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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 chare; position announcements do not indicate endorsement oftheinstitution 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. 26th of the month two months preceding desired publication. All copy must be typed, double-spaced, on A4-sized paper, edited in pencil, and sent to the appropriate editor.

Features

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JALT News

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Opinion

My Share

Introduction

This issue of The Language Teacher *features articles that raise questions regarding the responsibilities of teachers toward students and towards themselves as teachers. To round out the issue, two of the articles are more practical in focus, offering suggestions for ways of teaching listening and vocabulary.*

In the interview with Michael Rost, N.S. Prabhugives some background information about the Bangalore project and what its goals were. They did not advocate a single method or endorse a particular curriculum since what is successful in one situation may not work in another, a point that is taken up again in Tim Knowles'article on "Action Research." Prabhu maintains that it is the teacher's responsibility to adjust to fit the changing needs of the students and cautions against letting teaching become routine.

The other three articles in the Features section are of practical relevance to teachers. Knowles describes an approach to evaluating teaching techniques known as "Action Research" that can help teachers objectively assess the effectiveness of their own teaching without the rigorous controls required by other types of research. In "Reciprocal Listening," Brian Cox outlines a technique to get students to ask for clarification or confirmation when they are having difficulty understanding what is being said to them. In the final article, which is on vocabulary learning, Steven Maginn briefly reviews current knowledge in this important area of language teaching and illustrates it by providing some sample task types.

The two articles in the Opinion column are also concerned with teachers' responsibilities to their students. Junko Kobayashi argues that teachers need to teach students how to express disagreement in English using logical reasons in order to make themselves better understood by native English speakers. Hywel Evans addresses the issue of how stereotyped views of Japanese students as "passive" can have negative repercussions in the classroom.

It is our hope that the practical advice found here in addition to the issues raised about the responsibilitiesof the teacher will offer fresh insightsand spark further discussion.

Interview: N.S. Prabhu

By Michael Rost

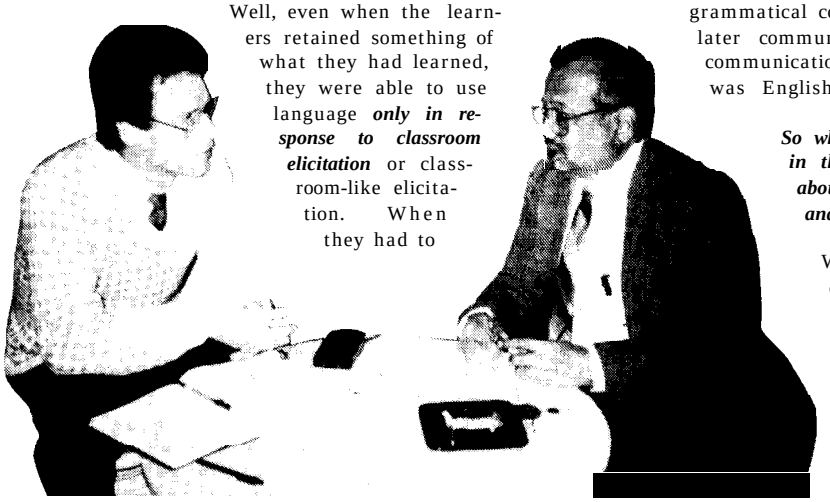
Michael Rost had the opportunity to interview Professor N.S. Prabhu, of the National University of Singapore, and formerly of the British Council in Madras, when Professor Prabhu was in Japan for the Temple University Distinguished Lecturer Series.

Rost: ***Professor Prabhu, many language teachers associate you with innovations in language teaching, and in particular with the procedural syllabus that resulted from the Bangalore Project on "communicational" language teaching. Can you tell us something about the background of that project and what you feel you accomplished there?***

Prabhu: Yes. The Bangalore Project came about as a result of a growing intuition in myself and several of my colleagues in the late 1970s. At that time, when I was at the British Council in Madras and engaged in training of teachers of English in India, I sensed a dissatisfaction in others and I felt more and more dissatisfied myself with the kind of structural syllabus and structural language teaching that was in place.

Mainly, our complaint was that when you teach grammatical structures, practice them, drill them in the classroom, they seem to be learned ***at that time,*** but later, at the end of the school year, at the end of the course, they're not there. So the learning that takes place is kind of illusory, not stable, not permanent, not real.

So your sense about the structural syllabus that was being used at the time and the methods of teaching was that they weren't effective--learners weren't able to retain what they had learned?



Well, even when the learners retained something of what they had learned, they were able to use language ***only in response to classroom elicitation*** or classroom-like elicitation. When they had to use the language outside of the classroom or outside of this elicitation, they didn't seem to be able to use the language. Therefore, it's probably not real learning. This was our main feeling.

Now, in that context, we held a series of seminars in Bangalore. We, meaning a teacher training institute in Bangalore with my input, inviting people from teacher training institutes in other parts of the country, et cetera. During these seminars, we looked at the prevalent alternative to structural syllabuses, namely, the so-called notional-functional syllabuses. Somehow, we felt that was ***not*** the answer we were looking for because the notional-functional syllabus aimed to teach things beyond grammatical competence ***instead of*** finding a better way to teach grammatical competence itself. And we saw grammatical competence as the central core.

At the end of these seminars we felt that we should focus not on a classroom simulation of real-life language behavior, with activities such as role-play, but rather on meaning and a concentration on content, and on ***the struggle*** to make sense within the learners. We felt that through a genuine effort by learners to focus on meaning, their learning would be more permanent. We decided to try that out.

So the key aspect of your proposal for the project was to shift teaching away from the presentation of grammatical structures to a concentration on regulating efforts by the learners to learn these structures?

Yes, a focus on learners' efforts. And we saw this as a means of bringing about grammatical competence itself, not as a way of developing communicative competence as something distinct fmm grammatical competence. So we used the term ***communicational*** instead of ***communicative*** since we saw communication as a means to grammatical competence, not grammatical competence as a prior basis for later communication. It's not English ***for*** communication that we are interested in, it was English ***through*** communication.

So when you decided to effect a shift in the curriculum, how did you go about this on the level of planning and training and management?

Well, there was some difference ofopinion on this matter. There were some thoughts of setting up large-scale campaigns, of which we already had several experiences sometime earlier when we had introduced the structural syllabuses in India. But we thought in the end that a large-scale campaign

was ***sure to be undermined from the beginning*** in various ways. In particular, in introducing a new way of teaching, one tends to concentrate more on selling it than on developing it, and as a result, the development of the idea suffers considerably. So we made it very clear that ours was not a selling exercise, but a searching exercise.

We wanted to teach classes of children ourselves for a sustained period of time, to see if our own instincts were confirmed in the process before propagating the procedures involved. In fact, in the end, we came up with, or at least I came up with, pretty strong reasons why ***propagating a method doesn't make sense at all***-propagating, in the sense of getting large numbers of people to follow given procedures.

The real enemy of good teaching is not a bad method. The enemy of good teaching is teaching as a mere routine.

Do you mean that the reasons for developing the procedures are likely to be misunderstood?

Yes. One can put before teachers one's concepts and the consequences of those concepts for teaching procedures. But it doesn't make sense to get large numbers of teachers to follow some set of procedures or one method that has shown itself to be good in some context for some people. Because what that involves, the large scale implementation, is the notion that there is value in a set of procedures-regardless of who carries them out, where, with what attitudes, with what understanding, et cetera.

So, in conveying the value of this work, you want to emphasize that teaching isn't just following a set of procedures, as if from a technical manual.

Yes, that would be to take the analogy of a scientific experiment. You know, if a chemist mixes certain chemicals in a certain way, a certain product will result, regardless of the chemist's state of mind at that time. I think that is the wrong analogy for teaching, and for the social sciences generally.

This is because teaching is fundamentally human interaction. It is at the core a ***continual*** interaction between the teachers and the learners. A vital part of teaching is therefore the teacher's perceptions at any given time, the teacher's beliefs, if you like, his or her understanding of what is happening, his or her concept of how what he or she is engaging in can lead to the learning that is being aimed at, and of course at the learners' interpretation of this as well. It is these perceptions on both sides that are vital in determining the value of any procedures.

Then how would you characterize the role of new i&as about language learning and teaching-ideas that come to the teacher from outside his or her own teaching situation?

Well, what new methods and ideas can do is to enrich teachers' perceptions so that the teachers ***interact with the new concept*** and their own perceptions are kept alive or active.

I have long thought that the real enemy of good teaching is not a bad method. The enemy of good teaching is teaching as a mere routine, as a mere set of procedures which one is supposed to carry out, and therefore one carries out. The fight against routines can only be undertaken with a continual interaction among teachers, applied linguists, et cetera. So I see the so-called "new methods" not as solutions for large-scale implementation but as stimuli for teachers'growth.

One of the interesting distinctions that you have made in your book Second Language Pedagogy ***(Oxford University Press, 1987) is that between learning-centered versus learner-centered approachestocurriculumdevelopment. Can you elaborate on that?***

The process syllabus, process approach, or what is generally so-called, I think actually consists of two separate approaches.

First, there is what is strictly called a learner-centered approach: learners have their own rights, learners have their own views and these need to be given due weight in teaching. There's a kind of social ideology to it-as in democracy, or a recognition by parents of the rights of their children, or a recognition by employers of rights of their employees, and so on. And it's an extension of that social ideology to the classroom: the learners have rights.

That's one line of the process appmach, but that's not the line I'm pursuing. The other line is ***learning***-centered, instead of learner-centered, that is to say, ***the focus should be on the process of learning;*** on a continual assessment by the teacher of the learner's state of learning, and an effort to provide guidance, inputs, and activities to match that state of learning. Therefore it is not pm-determined teaching. In much of our teaching, the syllabus is set before the course begins, the syllabus is fixed the progression is fixed. A learning-centered approach makes the sequence much less predetermined and more open to change in light of ongoing assessment; that's learning-centered, and that is what I am pursuing in my approach to curriculum development.

In this type of learning-centered approach, what kind of skills does a teacher need to develop? Ability to assess learning, for instance? Ability to grade classroom tasks? How does a teacher develop these skills?

I think mainly in the course of the ongoing experience of teaching. However, teacher training courses, teacher education can ***help teachers to benefit*** more from the ongoing experience ofteaching. That should be the aim of teacher training, I think, to make teachers more responsive to student learning, to be more sensitive to what goes on in the classroom. But the actual growth of a teacher as a teacher, and the development of teaching ability, can only happen in the course of teaching. This is probably true in all professions-medical doctors, lawyers, etc. The real growth of the pmfessional is thmugh making judgments, and mak-

ing judgments can only mature in their practice.

Changing the topic a bit, I wonder if you could comment on the role of English in Asia. For starters, what kind of standards of English might prevail or do prevail in Asia? And how would this notion of standards affect the way English is taught in Asia?

Well, to think first of standards, what kind of standards do we teach to. On the whole it is the native speakers' standards that have been looked on as a standard for language teaching. I don't think they have done much harm in the past, but at some stage, you get a situation, as in India, where English becomes more ***or*** less a local language, national language. In India, English has become an Indian language. There is a recognizable Indian variety in English, and yet, teachers and learners generally ***pretend*** that it is the British standard that they are aiming at. So people have to say, if there is a recognizable variety of English in India, and if this is all our teachers can teach, because that is the English they use themselves, then is it any more than a kind tribute to a distant god to say we are aiming at a British model, et cetera? And that is the pedagogic context in which one must accept the local variety.

But of course, there is a sociological context as well. In the context of recent sociolinguistics, there has been a big reaction to this dominance, and the power-related questions of native speaker superiority. And English is a world language, so there is money involved, power involved, and so on. And to say the native speaker knows best is in effect to confer a ***privilege by birth*** on some users of a world language, permanently, over other users of the world language. So there is this sociological thing.

I think however there is a danger in this thinking. I think that we do have to recognize, simultaneously, that English is a world language, not American or British exclusively. It's a world language and we in Asia are members of the world as well, so equally it ***doesn't belong to us exclusively either.*** What we should be aiming at locally is something that is workable, acceptable, intelligible as a world language, across the world. And in fact the success of the language, as a world language, will depend on ***whether in fact it is possible*** for different varieties across the world to be different, but mutually intelligible and acceptable. That is what we should be aiming at, though, being careful not to shut out other varieties, being careful not to play the same game of claiming some kind of privilege, which I think is wrong.

The other aspect of your question is the ***aim for learning English to begin with-why*** is English important in Asia? We might think of Halliday's distinction between "pragmatic" and 'mathetic" functions. The pragmatic function encompasses use of the language for travel, for trade, for politics, for getting things done. The mathetic function is an intellectual one, the use of languaga as a means ofthinking, and in particular, language for claiming one's share in what may be called the "knowledge paradigm." I think the big reason English is the world language is that the knowledge paradigm of the past 300 years has been carried chiefly through English.

The English language, which has had so much power, has spread across the world because of this knowledge paradigm. There were other knowledge paradigms that had earlier spread across the world, for example through Arabic during the Middle Ages; through Buddhist teachings, and so on. Yet now in the modern world, much of what is recognized as knowledge is knowledge that is carried through the English language.

So it is important for Asian countries to have ***equal access to this paradigm*** and the linguistic power to participate in the generation of knowledge. English is important for this. If we only learn English for pragmatic purposes, fresh knowledge will continue to be generated in one part of the world and we will continue to be only knowledge receivers rather than knowledge operators. It is important to have equal opportunity in the knowledge generation process as well.

So would you think that language teaching curricula focused on communicative language teaching in Asia, which emphasize the pragmatic function of language, the face-to-face communicative functions of language, are inadequate?

Basically, they're short-sighted. In teaching we have to recognize these two functions. When we insist upon communicative language teaching methods and so on, we should recognize that we are emphasizing the pragmatic function of language. But we have to realize there is another function as well. Both are important.

The role of the applied linguist is not to tell teachers what to do, but to tell teachers what he or she thinks.

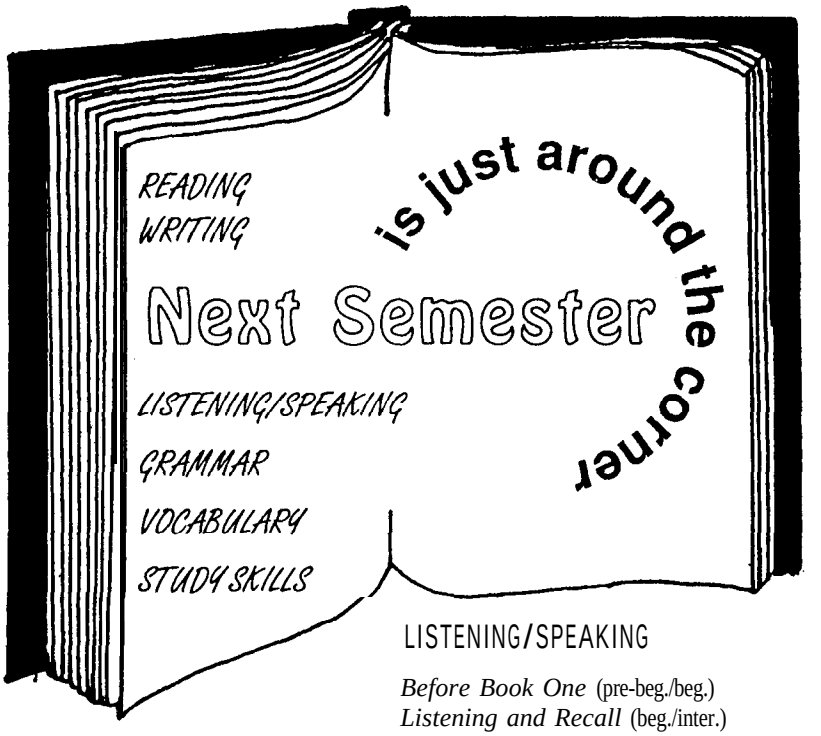
The last question I'd like to ask you is about your sense of direction in language teaching for the 1990s. Particularly, how do you see Applied Linguistics influencing language teaching in this coming decade?

Well, I can say what I ***hope*** to see, and that is a loosening up, as it were, of the role of the applied linguist, the language researcher, the language specialist. The current role is that of someone who knows better, and tells others what to do. I think that is the role the applied linguist has to shed. The applied linguist does have something to tell others since he or she has spent considerable time and effort to work intensively with certain concepts, interacting with certain concepts, developing certain concepts, and can articulate those concepts better. Yet, I think the mle of the applied linguist is not to tell teachers what to do, but to tell teachers what he or she thinks.

This means that the applied linguist should engage teachers in interaction with him or her and with the concepts, so that the teachers can better function as applied linguists themselves, formulate their own concepts. What this means in terms of teacher educa-

(Cont'd on p. 10)

Have you done your homework?



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Action Research: A Way to Make Our Ideas Matter

By Tim Knowles
Sophia University

We are always doing something new in the classroom. It could be anything: perhaps changing the environment, like the teacher sitting down instead of standing up or having the students sit in a circle instead of lines; perhaps adding a new element to the class activities; perhaps even just changing the order in which things are done. Most classroom innovations, in fact, are small scale, and are probably initiated more often by sudden whim at the chalkface rather than by conscious, premeditated planning. But no matter how small or seemingly unimportant such an innovation may be, we always have some idea in our minds as to how successful, or unsuccessful, it was. Either it becomes part of our overall teaching practice, or it's a case of "whoops, won't do that again." A good teacher, I would suggest, innovates in every lesson, and therefore also has to make evaluations of such success in every lesson (although of course one could imagine a proficient teacher somewhere who considers that he or she has reached perfection).

Leaving aside those 'perfect" teachers (for in my heart, I really don't trust them), the purpose of this article is to examine this evaluation process, and suggest an appmach, or rather a philosophy, through which such evaluations can be put to best use: not only by the teacher, but by the educational community at large. Sadly, many successful innovations do not spread fmm the classroom and teacher where they originated, and often a teacher takes into the classroom an innovation with which another teacher, perhaps from a different environment, boasts great success, and experiences, by his or her own evaluation, dismal failure.

Hence, we have a communication breakdown. Teachers become not only reluctant to take on another's ideas, but also, unless they have been put on a pedestal to sell something, diffident about describing their successes. We tend to accept, quite reasonably, that every teacher has his or her own way of doing things, and think that an account of one's own deeds would be seen as unwarranted, perhaps condescending, interference. Furthermore, we never describe our failures. We mention them, certainly, just as we may mention our successes, briefly, but we never ***describe*** them. But surely, just as one teacher's successes may be another's failures, for whatever reason, then failure by one teacher may be translated into success by another.

Unfortunately, in most 'Japanese colleges and universities, there is little opportunity or encouragement for teachers to meet at all. Most are simply left to organise their courses in their own way, and many like it like that. This is not a necessary or even natural state of affairs. Teachers want to communicate. We can recall the scene in the staff mom of a language school with colleagues pointing out various activities: "That was good"; "They sure didn't like that." In a good teaching environment, in fact, where all teachers work in more or less similar conditions, with similar students, and where there is a certain understanding between the teachers, there does appear to be genuine communication. However, I would suggest that often this is simply an agreement to be harmonious in potentially stressful conditions. Individual teachers do have different aims, strengths, weaknesses, and criteria for success, and uncontrolled arguments which expose these to scrutiny can destmy any envimnment. What is required is an acceptable framework (almost an institutionalised framework) whereby innovations and experiences can be evaluated for the benefit of all while preserving the integrity and security of the teacher.

What exactly do we mean when we talk about evaluation? Most people think oftesting. If we want to evaluate our success as teachers, we test the students and find out what they have achieved. There are two responses to that simple line of thought. The first, sadly, is: do we really do that? In how many situations do we give a test at entry, followed by an equivalent test at exit? I think we rarely do, and if there is some change (up or down) how do we know what to attribute it to? Even if the test does accurately reflect what we may mean by language acquisition (e.g. is there a communicative test for communicative competence?), how would this test really evaluate what we do as teachers? How would it evaluate our innovations? We would only know for certain that our innovation led to a real improvement in acquisition by having a parallel class without the innovation, and testing again: a course of action which would be necessary for the researcher, but hardly practical for the practicing teacher, particularly if he or she had real faith in the innovation in the first place, and if the innovation was, in any case, only of the small scale variety.

