Activity: Research, discussion, oral practice. **Issue:** Third World poverty, multi-faceted problems. **Level:** High intermediate-advanced. **Class:** Any size. **Time:** 3-4 hours. **Materials:** Almanac, description of an imaginary country.

Students are presented with the conditions and problems of an imaginary country. Last year's budget and this year's needs and budget requests are given. There is, of course, an economic shortage. Students are grouped into ministries: Health, Defense, Education, Tourism, etc. With the almanac, students compare the budgets and conditions of various real countries. Groups discuss their own needs and each presents its case for budget requests. Then, the groups discuss and agree on cuts and compromises until a reasonable national budget is decided on.

Submitted by Ken and Visakha Kawasaki
Original source Kernel Lessons Plus (Longman)

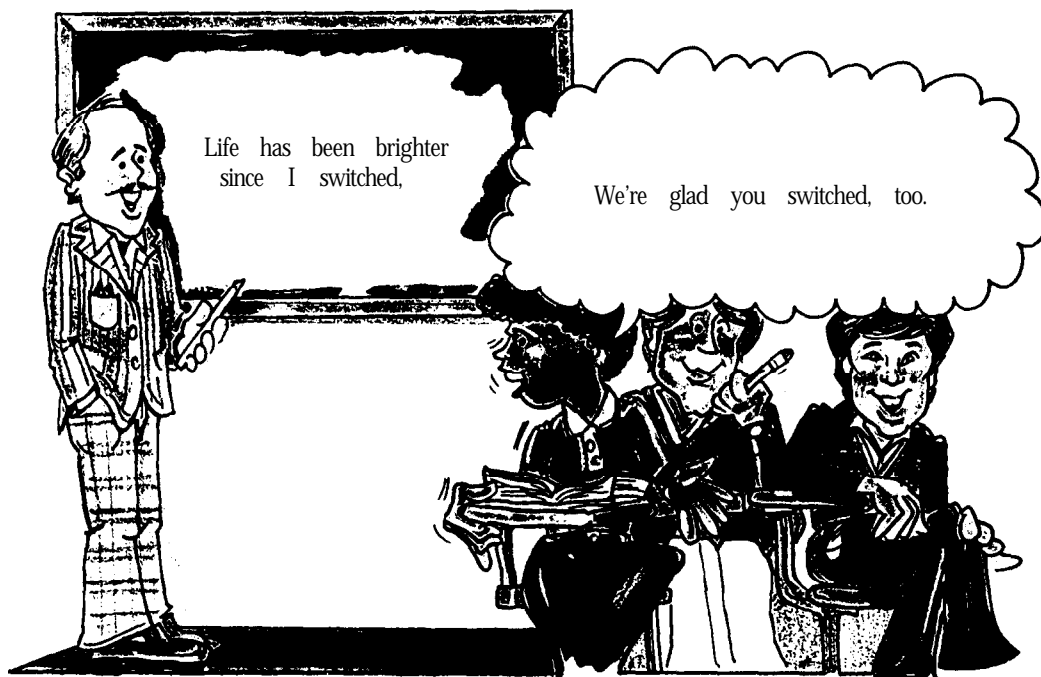
GLOBAL ISSUES THROUGH MOVIES

Activity: Film viewing, making & discussing original questions, & talking about related issues via worksheets. **Issue:** Pollution, littering/recycling, endangered species. **Level:** Intermediate-advanced. **Class:** Any size (has been done with 50-150). **Time:** 5-6 weeks (meeting for 90 min. /wk.). **Materials:** A video of the film Bushman, video monitors, worksheets.

Students view the film in 20-25 min. segments; after each segment, they write 4 opinion questions. These are collected and the teacher prepares a 15-20 question handout for the following session. Thus the format for a 90 min. class becomes: discuss a worksheet (i.e., Slaughter of Elephants); discuss the question handout (culminating with each team giving an oral answer to one question); view the next segment; write 4 new questions).

Submitted by Earl Cooper
Kansai University of Foreign Studies

Cont'd. on p.24



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FOREIGN LANGUAGES AND THE GLOBAL CITIZEN

by Hugh Starkey
Westminster College, Oxford

If there is one area of the curriculum that ought to be central to global education it is languages. If there is one set of skills that the global citizen ought to possess it is the ability to communicate in languages other than one's own. If we are really to empathise with other people we must be prepared to look at the ways in which their language encapsulates and interprets the world.

What a disappointment then to discover that foreign language teaching has been and still largely is one of the most backward and intransigent areas of the curriculum in global terms. An observer of pupils ploughing their weary way through five years of a language course would notice that the foreign language was used essentially as a tool of the consumer. The syllabus has pupils visiting tourist spots, staying in hotels, ordering ice-creams and meals in restaurants. Foreign families are portrayed as classically nuclear and white with fathers in work and mothers in the kitchen. Foreign language textbooks are amongst the most fertile grounds for discovering bias, racism and stereotype.

But it does not have to be thus. The content is not fixed and immutable and the new methodology of language teaching based on ability to communicate rather than formal accuracy encourages discussion, exchange of information and opinions perhaps leading to a personal or collective creative product such as a dramatic sketch, poster, letter or graph.

Two recent changes in language teaching methodology have prepared the way for foreign languages to gain their rightful place as one of the main vehicles for conveying a global perspective. One is the agreement that a language should wherever possible be taught with reference to authentic materials, that is materials produced by and for people who use the language as their main means of communication. This is in opposition to previous traditions where, because the syllabus was constructed following a certain grammatical sequence, material had to be specially written, usually by non-natives. The second innovation is that, with the accent on communication, language learning is no longer perceived as an individual activity but as something collective. Students have to talk to somebody and it cannot always be the teacher. They must therefore work predominantly in pairs and groups. They must be stimulated to talk and they will want to talk if they are able to involve themselves and their feelings. The task set needs to be one that is interesting and worthwhile in itself. The means of achieving it will be through the foreign language. Although the teacher may be primarily concerned with the amount of practice in the foreign language, the learner should be more interested in the content and the nature of the task.

For cautious teachers authentic materials are menus, bus tickets and tourist brochures. For global teachers, authentic materials may be campaign leaflets, advertisements, articles, cartoons or posters about

current events, environmental issues, human rights, peace and interdependence. Which materials are likely to produce the better discussion? Which are more likely to involve the learner? Which are likely to achieve better learning? The choice of a content that engages the minds and feelings of the learners, the choice of a task that stimulates them to express themselves are fully justified in purely pragmatic terms. Such an approach gives better results. Global teachers and language teachers have come together in search for appropriate material and tasks. There is now a two-way flow of influence. Affirmation exercises, group discussion exercises, experiential activities, role plays and simulations are now all part of mainstream foreign language teaching.

The most widely taught foreign language in the world is English. For most people in the world their perceptions of English-speaking society and culture come from television and then what is transmitted in their English lessons. It is to be hoped that the content goes beyond tea and tourism. Foreign language teachers should remain aware of the view of the world they are transmitting. They can also play a useful role in helping their students achieve a better and critical understanding of the media.

In the early stages of learning a foreign language the focus is usually on the individual meeting and talking with others. Affirmation activities have a twofold usefulness here. Speaking a foreign language requires self-confidence (as well as building it). The subject matter of affirmation exercises is personal information; name, likes, shared feelings and concerns. All this can be done in the foreign language at beginner level. So can cooperative games. Language learning too is learning through doing.

The notion of tense in language is the notion of time. A global perspective is also a temporal perspective, building on and learning from the past and looking to the future. Work on time-lines and other future-oriented activities is the ideal way to convey, incidentally, the future tense. Often students have difficulty with tenses because they are taught in a meaningless context. Global education provides an authentic context which facilitates learning.

Foreign language teaching methodology is based on a triptych usually referred to by a formula such as Presentation, Practice, Production. In the first stage the teacher introduces the new linguistic structure or function in a context. For instance, the future and conditional tenses can be presented by reference to wishes for a better world. Comparison can be introduced in the context of national and international statistics. Forbidding can be in the context of an immigration officer and an applicant. Instructions can be about building solar panels or drilling wells. Warnings can be about animals in danger of extinction.

In the Practice phase the teacher lets the students use the language in a controlled way. The control is

usually the provision of a game that will rely on formulaic language ((It's your turn) or a role play or structured conversation. Again the teacher chooses the context and devises the roles so that the subject can be anything likely to prove interesting or amusing. Students learn to empathise by playing a role but also by playing it using a foreign language.

The third phase has students using the language to perform a more open-ended and creative task. This may be preparing food or building a model from instructions; it could be writing a letter to a magazine or a politician; it could be making a radio item or video to persuade or inform; it could be making a poster or contributing to an exhibition; it could be discussing an issue and summarising the outcome. The teacher of foreign languages will find much inspiration for such tasks and activities in the major source books on global education. The context will be determined with a view to encouraging a global and multi-ethnic perspective and promoting the central values of justice, peace, solidarity and cooperation.

This article first appeared in the book Global Teacher, Global Learner (Pike & Selby, 1988--see Resource Guide in this issue). It is reprinted here with permission.

Conf'd from p. 21

SERIES ON NON-VIOLENCE

Activity: Reading, vocabulary building, discussion.
Issue: Non-violence and the Civil Rights Movement (this lesson can be expanded into several, since much material is available). **Level:** Intermediate/advanced
Class: Any. **Time:** 90 min. **Materials:** King banner; BBCINHK video The legacy of Martin Luther King, Jr.; excerpts /exercises of MLK life and work (Levine & Hughey).

Students have pre-knowledge with the I have a Dream Speech; show this in its historical context, telling the force and brevity of King's work. Excerpts from the videos show a demonstration being harassed and the non-violent response. Point out how King asked his marchers to leave if they could not avoid the violence of fist, tongue, and heart.

Submitted by Mary C. Miller

Materials: Videos. Levine, S. Hughey. *Our changing times*. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1985; Cooney R. & Michalowski, H. (eds.). *The power of the people*. Philadelphia: New Society Publishers, 1987. *Martin Luther King, Jr. catalogue*, Center for Non-Violent Social Change, Inc. 449 Auburn Avenue, N.E., Atlanta, GA 30312, U.S.A.

ENVIRONMENTAL AWARENESS QUIZ

Activity: Listening comprehension, oral practice. **Issue:** Environmental destruction. **Level:** Intermediate/advanced. **Time:** 5 minutes. **Materials:** Pair of disposable chopsticks, spray can, personal seal (hanko) made of ivory, tortoiseshell jewelry, disposable diaper, other everyday items that can be linked to destruction of the environment.

This 'quiz' is a lead-in to a discussion on global destruction of the environment. It should be carried out in a relaxed atmosphere. Have the students ready a sheet of paper and pencil. Tell them that they must write down what they think the discussion topic is going to be, making one guess after each clue that you show. Tell them that the clues are like a puzzle: they fit together. Then show the clues, one at a time. Be sure to mention that the personal seal (**hanko**) is made of ivory (this is the major use made of Japan's massive ivory imports) and that the jewelry is made of tortoiseshell (have someone look that up in a dictionary and tell the class what it is in Japanese). Allow the students to talk to each other. Finally, ask for the answer after all the clues have been shown. Once the topic has been verified, ask other students why each item is related to destruction of the environment.

Submitted by Mary Goebel Noguchi



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高江州 朝子
東京外語専門学校

私の勤務する東京外語専門学校には、言語教育の四柱といわれる Speaking, Listening, Reading, Writing の他に Current Topics という科目がコアサブジェクトとしてカリキュラムの中に組み込まれている。かいつまんでいうとこれは現代社会、歴史、地理、時事問題を統合したような科目である。最初は学生を就職試験の際の常識問題テストに備えるために設置されたらしいが、現在ではそういう一過性の利益を越え、学生の社会問題一般への関心を喚起し、地球市民としての意識を高めることに焦点がおかれている。我が校では5、6年前から5人のフォスターチルドレンのスポンサーになっているが、その費用は学園際やその他の行事で学生や教師達が行なう各種のイベントからの収益金で賄われている。そういうイベントの意義やその他の利他的活動へ学生の理解を促すためにも Current Topics (以下“CT”と省略。)の授業は大きな役割を担っている。この小論では過去6年間私自身のクラスでとり扱ったテーマや教室で実際行なわれたアクティビティの成功例をいくつか紹介したいと思う。

1. 過去にとりあげたテーマ

- 第一、二、三世界の定義
- 主な経済、政治形態の基本的説明
- 明治以降の日本現代史 (日本のアジア侵略、帝国主義を中心に)
- 人種差別、人権問題 (US、市民権運動)
- 人口、飢餓問題
- 難民問題／南アフリカ・アパルトヘイト
- 非暴力抵抗 (ガンジー、M.L.King)
- 戦争 ○宗教
- 環境問題 (熱帯雨林、オゾン層破壊、温暖化、原子力)
—— 最近では特に
- その他の時事問題 (東ヨーロッパの革命、変化を追っている。)

2. クラスアクティビティー

CTの時間は普通50分授業の週3時間、1クラス52人で行なわれる。授業は他の科目と同様英語のみで行なわれるが、クラスのレベルに応じキーワードは日本語という場合もある。最もスタンダードな方法としては、まず教師によるテーマの短い紹介。ここで学生の興味を喚起した後、テーマに関連する映画やドキュメンタリーを見せる。(たとえばアパルトヘイトなら“Cry Freedom”難民問題なら“The Killing Fields”等)その後クエスチョンシートを課し、答合わせのあと、詳しい内容を講義し、質疑応答をする。次にボキャブラリーシートを与え、必

要な語いを把握させた後、小グループでディスカッションをさせる。上級のクラスの学生はこの部分を一番好む。映画を観、興奮し、基本的な情報と必要な語いをチェックした後なのでしゃべりたくてしょうがないといった感じである。時間があれば他のグループの学生と意見を交換させる。カクテルパーティー式に5分ごとにパートナーをかせ、なるべく多くの者と話させる場合もある。52人のクラスなので下級のクラスだと収拾がつかなくなる場合もあるが、motivate されたクラスだと時間を制限することにより密度の濃い相互融発の出来る討論を促す事ができる。

難民問題に関しては上智大学の Rosemary Bass, Mary Nagashima 氏によるシミュレーションを使い大きな効果を上げた。Role-play を通し難民の立場に身をおくことにより、それまで他人事であったこの問題がとても切実なものに感じられ、問題解決の方法を自分なりに考えるようになったと多くの学生が感想を述べていた。(English for Unselfish Purposes: Compassion, Awareness and Global Responsibility Presentation at JALT '88 Conference in Kobe 参照) このシミュレーションのあと私はフォローアップとして日本在住の元カンボジア難民であるトミー・メネス氏を招き、Polpot 支配下のカンボジアの状況や彼自身の逃亡生活の模様を話して頂いた。あれ程真剣に学生が講義に耳を傾け、質問をするのを私は見たことがない。

授業と併行して学生には週一度新聞 (上級のクラスは英字) の切り抜きをさせている。ローカルニュースは除き、重要な国内、国際ニュースを選ばせ、5 WH (Who, What, Where, When, Why 或いは How) と自分の意見 (上級ではニュース分析も) を書かせる。時事問題をフォローするに恰好な課題である。新聞離れの世代なので最初は不平が絶えないが意義がわかってくると次第に感謝するようになる。

