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Special Issue:

Intensive Courses

What Are They?
What Do They Do?

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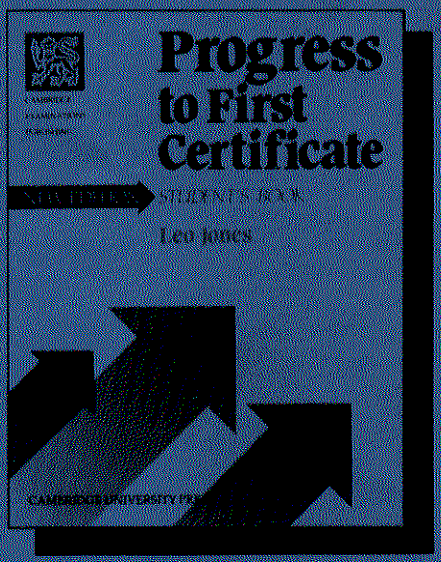

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The Language Teacher editors are interested in articles of not more than 3.000 words in English (24 sheets of 400-ji genko yoshi in Japanese) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-placed position announcements are published free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

All contributions to *The Language Teacher* must be received by no later than the 25th of the month two months preceding desired publication. All copy must be typed, double-spaced, on A4-sized paper, edited in pencil. and sent to the appropriate editor.

Special Issue: Intensive Courses

Report

JALT News

JALT '90

My Share

Introduction

Intensive Courses-What Are They? What Do They Do?

A word you see often in this field is *"intensive." Zntensive conversation classes. Intensive beginners' classes. Intensive company classes. Intensive English Intensive program.* Intensive. *But what does it mean? Hard work? Lots of hours? Burnout? Frustration? Results, even?*

This issue tries to answer these questions by focusing on threegeneralizations about intensives: (a) intensives prepare students for a specificgoal, i.e. to enter a university, to work in America, to pass an exam. To reach this goal students often must learn skills, such as cross-cultural skills or library skills or presentationaI skills, not directly related to language; (b) intensives begin and end. They are not on-going, extensive classes; (c) students and teachers spend a lot of time together in and out of class. Managing both requires a special feel for how much students can learn and how much teachers can teach in a specific time.

Universities, companies, and language schools offer intensives. The contributors to this issue examine how intensives function at each and raise questions about how teachers and administrators view intensive courses. These questions lead to ideas for more research. The articles, by Gordon, Igawa, Tamaru, Johnston et al., Vaughan, and Modica, plus a conversation with Bob Ruud, are inside. At the end of the special section, you'll find a summary of the research questions they raise.

Two threads run through the articles: (1) intensives are difficult. Consequently they reinforce students' belief that learning English is difficult; (2) intensives create their own special set ofproblems. They try to cover too much. They seem to run contrary to what we know about language acquisition.

Most of the articles address these problems. Andrew Vaughan argues that companies should build up a pool of competent English speakers in extensive classes before resorting to intensive courses.

Jim Gordon argues that intensives can do little for older, low-level company students who are on their way to overseas assignments. He outlines a relatively stress-free intensive and suggests some activities.

Jennifer Zgawa discusses intensive courses for pre-school children, courses for which most EFL teachers are not prepared.

Yoshiko Tamaru believes that intensives must include time for review, reflection, and study. But rather than planning the intensive with a clear goal, organizing the material to reach that goal, and then creating a timeframe for the course, teachersgenerally begin with a timeframe into which course material is crammed.

For Susan Johnston and her colleagues at Temple University the pressures of dealing with the rigors of academic intensives while simultaneously adjusting to a new culture create tensions in teachers which the language program and the university must address.

Marc Modica suggests that simulations, commonly found in business intensives, alleviate some of the tension of intensives, but create additional problems for teachers and administrators.

Bob Ruud describes the type of student-solid in grammar but with weaker listening skills-who benefits most from the intensive programs at the Language Institute of Japan. He also discusses *the importance of memorization and the mastery ofcontml language in an intensive course, and in language learning in general, topics which, after a long hiatus, are being reexamined in light of the weaknesses of more communicative approaches to language training.*

Tom Hayes
The International University of Japan
Niigata-ken

Company Training Programs-Intensive or Extensive?

By Andrew Vaughan
Sumikin-Intercom, Osaka

As the lack of positive results from years of 'English Conversation" classes becomes apparent, many Japanese companies are changing their approach to language training. There is a trend away from "English Conversation" or "Language Classes" and towards a skills or performance-based approach, away from "one-shot" English lessons toward a structured program that focuses on language, cross-cultural, or business skills. This means that companies, managers, and participants are beginning to view such training as directly related to their work, and are thus increasingly willing to deal with such issues as attendance, punctuality, and home study time. As a result, the teaching situation in most company pmgrams is now greatly improved over that of three or live years ago.

Change is slow, however, and in smaller to medium-sized companies instructors still face poor attendance and a high dropout ratio. Unfortunately, the students who most need training, and who use English on a daily basis, are the worst offenders due to the pressure of work. The expansion of international business in a company means that those employees most involved in "internationalization" can not find the time to attend training programs. We find ourselves teaching those who have the time (but who frequently do not need) to learn what we teach. This leads to the "English as a hobby" syndrome, where courses are seen as useful only for honeymoons or shopping trips abroad, are viewed as a job perk, and must compete with ikebana and go clubs.

In these courses, attendance remains a major problem, making it difficult to work on any skill which requires study over an extended period of time, such as presentations, business letter writing, and negotiations. Because of erratic and unpredictable attendance, the instructor must plan each lesson as an isolated unit. A cycle is created of poor attendance leading to conversation-type classes which lead in turn to poor attendance, since participants see no relationship between the training and their work. It is very difficult to break this cycle once it has been established.

To solve the attendance and lateness problem, and to meet the need for English Language training, many companies use intensives ranging from one or two days to a week or even a month's residential stay in an immersion-type program. Unfortunately, intensives often supplant extensive training courses, with little attention paid to their differences and relative advantages and disadvantages. Companies and the instructors involved in these intensives must be aware of what can and cannot be achieved in an intensive, or series of intensives, format in place of an ongoing language/business communication training program.

I believe that intensives are a useful addition to a program, but do little more than address some of the symptoms of an extensive program-poor attendance, lateness-while adding problems of their own.

The two major problems include:

1. the time gap that in most cases occurs between the intensives themselves and/or between an intensive and an actual performance (if any) using English; and

2. using intensives which focus on language skills for low-level students. In my experience many company employees, who have been out of a study situation for many years, cannot take the "intensive" input. With no time for reflection, internalization, or home study, as much as 50% of the input may be lost soon after the intensive if there is not some form of follow-up program. Since Japanese students often blame themselves for failure, attempting to force-feed a student English can have the opposite effect to the desired one-reinforcing students' perceptions that they "are poor at English."

Where an intensive program exists in tandem with an extensive program, however, the company may prepare a pool of semi-competent speakers who can then feed into intensive programs as the need arises, and who can handle the intensive class. The lower levels of the extensive program can work on the language skills that many employees clearly require. The higher levels of the extensive program can work on communication skills involved in international business. Intensives can then be used where they seem to be most effective-focusing not on language but on a specific business skill or performance.

Intensive Programs

It is easy to give an action-packed one-week or weekend intensive with lots of activities and games, and then leave. The company and participants are left with a feeling of achievement, enjoyment and satisfaction; initial feedback is generally very positive. This training also has a shock effect which companies appreciate, reinforcing as it does the two popular conceptions that "English is difficult" and "it's necessary to persevere to achieve success." I question, however, how helpful this shock will be to the manager who is sent three months later to negotiate a licensing agreement in Arkansas. Equally, being proficient in

Monopoly will rarely help an engineer give an effective technical presentation. That is the negative side of such intensives: rarely do they lead to long-term improvement in business performance. Feedback, if collected at a later stage, usually rates such intensives low on usefulness but high on enjoyment.

Even where the content of the intensive is linked to the work place, however, there is frequently too long a time between the training and the actual performance. For example, we have recently begun a 70-hour "intensive" for mill workers who will be sent to the North of England to install a plant; they will not actually leave Japan for another year or so, but they are studying now "because they have the time and they will be too busy later." It is questionable, however, what effect these 70 hours will have when they arrive in the United Kingdom after more than a year. If the same class were spread over the year and linked to an extensive home-study program, the training would be much more effective.

In our experience, an intensive program can benefit a company only if the company clearly defines its aims and content and if the participants are selected on the basis of both needs and proficiency level.

An intensive program can be useful in the following situations:

1. To focus on a specific skill that will be used by the participants in the immediate future, e.g. an intensive on presentational speaking within a month of going to an international conference. Other skills that can be covered in such intensives include negotiation skills, business meeting skills, report writing, and presentations.

2. For pie-departure training (as in week- or month-long immersion-type programs) ***if the participants are despatched almost immediately after the program.*** Any delay longer than a month will negate the benefits accrued. Participants also need to have reached a certain level of language proficiency, although the realities of business mean that this is not always the case, especially in Japan.

3. As an introduction to an extensive period of study, e.g., a one-week intensive for new employees who will enter a three-year program of extensive study.

Intensives are useful if they are used as a band-aid for specific problems-to raise a specific level of performance for a specific task. To do this the participants need a level of competence which permits the focus of the intensive to be on a business skill (telephoning, writing, meetings, negotiations) and not on language per se. This is rarely the case in Japan, where the English proficiency level is usually fairly low on the list of criteria used by personnel managers to select employees for overseas business assignments.

Intensives that focus only on language, whether taught through games, texts or drama, do little to solve the long-term problem of raising and maintaining the communicative level and business performance of a company's employees in English. Unfortunately, this is how they are increasingly being used in Japan. For this task an extensive program which allows time for reflection and home study is a more suitable format, given that appropriate content and an enforceable attendance policy can be settled before the program starts.

Extensive Programs

One of the peculiarities of Japanese personnel policies is that it is often impossible to identify in advance (at least publicly) which employees will be sent abmador will be transferred to sections which use English on a daily basis.

Where an extensive program exists, however, the company can develop a pool of employees who can be sent into an intensive program on short notice-prior to despatch overseas or transfer to an international-related section or department, or immediately before a business performance requiring English.

Extensive programs also allow a company to raise and, more importantly, maintain the employees' overall proficiency in basic business communication/language skills. This raised level of proficiency can then form a base from which intensive programs can be developed.

The most effective programs are those which supplement an on-going training program with short, focused intensives which work exclusively on skills which will be needed in the short term. The extensive program can work on the general principles involved in business communications-presentation skills, hosting overseas visitors, company/job descriptions-while the intensive program can allow an intensive period of study on a particular aspect of these performances; for example, to prepare and receive coaching on a specific report or presentation. An example of how such a program might look is given in Figure 1.

In Sumitomo Metals, new employees enter the International Business Communications program and remain in the program until they have reached a level that the company deems sufficient for its needs (in this case completing Intermediate 3). In addition, older employees who need English are able to enter the program, given their commitment to an established attendance policy. After reaching a level of competence (completed Intermediate 2) high enough to cope with the content and language of a skill-based intensive, the employees are eligible, on a needs basis, to enter one or more of the two-day intensives: Technical Report Writing I, II, III; Business Letter Writing; Presentational Speaking; Technical Presentations; Business Meetings & Discussions; Giving a Plant Tour.

This program allows participants to work on their overall proficiency in business communication in an extensive program, and also permits them to focus on

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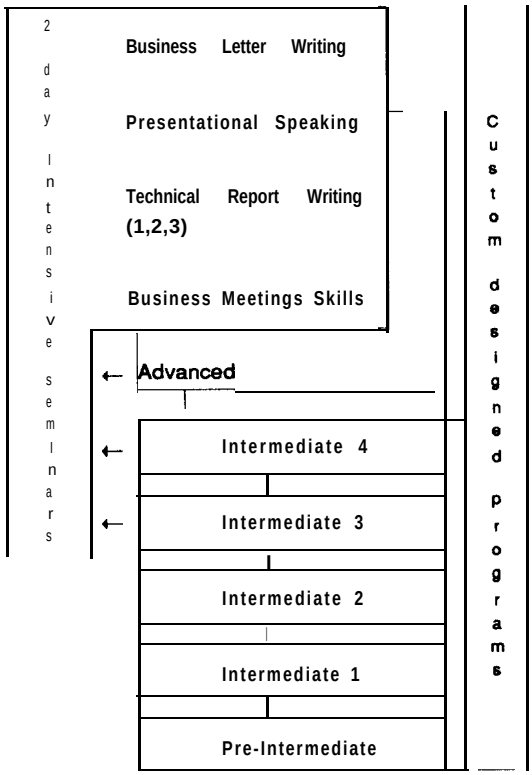

Figure 1

certain specific business skills in an intensive format according to their needs and workloads. Only an intensive, or only an extensive program, cannot meet all the needs of the company or of its employees.

Few companies, however, choose a combination of formats-perhaps due to time or money constraints most view the decision as an either/or proposition, and the instructor must deal with participants with different needs, learning styles and abilities, and so cannot satisfy the participants or the company.

Some Considerationa on Content and Design

In Japanese companies the instructor frequently has no input in the decision-making stages where the kind of program which will be instituted is chosen. The decisions are made instead by personnel managers or marketing people, who usually have a limited understanding of the academic issues involved, and whose decisions are often made on the basis of convenience or cost alone. For an effective program to be developed, however, in terms of both cost efficiency and improvement in performance, it is essential that instructors or program administrators be involved in the program from its inception.

Whether extensive or intensive, any program must address basic issues such as needs analysis, curriculum structure and design, textbook selection before the class begins. There is no point going into a classroom for a two- or twenty-hour period clutching a box of rods, a game of Monopoly, and a copy of the latest textbook. This improves neither the motivation and attendance nor the business performance of the participants, but will reinforce the notion that studying English is akin to ikebana or tea ceremony-a fringe benefit that has no relation to work.

A one-size-fits-all approach, whether in an extensive or intensive program, will rarely meet the specific needsofmost participants or companies involved. Figure 2 illustrates the approach to company training that, in an ideal situation, would be followed. Where instructors have input to these earlier stages a course can be designed which is more in tune with the needs of the company and participants; such a course will have fewer problems in motivation and attendance.

To conduct an effective program, the instructor needs to try to influence or have input in the preceding steps-constraints, needs analysis, etc. To go beyond the one-shot free conversation level, an enforceable attendance policy *must* be established. Both the instructor and the participants need to have a clear view of the company's view for the course, which often vary fmm very specific-installing welding equipment in Iraqi nuclear plants-to extremely vague–"level up," or "internationalization.'

If there is a specific goal, and if the participants' proficiency level is high enough, then an intensive or extensive format can be applied, depending on such factors as time and nature of need. If the goal is a general one of "level up." as is frequently the case in Japan, or to provide a pool of employees capable of conducting business in English, then either an extensive program or a combination of both extensive and intensive may be considered.

Before a decision on the most appropriate format can be made, however, and before the class begins, the following issues need to be clarified during the steps outlined in Figure 2. These steps must involve the person responsible in the company for administering the program as well as the participants themselves, and if possible the participants' managers. Although this requires a great deal of time, the end result in terms of educating the customer and in terms of course efficiency makes it a very worthwhile investment.

1. Course constraints:

How many hours will the course be? At what times can it be held?

Whether inside or outside working hours, during the working week or at weekends. Although most companies prefer to have training programs outside of work time, scheduling during the working day tells participants that the company views this training as part of their work responsibilities, and not as a pastime.

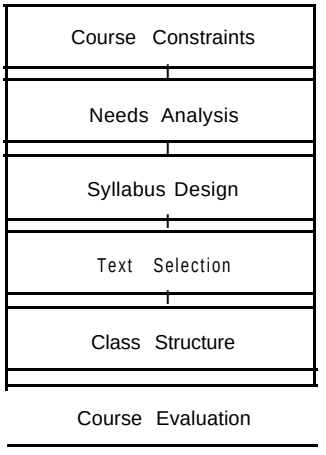

Figure 2

What will the attendance policy be?

An enforceable attendance policy is essential if any meaningful content is to be covered, we recommend a minimum of 75%, below which a participant is dmpped fmm the course and asked to rejoin later. This is the most crucial issue for any successful program; unless a policy is agreed on before the start of the course it is unlikely that the course will be successful. Establishing a workable and effective attendance policy requires a great deal of perseverance and time, but the benefits of such a policy are well worth the time and effort involved in persuading people of its value.

How will the students be selected; what criteria will be used?

Whether the course is voluntary ***or*** compulsory, whether any attention is paid to job performance, previous international experience, language ability or study history.

How was/will language proficiency be measured?

Be wary of letting students decide their levels; be careful of students who score high on a placement test being allowed to put themselves into a lower level where they may dominate.

What does the company see as the purpose of the course? Do participants view it in the same way?

We once designed an elaborate course following discussions with the personnel manager. The course included extended self-study on American labor practices and taxation laws. After starting the course we discovered that the participants and participants' managers viewed it simply as a hobby for which no homework was expected.

How much time do participants have to do home study tasks?

This information is best obtained from participants directly. A rule of thumb is to divide the figures given by a minimum of two.

What equipment do you have access to?

Ideally desk space, with access to a photocopier, word processor, OHP machine, and audio-visual equipment.

2. Needs Analysis:

Will you use an interview or a written format?

Each requires a large investment of time, especially if it is necessary to ask for and get the information in Japanese. An interview is more effective. Managers have no time for forms and are rarely willing to commit themselves on paper.

What kind of study history do the participants have?

Who will be the information sources?

Don't rely on the personnel manager or the company member who speaks the best English. Include the participants' manager in this stage if possible.

If the company's needs are very specific then the task of curriculum design and textbook selection are somewhat simplified, although the problem of mixed level or language ability not being a criterion of selection for posting may remain; if the purpose is vague or ill-defined, the instructor will need to opt for 'generic" business skills (presentation, hosting overseas visitors) that work on ***possible*** performances in the participants' or company's future work experience.

3. Syllabus Design:

What balance of Business/Technical/Social/Language Performances is appropriate?

The higher the level, the less stress there should be on language and the more on performance.

Which methodology is appropriate?

4. Text Selection:

Is it possible to incorporate realia or student-generated material into the course?

While potentially very useful, realia in English usually need to be adapted for Japanese students.

Is it possible to develop your own material or to use a combination of self-developed and commercial material ?

This requires an interest in materials development, access to a word processor, and an enormous amount of time.

Will you use a single text or multiple texts?

Although a single text will rarely meet all the needs, cost may be a factor here, especially in purchasing tapes.

Will the text be used in class or for home study?

Is the level appropriate?

Frequently commercial materials are aimed at the

high-school or junior college markets, and are inappropriate for adult business learners.

If these steps are followed and if some of these issues are addressed by the instructor, the company, and the participants, then an informed decision on an extensive or intensive format can be made, and the likelihood of the course meeting the needs and expectations of all involved will be much greater. When the instructor first enters the classroom all parties to the training will be aware of what will happen and why, and will be able to adapt and adjust to the training situation as required.

Future Research

There is a dearth of research material on this issue, and on company training programs in general. The above observations are made solely on the basis of working with Sumitomo Metals and other companies over the last seven years. Clearly there is a need for further research into the advantages and disadvantages of intensive and extensive programs. From July of 1991 we intend to adjust our program to allow new employees to select from one of three options of study. Fmm their second year employees will be required to complete a certain number of hours within a two-year period, but may choose whether they fulfill the time requirement in an extensive program only, an intensive program only, or in a combination of both. If suitable testing instruments can be developed we hope to be able to measure the improvement (in both communication skills and language) of the three groups before and after the study period. Hopefully this information can then be used in the preliminary discussions when companies are selecting which type of program to adopt.

Conclusion

The decision to adopt an intensive or extensive pmgram of training in a mmpany needs to be an informed decision, and not based solely on convenience and cost. Although it may be that one or the other formats will suffice, in most cases a combination of extensive and intensive programs will be required to fully meet a company's training needs. In either case, instructors or program managers need to have input into the decision-making process well in advance of the start-up of any program.

Andrew Vaughan is manager of Sumikin-Intercom, a subsidiary of Sumitomo Metals, where for the last seven years he has been involved in the design and teaching of in-company programs for business and industry. He is co-author of Ready for Business, a ***pre-intermediate business text.***

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A PARAMOUNT COMMUNICATIONS COMPANY

The Control English Course: A 36-Hour Multilevel English Course for True and False Beginners

By Jim Gordon
Sugiyama Jogakuen University, Nagoya

Japanese companies have been sending more and more of their employees to English-speaking countries to work. Often the notice of transfer comes one or two months before the actual date of departure. As a result language schools across Japan am having to deal with a special kind of language learner: he is 40 or older, with a family that may or may not be moving to the new country. Usually he does not want to move. Finally, his most recent sustained exposure to English was in high school, over twenty years ago. Here, indeed, is the profile of a stress-laden language learner.

In the intensive courses I have taught for such students, ages ranged from the early twenties to fifty and older. The younger students typically could answer simple questions about themselves, their family and their jobs. Discussion questions that strayed into the perfect tenses, the conditional, or complex sentence construction were too difficult for these younger students. The older students, on the other hand, froze up whenever they were asked the simplest question in English, and usually disappeared from the class after one or two lessons. Only when an older student had to attend because of imminent overseas transfer did he 'stick it out" for the entire course. But at the end of the course there was very little measurable improvement in the older student's English. Two factors conspired to cause this situation.

First, the older students felt a great deal of stress because of the coming transfer. A factory worker would be expected to train foreign workers in the operation and maintenance of complicated equipment-in English. An executive would be asked to perform office tasks in English, everything from conferring with clients to writing and responding to business letters. The pressure to perform these tasks well in a foreign language/culture was an obstacle to learning.

Second, the course did not accommodate a wide range of ability. Consequently, the younger students benefited most while the older students floundered. The course obviously needed to be redesigned to meet the needs of a multilevel classroom. In addition, the classroom atmosphere would have to be as supportive for the students as possible in order to balance the stress they felt.

The following is a description of a 36-hour course designed to meet the needs of the classroom situation outlined above. The goals and outline of the course will be discussed; then, specific activities in the course will be described and linked with the overall goals.

Goals of the Course

The course aims, first, to reawaken previously learned language that has not been used for many years. In a 36-hour course the amount of language reactivated will not be great, yet any recall that does take place should give students added confidence and a sense that they know more English than they thought they did. This leads to the second goal, which is to convince students that they can be effective language learners. Remember that we are dealing with students who are 40 or older and who have had very little successful experience in speaking English. All too often these students come to the language classroom with the "I can't speak (i.e., learn) English" mindset.

