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JALT '90 Conference Issue

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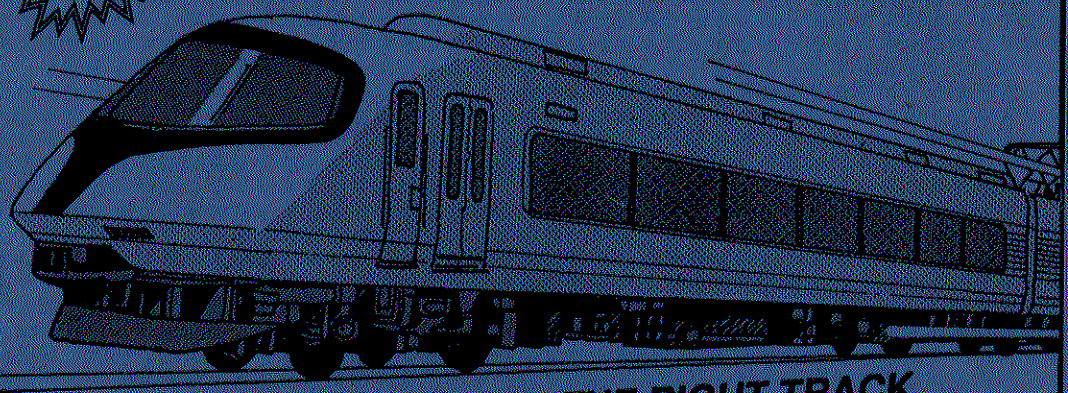

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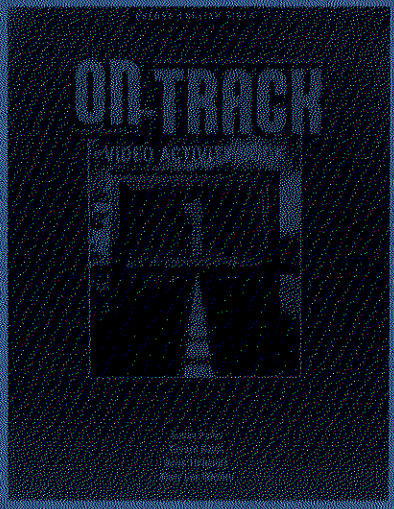

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THE LANGUAGE TEACHER

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

The Language Teacher editors are interested in articles of not more than 3.000 words in English (24 sheets of 400-ji genko yoshi in Japanese) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome hook 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: The JALT '90 Conference

JALT News

JALT '90

My Share

Introduction

Directions for the '90s: Discussion, Deliberation and Decision at JALT '90

The 16th annual JALT International Conference on Language Teaching/Learning, with the conference theme of "Directions for the '90s," has drawn an outstanding group of presentations and presenters. In addition to the presentations to be given by teachers and researchers in Japan, the conference will also welcome presenters from countries throughout Southeast Asia, the United States, England **and Australia.** *In all, educators and researchers from more than a dozen countries are expected to attend.*

JALT expects that all conference participants will have the opportunity to discuss, deliberate and decide for themselves the issues facing language education in the decade that has just begun. By actively participating in theprocess of clarifiing, considering and consolidating, the JALT Conference should help define Directions for the '90s in second and foreign language acquisition, in both research andpedagogy.

Included in this JALT '90 Conference Issue are a number of articles and interviews with some of the main, featured andguest speakers at this year's conference. Each articleand interview highlights an area of concern for language education and outlines the main points that the writer, or interviewee, will be focusing on during the conference.

David Nunan explains a few of the concerns of his recent work on syllabus design and curriculum development in an interview by Michael Rost. He also discusses the development of a learner-centered curriculum *and promises to further explore the issues in his presentations at the conference.*

Ron Carter writes about the issues of vocabulary acquisition and new developments in the teaching of vocabulary, including the place of litemture in EFL teaching and education. He outlines what he sees as the three main approaches to language education and gives particular emphasis to what he calls the language-based approach, a learner-centered model, as an alternative to tmditional appmaches.

Toehio Okazaki outlines the issues facing Japanese as a Second Language education and discusses the potential of a communicative approach to JSL in an interview by Naoko Aoki. This article, in Japanese, presents his perspectives on the field and stresses what he sees as the important rok of teacher education in JSL.

Also included in the issue is an interview of Christopher Candlin conducted by Terry Cox at the TESOL Conference in March. In the article, Candlin comments on task-based learning approaches, the communicative curriculum and the learner-centered classroom.

Richard Day was interviewed by Masayo Yamamoto about reading and the types of reading people, notjust students, do. They also talked about teaching in Japan and improving language education here.

David E. Eskey also addresses issues in reading in his article. He briefly describes a psycholinguistic approach to reading and goes on to describe in more detail a newer approach to reading research that focuses on reading behaviors of various reading communities, an approach which is more sociolinguistic in nature.

Rod Ellis discusses second language acquisition research and his current interest in the role of grammar in language instruction in an interview by Sandy Fotoe. He brings up the question of the role of grammar teaching, and the possibility of pedagogic grammar andgrammatical consciousness raising, issues that he will elaborate on at the conference.

Ron White, in an article appropriately titled "Getting our Act Together," argues that in the field of ELT we need to be wncerned not just with application of theory derived from applied linguistics, but with the incorpomtion of other disciplines, in short going beyond traditional concerns.

Further information about the main, featured andguest speakers, conference events, registration and pre-conference workshops can also be found in this issue.

The JALT '90 committee hopes everyone will make it a point to attend the conference and help discuss and clarify the Directions for the '90s.

Tamara Swenson
JALT '90 Program Chair

Interview: David Nunan

by Michael Rost
Temple University Japan

This year, David Nunan, of the Australian National Centre for English Language Teaching and Research (NCELTR) at Macquarie University, is one of the main speakers at the JALT annual conference. Michael Rost, of Temple University Japan, had the opportunity to talk with Nunan at the 1990 TESOL conference in San Francisco to get a preview of his upcoming schedule for the conference.

Rost: ***David, I wonder if we could talk a bit about some of the work you've been doing. I know that you've been very active over the past number of years in several areas--especially in teacher education and language curriculum design. Not only nationally in Australia in your capacity as Director of the National Curriculum Resource Center, and now as Associate Director of the new National Centre for English Language Teaching and Research (NCELTR) and as an Associate Professor in the Linguistics Department at Macquarie University, but also internationally as guest lecturer and language program consultant.***

And of course, many of The Language Teacher ***readers will recognize you as author of a number of influential books, such as*** Understanding Language Classrooms ***(Prentice Hall, 1990),*** Syllabus Design ***(Oxford University Press, 1988),*** Designing Tasks for the Communicative Classroom ***(Cambridge University Press, 1989) and*** The Learner-Centred Curriculum ***(Cambridge University Press, 1988). I won&r if you could tell us what you're currently working on, and give us a preview of some of the sessions you'll be doing at the JALT conference.***

"I say whatever you do, don't just take my word for it. If you want to try out my idea, fine, but you have to evaluate it yourself."

Nunan: First, I might say that I've just finished editing a collection of papers on "collaborative learning, teaching, and research." Some quite interesting stuff there.

How did you get started on this book?

This project came about when I was asked to edit a book on "team teaching," which is now a growing area of interest for many language teachers in many different contexts, including Japan, I believe, and I thought the idea of team teaching is in one sense part of a broader set of issues that are evolving in the field of language education. This includes cooperative learning, cooperative teaching, and collaborative research by teachers into the language learning process.

In your work on the "learner-centered curriculum" you emphasize this theme of cooperation and collaboration between the teacher and the learners in setting learning goals and evaluating classroom activities. Could you elaborate on that a bit?

I suppose the central difference between a "learner-centered" curriculum model and the more traditional language curriculum is that with the learner-centered model the curriculum is viewed as resulting from this collaborative effort between teachers and learners. The learners are closely involved in the decision-making process regarding the content of the curriculum-what is taught-and the methodology-how the content is taught. In addition, the learners have a role in their own assessment and in course evaluation. Thischange in orientation-from the traditional 'prescription model" or 'mandated curriculum" to a collaborative model-is at the heart of the learner-centered curriculum concept.

How does teacher education fit into this model of curriculum? Does this idea entail that teacher education moves away from simply mastering and implementing a 'methodology" to a more reflective kind of teaching?

Yes, it does, but it entails at the same time a development of a new kind of knowledge base for teaching. Just as in a learner-centered curriculum we can't expect learners to make choices without knowledge, we can't expect teachers to make choices without knowledge. In the absence of a prescriptive 'model" for syllabus planning and teaching that certain methodologies claim to provide, the teacher needs knowledge and skills for developing and evaluating the curriculum or the language course on an on-going basis.

In your teacher education workshops, you emphasize the importance of "action research." Could you give us an example of what you mean by "action research"?

Well, one example that comes to mind is from a recent workshop I did for some teachers in Australia. At one point we were dealing with "jigsaw learning" (the classroom procedure in which students receive different reading or listening texts and then form jigsaw groups to work out a problem that depends on bridging information gaps between these different texts, and in which each student makes a unique contribution).

Now in terms of action research, what I suggested

to the teachers in the workshop is that this type of jigsaw activity is ***likely*** to produce more language among the learners, more communication among the learners, features that are considered to be important for classroom learning. But while I made this claim, I emphasized that the teachers should not "just try it," or that they should not simply take my word for it-I mean, we know this field has had enough band-wagon hopping already. We don't need any more of that.

Instead, I suggested that they should taps record one or two of their own learner groups and investigate those recordings. Does their own observation bear out what I've suggested or not? If so, why? If not, why not? In this way, action research is leading toward the idea of the "reflective practitioner."

Do you then prefer to avoid giving pre-packaged solutions to problems some of your teachers might bring to you?

Well, no, I don't avoid giving my own solutions. I may well say, "Here's what I would do in that situation." But at the same time, I say whatever you do, don't just take my word for it. If you want to try out my idea, fine, but you have to evaluate it yourself.

One of the most gratifying things that can happen is when a teacher comes up to me and says, 'I read such-and-such that you wrote about or heard such-and-such an idea from one of your workshops and I tried it out in my classroom, and it worked." So this is what the action research approach is about-taking ideas, ideas that are grounded in theories of language development, and trying them out through "focused teaching" or carrying out any other kind of investigative project, and having a look at what actually happens.

So by not insisting on particular solutions that a mandated curriculum might prescribe, we're trying to emphasize to teachers that they have to exercise their freedom, and that they need a lot more knowledge of the teaching and learning process than they would need as teachers in a mandated curriculum, and in a sense, this puts even more responsibility and pressure on us.

David, turning to the JALT conference, canyougive us a preview of the sessions you'll be in?

Well, as you know, Ill be part of a colloquium on listening in which I'll be talking about the grading of listening tasks, and I'll also be part of a session on in-service teacher education, in which we'll be dealing with this developmental approachto teacher education. And I'll be giving a plenary talk as well.

Given the theme of the conference, it seemed appropriatein my plenary to think about where we might be heading in the nineties. However, in order to take bearings on where we might be heading, it is also necessary to look at where we have been, and in this presentation, I shall be looking back over ***my*** shoulder as well as ahead. I have chosen to organise this paper around four central elements in the language learning equation: language, learning, learners and teachers, and I shall try and elucidate on the ways in which our understanding of these elements has changed and what these changes mean for us as we plan, implement and evaluate our language programs.

Do you anticipate having any special message for language teachers in Japan?

Well, I may take some central concept in language teaching like the notion of "learner-centeredness" and consider what this might mean in a context like Japan. Of course, it would be ludicrous for me to come in to Japan, and pretend that I know the Japanese context intimately, and tell people: "This is what you ought to be doing." Of course, I wouldn't do that.

What I can do is say, "Look, these are things I know that are happening in some EFL contexts, contexts that people often construe as being fairly traditional, and supposedly unable to be changed." I might mention some projects I've been involved in in various countries and sketch them out and say these are the factors that tend to be involved in successful language courses and in successful language curriculum projects.

Well, thank you, David. We look forward to seeing you at JALT.

Thank you. I look forward to being there.

Alternative Words and Alternative Worlds:

Developments in the Teaching of Vocabulary, Literature, and Cultural Awareness in EFL

by Ron Carter

In this paper some of the more recent developments in the teaching of vocabulary and in the teaching of literature are reviewed. There are developments in which I have a particular interest and, thus, the review will reflect my own orientations and emphases. In particular, I want to place these developments within a context of increased learner awareness both of culture and of language itself which will be one of the focal arguments of my plenary address to JALT in November, 1990. I shall begin with the place of literature in EFL teaching and with what I call language-based approaches.

Literary Words and Worlds

It is possible to identify three main approaches to literature teaching in EFL: an information-based approach; a personal-response-based approach; and a language-based approach. None of the approaches automatically excludes the others but each presents a dominant trend in particular countries or at a particular level. Of these approaches, language-based ones are the most recent developments.

Information-based approaches aim to teach knowledge about literature and treat literature mainly as a source of facts or information about a target country or culture. Beading is largely for information and teaching methodologies tend to be teacher-centred with lectures being the most appropriate "transmissive" mode. Students emerge from such courses well-armed with a knowledge of history, especially literary history. It is unlikely they will encounter much direct engagement with literary texts in the target language.

Personal-response-based approaches are more studentcentred, focusing on an elicitation of individual response to a text. The overall aim is to motivate the student to read by relating the themes and topics depicted in the literary text to his or her own personal experience. The approach tends to be anti-analytical, relying on the kinds of inspiration and feeling for literature which contact with great work can provide. The emphasis is on question-discussion methodologies which aim to deliver the necessary critical and discriminating skills without them necessarily having to be explicitly taught. Key questions are: what is the "tone" of the poem or story?; and do you like it? The former question underlines the importance of response to the whole text while the latter introduces the importance of evaluation. For the student this means learning to tell "good" literature fmm "bad" and, methodologically, it generally presupposes holistic teaching with the tendency to "cut up" or "tamper" with a text, which is common in language-based approaches, resisted and opposed for most purposes.

To these two approaches has to be added a third "zero" approach which indicates the exclusion of literature from the English curriculum. For some curricula literature was and still is not 'relevant" or is, at best, a luxury, failing to contribute to what are felt to be the more instrumental, language-specific needs of the learner.

Both the above main approaches derive, it should be said, fmm the domains of mother-tongue teaching. A fundamental question here is whether models of teaching and study derived from mother-tongue situations can be transposed to contexts of second-language learning.

Language-based approaches aim to be learner-centred, activity-based and to proceed with particular attention to the way language is used. Some of the impetus to such approaches is derived from the academic fields of stylistics and text-linguistics but a more fundamental influence is from the methodologies developing language competence and sensitivity such as summary, prediction, cloze procedure, re-writing, sentence scrambling, and video scripts. Although the methodologies are largely unoriginal, they have the advantage of being widely in use; but in the case of their application to the reading of literary texts, a specific aim is to develop interpretive skills. Here interpreting relations between linguistic forms and literary meanings and learning to read between rather than in the lines of a text is paramount. It is difficult to deny or argue against the suitability of language-based approaches in the context of literature teaching in a non-native language. All language-based approaches are founded on activities with language which lead to a productive use of language; and language is, after all, the medium of literature.

In terms of pedagogy, such approaches necessarily involve a process-based methodology which sees literature texts as a resource for language development. This involves a teacher coming down from "the pedestal" and developing a classroom treatment ofliterature which does not view it as a sacrosanct object for reverential product-based study. A process-based pedagogy for literature means that literary texts have important but not special status in the classroom. In other words, literary texts are treated in the language lesson in ways which may not be radically different from the ways in which any other kind of text is treated. Group

work and work in pairs form an integral part of this kind of "communicative" strategy for the exploration of literature in language teaching. Recent publications which illustrate these trends in both theory and practice are Brumfit and Carter (1986); Carter et al. (1989) and Short(1989). Relevant textbooks which conform to this general orientation are Boardman and MacRae (1984); MacRae (1990); Carter and Long (1987); Clarke (1989); and Gower and Pearson (1986). As will be seen from this list, the last six years have witnessed rapid developments in this domain.

Words on Words

It is not an exaggeration to say that vocabulary has been a relatively neglected area in the description of language during the past thirty years or so and has at the same time been a relatively poor relation within the field of language teaching. In the 1950s vocabulary studies were active; in the field of Teaching English as a Foreign Language, vocabulary was very much the focus of attention with the main example being the publication in 1953 of Michael West's General Service List, which has been massively influential and was the lexical foundation for the creation of structurally simplified readers. Although there has been important work instructural semantics, since the 1950s vocabulary has been overtaken by the accelerated growth of generative grammar and of generative phonological theory which in turn inspired revolutions in other descriptive grammatical and phonological frameworks. As a result, vocabulary became embedded within grammar. This is, of course, in one sense its rightful place for lexis is grammatical and in all sorts of ways in sentences and texts. However, it is only in the last ten years or so that there has been a return to lexis as a specific stratum or level of language organization and to lexis as something to be learned in its own right in the classroom. Thus, instead of lexis being simply an example for clause-based slot-and-filler practice it has come once more to be seen in terms of its own specifically lexical relations.

A particularly significant development is in the area of lexis and discourse. The relationship between lexis and discourse, that is, the role ofvocabularyin the organization of texts, spoken and written, is a crucial relationship-one which has been the subject of increasing linguistic attention in the past few years and one which has considerable implications for language teaching and EFL lexicography.

In parallel with growing interest in the operations of language between sentences and across speaking turns, there have been corresponding developments which look beyond words in clauses to the kinds of patterns contracted between words in larger stretches of language: into what I want to term the discourse environment of lexis. This is, interest has shifted from limited structural semantic relations such as synonyms, antonyms or hyponyms ofindividual words to the more mobile and dynamic partnerships of words which texts construct. There are many fascinating text-structural relations to be uncovered but the lexical domains entered, the discoursal environments which then obtain, are inevitably characterised by shifting meanings, negotiable connections and by evaluative associations. Of great interest here is the work of McCarthy (1996; Carter & McCarthy, 1988; McCarthy et al., 1985) on the overlap of lexis, grammar and discourse. McCarthy has contributed significantly to the development of both lexical theory and classroom pedagogic practice.

Such work points the way for an appropriate embedding ofvocabulary within communicative language teaching methodology but it also provides a basis for a long overdue attention to vocabulary in its own right as an element in language of great importance to learners and their learning.

Recent developments in EFL lexicography also underline the importance of a discourse-based view of lexis and of maximising the discourse environment in which words are situated for an explanation of word meanings. The most impressive theoretical advance here is marked by the COBUILD English Language dictionary and its linked publications (including the COBUILD Grammar). Extensive computational research into the shape and structure of modem English provides for reference to a corpus of real, naturally occurring examples by means of which complete explanations rather than just definitions can be given.

Questions and Further Investigation

Overviews and surveys of developments and of general orientations can give an impression that movements in the field are smooth and unproblematic. In fact, of course, a number of the issues reviewed above are contested, are problematic or require extensive further research before they might be satisfactorily resolved.

For example, in the field of literature and language teaching opportunities need to be more actively sought for an integration between literature and language which is one of greater mutual support and benefit. Language-based approaches must not "exploit" literature simply as a language resource; teaching strategies should also enhance appreciation of the aesthetic uses for which language can be deployed. In adopting too circumscribed a focus on language there is also a tendency to isolate the text as an artifact, as simply words on the page, and thus neglect the historical and social contexts into which literary texts are inserted. Exploration of the intersection between language and context can, for example, lead to increased understanding of the culture of which the literary text is a part.

Developments in vocabulary teaching also leave a number of unanswered questions. For example, the area of vocabulary acquisition is not advanced, though research is beginning to burgeon. This leaves questions involving how learners best retain and recall lexical items in need of further research. In lexicography, too, and in spite of its recent advances, further empirical classroom-based investigation is needed of, for example, the most successful teaching strategies for using bi- and mono-lingual dictionaries as classroom language support.

Materials developers are also revisiting areas of the lexicon which have been a continuing emphasis in language development such as the use of idioms and of collocational patterns. They are asking fundamental questions about the learnability/memorability of such aspects of language and challenging the current orthodoxy that idioms are "difficult" and best "left" unti1 more advanced stages of language development. The results of such investigations have yet to permeate English language course books.

A further and final key issue is the culture-specificity of much vocabulary. Vocabulary reveals a lot about a culture for words are obviously more than referential; they carry socio-cultural associations, patterns of meaning which are at their most dense in literary texts but which are also deeply embedded in idioms, collocations, jokes, proverbs, sayings as well as in the metaphors which pervade our daily literal and non-literal discourses.