So this is where "Action Research" comes in. It was defined by Halsey (1972) as a "small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention." Applied research would normally require a large number of cases, and, if possible, repeated experiments to increase confidence in the results. This is, of course, out of the question in the practising environment, where decisions are made at the chalkface day by day. Furthermore, such research requires strict control of all those variables which may enter the teaching situation. Clearly, there are many such variables, the control of which is probably impossible, and perhaps even detrimental to overall learning. Apart from everyday environmental changes, a teacher would be ill-advised to restrict the learners' access to other learning strategies simply in order to measure the effect of one particular innovation.

Thus, while normal applied research may be concerned with generalisation to comparable situations, we have the problem that there may in fact be no such comparable situations. A teacher does not operate in the controlled conditions of the researcher, and no two

situations are exactly the same. This is not to say that normal research is not important. It is, of course, invaluable in shedding light on a host of issues, most particularly in developing theories of learning upon which teachers may base their approaches. However, we are concerned here with ***curriculum*** changes in ***particular*** contexts, and not an overall contribution to understanding of a deeper knowledge, vital though that may be. Nor is it to dissuade teachers from using correct research techniques in evaluating their innovations, for few teachers, if any, would be tempted to do any such thing, knowing full well the difficulties involved, and being quite aware of the abovementioned restrictions on the relevancy of the results. However, unfortunately, in the belief that anything less than correct technique is somehow invalid, the teacher may be reluctant to carry out any evaluation to take its place.

. ..an outlook and procedure whereby teachers' classroom experiences can be documented, communicated, and added to the body of knowledge so that they can lead to successful innovation in appropriate situations. This is what "Action Research" attempts to be.

What is required in the educational forum is an outlook and procedure whereby teachers' classroom experiences can be documented, communicated, and added to the body of knowledge so that they can lead to successful innovation in appropriate situations. This is what "Action Research" attempts to be. It is above all participatory and collaborative. It is participatory in that the teacher is describing a process of which he or she is an actual part, and whose outcome he or she can influence; it is collaborative, in that the teacher does not work in isolation. Successful Action Research depends on the collaboration of everybody concerned: if they are not actually involved in the research, then they should be receptive to the observations. Paradoxically, it is important to realise that such a collaborative environment does not simply spring into being by itself. It has to be created and organised perhaps by the administration (for want of a better word for whoever's in charge), but with full understanding and acceptance of all. There has to be a working accord. If the administration wish such an environment to exist, they must be willing to act on any change which appears to be beneficial, and above all, allow and recognise responsibility.

Process is made towards such conclusions and decisions to act by means of continuous evaluation. In other words, the ideal environment is one in which teachers are constantly evaluating their work in such a way that can be easily and accurately communicated to their colleagues. Action Research, in the context of the educational establishment, would focus on a specific curriculum issue, but consider the experiences and judgments of all the teachers (and administrators) involved. The issue chosen maybe a wide one: the most obvious one which comes to mind is the issue of textbook and material selection, but we may also want to consider such things as technological innovation, syllabus, timetabling, even classroom methodology, and in fact a whole host ofissues, all of which may have a considerable effect upon on another.

Action Research with no particular issue in mind-simply collecting general experiences and evaluations, hoping to glean something practical from it-may be of some use, but fmm the point of view of real decision making, there has to be a focus. The classic starting point for action research in social science (see below) is "the problem," but I have misgivings about that. A social scientist can perceive a problem in the real world (e.g. racial discrimination) and then dive in to find innovations to solve it. A teacher is right there in the real world already, and problems have a tendency to remain hiddenuntil you actually start investigating. Particular issues such as testing or materials selection make suitable starting points and the resulting research can bring to light other problems in the course of time.

As no two teaching situations are necessarily alike, Action Research has to stress the specific context of the intervention. It is important to observe all the effects of the intervention: what the learners did, what the teacher did, and all physical, environmental, and affective changes, for only if all these are faithfully documented can a true picture emerge. Only materials and equipment available normally should be used, and if the teaching situation is not ideal, that should not invalidate the observations. Even what a teacher has considered a failure is valuable, but only so if we know the full context, so that we can judge whether, indeed, there may be success in a different situation, or under different criteria. If we were only to work with the ideal, then no research would take place at all. In any case, we cannot define the ideal, and it is a search for the ideal which spurs investigation.

This is by no means a new idea, but has been around in the social sciences for many years. The term 'action research" was first coined by social psychologist Kurt Lewin in about 1944. According to him, it "consisted in analysis, fact-finding, conceptualisation, planning, execution, more fact-finding or evaluation; and then a repetition of this whole circle of activities; indeed a spiral of such circles" (see Kemmis, 1981, p .13). "It was (and is) an expression of an essentially democratic spirit in social research" (Kemmis, 1981, p. 14). The driving force was a recognition of problems in the real world and the need to solve them fmm within, rather than simply apply the results of academic researches. In the early 1950s, there was great interest in Action Research in American education, with the vanguard taken by the Horace Mann-Lincoln Institute of Teachers' College, Columbia University, led by Stephen Corey (see Corey, 1953). After that period, there was a decline in interest, perhaps because of a retreat towards theoretical research, but more likely because a rise of other action-oriented and practical methods of inquiry and evaluation (e.g., Parlett & Hamilton, 1976, and Stenhouse, 1975) among which Action Research became rather lost.

Nevertheless, in the eighties there was an increase of interest in Action Research, perhaps because it, according to Kemmis (1981a, p. 201, "provides workable procedures through which the aspirations of critical theory may be realised." Above all, it embodies a linking of theory and practice, and is a tool for improving both practice and knowledge about practice. It is indeed surprising that the English Language Teaching world, which prides itself on being in the forefront of teaching ideas and practice, and with its ideals of learner and teacher participation, has not taken it fully on board. However, it does seem that at present, there is very little evaluation of this sort, by any name, going on at all. Are we totally in the pocket of the publishers and in awe of the policy makers at the top? Well, partly, we may be, but what is also true is that we don't do Action Research because it appears to be very difficult.

Extensive guidelines for carrying out Action Research are contained in ***The Action Research Planner*** (Kemmis et al., 1981) and ***Action Research: A Framework for Self Evaluation in Schools*** (Elliot, 1981). Both elaborate on Lewin's original idea of a spiral, fmm a formulation of the general idea of the task and the opportunities and problems it presents, to reconnaissance of the context, to a formal description of the innovation to be made, to implementation of the innovation, monitoring, evaluation, and then to a fresh reconnaissance based on that evaluation. There is no space here to go further into these guidelines, which should of course be consulted by anyone interested in proceeding. However, such guidelines seem to give the bat to the teachers only to take it away again, by imposing such a list of administrative tasks which the teacher, even if enthusiastic, could not possibly have time for. They do give a fairly comprehensive list of tools with which to monitor classwork (e.g. diaries, questionnaires, field notes) and complex algorithms of the ongoing process, but seem to overlook the complex organisational problems involved.

The literature is littered with so-called Action Research projects which haven't lived up to their promise. One such project, the Keele Integrated Studies Project, in the U.K. in 1969, foundered due to "the problem of communication between teachers and researchers" (Cohen & Manion, 1980, p. 55). Blame for the failure was laid entirely on the teachers, whose "attitudes and values will need to change" (Cohen & Manion, 1980, p. 66). This does not seem to be Action Research as I see it, in which everybody is a researcher, and a teacher's attitude and values are just something which has to be accepted as part of the context. The key words are democracy, collaboration, and participation, and these will not be achieved without harmonious enthusiasm, and for that, you need simplicity. In fact, all we need is an active (i.e. not just lip-service) belief that both what the teacher believes and what the teacher does is important; large scale innovations cannot succeed without considering first the small scale changes in a teacher's operations and environment.

If we were only to work with the ideal, then no research would take place.

First of all, teachers must not see themselves as operating alone. If they do, then not only is their own valuable experience lost to the world, but also decisions will continue to be taken which will only harm their envimnment. Then, a teacher has to be able to be confident to lay his or her cards on the table. Colleagues in the decision-making process must know about, and respect, each other's philosophies in order to fully understand and draw benefit from their individual evaluations. And we must know about the environments in which our colleagues work. This is particularly important in a gathering of teachers, such as the JALT conference, where we cannot know if an idea or material will have similar results unless we are aware of the realities of the situation in which it was first tried.

And most crucially, there must be a loose, but acceptable framework through which teachers can carry out their research. Perhaps the best set of guidelines is that drawn up by the British Open University in ***Curriculum in Action:***

> After more than six months of working with groups of teachers, we arrived at six basic questions....If you can answer these questions, you can evaluate your curriculum.
>
> 1. What did the students actually do?
> 2. What were they learning?
> 3. How worthwhile was it?
> 4. What did I do?
> 6. What did I learn?
> 6. What do I intend to do now?
>
> . ..You should not...be misled by the simplicity of these questions into thinking that simple answers am required.
>
> (from section 1.1)

I would imagine that most schools or teaching groups would want to amend the above questions somewhat. In particular, question 6 may be extended to something like: What would I recommend to my colleagues?" Within the teaching institution some sort of form could be provided for convenient communication of the teacher's findings, but otherwise, teachers could be left to research in any way they see fit. (How to carry out an evaluation is, ofcourse, a suitable issue for study and innovation in itself.)

Finally, there needs to be an ongoing forum for sharing experiences and proceeding to deeper and more far-reaching conclusions and changes. In my experience of the Japanese TEFL world such changes usually come in the period after the JALT conference, when everybody is flush with wonderful ideas. Unfortunately, these ideas, from publishers ***or*** otherteachers, are often taken up with little knowledge of the situation in which those ideas were successful, and how that situation compares with home. Publishers, for example, rarely mention that while their materials have been carefully and successfully trialed, these trials may have been in small, private-school multinational classes in Southern

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England, which have little in common with huge compulsory Japanese classes in central Tokyo.

Thus, it should be incumbent on presenters, who obviously do feel that their experiences count, to ensure that they describe their own situations in a way that enables decisions for applications in other places to be made. This I tried to do (Knowles, 1989) in describing what I had judged to be a failure in the introduction of a computer into a far from ideal environment. The benefit of the paper was, I hoped, that others may try the same innovation in different environments, thus adding to the body of knowledge which may have some good effect on the tendencies of Japanese authorities to shove technology into inappropriate places.

It is ironic that often two teachers from the same institution have no idea about what eachother is doing until they meet annually far from home at a conference. The final conclusion of this paper is that this should not be the case. Every institution should allow teachers the opportunity to evaluate their work, and provide a forum for these evaluations to be shared. What form the forum takes would vary from place to place, but it should, above all, be a permanent feature. Only then can we reach Lewin's ideal of a spiral of analysis, evaluation, and execution, and be confident that change can only be beneficial, and never harmful.

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(Cont'd from p. 5)

tion as an operation is a loosening up of the administrative structure, letting go of the notion that teachers should all be doing the same things. The teacher needs the opportunity to decide.

As I was saying earlier, this connects to the point of not mutinizing teaching through direct, unfiltered ***application*** of concepts from applied linguistics. I think something like an activist teachers' association is the model that works best here: teachers able to work with each other in groups, not necessarily in the classroom, to exchange ideas, to interact with one another. As a field, what I would like to see is a kind of cooperation between applied linguists, researchers, and teachers in which we realize that we have much to gain by learning from the practice of teaching itself.

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Reciprocal Listening: A Way to Learner Autonomy

By Brian F. Cox

1. What is reciprocal listening?

As defined by Anderson and Lynch in ***Listening*** (1988), 'reciprocal listening is where there is opportunity for the listener to take on the mle of the speaker" (p. 139). Is there an English teacher in Japan who has not agonized over how to remedy inappropriately slow responses to questions? Or has not wondered how to get students to ask their own questions when they do not understand? Reciprocal or interruptive listening activities can do just that by providing students with the awareness, opportunity, and motivation to transform their linguistic behavior.

2. What does that mean in practice?

Reciprocal listening [hereinafter RL] involves the two-way process basic to most real-life communication, and which this text is mirroring with its question and answer format. By contrast, classroom "listening" activities are usually teacher-directed fundamentally one-way processes where the students' comprehension is only monitored after the listening is over. Rarely are students given the chance or need to interject, query, confirm, check, or comment, during the actual listening. In RL they must.

3. Surely listening activities are to teach listening; and other activities, such as pair work, will give practice in RL?

Many commercial materials, such as Blundell and Stokes' ***Task Listening*** (1981), or Richards, Gordon, and Harper's ***Listen For It*** (1987), do the excellent and necessary job of focusing on listening in isolation to facilitate learning. Some of these and other commercial texts can be adapted to necessitate oral participation during the listening as well as before and after it.

Other activities such as pair and group work task-based on communication gaps, pmblem-solving, and games, are designed to stimulate and foster the natural "give and take" of communicative endeavor. However some students exposed to such methodology still complain offailing to communicate satisfactorily when they need to. Pair and group work carry no final guarantee of full or effective participation, either in the target language, or at something like natural speed. By contrast, teacher-administered RL activities place continuous public responsibility on students to participate, and also require steady progress towards quick reactions to aural non-comprehension.

The pedagogical approach most resembling RL is where teachers give instructions for a class activity. Such instructions have to be acted on, so are task-based. Knowing any lack ofunderstanding will shortly be exposed, otherwise hesitant students are spurred to ask for repetition or clarification at or shortly after the time of hearing.

4. What is different about the RL approach?

RL exercises explicitly address and attempt to remedy the recurrent problem of students' failure to help themselves to more fully understand English conversation.

Grading of RL exercises can also introduce students more gently and systematically to a process whereby they learn to take responsibility for their own understanding.

5. What grading features are used?

Pausing is perhaps the key grading feature. The transcript of instructions (Figure 1) accompanying the Cardiff map (Figure 2) can include pauses.

Figure 1

TAPESCRIPT:

You are going on a walking tour of Cardiff tomorrow, and you'll be visiting 6 particular places. Follow my directions on the map. You must check your understanding as we go along (or as I pause).

1. We're going to start and end at the bus station. Outside the bus station walk along Wood St. up to Westgate St., and turn left up there. The first place is about 5 minutes along on the left.
2. Next, carry on up Westgate St. to Castle St. Turn right and we'll visit the two interesting old places along on the left.
3. Alter that we'll cross over the mad and see if we can get some better maps.
4. Then we turn right into the High Street and walk along to a place where we can see what the local produce is like.
5. Finally we carry on along the High Street and into St. Mary St. and we'll find the place we want on the right.

The teacher reads the transcript and pauses after each numbered item. Students then have time to confirm their identification of the place with the teacher, ask for repetition, clarification, or whatever. Later such programmed pauses can disappear, and students will have to create their own by interjection.

Another grading factor is the level of complexity of any non-verbal texts used, such as Figure 2. Simple large-scale, gridiron maps are much easier to use than small-scale authentic maps. Figure 2 falls in between. It is large-scale and simplified, but basically authentic. Moreover, it is foreign. Maps of familiar places are easier.

A further grading feature is the level of complexity of the verbal text, and the task it embodies. The more sub-tasks there are, and the longer the text for each and in total, the more demanding the exercise is likely to be.

In addition such texts may include realistic problems which increase the difficulty:

absence of information. In Figure 1:3, the instructions are 'to cross over the road" without

specifically indicating which one.

ambiguity of expression. In Figure 1:5 "the place we want is on the right" could be either the P.O. or Multistorey Car Park.

unknown expressions. In Figure 1:4, many students will not know "local produce." Yet its meaning is conclusive in confirming that place 4 is the market.

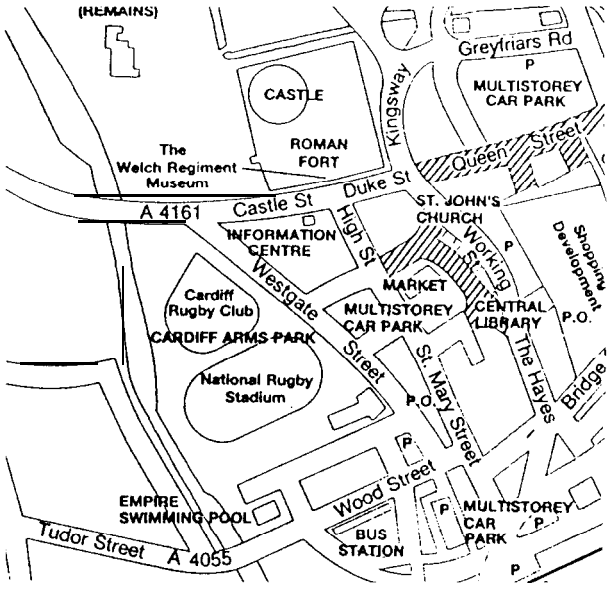
One further grading factor arises from the voice(s) students will hear during the exercises. Teachers can grade theirvoices to make them slow and clear or quick and difficult as they deem suitable. Unlike teachers' voices, commercial cassette voices are unvarying and disembodied, and so are usually more difficult.

6. What materials can be used for RL Exercises?

Materials such as Figure 1 were purpose-written for RL. Using grading factors outlines in Section 5, it is not difficult to write a series of graded RL exercises based on maps varying in complexity. Anderson and Lynch in Listening (1988) also give an example of a diagram to be completed as an RL exercise on pages 100-101. It would seem essential to have some kind of non-verbal text for students to work on as the teacher reads the transcript, except for one-to-one teaching situations.

If a class of students is having difficulty with a particular level RL task, the whole grading process can be slowed down and consolidated by having students write their own RL instructions to try out on each other.

Figure 2.



From ***Fast Forward 2 Classbook*** (p. 21) by Black et al., 1987, Glasgow: Oxford University Press.

Some commercial materials can also be adapted for RL purposes. For example, ***Task Listening*** (1985), Unit 10 can be used, with or without pauses. Students are told they can interrupt and ask questions as often as they want, and that when the tape finishes any student should be able to summarize the complete route of the car up to and after the telephone call.

7. Are there management differences between classes and private one-to-one situations?

In many private language schools, private one-to-one teaching is very popular now. In fact one-to-one situations are the most natural and amenable to RL, since there are two people as in basic communicative situations in real life. Private students simply have to take complete responsibility for their participation and comprehension. They do not have the complication of consulting and co-operating with class-members, or indeed of transcending typical group behavior as in Japan where the individual initiative needed for RL is usually lacking. Moreover, an RL technique can be used at any time for any listening activity, formal or informal, commercial or teacher-delivered. Private students can more readily ask for repetition or clarification at any time with any material they want, without fear of inconveniencing other students.

Classes, however, will need special instructions, organization, and RL materials. Small classes can be told to act as one group, one mind with various voices. Any individual can and should interrupt immediately as necessary, but everyone in the class should understand before the teacher is asked to carry on playing or reading the next section.

Larger classes can be divided into inter-connecting groups with designated people responsible for ensuring a quick flow of information around the class. Otherwise the same ground rules apply as with smaller classes.

For all classes, non-verbal texts such as maps or diagrams would seem necessary to facilitate useful student-to-student explanations and questions. Otherwise students would simply give each other the answers.

8. How do you actually implement an RL program?

First I would want a discussion of the problems involved, at least with Intermediate groups and above. I would probably use the conversation between a non-native speaker and a native speaker, Figure 3, from Anderson and Lynch (1988, pp. 41-42). I will want students to understand that although the NNS is only about Elementary level, her conversation is 'successful " so far because:

a) She does not clam up. Her wholly or partly inappropriate answers still give important information to the NS, who then reformulates and simplifies her language.

b) Her direct requests, "Pardon me," or, "Sorry, I don't understand," also promote better communication.

Figure 3

NS:	Which University is it for?
NNS:	Yes I have a more 100
NS:	Pardon me?
NNS:	I have more 100 page
NS:	Yes but is it for UCLA? or USC?
NNS:	UCLA
NS:	I see well is it typed?
NNS:	Type? Yes uh for the I don't I don't type
NS:	Is it handwritten?
NNS:	Uh pardon me? Excuse me?
NS:	Is your thesis handwritten?
NNS:	I don't understand you. Because excuse me I I speak a little bit English. I speak French. Do you speak French?
NS:	No unfortunately not enough. No I know a very little but I really couldn't speak it. Mmm is your thesis now typewritten or did you write it by hand?
NS:	Ah yes by hand...