The course is designed to combat this preconceived notion of failure in the students by creating a *can do" atmosphere. This atmosphere is achieved in several ways: first, the course begins at a very low level-alphabet review and simple greetings. Second, the students are not rushed in the practice phase of learning. Instead they work in small groups practicing material which is presented by the teacher. Third, there is little direct correction of mistakes by the teacher. The teacher encourages self-correction and additionally encourages the better students to correct their peers when in the small groups. All of these factors blend together to create a confidence-building atmosphere in the classroom.

The third goal of the course is perhaps the most important and involves the control language. The goal is to provide students with fluent use of the language tools that they need, either to move into a higher-level class or, in some cases, to move directly into the new job situation. Either in the classroom or the work place, these essential control English phrases allow students to be understood on the most basic level in a variety of situations.

Since these control phrases will be so important to the students when they move beyond the classroom to the work place, control language has been completely integrated into the course. The control phrases are presented by the teacher in conjunction with the vocabulary and short conversations. Also, students are encouraged to use the control phrases when practicing in small groups. In this way the mntml English is learned in context.

Multilevel Aspect of the Course

Company classes are usually multilevel with regard to students' language ability-managers find it easier to justify one large 'intermediate" class instead of two or three separate classes. With this in mind, the

Control English Course (CEC) course has been set up to accommodate several levels of students. The low level students are challenged by the vocabulary and student-centered items while the higher level students may move quickly to the more challenging control sentences. During small group practice the upper-level students can act as instructors, using the control English to conduct the practice and also correcting errors under the supervision of the teacher. The added responsibility of directing small group learning helps the upper-level student develop as an instructor, a role that many of the students will be placed in when transferred to a foreign office.

The Course Description

The course syllabus is divided into twelve units ranging from a review of the alphabet in Unit 1 to simple descriptions and food items in Units 11 and 12. Each unit contains three content areas: vocabulary, student-centered content, and control English. Students move fmm the basic vocabulary items to the student-centered content which, in most cases, is related to the vocabulary. The two 'contents' are linked through the contml English. For example, in Unit 1 students practice using the sentence "How do you spell X?" while spelling the individual words of the greetings that comprise the student-centered content. Unit 6 vocabulary focuses on expressions of time and the student-centered content is the daily routine. With the addition of such control sentences as "I'm sorry," "I didn't hear you," and "Could you repeat that, please?" students are able to have "self-contmlled" discussions about their daily routines.

A word about the sequencing of the contml English. The sequencing has been shaped by two considerations. First is movement fmm short and simple phrases to longer and more grammatically difficult sentences. The second consideration is the students' needs for the particular unit. Control phrases that naturally fit into the context of the unit are used. As the course progresses students acquire an increasing fund of control English that can be used in each successive unit. After the teacher has become familiar with the students she or he can expand the amount of new phrases, keeping in mind the two considerations given above.

Students' language production is kept to a minimum during the presentation of the vocabulary items at the beginningofeach unit. Non-verbal cues are used to indicate comprehension. Later, during the student-centered practice, students use formula sentences and short answers. Throughout the lesson, however, the teacher both models and expects the students to use appropriate control language to facilitate the learning process (Krashen & Terrell, 1983).

A Sample Unit

The following is a description of Unit 1 which comes fmm the teacher's manual. The lesson begins with the presentation of the vocabulary (in this case the vocabulary consists of the alphabet) to the whole group. With the alphabet written on the board, the teacher uses a pointer to indicate the letter being modelled. The teacher says each letter in turn and the students respond as a group. In the later units the vocabulary items are presented in the same way. As the process continues the teacher uses one or two control sentences as they are needed, making sure that the control content is used in context to support the presentation instead of being the focus of a parallel presentation.

After sufficient whole group practice, the class is divided into small groups for further practice. In each group one student at a time acts as the teacher and leads the practice, in the same way that the teacher led the presentation. Using the pointer the group leaders elicit responses from the other students in the group. While this is going on the teacher circulates, listening for errors and encouraging the use of the several control sentences modelled earlier. Instead of correcting errors at this point, the teacher only monitors the amount of errors. If errors impede the smooth flow of the group practice, or if the student leaders accept faulty responses from the other students, the teacher reconvenes the large group and conducts the presentation again.

Once the teacher is satisfied that the students can produce the new material with a minimum of errors, students play a game which requires knowledge of the new material to win. The game provides the final test ofstudents'ability to use the new language in a setting where reflex responses result in success (Lozanov, 1979).

The student-centered material is taught using the same presentation/practice/game format, with the control language first modelled by the teacher and then used by the students. In Unit 1 the student-centered material consists of a simple greeting between two people. The students practice the greeting in both the large and small group setting and then the teacher introduces the control sentence: "How do you spell X?" The students use this sentence to ask each other the spelling of the words in the greeting.

Each unit focuses on discrete language material. However, the control sentences are used throughout the course. In fact, with each new unit several new control sentences are introduced so that students acquire an expanding amount of control English, all of which is applicable to the small group practice work. After twelve units the students should be able to use these contml sentences fluently.

Conclusion

Students have responded well to the Control English Course. In the short span of 36 hours students come away with a new confidence about their ability to learn English and, more importantly, their ability to control their learning environment. This latter ability serves as a bridge from the classroom to the work place, where the students will continue to learn Eng lish with the help of the control English acquiredin the CEC classroom. In addition, through the extensive

group work practice, students come to rely on their peers for help in learning. This reliance on self and peers in the learning process will aid students in language learning situations in which they have no teacher.

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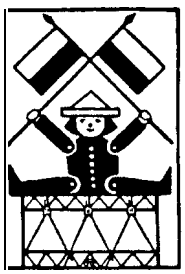
Intensive English Training for the Pre-Literate Child: Some Considerations for EFL Teachers in Japan

By Jennifer Igawa
Tokoha University, Shizuoka

Teachers often come to Japan with extensive training in teaching adult conversational classes and corporate intensive business English courses, and are rarely prepared for another type of student they may be asked to teach-a pre-school child on the verge of moving to an English-speaking country. There is extensive literature on child second-language acquisition, but what little information is available on child second-language instruction pertains to the elementary school child and is largely irrelevant to the pre-school child because of differences in cognitive development between the two. Teaching a foreign language to a preschooler requires a greater understanding of the development and functional language needs of very young children rather than of second-language acquisition theory, which focuses largely on structural acquisition. In addition, the teacher confronts the dynamics of a triadic relationship involving the parent, child, and teacher.

The parent is of great importance in pre-school education. Mom-as is usually the case in Japan-is the link between the classroom experience and the life experience. It is crucial for Mom to be present at and included in lessons. She also learns the material so as later to review it with her child and to relate it to their everyday life. If a parent or other adult family member cannot be present. the lesson can be recorded for them.

My approach to teaching children has been heavily influenced by two pioneers in education, Maria Montessori and Shin'ichi Suzuki; the following discussion is based largely on their approaches. Montessori likened children to sponges, absorbing everything around them. She maintained that children have a natural desire to learn and that this desire should be fostered not by forceful and overly structured courses of study but by developing children's natural abilities for learning at their own readiness through naturally fun, stimulating activities. The process is similar to that by which children learn their native language. Suzuki also bases his method of instruction on six elements of the first-language acquisition process: exposure, example, imitation, encouragement, repetition, and refinement.



He sees children as having natural motivation to learn, practice, and master.

The age at which children begin to speak their first language is the earliest age to consider beginning second-language instruction. Obviously, if a child is not ready to speak in his or her native tongue, he or she won't be ready to speak in a foreign language. This paper discusses the pre-school child (i.e., the pre-elementary school child), who will not enter a formal classroom after moving to the target culture. This child's contact will be primarily with family, other children, and their families. There will probably not be large demands on him or her linguistically. Such a child may not be aware of what English is, in that it's a language spoken somewhere where people don't speak Japanese. All the child may realize is that I communicate differently from mom and dad, and most likely everyone else he or she comes in contact with. In the brief time we will have together it is unlikely that the child will realize the presence of two separate systems. In a well-known documentation of the simultaneous acquisition of two languages by his daughter, the linguist Werner Leopold (1978) writes that only after two years did she demonstrate knowledge of distinction between the two languages.

In spite of this, parents still want their children to take lessons. In what little time them is in an intensive situation, the child, as well as the parents, is exposed to the target language and culture, and the parents are unburdened of some of the anxiety they feel in anticipation of the relocation. Still, the child may not realize a need to communicate in my way, that is, in English, right away, and it may take some time for the child to move from mimicry to actual unsolicited production. Therefore my goals for the child are not as much productive competence as much as they are receptive competence. I want to expose the child to as much relevant language as possible and yet keep production expectations minimal. Productive competence (i.e., speaking skills) is sure to improve at a rapid-fire rate once in the target language environment. However, any English the child does produce should be acknowledged and developed within the ability of the child.

On one hand it is important to exploit and encourage any English the child produces; on the other, it is essential not to tell the child that it's wrong or dame to say something in Japanese. English .is a coordinate system to Japanese, not a replacement. When a child persistently says "o-ringo" for "apple," I simply say, "Yes, but it's also an apple." Gradually the child realizes that with me that red, juicy object is an apple. In ***Life With Two Languages*** (1982), Grosjean observed that a person-language bond exists in the eyes of children and explains the strictness of this association: "One strategy used by the child (to differentiate two languages) is to determine which language is spoken with whom and to

keep to that language. This makes the choice of words and rules simpler and reduces the effort needed. When the person-language bond is broken, the child is at a loss and becomes upset" (p. 199). Therefore, it is best not to speak Japanese to the child, or the relationship may become established in Japanese, not English.

Correction is a subject that requires more space than I have here, but I will point out as Harding and Riley have in ***The Bilingual Family*** (1986) that even if we don't correct grammatically incorrect but true statements (e.g., "apple red") and we do correct grammatically correct but untrue statements (e.g. "blue apple"), the child will eventually form both grammatically correct and true, as well as untrue, statements. In this way, it is important not to over-correct; and just the same it is important not to over-praise a child. Children am acutely aware of what is good and what is bad, and they will take you less seriously (clearly demonstrated in their behavior or comments1 if you praise them for something which is obviously not right. Instead, I try to encourage the child to try again or to say something in a different way.

It's also important not to bore the child. It's necessary to move systematically not only from one activity to another, but also within an activity. If steps are skipped and a child is not prepared for an activity, he or she will lose interest. Susan Grilli, an early childhood educator, maintains that "[children] know when they are being bored, and they will walk right out on you if you are not interesting or if you are pushing them too much" (1987, p. 80).

One easy way to make lessons more fun and meaningful for the child is to have him or her sham them with his or her Mom. Mom's presence is not only beneficial to the child, but also helps the parents understand how their child is learning and progressing in the new language. Also, if the mother doesn't speak English, this is an opportunity for her to learn, too. At the beginning mothers are usually very concerned that the child isn't speaking English. "You speak to Asami in English, but she speaks to you in Japanese. Does she understand?" Of course she understands, if she is responding appropriately in Japanese. This is difficult to discern if the teacher doesn't understand Japanese. If you don't speak Japanese, and the parents don't speak English, arrange a short conference and ask someone to interpret for you. Explain to the parents that the child will not always respond in English, and that that is OK. Assure them that gradually the child will begin to produce more and more English without being prompted.

It's important to assuage parents' concern about this matter. Parents are always amazed and pmud when their child comes out with something in English. I have a four-year-old student who corrected her father's pronunciation one day: "It's not 'you are welcome.' It's You're welcome'." Imagine the expression on the same father's face when his daughter responded without hesitation to my "So, will I see you next Monday?" with 'Yes" and walked away.

Parents also express a lot of worry about their child's ability to cope in the target language and culture. This is often compounded by their anxieties about their own abilities and the much greater linguistic demands they will encounter in the new culture. It's important to assure the parents that their child will 'pick up" English very quickly once he or she arrives in the host culture and sees the need to speak English in order to mmmunicate in the new environment. The child may very well become the impetus in getting the parents to adapt to the new culture.

To help the parents and the child feel more comfortable, have the lessons in the child's home, if possible. The learning environment should be rich and full of language. A typical classroom with table, chairs, and white board lacks this richness, whereas the child's home is replete with familiar and relevant realia. It is easier to relate the lesson material to the child's life if you are in the child's most natural environment, that is, the home.

I like to begin each class with a warm-up exercise. We begin with some stretching and then move on to some simple pronunciation exercises. This is an opportunity for the child to experiment with oral language in its simplest form-***sounds***. We might make a vowel sound and hold it for as long as we can. Or perhaps we will alternate two sounds back and forth (e.g., aaa-iii-aaa-iii-aaa-iii") until we run out of breath. These warm-ups quickly become a fun and expected ritual of each lesson.

Eventually the child might even initiate an exercise. As much as children rely on those things that are consistent in their lives, they also have vivid imaginations and short attention spans and will sometimes change their focus suddenly. Sometimes the child will not be responsive to my carefully planned lesson and I must be prepared and willing to adapt to the child's lead, gradually maneuvering the focus back to my original plan. For example, if I want to work on fruits and the child would prefer to thmw my realia around, then I can review playground vocabulary ('throw/catch/roll the apple/peach") while gradually coming back to the fruit exclusively. It's important to know how and when to change from one activity to another and to be aware if the child is prepared linguistically for an activity.

I'd like to look now at actual material covered in lessons. The lessons are short and material should be limited to that which is semantically significant to the child. I try to cover the following inexhaustive list:

names-recognize and respond appmpriately to questions and commands about individuals' names.

kinship terms-immediate family (mother, father, sister, brother, grandmother/father) and friends; recognize and respond appropriately to questions and commands about student's family and friends.

colors-eleven colors (red, blue, yellow, green, orange, purple, pink, black, white, brown, and grey), recognize and respond appropriately to questions andcommands about the colors of items.

fruits and vegetables-recognize and respond appropriately to questions and commands about the names and colors'of fruits and vegetables, as well as likes and dislikes.

body-recognize and respond appropriately to questions and commands about external body parts and eye and hair color.

simple descriptives-opposites (hungry/thirsty, big/little, long/short, hot/cold, happy/sad), recognize and respond appropriately to questions and commands about family members, fruits, vegetables, and body parts using these adjectives.

playground vocabulary-recognize and respond appropriately to questions and commands about common equipment and actions, incorporating names, colors, likes and dislikes, and body parts.

I'd like to share with you my "First Day" lesson plan and a lesson on colors. The number of class hours required for each depends on the progress of the child. I prefer 30-minute sessions, daily, if possible. Again, always include the child's mother in activities. The more people communicating in English, the better.

"**First Day" Lesson**

Objective: Student will learn and recognize and respond appropriately to questions and commands about individuals' names.

Materials: two hand puppets with names (I use Joan and John Rabbit); 3 or 4 pictures of assorted characters and/or persons.

Procedure: Warm-up. Introduce myself ("I'm Jennifer" or "My name's Jennifer.") Follow with the child's name and the names of the puppets and pictures of characters and persons. Repeat several times. The child may begin to say the names at this point. If not, encourage him or her to repeat the names (but do not insist on this).

Next begin asking yes/no questions. Use the two puppets to demonstrate the question and answer roles. John asks Joan, "Are you Joan?" and Joan answers, "Yes." Joan should then ask John the same question. Then one of the puppets asks you, and you ask the puppets. Finally, ask the child his or her name and the other names he or she has learned. Keep the pace quick and rhythmical; too slow a pace allows lots of room for doubt and fear to develop (Grilli, 1987). Also keep in mind that the answers should be in the affirmative at this point, and that although you may provide a full answer with subject and verb ("Yes, I am."), the child might only produce "yes." This is completely acceptable. The child is not expected to learn the pronoun system and the conjugation of be here, but simply to be able to recognize and respond appropriately to yes/no questions. There's no need to simplify your language; constant guesses and elaborations on the child's one-word utterances are great linguistic input.

Introduce the negative response and What's your (my/his/her) name?" in the same way.

Finish up each session with an activity. Place the puppets and pictures around the mom. Demonstrate the game by calling out a name and running to the appropriate reference point. Have the child run with you. Next, call the names and have the child do the running. After a few minutes of this, change roles. Have the child call out the names while you do the running. Run to the wmng reference point once or twice to check comprehension. The child won't be as afraid of making mistakes if you make mistakes, too. Remember, mistakes are OK! They provide a great opportunity to learn.

Colors Lesson

Objective: Student will learn eleven colors.

Materials: eleven pieces of index card or paper, each a different color-red, blue, yellow, green, orange, purple, pink, black, white, brown, and grey (I use about 10 cm in diameter paper circles colored with crayon); a children's book with lots of pictures and clear definition among the colors (such as ***Richard Scarry's Best word Book Ever).***

Procedure: Warm-up. Review previous lesson's material. Introduce the colors gradually. Start with the three primary colors-red, blue, and yellow. Once the child knows and can say all three colors, ask yes/no ("Is this blue?") and wh- (What color is this?") questions. Then add colors in increments of two, following the list above and the same procedure.

Using the book, point to things and ask, What color is this?" Then change roles. If the child points to a different object, and he or she may, that's OK

Next go back to the color circles. Hold them in your hand. Ask the child to turn his or her head (demonstrate) and take one color circle away. The child indicates what color is missing. Change roles. Continue in the same way, gradually increasing the number of circles you take away.

Finally, play the activity used in the "First Day" lesson, using colors instead. I also like to read ***The Color Wizard*** (Brenner, 1989). As I read the story, whenever a color word appears I point to an object that color on the page and have the child supply the word. "The Color Song" (Zion, 1984, p. 13) is also good. The child need only sing the colors and follow along with you doing the actions. Children love to sing songs and be read to. Even if they only understand some of the words, they enjoy singing the tune or looking at the pictures. Books and songs are fun ways to learn to use the language.

J. A. Comenius, a 17th century Czech scholar and educator, offered some prudent advice for teachers of any discipline: work slowly and on that for which there is utmost need; stoop to the child's level and help him or her comprehend in any way possible. Teach not as much as can be taught but as much the child can understand.

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(Cont'd on p. 20.)

集中プログラムの立案：何を考慮すべきか

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I はじめに

現在、国内・外でいろいろな日本語集中プログラムが行われている。集中プログラムといえば「とにかく忙しくて大変」というのが関係者の共通認識になっているが、それでは、集中プログラムとは何なのか、一般プログラムとはどう違うのかという基本についてはあまり問われたことがないようである。

同じ「集中」という名称で呼ばれていても、四週間程度のものから二年にわたるものまで期間はさまざまであるが、その特徴として「一日の授業時間が多いこと」「進度が速いこと」はだれでも指摘する。ここで必要なことはさらに一歩進んで、この二点がどんな意味を持つのかを考えることだろう。集中プログラムに携わっている教師は各自のプログラムについては思いをめぐらしてはいても、それぞれのプログラムの枠の中に留まっていて「集中」ということを一般化して捉えていないように思われる。たとえ個々のプログラムを検討するとしても、何が共通の問題で何が固有の問題かを意識することが必要だと考える。

本稿ではまず、ごく手短に日本語教育の集中プログラムの状況を英語教育の集中プログラムと比較する。そして、「集中」であることが学生と教師にどのようなインパクトを与えるのかを考え、それ故に配慮を要する項目としてシラバスと学生の個人差の問題の二点を取り上げ検討する。

集中プログラムに関する報告はいくつかあるが、リサーチは外国語も含めてきわめて少ない。本稿は著者の限られた経験と、集中プログラムと一般プログラムの両方でシラバス作成および実際の教育に携わる機会のある日本語教師へのインタビューで得た情報に基づいてまとめたものである。

II 日本語集中プログラムの現状

英語教育の関係者は「集中」プログラムの特徴として次の点をあげている。

① はっきりと限定された(specific)目標を有する。
② 期間が比較的短い。
③ 学習者にとっても、教師にとっても密度が高い。

たしかに、英語教育ではゼロからの初級段階で四技能を包括し総合力をつけようとする集中プログラムは少なく、中学・高校での教育の基礎を前提とした「短期・集中」プログラムが多いように見受けられる。コースの性格も、留学用、海外派遣社員用、面接受験用と目標をはっきりと打ち出したものが多い。

それに対し、日本語教育で集中プログラムといえば、大学受験生用の一年間の予備教育、大学院レベルの研究留学生用の六ヵ月プログラム、外交官用の二年間プログラム、大学で行われている一年間プログラム等と「一日の学習量が多く」「長期にわたり」「四技能を包括する」形が伝統的に主流を占めている。勿論、夏期講座という形での短期・集中プログラムも、ICU や米国では以前から行われているが、それらも包括的なプログラムである。

また日本語の場合は目標も明確に限定されたものでなく、初級、中級、上級といった漠然としたレベルで到達目標が設定されることが多い。さらにそこまでもいかず、「ふつう x 週間でやっていることを半分の時間でこなす」というような消極的な目標設定もある。

これらの背景には、日本語が英語のように世界中で初歩の教育が行われている言語ではないので、留学や専門的職業に就くことになると、その時点で短期間にゼロからかなり高度なレベルまでの総合的な言語能力を習得しなければならないという事実があるだろう。ただ、最近は学習者の多様化に伴い、初級修了程度の研究生や一般学習者向けの日本語教育では、英語の集中プログラムにかなり近い性格のものが出てきたようである。

III 「集中」のもつインパクト

集中プログラムに係わる問題の検討に入る前に、「集中」=「密度の高さ」=「一日の授業時間数が多く、進度が早い」ということが学生と教師の両者にどのようなインパクトがあるのか考えてみよう。

まず、学生にとって、

① 進度が早いということは、毎日の消化すべき量が非常に多い。
② しかも前日までに学習したことが確実に消化されていることが進度の早さを維持する条件となる。つまり、学生には十分な復習・予習が要求される。
③ しかし、授業時間が増えれば、それだけ学生の自主的な勉強時間(次週も含めて)が減少する。消化すべき量は増えるのに、それに充てる時間は少なくなる。
④ 学生は学習したことを消化はできても、それを自分の中で熟成させる期間が圧倒的に短い。
⑤ プログラム全体を通して緩急の変化がない
   a 常に緊張を強いられ、気分転換が難しい。
   b いったん躓くと回復するだけの余裕がない。
   (一年の長期プログラムになると、途中に休暇が入るので、回復も全く不可能という訳ではないが)

⑥ 一日のうち他の学生との接触時間が長いため、プレッシャーが増大しやすい。特に学生間に性格的な衝突がある場合、クラス運営にも影響を及ぼす。

また教師にとっては、

① 進度が早ければ、一日の準備量が増える。

② 定められたペースを守らなければならず、他の教師との連絡や調整を密に行う必要があるので、常に緊張を強いられる。

③ 学生との接触が密になるので学生の進歩を把握できる半面、性格的な問題も引受けることになりがちである。

プログラムを実施する上で問題となる点は、実は集中プログラムでも、一般プログラムでも基本的には大差ないはずである。ところが一般プログラムだったらなんとか切り抜けられることが、集中プログラムでは深刻な問題となることがよくある。それはまさに、ここに挙げた「集中」である為に問題が増幅されるからで、集中プログラムでは一般プログラムよりもずっと細かい配慮が必要になってくるわけである。