この他、1グループ2人のリサーチ・プレゼンテーションプロジェクトを課した事もある。これは各グループに興味のある国1つを選ばせ、その国に関する様々なテーマを自分達でリサーチさせ、結果を15分程度でクラス全体に発表させるというものである。自分達で選んだテーマなので興味をもってリサーチするし、又クラス全員の前で英語で発表しなければならないので皆必死になってチャートやグラフを作成し、原稿を覚える。評価はリサーチの内容と発表の仕方の両面から行う。

次に昨年の暮れ催された、“International Awareness seminar”について話したい。これは Amnesty Interna-

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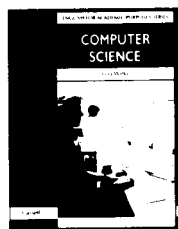
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tional や Foster Plan, Friends of Earth といったような環境、人権、難民問題に関わる様々な団体の代表を招き、それぞれの専門分野に関する講演を行ってもらおうというもので、学園祭の行事の1つとして催された。講演以外にもクラフトエイドをしていらっしゃる団体による第三世界の美しい手工芸品の展示販売も行なわれ、その方面での意識も高まったようである。セミナー後はCTや作文のクラスの多くの教師が学生に課題を与えた。私自身はCTのクラスではもとより、作文のクラスでセミナーで提示されたテーマを参考に学生1人1人に興味のある社会問題をとり上げさせ、それに関する“Cause, Effect and Solution”の作文を課した。内容からしてセミナーの与えた効果は明らかであった。

最後にCTの意義についてももう一度確認したい。言語習得に欠かせないのは、話す内容をもつという事である。我々が母国語を学ぶ過程において、伝えたい、表現したい事柄がいつも先だっている。その強い欲求のもとに我々はどん欲に言葉を覚えてゆく。外国語を学ぶ時もこれと同じで、話したい事がなければ言葉はいつまでたっても覚えられない。ただ機械的にパターンを反復し受身に情報を与えられているだけでは表現能力は一定のレベ

ルに止まるにすぎない。そこで、6年間の基礎英語力を身につけたあとの学生を教える我々教師の役割とはいかにこの「話したい」という欲求を起こさせるかということになると私は思う。一度喚起されたら人はおのずから自分の教えを組み立て、それを表現するために必要なボキャブラリーを手さぐりでつかんでゆくであろう。まず考えが先行すべきである。そこに、我々のおかれている環境に直接関わりのある生々しいテーマを提供するというクラスの意義があると思う。

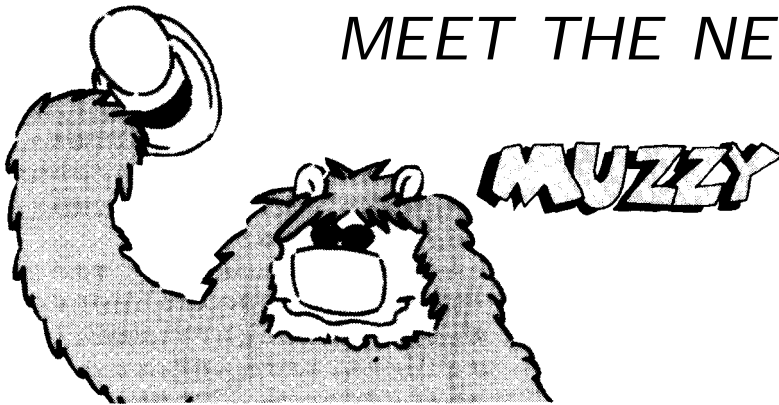
もう1つ言語習得以上に大切なのは、学生の1人1人が情報をうのみにする受身の人間から自分自身の頭で情報を分析し、判断することのできる能動的な人間に変革することである。私のクラスでディスカッションが強調されるのはそのためである。学生がそのように自分で考え、行動するような人間に育ってほしいというのが私の切な願いである。過去歴史の大きな変りめに国家や少数の個人のプロパガンダにいかにも国民の多くが盲目的に従ったことか。それによっていかに多くの破壊がなされ、犠牲が強いられたか。自分で考え、行動する能力をもった国民なしには民主主義は保たれない。私にとってCTはそういう教育を直接行うことのできる貴重な場なのである。

Global Awareness Education and Language Acquisition

By Asako Takaesu
Tokyo Foreign Language College

This article describes how global issues are dealt with in a “Current Topics” foreign language class conducted at Tokyo Foreign Language College. Themes covered include world economic and political systems, definitions of the “Three Worlds,” the history of Japanese imperialism, as well as global issues such as population, hunger, refugees, non-violence and the environment. Classes are conducted in English and include such activities as teacher lectures, vocabulary worksheets, video-viewing, group discussions, simulations and guest speakers. For homework, students write news diaries and prepare research projects for presentation. An “International Awareness Seminar” is held as part of the school festival, which features a Third World bazaar and presentations by “global issue” groups such as Amnesty International and Friends of the Earth. The author concludes with a discussion of the role of global awareness activities in language learning and the importance of educating students for critical thinking and social responsibility.





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GLOBAL, AWARENESS QUIZ: A TEST OF "GLOBAL LITERACY" FOR YOU AND YOUR STUDENTS

by Farrell Cleary

We hope the quiz will interest both teachers and students. Answering in small groups will evoke discussion.

Warning: The quiz contains information from a variety of secondary sources. Some of the answers are designed to provoke reactions of shock, amazement and commitment to a better world, but may, if taken without the recommended dose of skepticism and humour, lead you to accept as fact what can be no more than (sometimes wild) guesses, or give you the feeling that you have been manipulated into accepting some unstated premises as gospel. Who was it said "They are lies, damned lies and statistics"?

Life

Environment

Humans

Wealth and Poverty

Poison

Strife

Men

- 1) How long has there been life on Earth?
a) 30,000 yrs.; b) 3 million yrs.; c) 30 million yrs.; d) 3 billion (109) yrs.
- 2) If the present rate of cutting continues, how much of the world's rain forests will be left in 50 years?
a) none; b) 20%; c) half; d) 70%.
- 3) Which one of the following measures would do the least to reduce the Earth's warming?
a) Stopping deforestation; b) Burning less fossil fuel; c) Putting filters on car exhausts; d) Using bicycles and public transport.
- 4) Which of the following are the most serious causes of Earth warming?
a) cars; b) factories; c) power stations.
- 5) The ozone layer is important for human beings because it
a) stops heat escaping into space; b) absorbs radioactivity; c) protects us from ultra-violet rays; d) reduces CO₂ levels.
- 6) How many people are alive on Earth today?
a) 1 billion; b) 5 billion; c) 10 billion; d) 15 billion.
- 7) How many nation-states are there on the Earth?
a) 50; b) 80; c) 160; d) 200.
- 8) How many people in the world do not have enough to eat every day?
a) 6%; b) 10%; c) 20%; d) 50%.
- 9) How much of their GNP do the richest countries give in overseas aid?
a) 0.1%; b) 0.3%; c) 1.2%; d) 6.9%.
- 10) How many people have died as a result of mercury pollution from the Chisso company factory in Minamata?
a) 50; b) 100; c) 600; d) 800.
- 11) How much did the Japanese government spend on promoting nuclear power in 1989?
a) X300 million; b) Y3 billion.
- 12) Before Chernobyl, the most notorious accident involving a western [sic] nuclear plant was at Three Mile Island in the U.S. In 1957 a nuclear accident took place that released 1,000 times as much radiation as at Three Mile Island. Where was it?
a) Japan; b) the U.S.A.; c) Tahiti; d) the U.K.
- 13) How many refugees are there in the world?
a) 1,000,000; b) 12,000,000; c) 15,000,000; d) 20,000,000.
- 14) How many village medical clinics could be built with the money spent on one tank?
a) 100; b) 1000; c) 2000; d) 10,000.
- 15) In Japan, the percentage of separated, unmarried and divorced mothers who receive no support from their former mates is:
a) 5%; b) 50%; c) 75%; d) 95%.
- 16) What proportion of Japanese managers are women?
a) 2%; b) 8%; c) 16%; d) 31%.

Answers: 1) d. (human beings for 2 or 3 million years). 2) a. (Japan alone admits to cutting 0.9% of all the world's rain forests each year.) 3) c. (Carbon dioxide is not stopped by filters currently in use, which are designed to stop the more obvious pollutants.) 4) a. (Cars account for half of the world's fossil fuel consumption.) 5) c. (Any decrease in the ozone layer means more skin cancer and a big decrease would

damage plants and drastically cut food production.) 6) b. (The population will increase by a billion in ten years.) 7) c. 8) c. 9) b. 10) d. (This is the figure given by the patients' organisations. Most of these people have died since so-called "Minamata disease"-Chisso poisoning would be a more appropriate name-dropped from the news.) 11) b. (This does not include the much larger sums spent by the electricity companies them-

(Cont'd on p. 33)

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OVERCOMING TEACHER BIAS IN THE GLOBAL ISSUES LANGUAGE CLASSROOM

by Michael Higgins

Yamaguchi University, Faculty of Liberal Arts

Avoiding Bias-The Background

In trying to create more relevant classes for language acquisition, the idea of developing courses using a base of "Global Issues and Social Responsibility" as the vehicle of instruction has recently come to the fore. One issue that should be resolved is how to avoid both teacher and advocate bias in such a class. Many teachers who would otherwise be interested in developing such classes have expressed their concern that such a class could easily become a forum for the teacher to expound his or her particular viewpoint as the only right way to address the problems being presented. The students, on the other hand, are equally concerned that the teacher not use such a classroom for "preaching" to them or ignoring their viewpoints. To deal with these worries, this paper will discuss three different approaches to education, and present a method of consultation that will make such concerns largely irrelevant. It will also show how to help students to think critically and to more clearly distinguish fact from opinion. However, if the teacher is unable to disengage from the "I-have-the-only-acceptable-answer" position and lectures from a "superior moralistic" viewpoint, then the students are likely to be "turned off" and the resultant language learning will be disappointing to all concerned. To avoid this, the method of consultation advocated here requires the active participation of both the teacher and the students in the entire process.

Three Approaches to Education

Let us now briefly examine three general approaches to education and their application to the language classroom in the context of a rapidly changing society.

The "**Banking Method**": Traditionally, the primary emphasis of education inevitably has been on the transmission of knowledge, skills and attitudes already developed by previous generations that found them useful to their own culture. That somewhat utilitarian method has been called the "banking method," because in this approach the student is seen as an empty coin box and the teacher drops little golden coins of knowledge into the box until it is full. The student then graduates having "completed" his or her education. Thus, education, at all levels, has tended to lag decades behind, usually content with the levels of knowledge achieved in previous generations and passing on often long outmoded attitudes and even outdated and erroneous information. In today's world of ever increasingly rapid change, such a parochial attitude is not only harmful, but dangerous. In the traditional English language classroom in Japan, this method has usually been expressed in the grammar/translation method of instruction where grammar

greatly outweighed usage, or in lecture classes in English literature, where it was assumed that the students' knowledge of the subject was, at best, somewhat minimal.

The "**Dialogue/Discovery Method**": The 'dialogue/discovery method' was advocated by Brazilian educator Paulo Freire in the 1970s and has gained a considerable following in educational circles around the world. In this approach, the teacher is seen as equal, not superior to, the student and knowledge is shared through discovery and dialogue mainly between the students. The teacher is more of a facilitator than an instructor. The student is seen as an already knowledgeable individual and must only be allowed to look inside, as it were, to discover and release that knowledge. So rather than seeing students as blank slates waiting to be written upon, the Freireian model sees the students as already written books that are waiting to be opened and read. This writer remains somewhat unconvinced of the applicability of this approach for foreign language education, though in real life situations it might be considered that the student knows how to learn a new language based on the fact that he or she has already naturally learned his or her native tongue. There are some aspects of this method, however, that might be applicable in a language classroom using global issues and social responsibility as the vehicle of instruction.

The "**Mining Method**": This third approach has gained the respect of educators at all levels and in all fields of education throughout the world. It was expounded by the great spiritual educator Baha'u'llah in the closing decades of the last century, and may be termed "the mining method." In this model, the student is seen "as a mine, rich in gems of inestimable value" (Baha'u'llah, 1971, p.260) and the teacher's task is to get to know the student so well that the student can be helped to discover the talents and capacities ("gems") hidden inside and to bring them out to be polished and refined. The teacher in this approach does have a higher station than the student but sees the student as a somewhat equal partner in the educational process.

In contrast to the Freireian model that says all knowledge lies within us, dormant until it is discovered and brought out in dialogue, the "mining" model recognizes that the talents or capacities of thought, reason, imagination, and so on, within each individual must be relined and developed through application to knowledge presented by the teacher. The goal of education is not seen merely as the absorption of a body of material into the students' memory, as the "banking method" suggests, but also the development of the students' powers of reason, critical thinking and creative imagination as they acquire and interact with the

growing body of knowledge that both the students and the teacher share access to.

Avoiding Bias-The Consultation Method

There are several popular models of group discussion/guided discussion currently in use, both in the classroom and in government. Briefly, they include brainstorming, group discussion (many varieties from formal to informal), debate, and panel discussion. The model of consultation presented here combines the strengths of "brainstorming," where people are encouraged to share their ideas freely, the structure and direction of a "discussion group with a leader," and the expert opinion possible in "panel discussions." And yet, as will be shown, when properly done, consultation does not share the limitations of these models.

The explicitly understood premise of the consultation method is that the consultative group has two main purposes: to create unity and to be firmly committed to uncovering the Truth (truth being more important than "face"). Beyond this initial understanding, there are seven steps that must be taken in turn in order for the best results to be realized. In order for the method to be effective, the teacher must carefully explain the rules and purpose of consultation. It is also important before beginning this procedure that the teacher present materials related to the subject under discussion, such as relevant vocabulary lists and phrases, an outline of the scope and history of the issue, video materials dealing with some aspect of the situation, or fact sheets at the appropriate language development level (Higgins, 1999, pp. 169-171).

Assuming that all of the above prerequisites are met, the teacher can then divide the class into groups of 5 to 9 (odd numbers seem to work better), appoint a leader and "recorder" for each, and have the groups follow the seven consultative steps:

1. Agree on the problem
2. Agree on the principles or policies involved
3. Gather facts and opinions
4. Share ideas for solution of the problem
5. Decide on the solution
6. Put the decision into action
7. Review the decision and change it if necessary.

(Each step implies checking for "continuity" with all previous steps, e.g., "Do these facts agree with the perceived problem, are these facts not pertinent to the problem at hand or do these facts demonstrate that our perception of the problem was not correct?") Let's now look at each of these steps and see exactly what purpose they serve, both in the consultative process and in terms of acquisition of linguistic and communicative skills.

The First Step: The group must agree on the problem under discussion. For example, under the issue of World Hunger-is the mot problem a lack of food or a lack of agricultural resources, a lack of pmpper distribution of existing food supplies or an immoral marketing system that leaves millions to die? This first step might seem to be too obvious to deal with, but it is deceptively easy and as will be seen by carefully considering the above example, the solution that the

group comes up with is dependent on the choice of problems that the group chooses to focus upon.