From *Listening* (pp.41-42) by Anderson and Lynch, 1988, Hong Kong: Oxford University Press.

After such a discussion, I would explain orally what students have to do, for example with the Cardiff map, Figure 2:

Now you have here a map of Cardiff, a city in Wales. Tomorrow we're going on a walking tour around the city. We're visiting five places. Each time we arrive at a place, I'll stop reading you the directions. When I pause...[and here I write on the board:]

When I pause:

i) Check your identification of the place with me. "It's the cinema, isn't it?" If I agree, ask me to carry on.

Otherwise:

ii) Ask me to repeat all or part of the instructions.
iii) Check information. "Did you say on the left?"
iv) Ask for information. What is local produce?"
v) Ask ***any*** questions you want except for the name of the place itself.

If the students get stuck and clam up during the pause part of the exercise, I point at an appropriate instruction on the board to get them going again. After completion of the exercise, I would assess the students' competence in terms of their confidence, accuracy, and speed. With a hesitant, slow group, I might ask them to design their own walking tours around Cardiff to try out on each other. I might give them copies of my transcript, Figure 1, as a guide for their own written instructions. With an exceptionally apt group, I might proceed to a more complex task with no programmed pauses.

RL exercises might be used quite intensively initially, until students are competent. Thereafter, occasional exercises can be introduced as reminders.

9. Are there any special problems or considerations to watch out for?

The problems which RL addresses are probably as much psychological and cultural as linguistic. Japanese students may often have a reasonable linguistic level but not make use of it in foreign situations because of psychological reserve or socially conditioned restraint. RL addresses these psycho/cultural problems and tine-tunes oral/aural competence. However it cannot be expected to redress basic linguistic deficiency. So perhaps only early-intermediate students and upwards might be expected to benefit from it.

In addition, simply addressing the problems outlined above cannot be expected simultaneously to solve them. To change life habits is not easy, as any ex-smoker knows. Teachers must therefore balance patience with encouragement with pressure to promote this way to student autonomy in English conversation. They must also exercise judgement about how quickly to proceed up the grading sequence.

Some students and classes also take a long time to wean from the notion of independent processing. They may take ages independently and in consultation trying to figure out RL answers. And of course the teacher is less concerned with correct answers as with ready responses to non-comprehension. Some students and classes understand this concern and respond to it far more readily than others. Apart from reminding "slow" students of the purpose of RL exercises, one can set time-limits to speed them up.

It is a matter of teacher judgment if or when to feed in, for instance, language of interjection or request. I usually mention "Sorry" since it can be so economical and effective as simultaneous interjection, signal of noncomprehension, and request for clarification or repetition. And I sometimes include language samples in my instructions written on the board. Whether you feed in language or not, the question of appropriateness may arise sooner or later. For example, with non-paused commercial cassettes used as RL exercises, some Intermediate level students are good at saying 'Stop" immediately a difficulty arises. Clearly this peremptory imperative is inappropriate for most real-life situations, and eventually the teacher should say so, and indicate alternatives such as "Sorry."

10. In summary, what role should RL have in Japan?

For many of our early-intermediate students and above, RL can be extremely useful. Many such Japanese students, even at higher levels, are hesitant and slow to respond or initiate. RL can make them fully aware of the problem, and give them the practice and opportunity to overcome it.

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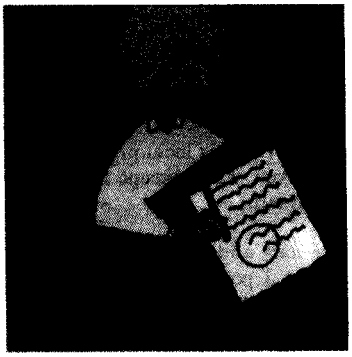

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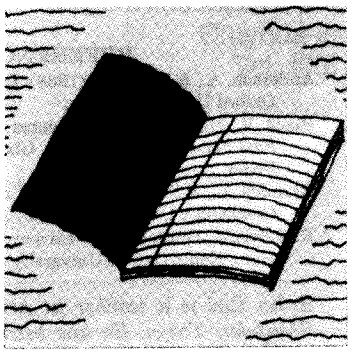

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Vocabulary-From Meaning to Meaningful

By Steven Maginn

"The danger is in the neatness ofidentification," as the late Samuel Beckett one wrote. I am continually reminded of this warning as I observe students on trains, heads buried in notebooks, trying to memorize columns of seemingly random English words, alongside translations of the items in Japanese. The students are, quite possibly, preparing for a test and hoping to get the 'meaning" of the words into their (short-term) memories.

Such rote learning is extremely popular as it enables learners to learn a relatively large number of items quite rapidly, particularly closed sets of lexical items such as the days of the week. However, rote learning seems unlikely to provide the deeper-level semantic processing which would commit most lexical items to long-term memory; thus lists of translation equivalents may "delay the process of establishing new semantic networks in a foreign language" (Gairns and Redman, 1986, p. 93). Furthermore, reliance on word-for-word translations of items fixes meanings in an artificial grip, and fails to promote exploration of the varied meanings of most words including the personal interpretation of meaning that constitutes an individual response to the world.

Teaching techniques that go beyond word-for-word translations, such as offering synonyms, giving an explanation of the word in the target language, or providing an example sentence to illustrate usage, are similarly handicapped by treating items as if they had isolated and fixed meanings and assume that once the words have been presented students will learn them; that is, unfortunately, unlikely to be the case.

In recent years, there has been a plethora of books and articles on vocabulary teaching, a growing body of research on vocabulary acquisition, and vocabulary building activities are now incorporated into course books. This surge of activity after years of relative neglect supports the assertion by Carter and McCarthy in their review of the subject, that "vocabulary teaching has come of age."

One result of this is that the nature of meaning has come under scrutiny so that it is now recognized that a true answer to the question, What does x mean?" is a complex one. Meaning comprises not only conceptual meaning, which includes polysemy (where a word has several different and unrelated meanings) and synonymy (where groups of words provide general semantic cover although conceptual differences do exist), but also affective meaning, style and register, collocation, and cohesion. Thus, the word liberal probably has different affective meanings for British and American speakers and such meaning may also depend where one stands on the political spectrum. Style and register deal with appropriateness; knowing when to use a word (or expression) is an important aspect of knowing the meaning of that word. For example, when would it be appropriate to say "Watchyer, mate?" when to say "I am honored to meet you?" Regarding collocation, words that often go together may be taught together so that students learn that dogs bark, cats purr, and lions mar. Gmupingcan show how words are related: apples, oranges, and pears are all fruit. Other groupings can be more subjective-huffy, belligerent, and cantankerous arc connected to a person's moods. Cohesion looks at vocabulary links at the text level and may include work on the analysis of genre such as the vocabulary used in legal texts.

What are the teaching implications of the above? Gaims and Redman (1986) cite an experiment whereby three different groups of students were given the same list of thirty words. The first group were told to learn the words because they would be tested on them later; the second group were not told there would be a test but were asked to simply rate each word according to its pleasantness or unpleasantness; the third group were also not told about any test but were instructed to decide which words would be important or unimportant if they were stranded on a desert island. The results of the subsequent test showed that groups one and two had a similar degree of recall of the words, while group three had the highest degree ofrecall. This experiment illustrates that

1) The intention to learn does not itself ensure that effective learning will occur.
2) Students are more likely to retain vocabulary if they are actively engaged in a meaningful task that involves some kind of semantic processing and provides a unifying theme to facilitate organization in the memory.

Thus, in classroom practice, vocabulary learning should be seen as a skill in its own right, involving a number of sub-skills, and that rather than mte memorization of word lists or noting synonyms, students need to engage in meaningful tasks and communicative activities: to do things with words. Learner engagement in such activities will come through self-discovery, peer-learning, and enjoyable practice of vocabulary. The examples below have been culled from various sources to illustrate the range of such activities that can be undertaken to develop learners' vocabulary.

Davis and Rinvolucri (1988, p. 39) have an interesting affective meaning activity in their handbook on dictation, entitled "The Senses." Students divided a piece of paper into four columns with these headings:

I see; I hear; I taste/smell; I feel through my body

The teacher dictates a series of words and students write them down in the column that corresponds to their sensory impression. For example, for the word horse, some students may see it, others may hear it neighing, and others may feel it. After the activity students compare responses and discuss what they may tell us about ourselves.

Figure 1.

a We often show our emotions by our physical gestures. Make some sentences from the table which follows, and then compare them with a partner's.

When I'm		I often		my	
	angry nervous depressed bored		tap bite scratch rub fold put		head. lips. nails. arms. neck. feet. hands on my hips.

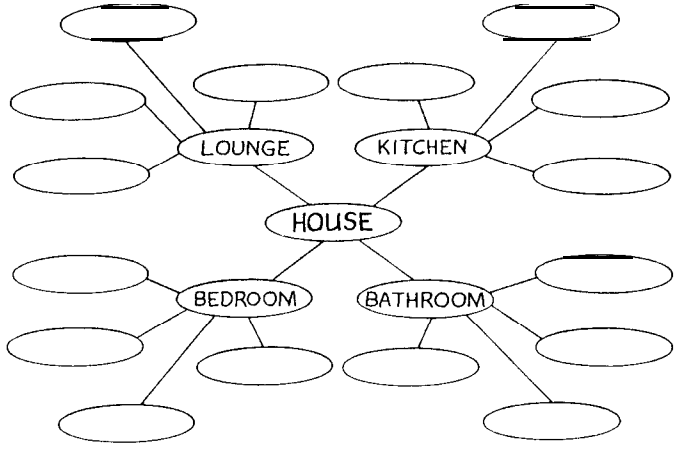
b Look at the table in a again. Can you think of more examples?

C How can we use the verbs in a in other contexts? **Write** dom more examples of things you can tap, bite, scratch, rub, or fold.

From ***A Way with Words*** (p. 24) by Redman and Ellis, 1989, Cambridge: Cambridge University Press.

Figure 2.

a Here is a 'vocabulary network'. Can you complete it with words from the box? (Then add one more object for each room.)



saucepans shower sofa towels alarm clock kettle video sheets sink washbasin chest of drawers coffee table

b In which room do you normally:

listen to music? waste time?
daydream? thmk about your problems?
have arguments? feel most relaxed?

Now compare your answers with a partner.

C Why do you have certain things in certain rooms? For cxamplc, why not put the television in the bathroom? Why not put the sofa in the kitchen? 'Think of some more examples and ask your partner to explain them.

From ***A Way With Words*** (p. 6) by Redman and Ellis, 1989, Cambridge: Cambridge University Press.

Other affective activities may be found in Morgan and Rinvolucri's (1988) book ***Vocabulary.*** One that always works well is for students to written ten emotional or key words that sum up their lives now and a further ten to sum up their lives seven years ago. Having produced their two lists, students sit in pairs recent text for students incorporating a wide range of exercise types. The following activity, (Figure 1) while traditional in form, illustrates how a word-building activity can involve discovery of meaning through peer-learning.

Another activity has learners choosing two words from a list provided by the teacher. Students select two words from the list that they think can be linked in some way, and explain why, for example:

- passport and travel-You usually need a passport to travel abroad.
- gold and steel-They are both metals.

Other students in the group decide if the link and its rationale are acceptable. This exercise demonstrates both conceptual and affective knowledge of words; indeed any grouping activity where the students are creating and justifying the grouping to their peers would activate such knowledge.

Vocabulary networks such as the one from Redman and Ellis (1989, p. 6) demonstrate how a visual layout of vocabulary may aid vocabulary retention by providing an organizing function showing how the words are related (Figure 2). This particular exercise might lead to some interesting cultural discussion given that Japanese houses tend to be laid out rather differently fmm this one.

The final example (Figure 3) illustrates how a game-like activity can generate student investment (a need to know the word) through peer-learning.

Obviously, there are a great many more vocabulary exercises that could be designed to provide meaningful practice and communicative use of lexical items while increasing the number of words that students have available to them. Such exercises would include matching words with definitions, ordering a sequence of events, word-building tables (focusing, for example, on noun and adjective forms of the same root word), and work on affixation. The books listed below provide theoretical discussion of vocabulary teaching with practi-

Figure 3.

Tennis Elbow Foot

A says a word. Within a strict time limit (say three seconds), B must say a second word that connects with the first in some way. Then C offers a third word to connect with B's word, and so on round the circle At any point a player may challenge the connection of another player. E.g.,

A: tennis
B: elbow (tennis elbow is an illness)
C: foot (elbow and foot are parts of the body)
D: ball (foot + ball = football)
E: fall (fall rhymes with ball)
F: autumn (Fall is U.S. synonym for *Autumn)*
A: hymn (the last -n of *Hymn* and *Autumn* is silent)

In each group, members decide on 'acceptable" connections.

From *Vocabulary* (p. 94) by Morgan and Rinvolucri, 1966, Oxford: Oxford University Press.

cal examples of vocabulary development activities and are recommended for teachers interested in having their students trawl the ocean of words.

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Carter, R, &McCarthy, M. (1988). ***Vocabulary and language teaching.*** **London: Longman.**
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Gairns, R., & Redman, S. (1986). Working ***with words.*** **Cambridge: Cambridge University Press.**
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Redman, S., & Ellis, R. (1989). ***A way with*** **words. Cambridge: Cambridge University Press.**

Steven Maginn is the Cambridge ELT Sales Manager in *Japan.*

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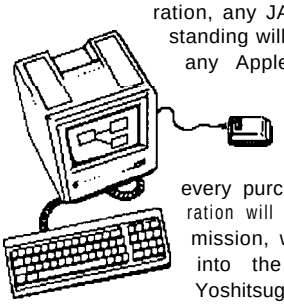

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For further information, please contact the JALT Central Office (see p. 1).

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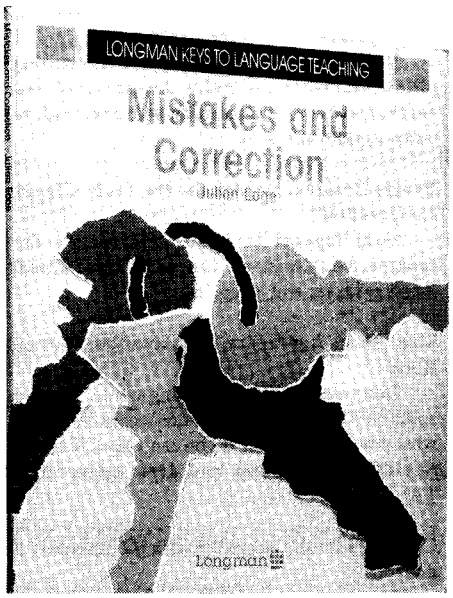

LONGMAN ELT

Report

1990 IATEFL Conference Report

Trinity College, Dublin was the site of the 1990 IATEFL conference. With participants from Saudi Arabia, Iceland, the U.S., the U.S.S.R., Brazil, and Switzerland, to name only a few, it was truly an international conference. The 970 participants attended 370 presentations during the four days (March 27-30). As this year's conference had no central theme, a wide variety of presentation topics was possible although topics of interest to IATEFL's 11 SIGs (Special Interest Groups) were well represented, especially Teacher Development, Testing, Video, and Business English.

The conference is known for its friendly atmosphere, and this year was no exception as conference goers went out of their way to introduce themselves and share ideas about teaching and the teaching situations in their respective countries.

There were a number of participants from Japan this year-including some who gave presentations. There were also several meetings for those interested in networking within Asia about language teaching concerns. Representatives from Asian countries agreed to inform each other about upcoming local conferences and current topics of interest and/or research that colleagues in other countries might help with. There was also idea sharing about organizational administration (the many different ways teaching organizations are formed and fostered), and the possibility of hosting travellingteachers interested in learning about language teaching in other areas.

Any JALT member who is interested in information about what is happening in other Asian countries, interested in meeting with language teachers overseas while travelling, and/or interested in IATEFL, please contact Rita Silver (daytime, 06-761-9371).

Reported by Rita Silver

University Language Programs Symposium Report

This first Symposium on Japanese and English University Language Programs, sponsored by the International University of Japan (IUJ), was held at the IUJ Tokyo offices on February 24,1990, and included four presentations, two in Japanese and two in English.

The Japanese presentations began with a discussion of the relationship between grammar and communicative activities led by Yoshikazu Kawagochi of Waseda University. Following his presentation and discussion, Yutaka Ikeda (IUJ) and Mari Tanaka of International Christian University (ICU) presented their paper, "Introduction to Japanese Economics for High-Intermediate to Upper-Level Students of Japanese," which will soon be publishedin the IUJ ***Working Papers*** series.

Susan Kocher of ICU began the afternoon sessions with a discussion of teaching critical thinking and writing in an academic program. Lynn Stein, also of ICU, followed with a description of her technique for teaching oral presentation skills in English for academic purposes programs.

A more detailed report of the presentations and the following discussions is available by writing to Tom Hayes or Kaoru Yoshioka, Language Programs, International University of Japan, 777 Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-72.

Reported by Tom Hayes

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.

JALT News

JALT SUMMER SEMINAR

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PROGRAM

TIME	FRIDAY 8/3	SATURDAY 8/4	SUNDAY 8/5
3:00 :30 9:00		**Room #41** WRITING (in English) "Error Correction as Co-operative Learning: Outcome and Attitudes" **Room #412** Robert Gray, (Senshu Univ.) READING (in English) until 11:00 "On Teaching Reading" Miho Steinberg (Nagoya Gakuin Univ.)	**Room #41** **Publishers' Presentations** Prentice Hall Regents Addison-Wesley
9:30		**Room #413**	**Morning Coffee** Newbury House Harper & Row
10:00	WRITING (in Japanese)	**TEAM TEACHING** (in English) "Tests, Textbooks and Team-teaching: the Wada Continuum and Communicative Language Teaching" Anthony Comines and Masae Saito (Sannohe Jr. HS)	
10:00 :30	**Registration opens** **Publishers' Display**	**JALT-Morioka Coffee SPEAKING** (in English) "Pronunciation Practice on a Double-Decker: A self-study Guide" Atsuko Ushimaru (Temple Univ.) **Room #413** TEAM-TEACHING (in English) 'English Lessons by Team-Teaching for helping learners realize communicative behaviors of Japanese and native speakers of English" Mika Miyasone (Shokei Jogakuin Tanki Daigaku) **Room #412**	**TEAM TEACHING** (in English) "The Koto-Ku Project" John Watts (British Council Cambridge English School)

TIME	FRIDAY	SATURDAY	SUNDAY
12:00			**LUNCH**
:30		**LUNCH**	
1:00	**Opening Address** Natsumi Onaka (Morioka College Shirayuri Gakuen Kotogakko):, Pres. JALT-Morioka		**Symposium-** 'Communicative English with the AETs" Moderator: Natsumi Onaka (Morioka College Shirayuri Gakuen Kotogakko); Prof. Shigeo Sato (Tohoku Univ.); Anthony Comico/Masae Saito (Sannohe JHS); John Watts (Koto-ku Project)
:30	**Keynote Speaker** Sen Nishiyama (authority on simultaneous translation and international understanding) "Japanese Characteristics and the English Language" (in **Japanese)**		
2:00		**DBAMA** (in Japanese) **Room #412** **LISTENING (in English)** **Tape Exchange Magic:** How to implement a tape exchange program to generate dramatic increase in oral production" Ken Hartmann (Sapporo Hokusei Gakuen Joshi Koko) **Room #413**	
3:00	**Break, Publisher Display**	LISTENING (in Japanese) (JALT-Morioka Officer and English Teacher)	**Closing Address** Elaine Voci-Reed
3:30	**Featured Speaker** Prof. Shigeo Sato (Tohoku Gakuin) "A Review of English Education in Japanese Schools" (in Japanese)	**SPEAKING** (in English) 'Teaching "Speaking- What outcomes do we expect fmm our students?" Ichiro Iwasi (Hachinohe HS) **Room #413**	**If you've never been to Morioka, this is your chance to combine an educational opportunity with lots of fellowship and fun!!**
4:00		**Refreshments** and Practice for Sansa Dancing Parade (Optional)	
5:00	(Optional) 5:30-8:30 p.m. **Barbecue Dinner** at Koiwai Farm \3,000 includes dinner and bus	(Optional) 6:00-7:00 p.m. **Sansa Dancing Parade** Bring your favorite yukata and we'll supply the JALT hachimaki and let's DANCE!	