IV シラバス上の配慮：学習内容、学習量とその配分

まずプログラムの到達目標の設定があり、それに要する学習内容と学習量が決められ、そこからプログラムの期間が割り出されるのが合理的な手順であるが、実際は逆で、言語以外の事情から、動かせないものとして期間がはじめから設定されている場合が多い。その場合でも期間に見合った学習量を考慮して到達目標を調節できるのなら問題はないが、期間も漠然とした到達レベルも既に決められていて、しかもその期間は決して十分とは言えず、そこを「無理な詰め込み」でなんとか終わらせるというのがよく見られるケースである。毎日、毎日、決められた量を提示するのに精一杯で、それが定着したかどうかを考慮する余裕もない。これでは達成感どころか、学生・教師の双方が欲求不満を募らせるばかりである。これを防ぐのがシラバスの検討で、それは内容、量、そして配分の側面からなされなければならない。

検討1 設定された目標は果たして現実的か。提示される量、与えられる学習量は消化できる量か。

目標の設定には、学習のニーズ、資質、環境などの要素を考慮するのは当然だが、集中プログラムでは特に目標をできるだけ明確に絞り、それに向けて学習内容とスキルの取捨選択、特に捨てること、を思い切ってしなければならない。その際、

① 従来やってきたことだから、教科書にあるから教えるという考えを排する。

② 「四技能をバランスよく発達させる」という伝統的教育観を再検討する。集中的に扱って効果をあげるスキル（聴解など）と、記憶力に大きな負担をかけるスキル、熟成期間を要するために集中的では効果をあげにくいスキル（漢字、作文など）とがあるが、特に短期集中の場合はどれかのスキルに焦点をしぼることによって学習量を調節し効果をあげることを考えるべきだろう。

③ 初めから捨てられなければ、項目を必修のものと余力があればやるものとの二段で構成することもできる。

検討2 毎日の学生の負担は適切か。教師が学生の前に立って教えることが、即、学習だと考えていないか。

集中プログラムでは、先を急ぎ、できるだけたくさん教えよう、「先生もがんばるから、学生もがんばれ」とつい一日の授業時間数（拘束時間）を多くしすぎる傾向がある。その結果、学生の疲労や自習時間の不足から学習効果の低下を引き起こす。また宿題も一人の教師が受け持っている場合はコントロールできるが、何人かの教師が担当している場合は競争にならないよう事前の調整が不可欠である。

この問題を改善するには、学生が学ぶ為には教師主導の授業が必要という従来の認識や習慣を改める必要がある。時間の重圧の下での学習で効果をあげるには、学生が自主性と各自の学習のスタイルを生かし、能動的に学習に取り組む方法を考えるべきで、その意味から自習時間をもっと重視する必要があるだろう。それも単に自習時間を増やすだけでなく、自習環境を整備し、CAI、LL、ビデオ、辞書、副読本を学生が自由に利用できることが望ましい。また個別指導の時間を設け、授業内容についての指導だけでなく、個々の学生のスタイルと問題点に応じて自習についての助言を与えられるような態勢をつくるようにする。

検討3 学習項目の配分は「集中」であることを考慮に入れているか。

(1) 同様の目標をもつコースでも、集中プログラムと一般プログラムでは、項目の提出順を変えることが必要かもしれない。特に、定着するのに時間のかかるものは必要ならば早い時期に提出すべきだろう。初級レベルの動詞の活用形、連体修飾文などはその例といえる。

また、開始時は学生が張り切っている時期なので、ここに何をもってくるかは十分な考慮を要する。ここで達成感を与えることができれば、それ以降の学習動機の強化に結びつくからである。

(2) 集中プログラムのリズムは日常生活のそれとはかけ離れたものなので、学生が慣れるまでにある程度の時間がかかるが、短期のプログラムではそれをできるだ

け短くしなければならない。そのためには、毎日の進め方に一定の型を持たせるなどして慣れやすくすると同時に、コースに関する説明や勉強法を含めたオリエンテーションに十分な時間を充てることが肝要である。また一方、いったん慣れてきたら、中だるみをふせぐ工夫も必要になってくる。

(3) 集中プログラムでは先を急ぐあまり、毎日が新項目の提示の連続になりがちで、既出項目どうしや新項目と既出項目との統合が十分にできないことが多い。一般プログラムと違い学生の内で自然な熟成を待つ余裕がないので、シラバスを作る段階で統合を意識的に取り入れるようにする。それも定期的な「まとめ」として扱うだけでなく、毎日の時間割りに既習の複数項目の統合という形の復習要素をクラス作業として組み込んでおくことが効果的だろう。

V 学生の個人差の問題に対する配慮

初期の日本語集中プログラムは軍人、宣教師、日本学志望等の一握りの「特殊な」学習者を主たる対象としていた。彼等の多くは確固とした目的意識と動機とを持ち、集中プログラムの苛酷な要求にも応じることができた。ところが今日、学習者の増加や多様化とともに「普通の人」が日本語学習者の大多数を占めるようになっている。そこで当然のことながら、昔はさほど問題にならなかったことが今では特別の配慮を要するようになってきている。そのひとつが学習者の個人の資質、態度、動機、学習スタイルなどである。外国語教育全体の視点が「教える」から「学ぶ」に移るとともに、学習者の個人差に関する考察がされるようになってきているが、学生にいろいろな重圧のかかる集中プログラムでは特にこれを検討事項に加えてみる価値はあるだろう。

(1) 教師の多くが、能力は別として集中プログラムに合うタイプと合わないタイプの学生がいると感じている。そんなものは実際にはなく、それはシラバスの立て方や教師のアプローチで解決できるという指摘もあるが、それでも、一般プログラムに比べ学習者にかかる重圧は常に軽くできる訳ではない。集中プログラムで成功が期待できる資質として教師たちがあげていることを見ると、①動機がしっかりしていて、覚悟ができている②柔軟性がある③自尊心が高すぎない、と、どれだけ重圧に耐えられるかが鍵になっていることがわかる。

事前に面接などによって学生を選抜することは集中プログラムの成否を左右する。その際、成績だけでなく上述の点も重要な判断基準にすべきである。問題は学生を選ぶことができない場合で、その時は、学生の不適さをできるだけ小さくする方策を探すしかない。ひとつの方法として、学生に関する情報を集めると同時にオリエンテーションの充実を図る。そこでは目標、構成、心構え（学生は何をどれだけしなければならないか、開始前に何をやっておくのか、予想される問題点は何かなどを含む）に関し事前に十分な情報を提供し納得させるよう努める。

(2) 開始時のオリエンテーションには、学習法やそのストラテジーを含める必要がある。自分でストラテジーをたてられる学生もいるが、特に外国語学習経験のない学生に多いが、外国語を学ぶということがどういうことなのか、どうやって学習すればいいのか見当もつかないという者もいる。これは教師が考えているよりはるかに多い。最近は学習ストラテジーに関する研究が増えてきており、狭い意味の学習法だけでなく、異文化に対する姿勢までも含めたストラテジーのガイドのようなものも出てきている。(H.D.Brownのものなど）そのままでは使えないにしても利用できる部分も多いのでオリエンテーションの一環として活用できるだろう。

(3) さらに学生の学習スタイルはさまざまである。例えば分析的で認知に頼るタイプ、音から抵抗なく入れるタイプ、理解より記憶に頼るタイプ、また、常に教師を必要とするタイプ、自分のやり方で進むのを好むタイプ等など、それぞれのタイプにどう応えるかも考慮すべき点である。理想は、教室での教授法もそのタイプによって選べるようになることだろう。適性テストなどももっと活用してよいだろう。

VI おわりに

いかに工夫しても、集中プログラムはつらい部分を避けて通ることはできない。プログラムが成功するかどうかは、つらさの後に学生・教師の双方が達成感を味わうことができるかどうかにかかっている。

本稿では効果的なプログラムのために、明確な目標設定、シラバスの検討、そして学生の個人差に対する配慮について検討してきた。むろんどれも一般プログラムについてもあてはまることであるが、集中プログラムの場合は「集中」であるが故に問題になる。これ等の点を実行に移す上で必要な二点をあげたい。まず、柔軟性。学生からのフィードバックを取り入れ、必要なら部分的な修正もできるようプログラムに柔軟性を持たせておくことと同時に、教師の教育姿勢そのものにも柔軟性が必要である。第二に強力なコーディネーターを据えること。問題を長引かせずに決定を下さなければならない集中プログラムでは、意志決定のチャンネルを簡潔明瞭にしておくことが大切である。

最後に、外国語の集中プログラムは人間と人間のぶつかり合いであって、教師の人間性も問われることを忘れてはならないだろう。

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Summary:

Planning Intensive Programs: Points to Consider

By Yoshiko Tamaru

Many teachers feel there are students who are fit for intensives and those who are not. Students who do well in intensives are described as (1) strongly motivated, (2) determined, (3) flexible, and (4) willing to take risks and make mistakes. These characteristics also describe students who do well in other courses. But they are problematic for intensives because of the intensity of the curriculum, which can lead to a slow accumulation of stress over the intensive unless breaks, review days, study days, or other stress-reduction gaps are incorporated into the syllabus.

Tamaru argues that before they are thrown into the rigors of an intensive, students need to know first how to cope with the course. An orientation to the course can prepare students for the stress that will follow, and if regular breaks are scheduled the students can look forward to them and manage their progress accordingly.

Different learning styles and strategies should be considered when designing the course syllabus, and discussed at the initial orientation. The most important aspect of the syllabus, however, involves how much to ask students to do. Many intensive programs overwork studenta, and teachers suffer from a kind ofhypochondria, where if students are not working, then there must be something wrong with the course.

How much to give students to do also involves consideration of how much time students put into studying, review, and preparing for class. A danger ofincluding too much in a syllabus is that teachers are the first to know that there is too much work involved, and tend to rush students through the material simply to say that they have done so. This easily leads to a teacher-centered class, with the teacher furiously pushing the students through the material.

In theory intensive courses should arise from a goal that students must meet. To prepare them to meet the goal, the teacher must decide how much the students will have to do. Then a time frame for the intensive can be set. In practice, however, an arbitrary time is often first set for the course. Simply getting through the material within the time frame then becomes the goal.

In short, intensives could be more effective if the following are considered:

(A) goals and objectives are clarified before the course begins.

(B) what to include in the syllabus must be considered not only in light of the students' needs, but in light of the nature of the language. for example, for an English program to attempt to comprehensively cover the four skills is easier than it would be for a Japanese program, where writing skills are more difficult to teach and take much longer to be acquired by students.

(C) the order of material presented in the syllabus must be carefully weighed so that intrinsically difficult topics are not introduced in the last days or weeks of the course, when students are most burned out. In this sense there is some justification for exposing students at the beginning of the course to material that is too difficult for them, and then to work on this material throughout the course until it begins to make sense to them. For example, to introduce difficult Japanese verb conjugations at the end of the course might be to overwork students, but to introduce them to the conjugations at the beginning, perhaps even before they are pmducing the language, will give them ample time to study the material, or to at least be aware of it, so that they will be prepared to use it when it is covered more thoroughly at the end of the course.

(D) students are oriented to learning and coping strategies at the beginning of the course.

(E) the schedule is flexible, allowing for review days and minor adjustments in intensity and the amount of material covered. Review days give teachers a chance to gain feedback from the students. For example, during review days in an intensive writing course that stresses the development of cri tical thinking, students can discuss their reactions to the course with the teacher.

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Intensive Courses

Academic English Programs in Japan: Issues and Approaches

By Susan S. Johnston, Patrick R. Rosenkjar, Kimberly Graves, and Janice Buffler
Temple University Japan

Academic English language programs operate in most major universities in the United States to provide prospective under-graduate students with the necessary language skills to perform well in the American university community. These programs offer students training in all language skills, with an emphasis on academic reading and writing. Recent shifts in global economics have resulted in the export of an increasing number of such academic English language programs to affluent countries like Japan. Establishing and administering such a program in Japan requires the consideration of a special set of cultural factors that are directly related to faculty and student concerns. In one way or another, all of these factors involve communication-between the administration and the faculty; among the faculty themselves; among teachers and students.

By its nature, an intensive academic program implies that students accept that learning English is their primary goal. They must be willing to devote this period of their lives to the challenge of learning the language sufficiently well to do high quality undergraduate work in English. This goal requires extensive contact with the language; twenty hours per week would be a minimum to provide sufficient input for the task. Most of this time should be spent in the classroom, but some of it could be profitably and efficiently spent in a supervised self-access center such as a language lab or study skills center. A maximum class size of twenty help5 to insure that students receive sufficient teacher attention. Student estimates of the requisite amount of contact time can sometimes be astonishingly low, and teachers and administrators must be prepared to educate students as to the necessity of spending large blocks of time on the goal of learning English. Additionally, a great deal of time must be devoted to English language study outside of class. Again, students need to be made aware of the minimum expectations regarding homework.

Mere input without student effort to understand it is not sufficient by itself to promote language acquisition. Therefore, the second requirement of an intensive academic program is challenging, appropriately graded study materials that are interesting to students and 50 evoke maximum effort to learn. Because the environment outside the school does not support English acquisition, students must be stretched to their limits within the school. For academic purposes, the primary focus should be on reading and writing, with proportionally less class time devoted to listening and speaking.

Every instructional program strives for an outstanding faculty that is professional, committed, and hard-working. The faculty, as a group, creates its own professionalism and ethic, but the administration can facilitate the development of this ethic by creating a positive working environment. To be successful at this, specific factors related to the ambient culture and the special needs of newly arrived faculty should be taken into account.

For example, many new instructors arriving in Japan experience varying degrees of culture shock. Living and working in either a densely populated urban area or an isolated rural location can also cause unexpected difficulties The demands of dealing with a new culture or a stressful or uncongenial physical setting may cause frustrations that spill over into the work place, such as irritability, depression, or even physical illness. For expatriate teachers in Japan with no other local ties, the school community usually becomes the major social support network. Instructor5 need to feel that their institution will assist them in overcoming the major difficulties caused by living in Japan. Ways in which the school can help include assisting in the location of initial housing, arranging social outings to places of interest in Japan, locating appropriate medical care, offering Japanese language classes, and providing help in dealing with various bureaucracies.

> "... teachers and administrators must be prepared to educate students as to the necessity of spending large blocks of time on the goal of learning English."

One factor that can adversely affect foreign instructors is the pace of life, particularly in the larger cities. Frequently, a hectic lifestyle is established during an instructor's first year in Japan, with one primary job and numerous small *arubeito* at a wide variety of locations. This kind of overcommitment may cause a teacher's overall energy level, enthusiasm, and sense of satisfaction to suffer. As one solution, the educational institution may be able to provide supplementary positions for instructors within the school that will enable teachers to commit their energies mainly to the primary institution.

Fostering faculty morale is an important goal for all educational institutions. Creating it in Japan is particularly challenging because of the stresses mentioned above. So, administrators in academic lan-

guage programs should pay particular attention to creating an atmosphere of mutual trust and support within the school. Teachers should know that their opinions and experience9 play an important role in institutional decisions. A management structure that include9 faculty committees can contribute to this sense of fair play by enabling individual faculty members to share in important policy decisions. Elected personnel committees and policy committees ensure that the faculty has a voice in major issues and decisions. Sharing in decision-making helps to create a more positive and confident faculty better able to cope with the frustrations of living in Japan.

Further factors that may positively affect faculty morale include professional in-service workshops, a well-stocked professional resource library, and academic freedom in the classroom. Communication is equally important in increasing confidence and trust and becomes more difficult and more crucial as a program expands. Setting up avenues for communication such as newsletters, bulletin boards, and representative meetings is vital to the health of a program and the overall morale of the faculty. All these elements serve to maintain the high level of enthusiasm that is the best antidote for burnout in a high-stress overseas environment.

The most important single population within any school is the student body. The special characteristics of young Japanese students directly determine curriculum, style of instruction, academic advising, and personal counseling. For Japanese students, learning the cultural expectations of the American academic community is neither simple nor easy. They must understand that they will be expected to actually learn English. They need to be encouraged to take responsibility for their own learning by asking and answering questions and by completing assigned work. Quite often, this begins with a matter as simple as class attendance: students need to be brought to understand the importance of being physically and mentally present in their classes. Additionally, Japanese students will probably be unfamiliar with student-centered classrooms; their high school experience is likely to have taught them that classrooms are places where teachers talk and student9 listen.

Although the English taught in intensive programs in Japan is EFL by definition, most textbooks and instruction emphasize ESL, that is, the English being taught will be used as the students' second language during their academic careers. The program, therefore, should emphasize daily use of the language as if it were being learned in an English-speaking country. The curriculum should respond to this need by providing a wide range of exposure to English. Students should be encouraged to seek situations that will enable them to use English in some way. A good example of this is an English conversation club through which students and instructors socialize in English. It is also desirable to help students bridge the gap between English study and undergraduate work by providing adjunct language courses attachedto undergraduate core courses in the first few terms after they leave the intensive English language program. These courses continue to develop language skills while assisting new undergraduates in coping with the demands of actual university-level work.

"For Japanese students, learning the cultural expectations of the American academic community is neither simple nor easy."

Reflecting an educational system imbued with Confucian values, Japanese society places heavy emphasis on test-taking. Although Western societies also have qualifying tests, these tests do not carry the significance of the "rite of passage" that Japanese entrance exams do. Because most American universities require a certain TOEFL score for admission, Japanese students quickly equate this exam with the Japanese entrance exam and earnestly begin to study for the test. This often results in a focus solely on the exam itself and not at all on the development of English proficiency as a means of doing well on the exam. One of the most difficult challenges is to educate Japanese students to the fact that our achievement and proficiency exams (SAT, ACT, and TOEFL) are *not* the same as the Japanese university entrance exams. Rote memorization is not an effective method of studying for any of the American aptitude or achievement exams. In fact, many students with low English proficiency should be told NOT to study for the TOEFL because such efforts are not as productive as actual communicative contact with the language. Efforts to instruct students about the exam and give them test-taking strategies are sometimes effective, but cultural expectations on the part of students are amazingly impervious to change. In fact, student pressure can even cause teachers to alter their teaching to cater to "TOEFL mania." Therefore, it is a great challenge to make the curriculum of an intensive academic English program responsive to students' cultural expectations regarding the appropriate way to study for the TOEFL without compromising educational goals.

"Japanese students and their parents should be carefully informed about course requirements, the evaluation system employed, and the consequences of academic failure."

Because of the fundamental differences in the educational philosophies of the two cultures, Japanese students and their parents should be carefully informed about course requirements, the evaluation system employed, and the consequences of academic failure. The policies of academic English programs, which reflect the basic values of the parent U.S. institution, must be carried out without discouraging students. Academic policies, such as those concerning probation and dismissal, must be carefully explained to students.

Intensive Courses

Communication with students about academic matters can be accomplished through individual conferences with studentsand parents. Instructors can profitably meet with students two or three times a semester to explain policies and to report on individual progress. All academic advisors, whether they are classroom instructors or trained counselors, must be aware of the cultural expectations of students. They must be able to communicate effectively with students in either Japanese or English specifically adapted to the students'proiiciencylevel. Japanese students must understand that they may not all progress at the same rate in English, regardless of their effort. This concept, a difficult one for most Japanese to understand, must be constantly repeated and emphasized.

When Japanese students choose to attend an American university, they often do not realize the degree of effort that will be necessary for success. Nor do they understand the amount of time required to keep up with their studies. As a result, entrance into an American academic environment can be a source of culture shock for students even when the school is located in Japan. For example, grouping by language proficiency rather than by age undermines the normal peer-group solidarity expected in Japanese society. Some students can become confused and need to speak with others, in Japanese, about their feelings. Therefore, although counseling is not common in Japan, a gentle system for encouraging students to talk with professional counselors in their native language can helpthemadjusttothechallengetheyareundertaking.

In evaluating student performance, attention should be given to creating instruments that are not culture-bound or culturally insensitive. These instruments should not only have content validity but should also be relevant to student interests and experience. For example, Japanese students are likely to have little knowledge of issues such as shoplifting or divorce, while American freshmen could be expected to have definite opinions about these topics. Cultural relevance, then, should be a controlling factor in the construction of materials or testing instruments. One of the best ways to take this factor into account is to consult native Japanese faculty and staff regarding the cultural suitability of particular test items.

Although Japanese students are accustomed to being evaluated, they are not accustomed to evaluating their instructors. Many American universities, however, ask students to evaluate their courses and instructors at the end of each semester. Japanese students are unlikely to have had training in the critical thinking skills necessary to articulate constructive criticism. Students need to be instructed about the purpose of these evaluations and encouraged to give honest critical feedback.

In summary, differences between Japanese and American culture make communication the most important factor in academic English language programs in Japan. Because differences in language, culture, and individuals easily cause misunderstandings, the establishment of effective channels of communication among administrators, faculty, and students is vital to the success of such programs in Japan.

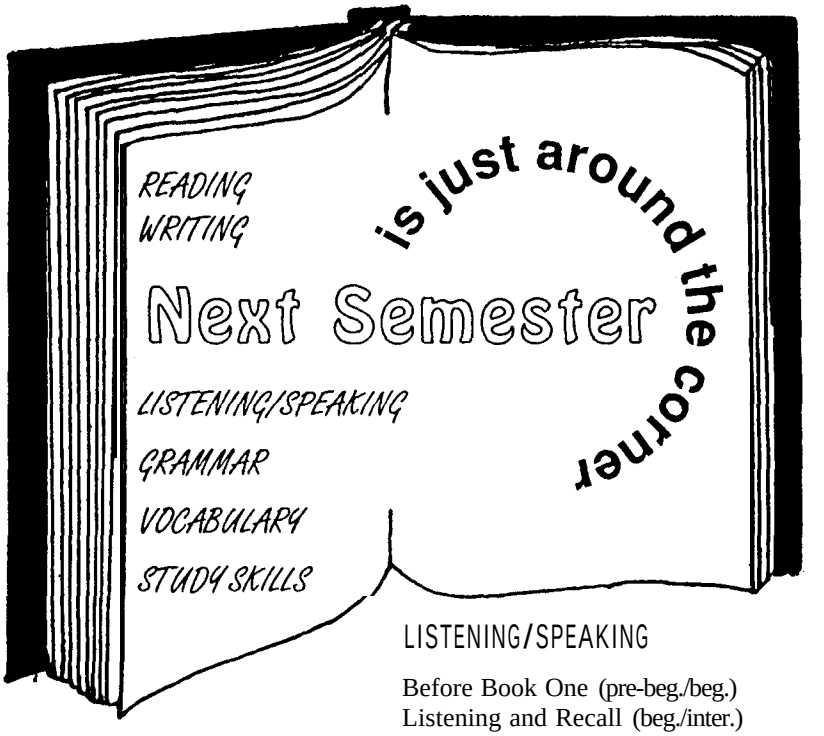
Susan S. Johnston is director and Patrick R. Rosenkjar, Kim Gmves, and Janice Buffler are assistant directors of the Intensive English Language Program of Temple University Japan in Tokyo. They are interested in all aspects of development and administration of academic English language programs.