The Second Step: The group must agree on the principles or policies involved. It is vital that the teacher carefully explain what is meant by the word "principle" here, as it is often not understood by students. For example, under the problem of World Hunger, the principle could be "equality of the basic human right to adequate nutrition." This principle of human rights finds itself juxtaposed to the "profit" principle or policy in a free-market system. All applicable principles and operating policies should be stated clearly and an attempt should be made to bring them into balance in seeking solutions. These first two steps also serve the purpose of developing the basic language and vocabulary of the issue being discussed, of enabling the students to understand each other's viewpoints and of defining the parameters of their focus.

The Third Step: The group must gather facts and opinions. This is the opportunity for the teacher to introduce various newspaper, magazine, reference, atlas and encyclopedic resources to the students. In addition, the teacher can help to teach critical thinking skills thugh helping the students learn to separate facts from opinions, as well as facts from "pseudo-facts" (information that is presented as fact, sounds like a factual statement, but is in actuality based on half-truths or is pure and simple disinformation). Additionally, the students will learn how to fit the facts together into a coherent and logical structure that will allow them to clarify the nature and extent of the pblem being studied.

The Fourth Step: In sharing ideas for a solution, the students can then begin to communicate their ideas and thoughts, however incomplete they might be, as the consultative forum not only strongly encourages each participant to voice their ideas and concerns, but is greatly dependent upon it. In this kind of consultative group, the leader has no special rights or powers, but rather has the responsibility to insure that all voices are heard in an atmosphere of courtesy and acceptance, so that students can learn to overcome their initial shyness and express even bits of ideas or "wild" ideas without having to be concerned that they will appear foolish. Care should be taken to insure that the discussions are held in the target language.

The Fifth Step: The group will then decide on a solution from among all of the ideas shared in step 4 or by knitting together the best fragments of several ideas presented. The group should try to make a unanimous decision as division only serves to add to the problem, rather than solve it.

The Sixth Step: Now, where possible, the group can translate its decision into action. For example, members may decide to make personal life-style changes that could have longrange impact on the issue fmm an individual level. Or, the group might decide to write a letter of inquiry, protest or concern to, say, a government agency or newspaper/magazine or company. This can become an important step in learning to take real responsibility for their decisions as well as

using the target language to express their thoughts.

The Seventh Step: Here, the groups are involved in reviewing the decision and making any adjustments or corrections necessary. In the real world, this is an on-going process involving long-term consultation. In the classroom, this is where the teacher can help the students to see the implications of their decisions and show them where a different or new set of facts might alter the decision or change the result. It is an opportunity to evaluate the effectiveness of the group in the consultative process as well as an opportunity for the teacher to evaluate the language learned.

SOME FINAL THOUGHTS

Other than skills in the target language, Kolstoe (1985, p. 93) asserts that working in an consultative group of this type, helps to develop: the ability to listen effectively; the discipline to pursue excellence; a positive attitude towards life; techniques for problem solving; the ability to take action and responsibility for one's decisions; and the spirit of true leadership (being able to infuse spirit and direction in a group). These particular side-benefits are surely skills we would like to see our students possess.

This consultative model may seem to be overly involved by those who are unfamiliar with it. However, it is a working model that is being used successfully at local, national and even international levels of business and government. Kolstoe (1985, p.7-10) refers to it as "the communication model of the future, the bedrock of future civilization."

Consultation teaches systematic approaches to communication and conflict/problem resolution. Consultation helps to hold the discussions in the objective while allowing for subjective feelings. It creates a feeling of participation and worth in students. It confirms the idea that English (if that is the target language) can be used for real and effective communication. But the ultimate success of any class using the consultative method, will depend upon the willing cooperation of all of the participants in the process to learn how to ask the right kind of questions, how to find out the facts, how to assess the value and meaning of the information received, and how to apply their creative and logical reasoning powers toward solving global problems.

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Michael Higgins has been actively involved in Global Education for over 15 years, has traveled widely, and describes himself as a "world citizen" when asked his

nationality. He has lived and taught in Japan for the last 12 years.

(Cont'd from D. 29)

selves.) 12) d. (At the Windscale plant, now renamed Sellafield. Successive British governments kept the accident secret for 30 years.) 13) b. 14) c. 15) d. 16) b.

Sources 1) J. Lovelock, *Gaia*, O.U.P. 2) *Daily Yomiuri*, Nov. 9, 1989. 4) Southam Newspapers, (Canada) Oct.7, 1989. 6) & 7) *World Citizen Quiz*, University of Denver. 8) *Ending Hunger*, Random House. 10) Minamata Disease Museum. 11) *Asahi Evening News*, Oct.12, 1989. 12) *Time*, Oct.31, 1988 14) *Christian Aid*, UK. 15) & 16) *Asahi Evening News*.

Follow-up Questions

(Best answered in small groups)

Do any of the answers seem incredible to you? Which ones? Decide where you could look to confirm the information. What issues lie behind the questions? What is your reaction to each question and answer? (e.g., surprise, anger, indifference.)

Can you deduce what are the attitudes of the people who made the questions? Do you agree with those attitudes? What effect, if any, have the questions had on your attitudes?

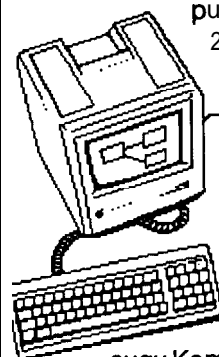
Farrell Clear-y teaches at Kumamoto Women's University. He is a New Zealander who has also taught English in Spain, Italy and New Zealand.

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Opinion

SOCIAL CONSCIOUSNESS: GREAT SUBJECT MATTER FOR THE LANGUAGE CLASSROOM

by Colleen Jaques and Tommy Jaques

Why should language teachers promote the study of social consciousness in the classroom? Studying social issues and socially conscious organizations is a means of getting students to think about their place on earth, what might be wrong with the world, and how they can, as individuals, make it a better place. Socially conscious organizations address the most pressing concerns that we face today: feeding starving people, freeing those unjustly imprisoned, protecting our environment—the kinds of things that appeal to our sense of compassion and humanity. Quite frankly, we feel it is difficult to only be exposed to the questions raised during the study of social issues without wanting to look further for solutions.

The study of social issues is a strong motivator for speaking in the classroom because, while involving themselves in the issues in the target language, students develop strong convictions about that which they are studying. They feel a sense of urgency in communicating thoughts and opinions to others, exchanging ideas and growing. Students want to educate, persuade, discuss, and debate with their classmates—serious motivation to talk and listen. We have experienced with our students the excitement and personal satisfaction that come with getting involved with issues and organizations in the target language.

Social consciousness in the classroom must begin with the instructor, who has to be informed in one or more areas of social consciousness, for example, the greenhouse effect, hunger and malnutrition, human rights or animal rights. Minimally, the instructor should read newspapers and magazines, making note of the issues and organizations (a minimal requirement of any good educator). You are probably socially conscious to some degree now without realizing it *as* such. The next step in being a socially conscious instructor includes some level of active participation, anything from boycotting nefarious foods and products in your weekly grocery shopping or joining a socially conscious organization to participating in an anti-nuclear rally.

Since this is the beginning of the Japanese school year, now is the time to rethink some of the activities and lessons which you have planned for the coming year, and incorporate the study of social issues and organizations into your syllabus. Take the time, it is not that difficult, and you will be doing something positive for the world. Start with this issue of *The Language Teacher*! If you don't take the initiative to turn your students on, who will?

Tommy Jaques and Colleen Jaques teach at Nanzan Junior College in Nagoya.

My Share

EDUCATION AND ACTION BEYOND THE CLASSROOM

By Julian Bamford

I used to teach at a *senmon gakko* (vocational school) where students studied English from 9:00 a.m. to 3:30 p.m., five days a week. That was the official class time, but the teachers considered speaking English with students outside the classroom to be as important as the regular classes. Outside class, people can less self-consciously be themselves, and use language for all the unpredictable wants and needs of daily life. Such practice is available if you study English in an English-speaking country, but not here in Japan. So, at the *senmon gakko*, the native and non-native teachers made it a rule to chat with students in the lunch break and after class, and to join frequent outings and parties. Then, when some of us got interested in addressing the issue of world hunger, we found it naturally fitted into the framework of these intimate, essential extra-curricular activities.

I think that was an important discovery. Unless they share a common interest, the average teacher and student may have little incentive to spend extra time together. But volunteer work with global issues can be a perfect context for sustained teacher-student contact outside class. Personally, because I'm committed to a just world free of war, hunger and poverty, and because I'm committed to my students' learning English, I find there's no better combination than working on global issues with students outside the classroom. While students get the language practice that I need them to get to complement my classes, we are working together for the future world of our choice.

It doesn't matter what the issue is: it might be a global one like hunger, human rights or the environment, or a more local concern. It might be a cause that you personally support, or a topic raised in the coursebook or perhaps brought to class by a student in the form of a news article. But the starting point is always that the teacher and some students decide that an issue is important enough to act on. They then decide to join or create a project to publicize that issue. A parallel decision, perhaps unspoken, is that, for language practice purposes, work on the project will be carried out in English.

It isn't hard for a group of people to share a common concern, but it's sometimes hard to get started on a project. What can hold people back is the search for the most effective thing to do. From personal experience I can say that it doesn't matter what you do, just do it. If you plunge in and do something, however insignificant-seeming, it starts a process. If you persist, other opportunities present themselves, and what you did has results you could never have predicted and may never even hear about.

Fund-raising is an obvious way to act on most issues, and at the *senmon gakko* we decided to mount

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a sponsored walk for ending hunger. (As most people know, this is an event in which participating walkers ask friends to "sponsor" them for each kilometer walked on a certain day. After the walk, the walkers collect the money from their friends and donate it to a volunteer agency.) Students and teachers worked together on designing posters, researching and translating materials, brainstorming ways to introduce to Japan the then-new concept of sponsorship, and contacting the media and other schools. On the day, 200 teachers, students and friends turned out to walk some or all of the 35-kilometer course, thus raising ¥2 million for a Japanese volunteer group with a development project in Ethiopia. Over and above the money raised, however, there was the publicity the event received. By going public with our concerns, we added to the ongoing debate over the future of our world. We also gave other people inspiration for their own action projects.

Other fund-raising ideas have ranged from community service events (trash clean-ups) to athletic events (sponsored runs and sports festivals) to more "cultural" events (concerts, English dances, dramas, tea parties and beer gardens). Fund-raising at some schools has included a stall at the annual school festival (with rummage items, or craft goods sold on commission from sources such as the Third World Shop) or a school business (providing needed services such as lunch boxes, baked goods or fresh coffee) and the most easily set up of all: a collection box (for small change, and infractions like speaking the non-target language.) All but the last involve substantial preparations, and are thus great grist for the language-practice mill.

Another type of after-school project very much concerned with language is writing letters in support of environmental groups or organizations such as Amnesty International. It's easy to see how participating students are keenly motivated to learn how to write correct and effective letters in writing class. In fact, all projects have great potential for tie-in with classroom study. Having decided to take on an issue, one can explore background information as subject matter during class, along with other areas such as how the individual can participate in politics and the media.

Even what might seem a solo effort can involve your students...and other teachers. When I made an "End Hunger" sponsored cycle ride the length of Japan

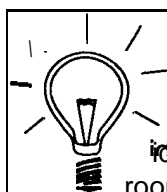
last year, it was the students who organized an on-campus concert to publicise the event and appeal for sponsors. They also contacted the media throughout the country and took charge of accounting. For the last two tasks they contacted their computer and journalism teachers, and the latter made the writing of an effective press release a class project. And now things have come full circle. I have said that I'm too busy to ride down Japan next summer, so the students have decided to organize their own sponsored walk around Kamakura next fall. All I'm doing is advising, and reminding them to use English in their planning meetings!

I consider my interest in global issues to be akin to a hobby shared with a number of my students. It may provide us with a context for language practice, but the bottom line for me is that some of the impoverished and oppressed in our human family are being given a chance to help themselves. And our world has a little more justice, a little more sharing, a little more love, and a little more humanity.

NOTES

1. See the Resource List elsewhere in this issue for the address.
2. For a lesson plan, see Brenda Sandilands' article in *Practical English Teaching*, December 1989, pp. 22-23.

Julian Bamford is an Associate Professor at Bunkyo University, where he has been teaching English since 1986.



Share Your Ideas with Us

Do you have good ideas for use in the classroom? Why not share them with colleagues through the My Share column. Write them up according to the guidelines in the January, 1990 issue of *The Language Teacher* and send them to My Share editor, Louis Levi (address p.1 of this issue).

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Under Cover

Global Teacher, Global Learner. Graham Pike and David Selby. London: Hodder and Stoughton, 1986. Pp. 312. ¥4,660.

Anyone looking for a practical introduction to global education could hardly go wrong in buying this book. It is not a student's book. It is not necessary to read it all the way through. It is a teacher's resource book that can be dipped into as needed. Full of activities that a teacher can immediately use in class, it is at least 75% practical with the remainder explanatory or theoretical. The book was developed out of a World Studies Teacher Training Project held at the University of York, home of the Center for Global Education. It ranges in scope from elementary education materials to materials suitable for college.

Part I is introductory, defining four dimensions of globality and the goals to be attained by students. The 'spatial dimension' of globality deals with the interconnectedness and interdependence of the world's people. The 'temporal dimension' is concerned with some historical perspective, but most of all, in this book, future potential. The 'issues dimension' deals with various concerns such as the environment, human rights, economics, culture, and our views of the world. The 'human potential dimension' points to the need for whole persons to contribute to the wholeness of the planet. There is considerable emphasis throughout the book on "person-centered planet-conscious learning." Carl Rogers is often cited in the references at the end of major sections, and a number of activities in the book deal with personal growth and awareness. Part I is one of the most theoretical, giving considerable background information for teachers, but there are also a number of practical activities for classroom use, such as the following, which is recommended to increase the students' awareness of spatial globality:

Supermarket Survey

Students visit a local supermarket and note down products on the shelves and their country of origin. Returning to school, they present their findings in written or illustrative form.

(9)

For the study of temporal globality students might do the following activity:

Newspapers in the Future

Groups of students form writing/editorial teams to compile a 'Future Times' (or other title of their choice). They agree on a date ten, twenty, or thirty years into the future and cover local, national and global news through reports, editorials and illustrations.

Advertisements can also be included. (19)

Part II, the largest section, consists of about 150

pages of practical classroom teaching activities. With some adaptation, most of this material can be used in second or foreign language classrooms. Many techniques and activities are universal in application so a teacher could use them in virtually any language class. Besides a variety of activities concerning global issues such as tropical rain forest destruction or exploitation of third world labor, there are also good getting-acquainted activities, discussion topics and techniques. Included are ideas for role plays, simulations and evaluation of the class by students. Judicious use of the lighter person-centered activities in this section can warm the class atmosphere to facilitate discussion concerning the weightier global topics.