FEES:	**JALT Member**	**Nonmember**	**INFORMATION:**
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8月3日 10：00 「文部省検定教科書の生きた使い方」
11：00 牛丸敦子（テンプル大学）#412

13：30 基調講演「日本人と英語」
15：00 西山 千（著述家・同時通訳者）

14：00 クラブ活動における英語劇の指導
宮曽根美香（尚けい女学院短大）#412
15：00 「音楽教材を用いた動機づけ」
川村正樹（千葉・市原緑高校）#412

15：30 招待講演「英語科教育の現状と課題」
17：00 佐藤茂男（東北学院大学教養部助教授）

参加費用・その他については（0196）54-5410に御問い合せ下さい。

日本語編集者からのお知らせ

1991年 1 月号から LT 日本語編集者が変わります。10月25日締切りの原稿（1990年12月号掲載）までは現編集者に、それ以後からは下記の新編集者にお送り下さい。

〒158 東京都世田谷区等々力6-39-15
産能短期大学日本語教育研究室
青 木 直 子

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 followlng issue of The Language Teacher.

JALT '90

This is a Japanese version of the English text that appeared in June.

JALT'90国際大会最新情報

JALT'90国際大会に向けて、プログラム計画は順調に進んでいますが、大宮での11月23日～25日は大変有意義な且つ思い出に残る週末となることでしょう。

国内各地から参加する語学教育者及び研究者によるプレゼンテーションに加えて、現時点までに参加決定の海外からの著名人を簡単にご紹介しておきましょう。

メイン・スピーカーとして招待される講演者は、ロン・カーター氏とディビッド・ニューナン氏です。

カーター博士は、英国ノッチンガム大学の英語教育センター長であり、文学・語学教育のテキスト等の著書・編集にも関わられている。その中には、1989年クリス・ブルーミットとの共著（オックスフォード大学出版）の Literature and Language Teaching（文学と言語教育）や1989年 P.J. シンプソンと共著（アンウィン・ハイマン出版）の Language Discourse and Literature（言語、談話、そして文学）といったものがある。更に、ビジネスや産業に必要な語学力についての言語学研究プロジェクトの共同責任者でもある。

ニューナン博士は、オーストラリア国立センター（英語教育と研究）の副所長であり、マクアリー大学の助教授でもある。広範囲にわたって活躍されているが、教員養成、言語教育カリキュラムデザインの分野での活躍が特に有名である。影響力の大きい著書の中で、1988年オックスフォード大学出版 Syllabus Design や1989年ケンブリッジ大学出版 Designing Tasks for the Communicative Classroom（コミュニケーションに基づく授業のための演習デザイン）や The Learner-Centered Curriculum（学習者中心のカリキュラム）などがあげられる。

その他にも内外の著名な教育家が参加予定であるが、内 2 人の専門家をご紹介すると、

クリス・キャンドリン博士はオーストラリア国立センター英語教育と研究の所長であり、マクアリー大学教授でもある。言語教育の種々の分野について多数の著書・論文があり、多くの国際研究大会で発表されている。

トム・スコーベル博士は、サンフランシスコ州立大学英語学科教授で、国際的に活躍している学者の一人である。著書・論文多数であるが、最新の研究成果をまとめてニューベリー・ハウス／ハーパー・アンド・ロウ出版社から1988年に出した A Time to Speak と共に、特にタイ語に関する研究は有名である。

その他の講演者たちについては、参加確定次第お知らせ致しますので、引き続きこのコーナーへご注目下さい。

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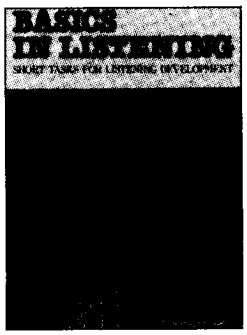

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Opinion

HOW TO TEACH JAPANESE STUDENTS TO GIVE LOGICAL ANSWERS

By Junko Kobayashi

In order to teach English as a means of communication, it is important for teachers to guide Japanese students after understanding culturally-based characteristics of the students. One problem is that many Japanese students do not know logic which is self-evident for native speakers of English; so it is not enough to teach the language itself. Therefore, teachers should help students to notice gaps in logic seen from the viewpoint of native speakers of English.

I will use expressions of disagreement as an example. If teachers teach only such expressions as 'I disagree" and "I don't think so," Japanese students will not be able to use these expressions in real situations. Because in Japan it is desirable to avoid showing disagreement even if there are logical reasons, Japanese take an ambiguous attitude even if they do not agree. If teachers tell students that they should take a decisive attitude in order to communicate effectively with native speakers of English, then, many students say only "I don't think so." Although it is natural that native speakers of English should provide logical reasons in expressing disagreement, Japanese students do not generally pay much attention to logic. That is because logic is cold for the Japanese, who depend heavily upon intuition, and because, in Japan, a person who often asks Why?" is negatively regarded as one who is inviting an argument. Teachers need to emphasize the need to provide logical reasons in expressing disagreement because in English indicating disagreement without reasons is not only less convincing but is also sometimes slander.

It is very difficult for Japanese students to give logical reasons, so teachers need to guide the students. First of all, teachers and Japanese students should consider the logic behind reasons because the students probably do not know what logic exactly means. For example, when some students are asked why they think that Japanese gift-giving customs are good, they say "It is natural (or common sense) that people should give another person a gift to express gratitude to him/her. "Teachers need to mention that these answers are not logical because the standards of "being natural" and "common sense" are culturally-bound and because even if it is natural or common sense for Japanese, it may be neither natural nor common-sense for non-Japanese. One logical reason is "Because Japanese do not have a way with words, I think it is a good idea to express gratitude through gifts."

Also, some students say "Because I have been taking classical piano lessons since I was three years old" when asked why they like classical music. Others say "Because I have many popular music tapes, and I always listen to them while driving" when asked by they like popular music. Teachers should point out that these are just facts, but not logical reasons. The former should be something like "I have been taking classical piano lessons since three years old, and I have been deeply impressed by the quiet and beautiful sound of classical music," and the latter should be along the lines of When I listen to popular music while driving, the rhythmical voice can refresh my mind."

For another example, when students are asked what they think about the opinion that Japanese parents pamper their children, some of them say "No, I don't think so because I know some strict parents." The statement 'I know some strict parents" means that "Most parents pamper their children," and this answer should logically be "Yes." 'Yes, I agree. Because most parents scrimp and save to send their children to the university, and never say to their children: Work your way through college.' I know some strict parents, though."

In addition, teachers should tell students that vague answers are not good. As one example, some students say'1 thought so when I watched the news on TV of the earthquake in California" when asked why they think that Americans are nice. It is necessary to teach that they should clarify the reason such as When the earthquake happened in California, many Americans were willing to help the victims. I found that they have a strong volunteer spirit, and they are magnanimous towards strangers." If they become able to give logical reasons, it is important to enhance their ability by making them give other logical reasons.

As I have mentioned above, it is extremely difficult to teach English logic to Japanese students who are not used to it. However, mastery of logic is a key element in improving English ability. I expect native speakers of English to guide Japanese students with warm eyes and patience after considering cultural differences in thought patterns between Japanese and native speakers of English.

Junko Kobayashi teaches at Osaka University of Foreign Studies and at Himeji Dokkyo University.

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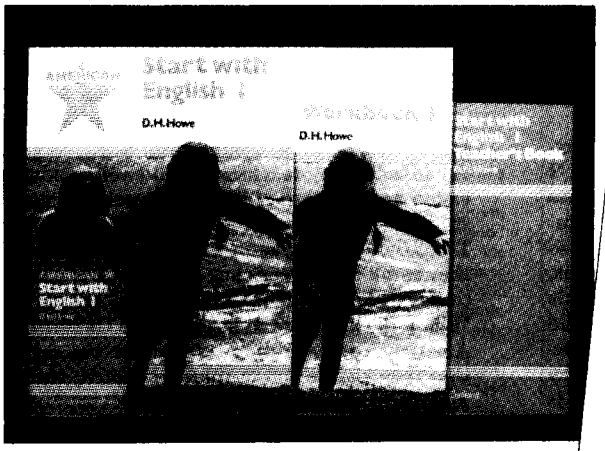

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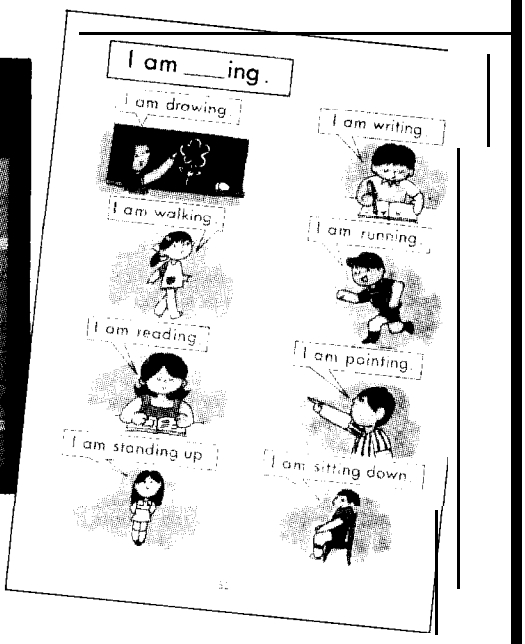

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ORIENTALIZING THE JAPANESE STUDENT

By Hywel Evans

Introduction

The following is a discussion of some of the difficulties faced by the western teacher of English in Japan. Comments made by western teachers of English in positions of (at least) nominal authority are included in order to indicate how deeply entrenched patterns of thinking have resulted in self-imposed limitations.

The aim here is to suggest that the westernteacher, confronted with an unresponsive individual or class of Japanese people, will not find a way out of this predicament by explaining it away in terms of cultural dichotomies such as the "active" Westerner versus the "passive" Japanese (the 'individual," "straightforward" Westerner versus the 'group-oriented," "indirect" Japanese. Rather, it is desirable for the Westerner to become free fmm artificial constructs of this sort in order to work towards achieving rewarding human communication in and outside the classmom.

The "Passive" Japanese

In the January 1990 issue of The Language Teacher, some tips are offered by Philip Jay Lewitt, Professor of English at Tottori National University, on the subject of "Revivifying Classroom Narcoleptics." He begins:

"No, your students are not brain-dead; they're just dog-tired from late nights, out of shape from too much sitting slumped, and full of junk-food. If they could only stay awake, they might even find your class interesting" (p. 49). The unexamined assumption here is that the teacher of English must certainly imagine that those same students in fact really are brain-dead. What follows is some advice to the teacher regarding ways to revive "a sleepy, lethargic class" (p. 49). The advice consists of physical exercises, deep breathing, and so on.

In the February 1988 issue of the same publication a transcript of a discussion between "administrators fmm a variety of schools" (p. 6) revealed similar attitudes towards the students. Chuck Sandy of Kanda Gaigo Gakuin suggested that "reticence is a national trait" (p. 7). Larry Yamashita said that Japanese students "do not volunteer like Western students do" (p. 7), while Martin Hawkes, director of the International Language Center said, "the students are not going to speak; they're going to keep their heads down; everyone's going to be in total agreement; you're not going to get any debate going" (p. 7).

Not only is there agreement regarding the passivity of Japanese students, but there is an additional note of sympathy with the teacher. The teacher going into a class of Japanese students, then, is to assume that this is a normal state of affairs and not a sign of failure. Beyond that, however, there is also the suggestion that "there should be some brief cultural orientation as to how the Japanese student thinks" (Yamashita, p. 7), and that it is necessary to allow "the new teachers not familiar with Japan and the Japanese (to) sit in [on a class being taught by] a teacher who has taught here" (Hawkes, p. 7).

There is no sense that there might be something fundamentally wrong with what is taking place in the classmom, that it might actually be the lesson itself which is making the students lethargic or reticent. In particular, there is no sense that the students might have ideas or that the exchange of ideas might be stimulating. If the class is successful, it is one in which the students have got used to the idea of doing things the teacher tells them they should be doing and, presumably, doing it with a certain degree of enthusiasm. In other words, they are being "given" English.

Performance and Burn-Out

The conviction that the teacher's job is one of 'performance" is particularly strong.

'Being a teacher, it's like planting potatoes or something, going into a classroom five or six hours a day and doing things in front of people, being on stage and being a performef (Sandy, 1968, p. 6).

Associated with the notion of performance is the danger of "burn-out": "I think after ten years someone is getting slightly stale" (Hawkes, 1988, p. 6); "You can't do that for forty years of your life and remain a sane individual" (Sandy, 1966, p. 6). So while the students are passive to the point of being lethargic, the teacher is so active that burn-out is experienced, this situation being explained at least in part with reference to what are perceived as national traits. The Westerner "becomes" active because it is accepted that the Japanese are passive. There is no consideration, for example, of the possibility that the students might be able to "become" active except in terms of what the teacher gives them to do. There is no consideration of the possibility that the student might be able to actively give something which would stimulate and revive the teacher.

So despite the fact that there is widespread acceptance that what the Japanese student really wants is to communicate with foreigners, there is no thought given to what it might be that the student wants to communicate, or that the student might be able to do so actively and hence revitalize the teacher. Although the student is given English, the teacher remains unchanged, and eventually bums out.

Occidentalising'the Teacher

The idea of the active Westerner 'acting on" the passive Oriental has a certain pedigree. Part of Edward W. Said's thesis in ***Orientalism*** is that the West has established a hegemony-cultural and intellectual-over the East, a hegemony that is supported ultimately by prejudice (or, perhaps, 'attitude"). That the prejudice is itself supported by that intellectual hegemony does not invalidate Said's argument. He says, indeed, that "Orientalism is better grasped as constraints upon and limitations of thought than it is simply as a positive doctrine" (1978, p. 42). These limitations can be understood as the means by which the West imposes form on the East so that it is possible to "deal with and even to see Orientals as a phenomenon ***possessing regular characteristics*** [italics added]" (p. 42). The British presence in Islamic countries, for example, both produced and was supported by the

theory that

> The Oriental is irrational, depraved (fallen), child-like, "different"; thus the European is rational, virtuous, mature, "normal." But the way of enlivening the relationship was everywhere to stress the fact that the Oriental lived in a different but thoroughly organized world of his own, a world with its own national, cultural, and epistemological boundaries and principles of internal coherence. Yet what gave the Oriental's world its intelligibility and identity was not the result of his own efforts but rather the whole complex series of knowledgeable manipulations by which the Orient was identified by the West.
> (Said, 1978, p. 40)

> In this sense the Westerner is not impinging directly on the Orient but has to reach the Orient by way of what the West says is true about the Orient. "Truth, in short, becomes a function of learnedjudgment, not of the material itself, which in time seems to owe even its existence to the Orientalist.
> (Said, 1978, p. 67)

In the present discussion, the "truth" is that the Westerner is active and the Oriental is passive. Deriving strength fmm the "dominating frameworks," the teacher then "acts" in such a way that the learned judgment indeed does become true. A considerable force here is the wisdom received-usually second hand-from scholarship related to the teaching of English to non-native speakers. It is possible to maintain this intact in a vacuum, as it were, and for it to remain "correct" even though there is a general awareness that there is something seriously wrong in the classroom. As the ideas are correct it must be the Japanese who are wrong, not knowing how to "act." Now knowing how to act, they are passive. Q.E.D.

While the Japanese student is Orientalized, the teacher is also Occidentalized. When one uses categories like Oriental and Western as both the starting point and the end point of analysis, research, public policy, the result is usually to polarize the distinction-the Oriental becomes more Oriental, the Westerner becomes more Western-and ***limit the human encounter*** [italics added] between different cultures, traditions and societies" (Said, 1978, pp. 45-46).

Ultimately the western teacher of English is paid to be a Westerner rather than to teach anything, at least if we am to take the ideas about the importance of the performance seriously. It is rather disturbing to think that the most successful performance would be one which corresponds most closely to the Japanese idea of the Westerner. A great deal of effort is thereby expended in order to convey a sense of separateness which is comfortable to both Westerner and Oriental, yet makes any meaningful communication impossible. It is hardly surprising that the western teacher "bums out." The student is fortunate, at least, in not having to make any effort to show that he or she is 'different."

Although having misgivings at times about who exactly is pulling the strings, the teacher is still able to take out any resentment on the student who has been consigned to Oriental passivity. The teacher is in this position as a result of the importance of the English language, which is itself a function of Western intellectual and cultural hegemony. It is as a prop in the service of that hegemony that the teacher is being burned out. Even a pmp has certain privileges, however, and can derive satisfaction from putting pressure on what is underneath it.

Making Up The Rules

As a professional Westerner, the teacher can claim certain rights as the representative of a 'culture." If a student wishes to talk about the four seasons, the teacher can dismiss the discussion by saying that Westerners do not like to talk about those things. The teacher is under no pressure to ask the student why the subject was raised.

Similarly if a student makes what the teacher regards as an ethnocentric statement the teacher can criticize the student. By doing so, the student becomes "wrong" as the statement was obviously inappropriate since the professional Westerner got angry. An ethnocentric statement is therefore interpreted as a "sin," this conviction deriving strength from the fact that the teacher is in an absolute position of superiority and power with regard to the student, and can make up the rules. The teacher can afford the luxury of not bothering to consider the ethnocentric statement as a hypothesis which the student should be prompted to analyze, as normal educational principles would suggest. The active Westerner analyses the hypothesis personally and subjectively, therefore "giving" the "correct" answer to the 'passive" Oriental who has ***no other hope of improvement.*** So although the Japanese student may have considerable powers of analysis, the teacher can effectively paralyze this ability simply by deciding that it is not worth getting the student's ideas out in the open.

Getting What You Deserve

We must spare a thought for the Western teacher who, although perceived as coming fmm a "culture" which exerts hegemony, is actually in an extremely vulnerable position. Often not speaking a great deal of Japanese and receiving precious little help in learning the language from a native population which appears petty and insular, the western teacher can hardly be blamed for failing to brim over with goodwill. In this sense, the pattern of thought which asserts Western superiority can not be said to be entirely bad as it does at least support the Westerner, who is after all in a very weak position and who actually receives meagrc rewards for all the effort expended.

That the rewards are meagre derives from two principles. One is that, although the mental structures survive, this is not an age in which merely acting as a support to a system of cultural hegemony brings much prestige of satisfaction. It seems very likely that there never actually was such an age. The second is that it is those very mental structures which act as a constraint on the intellectual and personal development of the individual Westerner. Eventually such structures induce intellectual torpor. The Westerner's

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TOWARD THE CONTINUED PROGRESS AND DEVELOPMENT OF JALT

Over a span of 15 years, JALT has grown into an organization of 36 chapters and more than 3,700 members. It is time for us to make an assessment of where we are and where we want to go. This is an excellent opportunity for you to communicate your ideas, hopes, frustrations, and questions. Please detach this questionnaire from *The Language Teacher* and fill it out. Then simply fold it and seal it according to the directions, stamp it, and drop it in the mail. It must be sent before **July 30th** in order to count in our compilation of the results, which will begin in August.

We realize this is asking you to take time from an already demanding schedule. In appreciation for what you will be doing for us, a special lottery will be held at JALT '90. The coupon below will be cut off as your entry to the lottery and filed separately to maintain complete anonymity. The first prize will be one free year of membership plus free admission to JALT '91 in Kobe. There will be four second prizes of one free year of membership.

We are very interested in making as accurate a determination as possible of what JALT's ongoing role should be. Thank you very much for your valued cooperation in this effort!

Sonia Sonoko Yoshitake
JALT National Membership Chairperson

I A. I am [ ] Japanese [ ] Non-Japanese

B. I have been working in the language teaching field in Japan for ( ) years.

C. If your field is not teaching, please specify:

D. I teach at the following levels/environments (indicate no more than 2 areas):
- [ ] elementary school or below
- [ ] Jr./Sr. high school
- [ ] college/university
- [ ] graduate program
- [ ] 5-year technical college
- [ ] college-prep *juku*
- [ ] remedial/enrichment study *juku*
- [ ] language specialty school (*senmon gakko)*
- [ ] in-company language teaching
- [ ] private language school
- [ ] private tutoring to individuals or small groups.