TESOL CALENDAR

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

Intensive Courses

Have you done your homework?



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Simulations in Intensive Language Programs: Handle with Care

By Marc Modica
The International University of Japan, Yamato, Niigata

Introduction

The word intensive derives from the Latin ***to stretch or to strain.*** For veterans of intensive language programs, that origin may come as little surprise. In fact, judging fmm experience, we may have expected something more along the lines of ***to overload, to stress, to exhaust,*** or ***even to debilitate.*** But intensive language programs need not fit those descriptions-at least not completely.

Intensive programs are intended to prepare students for their linguistic and paralinguistic needs upon leaving the class ***in as short a time as is practical.*** Planning curriculum for an intensive language program is not significantly different from planning for extensive programs: both require systematic consideration of student needs, goals, and objectives as well as sufficient and appropriate attention to testing, materials, teaching, and evaluation (Brown, 1989). In an intensive program, however, the care given to the amount of material covered and the teaching pace of the overall program is more critical than in extensive programs where margins of error in trying to second guess [sic] content and teacher/student burnout may be proportionately less significant.

In an intensive curriculum, there is often a tendency to try to include too much and to drive the students too quickly through an overload of material. This not only exhausts teachers, students, and program directors but can discourage and dishearten them. Students may begin to feel incapable of completing their assignments and teachers may start to take more and more control of classroom time in order to rush thmugh the prescribed materials (see Tamaru, this issue).

One partial solution to the problems of material overload and student/teacher burnout is the inclusion in the curriculum of an extended simulation. Although simulations have intrinsic hazards of their own, if coordinators are aware of these hazards and take necessary precautions in simulation design and management, they may find creative and effective ways of overcoming them.

This paper discusses a simulation that is conducted at the International University of Japan, outlines some of its strengths and shortcomings, and lists ways that simulations can be used to overcome some of the problems inherent in intensive language pmgrams. The paper concludes with a list of precautions that should be taken when conducting any simulation.

The IUJ Summer Intensive English Program

The International University of Japan (IUJ) is a two-year English-medium graduate university with schools in international relations and international management. The School of International Relations (IR) is an interdisciplinary program which includes lectures, seminars, and a final thesis in English. The School of International Management (IM) is an American style MBA program taught in affiliation with professors from American universities, predominantly Dartmouth University's Amos Tuck School of Business. The business school emphasizes the case study approach pioneered by the Harvard Business and Law Schools. About half of the students in both schools are foreign; the other half are Japanese company men between the ages of about 25 and 35.

Before starting classes in the autumn, the Japanese attend a twelve-week summer Intensive English Program (IEP). The program offers ten weeks of intensive instruction in language and academic study skills in an English-only environment and is designed to prepare students for the kinds of academic work they will confront in their respective schools. In the first and twelfth weeks students take entrance and exit TOEFL and pragmatic criterion-referenced tests.

The IEP curriculum regularly includes classes in text skills (predominantly EAP reading and writing) and seminar skills (EAP and general speaking and listening), and additional classes in computer-aided instruction, language lab, and accuracy development. For the last two years, 1988 and 1989, we have also included an extended simulation as part of the regular program, in part to deal with some of the very issues raised in the intmdudion.

Simulationa

Simulations differ from traditional language classroom activities in the degree to which they formally recognize the need for setting a careful balance between realism and structure in a consciously simulated target environment (Jones, 1982).

Simulation designers must of course systematically set curriculum objectives that consistently conform with student needs outside the classroom. Just as importantly, however, they must design materials and employ teaching techniques/methodologies that integrate realism and structure in an environment that, as best as possible, transcends the inevitable artificiality of the traditional classroom.

Jones (1982) argues that simulations are both popular and effective in language classrooms because they (1) remove the teacher, who as "Controller," is in an ideal position to monitor language and behavior, (2) pmvide realism of both action and (usually) documentation, (3) contain built-in motivation, and language

which is cohesive in action, focusing on points of duty and function, (4) help break the ice, (5) are useful for cross-cultural training, and (6) are an excellent means of assessing language ability.

Simulations are particularly effective in intensive programs in that they can (1) effectively include content usually covered in other classes, (2) resuscitate flagging teacher and student interest and motivation in an extended or exhausting curriculum, (3) reduce the level of burnout, and (4) allow teachers pressed with an overload of material to maintain a student-centered class environment.

There are, however, certain inherent and recurrent problems to be faced in running any prolonged simulation. These result from the need for: (1) teachers to become familiar with large amounts of peripheral information related to the simulation such as accounting procedures and busineea and financial terms and customs, (2) daily attention to student and teacher motivation, (3) detailed understanding on the part of both instructors and students of the simulation's purpose, direction and schedule, and (4) a consistent and concerted effort on the part of the simulation coordinator to maintain sufficient and appropriate communications between participants. Suggestions on how to cope with these problems will follow an overall description of a simulation run at the International University of Japan.

The Yamato 21 Simulation

During the five week Yamato 21 simulation, students were divided into competing consortiums that "bid" on a land development project in Niigata Prefecture on open farming and forest land adjacent to the IUJ campus. Each consortium was responsible for the planning, negotiation, and presentation of its bid proposal with the success or failure of each group depending on its ability to: (1) construct a feasible project; (2) persuade investors of its potential profitability; and (3) win the final bid from the regional development agency.

Each group had about six members, ideally including at least one banker, a securities or insurance company employee, someone from a manufacturing or industrial background and, if possible, someone in construction. These differences in expertise increased the need for information sharing along the lines of a ***two-way information gap*** task (Doughty & Pica, 1986).

After meeting to discuss each member's area of expertise, the consortiums attended a mock press conference in which the director of the regional Yamato Development Agency (coordinator) described the project, the agency's and the community's expectations for the project, and the constraints the consortiums had to contend with, including financial, environmental and zoning limitations. Students and "members of the press" (faculty) asked questions.

Alter the press conference, the consortiums formulated bid projects. They requested additional information in formal business letters to the Development Agency Director and written replies were returned by the simulation coordinator using real information obtained through the city office or local businesses. The consortiums then submitted their bids to the financial backers (faculty), making arrangements by phone to meet with them for about thirty-five minutes. During the arranged meetings the consortiums made twenty-minute formal oral presentations using overhead projections and other appropriate graphics prepared on the university's Macintosh PCs. The backers then asked tough questions about the bids. Each group saw all five backers, tailoring presentations to the interests of the financiers based on biographical information prepared by the simulation coordinator. This was done to maximize planning and practice of the presentations while minimizing the boredom that usually accompanies repetition.

Bounds of negotiations with the backers followed, with each consortium vying for a share of the backers' limited investment capital. Backers were instructed to haggle over interest rates and collateral and to ask for changes or concessions based on their political or economic interests. Since the final bid award depended in part on a consortium's success in obtaining funds, consortiums were usually unwilling to concede points without obtaining something in return.

Each consortium then wrote up its bid proposals and presented the proposal orally, with each student contributing.

Yamato 21 was thus designed to improve the following language and business related skills:

- Basic oral communication in English
- Ability to function on a committee
- Telephone English
- Negotiation
- Business correspondence
- Business presentations
- Word processing and computer software use
- Overall confidence in English

Yamato 21 was quite successful in improving the above skills. Committee work, telephone communication, business presentation, and computer use skills showed particular improvement. It was also rewarding for all participants to see skills introduced in the first half of the program put to use in solving a realistic business problem.

In addition, teachers and students alike were happy to have more student-centered activities and, through working together and in competition with each other, students developed a stronger sense of community and the commitment and motivation that goes along with that feeling.

Student response to the simulation was generally positive but on some points mixed. As mentioned above, many appreciated the opportunity to work closely with fellow students on a long-term project and the majority felt well prepared to make formal oral presentations. There were complaints, however, concerning the realism of the project: some felt the project was too constrained and structured while others felt it was not constrained or structured enough. In addition, several students expressed doubt that the simulation had significantly improved their language skills.

A discussion of some of the weaknesses in Yamato 21 and some general suggestions for avoiding similar simulation problems follows.

Discussion

It's always a challenge to establish an appropriate balance between realism and structure, particularly when simulation participants have prior if somewhat limited experience with real-world situations recreated in the simulation, in this case business pmject planning. I believe, however, that the difficulty in striking a manageable balance was exacerbated in the case of the Yamato 21 simulation by the inherent simulation problems cited above.

It was difficult for instructors to grow adequately familiar with all the information necessary for carrying out their roles as financial resources. Most EFL and even most EAP instructors are not acquainted with the workings of interest rates, collateral, accounting procedures, etc. As the summer faculty come for only the ten weeks of teaching, it is impossible for them to take part in the preliminary planning of the simulation and difficult to find sufficient time to review what is necessary in order to fully play their roles. Coordinators can compensate for this kind of problem by preparing briefing packets carefully outlining the necessary details of teacher and student roles. Ideally, they should be finished and distributed to the visiting faculty on or prior to their arrival on campus. This would give them the time to review the information and ask questions. Great care should also be taken to involve all faculty in planning wherever possible.

In the Yamato 21 simulation, details concerning local demographics, local industries, and fictionalized project constraints were kept, for the most part, in the hands of the simulation coordinator. This was done in part because of the impossibility of predicting what information would be requested by the students and because much information had to be gathered or fictionalized as the simulation proceeded. Other simulations may also require collection of additional information as the pmject proceeds. It is advisable, however, to see that information is distributed and commonly shared by all instructors as it comes up.

Student motivation did not seem to be a problem during the 1989 simulation. Fmm outward appearances, students were active, involved, and generally enthusiastic. In fact, Yamato 21 seemed to have a generally positive effect on motivation throughout the curriculum. However, some comments on course evaluation forms and later conversations did reveal pockets of student skepticism and hence, presumably, small groups of unmotivated students. This is particularly worrisome because the willing suspension of disbelief necessary when participating in a simulation can be easily upset by just one vocal skeptic.

This coming summer we will monitor motivation more closely thmugh weekly meetings between the coordinator and a representative from each consortium who will report on his or her group's progress. This will not only allow us to keep better track of motivation but will also serve as a means of catching other problems which may arise.

All Yamato 21 participants were well aware of the simulation's schedule from the very beginning. Daily and weekly schedules were pmvided and changes were carefully noted and explained in faculty and class meetings. It is less certain, however, that everyone was as equally acquainted with the overall purpose of the project or the direction of the separate tasks involved.

The purpose of the project was to improve proficiency in basic English language and business communication skills with each component part directed toward subskills necessary to complete the task. Thus group committee work was assigned not just for the students to mme to some conclusion concerning the design or implementation of the bid proposal, but more importantly to improve student ability to elicit or supply information, express agreement, or disagreement and state opinioneskills introduced in the first five weeks of the summer session.

Unfortunately, both teachers and students became preoccupied with simply reaching a quick competitive conclusion, often forgetting the ultimate purpose of the exercise. Although the coordinator is convinced that students made substantial progress in improving language and business communication proficiency, because of this lack of focus on purpose and direction, the results were certainly not optimum. In addition, progress that was made was probably not completely appreciated by the students.

This coming summer's simulation will therefore include an initial orientation session in which the purpose of the pmject and all of its constituent tasks will be made explicit, both verbally and in written form. Although simulations are intended to emphasize language use rather than language instruction, students and teachers should not lose sight of the fact that the ultimate goal remains improved language proficiency. It is expected that a clearer sense of purpose and direction will keep all participants on track and serve to promote motivation in both students and faculty.

In sum, many of the problems that typically arise in conducting extended simulations should be significantly remedied by sustained communication between the coordinator and the participants, both student and faculty. A consistent and concerted effort on the part of the simulation coordinator to maintain sufficient and appropriate communication between all participants would have made Yamato 21 even more successful than it was.

Despite its shortcomings, IUJ's summer intensive simulation was effective in dealing with several problems commonly confronted in running an intensive language program. If simulation coordinators and summer intensive program directors are aware of the pitfalls discussed here in running extended simulations, and if they take adequate precautions to prepare thorough briefing materials and keep open clear channels of communication with staff and students, then simulations can serve well to effectively distribute content material, promote and maintain student in-

terest and motivation, reduce student/teacher burnout, and maintain a student-centered class environment.

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原 稿 募 集

The Language Teacher の1991年12月号では
〝中学・高校での英語教育〟
を特集しますので奮って御応募下さい。
の締切は1991年 8 月30日
の詳細は Eloise Pearson (1 頁参照) まで

Submissions are sought for **"Teaching English in Junior High & High School in Japan"** A Special Issue of ***The Language Teacher,*** December, 1991. Deadline for submissions is August 30,1991. Contact Eloise Pearson (see p. 1) for more information.

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JALT members may pay their membership fees for TESOL and IATEFL through the JALT Central Office by using the *furikae* form found in every issue of The Language Teacher. As members, they can then subscribe to TESOL and/or IATEFL publications on the same furikae form. As a special service, subscriptions for *TESOL Newsletter* are available also to non-TESOL members.

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However, the former JALT Subscription Service for all other publications has had to be discontinued.

Intensive Courses

Interview: Bob Ruud

Director, The Language Institute of Japan, Odawara
By Tom Hayes

Hayes: ***Could you describe your basic intensive?***

Ruud: Our trademark course is a four-week intensive, which we call the residential, English-only communication course. Students live here. The second weekend they can go home, but a lot of them stay around that weekend, too. They are forbidden to use Japanese at length, intentionally, during the four weeks.

What happens if they do?

The first time they are sent to my office and I give them a strong warning. The second time they are sent back to their company. The point of the course is to start thinking in English, and to do that they have to express everything they need to say in English. If they have another outlet for saying what they need to say, they will make less progress. This is hotly debated in some circles.

How do you know what they need to say?

We have individual conferences and students fill out forms and students and teachers get together to find out as much as possible about what the students need. That is not easy with 32 students in a course, especially since we have a wide variety of fields represented in the classroom.

"I tell them, You have to teach us what you need to say and we will help you say it clearly. You have to teach us the kinds of things that you will have to understand, and we can help you understand them more clearly."

Isn't there the danger that students will feel the course is then a business course, and not an English one?

In our brochures and in the curriculum orientation that we do the first day, I tell them that this is not a business course. It's a business communication course. I tell them, "You have to teach us what you need to say and we will help you say it clearly. You have to teach us the kinds of things that you will have tounderstand, and we can help you understand them more clearly."

Do you also discuss how to cope with the intensity of the course at the orientation?

Yes. Because one basic problem we have is that students will generally work much harder than we want them to. They are in class 9 hours a day, and I tell them that if they are rushing off to their dormitory room after 8:00 p.m. and studying and sitting at their desk grammar rules or vocabulary for a couple of hours, then they are wasting their time. The point of their coming to a course like this is to interact with people, not to study something they could study on their own.

"The point of their coming to a course like this is to interact with people, not to study something they could study on their own."

I also say at orientation, 'I'm going to give you a test. It's an educational kind of test. It's not an evaluative kind of test, and I'm going to keep on until you pass it, and when you pass it you will have learned the most important skill that you will acquire. So what I would like you to do is write these three sentences: ***Could you repeat that please? What does that word mean? I don't understand what to do.*** I keep on repeating that until they have written it down. And we keep on until they can reproduce those sentences any time they want to.

The key is, do they want to? I tell them, 'Communication is the skill of reproducing that sentence. That's 50% of it. The other 50% is do you do it when you need to? If you don't understand, are you asking the question? Do you have the courage, do you have the confidence in yourself to ask a question when you need to? If you do, even the lowest student here can become an independent language learner."

Teachers here expect that kind of question. Of course, we know that sometimes when you go out into the world you can't always ask a question-you can't interrupt at a given point in time. But there will come a time when you can ask and the key is to do that when you have the opportunity to do it. So on the walls of the classroom we have charts with different kinds of control language-questions for clarification, repetition, confirmation, etc., and we set up situations where it has to be obvious to the teacher whether the student understands or not, and if they're asking questions, that's great. If they're not, they're sometimes prompted, and sometimes prodded, into doing so.

Is the control language sequenced?

Yes. Within our conceptual framework we concentrate

in the first week on the language of description and the language of explanation. 'This is a blank It's used for blank" etc. ad infinitum. In the second week it's the language of comparison. In the third week the language of process. The fourth, problem solving. Naturally, there are certain questions for clarification that go along with that kind of comparison, or problem solving, such as conditionals, or speculation. The students are evaluated on how well they use the language and how willing they are to use it.

You mentioned the term "conceptual framework."

Right, and let me give you some background. The students who are here from the joint ventures are generally not going overseas. They are dealing with foreigners in Japan. The others generally go overseas within a couple of months. But some of them are part of a company's general international development plan with no specific plans to go overseas.

We deal with the challenge of having students with different needs by having a conceptual framework as a curriculum. It might be a little bit of an exaggeration to say that we don't have a syllabus beforehand. New teachers ***are*** given a syllabus, essentially a teaching calendar, based on what another teacher has done be-fore them. This becomes a syllabus after the fact. The syllabus is designed to meet the needs of each specific class, and we emphasize the importance of continually creating new materials to meet the needs of the individual class.

"New teachers have to learn the system first, so we generally take the option of deciding what to teach away from them and concentrate on how to teach. We do a lot cf supervision, a lot of training."

New teachers have to learn the system first, so we generally take the option of deciding what to teach away from them and concentrate on how to teach. We do a lot of supervision, a lot of training.

When are teachers left to operate on their own?

Teachers are never completely on their own. We have afull-time academic supervisor for the intensive course. And I do some observing. Veteran teachers are observed at least once per term. Newer teachers are observed once a week. Our teachers get so used to being observed that it's no big deal. Ours is the most rigorous observation schedule I'm aware of.

What kind of teachers do you look for?

M.A.s with two years experience. Experience in business or international relations is also valuable. We look for someone with a lot of energy; generally people who are quiet and introspective are less well-suited to this program than people who don't mind eating cafeteria meals with students seven times a week. We look for someone with a fundamentally constructive approach to problem solving. But I think any administrator would look for that kind of teacher.

Do your teachers have to absorb a lot of new material related to business when they come to LIOJ?

It's an advantage in some ways not to know too much about business, as long as teachers don't have some kind of 1960s holdover phobia about business. If they are genuinely interested in such things as how tunnels are constructed, how golfballs are made, how international financial transactions take place, that's what we need: teachers who can convey an honest curiosity about those things and ask questions of the students and know how to guide them in makingwhat they need to say clear.

How would you react to the points that the pressure of intensives reinforces students' belief that learning English is difficult and that the heavy pressure forces them back on study skills they learned in high school?

Students are underestimated, and in communicative language teaching too often not enough pressure is put on students. If students feel that there is an overall supporting atmosphere and the pressure put on them is in the interest of their own progress making, if they know the teachers and administrators be-

"Students are underestimated, and in communicative language teaching too often not enough pressure is put on students."

lieve that they can make a lot of progress, and if they know the teachers know what to do to facilitate that, then students don't mind pressure. About the second point, I think learning is pressure and I also think that memorization plays a very important part, especially at the lower levels, in getting students to a point where they can get through routines in communication. There are lots ofthings, especially in speaking, that they can memorize to build their confidence, such as "Excuse me. Do you mind if I join you?" I tell the teachers to have all the students memorize that sentence fmm the first day.

What you're saying seems to run counter to a lot that we're told about second-language acquisition.

The results of what we do here are pretty well documented. The notion of optimum input and monitor theory we take quite seriously. I think essentially what Krashen was saying in the natural approach is that if you have something that you must do in the target language, and you have some kind of access to the language that you need, that adds up and will show results.

It seems that one of the most important things students go into intensive programs for is quick progress and it's absolutely essential for programs to be accountable in terms of the kinds of progress students are making. This is especially important in academia now with so many Japanese students entering branch campuses of U.S. universities. I think intensive programs need to be aware of what the students will need when they leave the program, and teach toward it, whether it's getting 500 on a TOEFL test or being able to cope with general academic assignments at a university.

"It seems that one of the most important things students go into intensive programs for is quick progress and it's absolutely essential for programs to be accountable in terms of the kinds of progress students are making."

What about simulations?

We do use simulations prepared by teachers both outside and at LIOJ, but in a more general sense we like to think that LIOJ itself is a simulation of an international community. And in our residential program we have the privilege of using teachers, for example fmm the Philippines or from India, who are not right in line with the native-speaker concept. Students generally understand, as do mmpanies, that they will not always encounter native speakers. Native-speaker/non-native speaker distinctions are not a problem for the students.

What problems do you have with students? What students are just not cut out for an intensive programs like LIOJ's?

Low-level students are a problem, as are older students. We recommend that students be at our level of 2.0 before coming to LIOJ. That's about a 400 on TOEIC. We also recommend that companies choose students from a pool of students, from extensive courses for example, who are best suited for this intensive. I think that's a good way to deal at least partially with that problem. We tell the companies, 'If the student is too low, don't send them here."

Older students are more problematic. If an older student comes in who is very low, is the lowest student in the course, we can predict not much success and there is very little we can do.

Could you elaborate?

If someone has a relatively adequate listening score but a low grammar score, he will not do very well linguistically. But especially if he's an older student we feel we have to put him at the top of his class. If we have a group of eight students we don't want to put that older student at the bottom of the class.

This relates to testing. We do three kinds of tests: listening, grammar, oral communication, and they are balanced equally. Most of the time we divide the 30 or 32 students into four groups accordingto placement score, but we also look at the scores relative to each other, and at the student's age. If we find a young student whose placement score is very low, but who has a high grammar score, we think "excellent." This student has a lot of passive knowledge, has never talked to foreigners before, and will be a different parson when leaving alter the four week course. If we see an older student, who has exactly the same overall score, but his listening smre is higher than his grammar score, we think, Well, the goals for this student will be different." There is no reserve of vocabulary and grammar. What he gains will not show up as clearly on the TOEIC, and if the placement score is too low to put him at the higher end of the lowest class here, he maybe frustrated and he maybe shamed into not making much progress or enjoying himself here. He may even mme away thinking he is incapable of learning English, which in fact may be the case.