Conclusions

One particular very challenging opportunity remains in my view to be seized during the 1990s. It is a challenge which, if taken up, may serve as a basis for uniting some of those more problematic areas of vocabulary and literary text teaching which I have outlined in this paper within a framework of increasingly autonomous learner reflection on language and its patterns.

The challenge is to devise methodologies which foster more sustained, self-conscious and target critical reflection on the particular uses to which the language is put. It involves assisting learners to standback from language a little, to develop a habit of analyzing its patterns, both aesthetic and socio-cultural, and to develop a habit of language awareness. Such a development would take a step further from the existing trends towards greater learner autonomy and more individualised learning. It would provide a starting point for synthesizing the cognitive analytical orientation of pre-communicative grammar transIation pedagogies with the kinds of learner-centred, affective and intuitive responses to language learning characteristic of the communicative era of the past fifteen years. Given supporting research and pedagogic practice the seeds may be sown whereby, through vocabulary and literature teaching in particular, an awareness of language and of language in relation to its determining culture can be productively in harness. In this way, the creation of greater and more effective lexical choices, that is, the provision of alternative words can become an enhanced opportunity of access to alternative worlds.

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The Editors

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○詳細は Eloise Pearson (1頁参照)まで

Submissions are sought for
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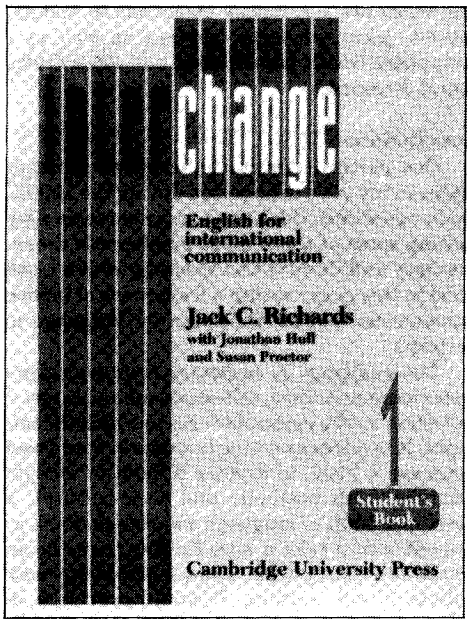

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岡崎敏雄氏へのインタビュー：これからの日本語教育研究の方向

青木直子（産能短期大学）

広島大学の岡崎敏雄氏は、JALT'90プレナリー・スピーカーとして講演をすることになっている。岡崎氏は、日本語教育における学習者の急速な多様化に対処する手段として、学習者中心主義に基づくコミュニカティブ・アプローチを実践しているが、このインタビューでは、教師養成における問題点を中心に、今後の日本語教育とコミュニカティブ・アプローチの関わり方の可能性についてお話しいただいた。大会では、さらに詳しい議論が展開されるはずである。また、岡崎氏は、学習者中心の教育を行うための日本語教育の学際化と、第二言語習得、教授法、学習者ストラテジーという3つの分野の研究を統合した研究領域の可能性についても語っている。後者については、大会の日本語教育のコロキアムでの発表が予定されている。

青木　日本語を第二言語として学ぶ学習者の数が増え、また種類が多様化したということは、ここ数年来、様々な場所で言われていますが、先生は、そうした現象への対応策として、学習者の主体的な学習を前提とする学習者中心のコミュニカティブ・アプローチ(CA)を実践しておいでになりますね。この1、2年日本語教育の中でCAが話題になることが多いですが、どうも「明日の授業に役立つ便利な教室活動」というような表面的な捉え方をされることが多いような気がします。CAという言葉が英語教育の中で使われ始めて、ほぼ20年経つわけですが、それが生まれた時代的な背景、それの持つ教育に関する哲学、20年後の現在の問題点が論じられることがあまりない。CAで使われている教室活動を日本語に置き換えてやってみて、うまくいくとかいかないとかいう時に、本当はそこまで考えて議論しなくてはいけないのではないかと思うんですが。

岡崎　最初に、いいものらしいからやってみようという形で接近するのは構わないと思います。ただ、日本語教育は学習者が急速に多様化して、学習スタイルや学習ストラテジー、学習者の持っている言語学習観、つまり言語学習とはどういうものかという概念についても、いろんなバラエティが出てきた。今までの教育のあり方の延長線上では考えられない時代になってきたのではないかと思います。具体的には、毎日の授業の中で直面する課題に、CAはどのような可能性を持ち得るかを考える姿勢が必要だという気がします。

CAは具体的な手続きをもったアプローチというよりは、いろんな動きを育ててきた土壌みたいなものだと思うんです。そして、その土壌の中でできあがったものがあって、逆にCAが豊かになってきた。CAは、いろいろ問題があるにしても、成長し続けていると思うんです。初期にはイギリスに限られていましたが、Prabhu(Prabhu 1987)、Nunan(Nunan 1988a)、Yalden(Yalden 1987)のような人を得て、オーストラリアやカナダで、新しい展開を始めている。日本語教育も土壌として与えられたCAの中で、学習者の多様性という課題に取り組むことを通して、逆にCAに寄与できたらいいと思います。

青木　前にLTに学習者の役割の移行という問題をお書き頂きましたが、CAは原理的に、学習者の側に主体的な学習態度が育たないとどうしようもないところがありますね。日本語教師は、自分が学習者として日本の教育制度の中で持った学習体験と、かなりかけ離れたタイプの学習を組織しなければならない。そのギャップを教師養成の中でどう埋めていったらいいのでしょうか。

岡崎　日本語教育の場合は、教師自身が自主的な学習態度を育てるという土壌で育っていないですね。語学教育の場合にも、学習者中心というよりは、教師中心の授業しか受けていない。たくさんの学生を相手に教えるという環境の中でしか教育を受けていない。日本語教育の課題として、教師の側がまず学習者中心という考え方を受け入れていかなければならないということがあると思います。

大会のプレナリー・セッションでも話すつもりなんですが、英語教育も教師養成の問題を抱えています。ロンドン大学のようなところで、非常にいい成績でコースを終了した現職の外国人の英語の先生が、追跡調査をすると、本国へ帰って、CAというよりは、オーディオ・リンガルのような授業をしていることも多いというんです。頭の中では理解していても、現実にはそれが授業に生かされていない。CAを唯一最良のメソッドと考えて、後からそれに接触する人たちが、いいものだから取り入れればいいのではないかという受け止め方で受け入れているところがあるのではないかと思えるんです。そういう事態を防ぐために、教師養成のプログラム自体を再検討して、例えば、教師が直観的にCAに馴染まないとか、やはり形が大切だと思っているような場合には、コースが始まった時点で、それを積極的に討論の場に出させて、徹底的に話し合うところから、始めていくことが必要になってきていると思うんです。今、日本語教育がCAに接近し始めているわけですけれども、その点を教訓にしなければいけないと思います。

青木　学習人口が急激に増えたのにともなって、短期間に養成された教師も多いですし、先ほどおっしゃったように、以前の日本語教育の延長では仕事ができなくなっているという点で、経験の長い教師が新たな状況に適応することも考えなければいけない。現職者へのバック

アップも重要な課題だと思うんですが、今後どのような態勢作りが必要だとお考えになりますか。

岡崎 一方では、日本語教育学会がやったワークショップのようなものも可能だと思うんですが、今のところ限られた人しか参加できないので、もっと広範囲に必要なのは自己研修のシステムを作っていくことだと思うんです。各地域で日本語教師が集まって、例えばCAについての本を読む。それも、受け入れ的な文献購読というよりは、課題を設定して、それを基に考えていくという読み方をして、それから具体的な教育活動について考える。集まりの前に現場で実際に試してみて、自分たちの実践を報告し合う。で、それを整理して、次の課題を作っていくというようなことです。態勢作りというより、我々自身が提起していけばいいと思うんですが。それと共に、各教員が、そうやって研修した内容に照らして、または現場で様々なアプローチを試して、それを点検する自己評価能力が必要とされていると思います。これだけの数で学習者が増えて、教師も増えていくのであれば、実際にそれに見合った研修の制度はなかなかできていかないと思うんです。だから、Nunan(Nunan 1989a)がいうself-directed teacherというような人が、言葉だけじゃなくて、本当に自己評価ができる人が必要なんじゃないかと思います。CAは、どんな教育現場にもあてはまる唯一最良のメソッドを追求しているのではない。それは、教師が自己評価能力をつける必要性に直結すると思うんです。だから、日本語教育学会の研修会やJALTの大会で、CAという考え方があって、実際にそれがどんなもので、日本語教育において、それを取り入れることがどの程度可能かということを、お互いにもっと話し合って、self-directed teacherという考え方を深めていくことが、ひとつの可能性として考えられると思います。

青木 その通りですね。考え方を広めるためには、ほとんどの人が教師になる前に初歩的な研修を受けるわけだから、その中に、そういう考え方を取り入れて、ある程度方向づけができれば、楽なんじゃないかと思うんですが。

岡崎 教師養成のプログラムの早い時期に、相互研修とか、自己評価能力の養成というようなことを組み込んでいくということですね。それはいい考えですね。

青木 自己評価能力を持った教師を育てるためには、新しいタイプの教師養成者を養成することも必要だと思います。国立国語研究所は、学習者中心主義を日本語教育の中で広めていくのに、大きな役割を果たしてきましたが、教師養成者の養成というようなことは考えているのでしょうか。

岡崎 あまり詳しいことはわかりませんので、国研の人に直接聞いた方が公平だと思いますが、たぶん、むしろこれからの可能性として考えているんだと思います。

青木 日本語教育の関心は、今までどちらかというと言語そのものにあって、教育という点に関しては、さまざまな教授項目に関する教授法という形でしか論じられてきませんでした。今後、心理学、社会学、教育学のような言語教育に関連した領域が日本語教育の視野に入ってくるでしょうか。

岡崎 心理学については、言語心理学のような形で、かなり入ってきていると思います。例えばHatch(Hatch 1983)などがディスコース・セオリーといってるのが、トピック・シラバスによる談話中心の指導という形で入ってきています(岡崎 1989)。社会学は、僕はあまり詳しくないんですが、異文化間心理学に近いもので、異文化間コミュニケーションの研究がそれに近いかも知れません。教育学は大変広大な領域ですが、その中では、認知心理学とか、学習心理学の影響と言ったほうがいいのかも知れませんけれども、波多野誼余夫さんや稲垣佳世子さん(波多野・稲垣 1989)、佐伯胖さん(佐伯 1983)のやっている学習の課程そのものに関する研究はかなり近い。学習者中心と言うことを考えるのであれば、そこを真っ先に考えなければいけない。あとは、自己教育力という考え方(波多野 1980)ですね。広島大学は教育学部の伝統が長い所なんですが、教育学部の音楽、国語、数学など、どの科目でも、自己教育力ということを言ってるんです。自己学習能力というのは英語教育でも言ってますけれども(Dickinson 1987)、他の教科で言われていることは、動機をどう高めるかとか、日本語教育に導入されて、指針になることがたくさんあるような気がします。

青木 これは個人的な意見ですが、日本語教育を専攻、副専攻にするのなら、言語心理学、学習心理学などは必修にするべきだと思うんです。

岡崎 その通りだと思います。学習者を相手に、観察しながら教えていくのであれば、まず見る目を育てなければならない。そのためには、そういう知識は必須ですね。学習者はそもそも人間なわけだから、学習という場面での人間とか、言語習得場面での人間とかを扱う科目が入ってこないと、観察自体もできないですよ。

僕は、今まで、日本語教育学という分野が、そういうものを取り込んで学際化していけばいいと思っていたんですが、もっと本格的にやろうと思ったら、カリキュラム化することが必要かも知れませんね。内からの広がりと外からの広がりをもっていかないと、学習者そのものを対象に教育を考えていくことは難しいと思います。

青木 その内からの広がりの方ですが、日本語の先生方に言語習得やクラスルーム・リサーチのお話をしますと、日本語のデータがないじゃないかというお叱りを受けることがよくあるんです。これらの研究は、ある意味で人海戦術が必要で、どこかで大がかりにやらないと駄目な

のではないかと思うんですが、本格的にやっている機関や研究者はないんでしょうか。

岡崎 そうですね。特殊な変数の組合せだけで、あることが言えたとしても、それがどの程度の普遍性をもっているのかはわかりません。日本語の第二言語習得の研究をしている研究者や機関は、ぽつぽつは出始めていて、そういうことをやってらっしゃる方もいますが、それらの先生がよくおっしゃるのは、データの数が少なくて、統計にのらないということなんです。とにかく30のサンプルを集めなくては話にならないけれど、その30を集めるのがなかなか大変なようです。

青木 大がかりな研究は、国外にもないんでしょうか。ハワイなど日本語教育をやっている人がずいぶんいるし、言語習得の研究も盛んですけれども。

岡崎 そうですね。Pienemann と一緒にやっていらっしゃる方が何人かいるらしいですね。Long の所でやっている人はたくさんいますし。ただ、あまり日本に情報が入ってきませんから、何か交流の手段が考えられなければいけませんね。

青木 第二言語習得、クラスルーム・リサーチなどの分野で、今後、どのような成果を期待できるでしょうか。

岡崎 これは大会のコロキアムで詳しく話すつもりのことですが、CA と第二言語習得論は今まで、いわば表裏一体で、第二言語習得論の対象として CA があり、また、逆に70年代の後半に言われていたコンプリヘンシブ・インプットという考え方につき動かされて、CA がペア・ワークなどの積極的に学習者どうしのインター・アクションを引き起こす活動を取り入れるなどして、変わってきた。最近、学習者ストラテジーの研究が急速に進展していますが(O'Mally and Chamot 1990, Oxford 1990, Ellis and Sinclair 1989)、それにともなって、今後、第二言語習得論と CA の関係はまた違った段階に入るんじゃないかと思うんです。それは、ネイティブのインプットを多くするか、学習者どうしのインプットを多くするかとか、インターアクションをどう引き起こすかとか、動機はどういうものがどういうふうに作り出せるかとか、そういうことが学習のデザインだとすると、どういう学習のデザインをすると、どういうストラテジーの使用が、どういう領域で起こるかとか、タスクの違いによって、どういうストラテジーの使用の違いが起こるかとか、つまり、どの変数を変えると、どういった学習者ストラテジーが変わってくるのかとか、インプットの種類がどう変わるかとか、学習のデザインという考え方を媒介にして、言語習得論とメソッドと学習者ストラテジーの研究の3つが作る領域が可能になるのではないかと思うんです。日本語教育におけるストラテジーの研究は、まだこれからですから、まずは記述的な研究になると思うんですけれども、そういうのがダイナミックな、ひとつの場として考えられないかなと思っているんです。

青木 最後になりますが、日本語学習者の数と種類は、今後も増え続けるのでしょうか。

岡崎 留学生10万人計画というのがありますし、経済摩擦を解消するために人の招へいも盛んになるでしょうし、増えるでしょうね。どんな種類の学習者がといわれても、いろんなのがとしか今はいえませんけれども。どうお考えになりますか。

青木 私もよくわからないんですが、法務省などの動きを見ていると、国内は、少なくとも、この3、4年のようなペースでは増えないのではないかなと思います。ただ、国外は増えるでしょうね。

岡崎 そうですね。国外は圧倒的に増えるでしょうね。特に低年齢の学習者のことは、これから考えられなければならない問題ですね。そして、それにともなって、非母語話者の先生が増えるでしょうから、そういう人たちの養成も考えなければなりませんね。非母語話者の先生となると、学習者中心といってもかなりの制約があるだろうから、教師トレーニングをかねた教材開発のようなものを考えていく必要があるでしょうね。

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Interview: Toshio Okazaki

by Naoko Aoki
Sanno Junior College

Toshio Okazaki of Hiroshima University has been invited as one of the plenary speakers for JALT '90. In this interview he talks about the potentials of a communication approach in teaching JSL (Japanese as a second language) to cope with the recent diversification among JSL learners. He will develop these ideas further at the plenary session of the conference. Okazaki stresses the importance of introducing new approaches to teacher education. He also presents his perspectives on how the field can be interdisciplized to achieve learner-centered teaching. Finally he suggests new areas of research where studies of methodology, second language acquisition and learner strategies interact. He will read a paper on this last topic at the JSL colloquium at the conference.

Interview: Christopher Candlin

By Teresa Bruner Cox

Christopher N. Candlin is probably well known to many Language Teacher ***readers for his work in communicative language teaching, task-based language learning, and curriculum design. He is the author of numerous articles in these areas, and is general editor for the Longman series on Applied Linguistics and Language Study. His academic background is somewhat unique in its 'transatlantic* nature, including studies in both the U.K. and the United States. Before assuming his present position as Director of the National Centre for English Language Teaching and Research at Macquarie University in Sydney, Australia, Candlin was at Lancaster University, England, for a number of years. Terry Cox spoke with him at the March 1990 TESOL Conference in San Francisco. His comments here will give readers a preview of themes which will be developed in greater depth at JALT '90, where he will be a featured speaker.***

COX: ***You are closely connected with the communicative curriculum, task-based language learning, and the learner-centered classroom. I'd like to discuss your work in all these areas. But first, what about the issue of "use versus form"-is that partly what led you into the communicative curriculum?***

CANDLIN: Well, I think you have to sort of cast your mind back to 1969.1969 was the Applied Linguistics Conference in Stuttgart and I gave a paper there on sociolinguistics and situational language teaching. And what I was arguing was that situational language teaching was not really plausible sociolinguistically, because the sorts of events and so on, the situations, didn't seem to bear much relation to the reality that I knew. And I sort of started musing and thinking about that. Then, in 1972 or thereabouts, two things happened, I suppose. One was that there was thebeginning of concern in England about the need to make changes to the language teaching curriculum, which up to that point had been heavily form oriented with a cosmetics of situations on top of it. And we held a British Association of Applied Linguistics conference in Lancaster at that time where a lot of the people, names people know like Widdowson, Wilkins, and so forth, were there, and we were debating the issue of communicative curricula. And that coincided with a development in the Council of Europe for the organization's so-called "Threshhold Level" where there was a similar (although actually not quite the same, and I'll come on to that) move for more communicative activity in the language classroom, more goal-oriented target behavior orientation, a greater sociolinguistic reality, if you like. And then, in 1972, I was giving a paper at a conference in Holland. As often is the case, you can't get out of the room after your own paper, so I had to listen to two other people who were German, and I found, to my great surprise, that they were talking about the same kind of things. And I got involved in 1972 in a federal working party in English for comprehensive schools in Germany, which was a new type of school, a mixed-ability entry school in which the intention was to radically change the manner of teaching many subjects including language teaching. And we began a program of debate and discussion about the nature of the curriculum, the place of materials, the type of methodology-intensive workshops with German teachers, and I went over there as a kind of advisor. And I can remember in 1972 sitting down with "ordinary classroom teachers" and reading books like Searles' ***Speech Acts*** and talking to them about a more communicative orientation.

But the real thrust for me of communicative language teaching doesn't come from the form/use controversy. I take that as a given, you know-that communicative language teaching ***must*** be form and use intertwined, and use affects form, and vice versa. The real motive for communicative language teaching for me was to change the relativities of power within the classroom, which I believe derives from the understanding of the relationship between form and use, because if you say that any given form can have multiple uses, or multiple values, then you can't declare that a single sentence means a single thing. Now, if you can't declare a single sentence means a single thing, who is going to offer you the alternatives? Now, I as a teacher can, or the learners can, and there was a lot of literature which we tapped into in the early '70s about the need to enfranchise the learner[s] to make their own meanings, which called for a shift of balance of power within the classroom. And it was a very powerful movement at that time among many teachers' groups in Europe, not only in Germany, but the Lingua Nuova Didattece in Italy, and in Yugoslavia, France, and so on. And so I've always been motivated towards communicative language teaching, in a curious way: less because of the approach to language (because I never had an approach to language that wasn't use and form), but because of the possibility that communicative language teaching offered for a greater enfranchisement of the learner, and of course as the learner

becomes older, the greater possibility for an interconnection between the learner in the classroom and the learner in the community.

So, would you say that that is what distinguishes this approachfrom other approaches: the emphasis from the beginning on learner-centeredness?

For me it does, but for many, I think that wouldn't be the view that they would take. You might get quite trivial views of communicative language teaching: that, for example, it's only concerned with spoken language, that it really has to do with all kinds of high jinks and activities in the classmom. And one of the tragedies, I suppose, about communicative language teaching is that in the decade of the mid-seventies to mid-eighties, the teaching materials were largely undifferentiated from what had gone before, except in their new formats and so on. And I believe that the Council of Europe, again in a paradoxical way, contributed to that product-orientedness. So I see communicative language teachingnot as a given, but as a struggle between various forces. And my position, and I think it has been borne out now bv the research, is that, whichever way you look 'at it-psycholinguistically, sociolinguistically, or, let us say, educationally-then they all point towards a particular type of learner-centered, interactive, relevant classroom.