Part III is concerned with introducing global education into various areas of public school curriculum, such as art, music, language study, history, math, and science. Consider:

For cautious teachers authentic materials are menus, bus tickets and tourist brochures. For global teachers, authentic materials may be campaign leaflets, advertisements, articles, cartoons or posters about current events, environmental issues, human rights, peace and interdependence. Which materials are likely to produce the better discussion? Which are more likely to involve the learner? Which are likely to achieve better learning? (240)

Part IV is concerned with the global teacher. After the first three parts, with their focus on person-centered and planet-conscious learning, one is not surprised to find statements about the global teacher such as:

The global teacher is a facilitator. The global teacher has a profound belief in human potential. The global teacher is concerned with the development of the whole person. The global teacher employs a range of teaching learning styles in the classroom. The global teacher sees learning as a process that is lifelong. The global teacher is rights-respectful and seeks to shift the focus of power and decision-making in the classroom. (273-74)

This section includes a number of activities for teachers to use in training with other teachers or through self study. It is not a listing of platitudes but a practical guide for teachers who wish to do further study or curriculum writing for global education.

This book is comprehensive in scope while somewhat limited in depth. However, there are bibliographies at the end of each chapter for teachers interested in doing further study or finding more materials. One important point should be kept in mind by ESL and EFL teachers: **Global Teacher, Global Learner** was written for native speakers of English from elementary to high school level. ESL and EFL teachers will have to adapt some of the language and materials according to the type and level of class being taught. In addition, teachers outside England may have to adapt some lessons to suit their particular location.

Reviewed by Bill Cline
Osaka Jogakuin Jr. College

Contemporary World Issues: An Interactive Approach to Reading and Writing. Richard L. Light and Fan Lan-Ying. New York: Collier-Macmillan, 1989. Pp. 248.

Contemporary World Issues aims, the cover tells us, to integrate reading and writing practice at higher-intermediate to advanced levels. "Practice" is the key word here, for although the book does a good job of reinforcing reading skills such as predicting, skimming, scanning and the use of context clues, a basic familiarity with these concepts and techniques is assumed. The writing sections of the text assume less, and they introduce basic paragraph structures like contrast, time-sequence and argument quite well. The key concepts of topic sentence and conclusion are mentioned rather than explained, but the book's well chosen model paragraphs provide good examples.

Contemporary World Issues' twelve chapters cover a wide range of topics that should amuse the interest of students in Japan such as drugs, arms-spending, bi-cultural education and refugees. The readings are said to be based on authentic materials, although as they have been transposed into a standard two-column, numbered paragraph textbook format, it is difficult to know to what extent they have been adapted.

Chapters follow a six-part format with the first three sections devoted to reading, the fourth to writing and sections five and six to additional readings. A photograph related to the topic opens Section 1 ("Background"), followed by two or three questions--and often a short reading--designed to help students become conscious of any knowledge they already have of the topic under study (in current terminology, to "activate their content schemata"). Each "Background" section also contains a multiple-choice "Essential Language" exercise designed to acquaint students with language they must understand to comprehend the main reading text. These exercises are generally well done but a few require more background knowledge than seems realistic.

Section 2 ("Pre-Reading") contains a skimming and a scanning exercise to ease students into the main reading task.

The third section opens with the chapter's main reading, preceded by two or three comprehension questions which both draw students' attention to the text's key aspects and encourage them to take a stance on what they read. These main readings are typically one B5 page in length and are followed by extremely useful and well thought out "Vocabulary Study" exercises which focus, paragraph by paragraph, on important words and phrases in the text. In using these exercises in class, I was struck by how many of these vocabulary items seemed to be genuinely valuable. When additional readings on the same topic were introduced, the frequent reoccurrence of many of the words studied here was noticed by students themselves, and many felt that these exercises were the book's best feature.

Vocabulary Study exercises are often followed by tasks based on charts and graphs. *Contemporary World Issues* puts strong emphasis on "transcoding" informa-

tion to and from graphic forms--skills that are increasingly important today.

Section 4 typically requires students to write two paragraphs--one "factual" and another containing a personal opinion or position. There are pre-writing tasks which help students find and organize key information from the readings for the factual paragraph, and which require them to clarify their ideas about the topic prior to writing their "opinion" paragraph.

A "Summary" section follows the writing exercises, sometimes in the form of a set of "review" questions but commonly in the form of a short reading. To call the latter "summaries" is a misnomer, as they very often add information and opinions not previously encountered. Use of these sections is optional.

Each chapter closes with an explicitly optional "Supplementary Reading." These final readings feature a word-count (as well as comprehension questions) and students are encouraged to use them as tests of their own reading speed and understanding.

Contemporary World Issues contains an enormous amount of information in its readings, maps and charts. A small elective class at a college senior level took between two and three hours to complete a typical chapter's reading sections alone, requiring that chapters be split up over several lessons. A group of businessmen at an advanced level covered the readings much more quickly, but spent more time discussing the ideas they contained. Readings may of course be set as homework, and exercises--even entire chapters--can be omitted without fear of depriving students of information they will need later in the book. Readings do not increase in difficulty as the book progresses, but writing tasks do. With this in mind, teachers may use chapters in any order.

Contemporary World Issues is best suited for a class which will meet frequently and/or over a long period, and whose members are not averse to homework. Although the book claims only to integrate reading and writing skills, there is sufficient emphasis on discussion to qualify it as a text to develop speech skills. A common drawback of conversation texts is that they fail to provide enough information to "fuel" sustained discussion among learners. This problem is very unlikely to arise in a class using *Contemporary World Issues* as a coursebook.

Reviewed by **Bob Gibson**
Obirin University

Stages of Life: Mime, Improvisation, Roleplay and Skits for English Language Learning. Jonah Salz. Kyoto: Yamaguchi Publishing House, 1989. Pp. 88

Stages of Life, as the title suggests, offers a large variety of mime, improvisations, mleyays, and skits for almost every English class from beginning to advanced.

The six stages of life chapters are Growing up, Campus Life, Working, Travel & Entertainment, Dating & Marriage, and Society. Each chapter in-

cludes seven to nine different topics. For example the "Society" chapter offers roleplays in which the pros and cons of divorce can be discussed. "Dating & Marriage" brings up the question of international marriages in Japan. These topics really catch learners' interest, since they are truly related to their lives. The older the students, the more heated the discussions became.

The "action plays," in which only acting out is required, were undoubtedly the most popular, especially in beginners' classes. Even shy students lost their inhibitions and were eager to participate since they were not forced to use the target language. These non-verbal activities created a very low anxiety atmosphere, which is an important prerequisite in the foreign language classroom. For "roleplays" and the other verbal performance modes some pre-vocabulary work, since there is not vocabulary list, is necessary to guarantee a true-to-life conversation.

Because the author--Jonah Salz--has a background in the performing arts and not in language teaching, the main focus of this book is on performing; acquiring specific language skills seems to be a minor goal. Neither a grammatical or a functional syllabus serves as a guideline; it is very much up to the teacher to find the right slot within a given course to implement the materials and make the most out of them.

Stages of Life cannot serve as a primary text for an English course, but it is a useful supplement to regular courses which need variety.

Reviewed by **Monika Nold-Proebst**
Nanzan University

The Inward Ear: Poetry in the Language Classroom. Alan Maley and Alan Duff. Cambridge University Press, 1989. Pp. 186.

The *Inward Ear* is another valuable resource book from the "Cambridge Handbooks for Language Teachers" series. For those in doubt about the role poetry can play in the language classroom, the text is prefaced by two sections. The first explains how to use the book. The second tries to answer the questions: Why use poetry? In so doing the authors ensure that readers will realise the book is not about how to "teach" poetry but how to "use" it as a resource, in the same way that we employ dialogues or pictures.

The eight central chapters provide exercises and tasks illustrating the many ways poetry can be used in the classroom. The first three chapters deal with preparing for, or following up, work on a poem. Another focuses on "Speaking Poetry," and the last four cover different kinds of writing. At the end are suggestions for how exercises from the various chapters may be combined for an hour's work. There is also a bibliography.

In reading and trying the exercises in the book I was impressed by the number and creativity of the ideas. Exercises which I have used with my classes have produced the desired result: a deepening interest in, and awareness of, the creative possibilities of lan-

guage, plus involved and enthusiastic discussion. Newly convinced of the value of using poetry with language students I have no reservations at all about the contents in terms of teaching. I would recommend it particularly to those who cannot imagine how you can, or why you should, introduce poetry to language learners. For these teachers it will be a revelation!

My only quarrel with the book concerns organisation. Within the simple pattern of "What to do" and "Comment," used for the hundred exercises explained, there is frequent cross-referencing. Often this is more confusing than helpful. The final effect is overwhelming. The lack of an index, moreover, make it difficult to find ideas or poems again.

Many of the poems included were written by the authors or their colleagues. This suits the 'poetry for all' feel of the text but might disappoint readers expecting more established poets. Those readers will have to use the bibliography and do their own research!

Reviewed by **Anne Hill**
British Council, Kyoto

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 May 30th.

CLASSROOM TEXT MATERIALS/GRADED READERS

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

IN THE PIPELINE

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

- Allsop. *Making sense of English grammar exercises* (Self-study edition).
- Barnett. *More than meets the eye*.
- Boyd. *In their own words: Interviews with personalities*.
- Brinton, et al. *Content-based second language instruction*.
- Brooks & Grundy (Eds.). *Individualization and autonomy in language learning*.
- Brown & Hoods. *Writing matters: Writing skills and strategies for students of English*.
- Brown. *Understanding research in second language learning*.
- Bunn & Seymour. *Stepping out*.
- Byrne. *Roundabout activity book*.
- Carrier. *Take 5*.
- Carter, R., Walker, R. & Brumfit C. *Literature and the learner: Methodological approaches*.
- Chan. *Process and product*.
- Chaudron. *Second language classrooms*.
- Clark. *Talk about literature*.
- Davis & Rinvolucri. *Dictation*.
- Doff. *Teach English: A training course for teachers*.
- Ellis. *Second language acquisition in context*.

- Ellis & Sinclair. *Learning to team English*.
- Fox. (Ed.) *Collins essential English dictionary*.
- Fried-Booth, et al. *Collins COBUILD English course photocopiable tests*.
- Greenhalgh, et al. *Oxford-ARELS preliminary handbook*.
- Hadfield. *Elementary communication games*.
- Hamers & Blanc. *Bilinguality & bilingualism*.
- Heyer. *Picture stories for beginning communication*.
- Hill & Holden (Eds.). *Creativity in Language teaching: The British Council 1988 Milan conference*.
- Homeslaw. *Love me tomorrow*.
- Hughes. *Testing for Language teachers*.
- James. *Medicine*.
- Johnson. *The second language curriculum*.
- Johnson & Snowden. *Turn on!*
- Jones & Alexander. *International business English*.
- Karant. *Storylines*.
- Kelty. *The English workout*.
- Kennedy, et al. *Newbury House TOEFL preparation kit*.
- Kitao. *Reading, schema theory and second language learners*.
- Krashen. *Language acquisition and language education*.
- Lewis, et al. *Grammar and Practice*.
- Littlejohn. *Company to company*.
- Maley & Duff. *The inward ear*.
- Maple. *New Wave 2*.
- McLean. *Factual writing*.
- McLean. *Survival English 1 & 2*.
- Morgan & Rinvolucri. *The Q book*.
- Nunan. *Designing tasks for the communicative classroom*.
- Odlin. *Language transfer*.
- Oxford. *Language learning strategies*.
- Ramsey. *Images*.
- Ramsey & LoCastro. *Talking topics*.
- Smith. *Issues for today: An effective reading skills text*.
- Sobel & Bookman. *Words at work*.
- Thomson. *Arab folk tales*.
- Trueba. *Raising silent voices*.
- Willis & Willis. *Collins COBUILD English course 3* (teacher's book).
- Wright. *pictures for language learning*.
- Yalden. *Principles of course design for language teaching*.
- Zimmerman. *English for science*.

原稿募集

The Language Teacher の1991年3月号は

“幼児の英語教育”

を特集しますので御寄稿をお願いします。

○締切は1990年8月30日

○詳細は Eloise Pearson (1頁参照)まで

Submissions are sought for
“Teaching English to
Children”

A Special Issue of
The Language Teacher,
March, 1991.

Deadline for submissions is
August 30, 1990.

Contact Eloise Pearson {see p. 1}
for more information.

JALT-KOBE SPRING CONFERENCE '90

"LARGE CLASSES: METHODOLOGY AND TECHNOLOGY"

The Kobe JALT Chapter is pleased to announce the programme schedule for its May conference.

KEYNOTE SPEAKER

Teruo Toraya, President of English Teachers' Association of
Hyogo Prefectural & Municipal Junior High Schools

PLENARY SPEAKERS

Morio Kohno, Professor Kobe City University of Foreign Studies
Brian Tomlinson, Visitina Professor of English Kobe University

PRESENTERS	SCHOOL	SUBJECT
Charles Adamson	Nagoya Trident College	Dr. A's Rasch Solution to A Testy Problem
Peter Campbell	Osaka Seikei Jr. C.	① C.A.L.L. & Vocabulary Building ② Using a Computer to Write Test Programmes
Mark Caprio	Nanzan University	The Role of Whole Language Learning
Chris Ford	Seido Language Institute	48+Two: Keeping Interest in High School English Conversation Class
Tracy Frank	Harima-Minami Sr. H.S.	The Speech Project
Stephanie Hawkes	Osaka Int'l University	① "Falling in Love with Writing" ② Using Pictures to Improve Writing
Susan L. Iwata	Tenri University	Video-A Visual Supplement to the Classroom
Susan Jackson	Himeji Dokkyo University	Training Students to Take More Responsibility
Terry Jennings	Pentice Hall/Regents	Talking Heads or Sleepy Heads?
Tim Lane	Tokyo Kohoku Sr. H.S.	"Facilitating Motivation & Self-Reliance Through Homework"
Keith Lawrence & Robert Osgood	Nagoya U. of Commerce	Supplementary Materials for a L. L. Video Course
Barrie Mateer	Nihon Univ. Buzan Jr. & Sr. H. S.	"I Understand What You Said But What Do You Mean?"
Don Maybin	Kagawa University	Teaching Communication Strategies to Large Classes Through Video
Machiko Mori	Shikigaoka Sr. H. S.	My Practical Approach to Team-teaching
Mary S. Noguchi	Nagoya Koryo Womens' Jr. College	Adapting A Classroom Video Course for the L.L.
Hinshaw Osgood	Osaka Univ. of Econ.	"Circular ... Theater"-
Michael Redfield	Osaka Kogyo Univ.	Oral Tests for Large Classes
Stephen Ryan	Nagoya U. of Commerce	Interface Position: Implications for Teaching & Homework
Ron Sheen	Ashiya Womens' Jr. C.	The Effective Use of Audio-Visual Materials
Kayoko Shiomi	Himeji Dokkyo University	Oral Approach and C.A.L.L.
Jeris Strain	Hiroshima Onomichi Jr. College	A Study of Motivation & Oral Proficiency
Toshiyuki Takagaki	International Christian University	Combined video & Role Play for Testing in Japanese Class
Hi roko Takagi	Osaka Seikei Jr. C.	Interactive Reading in a Large Class
Yuko Taniguchi	Temple University Ph.D. Candidate	Small Group Interaction in the EFL Classroom
Atsuko Ushimaru	Pittsburgh Univ. Japan	Dictation & Note-taking Activities
David Wardell	Fukuoka Chikushi Womens' College	Closed-caption Video
David Wood	Himeji Dokkyo Univ.	Large Class Management
Soniya Yoshitake		

DETAILED SCHEDULE

Saturday May 12th 2 pm - 6 pm (Registration will open at 1 pm.)