So although we do have older students who make some progress, the trend haa been that younger students make more progress, especially younger students with high grammar scores. Generally, people who are too far beyond minimum or independent working proficiency stand to gain less from our program. If they are linguistically very strong but haven't worked very much with foreigners, the program can be very effective, as just getting comfortable and confident around other peoples is worthwhile in itself.

Do you do follow-up studies on your students after they leave LIOJ?

I wish we could do that more systematically. We do have good relationships with our regular customers. We visit them and stay in touch and we discuss individual students and their performance and we talk about their TOEIC scores after they leave the course. We also have a couple of plants out in the real world, former students and former teachers who know a lot about the real needs of the international work place.

Questions to Consider

By Tom Hayes

The contributors to this issue have raised the following research questions:

1. What is the optimal sequencing of material in an intensive course?
2. What is the optimal number of review and reflection days that should be included in an intensive course?
3. What is the optimal length of time between the end of the intensive and the real-world use of the intensive material?
4. Are intensive courses language-specific? Should the content of Japanese intensives be organized differently fmm English intensives? If so, how?
5. How might findings in cognitive science, psychology, and other fields improve the sequencing of material within andevaluation ofintensives? What could they tell the intensive course designer about the cognitive constraints that stress and pressure put on learning a language?
6. What needs to be considered in implementing a systematized approach to evaluating the results of an intensive over time?
7. Which skills are most easily impmved in an intensive course? Why?
8. Are intensives inappropriate for lower-level students? If not, how can they be improved for these students?

Report

The TESOL '90 Convention

The 24th annual TESOL Convention, "ONTRACK" in San Francisco (March 6th to March 10th), surpassed all attendance expectations. There were an estimated 7000 participants to enjoy the sites, sounds and flavors of the "City by the Bay," despite the recent devastating earthquake. The San Francisco Hilton could barely contain the TESOLers, who came together to make and renew professional and personal contacts, as well as to learn about the latest workbeing done in our field.

Although this was my 5th TESOL Convention, it was my first as the Representative of JALT. The memories I brought back from San Francisco are quite different from those of previous conventions. The "rep" of a TESOL Affiliate certainly is kept busy attending formal and informal functions. Following is a short review of the week.

Affiliate Leader Workshop

The week began with the Affiliate Leader Workshop the afternoon of March 6th. Each TESOL Affiliate is requested to send a representative to meet and compare notes with the representatives of the other affiliates. We divided into two groups-U.S. Affiliates and Non-U.S. Affiliates, in order to discuss our individual concerns. The discussion of the Non-U.S. Affiliates centered on how to get representation of our membership on the TESOL Board. With such a large part of the membership of TESOL being its many Affiliates and members outside the U.S., we were very concerned that our interests be taken more seriously. We also discussed the different ways Affiliates raise funds and get speakers. Some of us were also amazed as well as dismayed when Affiliates fmm countries with devaluing currencies gave us the figures: the cost of a TESOL membership in Argentina is equivalent to the average teacher's monthly salary! It goes without saying for most Argentineans, attending a TESOL Conference is out of the question.

After rejoining the U.S. Affiliates, we discussed the TESOL Travel Fund, which was created in at TESOL '89 as an on-going fund to help pay the expenses of international delegates who would otherwise not be able to attend the annual TESOL Convention. TESOL requires that an Affiliate send a delegate to the Convention once every two years in order to maintain affiliate status. TESOL offers monetary assistance to four or live affiliates each year, but with the growth of Affiliates outside the U.S. in recent years, the need seems to be greater than can ba mat by TESOL. Many of TESOL's affiliates are financially stable and believe it is in the best interest of all of us around the world to help insure that all Affiliates can be represented at the TESOL Convention. I learned that many Affiliates consider themselves affiliated with each other, not only with international TESOL. TESOL just happens to be a good opportunity to meet and exchange ideas and information. With all this in mind, 14 Affiiiates have contributed a total of $4,500 to the fund. Questions were raised, however, as to why the other Affiliates haven't contributed, and how to make this a truly on-going fund. A Task Force was set up to look into this situation.

Affiliate Council Meeting

Another obligation TESOL Affiliates have is to send a delegate to the Affiliate Council meeting, which met from 8 to 11 the morning of the 7th.

This meeting includes reports from the First Vice President and the Affiliate Coordinating Committee, and elections of the Affiliate Council's nominees to the TESOL Executive Board (three nominees to the general election, one of whom will be elected), and its nominees to the TESOL Nominating Committee (to be elected at the Legislative Assembly to help find candidates for the various TESOL offices).

The Non-U.S. Affiliates were pleased with the cooperation of the U.S. Affiliates at the Council. All three nominees to the TESOL Executive Board were from outside the U.S., including JALT's own Tom Robb. This means one of them will definitely be elected and sit on the TESOL Executive Board for three years.

Japan Get-Together

JALT hosted its annual social event at the Convention, where current or former residents of Japan, as well as prospective residents, could have a relaxed and informal exchange. The Convention is so big that this event provides an important opportunity for us to meet with old friends and give information about Japan to others who am interested.

Legislative Assembly

This is the all-TESOL annual business meeting where every TESOL member has voting rights. Here the elections were held for the nominating board, and the Non-U.S. members of TESOL were given more input into choosing candidates for the TESOL offices. The delegates from Sweden and Venezuela will sit on the nominating board.

The Legislative Assembly is a good place to get an overview of the TESOL organization and its activities, as well as a look at what's coming up. In the process of getting business accomplished efficiently, it gives a good sense of the commitment and pmfessionalism of the organization.

Announcements were also made regarding TESOL '91-the 25th Annual Convention to be held in New York from March 24 to 28. The Affiliates hope that we can be represented 100% at the anniversary celebration. Perhaps you'll be there, too?

Reported by Aleda Krause

Hot Fun in the City: RELC

During four sweltering days out of Singapore's summer, April 9-12, participants predominantly, though not exclusively, from the Southeast Asian region exchanged ideas and questions at the 25th Regional Seminar on Language Testing and Language Programme Evaluation. Sponsored by the Regional Language Centre (RELC) which is an educational project of the Southeast Asian Ministers of Education Organization (SEAMEO), the conference was yet another means by which it has been fulfilling its general aim of assisting member countries in language education development. (Member countries include Brunei Darussalam, Indonesia, Democratic Kampuchea, Lao People's Democratic Republic, Malaysia, Philippines, Singapore and Thailand). More specificially, RELC assists member countries to improve the standards of language teaching by conducting advanced training courses, supporting research and publications, and by sponsoring regional conferences, seminars and workshops. By the conference's end, it was quite clear that this year's regional seminar was a thorough success.

Throughout the wellorganized four-day conference, delegates, presenters and participants delved into the recent trends and developments in the theory and practice of testing and programme evaluation, each with an eye to applying what was learned to one's home situation. With a menu which included live plenary sessions, two panel discussions, nineteen workshop,s and seventy-one presentations, participants were able to choose from a variety of topics and to exploit numemus opportunities for learning. Moreover, lunch was provided at no additional cost to all seminar participants and a number of tables were set apart for interest groups to interact with prominent speakers on a more informal basis.

While it is true that RELC does not draw the large number of "celebrities" that TESOL does, its strength lies in its level of infomality and, because of its smaller scale, the numerous opportunities to discuss issues with other participants. (For those who are interested in dropping names, the following cast of characters were present: J.D. Brown, Keith Morrow, David Nunan, John W. Oller, Adrian Palmer, and Charles Stansfleld among others. Flying over from the land of the rising sun, seven presenters from Japan were on hand: Vivien Berry, Richard Berwick, Steven Ross, Mark Sawyer, Randolph Thrasher, Rand Uehara, and Katsumi Yuasa.) Furthermore, for participants from member countries, it provided an excellent opportunity to make lasting contacts with fellow teachers in the Southeast Asian area and that-it may be argued-will leave a far greater impact upon the teachers who attended than any lecture which may have been heard.

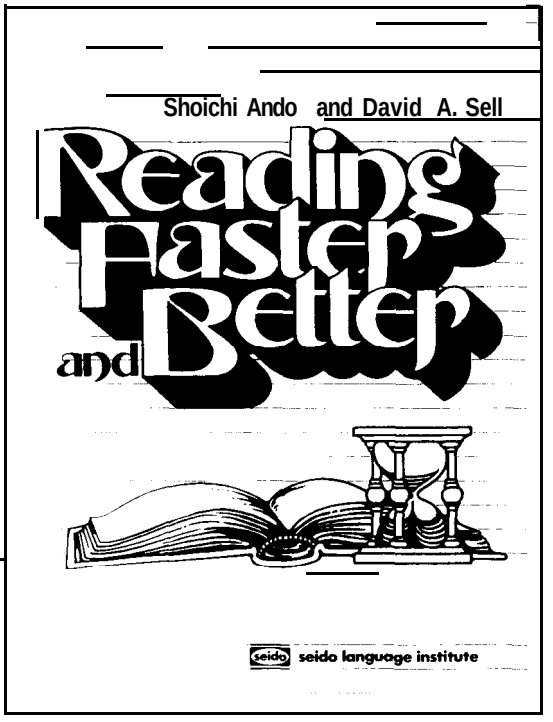
What? Sounds like all work and no play? Guess again, Jack. It was rather intense, but Orchard Road was just a five-minute walk and a million miles away from the confernce. Along that yellow brick road, one could find a thousand shops with hawkers willing to give you a deal of a lifetime, from jewelry to tailor-made suits to electronic goods. And, of course, there were numerous restaurants to satisfy one's appetite for exotic dishes.

In sum, the conference was a complete success: the speakers represented a wide variety of countries and concerns, the size of the conference was large enough to offer numerous avenues of study and yet small enough to provide daily opportunities for intimate discussions, accommodations at the RELC Building were affordable and comfortable, and the city of Singapore was a tourist's delight. For those with enough insight to get in on a good thing, the theme for next year's conference will be on Language Acquisition and the Second/Foreign Language Classroom (April 22-26). See your travel agent-soon.

Reported by Rand Uehara
The International University of Japan

READING FASTER AND BETTER

A 1-year college course for fluent reading in English



Reading Faster and Better is a l-year college English course in fluent reading which presents ways of reading often neglected in Japan. The emphasis on speed is effective to counteract ingrained habits of passive and inflexible reading accumulated over years of close and careful translation. To equip students with the flexibility needed for faster understanding, various strategies are practiced, according to clear goals in each case. Included for practice are: predicting content before (and while) reading, scanning for specific information, skimming to get an initial overview, paragraph reading, distinguishing main ideas from details, figuring out unfamiliar vocabulary, and grasping the overall structure of complex sentences.

This range of abilities contributes to reading speed and flexibility by putting the students in active command of their own reading: they are trained to clarify their goals and to determine the strategies for achieving them.

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JALT News

IMPORTANT DEADLINE

Suggestions for motions for the JALT-National Annual Business Meeting, to be held at the JALT '90 International Conference, must be submitted to the President no later than August 20th.

Mail to: Deborah Foreman-Takano, 2-19-804 Noborimachi, Naka-ku, Hiroshima 730.

ANNOUNCEMENT OF MEMBERSHIP DUES INCREASE

At the recent Executive Committee meeting on Sunday, June 24, a number of important financial matters were on the agenda to be dealt with by the respective representatives of JALT's 36 chapters in concert with National Officers and Committee Chairs.

Half of the chapters had representatives at the Chapter Representatives' meeting on June 23. This informal meeting has been held before each ExCom to enable chapters to discuss their respective local concerns, and also items on the ExCom Agenda. The Chapter Representatives' meeting this time proved an especially useful opportunity for details to be given and misunderstandings to be cleared up regarding JALT's current financial situation along with necessary and desirable actions for the future.

Representatives of the Financial Steering Committeejoined the Chapter Representatives to work on a plan that would be viable for chapter functioning and programs and would also enable the national organization to operate efficiently.

Plans this year included raising membership dues. This was understandably a difficult area for decision-making; but constructive ideas were offered from many of the meeting participants, resulting in a decision to raise dues somewhat in all categories except student membership.

The new membership dues, which became effective July 1, 1990 (including new memberships and renewals after that date), am:

Regular Membership	**\7,000**
Regular Joint Membership	**\12,000 (\6,000 *person)***
Group Membership	**\4,500**
Student Membership	**\4,000 *(unchanged)***
Overseas Membership	**\7,000**
Associate Membership	**\75,000 *(with Conference privileges)***
	\60,000 *(without Conference privileges)*

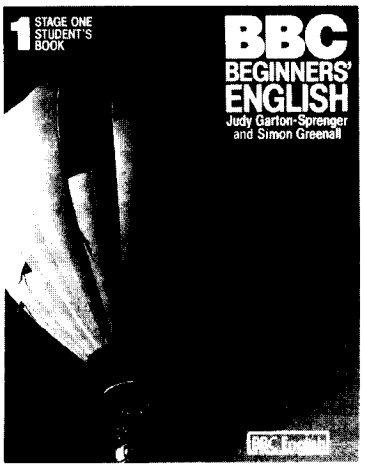
For details, please refer to the ***furikae*** form in the back of this issue.

This information no doubt has already been dispersed to the membership by the representatives who attended the ExCom meeting or by Chapter officers who have received notification from the Central Office.

Those members who have already sent in their dues at the old rates between the period of July first and this announcement will have the term of their membership pro-rated to ten months instead of a full year.

Inquiries concerning dues may be directed to Christopher M. Knott, General Manager, or Yumi Nakamura, Central Office Manager, at the JALT Central Office in Kyoto (see p. 1).

CHOOSE THE BEST



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JALT '90

Omiya City and the Conference Site

This year's conference will be held in Omiya, a city of nearly 400,000 located in the south of Saitama Prefecture, 30 kilometers north of Tokyo.

Omiya (literally "big shrine") is known for Hikawa Shrine, one of the most famous in the Kanto area. By the Heian period (794-1185), a village, the present Omiya City, had sprung up around the large shrine and its various approach roads. The shrine is a short 20-minute walk form the conference site.

Another of Omiya's attractions, Bonsai Village, is located near the shrine. It consists of Japanese-style houses fronted by rows and rows of bonsai. Visitors can walk freely through the village and enter gardens as they please. After a stimulating day of conference presentations, you may want to visit Bonsai Village to restore your peace of mind.

Fourteen minutes away on the Tobu-Noda Line is Iwatsuki, the famous doll-making center in Saitama. Perhaps you'll find that perfect souvenir doll while you take a short break from the bustle of the conference.

Omiya is conveniently located as the first station north of Tokyo on the Joetsu and Tohoku Shinkansen lines. It can also be reached by the Saikyo Line from Shinjuku (a 30-minute ride) and the Takasaki, Tohoku and Keihin-Tohoku lines from Ueno (30 minutes). There is also a direct bus fmm Narita airport (2 hours).

The site of the conference is Sonic City, an ultra-modem convention center located a mere l-minute walk from the West Exit of Omiya Station. The center boasts a large main hall, many conference rooms, and an impressive display area.

Also located nearby is an array of places to eat- including a good Chinese smorgasbord lunch, a pleasant Japanese-style Shabu-Shabu restaurant with koto music in the background, and an Indian restaurant frequented by many in the Omiya chapter.

Not to be forgotten, of course, are all the late-night delights of Tokyo itself. Conference participants may choose a hotel in Saitama or decide to stay in Tokyo itself to take advantage of what the city has to offer.

Hospitality and Social Events

The conference banquet will be held at the conference site on Saturday evening. Get ready to warm old friendships and start new ones. A party and a theater play are planned for Friday evening. Details will appear in the September ***The Language Teacher.***

Accommodations

Hotel arrangements have been made through 1.C.S. (International Convention section of J.T.B.) for hotels in Omiya. Prices range from the Palace Hotel (Y9,300 single) to the Marroad Inn (Y6,200 single). Details will appear in September.

A Preview of the Program

As the conference rapidly approaches, preparations for the programs are well underway. The program committee has sent out acceptance letters and the local committee is working diligently to make this another exciting and rewarding JALT conference.

The program includes a number of colloquia that again promise to be an integral part of the conference:

Bilingualism
Japanese Language Education (Nihongo Kyoiku)
Global Education
Grammatical Consciousness Raising
New Perspectives on Listening
Video Challenges for the '90s
Vocabulary Acquisition

In addition to the colloquia, a numberofmundtable discussions are also planned that will allow for greater audience participation and a less formal discussion of issues. The following mundtable discussions are currently being considered:

American Universities in Japan
Business and English
Computers and Composition
Extensive Reading
Feminist Issues in Language Education
Global Education
Publishing

Others may be organized later; check this column for further details.

Poster Sessions: Advice for Presenters and Browsers

Poster sessions will again be a featured part of this year's JALT conference, and those attending are urged to spend some time examining the posters. The informal atmosphere, and the opportunity to browse and examine individual posters mom closely are just two of the advantages offered by poster sessions.

The following are a few suggestions to help those presenting posters to prepare an effective display.

Size: By "poster," JALT usually means a piece of paper or poster board no larger than 110 cm by 120 cm, horizontal or vertical. As space is limited, presenters desiring a larger area should contact the poster session chair, Mitch Terhune, 244-26 Mukonoso-Nishi, Amagasaki-shi, Hyogo-ken 661, to make arrangements.

Design: Bold, innovative, arresting, and informative are qualities to aim for in a poster. Clarity is appreciated by all, but especially by those whose hectic schedule leaves them without a great deal of energy to decipher a muddled message. Color and a good layout help viewers "get the message.* Both humor and sobriety have their mles and rationales, and each may be suited to a particular topic.

Points to remember while designing a poster:

Content area and the feeling you want to convey
Type of people you want to look at the poster
Effect you want it to have on people
Materials you have available
Information you want to include
Need for people to see the information
Noise and distraction of the conference

By keeping these in mind, and applying your knowledge of exactly what is to be communicated, you am sure to attract interested viewers to your poster.

JALT' 90 国際大会〈続報〉

☆大会開催地

今年の大会開催地は、埼玉県南部に位置し、東京から北へわずか30kmしか離れていない人口約40万の大宮市です。大宮市には関東地方では最も格式の高い氷川神社があり、大宮市の名前も文字通り氷川神社の「大きな宮(神社)」に由来します。平安時代（791〜1185）までにこの氷川神社の周辺に村ができ、そこへの道が自然とできたのです。この村こそが大宮市の原型であったのです。氷川神社まで大会会場からわずか徒歩20分の距離です。

氷川神社の近くには、日本の伝統的芸術の一つ盆栽の発祥の地とされる盆栽村があります。大会参加者の皆さんは有意義なプレゼンテーションへの参加後などに、是非この盆栽村を訪問して安らかな雰囲気を満喫していただきたく存じます。

大宮市は上越新幹線と東北新幹線の交流・出発点であり、大変便利な位置にありますし、新宿からの埼京線や上野から高崎線、東北線、京浜東北線などが利用できま

☆大会会場（ソニックシティ・コンベンションセンター）

最先端の設備を持つ大会会場、ソニックシティ・コンベンションセンターは、JRの大宮駅から歩いてわずか3分の距離に位置していて大変便利です。センターは、大きなメイン・ホールが一つ、分科会会場に利用できる多数の中小会議室、そして素晴らしい展示空間から構成されています。

☆プログラム

JALT' 90国際大会まであと約4ヶ月となりましたが、プログラム委員会と現地大会準備委員会は順調に準備を進めて、実り多い大会にしようと努力しています。

今年もいくつかのコロキアが計画されています。その例をご紹介しますと、

(1) グローバル教育
(2) 二言語教育
(3) 90年代におけるビデオを使った挑戦
(4) 日本語教育
(5) 聴解力指導に関する新観点
(6) 文法教育(意識の高揚)
(7) 語学習得

が計画されています。

コロキアに加えて、種々の問題点はインフォーマルにしかも多くの参加者によって話し合うことができる円卓会議もいくつか計画されています。現時点で考えられているものは、

(1) コンピューターと作文指導
(2) アメリカ大学日本校
(3) グローバル教育
(4) ビジネスと英語
(5) エクステンシブ・リーディング
(6) 語学教育におけるフェミスト問題

などについてです。他のトピックについても検討されていますので、今後の情報にご注目下さい。

☆ポスター・セッション：プレゼンターへのアドバイス

同時進行で行われるポスター・プレゼンテーションは、今年も大会を特徴づけることになるでしょう。大会参加者は、インフォーマルな雰囲気の中で、個々のユニークな発表内容に引き付けられること間違いなしです。

実り多いポスター・プレゼンテーションを行うためには、発表者は次のようなことに注意してご準備下さい。

サイズ：簡潔でビジュアルな情報でまとめられるポスターのスタイルですから、縦、横どちらの形態でも構いませんが、110cm×120cmをオーバーしないようにして下さい。スペースが限られている関係上、それ以上のスペースを必要とされる方は、ポスター・セッション担当責任者であるミッチ・ターヒューン氏（〒661 兵庫県尼崎市武庫之荘西2-44 26）へご連絡下さい。

デザイン：分かりやすい太字で書かれ、斬新で人目を引き、情報量の多い内容であることが必要です。また、大会期間中の忙しいスケジュールの中で、参加者に注目させるには明瞭さが不可欠です。カラフルな色やデザインを工夫したものが好まれましょう。各々の役割と論理性を持つユーモアと真面目さの両方が、このポスター・セッションに求められるものなのです。

ポスターを作成する際に注意していただきたい点は、

(1) 研究発表内容と感情をいかに表現するか
(2) どういうタイプの大会参加者に見てもらいたいか
(3) 望むべき影響力はどういうものか
(4) 用意できる資料はどんなものか
(5) 提供したい情報にはどんなものを入れるか
(6) 研究発表内容の必要性をどのように分からせるか
(7) 大会での騒音などの対応策をどうするか

などである。こういった点を踏まえて初めて、魅力あるポスター・プレゼンテーションが可能なのです。

☆宿泊ホテル等

宿泊ホテルの予約は、アイシーエス企画（JTBの国際会議部門）によって手配中です。パレスホテル（シングル9,300円）からマーロードイン（シングル6,200円）までいくつかのホテルを確保しています。最終的な宿泊情報は本誌9月特別号に掲載されます。

☆歓迎行事等

参加者の皆様が毎年楽しみにしていらっしゃる大会懇親会は、土曜日の夜（11月24日）に大会会場であるソニックシティで開かれます。旧友との再会を楽しみ、また、新たな友人との出会いの場となることでしょう。 他に、金曜日の夜にも、 パーティと演劇の計画がありますが、最終的な行事情報は本誌9月特別号に掲載されます。

My Share

Listening lessons. even with some of the more enterprising recent textbooks, can be rather uninspiring for teacher as for learner. Here are a number of challenging activities for use with learners at all levels by teachers who also like to be active.

Some Active Tasks for Listening

by Brian Bresnihan

Many of the tasks I describe below are more commonly used as reading activities than as listening activities. I have, however, found them to be at least as useful when used as listening tasks.