'I've always been motivated towards communicative language teaching . . . because of the possibility that communicative language teaching offered for a greater enfranchisement of the learner. . ."

So this is probably how you then got into task-based learning?

Well, yes, because you see, task-based language learning is, ***in*** a way, sort of nothing new, because the idea of learner-centeredness, and process-orientation, and task-base in the United States goes back to people like Dewey and Kilpatrick. There's a whole history in European educational theory. The trouble is, of course, in ESL, like so many other subjects I suppose, it doesn't look at its own history. It's ahistorical often, asocial often, and blinkered.

We periodically reinvent the wheel, or work in a cycle of pendulum swings.

Well, I think what happens is that people reinvent the wheel in a rather small sort of diameter or radius, if you like. So task-based language learning came up simply because we looked at the three central dimensions of any curricula, which is that you have to have data (content), you have to have information resources which teachers and learners can have access to, and you have to have activities or tasks. The trick is the combination of the three. So the trick is, first of all, how to combine the three, and then the other question is, who's in charge?

Now, if the teacher is totally in charge, then the teacher determines the content, she determines what resources you're going to need, and she determines how you can best work with them. Now that seems to me odd, particularly if you work with adult learners (although it doesn't have to be adult learners), because they have content in their own heads, and why not work with that? I can't be a clairvoyant, I don't know what information resources they might need, so I need to have the stuff there, but not to predetermine its relevance to them. And then, on the process tasks, I think that what we can do there is design tasks which have effectively two functions. One is a socializing function, so tasks shouldn't be entirely individualized, because then you can create a climate for cooperation in the class. So there must be a social element to tasks, and there must be a cognitive element to tasks. There's no point in doing things which don't advance learning.

Coming from an EFL environment, where thestudentsareall native speakers of the same language, I see a certain problem which we do encounter in the classroom every day: [we're] getting these students to do tasks together in English, but we're really creating a kind of unnatural situation. It's not really a communicative situation.

You know, it's a real pmblem there, and I think the only way I can answer it, since there is no real answer, is to give an illustration from a secondary school class in Denmark where we worked for about seven or eight years, Michael Breen and myself, in our in-service training for teachers. And this class was a class of "foreign learners of English," if you like, and what we did was to design tasks which were themselves inherently interesting, in which there was always an element of English. It may have been that they had to read some English, or listen to some English. They could speak in their mother tongue. The teachers spoke to them, of course, always in English, and so there was a consistent bilingualism, so to speak, in the class. And then we discovered, when we made video recordings, [that] quite interesting things were happening: that gradually, they were beginning to use more English in identifyingthe objects in a task, but most interestingly, they started to use English for what you might call classroom discourse: "Pass the recorder," or Where's the book?"

Without being prompted?

Without being prompted by the teacher. And that, to us, was a very interesting breakthrough. It seemed as though they'd got into the 'Englishness" of it so much so that, where you might have expected them to have said [something], let's say in German, they didn't do that. So we never forcedit. Our view was, "Look, there's plenty of English you can surround them with. Why strike them dumb by putting this unnatural constraint on them?"

You talk a lot about tailoring tasks to learners, and about the expectations that learners themselves bring into the classroom, and also about "educating the learners' expectations"~I thought that was very interesting. Can you tell us about that?

Well, perhaps you could take another illustration, again, a foreign language situation: adult migrants with professional backgrounds coming to Australia, where we run an intensive program for them leading to job employment. Now, these people are obviously cognitively highly skilled in their own areas. It would be presumptuous of us to suggest that we could train them to be better than they manifestly already are. So we need to tap into that. And so what we need to do is to find ways in which we can draw upon the skills they've learnt themselves, of gathering information, collating it, making inferences, drawing conclusions; and to then hope, by a process of steering in the classroom, to direct them towards the kind of activity with language which they may have previously done in mmputing or engineering or something else. And then they realize that they have this enormous resource which they haven't been able to use, because of this temporary barrier of text. And that's what I think we mean by 'educating" them to make use of what they manifestly have. Now, I've talked about engineers or architects, but I believe the same thing is true for secondary school learners.

That's what I would like to ask you: how can that be done with learners who are much less sophisticated about their own learning strategies, for example, and also in an EFL situation, where there's no clear "target community," which is something that you have mentioned as being very important?

Yes. It's difficult, because if you strip away the relevance of the target community, and so it's a little uncertain as to what they're learning English for, then you've removed one of the major supports to the program, the major masons for the program. Nonetheless, I think that if one selects tasks which are in themselves intrinsically interesting and stimulating enough-and they're all, in a way, a variety of information gap types of tasks, or where somebody has some knowledge and the other one doesn't, and so on-1 think that learners can get intrinsically interested in those without them necessarily being some kind of "ulterior motive" or utilitarian payoff. What I think we have to do is then begin to look at the strengths and weaknesses of the individual learners in the class, so that we will find in the class people with quite varied learning styles. My colleague Ken Willing in the National Center in Sydney has been investigating learning styles among adults (but I think we can do the same thing with kids), and discovered that some of them are more convergent in their thinking, others more divergent in their thinking, more field independent or field dependent, and you begin to work toward draw[ing] a kind of cognitive map of the world of your own claasroom. And then I think the teacher's role becomes much easier, because then she can select tasks for particular groupings of students. A mle of being more divergent can be offered to a learner who previously had demonstrated a great convergence in thinking, or alternatively, if you have people who are very analytical in their approach, one can design tasks in which that analytical mle is first of all given to the person who is very good at it, and then gradually shared amund. To give you an example, lots of interesting things can be done with the improvement of students' writing using word processing packages and computers. And very often, we've taken a group of children, four of them perhaps, sitting around a computer, and one of them is an "ideas man," one of them is a kind of editor, one is a kind of "language man," and they all have different roles. And you set them off so their talents are, first of all, appropriately placed, and then you start switching. And what you want in the end, of course, is not to sort of convert one entirely into the other, but to give people a repertoire.

I would think that every teacher would agree with what you're saying, but in situations with large classes, where one teacher is teaching many, many different students in a week and a large number of students in each class, howpractical is it really for the teacher to be able to do this?

I think that it would be foolish to suggest that what you can do with a highly motivated group of ten mature engineers is what you can do with, say, an Indian class which might have a hundred and fifty kids in it, and there are different circumstances. But I don't think all is impossible. I mean, there are large classes in many parts of the world in which the teachers have been able to break down the size of the class into different working groups, and that's why I think a key element in teacher in-service training is that of what you might call the logistics of classrooms; and call it "group work" or whatever you like, but managing the logistics of the classroom is very important. And I think that Prabhu's work in Bangalore has shown that you can do task-based learning in large crowds. And one of my students at Lancaster who now lectures at Leeds, Hal Coleman, produced a few papers recently on the same phenomenon in Indonesia. So it's often sometimes a little bit of a western myth that there are cultures in which it's somehow not possible to do.

I'm not questioning that you can do task-based learning [with large groups]. What I'm wondering is how instructors with very, very many students can identify the strengths and weaknesses of each student and keep them [the strengths and weaknesses] separated when they may have three hundred different students whom they see only once a week.

That's true. So what one has to do is to move as rationally, and it's not speedily, but as rationally as one can to a greater self-awareness by the learner of what it is that they're doing. And I can do that by-I've

always believed that the minimum unit for a classroom is three: two people doing something and one person watching, and then a report structure. The three can be bigger of course. But ultimately, in a learner-centered curriculum, it's the learners who need to exert some initiative, but they have to be developed and allowed for that.

So that's part of what you're talking about when you say that we should "educate the learners' expectations"? Teaching them how to learn?

You should educate-I think that's right, but we also have to make the conditions right, in which that's actually possible.

I'd like to ask you about materials, both for the communicatiue curriculum, or for developing communicative curricula, because I understand from everything that you've said that that's a very flexible kind of thing- and also for task-based leaning. What kinds of materials have come out or are going to come out that you think apply these principles?

I think what you've got at the moment is a kind of maximalist position and a kind of minimalist position, and I'd like to argue for something in between that. A maximalist position says that the communicative language teaching curriculum requires an enormously, highly articulated resource of data on video, and so on, banks of information and so on, process tasks, all linked together and packaged for the learner. At the other end them's a kind of "'barefoot doctor" approach to communicative language teaching which sort of says, "Look, we don't need anything, really, it's all in our heads. We can work it out as we go along, and we don't need very many materials. We can create them as and where necessary." I'd like to argue for a sort of middle ground which says that materials need to be uncoupled. [In] the present set of materials, data, and information, and task are all tightly locked together. So data is given to you in the form of some illustrations, or some text, or something, information resource is given to you in terms of, say, some grammar that is thought to be relevant, and there are some exercises, and it's all tightly locked together. And I'd like to unpick it and say that what we need in the communicative classroom is, initially, a small bank of starter data which may be listening texts, or reading texts, relevant to the learner, but which the learners can augment and add to from their own interests-that's one thing.

Secondly, I think we need an information and resource collection which in the most sophisticated classrooms could be accessed on-line by computer to lexical data bases or grammatical bases, or whatnot, but in a less well-endowed classroom would simply be dictionaries and phrase books, and butcher's paper on the wall saying what this class thinks about English modals, or whatever. I'd also like to include in that information resource successful exercises done by other learners, so we can say, "Well, if we've got a problem, let's look and see what Fred did last week, and maybe we can learn something fmm that." And that would be the information resource, which would be, sure, augmented fmm time to time, but more particularly targeted, so that we don't need to have all of English grammar there, because we know that not all of the English grammar is a problem, so we focus on those that are problematic.

And then, I think what I'd like to go for is a bank of process tasks, which I think would probably be a finite set, and it might only be about twenty-five task types. And they're differentiated in two ways: one, because they imply different social organizations, so one task might require three people to work together, another task a whole crowd, another task an individual; and cognitively differentiated in the sense that a matching task might be regarded as being less complex than, let's say, a hypothesis task. Now, if we had such a finite set of tasks, I wouldn't preclude the possibility that, in creating the syllabus in the classroom, the learners bring some data or draw our attention to some data they want to work on. They then say, Well, what kind of task do we need in order to get into that data?" And somebody might say, "Well, I think we need a #12 or a #13," much like a technician would choose an appropriate spanner.

The learners would say this?

With the teacher.

So the learners have access to the sorts of tasks that are available.

Oh, absolutely.

And they understand how they [the tasks] work.

That's right. And then they say, "Well, I'd like to choose #13. I think that'll be a good one for thi sparticular piece of data." And they try that, and then they say, "Well, we can't get any further because we're short on information resources. Let's go and find out what the meanings of these words are, or what grammar structures we need," and so on. And then you gradually build up a sensitivity in the learners for what is the appropriate tool for this particular task, or this particular text.

What about feedback? What kind of feedback in the classroom do you think is most useful to the learner?

Well, I think that-1 had a student, an American student actually, called Schiller, a long long time ago, who wrote a paper for me on feedback, and she said that the best kind of feedback is feedback which is as soon as possible; feedback which is principled feedback, not idiosyncratic; so always try to find a principle, not just the example; and it's got to be kind. So she said, "Fast, relevant, and kind." And I think that's about it, really. And I think that there's a lot of work that's been done with teachers that we've been working with in Den-

mark about students offering their own feedback to other students. And, contrary to the assumption that they would all get their knives out, and cut each other up, they don't, and they're often extremely helpful. The problem for the teacher is not, I think, just the "now," as I said, immediately, and "kind," and so on. It's the terms in which it's done. And I'm in favor of a feedback which, as I say, always points to the connection between the example and the principle, and then offers some kind of helpful alternative.

Of course, one of the beauties of many task-based learning activities is that the feedback is, sort of there; if they can complete the task, they have the positive feedback.

That's right.

But there is one problem that we can't completely ignore, about learner-learner feedback. What if the leaner is getting "wrong feedback," wrong correction, from a colleague?

That's right. Well, I think first of all, it's an empirical matter how much they filter out of that wrongness, just as, after all, children acquire their mother tongue and hear lots of imperfect data. We need more empirical study on that, that's very clear, so I wouldn't rule it out either way-1 wouldn't say it's necessarily negative or necessarily positive; I think it's to be looked at. What I do think is that we can't ***not*** have it if we're going to have a genuinely interactive class.

We're looking forward to hearing more on these issues when you come to Japan in November for JALT '90. Thank you very much.

Teresa Cox is an associate professor of English at Soai University, Osaka, and is a member of the JALT '90 Program Committee.

A Reminder from the Editors

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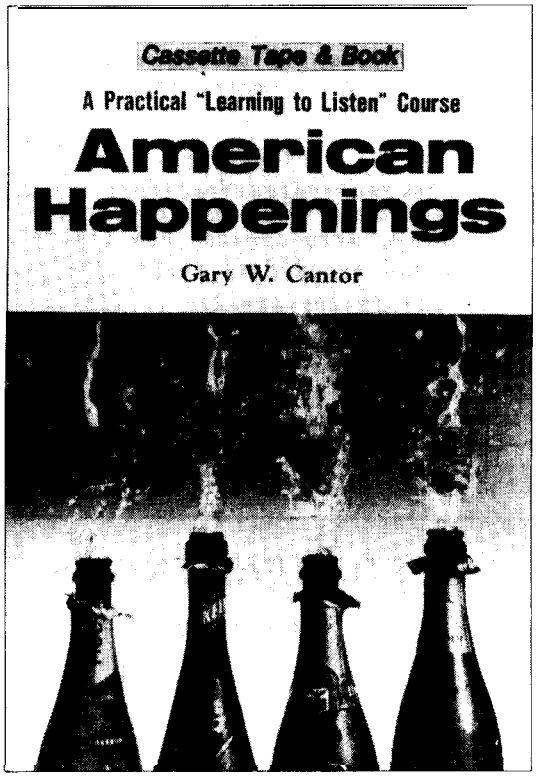

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Interview: Richard R. Day

By Masayo Yamamoto

Professor Richard Day, while on leave from the University of Hawaii, taught in Japan for one year. He was interviewed by Masayo Yamamoto at his Ashiya University office in June.

Yamamoto: ***First of all, please let me ask you a very straightforward question: What is "reading"?***

Day: I think that reading is basically a procees whereby the reader interacts with a reading passage and gets meaning.

Would you explain what "interacts" in reading means?

This is an interactive definition. Let me contrast it with what I view it isn't. Some people think that reading is a passive process-a passive skill, like listening. But that's not accurate. The reader brings to the reading her ideas, her thoughts, her experiences in dealing with the topic, the subject of the reading. And the reader will impose those ideas, experiences, knowledge on the printed page in order to get meaning. So if you read a passage, and I read a passage, we muld have different ideas about the meaning of that passage, because we are interacting with it from a different point of view. Now if a story is a fairly straightforward one with facts and figures, then the interaction is very different mmpared to reading a mystery or a poem or a literature. If you read an essay or an editorial in the newspaper, you would probably have a different idea than I have about what's going on.

"Reading is not translation. You can be a good reader, but a terrible translator.*

Because of different cultural backgrounds or differences in personal experiences?

Yes, so when you are teaching in a foreign language situation, the individual experiences are magnified by the cultural differences. That's what I think reading is: It's not passive at all, and it's more than active. It's interactive.

The next question is also rather stmightforward: How can you teach reading?

Teaching reading is difficult because we don't really know how students learn to read. We have some good ideas about what will happen if we expose our students to reading materials-they tend to learn how to read. But we really don't know how this happens. The best thing to do is to give our students a lot of interesting readings and teach them some of the basic skills. For example: What are main ideas? How do you identify main ideas? What are supporting ideas? How do you make inferences? How do you predict what is going to happen? Another important thing is to teach our students to read at an appropriate speed for the task that they are trying to do. In other words, don't read carefully and slowly all the time. We might want to teach them skimming and scanning skills.

Depending on what kind of materials they are reading?

In a purposeful reading, yes. If we are looking for a train schedule, we go over to the tram station and if we want to see if the tram is leaving at three o'clock, then we don't start at six o'clock in the morning and carefully read the entire schedule. Instead, we scan for three o'clock, find it, and then read the information carefully.

Teachers usually have good intentions for what they do to help their students improve their English, of course including imprwing their reading skills. However, when students find that they are to read, say, a very short book or even a two-page long passage, the typical reaction that they show is "Eee? We have to read that much English?" Z know exactly how desperate they feel. Z've &en through this feeling myself as a student.

But do you know why? This is an understandable reaction. They do that because they think they am going to have to translate it. Generally most of their "reading" has been translation, so if they look at two pages, they say Wow, I have to translate that?" I don't blame them. That is a lot of work. But if they get the idea gradually that they don't have to translate anything, but they just have to read it, or they even can skim it or scan it, as opposed to careful reading, then they are going to be able to develop reading skills, real reading skills, not just translation skills. Reading is not translation. You can be a good reader, but a terrible translator.

That's definitely true!

Translation is a skill, a very difficult skill. Of course, reading is a skill, too, but they are separate. They are different skills.

How do you think we can encourage, or motivate, our students to read more?

Well, we do a muple of things. One of the most impor-

tant things is to give them interesting readings. Then we can give them interesting things to do with the readings. For example, in the materials that [I am working on with another person] for beginning readers, we try to have topics of interest to the projected audience. For example, we think we have a nice chapter on Disneyland, the Disney parks. When we taught that as a part of pilot testing at Ashiya University, the students were very excited and interested in the topic. They were excited about this because some of them had been to Disneyland, and they knew about Disney characters. In addition, we had them do tasks such as planning how much would it cost for tickets, how much they could spend on certain rides, how much money they would have left, and so on. All this information was available to them, but they had to put it all together. They seemed to enjoy that sort of approach.

So, you are saying that the topic of a reading is very crucial?

Plus the task-what they do with it. If all they do is just to answer yes/no, true/false questions, then I guess it's a little boring. In addition to teaching reading skills by using interesting readings and topics, something else that will help students to learn to read is to have them have pleasure reading, read for pleasure. But they've got to read easy books. That's one thing that will be addressed at the mundtable discussion on extensive reading at JALT'90. Students can't readbooks that are too hard for them. The books have to be easy, and they've got be interesting. Very difficult sometimes-easy and interesting.

You've mentioned reading for pleasure. Is there a difference between reading for pleasure and not reading for pleasure? What exactly are you referring to?

That's a good question. In the literature there is a distinction between ***intensive*** reading and ***extensive*** reading. Extensive reading is a term for pleasure reading. Let me talk about intensive reading first. Intensive reading is generally a typo ofreading that we often think about when we talk about the teaching of reading. When we read intensively, we are reading for meaning. We are reading carefully. Generally, intensive reading skills are the sorts of skills that we find in skills textbooks. For example, the materials we am preparing [now] are designed to teach basic intensive reading skills, such as reading for main ideas, being able to make inferences and predictions. Careful reading is often done when we are in school and when we are reading scholarly articles, or we are trying to get specific information for a class. We read very carefully. Careful reading is often slow, too.

Now, we should contrast this intensive or careful reading with another type of reading, which is called extensive or pleasure reading. This is, as it sounds, reading for pleasure. Our purpose is not reading for specific information to answer a question or to write a paper. It's for our own entertainment. Some of us read a lot for pleasure. We like to read novels, or fiction, or maybe history or science fiction, or plays, poetry. So I think that it's a good idea to keep in mind the difference between these approaches to reading; one is a very careful and studious approach and the other is much more for your own personal enjoyment.

It seems, though, most of the reading classes that I am familiar with are along the lines of intensive reading. Since extensive reading is pleasure reading, can it be taught?

Well, remember that I claimed above we don't really know how we learn to read, whether it's intensive reading or pleasure reading. What we can do is to expose students to that approach to reading, to make it available to them and then we cross our fingers and hope that somethinghappens-that is, they start reading for pleasure. Now, one way of exposing our students to extensive reading is to make available to them books that are easy for them to read, that are interesting for them to read and that they can actually read for pleasure. They don't have to translate, they don't have to look for main ideas, they don't have to look for supporting information. All they do is read it, just for pleasure. Much like you and I would read a novel, a detective story or whatever it is that we read for pleasure.

I often recommend magazines to my students.

Uh-huh, that's another type of pleasure reading.

If they are interested in, say, tennis, they can read a magazine specialized on tennis. Since they already have some knowledge about tennis, even when they come across some difficult words in an article in the magazine, the chances are that they can guess or get some idea about those words.

Right!