HALL	14:00 - 14:50	15:00-15:50	16:00-16:50	17:00-17:50
		Tomlinson	Wardell D.	Ushimaru A.
ROOM 1	Lawrence & Osgood		Wood D.	JALT Video SIG Meeting
ROOM 2	Adamson C.		16:00-25 16:30-55	17:00-25 17:30-55
ROOM 3	Lane T.		Frank T. Jackson	Takagaki Strain J. Ryan S. Hawkes S.

Sunday May 13th 11 am - 5 pm (Registration will open at 10 am.)

HALL	Taniguchi Y.		14:00-14:50	15:00-15:50	
		To ray Kohno	Jennings T.	Caprio M.	
ROOM 1	Noguchi M.		14:00-25 14:30-55		Iwata S.
ROOM 2	Mori M.		Takagi Shiomu		
ROOM 3	Hawkes S.		Mateer B.	Yoshitake S.	Maybin D.
			Campbell P.		Ford C.

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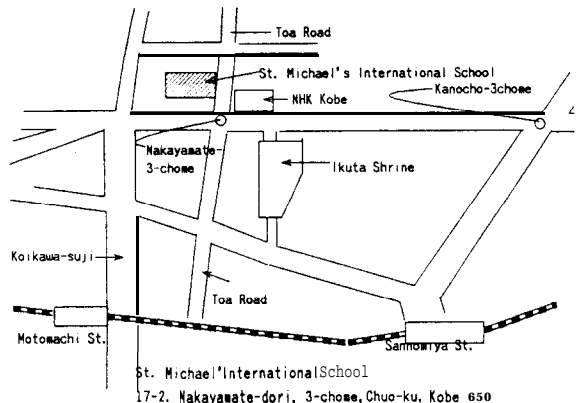
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For more information contact Bob Brown at 078-411-1360(10 am - 9 pm), 0798-41-3848(10 pm - 11 pm) or Yuzo Kimura at 0797-34-1531 (9 am - 6 pm).

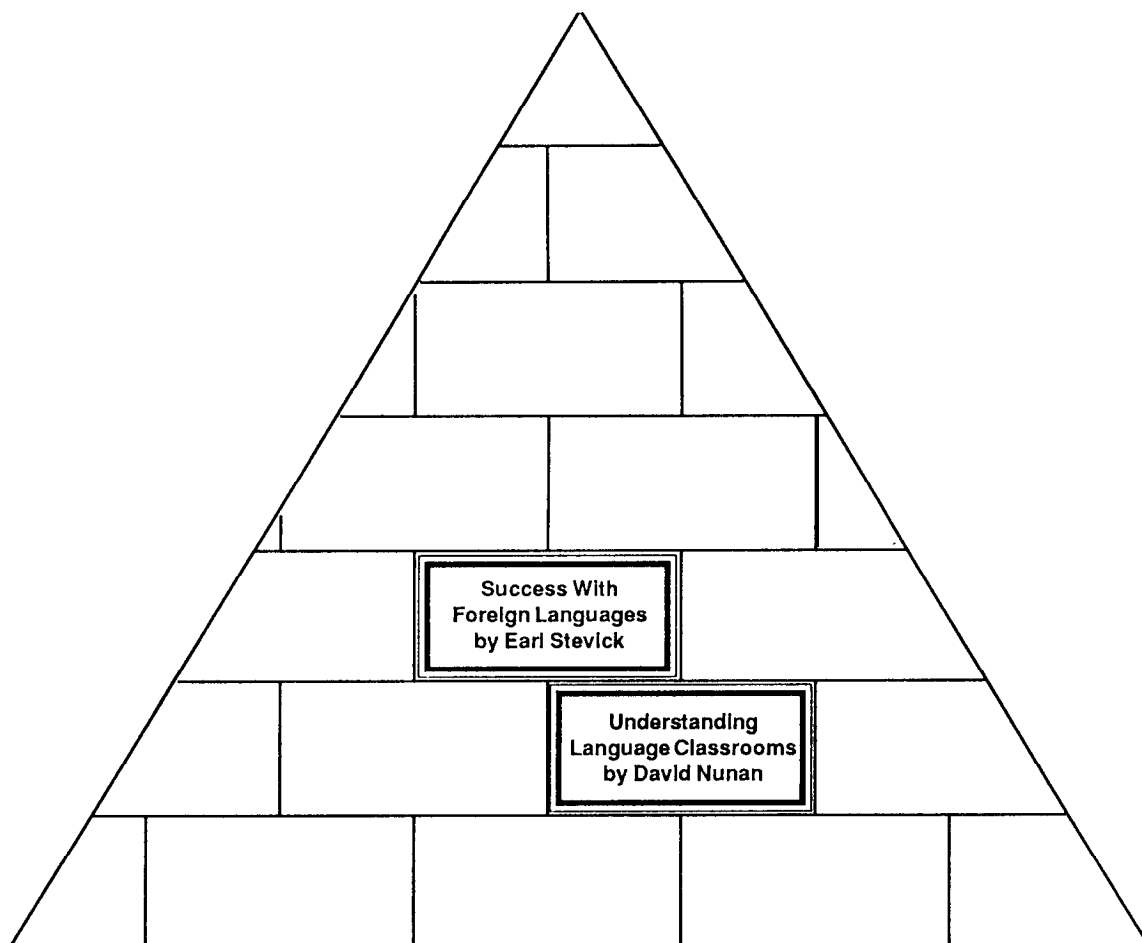
神戸支部 第5回年次大会

後援：神戸市教育委員会

日本の英語授業の規模は往々にして大規模であり、その中身も教科書中心の訳読方式と言われて久しいものがあります。ところが現在の科学技術の進歩はめざましく、英語教育においても新しい教育機器を取り入れた試みが数多く行われています。今回の神戸支部年次大会では大規模クラスの抱える問題をあらゆる角度から分析し、最新の技術をいかに語学教育の現場に取り入れるかに焦点をあて、実際の授業に役立つアイデアを披露するワークショップを数多く予定しております。一人でも多くの先生方の御参加を期待しております。



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Chapter Presentation Reports

CHIBA**WHEN TEACHING SECOND
LANGUAGE WAS A CRIME IN THE U.S. AND
WHY****By Danny Steinberg**

Participants at the February meeting in Chiba were encouraged to debate the question of linguistic relativity-whether or not basic thought is determined by the structure of one's language. Danny Steinberg, a psycholinguist at Surugadai University, argued against this view and in a concise, well-documented talk illustrated how language could more rightly be seen as a "neutral medium."

Steinberg first reviewed models of language based on the views of descriptive linguists such as Edward Sapir. The Sapir-Whorf hypothesis held that since some languages lacked certain linguistic features, the concepts expressed by these terms were similarly lacking. Thus, speakers of these languages were presumably incapable of thought processes available to speakers of other, more "precise," languages. Carried to the extreme, this theory would contend that human thought is necessarily dependent on language or, conversely, that without language, there can be no thought. This is an idea clearly contrary to common sense.

Whether or not there are elements in one's native language to express a certain idea, the capacity to formulate such an idea is not automatically limited. Steinberg pointed out that although English has few single-term counterparts to the various Inuit words for "snow," speakers can express the same ideas by paraphrasing. Here in Japan, one might question the often-heard "inscrutability" of Japanese thought.

What might all of this mean to language teachers? Obviously, if educators are of the opinion that language shapes basic thought, the nature of the language being taught might well come under suspicion. The suppression of German studies in wartime U.S.A. (because of the supposed "militaristic" nature of the language) was used as a case in point to illustrate how society often confuses the language with the thoughts it expresses. It would seem that in the present era of increasing tensions among nations, a clear view of this issue could never be more vital.

Reported by Bill Casey**FUKUOKA****VOCABULARY STRATEGIES****by Steve Maginn and Shane Hutchinson**

Steve Maginn's presentation was preceded by Shane Hutchinson's workshop introducing the topic of vocabulary. Workshop participants were involved in a number of practical demonstrations of useful techniques, as well as a discussion about the rationale for teaching vocabulary. Games included getting rotating partners to guess different items by substituting alternatives for the target words. The stylistic and cultural contextualization of lexis was also considered.

Focusing on some of the ideas in *A Way With Words* (CUP), Maginn outlined a wide series of lexical strategies. These ranged from varied practice for reinforcing vocabulary sets through to keeping individual definition and usage records, teaching for production as opposed to reception, needs analysis dictionary activities for ranking the teaching priority of different items and finally vocabulary networks. At every stage, ways of deepening and extending students' ability to use the targeted lexis could be stimulated by the interesting communication activities that Mr. Maginn suggested.

Reported by David Wood**HIMEJI****LANGUAGE PROBLEMS STUDENTS BRING
TO THE UNIVERSITY****by Jeris Strain**

At the February Himeji meeting Professor Strain, President of Himeji chapter, reported on preliminary research into university level performance in English. He discussed language problems (as opposed to learning problems) that are high-frequency and persistent sources of communication breakdowns. Using a modified workshop approach, he compared audience predictions of language problems with data drawn from writing samples and examinations. For example, predictions of major vocabulary problems match both writing course data and examination results. In addition, writing courses reflected communication problems with S-V sentence patterns, V-O/C lexical patterns, clause/sentence construction, and paragraph organization; while examination data reflected problems with reading comprehension, cloze comprehension, and word order. The overriding observation was the apparent need for more emphasis in secondary instruction on word groups rather than single words.

Reported by Fumio Yamamoto**TEACHING and EVALUATING ENGLISH
COMPOSITION****by Carol Rinnert and Hiroe Kobayashi**

What are the effects of first language on second/foreign language writing-translating versus direct

composition? Are there differences between these two writing processes? In February, Carol Rinnert and Hiroe Kobayashi addressed these questions in a presentation of their study conducted at Hiroshima University.

Students were placed into high level and low level groups according to language proficiency test scores. Given various topics to choose from (e.g. compare city life with country life), students wrote two papers. One paper was written directly in English while the other paper (on a different topic) was written first in Japanese and then translated into English.

The papers were rated holistically on a 5-point scale using eleven subcomponent criteria based on three major components of writing—content, organization, and style. The papers were also analyzed qualitatively and quantitatively by group (high level or low level) and process (direct writing or translation).

The findings indicate low level students benefit considerably in content and style by translation while high level students do not seem to benefit as much. With high level students, the intended meaning of their writing may be hindered more than helped by translation as more awkward forms tend to be used. The writings of low level students do not display this tendency in translation. Rinnert and Kobayashi conclude that at an earlier stage of writing, the use of the first language can be beneficial to low level students, particularly as a way for them to explore ideas.

Reported by Ian Nakamura

NAGOYA

NLP AND LANGUAGE LEARNING

by Charles Adamson, Trident College

At the January meeting, Charles Adamson presented a workshop on neurolinguistic programming (NLP). NLP seeks to provide learners with non-conscious learning skills which should lead to the learner achieving excellent performance rather than average performance.

NLP provides a means of modeling exceptional performance of any kind. According to Mr. Adamson, this model can be internalized by the "practitioner" to result in an optimal learning state.

NLP accomplishes its goals by first placing learners in an "optimized physiological" state. Step two involves partner A developing the ability to non-verbally recognize "yes" and "no" responses to known-answer questions asked of partner B. This involves the ability to recognize slight eye and body movements when an answer is indicated. The third step involves B following and mimicking every move and utterance of modeler A. Both try to become almost one with each other.

The audience participated in the various activities, attempting to experience the essence of NLP. For all, it proved to be a unique experience.

Reported by George H. Sawa

NARA

MY PRACTICAL APPROACH TOWARD ENGLISH IIA AND TEAM-TEACHING

by Machiko Mori

Machiko Mori discussed her program for team-teaching English IIA at the March meeting. Her goal is to advance beyond a simple conversation class and to incorporate an academic, educational, and informative approach to IIA. This is why the Assistant English Teacher (AET) is invaluable. The AET provides a living example of a different culture and demonstrates that conversing with a native English speaker is possible.

Mori has developed her own material which is divided into one- to two-hour lessons. In every lesson the AET demonstrates a dialogue with the Japanese Teacher of English (JTE) and individual students, thus providing students with experience in conversing with a native speaker. Also, the AET answers questions concerning vocabulary and culture. Mori explains that the JTE's role should be to provide support, whereas the AET provides "positive tension" by speaking only English.

Mori attributes student motivation in her IIA class to 6 main points: 1) small class size, 2) her self-designed textbook, 3) interesting and practical topics, 4) students' observation of fellow classmates conversing in English, 5) the excitement of successful communication in English and 6) cultural insights into English speaking countries.

Not all is perfect with English IIA team-teaching, however, and Mori has addressed 7 areas of weakness: 1) class size, 2) preparation time, 3) lack of effective textbooks, 4) the JTE's communicative and intercultural competence, and her/his past experience as an TEFL teacher, 5) the AET's communicative and intercultural competence, and teaching experience, 6) the relationship between AET and JTE, and 7) individual school problems. Mori also stresses the importance of the "team" aspect of team-teaching.

The lecture was followed by a lively open discussion.

Reported by Lisa Atkins

NIIGATA

ENGLISH FOR TIRED TEACHERS

by Don Maybin

In October, 1989 Don Maybin gave us a dynamic presentation. His approach is entirely student-centered, every student is carefully directed into class participation both individually and as a member of a group.

It was a fun and interesting Sunday, as Maybin involved us in fast paced, exciting games and activities. Before we knew it, balls were flying, timers ticking, points given, penalties inflicted, jazz rhythms chanted, while we shouted and laughed all day! No one was spared a great time.

I absorbed many creative ideas and valuable teaching techniques that I have actually put to use. And although his presentation was 3 hours long, his ability to captivate and involve the audience seemed to dissolve the time into a brief memorable moment.

Reported by Douglas Anchell

SHIZUOKA

TESTING AS WEATHER PREDICTION

by John B. Laing

In February's presentation Mr. Lain demonstrated how tests can be used to 1) motivate students, 2) reduce test anxiety, and 3) assess students with greater accuracy. Student motivation can be enhanced by letting students know clearly what they will be tested on. Examination anxiety can be decreased by testing students often in a format they are familiar with. In many ways, evaluating student proficiency is similar to weather forecasting; although it is impossible to predict language proficiency with absolute accuracy, a fairly reasonable predictive score can be made if multiple test samples based on standard tasks, conditions and scoring are obtained. The pros and cons of various test formats (interview, listening test, open book, etc.) were discussed at length. Problems of validity and reliability in testing were also mentioned. Despite the impossibility of producing a 'perfect' test, it is nonetheless worthwhile to attempt to make tests as accurate as possible. Although examinations are often viewed as a sort of "loathsome enterprise," tests which are both well-designed and properly administered may be regarded as rewarding and useful.