I have done these types of tasks with students of all levels of English proficiency. They seem to reduce the puzzlement and frustration my students feel when faced with difficult materials. Thev also make the classroom much more lively and much more enjoyable for both my students and me. Furthermore, when they do these kinds of tasks, my students seem to understand and remember a great deal more of the materials I present than when they just listen and answer questions afterwards.

Categorization

One of the tasks I call categorization, locating and identifying as part of a group specific sounds, words, or phrases in a text. Here is one way to have your students do this kind of task.

1. Choose a text. (If it is not an audio or video text, you can tape it or read it aloud.)
2. In class, tell your students to listen to it. (I would recommend more than once.)
3. Tell them to write down (or call out) certain kinds of words they hear, for example those which end in "ing," contain a/d/ sound, give a positive feeling, are funny, long, indicate organization, are not understood, or am reminiscent of Italy while they are listening. (For variation, tell some students to write down one kind of word while others write down different kinds of words.)
4. Then tell your students to compare their lists with others in the class, either the same or different kinds of lists.

After seeing what others have written, my students nearly always ask for just one last chance to get something out of a text even if they have heard it a few times already.

Cloze Completion

Two more active tasks are cloze completion, guessing what the missing words are in a text, and noise extraction, taking nonsense words (errors) out of a text. Cloze is a common reading exercise or test, but it can also be a listening exercise. However, it is much more difficult for the responder, so the text used should be much simpler than it would be for a usual cloze reading exercise. Here is one way to do this task orally.

1. Choose a text and mark the words you will leave out. (I do not suggest eliminating every seventh word. For your first try, choose nouns which have already appeared in the text and are near or at the end of sentences.)
2. In class, tell your students to listen while you read aloud.
3. Tell your students to write down (or call out) the word they think comes next whenever you stop speaking. (If they cannot guess a word you can read what comes after it or tell them the number of letters it has, the first letter, or the part of speech it is.)
4. If they write down the words, tell them to compare their guesses afterward.
5. Once they have finished working on the original set of words you have taken out, you can mad it aloud again, either the same way or eliminating different words.

Noise Extraction

Extracting noise, what you do when a train comes by while you are talking with someone on the phone or what you do when your child is crying and you are trying to get those last few papers corrected, can be done by adding into the text words which create syntactic or semantic errors. The students' task is to find these errors.

1. Choose a text and write in the words you will add or retype it adding those extra words. (The words must create syntactic or semantic errors.)
2. In class, tell your students to listen while you read it aloud.
3. Tell your students to write down (or call out) the errors they find while they listen to the text. (Or they can raise their hands, tap their desks, or clap their hands when they hear something not correct.)
4. Again, if they are writing down the words, tell them to compare their guesses afterward.
5. If some errors are not found, students can always listen to the text again.

Doing either of these listening exercises takes some practice for both teacher and student. Be sure you have practiced reading the text aloud before trying it in class particularly with noise extraction. Hints, repetition, and encouragement will probably be needed the first time you try either of these activities with a class. but after that you will all learn how to do and enjoy it.

Strip Story Completion

Combining the two tasks above with questions to be answered concerning prediction, either what the

listener thinks will happen next or what had happened earlier in the text, makes a nice lead into a strip story completion, sequencing texts. Again, this is not uncommon to see as a reading exercise, but here is a way to do it as a listening activity.

1. Choose a text and break it into five sequential pieces of about two paragraphs each.
2. Change the first paragraph of each of the five pairs into a cloze passage and the second paragraph into a noise extraction passage.
3. Record each of the five pieces on a separate tape.
4. In class, separate your students into five groups.
5. Give one tape and one cassette player to each group.
6. Tell your students to play the taps and to do the two tasks required on it. Responses must be written down.
7. After they have completed these two tasks, tell them to each write a summary of what they heard followed by what they think might happen next or might have happened before.
8. Next, tell them to get into new groups with no students from the original groups together.
9. Then tell your students to read each other's papers and order them. (Or tell, not read, what they remember to the other members of their ***new*** groups.)

Listen and Look Up

Another active task is ***listen and look up,*** listening to a text, turning off the video or audio cassette player or in some way stopping listening, and then telling another person or other people what you have heard. As the name implied, this activity resembles read and look up. This last activity that I describe below is a little impractical unless your students have their own audio cassette tapes.

1. Tell your students to bring their pocket size cassette players to the next class meeting. (You will need at least one for every two students.)
2. Choose a text, cut it up into an even number of pieces, and number each piece sequentially.
3. Then separate the pieces into two piles in the same manner as dealing a deck of cards to two people one card at a time.
4. Put these two piles of pieces onto separate pages retaining the original order of the pieces on each page.
5. Record each of the two pages (A and B) on a separate tape. (Be sure to leave some space between each of the segments.) The make copies on your students' tapes. Label each tape A or B.
6. In class, give your students their tapes, each with one half of the whole text on it, and tell them to get into pairs with someone who has a differently labeled tape.
7. Tell the students with tape A to listen to the first segment only and then to tell the information (not necessarily in the same words) to their partners.
8. Tell the students with tape B to do the same thing with their first segment as their partners did in step 7.
9. And repeat alternating steps 7 and 8 for each segment till the tapes are finished.

If the listeners in the activity above are asked to write down what is said, all four skills can be covered at once. The listeners will be doing a dictation, listening to a text, stopping listening, and then writing down what has been heard. (For a detailed explanation of a large variety of such tasks, see ***Dictation: New Methods, New Possibilities*** by Paul Davis and Mario Rinvolucri C.U.P., 1988.) Each speaker can then read what has been written and explain how to correct anything that was misunderstood.

A Last Word

These are just a few of the ways you can have your students to active tasks with listening materials. John Fanselow in ***Breaking Rules*** (Longman, 1987) has developed a system to help one discover an unlimited number of ways to arrange classrooms, classroom procedures, classroom activities and tasks, and classroom communications. For all of the activities I have mentioned, you will have to decide exactly how long or difficult each text or piece of text should be and the exact details of the tasks you ask them to do. The possibilities are endless. If the activity is too hard or too easy, you can make adjustments and change it accordingly the next time.

Brian Bresnihan is an instructor at Temple University Japan in Tokyo. He has also taught in New York City and in Hiroshima.

JALT Under Cover

Elementary Communication Games: A Collection of Games and Activities for Elementary Students of English. Jill Hadiield. Surrey: Thomas Nelson and Sons Ltd., 1895. Pp 96.
Take 5: Games and Activities for the Language Learner. Michael Carrier and The Centre for British Teachers. Surrey: Thomas Nelson and Sons Ltd., 1986. Pp 96.

For teachers who have "the notion that language teaching can be, and perhaps even ought to be, fun" (Oller 1983) and who wish to bring enjoyable and fun elements into their classrooms, games are one of the more effective approaches. Well-designed games integrated into daily lessons can teach specific language points and functions and can be an interesting and rewarding way to motivate students. Games can be particularly effective with Japanese students who generally associate English with displeasure because it has been taught as an examination subject.

Elementary Communication Games is a collection of 40 communication games based on a functional syllabus. This book is rich in games for elementary level students. Each game is well equipped with copy-ready materials such as picture cards, mle cards, and forms. These relieve teachers fmm spending time on preparing teaching aids, and professionally and attractively presented materials make it easier for students to maintain a sense ofreality and interest. As the title says, the games are designed especially to develop students' communicative competence. A variety of techniques are employed to achieve this: information gaps, card games, problems and puzzles, mle plays and simulations, and others too numerous to mention here. The activities fall into three types: pair work, small group work, and whole class. The games are listed by functions practiced at the beginning of the book, and with structural and lexical indexes provided as a cross-reference at the end. Preceding the game materials are "Teacher's Notes" that clearly state the type of activity, function, exponent, lexical areas, essential vocabulary, and instructions for the game. Keep in mind that target structures and functions should be introduced before the game. Since the author focuses on successful communication, each game places weight on cooperative versus competitive elements, which "often distorts the language used" and emphasizes fluency rather than accuracy. The author suggests using the game as free communication practice after cumulative linguistic and functional practice. Consequently, the games can be used to help teachers diagnose students' performance. The target level is elementary; each game is written within the context of one specific function with limited structures.

I found the lexicon to be a pretty heavy load for the elementary level student. It would be more suited for adult "false beginners." The success of these games owes a lot to clear instructions. Since some games are not so simple, I suggest demonstrating. I strongly recommend trying the whole procedure out by yourself before class. Otherwise, you could be headed for disaster, especially if you are working with a large group of students. Be aware of the time factor! The length of the game differs according to the difficulty and complexity of the game, the nature of the class, and class dynamics. There are other factors which will affect the length of the game which are not always predictable: attitude, motivation, and comprehension. I found that it took longer than I estimated because once students became involved in the game, it was difficult to stop. I had to be a bit more flexible about time. Generally, the more familiar you get with the game and the students, the more easily you can estimate time. These games work best with a small group. The teacher can facilitate the activity, monitor students' performance, and give corrections if necessary. Corrections should be limited during the game so as not to interrupt the communication. Errors should be dealt with after the game or on a separate occasion.

I tried the games in a class of fifty students. That is a far fmm ideal situation. However, you can eleminate this disadvantage by providing clear instructions to help students understand the goal of the game, review (or study) structures and vocabulry before the game, select a group leader who can be a moderator and secretary to take notes about questions or problems during the game.

If there is anything to complain about with this book, it is that some lexical items and exponents were very British. I sometimes deleted the unfamiliar names or places and changed them to familiar terms for both students and myself. The important point here is to make it easy for students to become familiar with the game so that they can concentrate on communication.

Take 5 consists of a variety of games and activities. Unlike Hadfield"s book, ***Take 5*** is for all levels of students. All the games and activities were developed and tried out by experienced teachers fmm the Center of British Teachers. In the introduction, ***Take 5*** discusses the advantages of the games, the selection and preparation of the games, timing, classroom management, and corrections. This was a very good general introduction for games.

The games are divided into seven sections fmm A to G: language points (grammar points), production games, word games, pronunciation games, fillers, projects and activities, and communication games. 134 games are introduced in this book. The five detailed indexes (alphabetical, language points, skills, levels, and applicability indexes) provide help in finding the right game. Each game has a complete explanation on the methodology which lays out the procedure step by step. Most of the games have alternatives so there are actually more than 134 games in this book.

The language point games were very successful as remedial work with college freshmen. All of them were conducted aurally, so they became good listening and speaking exercises with a "hidden" agenda: to review

certain grammar points such as tense, conditionals, and question forms. When it was necessary, I provided a written exercise to reinforce particular language points. These games were ideal starters for students who were fed up with formal grammar explanations and exercises. Moreover it took only a small portion of the whole class time. Section A has 28 language point games and Section B has 18 production games which provide practice over a wider range of language points in a less structured manner than Section A.

I like to prepare several games to integrate in my weekly lesson plan. With these games on hand, I can use them whenever I need a starter, a short time filler, or to review some language point. The word games, puzzles, riddles, and fillers worked best as short time fillers. I found the six communication games loose, less structured than the ones in ***Elementary Communication Games,*** and oriented more toward free conversation.

Many of the games in ***Take 5*** have a competitive or point-scoring element which the authors encourage the teacher to take advantage of, with careful consideration of the nature of the class, age group, and students' interest. My opinion is that individual competition puts pressure on students and it may discourage some from expressing themselves in English. Group or team competition will reduce this type of inhibition.

Concerning the regular use of game activities, Carrier raises two points: "This [regular use of games] ought not be become a meaningless habit. . . the elements of surprise and variety should be carefuly maintained." There should always be some rationale behind the activity.

Game hooks are great stimuli not only for students but for teachers. They can give you great mileage in bringing out your own creativity.

Reviewed by Kasumi Yamamoto
Osaka Kun-ei Women'o College

Reference

Oller, J. & Richard-Amato, P. (Eds.). (1983). ***Methods That Work: A Smorgasbord of Ideas for Language Teachers.*** Rowley, MA: Newbury House.

Images. Gaynor Ramsey. Harlow, Essex: Longman. 1987. Pp 64. \950.

Originally published in 1987, Images has recently been reprinted and is now included in the Longman series of supplementary books at the Intermediate Speaking Skills level. Images is a slim collection of 28 black and white photographs that serve as visual stimuli for a variety of speaking and writing tasks. The photographs cover a number of topics which range from travel, work, music and fashion to sexism, religion, the police, and emotions. Each photograph is accompanied by five or six discussion activities which strongly favour pair and group work. Initially learners are encouraged to examine the photograph carefully and to speculate about what might exist beyond what they can actually see. I found these activities, entitled "Think about the picture" and "Use your imagination" especially productive as lead-in tasks. University students soon realised that there could be no single "correct" answer in this type of activity and became increasingly skilled at interpreting the photographs in a lively and creative way.

Additional activities under the headings 'Talk to a partner" and/or "Group opinion" allow the learner to explore the topic further. In some units these activities continue to use the photograph and its setting as the stimulus; in others the learners are required to complete a task related to the overall theme of the unit. Task types here include the exchange of ideas, experiences or anecdotes; story-building, list-making, role play, and vocabulary work. These activities generally work very well to promote close involvement and cooperation in pairs or small groups.

The final discussion activity, "What about you," may be more demanding for Japanese students since it requires learners to reveal their more personal responses to, or innermost feelings about the topic in question. In her introduction the author admits that this section may be problematic for some learners and suggests that it be omitted or used selectively. I found that some sections could be used without much difficulty, while others required greater sensitivity. On the whole, they worked best as small group discussions.

A writing task is included at the end of each unit. These tasks involve writing letters, messages, instructions, descriptions, stories, or factual reports. They could be used as homework or as group writing activities in class and function as follow-up work for the preceding discussion activities.

A vocabulary reference section completes the book. For the teacher, this suggests vocabulary areas for each unit and for the learner it provides a list of vocabulary items that may be useful in the discussion and writing tasks.

Images may be used in conversation or discuseion-type classes with learners at a low intermediate level and above. The topics would be of general interest to young adult and adult learners. I found each unit to be sufficient for a 90-minute class and with 28 units, the book provided enough material for a college-level academic year. On a more practical level, several of my students also commented favourably on the fact that this book was one of the most inexpensive and lightweight of their textbooks.

One small criticism I would make is that although most of the photographs are well-chosen, some am rather dated.

At first sight ***Images*** may not appear especially impressive. Teachers may wonder at the efficacy of some of the activities and a little time and patience may be needed before learners bewme accustomed to the materials. However, one of its attractions for me is the way in which ***Images*** encourages pair and group interaction among learners by means of the meaning ful and motivating content and direction of its activities. This frees the teacher to provide language support where needed, to listen in on the proceedings, or simply to take part in the activities themselves, without having to devote undue time and energy to getting the learners to speak in the first place.

For my discussion class, Images proved to be a useful, quietly efficient resource.

Reviewed by Antionette Meehan
Tokai University

Dictation: New methods, new possibilities. Paul Davis and Mario Rinvolucri. Cambridge: Cambridge University Press, 1988. Pp 122 (paperback).

The authors' stated aim is "to put a useful but now undervalued area of work back on the language teaching map." This teaching resource book widens the parameters of traditional dictation to provide a varied range of activities: varied both in purpose and in the level of teacher and student involvement. A useful and very comprehensive introduction clearly sets out the positive attributes of the dictation activities. Students can be active both during and after the activities. Three other attributes are particularly applicable to Japan: they are useful for mixed-ability groups, can help deal with large groups, and are particularly suited to the non-native speaking teacher.

The sixty-nine suggested activities are grouped into twelve sections which include 'correction" (section 1), "the telephone" (3), "Text reconstruction" (7), and "Lost in thought" (8). Within these sections there are a wide range of activities. It is not possible to represent these adequately in a brief selection of examples. However, to give a few: 'shadow dictation" and "passing the buck" in section 1 show the potential for dictation as a cooperative task. "Piecing it together" and "mutual dictation" in section 7 are both examples of the combining of dictation and information gap activities. As a result, dictation is no longer a solitary act and as with many of the book's ideas, students focus on the text. This allows it to lead on to other activities, rather than being an isolated task.

The book should be used selectively. Some activities are better suited to multilingual classes and others are specifically aimed at certain first language groups. The appropriate levels are indicated by a clear diagram accompanying each activity, but that may have to be adjusted to the realities of teaching in Japan. The activities themselves may benefit from adaptation and that is positively encouraged by the authors. The texts used are examples. This book succeeds as a resource book of exercises which in the authors' words "are offered as starting points for your own invention." That could change a few ideas about dictation.

Reviewed by Anthony Robins

More Than Meets the Eye: Foreign Language Learner Reading. Theory and Practice. M.A. Bamett. Englewood Cliffs, NJ: Prentice Hall Regents, 1989. Pp 230.

More Than Meets the Eye provides a detailed review of the status of research into foreign language reading, and contains suggestions for how to apply these findings in the classroom. The survey of the research is well arranged, thorough, and up-to-date. The sections on reading theory and the very recent research with think aloud techniques are very comprehensive and welcome.

Thirty pages detailing the different theories of reading that have been proposed, and which are still considered current, may seem unduly detailed and perhaps even confusing. However, it is a credit to the writer that she has made the effort to connect these contributions and present them as they relate to the foreign language part of learning to road.

The discussion of schema theory and transfer from first language reading skills is also helpful, but again very detailed, I would not advise an exclusive reliance on the review presented here. The research is extensive and a more leisurely and thorough treatment would be necessary for a full appreciation of its import.

Barnett's real interest appears to be in strategy use in reading. In addition to an attempt at a taxonomy of reading strategies, we get details of a study conducted by Bamett, which yields more questions than results. As she points out, this is to be expected and is still meaningful within the environment where the research took place. This was French classes in the United States, and for that reason is of interest to practitioners in Japan.

The applications and practice section that takes up the last half of the book would seem less pertinent than the review of the research. Barnett provides copious explanations of all aspects of the reading process. Others (Nuttall; Wallace) have provided more concrete and creative expositions on the same themes. More care with the editing of this section would have been helpful: at least one section heading has been omitted and occasionally lines are repeated on facing pages. The 25 pages of the reference section are extremely valuable for further reading about the area (although Wallace is omitted).

In conclusion, I can warmly recommend the book for readers who are interested in the state of foreign-language reading research. The practical applications of the research are more imaginatively covered elsewhere, but the presentation here is informative and comprehensive.

Reviewed by Torkil Christensen
Hokusei Junior College

References

Nuttall, C. (1983). Teaching Reading Skills in a Foreign Language. London: Heinemann.

Wallace, C. (1988) *Learning to Read in a Multicultural Society.* Englewood Cliffs, NJ: Prentice-Hall International.

NOTICE: ***The Language Teacher*** Book Review Editor is away on vacation; therefore, no new books have been listed this month. Requests for review copies may be sent in at any time. Responses will be sent out based on the order in which requests were received as soon as possible after her return.

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RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for ***The Language Teacher*** or the ***JALT Journal.***

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; an exclamation (!) indicates third-and-final notice this month. All final-notice items will be discarded after August 31st.

CLASSROOM TEXT MATERIAS
GRADED READERS

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

Arnaudet, M. and Barrett, M. **(1990).** ***Paragmph development: A guide for students of English*** **(2nd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.**

Azar, B. and Azar, D. (1990). ***Understanding and using English gmmmar*** **(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. Readings in English 2: Sneakers and blue jeans, an introduction to fiction.*** **Englewood Cliffs, NJ: Prentice Hall Regents.**

Connelly, M. and Sims, J. (1990). ***Time & space: A basic reader*** **(2nd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.**

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

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

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

Frank, M. (1990). ***Writing as thinking: A guided process approach.*** **Englewood Cliffs, NJ: Prentice Hall Regents.**

!Garvie, **E. (1990).** ***Story as vehick: Teaching English to young children.*** **Clevedon: Multilingual Matters.**

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 paragmph 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.**

McGill, E. and Oldham, N. (1990). ***Computers for business people.*** **New York: Maxwell Macmillan.**

McGill, E. and Oldham, ***N.*** **(1990).** ***Computers in the office.*** **New York: Maxwell Macmillan.**

Prince, E. (1990). ***Write soon! A beginning text for ESL writers.*** **New York: Maxwell Macmillan.**

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

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., Hamhlen, R. and Feldman, R. (1990). ***Reading first: Building reading competence*** **(2nd ed.). New York: Maxwell Macmillan.**

Smalley, R. and Ruetten, M. (1990). ***Refining composition skills: Rhetoric and grammar for ESL students (3rd ed.).*** **New York: Maxwell Macmillan.**

Swan, M. and Walter, ***C.*** **(1990).** ***The neu, 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-process 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.**

IWhite, R and Williams, E. (1989). ***Formula*** **one. (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. Olearski). London: Macmillan.**

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

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.**

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

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

Hudelson, S. (1989). ***Write onz Children writing in ESL*** **(Center for Applied Linguistics) Englewocd Cliffs, NJ: Prentice Hall Regents.**

!Norris, W. and Strain, J. (Eds.). (1989). ***Charles Carpenter Fries: His "oral approoch" for teaching and learning foreign languages.*** **Washington, D.C.: Georgetown University Press.**

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.**

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.

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IN THE PIPELINE

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

Allsop. *Making sense of English grammar exercises* (Self-study edition).
Brander. *Three little words A, An. The.*
Brinton, et al. *Content-based second language instruction.*
Brooks & Grundy (Eda.). *Individualization and autonomy in language learning.*
Chan. *Process and practice.*
Chaudmn. *Second language classrooms.*
Clark. *Talh about literature.*
Corson. *Language policy across the curriculum.*
Dechert (Ed.). *Current trends in European second language acquisition research.*
Dewar. *Computers: From beads to bytes.*
Doff. *Teach English.*
Ellis. *Second language acquisition in context.*
Fox (Ed.). *Collins essential English dictionary.*
Fried-Booth, et al. *Collino COBUILD English course photocopiable tests.*
Gass, et al. (Eda.). *Variation in second language acquisition: Psycholinguistics.*
Gaaa, et al. (Eda.). *Variation in second language acquisition: Discourse and pragmatics.*
Hill & Holden (Eda.). *Creativity in language teaching.*
Hughes. *Testing for language teachers.*
Johnson. *The second language curriculum*
Johnson & Snowden. *Turn on!*
Kelty. *The English workout.*
Krashen. *Language acquisition and language education.*
Lewis, et al. *Grammar and practice.*
Maple. *New wave 2.*
McDougal, et al. *University survival skills.*
McLean. *Factual writing.*
Nunan. *Designing tasks for the communicative classroom.*
Ramsey & LoCastro. *Talking topics.*
Smith. *Issues for today.*
Sobel & Bookman. *Worda at work.*
Taya-Polidori. *English phrasal verbs in Japanese.*
Thomas. *Advanced vocabulary and idiom.*
Trueba. *Raking silent voices.*
Walker. *Computer science.*
Willis & Willis. Collins *COBUILD English course 3.*
Wright. *Pictures for language learning.*
Yalden. *Principks of course &sign for language 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

Chapter Presentation Reports

FUKUI

"MacEnglish: The Newest in CAI" by Ed Miller

Ed Miller, president of Nichi Bei Gaigo Gakuin in Fukui, gave a presentation in June of the latest developments in MacEnglish. The format and functions are still being developed through cooperation between Nichi Bei, Tokyo and the United States.