COUPON

JALT 全国語学教育学会
The Japan Association of Language Teachers

Name:
Address:

Tel:

E. My classes can be described as having approximately
[ ] 20 or under [ ] 30 [ ] 40 [ ] over 40 students.

F. Which of the following do you think describes the majority of your students?
[ ] majoring in the language you teach
[ ] studying the language you teach as a required school subject
[ ] voluntarily studying the language you teach for specified/perceived career benefits
[ ] studying the language you teach for personal enrichment.

G. I joined JALT ( ) years ago.

H. I have participated in JALT administration in the following capacities:
[ ] as a Chapter Officer/Officers for ( ) years.
[ ] as a National Elected and/or Appointed Officer/Officers for ( ) years.
[ ] as a National Standing/Ad Hoc Committee member for ( ) years.

II. Below are listed some reasons some people give for being members of JALT. These have been suggested as some of the important services/functions of the JALT organization. Please rank them according to your own opinion, giving 1 to the most important and 8 to the least important. We would like you to rank all of them. Leave none blank, and do not assign the same rank to more than one item.

-A. Information on classroom teaching techniques
-B. Information on language teaching theory
-C. Receipt of ***The Language Teacher,*** the ***JALT Journal,*** and other publications
-D. Information from publishers on their latest EFL materials
-E. Opportunities to associate in a professional/social atmosphere with other language professionals
-F. Information on, and preferential rates for attendance at, conferences and other activities
-G. Employment information
-H. Opportunities to be in an English-speaking environment.

III. Of the above reasons, which initially attracted you to membership in JALT?

IV. Please circle the number that applies:

	very satisfied				not satisfied
A. International Conference	1	2	3	4	5
B. JALT Summer Seminar	1	2	3	4	5
C. Chapter meetings	1	2	3	4	5
D. Services provided by JALT Office	1	2	3	4	5
E. ***The Language Teacher***	1	2	3	4	5
F. ***JALT Journal***	1	2	3	4	5

Please make any succinct, specific and practical suggestions about the above:

V. Do you think JALT should interface more with other organizations? If so, can you name the organizations?

VI. What sort of cooperation should we have with the organizations you mentioned? Can you suggest ways to interface with them?

VII. A. There are three National Executive Committee Meetings per year. How many of these meetings does your chapter send a representative to?
[ ]O [ ]1 [ ] 2 [ ] 3 [ ] Don'tknow.

B. Do you attend/have you ever attended a National Executive Committee Meeting as a Chapter Representative? [ ] Yes [ ] No

C. Does your Chapter Representative to National Executive Committee Meetings report about the meeting at:
[ ] Chapter Executive Committee Meetings
[ ] Regular Chapter Meetings
[ ] Both
[ ] Neither

D. Does your Chapter President/Coordinator report information from the monthly JENL (JALT Executive Newsletter) at:
[ ] Chapter Executive Committee Meetings
[ ] Regular Chapter Meetings
[ ] Both
[ ] Neither

E. Do you have any comments/suggestions regarding administrative meetings you have attended, such as the JALT National Executive Committee Meeting, the Chapter Representative's Meeting, the International Conference Committee Meetings, or any other meetings you have reasonable familiarity with?

Please add here any other comments that you would like to make. We would appreciate it if you would accompany any suggestions with rationales and possible ways your idea could be carried out.

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confidence, already severely damaged by a keen sense of failure and vulnerability, is weakened further. This brings about increased dependence on the institutions of a country which the individual must consider as inferior in order to maintain a sense of self-esteem. It is a trap.

The Westerner is not irrevocably trapped, but it is of fundamental importance to develop the habit of critical analysis and bring it strenuously to bear in dealings with and thinking about the Japanese. It is by unlearning "the inherent dominative mode" (Williams, cited in Said, 1978, p. 28) that one frees oneself for the personal development which is necessary if one also wishes to help one's students understand what is happening to them. Although the experience of breaking through limitations can be an agonizing one, the opportunities which exist for communication make the effort worthwhile.

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Hywel Evans teaches at Toyo University Junior College and Japan Women's University. He has been in Japan about 8 years.

The Language Teacher

Calendar

1990

August - intensive Programs
(Tom Hayes)
September - Conference Issue
October - New Perspectives in Pronunciation
(Fred Anderson)
November- Video
(David Wood)
December - Open

My Share

Many of us have wanted to start a class newspaper but have been daunted by the difficulty of fitting it in with other class activities. Scott Johnston shows how easy it can be.

ANOTHER IDEA FOR CLASS NEWSPAPERS

By Scott Johnston

Introduction

The article looks at two activities using class newspapers as a means of bringing alive a classroom and getting students involved in their own writing and that of their classmates. Specifically, these activities painlessly encourage students to check and recheck their papers. This is a task that students often dislike doing because it is, as they say, "a waste of time" or "too difficult." The newspaper is something they consider 'real" writing, not writing for learning English.

Many ways of using newspapers from one-day classes to whole semesters have been discussed and presented in ***The Language Teacher.*** Here I present something in between: a newspaper project that will take up parts of about 8 class periods over 2 semesters.

I used this method with first-year junior college classes of about 30 students. The classes met one period, 90 minutes, once a week for a year.

First Newspaper

During the fast semester from April to July, the students did a variety of writing in which I included 'Dear Abby" type letters, papers describing the class members, current news, and students' experiences. Although the purpose of the writings was to improve the students'organizational skills and sentence structure, the materials chosen also fit in well with a newspaper format.

Around the end of June, when it was nearing vacation and the students somehow felt it, something common among students throughout the world, I introduced the ideas of a class newspaper.

The students spent one class period doing an activity with English newspapers printed in Japan. For this activity, students formed groups of about five. In this way six groups were organized. In the next class, the students continued the newspaper activity. Near the end of this class, the groups worked on creating a name for the class newspaper. Most of the next class was spent on activities besides the newspaper. However, I had the students go into their groups for the last 30 minutes of that class. After choosing the name of the newspaper from among the 6 choices, groups had to decide on how they would contribute to the newspaper. Students selected the following topics-with some urging from the instructor.

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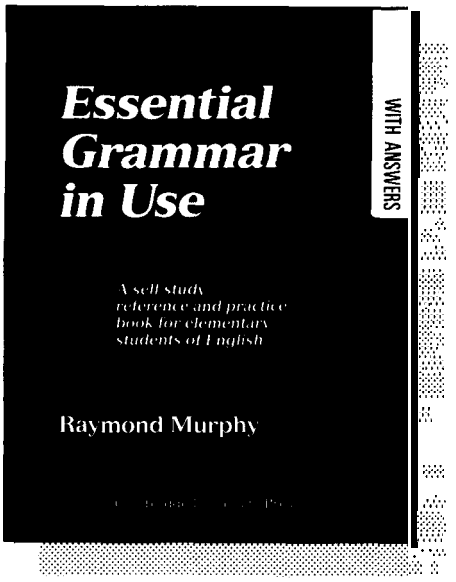

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1. Dear Abby
2. Dear Abby
3. Report on class members
4. Current news
5. Students' experiences
6. Paper editing

(Two groups chose Dear Abby letters.)

I had saved the papers the students had written earlier in the term and handed them out to the groups. For example, the students' experiences group received all the articles the class had written for the "student's experience" assignment. The groups had to choose three or four articles to be used in the paper. Group members were responsible for typing or writing out the articles, correcting any mistakes, and improving the papers in any way necessary. (Many students came to ask me to check their writing before the next class. They obviously wanted no mistakes in their part of the newspaper.)

The next class, which was the next to last class before summer vacation, I gave the students about 20 minutes to arrange the paper as they wished. The only guidelines I gave to the editors was that they needed to have four A4 pages of material, which would fmally be transformed for the paper into one piece of A3 paper with writing on both sides. I gave the editors two sheets of A3 paper for this purpose.

I made enough copies for all the students and on the last day of class some time was spent in groups reading their class newspaper. I also brought in newspapers from other classes, so students had other papers to compare with their own.

Second Newspaper

The first newspaper was quite structured and only involved choosing, correcting, and rewriting in most cases. This structure was helpful for the students' first experience writing a newspaper. They felt relaxed and not under a great deal of pressure--a goal I shoot for but one that often evades me.

At the end of the second semester the students wmte a second newspaper. This assignment was much more group-oriented and unstructured. Three classes before the endofthe semester, I announced they would do a second newspaper. Once more, they made groups. I left the membership of the groups up to the students since they needed more contact outside the class. This time, the content and organization, including the name of the paper, was totally up to them. Again the paper was to be on two sides of A3 paper. Some papers written in July were handed out as models.

I gave the students most of this class to organize their ideas and start writing their articles. In the following class they worked together to complete their newspapers during the last 40 minutes. At the end of this class, I collected all the papers and made copies for the next class, the last of the year.

Students spent the last class reading their newspapers and evaluating the writing class. In their evaluations, they said the newspaper was one of their favorite activities-next to summer vacation.

Summary

Doing the newspapers twice proved useful for the students. They enjoyed it; they worked hard, at the same time, they unknowingly learned about organizing a paper, and they edited their own material. In addition, while putting the newspaper together, we still had class time for other activities.

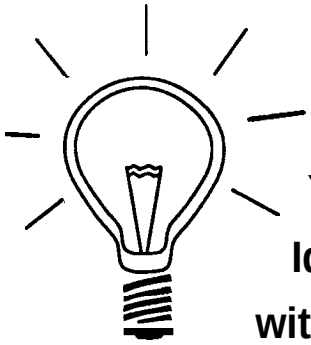
When I do this newspaper activity again, I might put their papers on display in the school for all the students to read, as one of the other teachers did at our school.

Summary of Procedure

June-July First Newspaper Project
1. Introduce newspaper (1 class)
2. Work on activity/group mastheads (1 class)
3. Decide on masthead, choose topic (30 min.)
4. Finish articles, edit (40 min.)
5. Read papers (40 min.)

December-January Second Newspaper Project
1. Make groups, work (1 class)
2. Finish papers (40 min.)
3. Read papers (40 min.)

Scott Johnson is teaching at Toyo Eiwa Women's Junior College in the Department of International Liberal Arts. He received his M.A. in Education specializing in ESL /EFL from the University of Michigan in 1982.



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).

Designed to TEACH while playing!

Play English は、遊びを通じて英語を教えるために作られた、ワークブックの付いたカードセット(フォニックステープ付)です。テキストだけを使うよりもっと楽しく、完全な実用英語が教えられるよう、多目的なカードを使う新しい幼児英語教育アプローチを採用しています。副教材として、あるいはメインの教材としても使えます。

先生用の Teaching Manual には、ゲームやクラス内でのいろんな活動、そして子供たちが喜ぶ、命令形を使ったオリジナルな教え方がたくさん紹介されています。このセットの着想の手がかりとして次のような基準が考慮されました。たとえば、クラスは活発で楽しくなければならないこと。まずリスニング、次にスピーキング、そしてリーディング、ライティングという英語学習の自然な順序を守ること。さらに、先生のさまざまな状況に合わせられるよう、ある程度の融通がきくことなどです。

Play Englishの43レッスンで、今までテキストと黒板だけでしかできないと思っていたものを教える新しい方法がたくさん見つかるでしょう

Play English にはフォニックスや英会話の基本を教えるため360枚のカラーカードがついています。さらに40ページのワークブックとアルファベット各文字の音やその他の練習を収録したフォニックステープがセットに含まれています。

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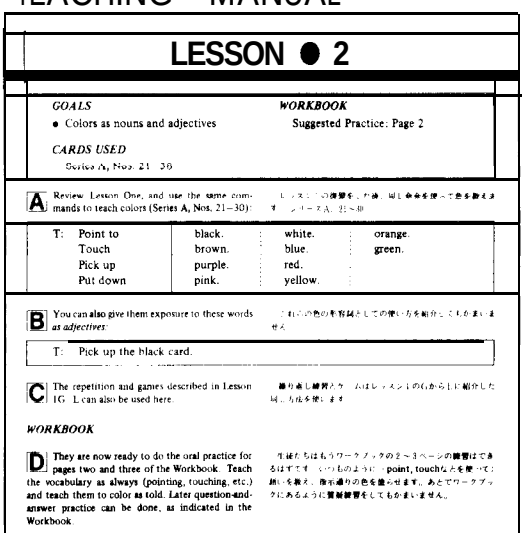


LESSON ● 2

GOALS
- Colors as nouns and adjectives

WORKBOOK
Suggested Practice: Page 2

CARDS USED
Series A, Nos. 21–36

A Review Lesson One, and use the same commands to teach colors (Series A, Nos. 21–30):

T: Point to	black.	white.	orange.
Touch	brown.	blue.	green.
Pick up	purple.	red.	
Put down	pink.	yellow.	

B You can also give them exposure to these words as *adjectives*:

T: Pick up the black card.

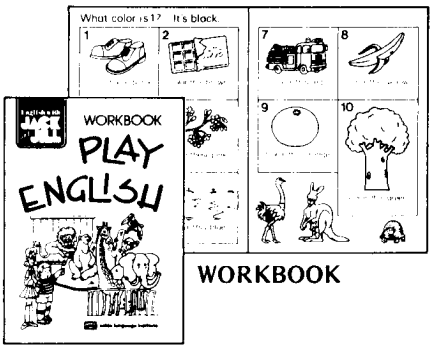
C The repetition and games described in Lesson 1G 1. can also be used here.

WORKBOOK

D They are now ready to do the oral practice for pages two and three of the Workbook. Teach the vocabulary as always (pointing, touching, etc.) and teach them to color as told. Later question-and-answer practice can be done, as indicated in the Workbook.

BOX COVER

INSIDE THE BOX



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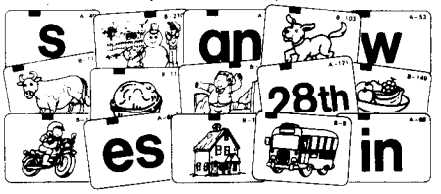

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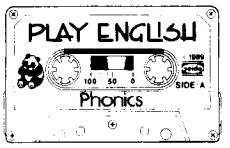

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JALT Under Cover

The Q. Book. Practising Interrogatives in Reading, Speaking and Writing. John Morgan and Mario Rinvolucri. Essex: London: Longman, 1966. Pp. 142

For the authors of *The Q Book,* "Asking a question is a powerful act." The ability to ask questions shows control over the structures of a language as well as over the direction of a conversation. Power over form, power over function, as they put it. But they go on to observe that in many courses work on questions is restricted to 'asking for information" (times, prices, etc.), or structural drilling. Student performance is normally evaluated in terms of correct answers. Teachera, not students, ask the questions.

The Q Book is aimed, as its subtitle claims, at giving students practice with questions. It contains 57 question-based exercises, primarily questionnaires which are photocopy-ready, with the publisher's consent. They are divided into six sections: pair-work questionnaires; quizzes; values (thought/discussion-provoking questionnaires); free oral practice; personalized dictations; student-generated questionnaires. Each is tagged with an indication of its topic and language content, along with the level and length of time it should take. The focus is on meaning, not form, and especially on what the students want to say and find out. There is a bias to oral production but many of the activities involve reading and writing and some am aimed at these skills. There is also a bias towards advanced students but some exercises will work from elementary up. The range of topics is wide and the style of questionnaires and activities varied. The teacher becomes a mobile helper/facilitator. Classroom procedures are suggested but the authors hope to be 'creatively misunderstood."

Three examples

"Sweet Fourteen"

A long, detailed questionnaire about life at fourteen. Students bring a photo of their fourteen-year-old selves and have to think back to that age. Questions relate to family/friends/school/work/hobbies/behavior and come with a range of suggested answers. Students answer silently then read through a partner's sheet, commenting where they wish. A discussion may or may not emerge. A group of 16-year-old high school guinea pigs enjoyed this exercise as it was heavily guided and they could accomplish it successfully. But in reading through their answers it was clear this activity would work better with a multi-national class as most of the answers were similar. It was only when they went through my answers that they started reacting and asking for more details (oh yes, the teacher has to do it too).

"Ordinary Criminality"

Students are given a dictation grid each. The teacher dictates 15 questions (e.g. "Have you ever avoided paying your TV licence fee?"). The student writes the question on the grid and in the appropriate columns adds a guess-estimate of the national percentage in two different age ranges committing such crimes. Students then get into small groups and compare their guesses, deciding as well what the maximum penalty should be. Finally a copy of the dictation is handed out for checking.

I did this with an upper intermediate group who had never done anything like it. Some of them were horrified at alleged crimes no Japanese would commit (one, overdrawing your bank account, was omitted as it's impossible in Japan) but the comparison stage was reasonably animated. Discussion of penalties was not so stimulating as most students thought crimes should be assessed case by case. A moderate success: it worked as fluency practice because the questions were not personally addressed and therefore not guardedly answered. People like complaining about other people.

'Sleeping Habits"

Students are shown cartoons of eleven sleeping positions and asked to identify their own. They are given a written interpretation of the psychological characteristica corresponding to that position. Then they have to match three more interpretations with what they feel to be the right cartoon. Next in pairs they write interpretations for four more cartoons and compare them in small groups. The real interpretations are then handed out. Finally students discuss a list of cultural/climatic factors that might interfere with interpretation.

Except for one woman shy about the subject; a small advanced group enjoyed this greatly. It is a cunning writing exercise as the students already have four models by the time they come to write; they were so intrigued by the subject they hardly thought of it as a written task at all. The results were fresh, meaningful, and sometimes controversial. Vocabularies were stretched and I spent most of the time as a mobile dictionary.

Many of these activities come close to students' (and teachers') private lives and opinions, maybe too close. As the authors say, some of these exercises will be disliked by some teachers and fail with some classes. Their justification for the risk is that if material is not effectively meaningful, acquisition will not take place, and if students have never had the opportunity to say effectively meaningful things they can never be properly fluent. I didn't try out exercises I thought suspect, not even out of curiosity (one exercise in particular, about what certain squiggles might mean as a message system between tramps, seemed to have disaster written all over it). To those trialled, class reactions ranged fmm enthusiasm to "we've done a questionnaire, so what?" to discomfort. I think in future I will continue to use selected exercises as the interrogative practice is real.

This book addresses an important language skill with reasonable success. You'd have to choose carefully fmm it; but in a country where everybody wants

to know your blood-type there is plenty of scope for personality-oriented questionnaires, even if the opinion/debate typo exercises might not go down quite so well. If you decided not to use any of the exercises in this book at all, it would still be worth having a copy in your teachers' room. The concern for students' feelings and the ingenuity with which the questionnaires are exploited are outstanding features: good lessons for new teachers, and good reminders for old ones.

Reviewed by Chris Cleary
FC English Centre

Language Learning Strategies: What Every Teacher Should Know. Rebecca L. Oxford. New York: Newbury House, 1990. Pp. 342.

Language-learning strategies are important for the language acquisition process because they encourage self-direction. Cultivating independent learning behavior has particular value to language learners because students do not always have a teacher on hand to help them analyze and assimilate new features of the target language.

Rebecca Oxford points out that "learning strategies are operations employed by the learners to aid the acquisition, storage, retrieval, and use of information" (p. 8). She examines these strategies according to two major categories-"direct strategies" and "indirect strategies."

Memory strategies, cognitive strategies, and compensation strategies fall into the "direct strategy" category. Storage and retrieval of new information are two key functions of memory strategies. Examples of memory strategies include grouping words according to categories, placing words in context, and using techniques such as total physical response. Cognitive strategies involve practicing, receiving and sanding messages, analyzing and creating structures. Compensation strategies help learners overcome knowledge limitations; these are. particularly useful for beginning and intermediate students 'who do not know specific expressions, who fail to hear something clearly, or who are faced with a situation in which the meaning is only implicit or intentionally vague (p. 90)." Examples of compensation strategies include using non-verbal clues, mime, or gesture, using circumlocations, and even switching to the mother tongue.

The "indirect strategy" category includes metacognitive strategies, affective strategies and social strategies. Metacognitive strategies allow learners to control their own thinking processes. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction with others.