Now, when you say that you just let your student8 read, just read *for* ***pleasure, then there may be some teachers who feel a little uneasy about it. Since the studentsdon't have to read for specific information such as main i&as or supporting information, what benefits would students get from pleasure reading?***

There are many ideas, or beliefs, or assumptions about the benefits of extensive reading. Some people believe that we learn more vocabulary through pleasure reading. Other people believe that, in addition to vocabulary learning, we will learn how to read. And we can take these skills that we pick up somehow from pleasure reading and become better intensive readers as a result. Other people think that, indeed, pleasure reading affects our learning of a language. We actually learn more grammar, or more morphology that way-through pleasure reading. And other people even believe that we even learn about spelling through plea-

sure reading. The difficulty with a lot of these ideas, beliefs and assumptions is that for English as a foreign language, these things have not been established empirically. In other words, we have very little research evidence to support these notions, these ideas.

Are you doing anything along those lines? Do any of your current research plans do this?

Yes, as a matter of fact, they do. My colleagues and I are engaged in a series of research projects designed to address a variety of these issues. For example, one project is investigating the relationship between reading for pleasure and learning vocabulary. The idea is that students will read a short story or whatever, and along the way, incidentally, not deliberately, not with a plan, they will actually learn some vocabulary. So I've set up a couple of research projects designed to test this. And then another project is concerned with the relationship between spelling and pleasure reading. We are trving to determine if there is a relations-hip-between reading for pleasure and becoming a good speller.

What we want our students to do is to develop a lifelong habit of reading in English."

Now, of course, extensive reading is not the only factor in learning vocabulary or learning to spell. What we are trying to establish is the degree of the relationship, if any, between these variables and pleasure reading. And if it turns out that there is a significant relationship, then in addition to the actual enjoyment that we get out of reading for pleasure, there would be some pedagogical support.

For pleasure reading you mentioned a couple of kinds of materials, such as novels and detective stories. What else can you recommend as reading materials that are available and suitable for the purpose of reading for pleasure?

There are any number of good graded readers now. Oxford, Longman, Heinemann and Collins: all these companies are publishing very good graded readers.

If you live in a big city, it should not be difficult to find bwk stores dealing with foreign books, such as graded readerspublished by thecompaniesyou just mentioned. However, it is not so easy for anyone who lives in a small town to find a book store selling foreign books.

Well, I think that schools should supply them. You can set up a library to do this. It doesn't take a lot of money to set up a very basic, extensive or pleasure reading library.

Then, the students can go to the library, borrow the books and read them.

And as your students become better readers, you can add a bit more difficult, higher level books. I guess the theme of this is something like "get hooked on books." What we want our students to do is to develop a lifelong habit of reading in English.

You've been putting much stress on reading, but what about other skills: speaking, writing and listening?

Why am I so excited about reading? Why am I such a great fan of reading? Well, let's look at the four skills. How realistic is it for us to think that our students will be able to use, on a daily basis, conversational English? How many? Not many at all. Hardly any. Only a few Japanese actually have a need to use English on a day-to-day basis. That sort of rules out the conversational, speaking aspect. Now let's take a look at writing. Well, it's possible that you could actually have students write on a daily basis. But if anyone keeps a journal after they leave school, they are going to probably keep it in their first language. You might have a pen pal and you might write in English, how often would you do that? Two or three times a year at most? So, writing in English probably isn't something that our students, when they leave school, will be doing. Listening is the third skill we can think about. Listening is a skill that they just might be able to use more than writing or speaking. They could go to movies, they could watch television, and so on. So, there are a couple of possibilities to show that our students could listen more than they might write or speak.

But I think that the fourth skill, reading, is the skill that our students could probably do on a daily basis for the rest of their lives with very little effort. It's obvious. The materials are there. They are everywhere. You can buy books, you can go to libraries, you can mad newspapers, you can read magazines. Just think of all the sources of reading that are available. In addition, reading is an insight to the culture. In addition, students muld read fiction from all over the world in English because it's the world's biggest second and foreign language, so there's a literature from the Philippines, from India, from Africa, from the States, from Australia, fmm Canada, and so on. Another reason why our students might read in English is that it can be done alone. It can be done on the train. It can be done at night. It can be done on the way to school. You can do it while you are walking, while waiting for a bus. So, it can be done anywhere. So, of the four skills, I think it's more likely that our students realistically could read in English when they leave school; some might even acquire a habit that will last for a lifetime.

But what would you do with students who won't even read books in Japanese?

Pray! Well, that's a good question. The only thing we can do is to try to engage them in a pleasure reading program and hope that they will learn to develop a habit. Not everyone reads all the time, so, you know, we just have to face it. If you have a class of 60 students and you are lucky if, maybe, just think-you've got one per cent, or two or three of those students hooked on

English books for the rest of their lives. It would be a major accomplishment.

And probably you can teach your students that reading is not translation. Then this may open a door for them. They might be interested in reading.

They might start reading in Japanese even. Then, there would be a switch. Develop the L2 skill and then go to L1.

I believe you are going to give three presentations; all related to the topic ofreading at the JALT lnternational Convention in November in Omiya, Saitama. Would you tell us a little about these presentations?

Sure, I'd be glad to. As you might expect, one of the three presentations that I'm going to be giving will concern the results of an investigation concerning extsensive reading and learning of vocabulary in English. The specific report of the project that I'm going to be talking about focuses on extensive reading in a Japanese high school. What we did was to give a reading passage to some students and gave them a vocabulary test based on the reading passage. They weren't allowed to use their dictionaries, either while reading or taking the vocabulary test. We also gave the same vocabulary test to a group of high school students who had not read the reading passage. We tried to see if there was a difference-that is, would the students who read the story know more vocabulary items than the students who hadn't read the story? If so, it would mean that Japanese high school students can learn vocabulary while reading for pleasure without using a dictionary-just learning the words from the context. That's the one of the presentations that I'll be talking about.

The second presentation actually is a workshop. This workshop will focus on what to do with boring readings. It has been my experience in Japan that a lot of the readings that students have to do, whether in high school or college or university, are very boring. The readings are not really written with our students in mind. Often our teachers are forced to use these readings. So, what I will try to do in this workshop is help the teachers design tasks that will make the reading class more interesting, instead of just using basic questions about the reading-the comprehension questions, what happened, who, why, where, when, true or false, and multiple choice. There are other things to do with a reading that do not involve questions. Forexample, our students could complete a chart based on information they've [read], they could plan a trip, they could do a cloze exercise. There are a variety of things that we can do with a reading passage that would make the lesson more interesting.

Now, the third thing that I'm going to be involved with I mentioned earlier-a roundtable discussion on extensive reading. I will chair and moderate this roundtable. I've gotten together a group of experts who have had a great deal of experience in setting up or administrating extensive reading programs in Japanese high schools, colleges and universities. The purpose of this mundtable discussion is to provide an opportunity for persons interested in the whys, whats, and hows of extensive reading to get together and exchange information and learn fmm each other. We expect that discussion will center on such topics as: Why should I set up an extensive reading program? What do we do about grading? What are the mles of a teacher and students? What books should students read? How much should they read? This mundtable discussion will be informal and allow individuals opportunities to discuss their concerns and questions with these experts. By the end of the mundtable we hope that everyone will have received a basic introduction to critical aspects associated with extensive reading and setting up extensive reading programs.

You have spent over a year researching and teaching here while you were on leave from the University of Hawaii. Do you have any ideas on the level of professionalism you encountered during your short stay in Japan?

Yes. There are pros and cons. There are some good things to say and perhaps a few not-so-good things. Let's start with the latter. In general, I think that it's a little depressing to read all of these want-ads in various publications for teachers and the minimum qualification for many of these jobs seems to be "a native speaker of English." As a professional, one who has received professional training and made the teaching and learning of English my life's work, I find it depressing. As most of us realize, just being a native speaker of English simply isn't enough. We have to become trained, we have to receive some sort of education to really understand the issues involved in teaching and learning. However, this discouraging aspect of teaching English in Japan is countered in my mind by the tremendous professionalism of JALT. I find that its various activities are very stimulating and help create an environment of professionalism which allows individual teachers to grow and become more responsible as English teachers. For example, ***The Language Teacher,*** which comes out every month: I find it to be a very exciting journal, a very exciting publication. It's not a theoretical publication such as ***The TESOL Quarterly,*** or ***Language Learning,*** or ***Applied Linguistics***-any of the major journals-but it certainly does present, on a monthly basis, some interesting issues and addresses the relevant concerns of practicing teachers.

JALT also has its own journal.

Right. The next thing is the ***JALT Journal,*** which is a more scholarly publication and publishes articles, I think, that are very interesting and important and relevant for those of us teaching English in Japan. And then, there are monthly chapter meetings, which often feature visitors in addition to our own resources here in

(Cont'd on p. 25)

Second Language Reading for the '90s

by David E. Eskey
University of Southern California

The past 25 years in reading research has been a revolutionary period, a time of major changes in our understanding of the reading procese-in fact, a time in which a whole new psycholinguistics of reading has emerged.

As a result of this research, we now know a great deal about the way the human brain takes in information ***from*** a text and, by combining this new information with information which it brings ***to*** the text, the way the brain "makes sense" of the text as a whole. We know, for example, that the fluent reader does not, as common sense suggests, read by combining letters into words, words into phrases, and phrases into sentences in an orderly left-to-right (in the case of English) step-by-step fashion. Computers read this way, but human beings don't. Fluent human readers approach every text with certain expectations about the language and the content of that text. As they read they take in meaningful chunks of print with each fixation of their eyes. They identify the language forms in each chunk on the basis of the minimum visual information required to make that identification, and, simultaneously, they interpret the chunk so identified for meaning, a process that ***is*** both facilitated and constrained by prior expectations for the text. While taking in text information in this way, they are in fact combining each new chunk of information with whatever knowledge they already have of the language and the subject matter of the text. Thus the meaning of any text is only partly provided by the text itself; the rest is provided by the mind of the reader. In this view, reading is a purposeful, meaning-making process in which the reader plays an active role, not the mindless conversion of written symbols into sounds. In fact, we now conceive of reading as an interactive process in which the human brain combines new information taken from a text with knowledge that it already has to construct a meaning for the text as a whole.

For the teaching of reading, this model of the process has important implications. Just to name a few, it suggests, first of all, that readers must be provided with the necessary linguistic and real-world knowledge to develop appropriate expectations for any texts that they are asked to read. It also suggests that once they have begun to read, they must be induced to read in meaningful chunks of text--that is, to read at a reasonable rate-and that they must be encouraged not to interrupt the meaning-making process by stopping to look up unknown words or phrases (which are sure to occur in second-language reading) but rather to guess at their probable meanings on the basis of semantic and syntactic clues. Today reading teachers are being trained to prepare their students for reading any given text by engaging in appropriate prereading work, by teaching students to read faster, and by teaching productive reading strategies.

I would be the first to argue that the research of the past 25 years has greatly improved both our understanding of the reading process and our understanding of what it means to teach reading. But we still have a lot to learn about reading, and1 would therefore like to turn to some newer research which seeks answers to such questions as what and how much particular groups of people read-and for what purposes. It also seeks answers to such related questions as why some people like to read and often read for pleasure, while others dislike reading and read as little as possible. People become good readers by reading, and people who don't read don't become good readers. No matter what we do in our classes, we can't help our students improve their reading if they don't want to read, don't like to read, and don't read much mom than we require them to read. If we want our reading programs to have some real effect on the reading behavior of our students, we must therefore examine that behavior more closely, and researchers have just begun to find answers to the fundamental questions of what? how much? and why? for particular groups or readers. Having successfully developed a new psycholinguistics of reading, they am now beginning to develop what could be called a sociolinguistics of reading which deals with the actual reading behaviors of various reading communities.

This research is based on a crucial distinction between ***literacy skills*** and ***literate behaviors*** or, in behavioral terms, between merely ***having*** literacy skills and actually ***being*** literate in a language. The first scholar, to my knowledge, to make this distinction clear was Shirley Brice Heath. In doing the research for ***Ways with Words*** (1983), her now famous study of literacy among three divergent socioeconomic groups in a single community in North Carolina, Heath discovered that all three acquired the basic skills of literacy (there was little real illiteracy) but that they made different uses of these skills, and that only one of the groups-the so-called "mainstream" population-consistently succeeded in performing the kinds of literacy tasks that the schools required. Only one group, that is, became fully literate. The failure of the other two groups, Heath argues in the book, was not a failure to acquire basic literacy skills but a failure to adjust to literate behaviors required at school for which their home communities had not prepared them.

It would therefore appear that if we want to promote certain kinds of literate behaviors, there is an urgent need for much additional research on what exactly

those behaviors are, why some students seem so much more willing than others to engage in those behaviors, and, especially, what might be done to make those behaviors mom attractive to students who initially show little interest in, orunderstandingof, the kinds of literacy that we want them to practice.

One way of conceptualizing the problem is to note that every reader is, simultaneously, (1) a member of the species (a human reader, as opposed to ,for example, a computer), (2) an individual (cognitively and affectively unique to some extent), and (3) a member of a network of sociocultural groups (a child or an adult, a resident of an affluent or impoverished neighborhood, a member of a mainstream or minority family-perhaps even, in relation to the writer, a member of a wholly different culture). Understanding the reader in each of these aspects is important to a comprehensive understanding of readers and their reading in real-world contexts, but we are not equally well-informed about them. Reading research in the current paradigm has shed a great deal of light on the first and some light on the second (e.g. the work of Stanovich (1980) and Perfetti (1985) on individual differences in reading), but we presently know very little about the reader as a member of a cultural community with particular attitudes toward the value and uses of literacy, a reader who may find it natural to engage in some kinds of literate behaviors but who may have little understanding of, or desire to engage in, other kinds of literate behaviors which the government, or schools, or other programs are promoting.

In research on the teaching of first-language literacy, Smith(1988) has suggested, in a useful metaphor, that children normally acquire the right kinds of attitudes and behaviors by joining what he calls "the literacy club." He argues that they acquire these things not as a result of direct instruction in isolated skills but simply as a result of joining adults (in a kind of apprenticeship) in the kinds of reading and writing, and thinking and talking about their reading and writing, that literate adults engage in naturally. For those of us who work with second-language readers, this notion is somewhat complicated by the fact that there are many literacy clubs and that our students may come to us as members of clubs with values and rules that are different from those of the club that we want them to join, but it takes no great imagination to see that Smith's metaphor still holdsinoursituation.Ifsecond-language students aspire to becoming literate in their second language and culture (or if their teachers aspire to that for them), they must, like first-language students, join the club and learn to function in it as the other members do. And the complementary problem for reading specialists is to try to discover what the values and rules of that club really are (values and rules which, much like the rules of grammar or discourse structure, are "understood" by competent native speakers at the intuitive level but normally not at the conscious level) in order to develop a clearer conception of what we should actually be doing in our programs.

In the second-language reading literature, there are a number of studies which deal with social and cultural variables (e.g., Steffensen, 1988) but these mainly have to do with problems of knowledge-for example, the problems in reading comprehension which arise when readers and writers from dissimilar cultures approach the same text with poorly matched schemata. There is little which deals with the larger question of what constitutes successful literate behavior for students attempting to make the transition from one literacy tradition to another-i.e., students attempting to become literate in a second language and a second culture-although the work of Field (1989) appears to be moving in that direction and Joanne Devine and I are currently engaged in conducting a study at USC which should shed some light on this question for foreign students at U.S. universities.

Like the research on the reading process, this newer research on the reading behaviors and attitudes toward reading of particular groups of readers has important implications for the teaching of reading. Since students must develop a reading habit if they am to become gcod readers, a major part of the reading teacher's job is to make reading more attractive to students by choosing materials which are interesting to them, or by helping them to find such materials for themselves, or by finding ways of making whatever they have to read as interesting to them as possible. If students can learn to enjoy reading, they are likely to develop a true reading habit, and, in the long run, teaching reading successfully means helping students to develop such a habit. To put it in the simplest possible terms, if your students don't decide on their own to devote a fair amount of time to reading, there isn't much you can do for them in class. Therefore your first priority should be to find a way to get them to make that decision for themselves.

In reviewing all of the research I have mentioned-past research on the reading process and current research on reading behavior-I would like to suggest that the reading teacher's job can be delined in relation to two major functions--motivating students to read and facilitating the reading process for them. Or, in simpler terms, helping them to learn to enjoy reading, and making reading in English easier for them. Motivating students is most obviously related to the question of behavior. Facilitating their reading is most obviously related to processing problems. But the two are clearly interrelated, since students who have some success with their reading are more likely to enjoy it, and students who enjoy it are more likely to succeed.

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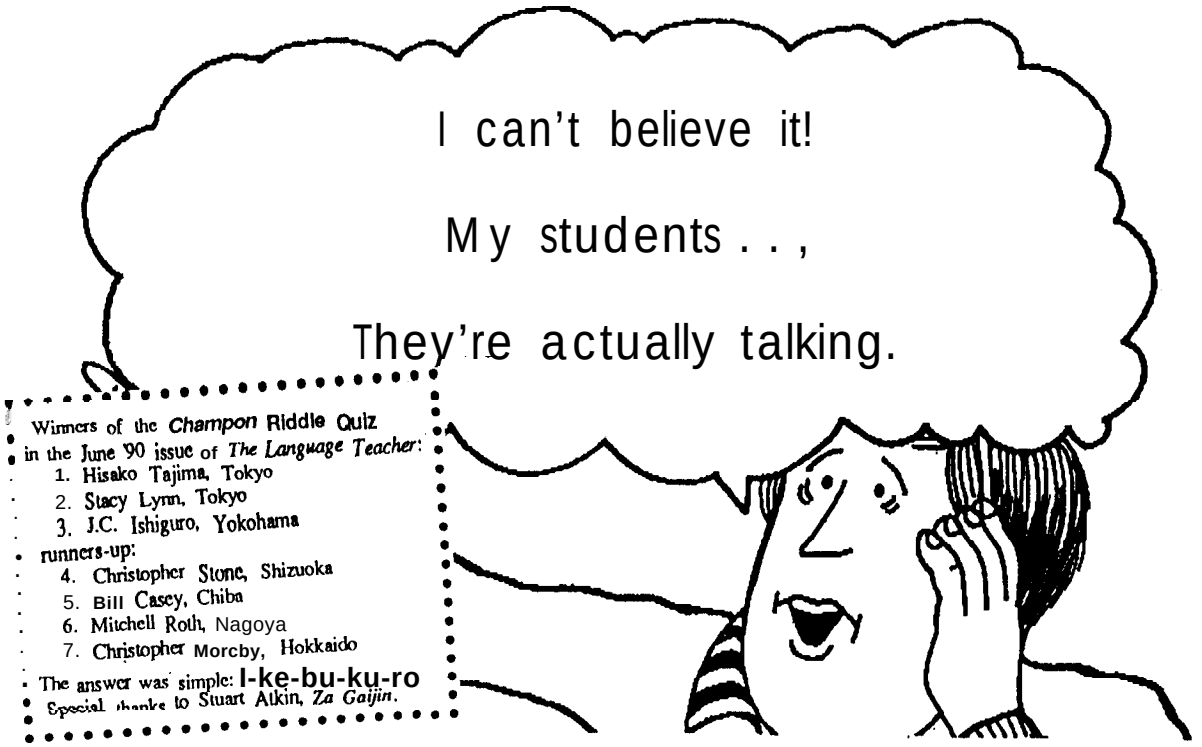
(Cont'd from p. 22.)

Japan. And the most important of all, I think, and the most exciting at least for me, is the annual JALT meeting. I think this is a tremendously exciting event. I look forward to attending it. There is something there for everybody, from very basic sorts of presentations that help us in our teaching every day-What will we do Monday morning?"-to reports of the results of research that speak to very theoretical concerns. In addition, we shouldn't forget the publishers' displays. I think they are a gold mine. I always try to spend as much time as I can, looking at new materials, new books and the latest ideas coming out. So, I think that there is a lot to be proud of in Japan about the level of professionalism, but a lot remains to be done.

Well, I'm very sorry to say that we have run out of time. I believe readers are very much looking forward to your presentations at the convention. Thank you very much for talking with us. Have a nice trip back to Hawaii! Aloha!!