Reported by Timothy Newfields

TOKYO

TEAM TEACHING

by Sherri Arbogast and Peter Sturman

At our January meeting, Sherri Arbogast, of LIOJ in Odawara, and Peter Sturman, from the British Council's Koto project, encouraged us to think about ways in which foreign EFL instructors can work more effectively with their Japanese partners in team teaching projects. Ms. Arbogast described a program in international understanding which LIOJ is working on together with the city government in Odawara. This project currently targets third-year junior high school students from April to January each year, second year for a two month period, and first year for one month. Ms. Arbogast said that each team combination is "like a different chemical reaction," and the results are different with each pairing. She suggests that the key to success in team teaching is to have compassion for the students as individuals, plan ahead together with your teaching partner (even if it is only a few minutes over the phone), and have respect for the other teachers and for the students as growing individuals. "Put your heart into it!" she insisted. The last activity associated with Ms. Arbogast's presentation

was viewing and discussing in small groups a film, 'One Shot', which shows a Japanese teacher visiting a Japanese language class of native English speakers, and demonstrates what can go wrong during such visits.

Mr. Sturman described the British Council's Koto project, which has developed in response to a request from Koto ward for assistance in introducing native speakers into the junior high system here. The key to the success of this program, according to Mr. Sturman, has been the way in which the Japanese members of these team teaching projects have been consulted at each step in the process of establishing the program. The curriculum, which is continually reviewed and revised, is created through consensus, with the input from Japanese teachers being incorporated directly into the plan. Mr. Sturman emphasized the importance of discovering the views of the Japanese English teachers. To this end, there have been joint workshops in which the goals are to reach agreement with the Japanese teachers on materials to be used. Also, the British Council Koto project has innovated a system of Japanese coordinators, who oversee all the team teaching combinations in a single school. Mr. Sturman expressed hesitant optimism tempered by a practical awareness that team teaching in Japan is still a very problematic venture.

Reported by Robert Bruce Scott

YOKOHAMA

CONTENT-BASED MATERIALS IN ESL

by David Pinsker

David Pinsker defined content-based teaching as "using a given subject as a medium for teaching language". He added that this is not a new area of teaching, being used widely enough, for example in English for specific purposes. He said in fact, that vocational students are most receptive to materials of this sort.

A 'content course' both enables use of the students' own experience, and alternatively can expose the students to matter they normally may have never seen (e.g., mechanics, or women's issues). In consequence, students can be encouraged to see beyond their own course parameters. Motivation and interest may increase then in the class, which in turn can relieve pressure on the weaker students and on the teacher as well. Mr. Pinsker pointed out that this is good for mixed classes. Also, from a pedagogical aspect it is good, as lexical items can be taught in context. This initial overview became implicit later, in the presentation of course materials (covering literature, business English, history, drama etc.) from the publisher, Scott Foresman, which Mr. Pinsker represents.

To the question of whether "to teach the language or the content," he answered, "the content." He stressed that students ought to be told NOT to worry about structures as this sidetracks from the content in a big way.

Reported by Howard Doyle

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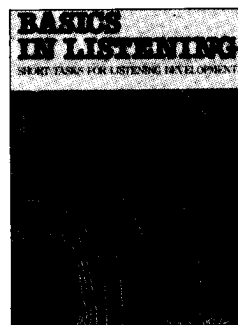
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Telephone(03)266-0404 Fax(03)266-0326

1990 Guidelines for Submissions to The Language Teacher

All English-language copy, regardless of destination, must be typed, double-spaced, on A4-sized paper, with three centimeter margins. Manuscripts should follow the American Psychological Association (APA) style. Materials which do not conform to these guidelines will not be considered. If it is possible, please submit a disk copy (Mac preferred) in addition to a paper copy when submitting full-length articles.

All materials in Japanese should follow as closely as possible the format in which they are to appear in *The Language Teacher*. This means, for example, that titles and the author's name should appear in *romaji* in the proper locations. Please refer to the *Guidelines for Japanese Articles* found in *The Language Teacher*, January, 1990, for more exact information. Note that all Japanese-language copy must be sent directly to the Japanese-language editor (address, page 1).

Such things as chapter presentation reports and announcements of meetings or positions must also follow the format in which they are published in *The Language Teacher*. Please read the appropriate sections found in *The Language Teacher-I*, 1990. Submissions to these columns should be sent directly to the column editor (names and addresses appear on page 1 of every issue of *The Language Teacher*, but as these editors may change during the year, please check the most recent issue).

The deadline for submission of chapter presentations, reports, bulletin board announcements, announcements of positions, and meeting announcements is the **25th of the month, two months before desired publication**. Articles, *My Share*, *JALT Undercover*, and *Opinion* contributions may be submitted at any time.

The editors of *The Language Teacher* and the *JALT Journal* reserve the right to make minor adjustments in the style of a manuscript to have it conform to the general style of the publication, without necessarily consulting the author. The editors of *The Language Teacher* also reserve the right, due to prior planning and consideration of space, to publish an article in an issue other than the one intended or desired by the author. Where this is considered to be undesirable by authors, they are requested to so indicate when submitting their manuscripts. Those wishing unused manuscripts to be returned should enclose a self-addressed envelope with the proper amount of postage.

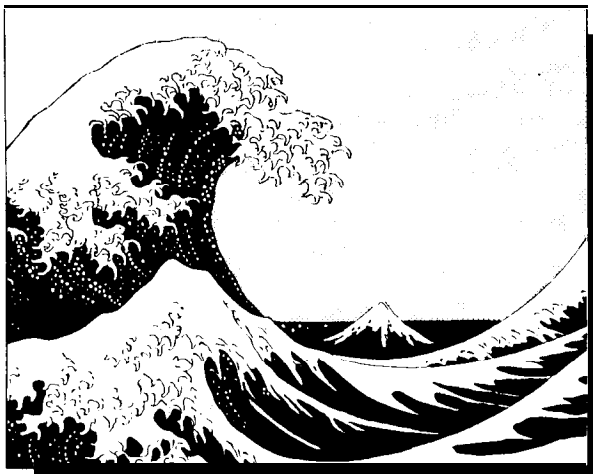
The editors regret that, as JALT is a not-for-profit organization, remuneration for, or reprints of, articles cannot be provided to authors.

For complete guidelines, please refer to *The Language Teacher*, January, 1990.

CROSS CURRENTS

AN INTERNATIONAL JOURNAL OF
LANGUAGE TEACHING AND CROSS-CULTURAL COMMUNICATION

Cross Currents is a biannual publication of the Language Institute of Japan (LIOJ) which provides a forum for the interdisciplinary exchange of ideas within the areas of cross-cultural communication and language skill acquisition and instruction. At *Cross Currents*, we are particularly committed to issues concerning both the theoretical and practical aspects of ESL/EFL instruction, cross-cultural training and learning, English language teaching as it applies to Japan, and English as an International Language.



* JALT members discount and subscription.: Use the postal order form in the Language Teacher.

LIOJ WORKSHOP

22ND ANNUAL SUMMER WORKSHOP FOR JAPANESE TEACHERS OF ENGLISH

本年度22年目を迎えるこのワークショップは、日本人英語教育者を対象とし、40名の経験豊かな外国人英語教育者との活発な交流、意見交換を通して、効果的指導法の習得とコミュニケーション能力の向上を図る教師による教師のための研修講座です。

T.E.F.L.学会の最近の理論、実践テクニック、様々な教授法などの紹介、デモンストレーションを行うとともに、LIOJで長年培われた集中教育システムの実験を体験していただきます。また近年富に盛んになっている外国人教師との「チームティーチング」や「国際理解教育」をも取り上げ、様々な問題点をグローバルな視点で研究、探究します。リラックスした雰囲気の中で、期間中の講義、生活の全てを英語オンリーで行うTotal Immersion方式を採用した本格的ワークショップです。

対 象 英語教育者(中・高校、語学学校教師)

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近隣アジア諸国からも第一線で活躍中の英語教師を特別参加者として招待する予定です。

定 員 135名(定員に達し次第締め切ります。)

期 間 8月12日(日)~18日(土)

講 師 陣

Dr. Sumako Kimizuka, Univ. Southern Calif.

Alan Maley, Bell Educational Trust, U.K.

Don Maybin, 香川大学

Denley Pike, Eng. Lang. Ctr. of Australia

Jack Richards, City Polytechnic of Hong Kong

Barry Timol, BBC, U.K. ほか特別招待講師8名

LIOJ 専任外国人教師22名が指導にあたります。

LIOJ事務局 TEL.0465-23-1677

〒250 神奈川県小田原市城山4-14-1 アジアセンター

Bulletin Board

Please send all announcements for this column to Jack Yohay (seep. 1). The announcement should follow the style and format of TLT and be received by the 25th of the second month prior to publication.

A MIDSUMMER NIGHT'S DREAM IN ENGLISH

May 19 and 20, Koto-Kokaido Hall (Tokyo)

The All-Tokyo Student English Theatrical League will perform William Shakespeare's fantastical and riotous comedy, *A Midsummer Night's Dream*, in modernised form under the direction of Jon Brokering, lecturer at Chuo University and member of the West Tokyo chapter of JALT and choreographed by Atsushi Yoshida. Even non-native speakers are sure to understand and enjoy this modern rendering, so please encourage your students to come.

Times: Saturday, May 19: 2-4 p.m. and 6-8 p.m.; Sunday, May 20: 1-3 p.m. and 5-7 p.m. For tickets phone: Naohiko Ijiri 045-543-2748, Ticket Pia: 03-5237-9999. or Ticket Saison: 03-5990-9999.

SEVENTEENTH SEMINAR FOR HIGH SCHOOL TEACHERS OF ENGLISH Nikko, July 31-Aug. 6, 1990

This residential seminar is limited to 30 full-time Japanese high school teachers of English who have had less than one year in an English-speaking country. This year's theme is classroom interaction, with lectures on testing (L. Arena), listening and speaking (B. Choseed), classroom interaction (S. Gaies), and curriculum design (K. Yoshida). There will also be workshops and group discussions. Apply by May 31 to: Seminar for High School Teachers of English, c/o Felix Lobo, Sophia Linguistic Institute for International Communication, Sophia University, 7-1 Kioicho, Chiyoda-ku, Tokyo 102; tel. 03-238-3493.

CALL FOR PAPERS IUJ Conference on Second Language Research in Japan Tokyo, October 20, 1990

We are soliciting papers which deal with current second language research in Japan. Send by July 1 a brief abstract (maximum 300 words in English or 600 characters in Japanese) plus a short biographical statement to Tom Hayes or Yoshioka Kaoru, Language Program, The International University of Japan, Yamato-machi, Minami Unuma-gun, Niigata-ken 949-72. Fax 0257-79-4441. (Papers submitted in Japanese should be accompanied by a brief summary in English.)

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BILINGUALISM S.I.G.

Once this national group attains the requisite 50 members-please inquire of Jim Swan and Masayo Yamamoto, 0742-26-3498 or, better, send ¥1,000 annual dues using the furikae form attached to this magazine-it will start a newsletter which will be able to carry such items as:

Kansai Bilingual Children (headline): Please come to a play group at Hankyu Minami-Senri Station every second and fourth Wednesday. Info: Barbara 0797-86-6231 or Mary 06-835-4089.

RESPECT IN TEACHING

Call The Center, 06-315-0848 or 0797-32-9682 promptly to enroll in this May 3-6 teacher training workshop led by Cecilia Bartoli.

TEMPLE UNIVERSITY JAPAN
M.Ed. in TESOL Courses
First Summer Session**Distinguished Lecturer Series**

May 19-20 (Tokyo), 26-27 (Osaka): Interactional Sociolinguistics, Charlene Sato, University of Hawaii. June 2-3, 9-10: English for Specific Purposes, John Swales, University of Michigan. June 30-July 1, July 7-8: Research and Teaching L2 Writing, Alister Cumming, University of British Columbia.

All Sat. 2-9 p.m., Sun. 10 a.m.-6 p.m. 3 credits for series. JALT members and others not enrolling formally may attend the Sat 2-5 p.m. portion of any lecture free.

Regular Courses (3 credits each)**May 7-June 29**

Tokyo (6-9 p.m.): Mon. and Wed. Sound System, Kenneth Schaefer. Mon. and Thurs. Psychology of the Learner, Gail Delicio. Tues. and Thurs. Applied Linguistics, Rod Ellis. Fri. and Sat. (2-6 p.m.) Intro. to Psycholinguistics, Michael Rost. By arrangement: EFL Practicum, Susan Johnston.

Osaka (6-9 p.m.): Mon. and Wed. Intro. to Second Language Research, Steven Ross. Fri. and Sat. (2-6 pm.) New Grammars, Kenneth Schaefer and Rod Ellis.

Second Summer Session

Tokyo: Special B-credit, 3-week course July 7, 8, 12, 14, 15, 19, 21, and 22. (Thurs. 6-9 p.m., Sat. 2-6 p.m., and Sun. 10 a.m.-5 p.m.): Intro. to Language Testing, James D. Brown.

Osaka: Special J-credit course June 25, 26, and 30; July 2, 3, 9, 10, 16, and 17; and Aug. 6, 7, 11, 13, and 14 (Mon. 6-9 p.m., Tues. 6-9 p.m., and Sat. 2-5 p.m.): Comparative Education, David Willis.

TUJ, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161; 03-367-4141, fax 4112; Kyowa Nakanosbima Bldg. 2F, 1-7-4 Nishi-Tenma, Kita-ku, Osaka 530; 06-361-6667, fax 6095.

INTENSIVE COURSES IN PHONICS

Yoko Matsuka, M.A. TEFL., will conduct, entirely in English, two-day workshops in the theory and practice of teaching phonics and including up-to-date information about language acquisition, practice in "teacher-talk" and games, and individual checking of pronunciation by native speakers of English: in Fu-

rano 5/26-27), Nagano (6/23-24), Fukuoka (7/28-31), Okinawa (8/2-3), Himeji (9/8-9), Numazu (10.20-21), Osaka (11/17-18), and Tokyo (12/8-9). Apply to: Matsuka Phonics Institute, 5-6-3 Tamagawa-gakuen, Machida, Tokyo 194; tel. 0427-28-5421.

ZENSEKAI HOW MUCH?
People, Tools and Ideas
from Four Continents

Audiences (upper secondary and above) both hear and use spoken English in this touring seminar, a compelling show, which focuses on points of contact and difference between people from four corners of the world (the cast includes a Japanese, a Kenyan, an American and a European), featuring the importance of our choice of technologies at home and at work. How does our choice affect our health? What technologies can Japan share with developing countries? Dates: May 7-11, Kanto; 14-18, Kansai; 21-25, Tohoku and Kanto regions. For bookings and further information, contact Susan Morris, Passe-Pa&out, 72 St. John Street, London EC1M4DT, U.K. Fax 001-44-1-490-4186, Tel. 001-44-1-251-0074.