The programmes are Executive English, aimed at giving examples of Business English in situations; Let's Talk, offering more general conversation; "Pronunciation Plus;" and INFORM, which uses a magazine format.

The first three programmes were demonstrated and then participants were provided with a terminal on which to try out INFORM for themselves.

All four programmes use graphics to set the context for dialogues (often very humorously); make use of handy word helps; give the option of listening to the dialogues at native-speaker or at reduced speed; and allow you to record your own voice onto the disk for comparison. Everything is operated using a mouse so there is no confusing keyboard to deal with.

The audience benefited greatly from seeing the computers in use and being able to evaluate them fmm first-hand experience.

Miller stressed that a computer cannot teach and can never replace the teacher (good news or not?!), but that it can be an effective supplement and motivator.

Submissions are sought for
"Teaching English to Children"
A Special Issue of
The Language Teacher,
March, 1991.
Deadline for submissions is
August 30,199O.
Contact Eloise Pearson (see p. 1)
for more information.

A workbook has also been designed to provide a link between computer use and classroom activities.

The writer's attitude towards the effectiveness of computers was certainly changed by this presentation. Particularly impressive were the opportunities for self-study offered.

Reported by Kat Lockyer

HIMEJI

The Promotion of Extensive Reading Programs
by Beniko Mason

Mason of International Buddhist University reported on "The Promotion of Extensive Beading Programs" at our April meeting. She guaranteed'reading improvement" and "happiness" to those who participate in Extensive Reading Programs. Therefore, why not use a method, she asks, that helps students not only to read, but also to become good readers-and in addition, to become independent readers?

Mason began her presentation by surveying the main problems in extensive reading classes, and then went on to outline the extensive reading program she developed at IBU, and ended by discussing the insights of four years of research on students who have participated in her efforts over the years to improve reading.

Of special interest were the various types and levels of graded readers (Heinemann, Collins, L.ongman, MacMillan, Oxford, Yohan, Kodansha, etc.) that she has used, the procedure she follows, and the teacher's role. Her procedure, for example, includes in-class and out-of-class tasks, written summaries, progress diaries, peer discussion and summarizing, and teacher consulting; while the teacher's role ranges from that of "policeman" to motivator, coach, model, and praiser.

Reported by Jeris Strain

HIROSHIMA

Global Issues in Language Education
by Kip Cates

Does studying about tropical rain forests, hunger, and other topics of worldwide concern have a place in the foreign language classroom? In May, Kip Cates of Tottori University and Guest Editor of The Language Teacher's May Special Issue on Global Issues in Language Education introduced the justification, models, methods, and resources available to teachers who are interested in presenting global issues to students.

While such phrases as 'work for a better society" and "contribute to the welfare of mankind" appear in the learning objectives of foreign language teaching in many countries including Japan, these words are nowhere to be found in the curriculums or anywhere else. Even though teachers in Japan may hesitate to deal with these controversial and emotional issues, officially they must according to the above quoted words from the Japanese Ministry of Education's course of study.

One way for teachers to make sense of the various issues shown on TV is to catalog the current events. Cates mentioned Reardon's Schema for World Problems as a model for identifying world order values and areas of concern and Kniep's Four Dimensions for Global Awareness and Social Concern as a step by step method for handling specific issues.

As for EFL in Japan, introducing world problems into the class contents, finding out about social studies books and educational packets available fmm abroad, and developing an active learning, studentcentered, world-centered approach were suggestions Cates made to help teachers and students as co-learners explore global issues while studying a foreign language.

Reported by Ian Nakamura

KANAZAWA

Think Globally, Act Locally: Issues for the ESL Classroom
by Sue Kocher

With the May edition of *The Language Teacher* featuring "Global Issues in Language Education," Sue Kocher's May talk on the subject was splendidly opportune. It was splendid in other ways, too.

Kocher argued forcefully for the inclusion of values and issues in the content of what we teach. Placing language teaching within a world-wide trend towards greater responsibility, Kocher argued that part of a teacher's duty was to raise awareness and concern for a better world. She even found a quotation from the Mombusho to prove the point.

Passing from theory to practice, Kocher demonstrated how global issues might be incorporated in the classmom, and made suggestions as to how to exploit each of the four skills. She also had good advice on ways of motivating students to become involved on an individual basis.

An exhaustive resource list, a video donated to the chapter, lesson plans for environmental teaching activities-these were some of the other benefits members gained fmm the talk. All in all, this was an uplifting, even inspirational talk and one the Kanazawa chapter can warmly recommend to others.

Reported by John Dougill

KOBE

Large Classes: Methodology and Technology

Kobe Chapter's two-day conference in May on the above theme drew more than 100 participants. Challenging the common assumption that large classes present an obstacle to effective teaching and learning, plenary speaker **Brian Tomlinson** judged the chief pmblem to he in the negative attitudes which the language teaching profession tends to have towards a class size of over 40. Learning, he suggested, requires energy and the teacher can generate and sustain this

energy more easily in a large class. Other advantages listed by Tomlinson were:

1) the security given to weaker, "threatened" students who can "hide" in a large class (and still learn)
2) the greater pool of experience and knowledge available
3) the smaller likelihood of a few strong students dominating the class.

Tomlinson then demonstrated some of the techniques he uses in his own large university class, emphasizing the teacher's role as source of input. Acknowledging that in large monolingual classes students revert more to their Ll, he argued that this could be utilized to promote fluency in English and explained his "3-phase model": English input (aural and written); group discussion by the students in Japanese to make the input accessible and meaningful; and finally, the inter-group presentation of views in English.

Other presentations includedtesting through timed information-exchange activities **(Stephen Ryan),** poetry writing in composition classes **(Stephanie Hawkes),** class management techniques, and communication strategies using video. Indeed, the wealth of ideas and issues addressed in the conference contributed greatly to its success.

Reported by Michael Skelton

MORIOKA

Developing Cultural Awareness
by Jim Batten

In June, Mr. Jim Batten of the Institute of Language and Culture at Ibaraki Christian College presented his thoughts on *Developing Cultural Awareness." Mr. Batten has a wide background in this area, and his presentation featured video-taped material demonstrating some of the techniques he uses. Drawing fmm a variety of other sources, he explained his philosophy by beginning with a definition of intercultural understanding as a 'person to person" experience. He outlined the "Four Stages of Acculturation," and "Four Stages of Culture Shock" with many examples fmm his own many years of living and teaching in Japan.

He included in his presentation academic material, and an excellent description of the cross-culture simulation, "BaFa BaFa." He also gave participants a useful bibliography for those interested in exploring this topic further.

Reported by Elaine Voci-Reed

NIIGATA

More Emphasis on Communicative Aspects in Teaching and Learning English
by Kimie Okada

While information gaps have become popular as effective teaching/learning activities in Japan, still another gap exists between the usual activities presented at local JALT meetings and the reality of classes in most Japanese schools. This gap very often discourages many of the JALT attenders who are public school English teachers, whether JTEs or AETs, because it is a gap they cannot fill in so easily as the information gaps they expect their students to do.

At the April meeting, Kimie Okada demonstrated how she and her colleagues are effectively filling in this gap in the various projects they have undertaken at Tokiwamatsu Gakuen, a private high school for girls in Tokyo. The success of these projects (i.e., Beading Library, Team Teaching, "Basic Uses in English [Books 1 & 2]," and English Day) were revealed in short videos of the 'noisy students" communicating in English in their classes. The audience could easily understand why the projects are so successful by doing and enjoying some of the communicative activities the students have in their everyday classes.

Teachers at Tokiwamatsu Gakuen are always trying to learn from their students how to make their approach more learner-centered and how to incorporate communicative aspects into their day-to-day teaching. Their sincere efforts have resulted in text books which can be used in other Japanese high schools.

Reported by Hiroyuki Watanabe

SAPPORO

Choosing ESL Films: What and Why?
by C.A. Edington

Those who attended the June meeting were rewarded with an outstanding presentation on the use of feature length movies as a medium for teaching EFL. The title of the lecture mentions the What and Why", but the primary focus was on how to use video movies effectively. Participants received a twelve-page handout that will be an invaluable aid in the future. Edington told us how to select films, but the handout already listed over fifty items that she had researched thoroughly and classified by function. Excerpts of some of these films were used to demonstrate a variety of tasks for active viewing of the films. Her students must be learning to understand authentic speech, body language, and cultural insights fmm viewing preselected clips of a movie and then watching the entire film when they are ready for it. She said that she spends 2-30 hours preparing worksheets and researching the movie to select scenes that are appropriate for the lesson points she wishes to cover. Her primary teaching situation concerns listening; however she pointed out that that is a logical take-off point for advanced conversation classes. There are unlimited opportunities for discussion on a variety of issues raised in films.

If we prepare for our classes as well as CA. Eddington was prepared for this lecture, our classes will never fail to produce results. We are grateful to Boston University for letting her return to Japan so that we could receive the benefit of her knowledge and experience in this area.

Reported by Ken Hartmann

Oxford University Press

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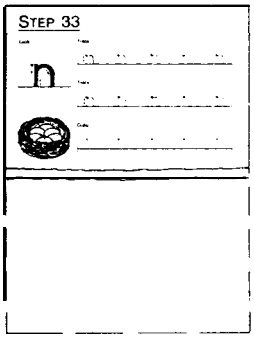
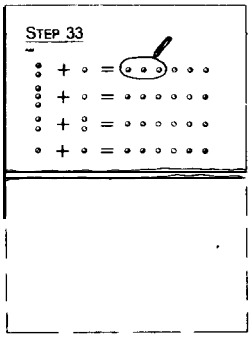
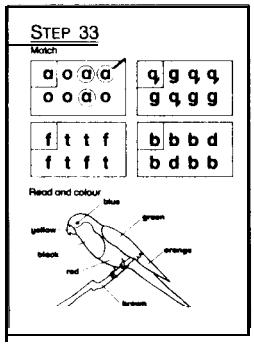
Pupil's Book →



Handwriting Book →



Numbers Book



Activity Book →

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2-4-8 Kanamecho, Toshima-ku, Tokyo 171 Telephone: (03)5995-3801

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School: _____

Address: _____
(Home/School)
_____

SENDAI

Achieving the Speaking-Listening Balance

by Shari J. Berman

Shari J. Berman gave a workshop in May in which she used parts of a textbook, ***Getting Together,*** and clips from TV commercials and movies.

Six pages from ***Getting Together*** were used as worksheets. One of them, Activity 8: Are you 'in style?" had ten multiple choice questions that indicated the personality type of the respondent. Berman then discussed procedures for worksheets and called on participants for answers. Discussion was also carried out in small groups.

For the video part the presenterused clips from TV commercials and movies. Berman said that to put together such a collection takes much time and effort, not to mention expense. On a worksheet numbered 1 through 16 with descriptions of greetings and introductions, participants marked what they heard while watching the clip. Another clip consisted of McDonald's and Diet Pepsi commercials. The worksheet for this consisted of six columns labeled Number, Product, Music, People, Key words, and Children. Check marks were made by the participants when these items were seen or heard on the clip. Movie clips of ***Tootsie*** and ***Moonstruck*** were also used. The presenter called on participants, who had been given numbers, for their observations. The participants were in two teams whose efforts were evaluated on a competitive basis.

Reported by Harry Neale

SHIZUOKA

A Perspective on English Composition and Beading

by Dean Hinton

At the May meeting Dean Hinton of Prospera Language Institute described how a difference in viewpoint between himself and his students resulted in an interesting opportunity for instruction.

He began by explaining his own development as a person and, more particularly, as an artist. He stressed that his perspective is more that of an artist who teaches rather than a teacher who paints. By chance Mr. Hinton asked his students to draw a table in class. He found that most of his students drew a table which did not fit his own concept of how a three dimensional object should be represented on paper. The simple act of representing a table had revealed a difference of view between himself and his students which caused him to develop a whole mini-course on the difference in the development of the use of perspective in Japanese and Western art. He found that discovering a point of cultural divergence enabled him to capture his students' interest and to lead them to challenge both reading and writing materials which would normally be above their level.

Honton made it clear that though others may not be able to duplicate his own experience (because of differences in experience, students, etc.), it served as an example of how a simple event in the classroom can reveal differences in cultural perspective which can serve as "springboards" to develop motivating teaching materials.

Reported by John Laing

SUWA

Lake Suwa Charity Walk

JALT-Suwa's first Lake Suwa Charity Walk on May 27th provided a rare chance for all those concerned with improving the lake to come together. As a group we actually viewed the whole lake up close, discussed what could be done, and raised money for research purposes. Over 230 walkers took part in the sixteen kilometer course around the lake. Eighty of them, including women with babies and senior citizens, finished the whole course. Some participants came from as far as Tokyo and donations came from as far as Sendai.

Through this walk, JALT-Suwa feels it has greatly raised public awareness of the problems of Lake Suwa and has brought its surrounding communities together in a common cause. Other fruits of our labor were the acceptance of JALT by the community, wide coverage of our chapter by the media, and the creation of the first bilingual map of Lake Suwa as a whole (the latter a project in itself involving days and nights of work). A million thanks go to Julian Bamford for providing invaluable information.

Reported by Mary Aruga

TOYOHASHI

Exploring Teaching Techniques: Videos & Discussion

Thanks to Mr. Kazunori Nozawa, President of Toyohasbi chapter, at our May meeting we enjoyed three different videos all of which were stimulating, informative, and instructive. A discussion followed each video.

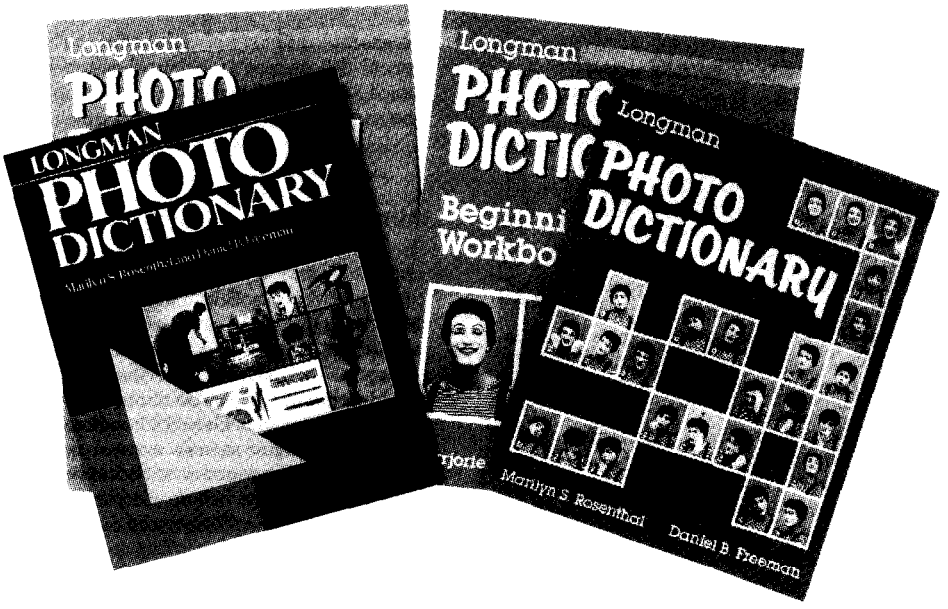
The first video was about Mr. Terry Weeks, a highly regarded teacher from the U.S.A. In the video he made a visit to a Japanese private high school, whose students are mostly returnees, to teach about "the pioneer spirit" in a broader sense. He made them think about new "frontiers" in English. In his class, English was purely a means of communication, and the students were totally involved in the topic.

The second video was ***English Teaching with Video-A Guide to Using Video in the Classroom,*** produced by BBC. It showed concrete ideas, describing nine techniques for using video in the classroom.

The third video was concerned with group-work activities and was produced by the British Council. It presented lots of games, activities, techniques, and materials.

If we try some of those ideas, well have to choose appropriate ones to make effective use of them. It requires a great amount of time, endurance, courage and also flexibility.

Reported by Tomoyo Kumamoto



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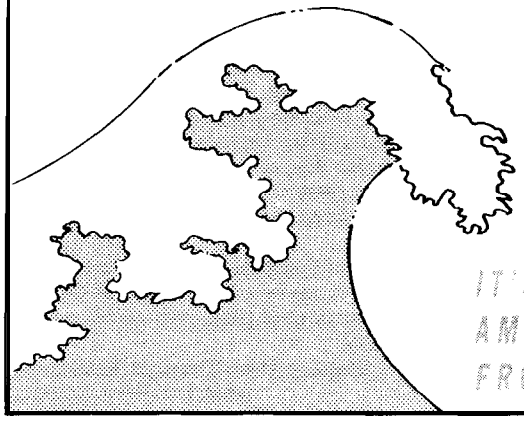

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LONGMAN ELT

YOKOHAMA

LIOJ Annual Open House

In June, members of the Language Institute of Japan (LIOJ) came to Yokohama, and gave four interesting presentations on various linguistic and language teaching themes.

First, for the benefit of junior and senior high school English teachers, Joseph Astillero demonstrated different kinds of games to maximise student interest in class. Even simpler games for vocabulary building and reinforcement had a mixed native and non-native English speaking group participating earnestly. Meanwhile, Thomas Clayton discussed the political uses of language, particularly on a macro level. This was a precis of his upcoming ***Cross Currents*** article. The main statement was a plea to language teachers to "be aware of the political implications of their actions in language teaching."

In the second half, Paul Corrigan instructed on the uses and production of video programmes for language teaching. Video can be used by students as well as teachers for evaluation. It can be a maximum participation exercise as well, he explained. Kim Edwards talked about explanation strategies to another group at the same time. Part of this was to do with different kinds of quizzes which can help students "work around unknown words or phrases to overcome potential communication breakdowns." She showed us activities involving often-used idiomatic patterns used to help students "explain" classification, purpose, contrast, comparison, and more.

The thirty or so people who came benefited from well-prepared presentations. Unfortunately, local chapter members who couldn't come did miss out on something worthwhile.

Reported by Howard Doyle

SUBSCRIBE TO THE TESOL NEWSLETTER

JALT members who are not 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 Jack Yohay (seep. 1). The announcement should follow the etyk and format of TLT and be received by the 25th of the second month prior to publication.

APOLOGIES

As the phrase "Anything received on or after the 26th will go into the following issue of ***The Language Teacher"*** does not apply to announcements with time value, the half-page notice of a May 26 event which appeared on p. 69 of the June issue should have been discarded when it arrived too late for the May issue. The editors regret any inconvenience caused to The British Council.

THE WORLD'S CHILDREN
EFL Lesson Plans

The first World Summit for Children, September 29-30 at the United Nations, preceded on September 17 at 9 a.m. with the lighting of candles in classrooms around Japan, is intended to give immediacy to the problems of hunger and poverty facing children worldwide. To help bring the real word into the classroom on this occasion, candle-lighting ceremony and pre-ceremony lesson plans with background information are available from: Lori Zenuk-Nishide, Kyoto Nishi High School, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 616; tel. 076-321-0712, fax 322-7733.

CALL FOR PARTICIPATION
Language Education
Interaction and Development
Hue, Vietnam, March 30-April, 1991

The aims of this conference are to promote internationalunderstanding and to stimulate new approaches to the teaching of languages, especially through the appropriate applications of new technologies in developing countries. Conference themes include: language and education in social and cultural contexts; cross-cultural understanding and language learning, recent technology in language learning; materials for language learning; discourse analysis and its educational applications; language policy; modem language teaching for Asian students; language assessment; language and international understanding. Plenary speakers include Michael Halliday and Christopher Can-

dlin. Write to: Mr. Mike McCausland, Co-convener, Language Education Conference, School of Education, TSIT, P.O. Box 1214, Launceston, Tasmania, Australia 7250; tel. 003-26-0245/fax 003-26-3664. Discount rate for registration before Oct. 1.

CALL FOR PAPERS
International Conference on Teacher Education in Second Language Teaching
Hong Kong, April 17, 18, 19, 1991

Proposals for papers and workshops are invited which address the teacher-education issues of: developmental approaches, research, action research, inquiry-based strategies, and innovations. Send proposals to: Conference on Teacher Education in Second Language Teaching, c/o Department of English, City Polytechnic of Hong Kong, 83 Tat Chee Avenue, Kowloon, Hong Kong by November 30.1990. Fax (852) 788-8894; Tel.: (852) 788-8850.

INTENSIVE COURSES IN PHONICS

Yoko Matsuka, M.A. TESL, will conduct, entirely in English, two-day workshops in the theory and practice of teaching phonics, including up-to-date information about language acquisition, practice in "teacher-talk" and games, and individual checking of pronunciation by native speakers of English: in Okinawa (8/2-3), Hakuba (8/18-21 and 22-25), Himeji (S/8-9), Numazu (10/20-21), Osaka (11/17-18), and Tokyo (X93-9). Apply to: Matsuka Phonics Institute, S-6-3 Tamagawa-gakuen, Machida, Tokyo 194; tel. 0427-28-6421.

THEATRE-IN-EDUCATION
October &November 3, 1990

Booking is now open for the autumn tour of Zensekai ***How Much?!*** Recommended for universities, junior colleges, senior high schools. With drama, music, and the latest data, a Japanese, a Kenyan, a European, and an American challenge students to review our future. How do everyday lifestyles on four different continents-the technology we use, the waste we create-affect our environment? Skillful audience involvement gives practice in heard and spoken English. Preparation and follow-up materials are provided.

Staging requirements: an empty mom large enough to seat the audience (max. 200) on the floor, with space for the actors to circle around them. Performances last about 90 minutes. Oct. 8-10, 31-Nov. 3 in the Tokyo area; Oct.10-13, Tohoku; Oct. 15-20, Kanto; Oct. 22-27, Kansai and Oct. 29-31, Chugoku; flexible scheduling. Bookings and full details: Susan Morris, Administrator, Passe-Par-tout, 72 St. John Street, London EClM 4DT, U.K. Tel. 44-71-251-0074; fax 44-71-490-4186.