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Interview: Rod Ellis

By Sandy Fotos

Rod Ellis is widely known throughout the field of English language education as a teacher, researcher and writer. His 1986 O.U.P. publication, Understanding Second Language Acquisition ***(the treasured "black book" of those preparing for graduate level comprehensive exams), has become a classic resource for teachers seeking psycholinguistic explanations for what they observe in the language classroom. His forthcoming work,*** Instructed Second Language Learning ***(Oxford: Basil Blackwell) examines the role of formal instruction in promoting language acquisition and presents a challenging concept for both research and pedagogy-the use of grammar problem solving tasks to mise the learners' consciousness of grammatical features. Sandy Fotos recently interviewed Dr. Ellis at Temple University Japan, where he is professor of Applied Linguistics in the TESOL graduate program.***

FOTOS: ***Like many SLA researchers, you have a strong background as a language teacher. What type of problems did you see in the classroom that particularly motivated you to go into research?***

ELLIS: I noticed that many of the methodological practices we accepted as given, as part of the received wisdom for teaching languagea, didn't necessarily produce the goods that they were supposed to produce. A classic instance is situational grammar. I can recall teaching a grammar lesson, drilling the students in terms of some kind of situational context, and finding that although they could perform the stmcture quite adequately during the drill, they were not very successful in performing it once they left the classroom. I suppose that was one of the things that started me off into research.

I believe that one of your current interests involves the role of gmmmar in language instruction.

Yes. If we consider language pedagogy, grammar teaching has traditionally held a central place in language instruction, and, until quite recently, the main component of many language programs was seen as teaching the grammarofthe language. Nevertheless, it became quite apparent as a result of early studies of interlanguage that naturalistic learners seemed to go about the process of acquiring grammar in very different ways from how language teachers hadtraditionally assumed that they did.

What do you mean?

Grammar teaching has been based mainly on a structural syllabus, following the assumption that language can be learnt as a set of accumulated entities. Even if it was acknowledged that it might take time for a learner to master a particular structure, nevertheless, the basic view of learning was a "building block" view-the idea that one could master the language bit by bit, piece by piece, item by item. However, interlanguage theory increasingly suggested that learners didn't do this. The systems that learners constructed didn't consist of some subset of the grammar rules of the target language, but rather consisted of a unique grammar which was built as a product of interacting with input. This unique grammar was composed, to a large extent, of transitional rules, rules which did not exist in the target language. Learners seemed to create their own internal grammars. They did not simply learn the target language grammar bit by bit. This was a radically different picture of the language acquisition process, and resulted in grammar teaching coming under attack, particularly grammar teaching based on a structural syllabus.

A classical case is Krashen. He viewed the teaching of grammar as holding a minor place in a language program. He did so on the grounds that in order to master a language, the learners had to build up their knowledge of grammar by themselves, as a result of participating in communication.

Grammar teaching only resulted in learned knowledge, that is, explicit knowledge of a few grammatical rules.

If we now believe that Krashen is wrong because grammatical accuracy is difficult for learners to acquire naturally, and if traditional grammar teaching is also wrong because acquisition doesn't occur when discrete items are taught linearly, then what type of grammar teaching should we be doing?

The essential problem-and I think that Krashen was right to identify it-is that the traditional aim of grammar teaching has been to develop the kind of mastery of knowledge that is needed in order to participate in communication, the ability to use the rules of the target language accurately in communication. If this is the goal of instruction, then instruction is likely to fail. The available evidence suggests that there are substantial constraints which govern the ability of the learner to acquire specific gramatical rules at specific stages of their development. Furthermore, as I have already explained, learners seem to develop their own unique interlanguage. Therefore, if we take the devel-

opment of procedural knowledge as the aim of grammar teaching, this being the kind of knowledge we need to actually participate in communication, then we are likely to run into problems.

Consequently, the answer is not necessarily to get rid of grammar teaching-which is what Krashen recommended-but to give serious consideration to whether there is any other goal that one could substitute. Increasingly I have felt that we must go back to some aspects of grammar-translation. The aim of the grammar-translation method was not to equip learners with procedural knowledge of grammar structures, but to teach about grammar structures. The learners knew what they should be getting correct, even if they couldn't actually use the knowledge in communication. Now, obviously, this runs into all of the criticisms that we have heard before about the grammar-translation method, namely that one ends up teaching about the language, and not equipping learners with the ability to communicate, and I certainly don't want to go back to such a position. The ability to use the language is central. But, I do want to suggest is that there is mom in a language program to teach about the language, to provide the learner with explicit knowledge.

What is the purpose of this explicit knowledge?

There are grounds for believing that ultimately explicit knowledge will facilitate learners in developing mastery of the grammar in a procedural way, as implicit knowledge that they need for communication.

How would this would take place?

Let me explain roughly how I think implicit, procedural knowledge of grammar is developed. I propose that there are three basic processes involved in the acquisition of implicit knowledge. The first process requires the learner to notice some grammatical feature in the input. When I say input, I don't mean the input in a grammar lesson, but rather the input that occurs in communication. For instance, the learner might notice that some nouns have an-s on the end. In this way, the learner becomes conscious of grammatical phenomena. The second process is when the learner makes an effort to compare what she has noticed with what she is typically producing as a result of her own current interlanguage. The third process, which is the really crucial step, is when the learner integrates the new feature into her interlanguage. In other words, the learner revises a hypothesis that is part of her interlanguage in order to accommodate the new feature which she has observed.

Whereas the first and second processes, noticing and comparing, are conscious, or potentially conscious, the third process, integration, is subconscious. This process happens at a very deep level and it is subject to all sorts of constraints. For example, it is not possible to integrate everything that has been noticed into procedural grammar. This means that the learner will not immediately be able to use these features spontaneously and automatically in fluent communication.

So what is the role ofgrammar instruction? Can it help the processes you have suggested to be the steps in acquiring implicit knowledge?

I think that grammar instruction can help the processes of noticing and comparing, but it probably can't do very much about the process of integrating. The problem with most grammar teaching is that it has bean premised on the idea that you can not only get the learner to notice features and to compare the features of the target language with their own production, but that it is also possible for the learners to then integrate the new feature into their procedural knowledge through practice. What I want to suggest is that grammar teaching should be restricted to the development of explicit understanding through getting learners to notice features, and perhaps to compare what they notice with what they typically produce.

You have called the act of developing awareness of a grammatical feature "consciousness raising," as distinct from practice. Why do you feel that practice does not help the acquisition of implicit knowledge?

"What I want to suggest is that grammar teaching should be restricted to the development of explicit understanding through getting learners to notice features, and perhaps to compare what they notice with what they typically produce."

The essence of practice is that learners will be invited to produce many examples of a particular structure. Advocates of practice believe that one learns a new feature as a result of producing this feature frequently. There is a theoretical basis for such a belief-behaviorism, or the view that language is developed by habit forming. However, the idea that simply by repeating a particular structure, we will somehow be able to internalize that structure as implicit knowledge has bean largely discredited. As I have mentioned, what led me initially to start my inquiry into SIA was the fact that many of the learners whd I taught could perform effectively in practice and yet would fail once they started to try to use the same structures in communication.

Do you see any value at all in practice?

Certainly we should not expect practice to succeed in enabling learners to integrate features into their procedural knowledge system so that they can use them as communication. But there are some uses for practice. First, practice may be good for motor control, for pronunciation. It helps to repeat words or phrases until you can get your tongue around them. But pronunciation is not grammar. It's one thing to use practice to develop motor control of specific words or phrases. It's entirely another to use practice to try and get learners to internalize some abstract representation of a gram-

matical rule so that they can use it productively.

The other thing I believe that practice can do is teach formulas. We know that learners tend to learn a lot of formulas, particularly at the early stages. 'I don't know," "What's your name?," 'Can I have a-," there are many expressions like this which can be gained through practice, but they are all unanalyzed. They are memorized and stored as wholes. Practice can help learners remember these whole chunks of language.

What is the difference between wnsciousness raising and practice in terms of their goals?

Consciousness raising does not have as its basis voluminous and repetitive production. The aim of consciousness raising is simply to develop a cognitive grasp of a particular grammatical feature, not the ability to use the feature in fluent conversation. We use consciousness raising techniques to develop the learner's capacity to notice specific things in the input.

Isn't that very indirect?

Yes, this is the essence of consciousness raising. One is not teaching grammar for immediate use, but making the learners aware of certain features in the grammar, with the expectation that sooner or later they will make use of their knowledge. The crucial point is 'sooner or later," not immediately. Not in the teacher's time, but in the learner's time. When the learners are ready to integrate the new information into their interlanguage, they will do so. One does not try to ***control*** the process of integration, one ***allows*** the process to take place when the learner is ready.

If we can't expect the leaners to produce the results of grammar instruction, then assessment becomes difficult. Can we at least expect the learners to recognize the correct use of a grammatical feature once they have become aware of it?

Yes, one implication for testing is that one does not necessarily need to test whether learners can use specific grammatical structures in communication. Instead, we might see whether they have explicit knowledge of the structures. Perhaps I ought to make one other point at this stage. And this is a big point. Clearly I don't want to suggest that consciousness-raising should be the only, or even the primary component of a language program. The primary component must be the provision of opportunities for the learners to communicate through a variety of techniques and activities. What I see consciousness raising activities doing is supplementing these other activities and complementing them. And, in so doing, facilitating the natural process by which learners develop a grammar of the language.

"Consciousness raising is part of the whole idea of giving the learner more autonomy."

How would teachers go about doing consciousness raising activities?

Many teachers have always done consciousness raising. In a sense, consciousness raising is nothing new. The gramma r-translation method was a consciousness raising method. But what I have in mind is rather a task-based approach to consciousness raising. We develop a series of problem-solving tasks aimed at raising learners' consciousness about grammatical features. Typically, these tasks consist of two parts-some data wntaining the particular structure that is the focus of the task, and then there is some operation that the learners have to perform on the data. For example, one might supply the learners with a text and ask them to identify a specific linguistic feature. One might then inform the learners that out of the ten occurrences of the feature in the text, live are correct and five are inwrrect. The learners are asked to identify correct and incorrect usages, and to correct the wrong ones. A final stage might be to actually ask the learners to try to formulate an explicit rule to account for the grammatical feature. But this last step is not obligatory. I do need to emphasize that consciousness raising techniques don't necessarily require the teaching of metalingual knowledge or grammatical terminology. It may help, but it is not necessary.

I think that there are a whole variety of problem solving techniques which can be developed, including information gaps and problem solving games for teaching grammar. For example, adapting a game like Trivial Pursuits to the teaching of explicit information about the language would be fairly motivating to learners. With a creative mind, one can develop a whole array of interesting and motivating grammar tasks. These grammar tasks would differ from traditional practice tasks in that they would not require extensive production on the part of the learner. They would aim at simply trying to develop the learner's understanding of the grammar point.

Do you see consciousness mising working with any other area of language teaching aside from grammar?

Yes. So far my thinking has been primarily focused on consciousness raising in the area of grammar teaching. But, actually, what Pm sayingcouldbe applied to any area of language teaching because the distinction between declarative knowledge, the explicit understanding of what you should be doing, and procedural knowledge, the ability to actually do something in real operating conditions, runs through language instruction. It exists, for instance, in composition writing, in reading, and even in listening. Thus, I imagine that one could take the idea of consciousness raising and apply it very broadly to different areas of language teaching.

For example, one area which has attracted considerable attention in the past few years is learner training. Learner training is focused on trying to make the

learners aware of the strategies they use in performing various kinds of language tasks and to introduce them to different, alternative strategies, so that they can take control of their own learning. Now essentially we have here the same notion of consciousness raising. Again, note that this idea of consciousness raising is seen as a device for facilitating subsequent learning. Learners who are aware of grammar, aware of strategies for reading, aware of how to plan compositions, etc., are much better equipped to take control of their own learning and 'to monitor their own progress. Consciousness raising is a very general concept and reflects one of the major areas of development in the latter part of the last decade and first part of this decade in language teaching. It is part of the whole idea of giving the learner more autonomy. The mle of grammar teaching, then, is to supply the learner with certain information in the form of tasks, but the learner is autonomous and will develop knowledge of grammar in her own time.

Since we can't immediately see the result of consciousness raising instruction, how do we know that the learner has actually benefited from this approach? What type of research would provide empirical support for your ideas?

One wants to see studies which could demonstrate that learners who had achieved explicit knowledge of particular grammatical points were using this knowledge in some way, at a later time perhaps, in order to revise their interlanguages. We need longitudinal studies to document the history of grammar learning in learners, and we must be very eclectic in our use of techniques. This type of research involves direct observation of learners, eliciting communicative speech from them and carrying out interviews with them about their strategies for studying and learning grammar. It includes tests to find out what they know explicitly and how accurate their explicit knowledge is. We must also try to document when particular grammatical features begin to appear in their communicative speech and whether the appearance was preceded by explicit knowledge.

Perhaps a more immediate, interesting line of inquiry is to consider the process of noticing. For learners to learn, they must notice things in the input. However, we know very little about why learners notice what they do. We can advance various hypotheses. Maybe noticing depends on frequency. Or maybe some features are more easily noticed than others because they are like features in the L_1, or perhaps because they are different from the L_2. There are various possibilities that might affect why learners notice things in the input, and I think we need to know much more about this process. Here is one line of inquiry that, while not necessarily producing definitive support for the position I am advancing, would, nevertheless, pmvide us with valuable information that could be of great use to pedagogy.

Getting our Act Together

by Ron White
Centre for Applied Language Studies
University of Reading

Introduction

In this paper, I shall be repeating much that is available elsewhere, both in my own publications (e.g. White, 1988) and in the work of others (e.g. Fullan, 1982; Everard & Morris, 1985; Rogers & Schoemaker, 1971). My argument is a simple one: in ELT we need to be concerned not just with the principled application of theory derived from applied linguistics-we also need to draw upon and apply the principles and practice derived from other feeder disciplines, of which education, psychology and management have much to offer. We need to see ourselves not only as applied linguists, but also as educationalists, working within the wider context of education, and we need to take ourselves seriously as managers within the wider context of the organizations in which we work. What, in short, we have to do is to get our act together in ways which will go beyond the traditional concerns of language teaching as such, and this is nowhere more important than in the implementation of innovation, without which our personal and institutional practices become stultified and ultimately, obsolete.

Defining Innovation

Before considering how we can go about getting our act together, I should like to clarify what is meant by the term ***innovation*** and how it differs from change.

Change can be considered to be any alteration in something between time 1 and time 2. Change can occur spontaneously and does not involve conscious planning or intention. ***Innovation,*** by contrast, involves ***deliberate*** alteration in an existing state of affairs; and ***intention*** is what makes the difference between change and ***innovation.*** Nicholls (1983, p. 84) in her book on educational innovation defines an innovation as

> an idea, object or practice perceived as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives, which is fundamental in nature and which is planned and deliberate.

Nicholls notes that there are a number of problems associated with innovation. Firstly, becauseinnovation, as she has defined it, is fundamental in nature, it will involve changes in teachers' attitudes and practices. Semndly, innovation will almost always lead to an increase in teachers'workloads. Thirdly, there will also be an economic mst in terms of time and funds.

An innovation may require extra preparation time, the costs including not only paying teachers for extra time spent on such activities, but in footing the bill for new materials and equipment. Time and cost may also be involved in setting up and running research and trialling projects, monitoring outcomes and disseminating fmdings. A further cost if current textbooks are to be replaced is that of the investment already made in existing materials. And finally, there will be msts in retraining teachers in new methods and the use of new materials.

Then there is the question of evaluation. Because innovations arenormally introduced, as Miles (19864, p. 13) has said, in order to "be more efficacious in accomplishing the goals of the system," there is some obligation on those involved to demonstrate that impmvement has in fact occurred. To demonstrate such effects, the system-whether the individual teacher's classroom, a department, a school or a national education system-may have to be opened up to outside appraisal, thus raising significant and sometimes mntmversial issues of accountability, not to mention other matters which members of the system might prefer not to have under scrutiny.

From what I have just outlined, it can be seen that innovation has become more than a question of, say, simply getting the kids to talk a bit more, or ofchoosing a new textbook to replace one with which teachers and students have become rather bored. Whatever the scope of the innovation, a plethora of considerations, some apparently unrelated to the innovation itself, will arise, and the process of implementing the innovation calls for a range of skills well outside the scope of either the innovation itself or the conventional professional abilities of those engaged in its implementation.

Managing Innovation

What I would like to suggest is that education is too precious to make avoidable mistakes and that although even the best managed enterprises will have their pmblems, taking some lessons fmm management and fmm what we know of implementing innovation will help to ensure that our clients-that is, our students-will benefit fmm those improvements which, inspired by theory and research in applied linguistics and elsewhere, we hope to intmduce.

Let us begin by considering management. What is ***management?*** As an aspect of education, management has long had an important, if undervalued, mle. Teachers are seen to be managers in their own classrooms, while those who become heads of department and principals usually become at most part-time teachers and become full-time managers and administrators instead. One of the problems which they then face is lack of training for their new job because, although teaching is an admirable preparation for some aspects of management, it hasn't generally prepared newly promoted teachers for the managerial

responsibilities which they will now face.

In many ways, a definition of management looks disarmingly like a defiition of teaching, which, like management, is concerned with achieving objectives through the use of effective methods and with evaluating outcomes in terms of the original aims. The similarities between teaching and management are obvious in the defmition of the latter offered by Everard and Morris (1985, p. 5), who say that management is concerned with

- setting aims and objectives
- planning how a goal shall be achieved
- organizing available resources (people, time, materials) so that it can be economically achieved in a planned way
- controlling the process (i.e. insuring that the goal is achieved)
- setting organizational standards

What will characterize a ***successful*** style of management is maintaining in balance three sets of needs and functions: task, group andindividual (Adair, 1983). Task functions include defining the task, making a plan, allocating work and resources, controlling the quality and tempo of work, checking performance against the plan and adjusting the plan. Group functions include setting standards, maintaining discipline, building a team spirit, encouraging, motivating and giving a sense of purpose, appointing sub-leaders, ensuring communication within the organization, and training members of the group. Individual functions include attending to personal problems, praising individuals, giving them status, recognizing and using individual abilities, and training the individual.

The striking thing about these three sets of needs is how some of them are not out of place in approaches to education which have a basis in humanistic psychology. Developing a team spirit, giving a sense of purpose, attending to individuals' problems and making them feel valued are as much attributes of good management as they are of good educational practice. Similarly, providing individuals with the skills needed to perform a given task is another area where management and education share common ground.

It is especially in the pmvision of training experiences that attempts at implementing change can come unstuck. Although, ideally, the need for change will be recognized by teachers themselves, and a programme for change involving both bottom-up and top-down initiatives will provide an effective basis for implementing the change, it is usually though by no means invariably the case that change comes fmm a central source. Typically, a change agent proposes innovations which are to be disseminated throughout the system by change organizers or facilitators and adopted by changers, that is, teachers (Smith, 1989, p. 16).

Factors in Innovation

Once a decision to adopt an innovation has been made, how is implementation to be encouraged? In brief, the more an innovation is like current practice, the more likely it is to be adopted and implemented than if it is very different fmm the way things are done at the moment. Likewise, if an innovation can be observed and tried out, the chances of acceptance are higher. Unfortunately, curriculum decisions in ELT cannot always be trialled and the results observed, although this doesn't mean that such evaluation shouldn't be carried out. However, it has to be recognised that the trialling, observation and evaluation cycle is itself complex and subject to many influences within the intended user system.

Viewpoints of Innovation

It also has to be realized that the views of an innovation differ according to where you stand in the system. There are two quite different viewpoints: that of the change agent and that of the adopter. It would be scarcely surprising if their perceptions of the innovation did not differ. To take a parallel instance, no two readers will bring the same interpretation to a text, and today it is widely accepted that meaning only partly inheres in the text itself because meaning is also a function of what the reader brings to the reading of the text, so that the finally-arrived-at meaning derives fmm the negotiation which has gone on between the perceptions and the understandings of the reader on the one hand, and, on the otherhand, the meanings and intentions of the writer as revealed in the text.

Similarly, an innovation in language teaching, be it a syllabus, a textbook or a method, will have different meanings to the inventor and to the change agent than they will to the adopter, in this case a teacher. It is vital that the change agent understand the receivers' viewpoint of the innovation. This point is stressed by Everard and Morris (1985, p. 171):

> Effecting change calls for open-mindedness and a readiness to understand the feelings and position of others. Truth and reality are multifaceted, and the reality of other people's worlds is different from yours. Most people act rationally and sensibly within the reality of the world as they see it. They make assumptions about the world, and about the causes of things, which differ fmm yours, because their experiences are different, and they even experience the same event in different ways. Hence innovators have to address themselves not just to the world they see, but also to the world other people see, however misguided, perverse and distorted they may think the outlook of others to be.