1990**SUMMER SEMINAR**

中学校・高等学校の英語教師の皆さんへ

Traditional methods, new approaches
-----English for the 90's

期日 8月3日(金)4日(土)5日(日)

会場 岩手大学

問い合わせ先 尾中 夏美 (JALT盛岡支部長)

TEL 0196(54)5410



全国語学教育学会

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

Meetings

Please send all announcements for this column to Jack Yohay (see p. 1). The announcement is to follow the style and format of TLT and be received by the 25th of the second month prior to publication.

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

CHIBA

Topic: Mining Textbooks
 Speaker: John Fanselow
 Date: Sunday, May 27th
 Time: 1:00-4:00 p.m.
 Place: Chiba Chuo Community Center
 Fee: Members ¥500; non-members ¥1000
 Info: Bill Casey 0472-55-7489

This presentation will focus on generating activities and exploring possibilities in teaching regardless of the materials we happen to be saddled with.

John Fanselow is Professor of Language and Education at Teachers College, Columbia University and currently heads the joint Teachers College/Simul Academy TESOL program in Tokyo. He is author of "Breaking Rules" and a wealth of articles on both language teaching and classroom observation.

FUKUI (5/20 2 p.m., Culture Center)

Kimie Okada, "teaching Grammar Communicatively"; "Reading Library." Info: K. Ohshita, 0776368725.

FUKUOKA

Topic: Language Games Anyone Can Play
 Speaker: Helene Jarmol Uchida
 Date: Sunday, May 27th
 Time: 2:00-5:00 p.m.
 Place: West Chester University, I-3-29 Nagahama, Chuo-ku; 092-761-0421
 Fee: Members free; non-members ¥200
 Info: JALT Fukuoka 092-761-3811
 Programming 092-823-4141

An all-action look at English language-teaching games for all ages from all angles. Ms. Uchida will discuss and demonstrate the most successful communicative activities for children and other young learners from her extensive teaching experience in Japan, the U.S. and Europe.

Her session will be preceded by a workshop on games for older learners and followed by a chance to see some of the excellent materials Helene can recommend and help supply through Little America for your classes, plus our *hanami* party!

GUNMA

Topic: Characteristics of Spoken English and Japanese

Speaker: Erich Berendt
 Date: Sunday, May 13th
 Time: 2:00-4:30 p.m.
 Place: Ikuei Junior College, Takasaki
 Fee: Members ¥500; non-members ¥1000
 Info: Wayne Pennington 0272-51-8677
 Hisatake Jimbo 0274-62-0376

Dr. Berendt will discuss the differences between planned and unplanned language, the characteristics of natural, spoken language, and basic strategies for furthering the act of speaking while thinking, and finally compare some salient differences between English and Japanese conversation strategies.

Erich Berendt is Professor of English linguistics and intercultural communication at Chiba University. His teaching experience includes adult education for Canadian Indians as well as ESL for immigrants in Canada and the United States. His latest publication is **Word Combination Dictionary** (Goken, 1990).

HAMAMATSU

Shiomi Yamamoto, 0534-56-4315

HIMEJI (5/20, 2 p.m., YMCA)

Thomas Barry, "Oral Debate and Critical Thinking Skills." Info: A. Ozaki, 0792-93-8484.

HIROSHIMA 5/13, 1 p.m., YMCA)

Kip Cates, "Global Issues in Language Education." Info: M.Tsuruda, 082-289-3616.

IBARAKI

Topic: Using Music in the Classroom
 Speaker: Dale Griffie (Temple University)
 Date: Sunday, May 13th
 Time: 2:00-4:30 p.m.
 Place: Mito Shimin Kenshuu Center-Room 201 (overlooking the lake)
 Fee: Members free; non-members ¥500
 Info: Ishii Takashi 0292-41-0356
 Martin Pauly 0298-64-2594

KAGOSHIMA

Yasuo Teshima, 0992438349

KANAZAWA

Topic: Think Globally, Act Locally: Issues for the ESL Classroom
 Speaker: Sue Kocher
 Date: Sunday, May 20th
 Time: 10:30 a.m.-12:30 p.m.
 Place: Shakai Kyoiku Center, 4th floor (next to MRO TV building)
 Fee: Members free; non-members ¥500
 Info: Mikiko Oshigami 0764-29-5890
 John Dougill 0762-21-3062

Independent Thinking and Global Issues are two notions now being addressed, rather cautiously, by ESL/EFL teachers and program administrators. Some teachers may feel uncomfortable incorporating essentially political issues into their course objectives, believing that to do so would be to force one's personal or cultural values on the students. Others see no ethical



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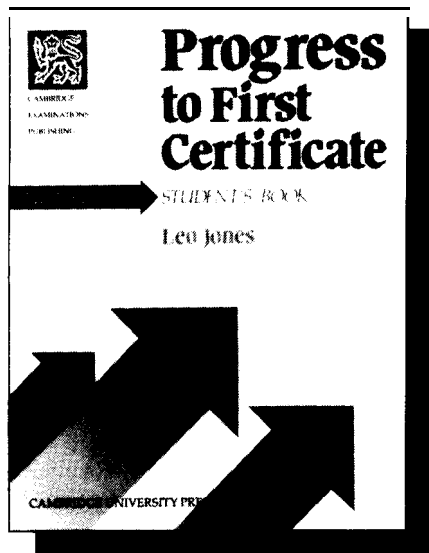
The course is designed so that students progress from exercises which develop the necessary language skills to the type of questions set in the examination.

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conflict in encouraging students to contemplate global issues **but do** not know where to begin-especially when their students are reluctant to express opinions.

This presentation will review the arguments and ethics involved in using the EFL classroom for "subversive activities," provide a forum for discussion, and present some possible materials and activities for use with students.

KOBE

J. Patrick Bea, 07457-8-0391

KYOTO

Topic: 1) From the Frogpond to the Classroom
2) Falling in Love with Writing: Using Poetry Writing to Capture Students' Interest

Speakers: 1) Margaret Chula
2) Stephanie Hawkes

Date: Sunday, May 20th

Time: 2:00-5:00 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

Christopher Knott 075-392-2291

1) Participants will be guided through the writing of haiku in English--from that first insight to its final expression. Examples of students' haiku will be used to illustrate the many forms, images and emotions of modern haiku.

2) Ms. Hawkes will share "recipes" for writing poetry which she has used successfully with non-English majors in large composition classes at university level here. Participants will be able to write their own poems using the "recipes" and reflect on how writing poetry can involve students in writing.

Margaret Chula teaches creative writing at Doshisha Women's College and Seika College. **Modern Haiku** magazine and the **Mainichi Daily News** have published her haiku.

Stephanie Hawkes is interested in the challenges of student motivation and student investment.

MATSUYAMA

Topic: The Whole Language Approach to Teaching & Storytelling

Speaker: Pat Nelson

Date: Sunday, May 20th

Time: 2:00-4:30 p.m.

Place: Shinonome High School Kinenkan

Fee: Members & non-members free

Info: Vickie Books 0899-33-6159

Masako Aibara 0699-31-8686

Ms. Nelson, a professional story teller and a member of the Touring Program for the Oklahoma State Arts Council, has performed at festivals and other events throughout the Southwest, U.S.A. The May program will be half workshop and half storytelling. The workshop will present a recent development in teaching in schools in the U.S.A., the Whole Language approach. This entails the use of language in its various forms, speech, books, etc., in order to teach a certain subject. Many of the ideas should be applicable to the language classroom as well.

MORIOKA

Topic: Learning with Phonics

Speaker: Yoko Matsuka

Date: Sunday, May 13th

Time: 1:30-4:30 p.m.

Place: Morioka Chuo Kominkan

Fee: Members free; non-members ¥1000

Info: Natsumi Onaka 0196-64-6410

Robin Sue Sakamoto 0196-51-8933

Phonics is a traditional, simple, clear and organized way of teaching English at the word and sentence level. The speaker will introduce ways to teach phonics entirely in English from the very beginning for any age group. Participants may take part in the practice of rules, pronunciation drills and games.

Yoko Matsuka is director of Matsuka Phonics Institute and lecturer at Tamagawa University. She has a degree in TESOL from CSU in San Francisco, and has done research on children's English acquisition in Japan. She has taught English to children for 10 years.

NAGANO

Leo Yoffee, 0262-45-6626

NAGASAKI

Sue Bruell, 0956-49-0019

NAGOYA

On June 17, Nancy Mutoh and Eiko Ujitani will discuss Extensive Beading. Details next month.

NARA

Topic: Teaching Large Classes-Learning Together

Speaker: Shane Hutchinson and Workshop members

Date: Sunday, May 13th

Time: 1:00-4:30 p.m.



A1-year college course for fluent reading in English

NEW

Shoichi Ando and David A. Sell

Reading Faster and Better



seido language institute

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Various strategies to equip students for faster understanding (counteracting translation habits): predicting content, skimming for an overview, scanning for specific information, paragraph and phrase reading, distinguishing main ideas from details, figuring out vocabulary, grasping sentence structure. Students are trained to take command of reading: to clarify their goals and determine strategies.

The reading passages were selected by student's preferences. The Teacher's Guide suggests extensions for listening or discussion practices.

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Textbook	¥1,650
a-Teacher's Guide.	¥500

A 1-year course in speaking fluency

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Feeling at Home with English

A 1-year college course in speaking fluency based on the development of accurate listening skills in exercises that are brief, light and motivating.

The content of **On Campus** matures gradually over 24 lessons according to a tailored build-up of vocabulary and sentence complexity, leading students to feeling "at home" with natural everyday conversation.

A Teacher's Guide and a 3-cassette Tape Set are available. There are also two Tests (with Student's Test Papers) accompanied by Guides for the teacher.

(PRICE LIST)	with tax
Textbook	¥1,800
Tape Set	¥6,695
Teacher's Guide	¥1,300
Test After Lessons (12 & 24)	@¥1,000



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FAX 0797(31)3448

COUPON
(JALT-5)
90-N

Place: Saidaiji YMCA, 0742-44-2207
 Fee: Members ¥500; non-members ¥1000
 Info: Denise Vaughn 0742-49-2443
 Masami Sugita 0742-47-4121

The workshop will focus on various ways of handling large classes from elementary to college-level. There will be guided group discussion of: checking attendance, remembering names, engaging reluctant or slow learners, games, curriculum design, making Mombusho-approved textbooks interesting, drama teaching techniques, organising group work, team-teaching, pronunciation, ways of assessing students, and using songs, pictures and video. The order will be decided at the workshop.

Shane Hutchinson who has worked in several language schools in Fukuoka, is now teaching at Saga, Chikushi Jogakuen and Fukuoka Joshi universities. He's also a voluntary part-time teacher at Fukuoka School for the Blind.

NIIGATA

Topic: Two Workshops on Fun Activities in the Classroom

Speakers: Setsuko Toyama and Mary Leahy

Date: Sunday, May 20th

Time: 1:00-3:30 p.m.

Place: Niigata International Friendship Center (Niigata Kyokusai Yukokan) Kami Okawa, Mai Dori 6-1211-5

Fee/Info: Setsuko Toyama 0256-38-2003

Akiko Honda 026-228-1 429

Ms. Toyama's "Activities for Beginners and False Beginners: English thru Fun" is a workshop of ideas and knacks to help beginning learners enjoy English and retain what they have learned.

Ms. Leahy's workshop demonstrates the use of crossword puzzles in fostering communication. Puzzles can be used to reinforce vocabulary items, in reading activities, and to practice grammatical structures.

Ms. Toyama is the Niigata JALT program chair and is active in Matsuda Phonics. Ms. Leahy is a lecturer at Southern Illinois University of Niigata.

OKAYAMA

Kenji Numoto, 0862-53-6648

OKINAWA

Karen Lupardus, 09889-8-6053

OMIYA

Margaret Sasaki, 048-644-3643

OSAKA

Topic: Computer-Assisted Language Learning

Speaker: Tom Pendergast

Date: Saturday, May 19th

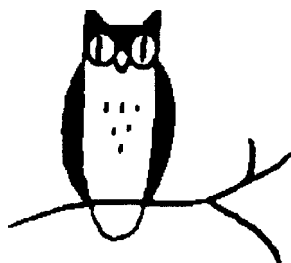
Time: 3:00-5:00 p.m.

Place: Umeda Gakuen

Fee: Members free; non-members ¥1000

Info: Didasko 06-443-3810

The first part will introduce C.A.L.L. in its historical context, touch on aspects of computer hardware and



software that need to be understood, consider several educational and administrative advantages of C.A.L.L., and give concrete guidance for its implementation in a language institute, company, or school program. In the second hands-on session, the participants will be able to try out several C.A.L.L. programs, including John Higgins' RHUBARB, which was introduced in *The Daily Yomiuri* on March 8. There will be time at the end for feedback and ques-

tions.

Tom Pendergast has introduced and continues to administer C.A.L.L. programs in both a junior college and a language institute setting.

OSAKA / TEMPLE UNIVERSITY (May 26)
 See Bulletin Board. Info: T. Swenson 06-351-8843

SAPPORO Spring Conference

Saturday, May 10th

12:00-1:30	Registration, book display and coffee
1:30-2:00	Introduction: Gwenna Humphreys
2:00-3:30	Steven Ross: Personality, Motivation and Gain in the Classroom
3:30-4:00	Break
4:00-6:00	Richard Day: Characteristics of an Effective EFL Reading Class (Workshop)
6:30-	Informal dinner with the speakers

Sunday, May 20th

9:00-10:15	Registration, book display and coffee
10:15-10:30	Introductions
10:30-12:00	S. Ross: Relating Reading Comprehension to EFL Composition Skills
12:00-1:00	Lunch and book display
1:00-2:15	Mary Virgil: Rhythm and the Young Learner
2:15-2:30	Break
2:30-4:30	R. Day: What To Do with Boring Reading Tests (Workshop)
4:30-6:00	Conference conclusion
Place:	Art Plaza Hotel, South 8 West; 011-512-3456
Fees:	(waived for new members joining at the conference)

	One day	Two days
Members/students	¥500	¥1000
Non-members	¥1000	¥2000
Info:	Ken Hartmann 011-584-4854	

SENDAI (5/20, 1 p.m., 141 Bldg.)

Shari Berman, "Achieving the Speaking-Listening Balance." Info: Tadashi Seki, 022-278-8271.

SHIZUOKA

Topic: A Perspective on English Composition and Reading

Speaker: Dean Hinton

Date: Sunday, May 20th

Time: 1:00-3:00 p.m.

Place: Tokai University Junior College, near Yunoki Station
 Fee: Members ¥500; non-members ¥1000
 Info: John Laing 0542-61-6321 (days) or 0542-46-6861 (eves)

In a Composition/Reading Project given to second-year students at Pmspera Language Institute (where Mr. Hmton teaches) the problem given is culturally based and examines basic perceptual faculties in and differences between Asian and Western students, indicating a possible dichotomy in learning experience through the relatively simple devices of depicting objects in space (perspective) or flatness.