INTRODUCTION TO S.A.P.L. and S.A.P.L. FOLLOW-UP
Osaka, Aug. 24-28 (Intro.) Aug. 29 (Follow-Up)

This is a five-day introductory mm-se in Self-Access Pair Learning recommended for anyone who wishes tn use the course ***Threshold.*** The course leader will be Tom Pendergast. Place: DIDASKO Learning Center near Awaza subway station, Chuo Line. The SA.P.L. Follow-Up on the 28th is for coordinators who have done the introductory course and have had several months of experience with S.A.P.L. Info: DIDASKO, 6-7-31-611 Itachibori, Nishi-ku, Osaka 550. Tel.: 06-443-3810.

CALL FOR PAPERS
International Conference on Spoken-Language Processing
Kobe, November l8-22, 1990

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

A Reminder from the Editors

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

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
Bill Casey, 0472-55-7489

FUKUI
Hiroyuki Kondo, 0776-56-0404

FUKUOKA
Topic: Grammar for Communication, TOEFL, and STEP
Speaker: Donna Stripling, Philip D. Smith
Date: Sunday August 26th
Time: 2.00-5.00 p.m.
Place: West Chester University, l-3-29 Nagahama. Chuo-ku; tel. 092-761-0421
Fee: Members free; non-members \300
Info: Shane Hutchinson 092-823-1414

The workshop will focus on grammatical structures and ways of making them fun to learn. Part will be spent on teaching ourselves English grammar (e.g. the difference between "going to" and "will").Dr. Smith will follow with advanced-grammar activities geared to the TOEFL and STEP tests. Ma. Stripling has many years of teaching experience. Dr. Smith is Dean of West Chester University.

GUNMA
Summer Workhop at Kusatsu
Dates: August lath, 19th, 20th
Place: Kanto-Koshinetsu Kokuritsudaigaku Seminar House, Kusatsu-machi, Gunma-ken 377-17; 0279-88-2212
Theme: Listening in English as a Foreign Language
Call for presentations: Presentations by participants will be appreciated, for sharing is one of our main purposes.
Guest Speaker: Thomas Scovel, Ph.D., Professor of Linguistics, San Francisco State University
Lectures: Let's Listen to English; "Many second language researchers agree that listening is of primary importance for successful first or second language acquisition, but how can teachers effectively teach listening skills?" These three talks are designed to answer this question.
Registration: For both participation and presentation: Morijiro Shibayama, 2-38-4 Hirose-machi, Maebashi-shi, Gunma-ken 371; 0272-63-8522. Max. 40 participants.
Fee: \5,000 (\2,000 discount for presenters)
Room and Board: \6,400 for all three days (some extra beds available for family members)
Schedule:

Sat. Aug. 18

11:00-12:00	Check in
12:00-13:00	Lunch
13:00-13:20	Orientation
13:30-l 5:00	Participants' presentations
15:30-17:00	Participants' presentations
17:30-19:00	Dinner
19:30-20:30	Group discussions: "Sharing Ideas"

Sun. Aug. 19

7:00- 8:00	Breakfast
8:30-10:00	'Let's Listen to English (l)," Dr. Scovel
10:30-12:00	Participants' presentations
12:00-13:00	Lunch
13:00-14:30	"Let's Listen to English (2), Dr. Scovel
15:00-17:00	Participants' presentations
17:30-19:00	Dinner
19:30-21:30	Party! Party!

Mon. Aug. 20

7:00- 8:00	Breakfast
8:30-10:00	'Let's Listen to English (3)," Dr. Scovel
10:30-11:00	Summary and Farewell

N.B. As the Kusatsu International Music Festival will be being held, we will be willing to reschedule our programs if many of you wish to attend one of the concerts.

HAMAMATSU
Barbara St. Clair, 05383-7-7658

HIMEJI
Akito Ozaki, 0792-93-8484

HIROSHIMA
Marie Tsuruda. 082-289-3616 or Ian Nakamura, O&48-48-2876

IBARAKI
No August meeting. The second Sunday of each month is the customary date.
Info: Takashi Ishii 0292-41-0356.

KAGOSHIMA
Yasuo Teshima, 0992-22-0101 (W)

KANAZAWA
Kimiko Oshigami, 0764-29-5890

KOBE
No August meeting. On Sept. 9 Keiko Abe will present 'Activities for Young Learners."
Info: J. Patrick Bea, 07457-8-0391

KYOTO
Christopher M. Knott, 075-392-2291

MATSUYAMA
Vickie Rooks, 0899-33-6159

MORIOKA
Natsumi Onaka, 0196-54-5410

NAGANO
Leo Yoffe,O262-45-6626

NAGASAKI
No August meeting. On September 23rd Lesley Stouff and Donna Stripling will discuss "Using Newspapers and Magazines".
Info: Sue Bruell 0958-49-0019

NAGOYA
Helen Saito, 052-936-6493

NARA
Denise Vaughn, 0742-49-2443

NIIGATA
Carl Adams, 0252-60-7371

OKAYAMA
F'ukiko Numoto, 0862-63-6648

OKINAWA
Karen Lupardus, 09889-8-6053

OMIYA
Margaret Saeaki, 048-644-3643

OSAKA
Naomi Katsurahara, 0736-32-4573

SAPPORO
Ken Hartmann, 011-584-4854

SENDAI
No August meeting. The Summer Seminar, August 3-5 in Morioka, is recommended; see July issue of ***The Language Teacher*** or call Natsumi Onaka, 0196-54-5410.

SHIZUOKA
John Laing, 0542-48-6861

SUWA
Mary Aruga, 0266-27-3894

TAKAMATSU
Shizuka Maruura, 0878-34-6801

TOKUSHIMA
Sachie Nishida. 0886-32-4737

TOKYO
Don Modesto, 03-360-2568

TOKYO SIG

日本語教育部会

演　題：「英会話は芸術だ」
　　「日本語教師の手軽なビデオ利用」
講演者：リチャード・オストロウスキー
　　(高島屋コミュニティースクール講師)
　　増　田　光　司
　　(東京医科歯科大学助教授)
月　日：9月8日(土) 2：00～5：00
会　場：テンプル大学日本校
　　(西武新宿線　下落合下車1分)
参加費：会員 無料　　非会員 1,000円 (当日)
　JALT 東京支部日本語部会問い合わせ先
　　梶(かじ)　光司　0473-48-2650
　　堀　歌子　03-372-9393

TOYOHASHI
No August meeting. On September 16th Rita Silver will discuss "Peer- and Self-Evaluation."
Info: Masahito Nishimura 0532-47-1569.

UTSUNOMIYA
James Chambers, 0286-27-1858

WEST TOKYO
Greta J. Gorsuch, 03-228-7443

YAMAGATA
Ayako Sasahara 0236-81-7124

YAMAGUCHI
Brenda Watts, 0832-54-0420

YOKOHAMA
No August meeting. The regular second-Sunday-of-the-month format will resume with a meeting September 9th.
Info: Bill Patterson 0463-34-2557.

A Reminder from the Editors

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

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

Positions

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

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

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

(HIMEJI) Part-time teachers of English to start in April, 1991. The positions are open to both native and non-native speakers of English with M.A. in ESL, Linguistics, or British/American Literature. Please send your resume to Fumio Yamamoto, Jo Himeji Dokkyo University, 7-2 Kamiohno, Himeji 670.

(HIROSHIMA) Full-time TESL/TEFL openings in September, 1990, and in March, 1991. Requirements: native speaker and a B.A. or higher. Preferred: teaching experience in TESOL, math, history, or related subjects. Living in Japan or prior experience living abroad a big plus. Japanese language ability not required, but helpful. Two-yeamontract, renewable. Compensation depends on qualifications. Please send your resume and a copy of your diploma to: Jun F. Kumamoto, Hiroshima College of Foreign Languages, 1-3-12 Senda-machi, Naka-ku, Hiroshima 730. Tel.: 082-241-8900.

(HIROSHIMA) Full-time positions for Japanese teachers of English and other subjects. Openings in September. 1990. and in March. 1991. Recmirements: native Japanese; college or uhversity graduate. Preferred: teaching experience. English language abilities should be good. Compensation depends on qualifications. Please send your rirekisho and a copy of your diploma to: Jun F. Kumamoto, Hiroshima College of Foreign Languages, l-3-12 Senda-machi, Naka-ku, Hiroshima 730. Tel.: 082-241-8900.

(KITA-KYUSHU) National University seeks an English-as-a-foreign-language instructor, beginning April 1. 1991. Requirements include M.A. 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 and 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-1 Sensui-cho, Tobata-ku, Kita-kyushu 804. Tel.: 093-871-1931; fax 3723.

(KYOTO) Full-time/part-time native EFL instructors needed starting April 1,1991 to teach reading, speaking, listening and writing in an expanding content-based program. Must have previous teaching experience and TEFL training is desirable. Competitive salary/benefits. Send resume to: Kyoto Nishi High School. Course of International and Cultural Studies. 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615. For more information contact Mr. Duming or Ms. Zenuk-Nishide, tel. 075-321-0712.

(KURE) English teacher from September 1,1990 with a college degree and teaching experience. Full-time position with approximately 22 teaching hours a week. Please submit a personal history and two letters of recommendation. For more information call Yoshiko Kawagoe at 0823-21-2414. Kure Y.W.C.A., 3-1 Saiwai-cho, Kure, Hiroshima 737.

(MATSUYAMA) One EFL instructor needed starting April 1, 1991, to teach freshman and sophomore English. Native speaker of English with an MA. 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 coy 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 EFL instructor needed starting April1, 1991, to teach freshman and sophomore French. Native speaker of French with an MA. and with coursework 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, transcripts, and coy of diploma should reach us by October 9 and will not be retumed. Chifuru Takubo, Registrar, Matsuyama University, 4-2 Bunkyocho, Matsuyama 790.

(NAGOYA) Full-time associate instructor, native English speaker, beginning April 1, 1991. Two-year contract; renewal possible. Minimum teaching load of 14 periods/week plus office hours and participation in program planning. Compensation depends on qualifications. M.A. in ESL/EFL, English, linguistics, or related field required. Send resume, graduate and undergraduate transcripts, statement of career goals, and at least two recommendations including one from a faculty member of most recently attended graduate school and one fmm present or most recent employer to: Peter Garlid, AI Search Committee, Department of English, Nanzan Junior College, 19 Hayatocho, Showa-ku, Nagoya 466, by October 15.

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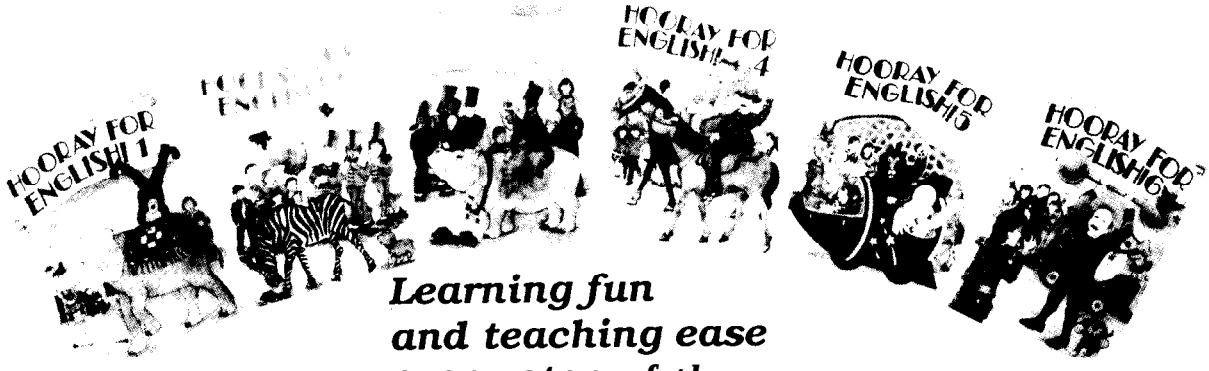

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(NIIGATA) The Graduate Schools of International Relations and International Management of the International University of Japan offer a full-time position beginning in September, 1990. Salary Y4.5-6 million/year, subsidized housing, other benefits. Requirements: M.A. or Ph.D. in TEFL or Applied Linguistics, or equivalent; minimum two-year university level teaching experience; interest in politics, economics, management; adaptability to rural environment. Duties: teach 9-15 hours/week (32 weeks/year); assist in curriculum development and coordination, testing, and extra-curricular activities. Conditions: English-medium university, 1.5 hours from Tokyo by "bullet" train; highly motivated multinational student body; small class size; excellent computer facilities; faculty committed to both teaching and research. Send CV, photograph. two recommendations, and a statement of research and professional interests immediately to Jan Smith. Recruitment Coordinator, Ennlish Language Program, IUJ, Yamato-machi,. Minami Uonuma-gun, Niigata 949-72. [Tel.: 0257-77-15211

(OSAKA/KOBE) ESL/EFL instructors with M.A. in TESL or applied linguistics and minimum of two years' teaching experience, preferably in a college-level intensive language program. Contract may start soon or the initiating time is negotiable: a) Assistant Chief Instructor (annual gross income: \6 million); b) Senior Instructor (annual gross income: \5-5.5 million, depending on experience). Special school loan may be granted. Requirements:

1) An official letter of release and official income report from the present employer.
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3) Only those who are eligible should apply and refrain from asking further information on the telephone.
4) A proper visa (residence status).

Please send your resume and a letter of recommendation to Mr. Y. Kurata, Personnel Director for Instructors, National University, 3-12-19 Nishinakajima, Yodogawa-ku, Osaka 532; tel. 06-885-2210; fax 3310.

(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. 072l-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, mund-trip airfare, four weeks vacation, 50% 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.

(TOKYO) Los Angeles City College affiliate seeking part-time instructors with background and experience in TESOL, English Comp., Language, Linguistics, and Speech. Minimum qualifications: proper visa, M.A. in subject area, and two years of college teaching experience. Send resume and transcripts to: Tokyo American Community College, 1-53-1 Yoyogi, Shibuya-ku, Tokyo 151. for more information, call 03-375-2345.

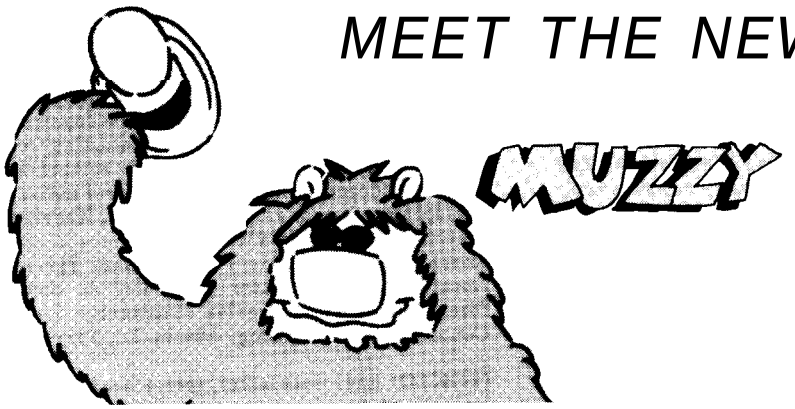
(TOKYO) Columbia University seeks qualified ESL instructors for possible positions in the Japan branch of its American Language Program, starting October. Requirements: an M.A. in TESOL or related field, 3 years of college-teaching experience and native-English-speaker fluency and pronunciation. Knowledge of American college life a must; experience in content-baaed instruction and/or TOEFL a plus. Please send resume and cover letter to Shelley A. Saltzman, Director, A.L.P., Columbia University Language Center, 1-5-l 7 Roppongi, Minato-ku, Tokyo 106.

(TOKYO) ESL instructors, group lessons for adult learners at four locations from October. 1990. Full-time 18 contact hours/week (five-day work week, including 2-3 evenings) starting from \320,000/month, part-time from \4,000/hour, LL assistant instructors from \2,500/hour (both mainly evenings and mornings). Sponsorship for one-year contracts available for full-time. TESL or related qualification and minimum two years relevant experience preferred. Send resume and cover letter indicating area of specialization (special skills, test preparation, materials development) to Ted Quock, Simul Academy, Kowa Building #9 2F, l-8-10 Akasaka, Minato-ku, Tokyo 107.

(TOKYO) Part-time instructors with background and experience in teaching English as a second language required for positions starting the second week of September. Japanese nationals with an American M.A. are also invited to apply. Send resume to: Robert E. Dell. McKendree College Japan. 538 Wasedatsurumaki-cho, Shinjuku-ku, Tokyo 162; tel.: 03-5273-0521, fax: 0563.

(TOYOHASHI. AICHI) One full-time Foreign Language Instructor (Gaikokujin Kyoshi) needed starting April 1. 1991. Native sneaker of English: to teach general English courses (oral communication, composition, etc.) and a selective course (Sougou Kamoku) to undergraduate students. Field: Teaching English as a Second/Foreign Language, Speech & Communication, American/British Literature, Linguistics, or related field. Degree: M.A. preferred. Participation in meetings and other college activities expected. One-year contract but renewable. Salary depends on age and experience. Please send, to arrive by October 31: (1) curriculum vitae with a half-length or passport photograph; (2) a list of publications; (3) copies of up to 3 publications; (4) academic transcripts: and (5) a health certificate issued by a public hospita1, t.o Prof. Takeshi Terasawa, Dept. of Humanities and Social Engineering, Toyohashi University of Technology, l-1 Hibarigaoka, Tempaku-cho, Toyohashi-shi 441. Further information: call Prof. Nomura, 0532-47-0111 ext. 411.

(UTSUNOMNA) English Language teacher; 12/18/24 month contract. Sponsorship, Salary \210,000 plus air fare and bonus. Accommodation available. Call Mr. Muramatsu at 0286-24-0665 or send resume to Utsunomiya English Center, Shimoko Bldg. 6F, 4-3-16 Babadori, Utsunomiya, Tochigi 320.



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

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

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

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

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

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

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

JALT JOURNAL

JALT Journal welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian and international contexts. Areas of specific interest include the following: curriculum and teaching methods; classroom centered research; cross-cultural studies; teacher training; language learning and acquisition; and overviews of research and practice in related fields. The editors encourage submission of full-length articles, short articles and reports, reviews, and comments on earlier *JALT Journal* writings (for the "Point to Point" section). Articles should be written with a general audience of language educators in mind. Statistical techniques andunfamiliar terms should be explained or defined.

Style

JALT Journal uses the *Publication Manual of the American Psychological Association* (available from the Order Department, APA, 1200 17th St., NW, Washington, D.C.). Consult recent issues of *JALT Journal* or *TESOL Quarterly* for examples of documentation and reference lists. *This is a strict requirement.* Also, remember to give precise page numbers of cited work in both the text and reference list.

Format

No longer than 20 pages, including reference list, typed on A4 or 8 l/2" x 11" paper, and double-spaced. Writers must supply camera-ready diagrams or figures (if any) before final publication.

Materials to Be Submitted

- Two paper copies of the manuscript
- One Mac, IBM PC, or 9801 computer disk version. (The disk will be returned. If the manuscript is not on disk, please send an extra paper copy.)
- Abstract (less than 200 words)
- Japanese translation of title and abstract (if at all possible)
- Running head title (about 5 words)
- Biographical sketch (no more than 50 words)

Evaluation Procedure

Manuscripts are subject to blind review by two readers. The author's name and references that identify the author should appear only on the cover sheet. Evaluation is usually completed within two months.

Restrictions

Papers sent to *JALT Journal* should not have been previously published, nor should they be under consideration for publication elsewhere. We regret that paper manuscripts cannot be returned.

Book Reviews

If you are interested in or currently are doing a review for the *JALT Journal*, contact Jane Wieman directly (address, p.1).

Address for Manuscripts and Inquiries

See page 1 of the most recent issue of *The Language Teacher* for the Editor's address.

日本語記事の投稿要領

ＬＴは日本語による質の高い論文を歓迎いたします。投稿の際は後述の諸事項を厳守してください。日本語の記事は、ワープロもしくは４００字詰横書き原稿用紙を用いて、以下の要領に従って書いてください。

枚数制限：

	ワープロ (２５字を１行とすること)	４００字詰原稿用紙 (２０語ｘ２０行)
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例会報告	３０－６０行以内	２－４枚以内
書評	１００行以内	＊（長）５－６枚以内
	２５行以内	（短）１－５枚以内

例会の報告の中には、支部で開かれたミニコンフェレンスも含まれます。

＊書評のところで、（長）とあるのは、重要な意味を持つ著書に対して責任ある批評をし、その本の長所、短所を指摘する書評のことで、また（短）とあるのは、簡素な批評で十分と思われる本の紹介記事のことです。日本語で書評を書かれる場合は、英語で書かれたものと重複していないか、英語の書評係に問い合わせてからご執筆ください。

英訳：本文の英訳は必要ありませんが、記事の題名が日本語の場合には、必ずその英訳をつけてください。また、人名は原語で書き、漢字の名前の場合には、ローマ字を添えてください。

連絡先：締切間際に、連絡を取る必要が生じた場合に備え、自宅など、夜、連絡ができる場所の電話番号を必ず記入してください。連絡のつかない場合には、記事の掲載が翌月に回ることもありますのでご注意ください。

締切日：掲載予定月の２か月前の２５日（編集作業を円滑に進めるために、締切日以降に提出された原稿は次号に回します。）

注意：日本語編集者は翻訳者ではありません。ご自分の原稿は自己の責任でご提出ください。ただし、編集の都合上、記事の一部を手直ししたり、削除したりすることがあります。尚、ご質問などがございましたら、以下のところまでご連絡ください。

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MEMBERSHIP INFORMATION

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

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

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

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

Membership — Regular Membership (\7,000) includes membership in the nearest chapter. **Joint Memberships** f\12,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (\4,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, or by using the postal money transfer form ***(yubin furikae)*** found in every issue of ***The Language Teacher***, or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office. **Associate Memberships** are also available to organizations that wish to demonstrate their support of JALT's goals. Please contact the Central Office for information about privileges, rates, and how to apply.

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JALT－全国語学教育学会について

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

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

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

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

研究助成金：詳細はJALT事務局まで。

会員及び会費：個人会費（￥7,000）－最寄りの支部の会員も兼ねています。共同会員（￥12,000）－住居を共にする個人2名が対象です。JALTの各出版物が、2名に対し1部しか配布されないという事以外は個人会員と同じです。団体会員（￥4,500－1名）－同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切り上げます。賛助会員－JALT活動を支援するための寄付として会費を納めて下さる方が対象です。

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

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〔内容〕

NEWS	The Channel Tunnel—海底トンネル 7シーン6分40秒
ANIMALS	The Golden Eagle—野生動物 6シーン4分18秒
MUSIC	Up and Coming—ロック・グループ 8シーン5分30秒
PEOPLE	The Sound Man—音や楽器の表現 7シーン3分8秒
SPORT	The Football Fan—スポーツに関する表現 8シーン5分30秒
FASHION	Hyper Hyper—若きデザイナー 7シーン4分4秒

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