A major contribution Oxford makes in ***Language Learning Strategies: What Every Teacher Should Know*** is her effort to demonstrate how learning strategies can be taught. Following her discussion of each strategy type, Oxford provides a large number of ready-to-use strategy training exercises covering all four language skills. These "exercises" are often in the form of games or activities which could easily be woven into regular classroom activities. In fact, Oxford recommends that student training in learning strategies ought to occur within the normal classroom rather than be disconnected as a separate entity.

Responsibility for the cultivation of learning strategies does not fall exclusively upon the teacher's shoulders: students must also exercise some initiative in this area. For instance, metacognitive strategies, such as organizing, setting goals, considering purpose, and planning, often require individual attention by the learner. Furthermore, students who am serious about acquiring a new language must seek as many practice opportunities as possible outside the classroom. "Even in a second language situation, ripe with opportunities for practice, learners must actively search for, and take advantage of, these possibilities" (p. 137). Oxford cites research which shows that second language learners generally have poorly developed metacognitive strategies; therefore, strengthening these may be one way to encourage acquisition of the target language.

Not all learning strategies are foolproof. Analyzing contrastively, transferring, and translating hold hidden dangers for the unwary.

When analyzing mntrastively, students examine elements of the new language to determine likenesses and differences in comparison with their own languages. Cognates can be very helpful in bridging the gap from one language to another. However, "false friends" can lead to problems; these words may look and sound similar, but their meanings are quite different. For example, the English word "glamomus" was the source for the Japanese word "guramaa." The former means 'strikingly beautiful" while the latter implies that the woman has big breasts. The difference in meaning is significant.

Transferring is a reasoning strategy in which previous knowledge is applied to new knowledge in the target language. 'Transferring works well as long as the language elements or concepts are directly parallel, but most of the time they are not! It can lead to inaccuracy if learners transfer irrelevant knowledge across languages (p. 85)." Just as learners are wrong to expect that words and concepts in different languages have identical meanings, they are also wrong to believe grammatical forms and syntax will be the same. Often the differences in those areas are very great.

Even though translating can be a helpful strategy in the early stages of learning a new language, Oxford warns that translations can become a crutch or provide the wrong interpretation of target language material. She also points out that translating slows down learners, forcing them to go back and forth constantly between languages.

In each of the above cases-analyzing contrastively, transferring, and translating-the learning strategy may, in fact, impede linguistic growth rather than foster it. Thus, language instructors must take care not to jump on the learning strategy bandwagon blindly.

Throughout the book, a question keeps surfacing: how closely do the strategies examined in Oxford's text correspond to those employed by first-language learners? Her endorsement of acronyms as memory devices clearly departs from natural acquisition processes. She mentions, for instance, that students who remem-

ber the acronym DR. MRS VANDERTRAMPP will be able to know which perfect tense French verbs take ***etre*** instead of avoir (i.e., devenier, ***revenir, monter, rester, sortir, venir, aller, naitre, descendre, entrer, rentrer, tomber, retourner, arriver, mourir, passer,*** and ***partir).*** Although memory strategies of this sort may well serve those seeking success on formal examinations, they seem very far afield from the types of processes normally used to acquire linguistic competence.

Oxford's examination of language learning strategies raises nearly as many questions as it answers, yet stimulating further inquiry into strategy use and development is useful. Certainly this book suggests many avenues of research that second language teachers will find interesting to explore.

Reviewed by David Wardell
University of Pittsburgh ELI

An A-Z of English Grammar and Usage. Geoffrey Leech. London: Edward Arnold, 1989. Pp. 575.

An A-Z of English Grammar and Usage is a reference book for "anyone learning or teaching language." The author, Geoffrey Leech, has organized the book in a novel way. Its almost 600 entries are arranged in alphabetical order in similar fashion to that of a dictionary. The cross-referenced entries are of three types: 1) ordinary words in the English language that present grammatical difficulties to students of English (unless, bring and take, it, were). 2) grammatical terms (adverbial, articles, intransitive verb, relative clause) 3) aspects of the language not commonly included in a grammar reference book (money and how to talk about it, thanking people, intonation, paragraph writing). Entries often include a phonetic description, a note on intonation, distinctions found in British and American usage and differences between formal and informal use. The book also contains an introductory unit on how to use the book, a list of irregular verbs, and a list of entries.

Not just "anyone" can realistically manage this book, however. One needs an orientation before actually using it. Six pages of the introduction offer detailed explanations on how to use the book but understanding this section requires some previous knowledge of the language. In addition to this slight difficulty, explanations given throughout the text such as "when the Present Perfect Progressive has no adverbial, this often means that the results of the activity can still be seen" are difficult for a beginning to low-intermediate student to grasp. In my opinion, only upper-intermediate to advanced students can handle the book efficiently.

The strength of the book lies in the wealth of information that is thoroughly cross-referenced, easily accessible, and presented in an interesting and meaningful way. Definitions of terms, references, explanations, helpful notes, examples, pictures, boxes, tables, and diagrams saturate the text. It is not necessary to have a good command of grammatical terminology in order to retrieve information. For instance, to find out about idiomatic verb expressions using "to," one can look up a variety of entries. The entries "idiom," "to," "preposition," "prepositional verb," and "phrasal verb" will all lead to the information sought. One of my advanced grammar students was pleasantly surprised at being able almost effortlessly to find information on the difference between "e.g." and "i.e." During her investigation, she also received the added benefit of learning about "viz." due to a helpful cross-reference note found under the "i.e." entry. Useful notes such as this one are numerous and anticipate pmbable questions or pmblems a student or teacher might have. Another example can be found in the nonfinite clause entry. An early note suggests that the reader look at the next entry on nonfinite verbs, first, in order to better understand the clause entry.

After frequently referring to the book, I have come to think of it as the E-Z grammar and usage book rather than the A-Z of grammar and usage. It is easy to use and easy to understand for anyone with some background in the language. It is a worthwhile addition to any reference grammar bookshelf.

Reviewed by Jan Smith
International University of Japan

Far From Home: Basic Reading and Word Study. William Pickett. Rowley, MA: Newbury House, 1987. Pp. 176.

Far From Home is, in the author's words, "a beginning reader that emphasizes word study." The book's six units adhere to a fixed format, each opening with a short reading passage containing eight vocabulary items in bold type. These are the words dealt with in that unit.

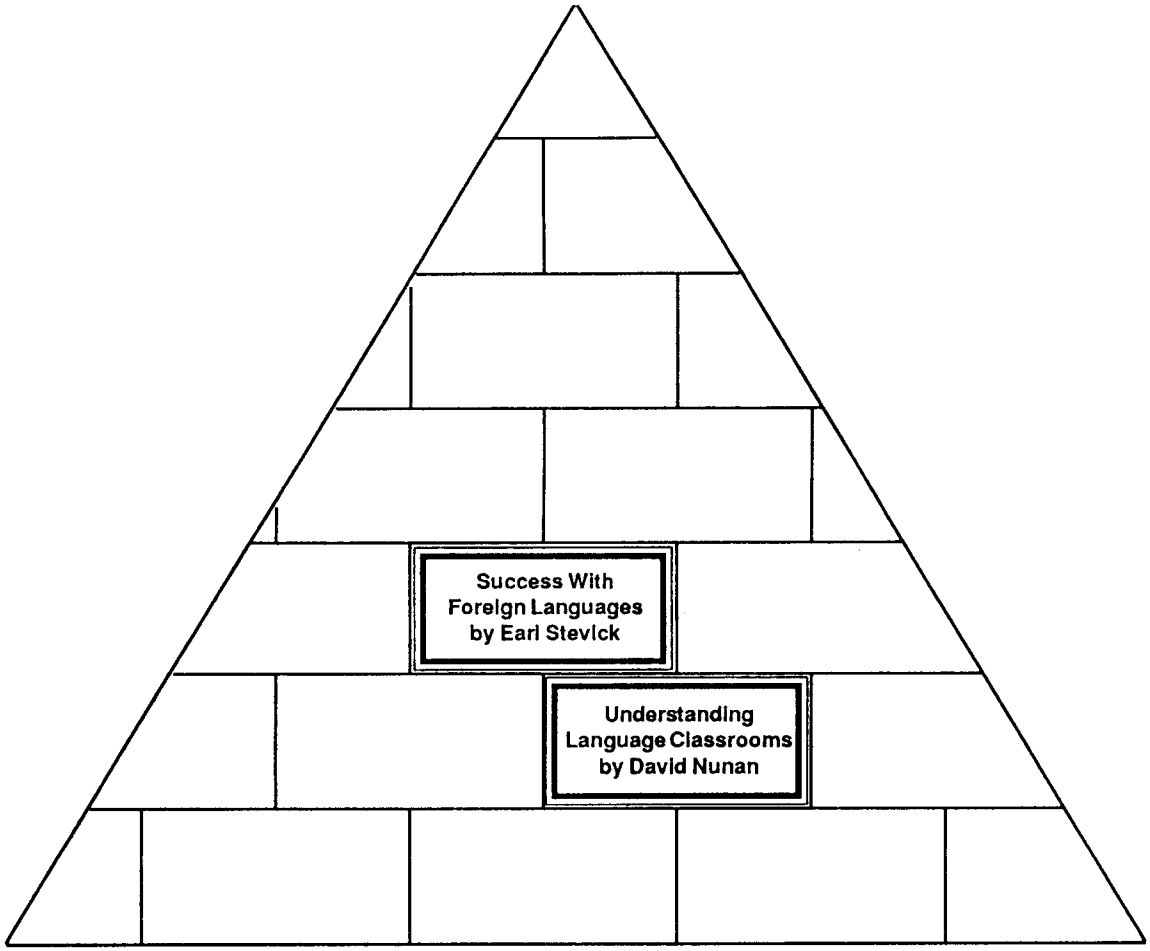
A set of ten paragraph-by-paragraph comprehension questions follows the passage, and this is followed in turn by a two-part "mini-dictionary" with definitions of the target vocabulary. Sentence-completion exercises, word-family studies, discussion tasks, and word-building exercises make up the rest of each unit's content.

Units of this book were used with first-year senior high-school students and also at freshman college level. At the high school level, students coped quite well with the reading passages and found the comprehensionquestions andsentence-completion tasks fairly easy. The discussion tasks allowed me to check how well students had grasped the meanings of words studied. ***Far From Home*** was sufficiently different from "standard" school vocabulary study texts to be interesting for this group.

At the college level, students noted that the comprehension questions could almost invariably be answered by verbatim quotations from the passage. They found the sentence-completion tasks extremely easy, but enjoyed picking out contradictions between word usages in the mini-dictionary entries and those in the following exercises. Unit one, for example, 'try" is defined as a verb, with "effort" (why not "attempt?) as its noun form. The very next exercise requires insertion of the noun *try."

The mini-dictionaries created problems for both groups with their sometimes culture-specific-"weight:

The Pyramids Wouldn't Have Stood for So Long without Quality Materials



Success With Foreign Languages by Earl Stevick

This exciting new methodology title employs an appealing narrative quality to address techniques and issues through the eyes of the leaners themselves. For language teachers, teacher trainers, teacher trainees and linguists alike.

Understanding Language Classrooms by David Nunan

This title focuses on one of the most talked about subjects in the field: the theory of practice of classroom oriented language research. There are detailed questions and assignments which can be used as the basis for in-service and award courses.

For more information on these books, contact our Tokyo office.

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the number of pounds...a thing is" --or rather unhelpful definitions, such as "be used to: be familiar with." There are no example sentences to supplement the definitions offered, and the dictionaries' pronunciation-keys use "typewritten" symbols which bear no relation to those current in Japan.

In summary, I found ***Far From Home*** dated in its approach, offering rather mechanical, peg-in-the-hole vocabulary practice with reading only as the means of presentation. Inconsistencies in usage (deriving, one hopes, only fmm careless editing) further detract from the book's value. ***Far From Home*** is certainly usable at high school level, but generated little real interest among college students. Teachers who have used more up-to-date vocabulary practice texts are unlikely to be enthusiastic about ***Far From Home.***

Reviewed by Bob Gibson
Tokyo

Reading, Schema Theory and Second Language Learners. S. Kathleen Kitao. Tokyo: Eichosha Shinsha, 1989. Pp. 85. \2.000.

Reading Schema Theory and Second Language Learners, a modification of Kitao's dissertation, is designed to provide basic understanding of psycholinguistic processes involved in second language reading. Her study sheds light not only on the effect of content schemata on the reading comprehension of ESL readers (particularly those fmm East Asia), but also on the relationship between vocabulary and reading proficiency.

Chapter 1 reviews literature on schema theory, in particular content schemata. It discusses the mle that the reader's prior knowledge about the subject matter plays in reading comprehension. The author identifies the methodological problems with prior research (e.g., lack of control of the reader's prior knowledge, lack of determination of the kind of process that the reader undergoes such as lack of schema, or activation of inappropriate schema). In order to overcome such shortcomings, Kitao assessed the subjects'background knowledge prior to conducting her experiment. In Chapter 2, she reports how she compared the amount of readers' background information, reading proficiency, and knowledge of vocabulary to reading comprehension.

Chapter 3 reports the findings. The author found that ESL readers use their background information to "compensate for inadequacy" in reading proficiency. Moreover, her findings suggest that ESL readers tend to rely on knowledge of vocabulary, as well as their knowledge of the relationships among vocabulary items based on their background knowledge for those subject matters. The final chapter summarizes the findings, offers implications for classroom instruction, and suggests areas for further research. Kitao remmmends, as have other researchers (e.g., Carrell, Krashen), that background information be taught to students to facilitate their reading comprehension. However, she acknowledges the necessity of further research in discovering the best way to "teach background information" in the classmom.

Because this is a modification of the author's dissertation, it has the appearance of a long journal article. Thus, her discussion of the methodology seems to be rather technical for readers who are not familiar with applied linguistic research. However, her clear writing style and the efficient arrangement of the material make this work more accessible to the intended readership.

Reviewed by Kyoko Takashi
Georgetown University

Carrell, Patricia. L. 1987. Content and F-l Schemata in ESL Reading. *TESOL Quarterly, 21,* 461-481.

Krashen, Steven. 1981. The case for narrow reading. *TESOL Newsletter, 15* (6), 23.

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 July 30th.

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Adamson, D. (1989) ***International hotel English: Communicating with the international traveller.*** New York: Prentice-Hall.

*Arnaudef M. and Barrett, M (1990). ***Pamgmph development: A guide for students of English*** (2nd cd.). Englewood Cliffs, NJ: Prentice-Hall Regents.

*Azar, B. and Azar, D. (1990). ***Understanding and using English grammar*** **(2nd ed.) (Workbook Vol. A only).** Englewood Cliffs, NJ: Prentice-Hall Regents.

*Banks, C. and Rowe, T. (1990). ***Readings in English 1: The day the mountain moved and Readings in English 2: Speakers and blue jeans, an introduction to fiction.*** Englewood Cliffs, NJ: Prentice-Hall Regents.

*Coonelly, M. and Sims, J. (I990). ***Time and space: A basic reader (2nd ed.).*** Englewood Cliffs, NJ: Prentice-Hall Regents.

*Crandall, J., Cora Dale T., Rhodes, N., and Spanos, G. (1989). ***English skills for algebra. (Center for Applied Linguistics)*** Eaglewood Cliffs, NJ: Prentice-Hall Regents.

Expeditions into English: Writing 1 and Expeditions into English: Reading 1. (A beginning integrated skills series.) English Language ***Center,*** Brigham Young University. Englewood Cliffs, NJ: Prentice-Hall Regents.

*Keane, L. (1990). ***International restaurant English: Communicating with the international traveller.*** New York: Prentice-Hall.

*Knepler, M. (1990). ***Grammar with a purpose: A contextualized approach*** New York: Maxwell Macmillan.

*Lipp, E. (1990). ***From paragraph to term paper: A reading and composition text for advanced students.*** New York: Maxwell Macmillan.

*Lites, E. and Lehman, J. (1990). ***Visions: A pre-intermediate grammar.*** Englewood Cliffs, NJ: Prentice-Hall Regents.

*Matthews, C. and Marino, J. (1990). ***Professional interactions: Oral communication skills in science, technology, and medicine.*** Englewood Cliffs, NJ:

Prentice-Hall Regents.

*McGill, D. and Oldham, N. (1999). ***Computers for business people.*** New York: Maxwell Macmillan.

*McGill, E. and Oldham, N. (1999). ***Computers in the office.*** New York: Maxwell Macmillan.

*Prince, E. (1999). ***Write soon! A beginning text for ESL writers.*** New York: Maxwell Macmillan.

*Reid, J. (1988). ***The process of composition*** (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall Regents.

*Rice, A. (1990). ***Countdown! Taking off into content reading.*** New York: Maxwell Macmillan.

*Robertshaw, S., Hamblen, R. and Feldman, R. (1999). ***Reading first: Building reading competence*** (2nd ed.). New York: Maxwell Macmillan.

*Smalley, R. and Ruetten, M. (1999). ***Refining composition skills: Rhetoric and grammar for ESL students*** (3rd ad.). New York Maxwell Macmillan

*Swan, M. and Walter, C. (1990). ***The new Cambridge English course 1*** (student's, practice book). Cambridge: Cambridge University Press.

*Tiersky, E. and Tiersky, M. (1990). ***The U.S.A.: Customs and institutions*** (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall Regents.

*Watkins-Goffman, L. and Berkowitz, D. (1990). ***Thinking to write: A composing-procsss approach to writing.*** New York Maxwell Macmillan.

*Weissberg, R. and Buker, S. (1990). ***Writing up research: Experimental research report writing for students of English.*** Englewood Cliffs, NJ: Prentice-Hall Regents.

*Woods. E. and McLeod, N. (1990). ***Using English grammar: Meaning and form.*** New York: Prentice-Hall International.

Flower, J. (1989). ***Build your vocabulary 1,2, and 3.*** Hove: Language Teaching Publications.

Garvie, E. (1999). ***Story as vehicle: Teaching English to young children.*** Clevedon: Multilingual Matters.

Redman, S. and Ellis, R. (1989). ***A way with words: Vocabulary development activities for learners of English.*** Cambridge: Cambridge University Press.

Wabster, D. (1989). ***Muzzy comes back-A video English course for children A sequel to Muzzy in Gondoland*** (video and audio cassettes; activity book, teacher's and parents' notes). London: BBC English.

White, R and Williams, E. (1989). ***Formula one.*** London: Macmillan (student's workbook by H. Imbert; teacher's by H. Imbert, R. White, and E. Williams; cassette by R. White, E. Williams, H. Imbert, and J. Olearaki).

!Beckerman, H. (1989). ***Guessworks! A musical mystery play*** (student's and cassette). New York Collier Macmillan.

!Heyer, S. (1989). ***Picture stories for beginning communication*** Englewood Cliffs, NJ: Prentice-Hall.

!Jones, L. and Alexander, R. (1989). ***International business English*** (student's, teacher's cassette). Cambridge: Cambridge University Press.

[Jordan, R. (1990). ***Academic writing course*** (2nd ed.). London: Collins.

!Sazanami, J. (1990). ***Mini-World video*** (sample video and class material). Seattle, WA: Mini-World.

!Vince, M. (19139). ***First certificate grammar workbook*** Oxford: Heinemann.

!Walker, T. (1989). ***Computer science.*** London: Cassell.

!Wellman, G. (1989). ***The Heinemann English wordbuilder: Vocabulary development and practice for higher-level students.*** Oxford: Heinemann.

TEACHER PREPARATION/REFERENCE/ RESOURCE/OTHER

*Baldauf, R. and Luke, A. (Eds.). (1990). ***Language planning and education in Australasia and the South Pacific.*** Clevedon, Avon: Multilingual Matters.

*Byram, M. and Leman, J. (Eds). (1990). ***Bicultural and trilingual education.*** Clevedon, Avon: Multilingual Matters.

*Duff, A. (1989). ***Translation*** (Resource Books for Teachers). Oxford: Oxford University Press

*Greenwood, J. (1988). ***Class readers*** (Resource Books for Teachers). Oxford: Oxford University Press.

'Hardisty, D. and Windeatt, S. (1989). ***CALL*** (Resource Books for Teachers). Oxford: Oxford University Press.

*Hedge, T. (1989). ***Writing*** (Resource Books for Teachers). Oxford: Oxford University Press.

*Hudelson, S. (1989). ***Write on: Children writing in ESL.*** (Center for Applied Linguisticsrd) Englewood Cliffs, NJ: Prentice-Hall Regents.