SUWA

Event: Lake Suwa Walkathon (charity event)
 Date: Sunday, May 27th (rain or shine)
 Starting point: to be announced
 Info: Mary Aruga, tel. 0266-27-3894, fax. 0266-28-0911
 Shigeru Kobayashi, tel. 0266-28-1183, fax. 0266-28-5287

Surrounded by the Japan Alps and just a two-hour and forty-minute train ride from Shinjuku, Lake Suwa is at first glance very beautiful, yet the quality of the water still leaves much to be desired. Please join fellow teachers and students in this pleasant approximately 23 km. (up to six hours) walk and work towards cleaning up the lake at the same time. Please bring a lunch and a bag to put litter in.

TAKAMATSU

Topic: Ideas that Work with Young Learners
 Speakers: Christopher Knott and Richard Beach
 Date: Sunday, May 27th
 Time: 1:30-4:30 p.m.
 Place: Takamatsu Shimin Bunka Center
 Fee: Members free; students ¥250; others ¥1000
 Info: Harumi Yamashita, 0878-67-4362

These games, activities, techniques and materials have been found effective with students from pre-school to junior high school. The content will be adjusted to best meet the needs and interests of the participants, who will have an opportunity to exchange ideas they've found useful and to work on problems they face in their classrooms.

Christopher Knott, JALT General Manager and Vice-President of the Kyoto Chapter, is the owner and director of Chris English Masters, where Richard Beach, author of the JET textbook series, is in charge of curriculum development.

TOKUSHIMA

Topic: Background Knowledge and Reading Comprehension
 Speaker: Kathleen Kitao
 Date: Sunday, May 20th
 Time: 1:30-4:30 p.m.
 Place: Tokushima Bunri University No.14 Bldg. 2F, Room 22
 Fee: Members free; non-members ¥1500; students ¥1000

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Info: Sachie Nishida 0886-32-4737

Dr. Kitao will explain why knowledge of content area and organization are important and how they can be used to help students' reading comprehension.

Dr. Kitao is a full-time lecturer at Doshisha Women's College in Kyoto. She received her Ph.D. in communication from Michigan State University.

TOKYO/TEMPLE UNIVERSITY

See Bulletin Board. Info: D. Modesto 03-291-3824 (work).

TOKYO/WEST TOKYO

Theme: Spring Challenges. This annual miniconference will focus on the practical applications of methodology in the classroom.

Date: Sunday, May 27th

Time: 10:00 a.m.-5:00 p.m.

Place: Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 101; tel. 03-367-4141 (one-minute walk from Shimo-Ochiai Station on the Seibu Shinjuku line).

Topics/speakers/fees/info: Don Modesto 03-291-3824 (work) or Catherine Tansey 03-351-8438 (home); 03-284-1831 (fax, work).

TOKYO SIG

日本語教育部会

演題: 「新刊教科書の紹介とその効果的指導法」

講演者: 堀 歌子 (国際学友会講師)

岩見宮子 (国際日本語普及協会講師)

月 日: 6月16日 (土)

時 間: 講演 2:00~5:00 (受付 1:30より)

会 場: テンプル大学日本校

(西武新宿線 下落合駅下車1分)

参加費: 会員 無料、非会員 1,000円 (当日受付)

JALT 東京支部日本語部会への問い合わせ。

楫 光可 (0473-48-2650)

安達幸子 (03-788-0884)

日本語学校あるいは大学の予備教育機関などで日本語を学ぶ留学生を対象とした初級・中級用会話教材「留学生の日本語会話」(国際学友会日本語学校)と日本国内だけでなく海外でも人気の高い「Japanese for Busy People I」の続編である「Japanese for Busy People II」(国際日本語普及協会)のテキスト概要とその具体的な指導方法などを紹介します。

全国語学教育学会京都支部(JALT)では、下記の要領で例会を開催致しますので、ご案内いただければ幸甚に存じます。

TESOL CALENDAR
TESOL '91 — New York, NY
TESOL '92 — Vancouver, B.C.

TOYOHASHI

Topic: Teaching Techniques (Video and Discussion)

Date: Sunday, May 20th

Time: 1:30-4:30 p.m.

Place: Aichi University Kinenkaikan 2F

Fee: Members free; non-members ¥1000

Info: Kazunori Nozawa 0532-48-0399

Anthony Robins 0532-56-1284

UTSUNOMIYA (5/27, 1:30 p.m.)

At Utsunomiya Community Center. Content to be announced. Info: James Chambers, 0286-61-1637.

YAMAGATA

Alan Scott Henderson, 0234-26-0402

YAMAGUCHI

Yayoi Akagi, 0836-65-4256

YOKOHAMA

Topic: Learning to Learn English

Speaker: Steve Maginn

Date: Sunday, May 13th

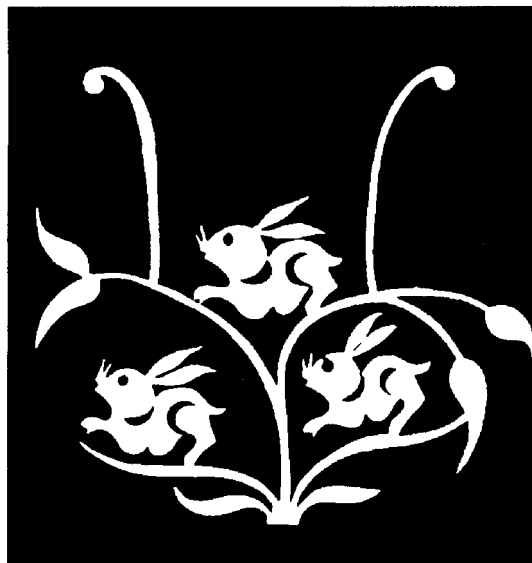
Time: 2:00-5:00 p.m.

Place: Kaiko Kinen Kaikan (near JR Kannai Station)

Fee: Members free; non-members ¥500

Info: Bill Patterson 0463-34-2567

Learner training can help you cope with too many students, not enough time and different levels of ability and motivation by enabling learners to discover the learning strategies that suit them best. Drawing on *Learning to Learn English* by Gail Ellis and Barbara Sinclair (CUP 1989), this presentation, focusing on extending learners' vocabulary, offers practical advice for getting students to take responsibility for their own learning. Activities will be presented which encourage learners to assess themselves and set short-term aims, explore a variety of learning strategies, build up their confidence, and find out how to organize their learning efficiently.



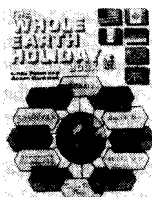


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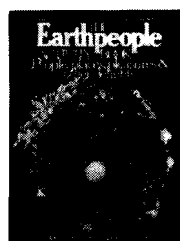
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THE EARTHPEOPLE ACTIVITY BOOK :
Sixteen chapters of activities and
readings about all Earthpeople and
the world they share.



At Intermediate level :

ANTHROPOLOGY - CONTEMPORARY PERSPECTIVES :
Selected readings of average 3 pages A4 tell of "Societies on the Brink", "India's Sacred Cow" and "Human Diversity". A full glossary is provided on common anthropological and sociological terminology.

NOTABLE WOMEN :

Non-intimidating reading passages, none longer than a double A4 page, on some of history's most inspiring women, followed by activities and discussions. Grades 4 - 6 level equivalent.

At Advanced Level :

RACIAL AND ETHNIC GROUPS :

Eighteen units of short readings (av. 4 pages) explore the reasons and nature of prejudice and how different ethnic groups have suffered in the US. The final unit examines these issues in other countries. A list of key terms follows each reading, and there is a full glossary at the end of the book.

CONTEMPORARY POLITICAL IDEOLOGIES :

Going beyond the traditional description to include Liberation Theology, Feminism and Third World Ideologies, the fourteen units are divided into short readings (3 B5 pages av.,). Although advanced and demanding linguistically, the book requires no prior knowledge and offers a thorough introduction to the subject. For further information, contact :David Pinsker, Harper & Row ,

1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo 104
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Positions

Please send all announcements for this column to Jack Yokay (seep. 1). The announcement should follow the style and format of TLT and be received by the 25th of the second month preceding publication.

(OSAKA) Three full-time English teachers (two Japanese nationals and one native speaker; one full professor, and two assistant professors or lecturers) from April 1, 1992. Requirements: native speaker of English or Japanese national with fluency in English and capability of teaching on English or European culture or societies; a Ph.D. or M.A. in TESL or closely related fields (or the equivalent experience at universities). Send by June 30: curriculum vitae, photograph, list of publications and a short essay of about 500 words in English introducing yourself, stressing your strong points, to Vice President S. Ichimura, Osaka International University, 3-60-1 Sugi, Hirakata, Osaka 573-01. Tel. 0720-58-1616.

(SEOUL,KOKEA) Full-time ESL instructor. Monthly starting dates. Salary W1,000,000/month. Requirements: M.A. or B.A. in TESOL or related field or experience. Benefits: Partial housing, round-trip airfare, four weeks vacation, 60% health insurance. Send resume, copy of first page of passport, and references to: K.H. Lee, Assistant to the President, English Training Center, 646-22 Yoksam-dong, Gangnam-gu, Seoul136, Korea.

(TOKYO) Part-time and full-time positions beginning in May. Native speakers of English or Japanese with at least an M.A. in TESOL/Linguistics/Education or a related field will be considered. Teachers should be willing to participate in Christian activities. Send resume and references to American Christian College, 3-7-8 Higashi-Nakano, Nakano-ku, Tokyo 164 (tel. 03-5389-2734).

(TOKYO) Tokyo Center for Language and Culture: full-time EFL instructors for Special Projects Team. Courses are intensive, usually live-in at our clients' training centers in one-week blocks. Students are business and technical people of various language levels. This can become a career position, with challenges in teaching, program development, curriculum planning, and management. Send resume and covering letter to: Mr. Keith Shiell, Manager, Special Projects Team, T.C.L.C., 1-20-1 Shibuya, Shibuya-ku, Tokyo 150.

(TOKYO) Director of English as a Second Language to develop and administer a new intensive academic first-year college level ESL program in consultation with Dr. John Fanselow, Teachers College, Columbia University, and the staff the Director will eventually hire. Candidates should have: 1) M.A. or preferably Ph.D. in TESOL or related field plus teaching and administrative experience, 2) proven ability to produce an innovative academic ESL program that will be different from others and will engage learners in new ways, and 3) proven ability to provide ESL leadership to the entire IPU network. It would also be highly advantageous to

have an inter-disciplinary academic background plus post-intermediate Japanese. Salary and benefits are competitive and negotiable. Send resume and an outline of your ideas immediately to: Mmoru Kasuya, International Pacific University, 2-13-14 Higashi-ikebukum, Toshima-ku, Tokyo 170, Tel: 03-5992-1100; Fox 03-988-3188

(YAMAGUCHI-ken) Full-time native English speakers and Japanese English teacher. Native speaker position requires 20-25 hours of teaching per week plus help with curriculum development. Teaching experience preferred, but a patient and sincere attitude towards working with Japanese students of various levels essential. Sponsorship and benefits available. Oneyearcontract, renewable; salary negotiable according to experience and background. Japanese position requires 20-25 hours of teaching elementary school children. Small group classes with guidance from an experienced native English teacher. Pleasant working conditions. Send resume or *rirekisho* and photo to: Mr. Tetsuya Sakai, New Wave English School Tokuyama, 1-3 Mouricho, Tokuyama-shi, Yamaguchi 745; 0834-31-6604.



A Reminder from the Editors

The 25th of the second month prior to publication is the final deadline for receipt of all submissions, including all announcements (positions, bulletin board, and meetings). Anything received on the 26th or after will go into the following *The Language Teacher*.

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,700. There are currently 36 JALT chapters throughout Japan. JALT is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes **The Language Teacher**, a monthly magazine of articles and announcements on professional concerns, and the semi-annual **JALT Journal**. In addition, members can enjoy substantial discounts on **Cross Currents** (Language Institute of Japan).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGS, disseminate information on areas of special interest. JALT also sponsors special events, such as the annual Summer Seminar for secondary school teachers, regular In-Company Language Training Seminars, and special conferences on Testing and other themes.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT President by September 15. Awards are announced at the annual conference.

Membership — Regular Membership (¥6,000) includes membership in the nearest chapter. **Joint Memberships** (¥10,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥3,600/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. **Associate Memberships** (¥50,000) are available to organizations which wish to demonstrate their support of JALT's goals, display their materials at JALT meetings, take advantage of the mailing list, or advertise in JALT publications at reduced rates. Applications may be made at any JALT meeting, or by using the postal money transfer form (**yubin furikae**) found in every issue of **The Language Teacher**, or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

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JALT — 全国語学教育学会について

JALTは、語学教育のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に約3,700名の会員を持ち、英語教師協会 (TESOL) の加盟団体、及び国際英語教師協会 (IATEFL) の日本支部として、国際的にも活躍しています。

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

大会及び例会：年次国際大会、夏期セミナー企業内語学セミナー、各支部の例会や全国的な主題別部会があります。

支部：現在、全国に36支部あります。(札幌、盛岡、仙台、山形、茨城、宇都宮、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、山口、徳島、高松、松山、福岡、長崎、鹿児島、沖縄)

研究助成金：詳細はJALT事務局まで。

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

入会申し込み：綴じ込みの郵便振替用紙 (口座番号—京都5—15892、加入者名—JALT) を利用して下さい。例会での申し込みも受け付けています。

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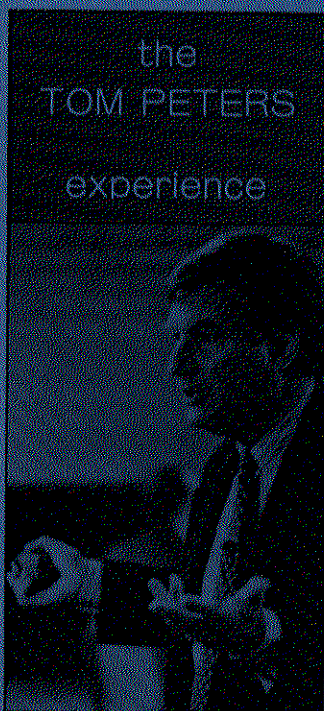
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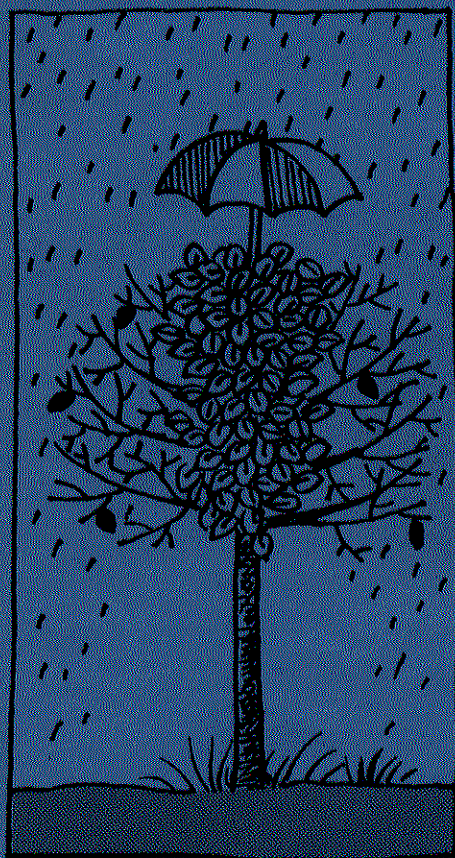
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