Failure to take the adopter's viewpoint into consideration will almost invariably lead to difficulties. In the process of dissemination and implementation, an innovation will be "reinvented" by the adopter; that is, it will be translated into terms which the adopter understands and transformed into procedures which they are capable of puttinginto practice. Disappointing or even infuriating though such reinvention may be to the inventor or to the change agent, it is a necessary step for the adopter because it is only through such a

process of reinvention that the innovation comes to be understood and owned by the person adopting it. Just as in reading our understanding depends upon what we bring to the text, so too in adopting an innovation, our understanding of it depends on the range of intellectual knowledge ("knowing about") and practical experience ("knowing how") that we bring to it.

Where this knowledge and experience is limited, the adopter's reinvention may considerably distort their understanding of the innovation and their implementational efforts. What, then, will be required is some form of renegotiation of the adopter's interpretation, and this will usually call for retraining experiences. Such retraining will require not only the behavioural adoption of the conventions called for within the innovation, but reflection upon the experience of attempting to apply the innovation. In other words, experience and theorizing will need to be combined in a mutually enriching fashion, since theory without practice tends to lead to knowing about, while practice without some attempt atundemtandingresults simply in knowing how, without knowing about.

It will be clear from this account that two key words in this process are understanding and negotiation, both of which take place through communication. Effective communication seems to be essential at all stages, no more so than at the beginning of an innovation process. Bowers (1983) has pointed out that discussion is especially important in the early stages, although it is often the point at which there is very strong pressure to get on with things rather than with sorting things out. This is understandable because it is the task goals which often assume priority in people's minds, and it has been observed (Beckhard & Harris, 1977, cited in Everard & Morris, 1985, p. 167) that too often people fall into the trap of moving to the action stage too quickly. Such pressure should be resisted because failure to sort things out can, later in the process, lead to problems, the worst of which can be a complete disintegration of the team when hitherto submerged differences in understandings surface.

A Systematic Approach to Innovation

Ideally, there is a sequence of stages through which an implementational process might pass. I say 'ideally" because in the real world innovations are rarely introduced in a textbook fashion, following a neatly logical sequence of steps from invention to adoption to implementation. Even so, as Everard and Morris(1985, p. 171) point out,

> messy though the process is, adopting an objective, rational, systematic, scientific approach to implementing change is far more likely to be crowned with success than relying simply on intuition (though that has its part to play too). The point is that rationality has to be applied not only to defining the end of change, but also the *means.*

The first stage in introducing an innovation is for everyone to be quite clear about what the innovation is. Unfortunately, it isn't always clear to the receivers of the innovation what exactly is involved, and we have already noted that the receivers bring their own perceptions to the understanding of the innovation. It becomes vital, therefore, that the change organizers or facilitators take time and effort to help the changers-in this case, the teachers-to understand the changes which they are going to be involved in making.

In matters of curriculum development, such as the implementation of new materials and methods or forms of assessment, the risks can be considerable. There are risks in terms of scrapping existing investments and investing in new ones. And there are risks in terms of projected outcomes and unforeseen side effects. Many of these should already have been considered carefully by both the change agents and the change organizers or facilitators. But they also need to be brought out into the open by the changers themselves. Indeed, it is the unexpressed fear of risk that can inhibit action. Such fears, openly discussed, can be calmed, confidence restored and mutual support and commitment engendered.

Once the process of clarifying aims has been carried through, more detailed planning needs to be carried out. In brief, this involves planning what has to be done and it provides the basis for an action plan or agenda, which is the next stage. The plan should specify in detail how things will be done, who does what, when, where and how. This the very stuff which planning meetings are for. Yet, it is perilously easy to abandon common sense-or, if you prefer, good management practice-and to allow such meetingsto become diffuse and to stray off target, or to omit to maintain a record of decisions taken, responsibilities allocated and deadlines set. How often has one heard the comment, 'Oh, I thought you were doing that," or "I was sure so-and-so was going to sort that one out." What such statements reveal is an absence of clear planning and job allocations. Without such clarity, frustrations can result because people feel, firstly, that task needs are not being met, and secondly, that their own individual needs are not being met, either. There are, for instance, few things more discouraging to group action than finding that only one or two people have met their deadlines, while others am muddling on, causing delay and throwing extra work on colleagues already fully involved with meeting their own commitments.

Having agreed an action plan, the team can move into getting things done and it is at this point that further difficulties can and do arise. The action plan must be clear, people must be aware of their responsibilities, and there must be good lines of communication to allow reporting back. Such reporting back will be a necessary contribution to the review process, whereby progress is checked against aims, and changes are made if deadlines appear to be unrealistic or if resources prove inadequate to the task.

Finally, we come to evaluation. In fact, we shall have come to evaluation at every stage in the innovation process because evaluation doesn't begin at the end-it starts at the beginning. What has character-

ized the evolution of evaluation in recent years is its broad concern with "finding out and judging whether what is happening in education is worthwhile--and what grounds" (McCabe, 1987, p. 1). At a more specific level, evaluation is concerned with illumination and understanding, whether it is by teachers in their own classrooms seeking to understand the effects of their interventions in learning, or by curriculum developers seeking to understand the effects of the innovations they have introduced.

What has also characterized recent trends in evaluation is a concern to involve everyone. As McCabe (1987, p. 1) says,

> Everyone's view is important. Evaluation is a continuum embracing everyone in the learning business, teachers, pupils-and even evaluation consultants. Evaluation, according to this ideal view, involves everyone in learning more deeply than before. Its harnessing makes everyone's view valuable, and it makes alienation less likely, in the sense that students or teachers who feel that they can influence what is being done, who know that their views are being heard are more likely to feel responsible for and committed to their education. Where learning is truly negotiated between student and teacher, or educational innovation involves an effective partnership between administrator and teachers, evaluation plays an integral part.

There ***is*** no space to go into how evaluation can be carried out, or to consider the ethical and practical considerations of evaluation. What I should like to stress, though, is that evaluation as a means offorming the basis for judgement or of reaching understanding will involve qualitative rather than quantitative methods. This is because, in attempts to see things fmm the receivers' viewpoint, one is trying to bring a new perspective to an innovation, while in evaluation, one is trying to get at the receivers' perceptions and judgements. In short, evaluation as I have characterized it is part of the same empowerment process that has informed the whole innovation sequence, which is concerned with making decisions with people, not for them.

Conclusion

It is through the application of an approach to managing implementing of change, such as I have briefly outlined, that the learners will be true beneficiaries, whereas in ill-considered and muddled introduction of innovation neither they nor their teachers will benefit. This is why I have given this paper the title 'Getting Our Act Together," because, whatever the benefits to be obtained fmm applied linguistics theory and research into learning and teaching of languages, they will remain unapplied so long as there is, firstly, a management style which denies members participation in decisions concerning their own education and welfare, and secondly, there is an absence of effective management at the heart of the organization in which such innovations are to be implemented.

Whether the innovatory process begins at the so-called grass roots, or proceeds from the ivory tower, it will involve a whole series of participants, from inventor, through change agents, to change organizers to changers and, ultimately, to beneficiaries. At every stage in the implementation process, whether the innovation is invented by a teacher or developed by an expert, there are numerous opportunities to get the act wrong. I would like to suggest that it is only by getting our act together that the show will go on, and I hope to have indicated some of the ways in which all of us can participate effectively in the collaborative enterprise that we call English Language Teaching.

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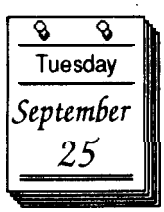

A Reminder from the Editors

The 25th of the second month ptlor 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.*

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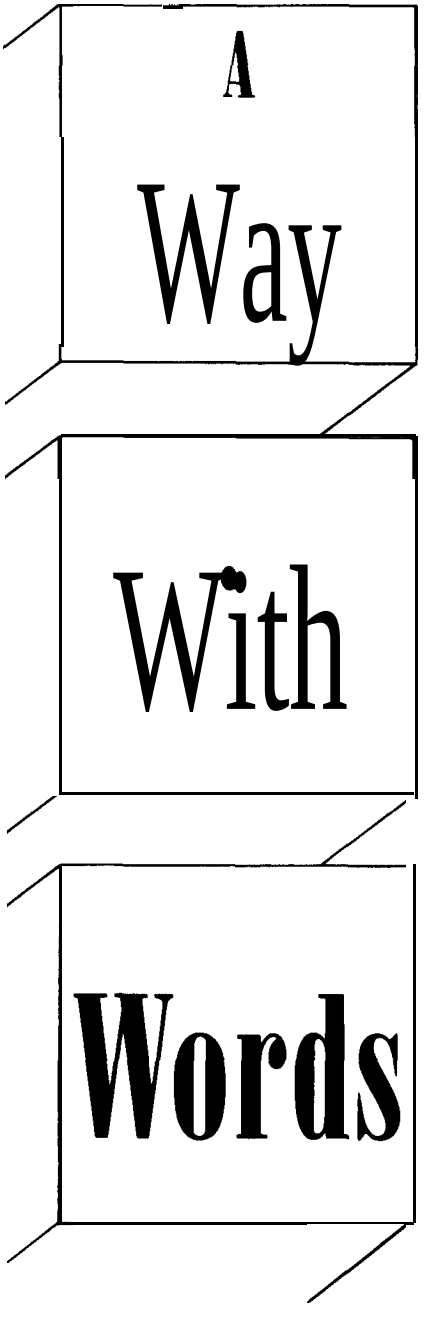

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JALT News

Executive Committee Meeting

The National Executive Committee met June 24, 1990 in Omiya at the JALT 'SO conference site (Sonic City). There was a chance to view the site and give feedback to the conference committee about maps, use of space, etc.

A priority item ofbusiness was the appointment of a new National Program Chair to fill the remainder of Linda Viswat's term. Previously, Ms. Viswat informed the National Officers that she would have to resign. Virginia LoCastro agreed to fiil the term of office ending December 31,1990. Ms. LoCastro's appointment was approved by the National Executive Committee.

Two National Special Interest Gmups were approved: JALT Video National Special Interest Group (Video N-SIG) and JALT Bilingualism National Special Interest Group (Bilingualism N-SIG). Both have fulfilled the requirements established by JALT.

Chapter Representatives met with members of the Financial Steering Committee on June 23rd and were able to give valuable input concerning the 1990 budget. This, in turn, affected the proposed new membership rates. Both the 1990 JALT Budget and the new membership rates were approved at the Executive Committee meeting with the adjustments suggested by the Chapter Representatives and the Financial Steering committee.

The Financial Steering Committee felt that having a chapter representative on the Committee would be helpful.Michael Bedlow has agreed, with the approval of the other chapter representatives, to join the committee.

The Nominations and Elections Committee is asking for nominations to the following positions: Vice-President, Recording Secretary, Program Chair, Public Relations Chair. Nominations should go to anyone on the NEC (Tamara Swenson, Mikiko Oshigami, David Wardell, Fred Anderson) by Sept. 1,1990.

The system for taking care of membership dues and conference fees for Chapter Officers has been changed. Chapter Officers should submit the JALT furikae form with payment to the Central Office. They will later be reimbursed.

A copy of the Minutes with the budget and written reports submitted was sent out in the July JALT National Executive Newsletter (JENL) which goes to each Chapter President. Other details about the meeting will be available from the Chapter Presidents.

Rita Silver
JALT Recording Secretary

JALT-Fukui Chapter Officers

The following is the list of JALT-Fukui Officers for 1990, recently submitted to the JALT Central Office:

President: Harumi Yamada, 33-61 Fuchi-machi, Fukui-shi 910; 0776-36-5669.
Treasurer: Sabum Yoshida, 18-30-l Ishigami, Maruoka-cho, Sakai-gun, Fukui-ken 910-02; 0776-66-3037.
Program Chair Hiroyuki Kondo, 17-64 Shimo Morita-Shin, Fukui-shi 910-01; 0776-56-0404.
Membership Chair: Himko Tanaka, Honmachi 4-chome, Sabae-shi 916; 0778-51-1792.
Recording Secretary: Kate Lockyer, 28-54-2 Torihama, Mikatacho, Mikata-gun, Fukui-ken 919-13; 0770-45-0324.
Publicity: Toshimitsu Mizushima, Tatsumi 2-16, Maruokacho, Sakai-gun, Fukui-ken 910-02; 0776-66-0855.

The Language Teacher Calendar

1990

October - New Perspectives in Pronunciation
(Fred Anderson)
November- Video
(David Wood)
December - Open

TESOL CALENDAR

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

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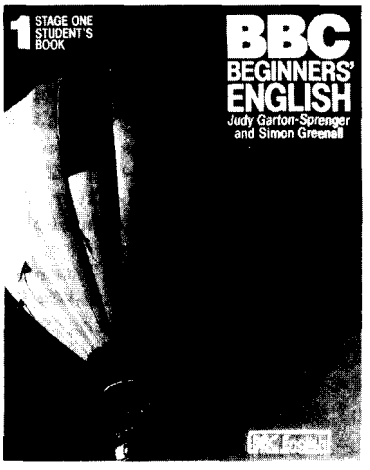

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JALT '90

JALT '90 SPEAKERS

JALT '90 is pleased to welcome a number of educators and researchers to this year's International Conference on Language Teaching&earning. Each of the main, featured and guest speakers in some way speaks directly to the conference theme, "Directions for the '90s.' Their combined experience and insights in the field should help make this conference a rewarding experience for all participants.

Main Speakers

Ronald Carter serves as senior lecturer in English studies and director of the Centre for English Language Education at the University of Nottingham, where he directs the master's courses in applied language studies and organizes courses in English as a second or foreign language, and is co-director of a major education linguistic research project into "The Language Needs of Business and Industry" based at Nottingham. He has also served on numerous advisory boards, and is currently a member of the Literature Advisory Committee of The British Council.

Carter has done extensive work in literature and language teaching, and has written or edited a number of texts in this area, and has been active in the area of vocabulary acquisition.

His publications include Literary Text and ***Language Study,*** editor (Arnold, 1982); ***Language and Literature***: A Reader in Stylistics (Allen and Unwin, 1982), and editor, with Chris Brumfit, of ***Literature and Language Teaching*** (Oxford, 1986). In addition, he has authored a textbook on language-based approaches to literature, The Web of Words (Cambridge, 1987); and written several volumes on vocabulary acquisition, including ***Vocabulary: Applied Linguistic Perspective*** (Allen and Unwin, 1987), and ***Vocabulary and Language Teaching,*** with Michael J. McCarthy (Longman, 1988).

David Nunan is currently associate professor of linguistics and associate director of the National Centre for English Language Teaching and Research, at Macquarie University in Sydney. He has worked as a language teacher, teacher educator, materials writer, curriculum designer and consultant in Australia, England, Thailand, Singapore and the Middle East. In addition to his position at Macquarie University, he is also currently the syllabus designer and curriculum consultant to a large curriculum and materials development project in the Sultanate of Oman. His publications include ***The Learner-Centred Curriculum*** (Cambridge University Press), ***Syllabus Design*** (Oxford University Press), ***Designing Tasks for the Communicative Classroom*** (Cambridge University Press), ***Understanding Language*** Classrooms (Prentice Hall), ***The Australian English Course*** (Cambridge University Press), and, with Jack Richards, ***Second Language Teacher Education*** (Cambridge University Press).

His teaching and research interests include curriculum development, teacher education and classroom-oriented research.

Toshio Okazaki is an associate professor at Hiroshima University where he teaches courses in teaching Japanese as a second language, specializing in discourse analysis in Japanese and methodology in JSL. Okazaki has been active in establishing JSL studies as a separate field of linguistic inquiry, focusing on designing materials for JSL, evaluating JSL education and establishing models for JSL education.

His most recent work includes the text ***Materials in JSL:Analysis, Use and Development*** (ALC Press, 1989), and extensive work with the Japanese Language Symposium and The Society for Teaching Japanese as a Foreign Language, including workshops designed for in-service training in JSL. He has written extensively in Japanese on JSL education.

He received his doctorate and master's degree in linguistics from the University of Michigan, and attended the University of Tokyo.

Featured Speakers

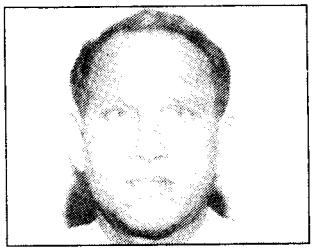
Christopher Candlin is chair of linguistics and director of the Australian National Centre for English Language Training & Research at Macquarie University in Sydney, where his interests are in the applications of discourse analysis and pragmatics to professional-client interaction, cross-cultural communication, ESOL curriculum, language testing, and multi-media materials design (including interactive video). Before migrating to Australia in 1987 he was for many years professor of applied linguistics at the University of Lancaster in the U.K. and director of the Institute for English Language Education (which he co-founded with Michael Breen) and the Centre for Language in Social Life there. He has undertaken teacher in-service education programs in over thirty countries and acts as the General Editor of four book series with Longman,Prentice-Hall and Oxford University Press and has published widely. He is currently chair of the International Editing Committee of the new International English Language Testing System jointly developed between Britain and Australia.

Richard R. Day had his first EFL and cross-cultural experiences while serving with the U.S. Army in Seoul, Korea. Subsequent TESOL experiences include Ethiopia with the Peace Corps, Southern Illinois University, and the University of Hawaii. He also developed teaching materials for the Center for Applied Linguistics. On leave from the University of Hawaii, Day spent last year at Ashiya University, Hyogo.

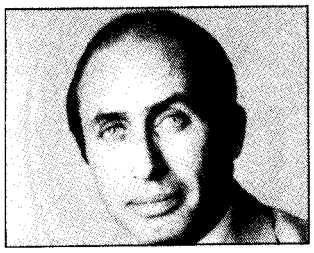
In addition to research directed at Japanese Language learners, Day has also done extensive research on reading acquisition and vocabulary.

David E. Eskey, associate professor of education and a former director of the American Language Institute at the University of Southern California, has served as a consultant on second-language teaching to numemus organizations, including the Asia Foundation. He served on the editorial advisory board of the ***TESOL Quarterly*** and was recently appointed to the first Editorial Advisory Board of the ***CATESOL Journal.*** He has published in ***TESOL Quarterly,*** and is co-editor and co-author of ***Teaching Second Language Reading for Academic Purposes*** (Addison-Wesley, 1986); ***Research in Reading in English as a Second Language*** (TESOL, 1987), and ***Interactive Approaches to Second Language Reading*** (Cambridge, 1988).

His major research interests include the teaching of second language literacy, syllabus design, teacher education, and the administration of ESL programs.



Stephen Gaies, a visiting professor in the TESOL Program at Temple University, Japan, is a professor of English and Linguistics at the University of Northern Iowa. He was the editor of ***TESOL Quarterly*** from 1984 to 1989 and has been a lecturer and served as a language consultant worldwide. He has published articles on writing, syntactic development, professional collaboration, clinical supervision, classroom languageuse, applied linguistics and foreign language education. His interests also include peer involvement in language education, bilingual language learning and sociolinguistics.



Jack C. Richards is professor and chair of the Department of English, City Polytechnic of Hong Kong. His areas of specialization include the design of instructional materials, English for specific purposes, program and curriculum development, methodology in language teaching, pedagogic grammar and second language teacher education. He has also done work in the teaching of reading, writing, listening and speaking.

As a teacher and educator, Richards has published extensively in the field and is currently the series general editor, with Michael H. Long, of the Cambridge Series ***in Applied Linguistics.*** His publications include ***Approaches and Methods in Language Teaching,*** with Ted Rodgers (Cambridge, 1986); Longman ***Dictionary of Applied Linguistics,*** with J. Platt and H. Weber (Longman, 1986; Japanese translation, Naundo, 1988) and ***The Language Teaching Matrix*** (Cambridge, 1996).

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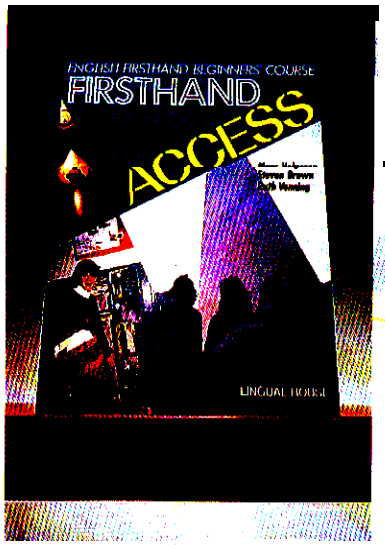

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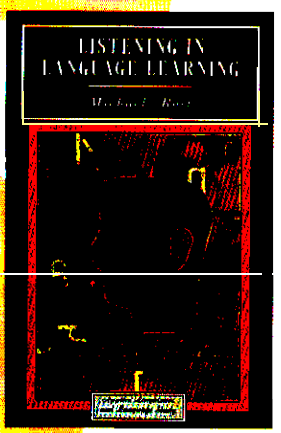

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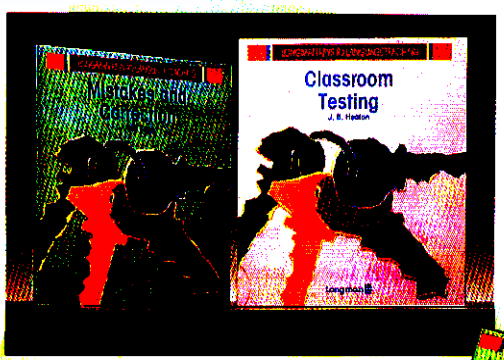

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Jeremy Harmer, well known in Japan and internationally as co-author of the successful Coast to Coast series and many other ELT titles, will tour Japan in November and will be speaking at the JALT International Conference. His talks will include 'What Makes a Good Teacher', and he'll be giving a workshop for Coast to coast users. Don't miss him!