*Nunan, D. (1989). ***Understanding language classrooms: A guide for teacher-initiated action.*** New York: Prentice-Hall International.

*Sheerin, S. (1989). ***Self-access*** (Resource Books for Teachers). Oxford: Oxford University Press.

Norris, W. and Strain, J. (Eds.). (1989). ***Charles Carpenter Fries: His 'oral approach' for teaching and learning foreign languages.*** Washington, DC: Georgetown University Press.

!Byram, M. (1989). ***Cultural studies in foreign language education.*** Clevedon, Avon: Multilingual Matters.

!Corson, D. (1990). ***Language policy across the curriculum.*** Clevedon, Avron: Multilingual Matters.

!Fishman, J. (1989). ***Language and ethnicity in minority sociolinguistic perspective.*** Clevedon, Avon: Multilingual Matters.

!Gass, S., Madden, G., Preston, D., and Selinker, L. (Eds.). (1989). ***Variation in second languge acquisition: Discourse and pragmatics.*** Clevedon, Avon: Multilingual Matters.

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 gmmmar exercises*** (Self-study edition).

Bamett. ***More than meets the eye.***

Boyd. ***In their own words.***

Brender. ***Three little words: A, An, The.***

Brinton, et al. ***Content-based second language instruction.***

Broosk & Grundy (Eds.) ***Individualization and autonomy*** in ***language learning.***

Brown. ***Understanding research in second language learning.***

Brown & Hoods. ***Writing matters.***

Carrier. ***Take 5.***

Carter, et al. ***Literature ond the learner.***

Chan. ***Process and product.***

Chaudron. ***Second language classrooms.***

Clark. ***Talk about literature.***

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

Dewar. ***Computers: From beads to bytes.***

Doff. ***Teach English.***
Ellis. ***Second language acquisition in context.***
Ellis & Sinclair. ***Learning to learn English.***
Fox (Ed.) ***Collins essential English dictionary.***
Fried-Booth, et al. ***Collins COBUILD English course photocopiabk tests.***
Gass, et al. ***Variation in second language acquisition.***
Greenhalgh, et al. ***Oxford-ARELS preliminary handbook.***
Hadfield. ***Elementary communication games.***
Hamers & Blanc. ***Bilinguality and bilingualism.***
Hill & Holden (Eds.) ***Creativity in language teaching.***
Hughes. ***Testing for language teachers.***
James. ***Medicine.***
Johnson. ***The second language curriculum.***
Johnson & Snowden. ***Turn on!***
Karant. ***Storylines.***
Kelty. ***The English workout.***
Kennedy, et al. ***Newbury House TOEFL preparation hit.***
Krashen. ***Language acquisition and language education.***
Lewis, et al. ***Grammar and practice.***
Littlejohn. ***Company to company.***
Maple. ***New wave 2.***
McLean. ***Factual writing.***
Nunan. ***Designing tasks for the communicative classroom.***
Odlin. ***Language transfer.***
Ramsey & LoCastro. ***Talking topics.***
Smith. ***Issues for today.***
Sobel & Bookman. ***Words at work.***
Taya-Polidori. ***English phrasal verbs in Japanese.***
Thomas. ***Advanced vocabulary and idiom.***
Trueba. ***Raising silent voices.***
Willis & Willis. ***Collins COBUILD English course 3.***
Wright. ***Pictures for language learning.***
Yalden. ***Principles Of course design for Innguage teaching.***
Yates. ***Economics.***
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.

Chapter Presentation Reports

HIROSHIMA

Learning Together
A Demonstration Workshop
by Shane Hutchinson

One topic, one presentation, one speaker with questions and comments from the audience at the end is a common way to conduct chapter meetings. An alternative is to have a chapter-organized workshop. In April, Shane Hutchinson, the Program Chair of JALT F'ukuoka and a teacher at a number of schools in the Fukuoka area from elementary to university level, gave a unique workshop on how to give a workshop.

The presentation began with a list of thirteen possible topics for workshops which focused on common interests and concerns of teachers from the practical (Using Songs) to the philosophical (How To Deal With Discipline Problems). Using Games, How To Teach Pronunciation, and How To Teach "Passive" Students were the topics we decided to explore one by one in workshop form with Hutchinson as the coordinator.

Once a topic has been chosen, participants form small groups in which fundamental questions offered by the coordinator are discussed in a sequence from 1) coming up with a working definition, 2) considering several aspects, and 3) finally suggesting possible teaching techniques. We became aware of fresh approaches to familiar problems through group reports and constant regrouping with different people.

Hutchinson also talked about competitive versus cooperative games, the importance of feedback in making workshops successful, and a questionnaire (What Hind Of Learner Are You?) The workshops moved smoothly and at a stimulating pace. A chapter-organized workshop can be a viable option for meetings, especially for chapters located away from major cities.

Reported by Ian Nakamura

NARA

Teaching Large Classes
Learning Together
By Shane Hutchinson

In May, Shane Hutchinson led the Nara chapter through a musing workshop on large classes. Instead of providing the definitive answer to our queries, Shane paired us off, grouped us together, had us sit down, stand up, and trade partners (no, this wasn't a hoedown) until we had developed a satisfying number

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of methods to each topic covered. The topics deemed important from Shane's list were: using games, introducing new language, teaching pmnunciation, arranging tables and chairs, remembering names, and teaching passive students. Other topics were inevitably touched upon during discussion, and many ideas were discovered and shared.

As a finale, Shane demonstrated a short video exercise that can be adapted for any ten-minute section of video.

Alter the meeting, some members continued to learn about workshop organization fmm Shane at a local coffee shop.

Reported by Lisa Atkins

NIIGATA

Teaching Writing And Composing Skills To Beginners

By Beverly Ingram

Beverly Ingram, co-author of ***From Writing to Composing,*** demonstrated methods of teaching English composition at a recent chapter meeting. She suggested three essential components for a beginning level composition course:

a) Structured (and semi-structured) 'writing" activities
b) Topically-related free "composing" activities using a process-centered approach.
c) Integrated listening and speaking activities.

The writing pmjects for class are usually initiated by utilizing data that is common and equally available to all students. This is because:

a) Available date can be checked for accuracy.
b) Evaluating the style of the written message is significantly easier.
c) Collaboration between students is promoted.

Writing pmjects are presented to the students through surveys, interviews, class field trips, school events, drawings, or course material or by the students' own planning and writing.

As an incentive to write and share, the end of the term concludes with a class project. This might be in the form of a school newspaper, school magazine, or bulletin board display. In this way, many of the previous writing activities can be showcased.

Reported by Douglas Anchell

SAPPORO

Phonology And Pronunciation

by Michael Haynes

After defining ***phonetics*** (the study of an individual word's pronunciation and physical articulation) and ***phonology*** (description of the systems and patterns of speech sounds), Haynes said that he intended to focus on the latter at our April meeting. He pointed out that the Japanese practice ofteaching English pronunciation thmugh the use of katakana hinders the students' ability to understand native spoken English. Japanese students are often unaware of the mutations that occur in individual word sounds within a sentence due to the "stress-time" nature of English.

Haynes gave four examples of these mutations: (1) weak vowels--the so-called "schwa" form (It's a big decision.); (2) glides or semi-vowels (What's the use? where the h" becomes a weak "y"); (3) assimilation (Pin.....Pinball Wizard, where the "n" standing alone is fully articulated but when part of another word its articulation is abbreviated); and (4) elision (He must be late, where the sound of the "t" is suppressed.) Haynes instructed the participants to work in pairs analyzing the effects of these mutations in simple sentences.

Haynes made the second point of his presentation about punctuation interference. He made the point that excessive use of commas to conform to archaic grammar rules of written English sometimes impedes the flow of the spoken language. For example, "Yes, it is" is often said an an uninterrupted sound. Students who learn English from reading and writing instead of fmm listening and reproducing sounds, as in Japan, are often misled by the nature of English punctuation.

Thank you, Michael, for your instructive presentation. (Sorry about those commas!)

Reported by Stuart Walker

SENDAI

English In 3-D
Dialogs, Dictation and Drills

by Mark Helgesen

Marc Helgesen's April workshop was a chance for all teachers, both new and experienced, to reexamine some of the standard techniques used in our trade. As Mr. Helgesen explained, the '3-D" in the title of the workshop stands not only for dialogs, dictation, and drills, but also for the three-dimensional view we should have of these techniques. It's often quite easy for teachers to lock themselves into one particular way of teaching. By talking with others about how we use these standard techniques in our classes, we saw these 'oldies" fmm different angles, and saw how we could change our own way of using a particular technique for the benefit of our students.

(contributed anonymously)

TOKYO

Teaching English In Business Settings

By Andrew Vaughn, Sumitomo Metals and Nuala Campany, Kobe Steel

At the peak of cherry blossom season near the end of March, Tokyo JALT enjoyed receiving information from Andrew Vaughn of Sumitomo Metals and Nuala Campany of Kobe Steel, as they discussed the unique characteristics of English programs in a business setting. Mr. Vaughn stressed the fact that English for specific purposes is distinct from English for general communication, and in his program, the goals are particular performances of speech acts such as giving a presentation, handling introductions, and giving a company tour. To this end, and also because there is often sporadic attendance if students have other company obligations, he suggests 'micro-units," in-

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struction organized into single, self-contained class sessions.

Ms. Nuala Campany spoke about the assessment of students in business-related English courses. She remindedus that there are various kinds of evaluation and, therefore, different tests for distinct purposes: placement diagnostic, achievement, and proficiency. In English classes at Kobe Steel, the main focus is on proficiency testing. Ms. Campany seems to share Mr. Vaughn's philosophy concerning the decontextualization and compartmentalizing of micro-units of instruction, and her evaluation procedure reflects this view. Under general function categories such as social skills or numerical/quantitative skills, she elucidates specific performance goals such as 'can explain job responsibilities" or 'can describe changes in line and bar graphs." Assessment of proficiency in these different performances must be done very objectively. The teachers at Kobe Steel, according to Ma. Campany, am sometimes asked to provide this kind of evaluative information on two individuals who are both being considered for the same job or project overseas, and such assessments are then very mnsequential indeed.

Reported by Robert Bruce Scott

WEST TOKYO

The Challenge Of Multi-Level Classes

By Marilyn Books

At the March meeting, the West Tokyo chapter was treated to an idea-packed and dynamic presentation about teaching multi-level classes

"Concentration," adapted to teaching ESL, consists of cards of pairs of words and their meanings placed face down. The object is to find matching pairs. (Students can choose vocabulary according to their level. Beginners might use taxi or paper; advanced students could try secede or ubiquitous.)

'Twenty Questions with a Twist," using the 'Stations Approach," Student A thinks of an object such as an apple; B must guess within twenty questions. A language novice can refer to a list of complete questions, e.g. Wow much does it weigh?" while a more confident learner can progress to phrases only, such as '...does it weigh?" More accomplished participants can move on to use only single words as prompts--in this example, 'weigh." Other cues involve color, shape, size, use, cost, etc.

A song technique adopted fmm Dale Griffee breaks lines from songs into phrases, e.g. "from the redwood forest" is one fmm "This Land is Your Land." The phrase in put on cards for higher level students, but the cards for lower level have pictorial representations. First the song is read, and the students arrange their cards in the order of the song. Although we discovered that our presenter could sing, she assured us that it works if you are not a song bird by just playing a cassette tape.

These are just a few of the techniques introduced by Books at the workshop. The ready-to-use, practical techniques prompted me to say, "I think I'll try that on Monday."

Reported by Joan Howden

YOKOHAMA

Learning to Learn English

By Steven Maginn

In May, Steven Maginn, from Cambridge University Press, came to Yokohama to tell us about learning to learn English. To start with he noted that emphasis now is being placed on helping and encouraging learners to be more effective learners and to take on more responsibility for their own learning.

Mr. Maginn used vocabulary as an example of a content area for language training. In groups we answered several key questions: what makes a good language learner; how the teacher can be involved in this; how you feel about learning vocabulary; how well you are doing. We did this using the relevant vocabulary section in a new book fmm CUP, Ellis's and Sinclair's ***Learning to Learn English.*** The relevance of self-awareness as a learner, learner willingness to take risks, learners' active involvement (especially outside the classroom), organization of learning, and the use of learning strategies were points we examined.

Reported by Howard Doyle

A Reminder

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

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

Thanks!

-The Editors

SUBSCRIBE TO THE
TESOL NEWSLETTER

JALT members who are no! members of TESOL may now subscribe to the *TESOL Newsletter* at a yearly (6 issues) rate of \2,500 surface mail, \4,700 air mail. This informative and useful publication includes hints and techniques for teaching and short articles and reports on new trends and teaching situations all around the world. It's a quick and easy way to keep up on the latest activities of the TESOL organization, too. Send in your subscription using the ***furikae*** form found in this issue.

Bulletin Board

Please send all announcements for this column to Jock 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.

DRAWING ON THE RIGHT SIDE OFTHEBRAIN

Tokyo, July 26-31, 1990

Dr. Betty Edwards, in this 40-hour workshop organized by the Japanese Association of Suggestopedia (Setsuko Iki, 03-704-1967; fax 8209) will show how "you can make your teaching more dynamic and creative" by mastering the five basic skills of drawing. Education Plaza, Shuwa-Tameike Bldg. SF, 2-4-2 Nagata-cho, Chiyoda-ku, Tokyo 100.

ICS INTENSIVE LONDON COURSE

A 75-hour advanced course for non-native teachers of English July 30-August 17 at Pitman School of English in London will develop advanced linguistic and teaching skills and introduce recent developments in teaching materials, textbooks, and methods, with class observation, project work, lectures, discussions, and hands-on training in using video, language laboratories, and a range of teaching aids. For more information and applications, please contact Ivy Silverman or Hiroko Nagata at ICS, 03-770-1901.

CERTIFICATE IN LANGUAGE TEACHING

Geneva, July 16-August 10

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

RP-ALLA '90

Research Perspectives in Adult Language Learning and Acquisition, a symposium co-sponsored by *The Modern Language Journal*, is October 12-13 at The Ohio State University Foreign Language Center, 155 Cunz Hall, 1841 Millikin Rd., Columbus, OH 43210-1229, U.S.A. Postmark deadline for pre-registration is Sept. 30.

INTRODUCTION TO S.A.P.L. and S.A.P.L. FOLLOW-UP

Osaka, Aug. 24-28 (Intro.); 29 (Follow-Up)

This is a five-day introductory course in Self-Access Pair Learning recommended for anyone who wishes to use the course Threshold. The course leader will be Tom Pendergast. Place: DIDASKO Learning Center near Awaza subway station, Chuo Line. Info: DIDASKO (as above). The S.A.P.L. Follow-Up on the 29th is for coordinators who have done the introductory course and have had several months of experience with S.A.P.L.

CALL FOR PAPERS INTERNATIONAL CONFERENCE ON SPOKEN-LANGUAGE PROCESSING

Kobe, November 18-22, 1990

Chaired by Prof. Hiroya Fujisaki, Tokyo University, this will be the first international conference on spoken-language processing by both humans and machines covering bmad aspects from basic research to applications within many areas. Please direct all inquiries to: Prof. Morio Kohna, Kobe City University of Foreign Studies, 9-1 Gakuen-Higashi-machi, Nishi-ku, Kobe 673; tel. 078-794-8207, fax 078-794-8169.

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First Summer Session

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Second Summer Session

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

Osaka: Special 3-credit course (in progress) July 2, 3,9,10,16, and 17; Aug. 6,7,11,13, and 14. (Mon. and 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 Nakanoshima Bldg. 2F, l-7-4 Nishi-Tenma, Kita-ku, Osaka 530; 06-361-6667, fax 6095.

SOUND-SPELLING HARMONY

A five-day intensive workshop in the theory and practice of Sound-Spelling Harmony, a systematic approach to the teaching of the sounds and spelling of English to beginners, will be held August 20-24, in

Communication starts with sharing things about ourselves and others. Talking Topics encourages pre-intermedlate students to become involved in conversations – in pairs, small groups, or as a class – about topics that are within their own personal experience, or awaken their curiosity and interest.

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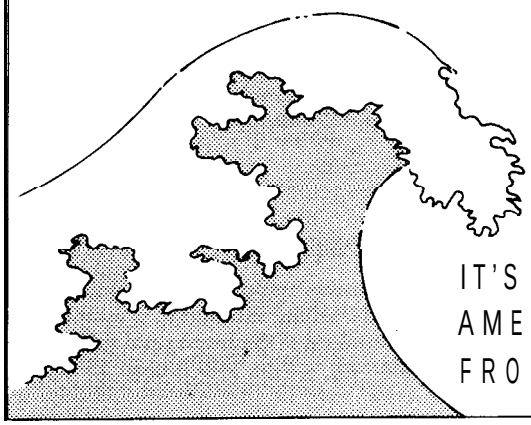

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Kumamoto City. If interested, write or call: Ms. Hisayo Amano, SSB Eigo Kyoiku Kenkyu Kai, Toroku 5-9-23-301, Kumamoto-shi 862: tel. 096-366-9393 or 09676-7-1835.

SUMMER SEMINAR
Matsuyama, August 25-26, 1990

With the theme Cross-Cultural Communication in Language Teaching, this year's seminar features Charles W. Gay of Waseda University and Toshio Okazaki, Hiroshima University. Dr. Gay will conduct two workshops, one a simulation; Dr. Okazaki will present on "Nihongo ni Okeru I-Bunka Kyoiku." The fees, which do not include accommodation: members \12,000 both days, \6,000 one day; non-members \16,000/\10,000.

Information and applications (deadline, July 31): Hiroshi Shinozaki, 167-4 Kita-Doi, Matsuyama 790; tel. 0899-41-3751. Info only: Vickie Rooks, 0899-31-6159.

1990年松山 JALT サマーセミナー

8月25、26日のセミナーにおける日本語関係の講演は26日9時半 岡崎博士による「日本語における異文化教育」が予定されています。
申し込みについては篠崎宏志0899-41-3751に御連絡下さい。

第2回 SANNO 日本語教育セミナー

産能短期大学は、第二言語教育の関連領域における研究の紹介と、日本語教育への、その実践的な応用をテーマにしたセミナーを年2回、開催しています。今回は、「授業を見る目」というテーマで、最近のクラスルーム・リサーチ等の研究成果を踏まえた講義とワークショップを下記の要領で行います。

期 日：9月1日(土)～5日(水) 9時半～15時半
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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: Cross-Cultural Communication: Experiences of a Simultaneous Interpreter
Speaker: Masaami Muramatsu
Date: Sunday, July 1st
Time: 1:00-4:00 p.m.
Place: Chiba Chuo Community Center
Fee: Members \600; non-members \1,000
Info: Bill Casey 0472-55-7489

Masaami Muramatsu, President of Simul Academy and author of numerous texts on both interpreting and learning English, will discuss the problem areas of simultaneous interpreting and possible implications for language teaching. Drawing on his years of experience as an interpreter for world figures, he will consider both the light side of his profession and the inherent dangers.

FUKUI
Topic: Symposium: Ways to Motivate Students
Speakers: Louise Flitscroft (Fukui-Jyoshi H.S.)
Jay Lap (Harue Kogyo H.S.)
Naomi Nemoto (Fuzoku J.H.S.)
Sabum Yoshida (Chuo Gakuin)
Date: Sunday, July 16th
Time: 2:00-4:00 p.m.
Place: Culture Center (Housou Kaikan 5F)
Fee: Members free; non-members \500
Info: Hiroyuki Kondo 0776-56-0404

One of the most popular topics among English teachers is how to motivate students, for not all of our students are well-motivated extrinsically or intrinsically. Ms. Flitscroft and Mr. Lap are AETs, helping the Japanese English teachers in team-teaching and also tryinghard to devise motivating materials themselves. Ms. Nemoto is now in charge of the International Club at her school. Mr. Yoshida is working at a preparatory school for students taking entrance examinations.

Each speaker will talk about 10 minutes, then answer questions, with discussion afterwards.