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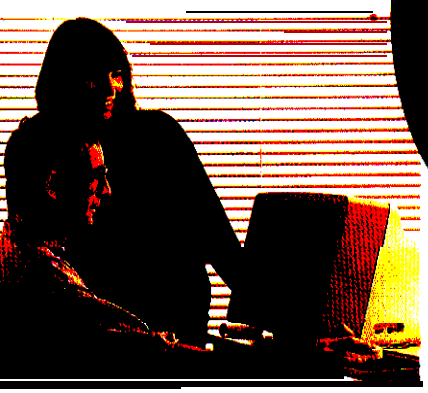

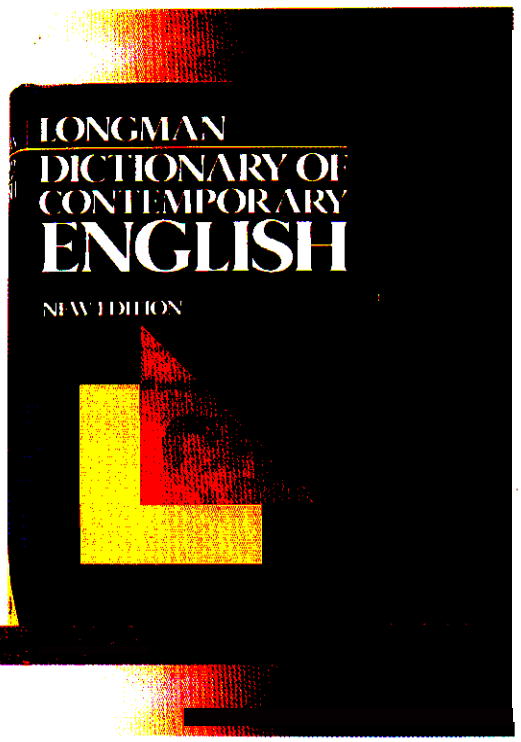

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Thomas S. Scovel, professor of English at San Francisco State University, has been active in many aspects of the field and has presented and taught throughout the world. In addition to his most recent book ***A Time to Speak*** on the critical period hypothesis (Newbury House/Harper and Row, 1988), he has published more than 30 articles in such journals as ***Language, TESOL Quarterly, Language Learning, Education***, and ***Comprehensive Psychiatry***, as well as papers in several anthologies.

His research interests include language acquisition, Thai grammar, phonology and pronunciation.

Ron White is associate director of the Centre for Applied Language Studies, University of Reading, England, and a former Chairman of the International Association of Teachers of English as a Foreign Language. He was born in New Zealand and began his career in the South Pacific but for the past twenty years has been based in Britain, from where he has travelled worldwide, lecturing and running workshops. His interests include the teaching of writing, management in ESOL, the professional development of teachers, and the relationship of theory and practice in materials design, teaching and the implementation of change.

His publications include ***The ELT Curriculum: Design, Innovation and Management*** (Blackwell, 1988); and co-authorship of the ***Formula*** Series (Macmillan, 1989,1990) and a forthcoming text on ***Management in ELT*** (working title, Cambridge, 1991).

Guest Speakers

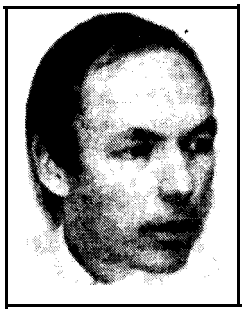
Anthony Cowie is a lecturer at the University of Leads and deputy director of the Centre for Computer Analysis of Language and Speech there. He has been active in vocabulary research for a number of years and has published extensively in the field. He has served on the editorial board of the ***International Journal of Lexicography*** since1987 and is the chief editor of the ***Oxford Advanced Learner's Dictionary.*** He has also published extensively on various aspects of lexicography and vocabulary acquisition and was editor of ***The Dictionary and the Language Learner*** (Max Niemeyer Verlag, 1987).

His areas of specialization and interest include syntax, especially with referenceto English, lexicology, theory and practice of lexicography, vocabulary acquisition, slang and language teaching.

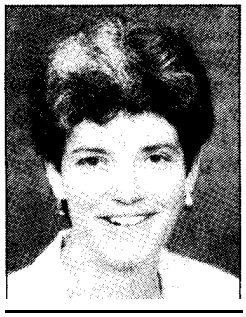
Rod Ellis is professor of Applied Linguistics at Temple University Japan, where he teaches on the MEd and Doctoral programmes in TESOL.

His previous teaching experience include a ten year period in Zambia (Africa) where he worked as a teacher trainer followed by periods at St. Mary's College and Ealing College of Higher Education, London. He has also worked on ELT consultancies for agencies such as the British Council and the World Bank in Europe, Africa, South America and Asia. He has wide experience ofteacher training in different parts of the world.

Ellis has published a number of books and articles in the fields of second language acquisition research and teacher training. His best known books are ***Classroom Second Language Development*** (Prentice Hall) and ***Understanding Second Language Acquisition*** (Oxford University Press). The latter has been translated into Japanese. He has just completed another book-***Instructed Language Learning***-which will be published by Basil Blackwell in 1990.

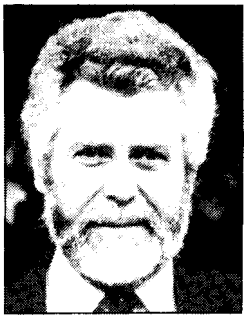


John Fanselow, a former president of TESOL, has been involved with observing language skills in a range of settings for many years as he has worked with teachers in the U.S., Japan, Europe and Africa. His most popular book is ***Breaking Rules,*** but he has also published numerous articles on various aspects of language teaching. He teaches in the Teachers College Columbia University program in Tokyo. His interests include language teaching methodology, curriculum design, reading, teacher training and learner training.

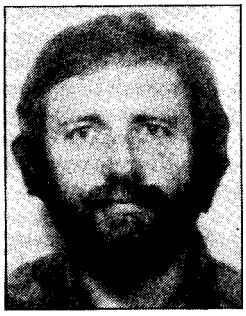


Kathleen Graves, a lecturer at the School for International Training where she teaches courses in methodology, curriculum development, L_2 reading and writing, has worked with teachers and supervisors in methods, curriculum and program development worldwide. In addition, she taught both English and Chinese in Japan from 1979 to 1982. She has also presented extensively at conferences in numerous countries on such topics as motivation, integrating grammar and functions, feedback, syllabus design and community language learning. She is co-author, with David Rein, of the ***East West*** series of textbooks (Oxford University Press). She is currently working on a text on practice teaching and a book on pedagogical grammar.

Jeremy Harmer is a teacher trainer and author of a number of texts and course books and has addressed teachers worldwide on various aspects of language teaching and methodology. His most recent books are ***The Listening File*** (Longman, 1989), and ***Teaching and Learning*** Grammar (Longman, 1987). He is also the author of the Coast to ***Coast/Meridian*** coursebook series (Longman) and ***The Practice of English Language Teaching*** (Longman, 1983).



Alan Maley, director-general of the Bell Education Trust, Cambridge, is vice-chairman of IATEFL and a well known language teacher and teacher trainer. He has published widely in the field of EFL and applied linguistics and co-authored several popular books, including ***The Mind's Eye, Sounds Intriguing,*** and ***Words*** (all Cambridge), and ***Literature*** (Oxford). He is also the general editor of the ***Teachers' Resource Books*** series (Oxford) and a member of the board of the ***English Language Teaching Journal.*** In addition, he has been active worldwide, serving with the British Council in Belgrade, Ghana, Milan, Paris, Beijing, and Madras before joining the Bell Educational Trust.



Michael J. McCarthy, lecturer in Modern English Language at the University of Nottingham, is currently involved in a number of projects. In addition to teaching and publication of a number of articles and books, McCarthy serves as special lexical and discourse analysis consultant to the International Certificate Committee, a group responsible for organizing adult language education in ten European countries, and vocabulary and reference consultant to Cambridge University Press. He is co-author, with Ron Carter, of ***Vocabulary and Language Teaching*** (Longman, 1988) and is the advisory editor for the ***A Way With Words*** series (Cambridge). His text ***Discourse Analysis for Language Teachers*** (Cambridge) is due for publication in 1991.

Adrian Pilbeam, of Language Training Services, is active in improving the teaching of English for business and commercial purposes. He has published a number of books and articles in this area, including the ***Business English Skills*** series (Longman, 1987), with Mark Ellis and Nina O'Driscoll, and ***Professional English*** (Longman, 1984). He has also given presentations and conducted teacher trainingworkshops worldwide.

Susan Stempleski, an instructor at Hunter College, a lecturer in the TESOL program at Columbia University Teachers College, New York and a doctoral candidate there, has been active in improving the use of video in language teaching. She has published extensively in this area and is co-author, with Barry Tomalin, of ***Video in Action: Recipes for Using Video in Language Teaching*** (Prentice Hall, 1999). She has also publisheda number of viewing guides, through the USIA, of various videos. In addition, she is interested in reading and reading acquisition research and has authored several readers as well as the text ***Explomtions: An Interactive Approach to Reading*** (Collier Macmillan, 1988). She has presented extensively worldwide in both areas.

Pre-Conference Workshops

Pre-conference workshops will be held on Thursday, November 22, the day before the opening of the main conference. This will be the third time that JALT has offered pm-conference workshops; this year eight will be offered. Each will last half a day, with four to be held in the morning fmm 9:30 to 12:30 and the others in the afternoon from 2:00 to 5:00. Participants will be limited to 30 for each workshop, to be accepted on a first-come first-served basis. You may sign up for two consecutive workshops. The fee for each workshop is \4,0090, payable only through preregistration. No money will be accepted the day of the workshops. Fill in the appropriate blanks on the preregistration form and use the letter codes for each worshop to indicate your first, second, third, and fourth preferences for the morning and afternoon sessions.

The workshops will emphasize practical training and will give participants the opportunity for small-group hands-on activities. They also provide the chance to get to know some of the conference speakers through direct personal contact, in action on some of the aspects of language teaching that these specialists feel most strongly about.

Morning Workshops

Workshop A

Anthony Cowie, of the University of Leeds, will conduct a workshop on syntax, vocabulary, and idioms. He will examine the role vocabulary, idioms, and syntax play in language learning, problems students have with them, and strategies for dealing with these problems in a classroom learning situation.

Workshop B

Michael McCarthy, from the University of Nottingham, will lead a workshop on Discourse Analysis, looking at some features of spoken English. Participants will study basic techniques and have the opportunity to carry out analyses of transcripts of natural conversation. Finally, participants will discuss some of the implications for teaching spoken English using student output fmm classes using materials designed to pmmote natural discourse.

Workshop C

David Nunan, associate director of the National Centre for English Language Teaching and Research, will look at classroom research in his workshop. His aim is to introduce teachers to the concept of classroom observation and investigation. This workshop, which is intended for those who do not have specialist training in research methods, will focus on what to investigate as well as methods for collecting classroom data. Participants will be actively involved in setting up small-scale action research projects in their own classrooms.

Workshop D

Tom Scovel of San Francisco State University will offer a workshop on student errors. He will address the following questions: Why do some errors seem much more difficult to correct thanothers? Why don't students seem to "pay attention" to these errors? What can I do to help students pay pay attention to these errors and eventually eradicate them? He will focus on the pedagogical and practical aspects of these questions.

Afternoon Workshops

Workshop E

Christopher Candlin, director of the National Centre for English Language Teaching and Research in Sydney, will lead a workshop on the principles and practice of designing an adult learners dictionary. Special attention willbegiven to the cultural and social aspects of dictionary entries as well as how dictionaries can aid acquisition.

Workshop F

David Eskey, of the School of Education at the University of Southern California, will conduct a workshoponreading. Current research and theory will be discussed and then participants will be asked to develop a lesson plan based on a short text which will be provided.

Workshop G

Kathleen Graves fmm the School for International Training will lead a workshop on how teachers can change. Since teachers change in response to external pressure (students, administration) and internal pressure (the teacher's own desire to change), she will lead participants thmugh practical ways to accomplish both types of change.

Workshop H

Bon White, of the Centre for Applied Language Studies at the University of Reading, will address the relationship between theory and practice in materials design. His workshop will mainly focus on criteria for judging textbooks.

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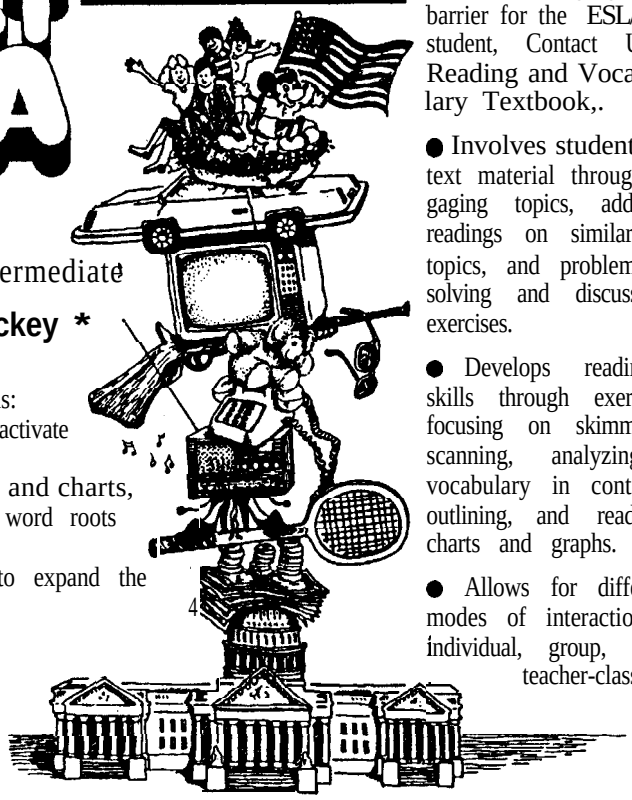

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My Share

For some years the BBC has been broadcasting a panel game called Just a Minute. ***In this game four players, mainly figures from show business, are challenged to speak on a given topic for 60 seconds without hesitation, deviation, or repetition. They have to survive the challenges of the other players who are eager to detect real, fancied, or occasionally completely fabricated infringementsoftherules. The mostprofwientplayer was Sir Clement Freud, the most outrageous the late Kenneth Williams, sounding like a combination of Dame Edith Evans and Donald Duck. This month's contribution is a kind of collateml variation of that game for classroom purposes.***

Talk and Go

or

How I found, created, and used motivation in the so-called unmotivated student

by Christopher Starling

One of the most frequently recurring words I hear or read with regard to teaching is motivation. Teachers do lament that students lack motivation. They may well be right, of course, if they mean by that that their students have no particular enthusiasm for English study. I myself have faced that situation in a university here in Japan (not, I hasten to add, my present workplace) where most students seemedindeed unwillingto study English. I suspect that for the most part their lack of motivation, in this sense, stemmed from their having been disillusioned, "demotivated," by previous dull classroom experience.

It would be absurd, however, to assert that students lacked motivation ***in general.*** While Hiroshi is fiddling with his pencil and gazing at the window, he may be seeing himself winning a bike race at the Suzuka Speedway, and fidgety Fumiko may be daydreaming about the cute boy who works with her at the bakery. Students have all kinds of motivation. This being so, the challenge for teachers is to somehow link the motivations the students have with the purpose they hope to achieve.

Tapping Motivation

Now what, I asked myself, is the most prevalent motivation in a class of "unmotivated students"? The answer is simple: it is to ***leave,*** the desire to be in some other place as soon as possible. The students want to go; I want them to stay and talk. Hence the technique I am going to outline, which is designed to link these contradictory desires and fulfil them both. It is a playful approach to conversation practice developed for the final part of a teaching period the bulk of which has been devoted to writing or to reading.

The idea, the preparation required, and the execution are all very simple. First the teacher makes a list of topics that he or she judges the students can say at least a little something about. For a class of low ability the list may include Sports, ***Boyfriends and Girlfriends, Driving, The Zoo, Cheese, Tetsuko Kuroyanagi, Whisky.*** For a class of higher ability (and I must emphasize that this activity is most successful with enthusiastic learners), one can slip in much more challengingtopics, such as ***Trade Problems*** or ***Nuclear Power.*** Each topic is numbered, and there should be a good supply of them-my own standard list for this activity has one hundred topics which my computer can readily rearrange into various orders.

The teacher brings to the classroom this list and a watch that gives the time down to seconds.

Beginning the Game

Fmm this point on, we run into a number of variables, such as the number of students in the class and their precise level. For the sake of simplicity, let us suppose the class has twenty-four students who cannot speak much English. For such students, a little prior training may be necessary in the use of such simple questions as ***Do you like sports?*** and also the useful ***What about you?*** which enables a speaker to give a conversation new momentum by returning a question.

If faced with a class that cannot comprehend abstract explanations of language or classroom procedure, the teacher is advised here to demonstrate by acting out a dialogue by himselfor herself, perhaps introducing a little humour by taking the parts with different voices. A list of usable questions might be left on the board during the activity itself, to be used as prompts.

The teacher will now challenge each pair of students in the class to choose a number that corresponds to a topic on the list for the day and talk together in English on that topic for a certain number of seconds without using Japanese and without excessive hesitation or repetition. For our exempliticatory low-level class let us say 30 seconds is the target.

I have found that my own students very quickly grasp what they are expected to do, but if a very simple introduction should be required for our hypothetical strugglers, the teacher could write on the board:

30 seconds=Go
Rules: No Japanese. No long silence. No repeating too much.

The teacher might then give a demonstration, preferably comic, of breaking each rule. Note that whatever introduction is chosen, the teacher must write on the board a list of the class pairs, using either names (Hiroshi-Fumiko, Keiko-Takashi, etc.) or initials (H-F, K-T, etc.), besides which progressive scores will be written. It is also necessary to write against each the number of the topic chosen.

Playing the Game

Let us move on to the activity itself.

The first pair, Himshi and Fumiko, choose topic

number 6, which happens to be Chocolate. Hiroshi asks Fumiko, "Do you like chocolate?" Fumiko replies smartly, "Yes, what about you?" They may continue for 17 seconds, but then Hiroshi says something in Japanese. The teacher signals 'Out!" and writes 17 on the board against their names. The next pair then choose a number; they may not choose a topic that has already been chosen. They talk about ***Hokkaido,*** but after 10 seconds there is a five-second silence. The teacher breaks in and writes up a score of 15. (If you think it is too generous to include the closing silence in the score, you would credit them with a score of 10.) The third pair talk about ***Skiing,*** but one person uses the same phrase three times. After the third repetition the teacher breaks in.

The score in seconds on the board thus represents the time the students have been able so far to speak in English without any Japanese, without excessive repetition and without a pause of more than 5 seconds. Once all twelve pairs in our exemplifying class have spoken, the teacher returns to Hiroshi and Fumiko, who, you recall, scored 17. They will try to reach the 30-second target by scoring the additional 13 seconds still required on their second topic. When every pair has completed 30 seconds successfully, the students may leave the class. (A variation is to let each pair leave separately after they reach their target, but only if this can be done without noisy disruption.)

The Need for Judgment

Now obviously, since we are using the students' motivation to leave the class early, we should be a little shrewd when allocating time. For the class just described, twelve pairs talking for 30 seconds a pair means six minutes of actual English speaking time. We should add to that the time required for explaining the activity, the revelation of the topics, the students' choice of number, the writing of the number on the board and revelation of the topic. Finally we should add the amount of time by which we are willing to let the students leave early and try to judge it both so that the students think they are getting a good deal and so that the teacher is making the least possible sacrifice of unused time in order to intensify the use of the rest of the time. Clearly, this is something that each teacher must judge according to their own situation.