FUKUOKA
Topic: Using Pictures and Video
Speaker: David Wood (JALT Video SIG Coordinator1
Date: Sunday, July 8th
Time: 2:00-5:00 p.m.
Place: Westchesteruniversity, l-3-29 Nagahama, Chuo-ku; 092-761-0421

Fee: Members free; non-members \300
Info: Program Chair 092-823-4141

Mr. Wood will first discuss still images and their place in EFL methodology, then analyze the variety of English teaching techniques made possible by the moving pictures of video for their pedagogical implications. Mr. Wood has fifteen years of video teaching experience to share.

GUNMA

Topic: Designing Pseudo-Communicative Materials
Speaker: Kunihiro Nagasawa (Ibaraki Univ.)
Date: Sunday, July 8th
Time: 2:00-4:30 p.m.
Place: Ikuei Tanki Daigaku, Takasaki
Fee: Members \500 non-members \l,000
Info: Wayne Pennington 0272-51-8677
Morijim Shibayama 0272-63-8522

Pseudo-communicative activities are those which can be categorized into structural drills or grammar practice but in which emphasis is put on exchanges of meaning--that is, communication-between learners. Reporting on a project he is directing which aims to compile such materials for junior high school classroom use, Prof. Nagasawa will discuss the rationale of using pseudo-communicative activities or 'communicative drills" and present and annotate examples of such activities.

Prof. Nagasawa's recent book on the communicative approach, ***Komyunikatibu Apurouchi Towa Nanika,*** has been well received by school teachers.

HAMAMATSU

Topic: Summer Barbecue Party
Date: Sunday, July 22nd
Time: 1:00-3~30 p.m.
Place: Asakuma Restaurant (beer garden near the Concord Hotel, l-11 Shikatani-cho; 0534-74-0628)
Fee: Members \2,000; non-members \2,500; alcoholic beverages extra
Info and reservations:
Tomoko Hoshino 0534-72-2286

Friends and family am most welcome. Please reserve by July 20th.

HIMEJI

Topic: Cross-Cultural Communication in Secondary School English Textbooks in Japan
Speaker: Shozo Kumkawa (Himeji Dokkyo Univ.)
Date: Sunday, July 22nd
Time: 2:00-4:00 p.m.
Place: Himeji YMCA (near Topos)
Fee: Members free; non-members \500
Info: F. Yamamoto 0792-67-1837
A. Ozaki 0792-93-8484
S. Spohn 0792-24-1045

Secondary school English textbooks in Japan are undergoing a shift toward so-called communicative English education, that is, away fmm traditional grammar-translation instruction. Prof. Kumkawa will examine how culturally-determined expressions are incorporated into current secondary school textbooks, and discuss the feasibility of introducing cultural expressions and insights into secondary school English education programs.

HIROSHIMA

Topic: Using Peer- and Self-Evaluation in the Language Learning Classroom
Speaker: Rita Silver (Osaka Jogakuin)
Date: Sunday, July 8th
Time: 1:00-4:00 p.m.
Place: Hiroshima YMCA, Gaigo Gakuen
Fee: Members free; non-members \500
Info: M. Tsuruda/K. McDevitt 082-226-2269

Peer- and self-evaluation are practical and effective ways to involve students in their own language learning. Classes which don't require any formal evaluation can use them to heighten student awareness.

Ms. Silver will explain why and how peer- and self-evaluation can be done in the classmom. She will briefly give results fmm her research on peer grading, including student reactions to it.

IBARAKI

Topic: Business English: Preparing for TOEIC
Speaker: Nancy Baxei
Date: Sunday, July 8th
Time: 2:00-4:30 p.m.
Place: Kijo Plaza 3F (across fmm Kijo Park, Tsuchiura)
Fee: Members free; non-members \500
Info: Takashi Ishii 0292-41-0356
Martin Pauly 0298-64-2594

The number of businesses and institutes using the Test of English for International Communication is rising. Ms. Baxer, Marketing Manager for Prentice-Hall Regents, will explain how teachers can help their students, and students help themselves prepare for this exam. She will demonstrate how one should apply a particular strategy and type of exercise to each component of the test in order to be prepared.

KAGOSHIMA

Topic: English Education in Japan
Speaker: To be announced
Date: Sunday, July 15th
Time: 1:30-3:30 p.m.
Place: Kagoshima Chuo Kominkan, next to the Bunka Center
Fee: Members free, non-members \1,000; students \500
Info: Yasuo Teshima 0992-22-0101 (work)

KANAZAWA

Topic: Professional Organizations for Language Teachers in Japan
Speaker: Matsuharu Kawabata
Date: Sunday, July 8th
Time: 10:30 a.m.-12:30 p.m.
Place: Shakai Kyoiku Center, 4th floor (next to MRO)
Fee: Members free; non-members \500
Info: Mikiko Oshigami 0764-29-5890
Mary Ann Mooradian 0762-62-2153

Professional development is an important concern of all teachers. This concise presentation will describe many national and organizations for language teach-

ers in Japan and tell about their publications and membership procedures to help enable teachers to join the appropriate association.

Mr. Kawabata (M.A. in English Education, Hyogo Teachers' College) works at Ishikawa-ken's International Culture Exchange Center.

No meeting in August.

KOBE

Topics: (1) Getting Together (2) Activities for the Information Age
Speaker: Shari Berman
Date: Sunday, July 8th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Members free; non-members \1,000
Info: Pat Bea 07457-8-0391

KYOTO

Topic: Global Issues in Language Education
Speaker: Kip A. Cates (Tottori University)
Date: Sunday, July 22nd
Time: 1:00-4:00 p.m.
Place: Kyoto YMCA: Sanjo-Yanaginobamba between Kawaramachi and Karasuma, 075-231 -4388
Fee: Free
Info: Kyoko Nozaki 075-711-3972
Christopher Knott 075-392-2291

This presentation will suggest that, in a world of needless poverty, injustice, war and environmental destruction, our goal as language teachers should not merely be to train fluent yet selfish, apathetic, and ignorant foreign users, but also to help our students become active, concerned, socially responsible world citizens. Ideas will be presented about what global education is, why teachers should deal with global issues, and how global awareness can be integrated into our classroom teaching.

Kip Cates (MA. in Applied Linguistics, University of Reading, England) belongs to the organization 'Educators for Social Responsibility."

After the presentation there will be a picnic (weather permitting) with the speaker at Maruyama Park in Gion. Please bring your own food and drink and something to sit on.

講 師：キップ・ケイト（鳥取大学講師）
テーマ：語学教育におけるグローバルな視点と問題
日 時：7月22日(日) 1時から4時まで
場 所：京都 YMCA（三条柳馬場）
TEL ：（075）231-4388
連絡先：野崎京子（075）711-3972
info ：Christophev Knott （075）392-2291
会 費：会員 無料（Free）／非会員 ¥500
天気が良ければ発表の後丸山公園でピクニックを予定しています。飲食物や何か座るための敷物をお持ち下さい。

MATSUYAMA

Topic: Learning 2042 Kanji Through Imaginative Memory
Speaker: Mary Sisk Noguchi
Date: Sunday, July 15th
Time: 2:00-4:30 p.m
Place: Shinonome High School Kinenkan
Fee: Members free; non-members \1,000
Info: Vickie Rooks 0899-33-6159 or Masako Aibara 0899-31-8686

Ms. Noguchi (M.Ed. University of North Carolina) has taught EFL/ESL and Japanese in the U.S.A. and Japan, currently at Koryo Women's Junior College in Nagoya.

The task of learning to read and write thousands of Chinese characters is made easier by learning one meaning of a character and how to write it before tackling its readings. James Heisig's revolutionary method for learning kanji and his book, ***Remembering the Kanji, Volume I***, will be introduced. Heisig systematically breaks down 2042 essential kanji into components with easily remembered names and creates stories with these components. Participants are encouraged to share their experiences in teaching and learning kanji.

MORIOKA

Mikio Sasaki. 0197-46-2026

NAGANO

Leo Yoffe, 0262-45-6626

NAGASAKI

Sue Bruell, 0958-49-0019

NAGOYA

Topic: Bag of Tricks (for all levels)
Speakers: Anne Herbert and Marylou "Indy" Nepomuceno
Date: Sunday, July 15th
Time: 12:30-4:00 p.m.*
Place: Mikokom Center, Naka-ku
Fee: Members free; non-members \l,000
Info: Ryoko Katsuda 0568-73-2288
Helen Saito 052-936-6493

This presentation will introduce different tricks and techniques focusing on the four skills, and will cater to all ages and levels of English. Some demonstrations will be given in Vietnamese and Tagalog (for basic levels). Participants will have the opportunity to exchange ideas and make a lesson plan proceeding fmm structured activities to less structured ones.

Both speakers have studied and taught TESOL extensively in various countries and are currently teaching in the Nagoya area.

*Please make a note of our new earlier meeting time.

NARA

Topic: Using Literary Texts
Speaker: Amanda Gillis
Date: Sunday, July 8th
Time: 1:00-4:00 p.m.
Place: Saidaiji YMCA

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Fee: Members free; non-members \1,000
Info: Masami Sugita 0742-45-1493
Denise Vaughn 0742-49-2443

NIIGATA

Topic: Media In The Classroom
Speaker: Thomas Sacco
Date: Sunday, July 8th
Time: 1:00-3:30 p.m.
Place: International Friendship Center (Kokusai Yuko Kaikan on Kami-Okawa-Mae Dori)
Fee/Info: Setsuko Toyama 0256-38-2003
Akiko Honda 025-228-1429

Using any forms of the media in the ESL classroom can be very effective in teaching target language skills and culture in a highly entertaining way.

The demonstrations, explanations anddiscussions, with audience participation, will cover TV commercials on video, game shows, evening news on radio and TV, newspapers headlines, and magazine and newspaper advertisements, as well as 'whodunits" and mystery situations.

Thomas Sacco (M.S. in Applied Linguistics, Georgetown University) is a supervisor at Niigata Business College.

OKAYAMA

Kenji Numoto, 0862-53-6648

OKINAWA

Karen Lupardus, 09889-8-6053

OMIYA

Topic: Beading/Discussion Meeting
Date: Sunday, July 8th
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Free
Info: Margaret Sasaki 048-644-3643

At this informal gathering we shall discuss a topic chosen at the June meeting. See announcements in English-language newspapers for specifics. No meeting in August.

OSAKA

Topic: English Education in Thailand
Speaker: Michiko Inoue
Date: Saturday, July 21 st
Time: 3:00-5:00 p.m.
Place: Umeda Gakuen
Fee: Members free, non-members \1,000
Info: Naomi Katsurahara 0736-32-4573

The presenter, who spent a year in Chiang Mai and Bangkok during the Japanese school year 1989-90 will share her experiences there. She will discuss intercultural matters in terms of teaching English in Thailand.

Michiko Inoue MA. in TESL/TEFL, is associate professor at Osaka International University. Her specialities are sociolinguistics and intercultural communication.

Osaka/Temple University, 7/7: see Bulletin Board.

SAPPORO

Topic: Annual Picnic
Date: Sunday, July 22nd
Time: 12:00 noon-5:00 p.m.
Place: Makomanai Park (East Entrance)
Members with cars will meet those coming by subway at Makomanai Station between 12:00 and 12:30. There are also buses to the park.
Fee: Members and guests free
Info: Ken Hartmann 01 l-584-4854

Everyone is invited to join in for some fun, food, and recreation. Bring whatever you want to eat and drink, and perhaps a softball glove or a game to play. Let's get to know, one another better; bring a friend.

SENDAI

Harry Neale 022-267-3847

SHIZUOKA

Topic: Motivating Students and Tired Teachers
Speaker: Don Maybin (Kagawa University)
Date: Sunday, July 15th
Time: 1 :00-3:00 p.m.
Place: Tokai University Junior College, near Yunoki Station
Fee: Members \500; non-members \1,000
Info: John Laing 0542-61-6321 (days) or 0542-46-6861 (eves.)

The presenter will show how teams, points, time limits, and other forms of constructive pressure can be used to stimulate and encourage students (and teachers) of all ages, particularly in large classes with apparently apathetic students, such as those found in many high schools and colleges. This lively, practical session will be conducted in the style of an actual class. Full audience participation is expected.

Don Maybin (MA. in Applied Linguistics, Essex University) is the author of the teacher's manual for Book 3 of Longman's ***Coast to Coast*** series.

SUWA

Mary Aruga, 0266-27-3894

TAKAMATSU

Shizuka Maruura, 0878-34-6801

TOKUSHIMA

Emiko Endo, 0886-74-2416

TOKYO

Topic: Pop Songs as Text
Speaker: Dale Griffee (Univ. of Pittsburgh ELI)
Date: Sunday, July 16th
Time: 2:00-5:00 p.m.
Place: Temple University (one minute from Shimo-Ochiai Station, Seibu Shinjuku Line)
Fee: Members free; non-members \1,000
Info: Don Modesto 03-360-2568 (home)

We will begin with a short workshop on problems teachers have in using songs and music and proceed to

solutions. Various types of songs will be discussed, e.g. slow songs, songs that tel stories, fast pop and rock songs. There will be audience participation combined with question and answer sessions.

See Bulletin Board for TUJ 6/30-7/l workshop.

TOYOHASHI

Topic: Investigating Listening Comprehension
Speaker: Jane Cursiter (Obirin University)
Date: Sunday, July 15th
Time: 1:30-4:30 p.m.
Place: Aichi University Kinengaikan 2F
Fee: Members free; non-members \1,000
Info: Masahito Nishimura 0532-25-6474
Kazunori Nozawa 0532-25-6578

With a focus on the question of whether we can form a profile of "a good listener", and considering the results of an investigation into the listening comprehension skills and strategies of a group of foreign students in England, we shall look at the practical classroom implications and suggest ways to encourage students towards more effective listening techniques.

Jane Cursiter is on secondment from the Bell Educational Trust. She has an MA. in Applied Linguistics from Reading University.

UTSUNOMIYA

James Chambers, 0286-27-1858'

WEST TOKYO

Topic: Active Tasks for Listening
Speaker: Brian Bresnihan, Temple University Japan
Date: Sunday, July 15th
Time: 2:30-530 p.m.
Place: Musashi no Kokaido Public Hall. Kichijo-ji Station, Park (South) Exit, walk left of Marui Department Store, look for the Theater Cafe.
Fee: Members \500; non-members \1,000
Info: Greta Gorsuch 03-228-7443 or Eriko Machi 0422-43-2797

This workshop will present some active tasks for students to do while listening to any type of materials. As it is the tasks and not the materials which will be presented and as the participants of the workshop will be at least rather fluent users of English, the materials used will be at a level to make the tasks challenging for native and near-native speakers of English. This will give participants the chance to feel what it is like to do such tasks. Also, discussion of the tasks afterwards may be more interesting as a result.

The chapter plans to hold this and future meetings on Sundays (generally the second Sunday of selected months).

YAMAGATA

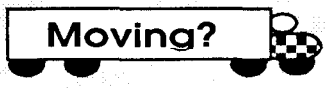
Alan Scott Henderson, 0234-25-0402

YAMAGUCHI

Topics: 1) Student Feedback: Awareness of learning and teaching
2) Video presentation on Language-Teaching Approaches
Speaker: Brenda Watts
Date: Sunday, July 8th
Time: 1 :00-4:00 p.m.
Place: Shimonoseki City College, 2-l -1 Daigaku-cho, Shimonoseki
Fee: Members free; non-members \500
Info: Yayoi Akagi 0836-65-4256
Brenda Watts 0832-54-0420
Yukiko Shima 0836-31-7620

YOKOHAMA

Bill Patterson. 0463-34-2557



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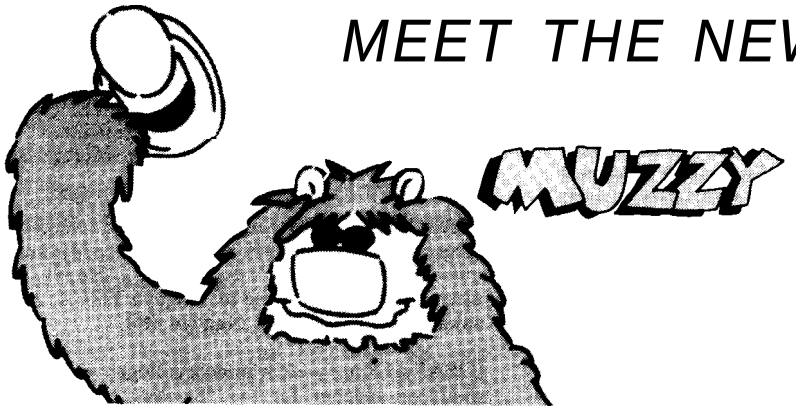

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Positions

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

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

(KITA-KYUSHU) National University seeks an English-as-a-foreign-language instructor, beginning April 1,1991. Requirements include MA. or its equivalent in TEFL, literature, linguistics or related fields, and a few years' teaching experience. Responsibilities: to teach six weekly classes in spring semester and seven classes for fall semester. Salary \5,260,000 to \10,080,000 depending on qualifications. One-year contract, renewable to 3 years. Benefits: \500,000 for research expenses per annum, travel expenses plus baggage allowance (self, family), a fully furnished residence for \49,000 monthly. Send by Sept. 20, 1990: resume, recent photo, copies of degrees & verification of past employment, list of publications if appropriate, at least one letter of recommendation, graduate and undergraduate transcripts, and an explanation of Why I'd Like to Teach in Japan" to Prof. Shuzo Yamanaka, Department of Foreign Languages, Faculty of Engineering, Kyushu Institute of Technology, l-l Sensui-cho, Tobata-ku, Kita-kyushu 804. Tel.: 093-871-1931; fax 3723.

(MATSUYAMA) One EFL instructor needed starting April 1, 1991 to teach freshman and sophomore English. Native speaker of English with an M.A. in TEFL. Knowledge of Japan and/or experience in teaching Japanese students helpful. Six classes/week. Two-year, non-renewable contract includes salary (roughly \3,600,000/year), air fare to and from Matsuyama, partial payment of health insurance, and other benefits. Resume, transcripts, and copy of diploma should reach us by September 20 and will not be returned. Chifuru Takubo, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790.

(MATSUYAMA) One instructor needed starting April 1, 1991 to teach freshman and sophomore French. Native speaker of French with M.A. and with course-work in teaching French. Knowledge of Japan and/or experience in teaching Japanese students helpful. Six classes/week. Two-year, non-renewable contract includes salary (roughly \3,600,000/year), air fare to and from Matsuyama, partial payment of health insurance, and other benefits. Resume (with a recent photo), transcripts, and copy of diploma should reach us by October 9, 1990 (and will not be returned). Chifuru Takubo, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790.

(NAGOYA) Two 'restricted" full-time TEFL positions as of 4/91. K. Zettsu or T. Narita, College of General Education, Nagoya City University, Mizuho-ku, Nagoya 467.

(NAGOYA) Native English-speaking teachers; full-tune, two-year contract starting 4/91. Minimum requirement: a bachelor's degree and a friendly personality. Send your resume to: Nagoya YMCA, 2-3 Shinsakae-machi, Naka-ku, Nagoya 460.

(OSAKA) Four-year women's college requires a well-qualified teacher for the "English through drama" course commencing April 1991, full time for two years. Contract is non-renewable. Salary is in accordance with qualification and experience. Application forms from Mr. T. O'Brien, Ohtani Women's College, 1824 Nishikiori, Tondabayashi, Osaka 584; tel. 0721-63-6620 (evenings).

(SEOUL, KOREA) 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: Fred Linkenhoker, Head Coordinator, English Training Center, 646-22 Yoksam-dong, Gangnam-gu, Seoul 135, Korea.

Call for papers

International Conference on Teacher Education in Second Language Teaching

April 17, 18, 19, 1991
Organized by Department of English,
City Polytechnic of Hong Kong

Deadline for proposals: November 30, 1990

The goals of the conference are to examine approaches to L2 teacher education, to discuss related research findings, and to examine options available in L2 teacher education, particularly those which focus on teacher development.

Proposals for papers and workshops are invited which address the following issues.

- developmental approaches in L2 teacher education
- research on L2 teacher education
  action research in L2 teacher education
- inquiry-based strategies in L2 teacher education
- innovations in teacher education practices

Proposals should be sent to:

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City Polytechnic of Hong Kong,
83 Tat Chee Avenue,
Kowloon,
Hong Kong.

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

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