How frequently to use ***Talk and Go*** is also a matter of individual judgment. For my part, I now use it only occasionally, since the students I am faced with in my present university are enthusiastic and the textbook in use provides constant stimulus. However, recalling the less than eager students I referred to earlier, I can easily conceive of a course that could use ***Talk and Go*** frequently and incorporate training sessions before hand in which students would learn various expressions that they could then use in their pair conversations. The target time could be increased steadily, and students would appreciate a sense of their own progress.

For the unfortunate teacher faced with especially noisy or large classes there are possible variations that may be practicable. One could, for example, increase the importance of listening by having each pair answer a simple question before leaving about what another pair had said. In a class of 40 students, the teacher might ask students to talk in groups of4, insisting that every member of each group must say something in every round. Here I let the imagination of each teacher take over and decide whether ***Talk and Go*** is useful in his or her own case and how to adopt it.

Finally, and most importantly, I believe that some at least of those so-called "unmotivated students" will discover, thmugh the necessity of speaking, that they can indeed speak English and develop fmm that point a real motivation for further study.

Christopher Starling teaches at Shoin Women's University, Kobe.

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

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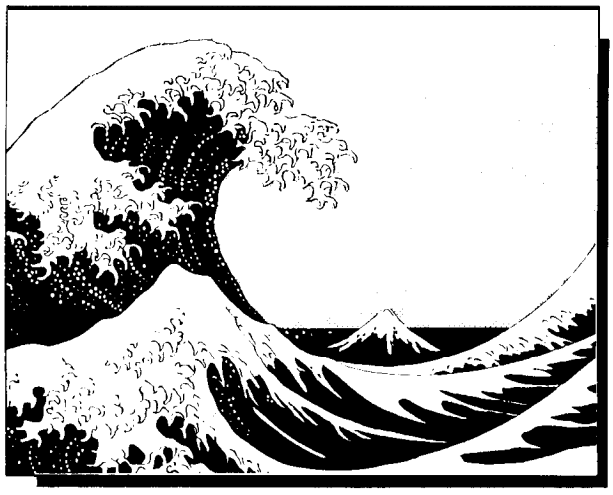
Alan Maley
Walter Hirtle
Richard Via
Larry Smith
Paul LaForge



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JALT Under Cover

Testing for Language Teachers. Arthur Hughes. Cambridge: Cambridge University Press, 1989. Pp. 172.

Language testing is already well-established as both a vigorous research discipline and a thriving business-each with definite implications for the language teaching profession. Major testing developments, however, have not always coincided with those of teaching, and testers have regularly been accused of producing tests which are not only inaccurate but which also display a glaring indifference to the vital classroom concerns of teachers. With mistrust resulting fmm this indifference, it too often seems that learners are caught in the middle of an uneasy division of labor where teachers teach, testers test, and never the twain shall meet.

In this readable, well-balanced book Arthur Hughea sets out to narrow this gap between teaching and testing. Admitting that testers often deserve the mistrust they receive fmm teachers, he stresses that the relationship functions best as a partnership in which testing 'should be supportive of good teaching and, where necessary, exert a corrective influence on bad teaching." Likewise, he aims to equip teachers with the knowledge necessary to not only write better tests themselves, but also be able to argue persuasively enough to exert their own corrective influence on professional testers.

Hughes argues that test construction is a matter of pmblem solving, therefore there is no one best test. The tester's job is to provide the appropriate solution to any particular testing problem given the variables of course objectives, purpose and importance of the test and availableresources. Teachers involved with test design must have not only an arsenal of techniques, but also an understanding of basic principles.

The fourteen chapters of the handbook clearly reflect this dual need. The first six chapters are devoted to an introduction of relevant concepts including test types, validity, reliability and backwash effect, while the final six chapters offer more detailed advice on the testing of individual language skills and test administration. The middle two chapters are somewhat pivotal as chapter 7 introduces a set of general principles for test construction and chapter 8 discusses the pms and cons (mostly cons!) of the ubiquitous multiple choice item and presents a guide to three test techniques-cloze, c-test and dictation-which are often used to measure overall language proficiency.

Throughout the handbook, Hughes manages a good balance between the conceptual and the practical as well as a sensitivity to his target readers' purpose. While assuming no specialized testing knowledge, he provides adequate, well-reasoned discussion of the necessary concepts in a straightforward yet unpatronizing style. There are some features which make the book refreshingly teacher-friendly. From the preface onward, Hughes maintains his concern for the teaching-testing relationship through his focus on "backwash" (the effect, beneficial or harmful, of testing on teaching and learning). He devotes a chapter to demonstrating how beneficial backwash can be achieved, and then makes consistent reference to it as an essential testing ingredient.

Hughes' other testing assumptions and preferences are also established at the outset. He argues in favor of achievement tests based on course objectives rather than on course content as he feels the former are more likely to promote beneficial backwash. Likewise, he advocates direct testing of language skills whenever possible and takes the view that criterion-referenced tests are often to be preferred over norm-referenced tests as they "set standards meaningful in terms of what people can do which do not change with different groups of candidates."

Having a background in professional testing himself, Hughes consistently emphasizes the requirements of validity and reliability, and in separate chapters offers sensible guidelines for increasing both. He is careful to point out the frequent tension between them and backwash effect as well as the very real constraint of practicality in most testing situations. In the end, however, he counsels the long term view, suggesting that "before we decide that we cannot afford to test in a way that will promote beneficial backwash, we have to ask ourselves a question: What will be the cost of not achieving beneficial backwash?"

The chapters dealing with the testing of the language skills closely follow the framework for test construction given in chapter 7. The guidelines in each of the skills chapters clearly point the way toward effective test design and, given the book's length limitations, there is a good variety of techniques included, along with discussion and examples of both holistic and analytic scoring procedures. The scoring emphasis, supporting Hughes' preference for direct, criterion-referenced tests, rests on criterial-level descriptions appropriate for different situations and different levels. Hughes has some reservations concerning proficiency tests but admits that it is sometimes useful to measure ability in grammar and vocabulary with achievement, placement and diagnostic tests. His guidelines for writing items which require the production of appropriate structures and not simply recognition of correct use are helpful. He advises against giving grammar too much emphasis in relation to the direct testing of language skills as he is concerned not to undermine the achievement of communicative objectives. Grammar, he reminds us, is rarely to be regarded as an end in itself.

The chapters begin with a brief overview and are marked by clear, uncluttered topic headings. Examples, both real and hypothetical, are offered along the way and there is a good selection ofexistingtests and rating scales included as illustrations and points of reference. Following each chapter is a "Further Reading" section which is reasonably short and accessible. For those

readers who are very keen, each chapter also contains a "Reader Activities" section which is task-based. This has obviously been intended to make the handbook suitable as a text for teacher training courses; the activities are a useful addition. One further useful addition "for the more adventurous reader" is the Appendix of statistical analysis of test results which offers clearly boxed, step-by-step instructions for the most important statistical operations. The emphasis is placed on interpretation of test results rather than on calculation, and the author has kindly restricted the statistical operations to those which can be performed on an inexpensive calculator.

All in all, both teacher-friendly in its balance of principles and practice and user-friendly in its design, ***Testing for Language Teachers*** succeeds well in its aim to bridge the teaching-testing gap. It offers a refreshing pedagogic base with realistic, accessible guidance. It's worthwhile reading for any teacher faced with the task of devising tests which can complement good teaching and learning.

Reviewed by Steven Gershon
Tokai University

Turn On! Listening for Cultural Information. Vance E. Johnson and Paul Snowden. Tokyo: Macmillan Language House, 1988. Pp. 96 \1,500

In the preface of ***Turn On!*** the authors express their hope that students will 'develop their listening comprehension ability, and at the same time.. . increase their knowledge of life in America [sic] and Britain." The eleven units mver such topics as the Norman Conquest, a Britishtourist's mnfusionoverwhat to call a sandwich in the U.S., and difficulties in finding a girlfiiend. Each unit has a variety of standard listening exercises, such as dictation and cloze ('major sections"), and some units present comparisons with Japanese culture. Additional number, pronunciation, and mmmunication exercises are offered, but they are not related to the unit topic. ***Turn On!*** resembles many other listening texts in that students are first asked to listen for general information and then for more specific details.

Although the introduction is entitled "How to Use this Book," the authors in fact offer no classroom guidelines, leaving all decisions about order and pacing to the instructor's judgment. Their only suggestion on using the "major sections" of each unit: ". . . they are a kind of dictation exercise, but should not be treated as only a dictation exercise." They promise their exercises are adaptable, but offer no helpful examples, saying only that "The Listening Preparation sections themselves can be used for a variety of practice exercises and language development exercises." This is the extent of their "how to use" suggestions. If the authors know of other ways to use the materials, why not share them with the teacher? Although an experienced teacher could learn how to teach the units in the best way, a novice would be bewildered. The aims of the text am elusive.

The sweep of history and details of social trivia receive equal emphasis. Although a culture text need not have a theme, students andteachers should be able to see clearly what deserves careful attention and what can be passed over quickly. This text, however, gives equal space to the Declaration of Independence, the Constitutional systemofchecks andbalances, a tourist's encounter with a bear, and a discussion of the merits of fish and chips. Inexperienced teachers and those unfamiliar with U.S. or British culture are given a distorted sense of what is culturally significant and what is not.

The amount of time spent on a lesson should be proportional to the importance of the material. Time spent explaining "I can't bear bears" (p.25) or "wiggling my backside down the road isn't my cup of tea" (p. 79) (even though "my cup of tea" is glossed) takes away from time needed to correct the authors' stereotypes and over-generalizations. A teacher who must first explain the phrase, 'your wife is a good stuffer" (p. 43), then explain why the students need not learn it, and finally place this view of women in perspective, may feel that the book is obstructing student progress, not furthering it.

I used this text with students in the 420-450 TOEFL range who were studying the four skills on a daily basis. Students completed one ten-page unit in two fifty-minute classes. They found the comprehension questions, which are presented on tape rather than in print, appropriately challenging, but the dictation and cloze insufficiently so. This discrepancy in diiculty, along with the authors' failure to indicate the targeted student level, or to discuss student feedback, suggests that they did not test all the material in the classroom before publication.

A further indication that ***Turn On!*** was not tested in the classroom is its cumbersome humor. Humor in a textbook is always difficult to manage successfully, in a comparative culture textbook even more so, for jocular wit is often presented at the expense of one of the cultures. Some lessons which may have seemed humorous to the authors might be offensive to other people.

In Unit 2, "The Regions," students hear a New Orleans shopkeeper reply belligerently to a British tourist who innocently calls him a "Yank", 'Yankee?" Hey, don't use that word around here!. . . I'm a redneck and proud of it!" (p. 16). The authors inaccurately gloss "redneck" as "a poor Southern (U.S.) white who is proud of his Southern roots." One questions the need of introducing such a term in the first place, but the definition itself breeds cultural misunderstanding. Many natives of the U.S.-North and South-consider this a term of derision; students should be cautioned not to use it.

The authors of ***Turn On!*** do a very poor job of encouraging independent thinking and a very good job of encouraging blanket judgments because of the example they set. The characters themselves continually use expressions like, "you Yanks" (p. 16). "I'm an American and that's how Pm going to say it" (p. 45), or "To Americans, the only status symbol that counts is the house" (p. 92). The teacher has no way of filtering out these stereotypes; they are threaded through the entire text. Students are especially vulnerable because they expect textbook examples to be chosen for their typicality. If students encounter a grammar structure,

a viewpoint, or a Generic Citizen, they are inclined to accept them as typical, as generalizable. A good bit of class time has to be spent "un-teaching" the view of people this text presents. In short, unless the purpose of your course is to show how cultural prejudices work their way into textbooks, ***Turn On!*** should not be used in a classroom.

Educators and publishers must be more aware of the negative effects misinformation in texts might have on students. All of us grind our teeth at generalizations made in the press or television. Should we tolerate them in our classmoms? If we use a textbook which encourages the student to believe teenage girls are traumatized if they are not asked to the prom, or if the text stereotypes the people of an entire nation, then we tacitly support this approach to teaching culture.

Reviewed by Brenda C. Lee
Seminar Academy of English

In Their Own Words. Tom Boyd. Walton-on-Thames: Nelson, 1988. Pp. 60.

In Their Own Words is an excellent supplement for advanced level listening and speaking classes. The twelve interviews with different celebrities are brief enough to be useful in one class period but filled with natural, idiomatic language and exercises that can be used over several lessons. The tape that accompanies the booklet is of good quality; the language and voices are clear.

The author has prepared pre- and post-listening questions divided into two groups.The level of difficulty oftheinterview can be manipulated by what information students are asked to listen for. A glossary and an introduction to the celebrity on tape help prepare the student for the interview. Nevertheless, all but the advanced student may well be intimidated by interviews which appear "fast" because the student can not interact with the participants. The booklet contains a language focus section which most often features a common phrasal verb fmm the interview and an exercise with the structure. An English teacher can scan the booklet for the structures featured and then plug the interview units as appropriate. Finishing off each unit are questions to be used for discussion or writing. Tapescripts and exercise answers are at the end of the book. All of the supplementary exercises are brief and well planned.

On tape the units are short: about five minutes including the introduction, interview, and language focus, making replay easy. The interviews are fairly well balanced. The nationality of most speakers is English, but also includedare a Scotsman, a Canadian, an Indian and an American for a wider variety of accents. Four of those interviewed are women. Except for a shipwreck hunter, the interviews are with workers in the arts: writers, actors, a conductor, a fashion designer, and a ballerina. The celebrities are articulate and I found my students genuinely interested in what they had to say.

Personally, I like ***In their Own Words*** because it does not attempt to reach beyond itself. Its purpose is to be a good, well balanced listening/speaking publication for an advanced class that can be a component of a broader curriculum. It can be used with large classes or in private lessons, and its simplicity makes it all the more adaptable. If you need a shot of realia that is well designed, this publication would be a good addition.

Reviewed by Mary Acevedo

Words at Work-Vocabulary Building Through Beading. Betty Sobel and Susan Bookman. New York: Collier Macmillan, 1989.

Words at Work is a student workbook based mainly on formal written exercises; each of the ten units contains one communicative activity. The target vocabulary items are presented through a reading passage focusing on personal or daily life in the U.S.A. Though a good ideal, I would challenge the claim that the readings "readily stimulate reactions, feedback and discussion." In my university class several of the reading passages failed to stimulate reactions.

Each unit contains a vocabulary development section following the reading. Target items have to be put into cloze sentences. This type of exercise, though thorough, takes a long time and my students quickly became bored with the format. The definition and word form exercises provoked a similar response. A variety of exercise types might have been a better idea. Having a glossary at the back of the book is a good idea; unfortunately the definitions do not always leave students any the wiser. "Defect" for example is defined as 'imperfect." Aimed at high beginner/low intermediate students in the U.S.A. I found college students of the targeted levels became bogged down. The few students who could tackle the material did not find the readings or exercises especially interesting.

The single positive reaction I got was from the 'wrap up" activity at the end of each unit which focuses on communicative skills with activities varying from unit to unit. My overriding feeling was that though the target language in ***Words at Work*** is relevant and useful, the readings are rather dry.

Reviewed by Chris Mares
Tokai University

The English Workout: An Interactive Approach To Listening/Speaking. James C. Kelty. New York: Macmillan, 1989. Pp. 185.

The English Workout is "designed to serve as a main course book for listening/speaking classes or as a conversation book in a grammar based class." It is composed of eight units; each unit contains five lessons. The first three lessons are listening/hearing lessons. Lessons four and five include role play, discussion, and writing exercises.

The English Workout does not live up to its promise of 'each lesson being designed to be completed in one hour of class time." Lessons one, two and three can be completed in one hour only if the students can understand the tape after listening to it no more than two times. The author states that "the students should be allowed to hear any or all of the segments as many

times as necessary to complete the exercises," but this undermines the purpose of a listening exercise and can prove costly in terms of class time. The listening lessons leave the students exhausted and unhappy about having no chance to converse.

For the teacher to fully cover the lesson takes at least one and a half, if not two, hours of class time. Lesson five, for example, involves a heavy amount of writing which also cannot be accomplished in one hour's time. The units advance in difficulty and eventually incorporate too much information to cover.

This book would be more successful as ***a*** textbook for advanced classes, over a period of one year, or for intensive courses. It is not desirable as supplementary material since each lesson is heavily connected to the previous lessons; lessons four and five are confusing if done prior to finishing lessons one, two and three. Only scattered parts can be used separately.

Advanced level students fmd the latter parts of the units controversial. Intermediate level students find them almost impossible. The lessons are challenging but not always humorous since the students are usually concentrating too much.

However, The ***English Workout*** themes, such as game shows and political situations, appeal to the students because they can relate to them. The themes also show how situations might differ from those in the students' country. The ***English Workout*** is an interesting textbook which should be labeled a listening/writing rather than a listening/speaking text.

Reviewed by Laila Hawker
Ehime English Academy

RECENTLY RECEIVED

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

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; an exclamation (!) indicates third-and-final notice this month. All final-notice items will be discarded after July 30th.

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Abraham, P., & Mackey, D. (1989). ***Contact U.S.A: Reading and vocabulary textbook*** (2nd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.

*Baker, A., & Goldstein, S. (1990). ***Pronunciation pairs: An introductory course for students of English*** (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

*Beckerman, H. (1 989). ***Heartworks: Inspimtions for English as a second language*** (student's, sample cassette). Englewood Cliffs, NJ: Prentice Hall Regents.

*Brosnahan, L. (1990). ***Japanese and English gestures: Contrastive nonverbal communication*** Tokyo: Taishuken.

*Cane, E., & Cane, P. (1990). ***Write for first certificate*** (student's, answer key). London: Edward Arnold.

*Davies, E., Whitney, N., Pike-Baky, M., & Blase, L. (1990). ***Task*** reading. Cambridge: Cambridge University Press.

*Farthing, M., & Pulverness, A. (1989). ***Insights*** (student's, workbook). London: Macmillan.

*Hart, C. (1990). ***Asterix and the English language 1 and 2.*** London: Edward Arnold.

*Hopkins, F. (1988). ***Get ready 1 and 2*** (pupils, activity, teacher's, numbers, handwriting). Oxford: Oxford University Press.

*Jones, L. (1990). ***Progress to first certificate*** (new edition) (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

*Katagiri, Y. (1990). ***Japanese step by step with pictures: Hajimete no Nihongo*** (student's, cassette). Tokyo: Taishukan.

*MacAndrew, R., & Blundell, J. (1990). ***Check your English: A four-skills grammar practice book*** (student's, teacher's). London: Macmillan.

*Murphy, R. (1990). ***Essential grammar in use with answers: A self-study reference and practice book for elementary students of English.*** Cambridge: Cambridge University Press.

*Radley, P., & Millerchip, C. (1990). ***Mode 3*** (student's, teacher's, workbook, cassettes). London: Collins.

*Redman, S., & Ellis, R. (1989). ***A way with words 1: Vocabulary development activities for learners of English*** (student's, teacher's, cassettes). Cambridge: Cambridge University Press.

*Strange, D. (1989). ***Chatieterbox I and 2*** (pupil's, activity, teacher's). Oxford: Oxford University Press.

*Swan, M., & Walter, C. ((1990). ***The new Cambridge English course I*** (student's, teacher's practice, cassettes). Cambridge: Cambridge University Press.

*Swift, S. (1989). ***Experiences*** (teacher's only). London: Macmillan.

*Willis, J. (1990). ***Collins COBUiLD English course first lessons*** (student's, teacher's, cassettes). London: Collins.

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

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

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

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

!Crandall, J., Dale, T., Rhodes, N. & 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.

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

!Knepler, M. (1990). ***Gammarr 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., & Leham, J. (1990). ***Visions: A pre-intermediate grammar.*** Englewood Cliffs, NJ: Prentice Hall Regents.

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

!McGill, E., & 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.

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

!Rice, A. (1990). ***Countdown! Taking off into content reading.***

New York: Maxwell Macmillan.

!Robertsha S Hamblen R & Feldman, R. (1990). ***Reading first: Building reading competence*** (2nd ed.). New York: Maxwell Macmillan.

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

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

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

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

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

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

TEACHER PREPARATION/REFERENCE/ RESOURCE/OTHER

*Brown, J. D. (1988) ***Understanding research in second language learning: A teacher's guide to statistics and research design.*** Cambridge: Cambridge University Press.

*Duff, A., & Maley, A. (1990). ***Literature. Oxford:*** Oxford University Press.

*Harley, B., Allen, P., Cummins, J., & Swain, M. (Eds.). (1990). ***The development of second language proficiency*** Cambridge: Cambridge University Press.

*Kitao, K., & Kitao, K. (1989). ***Intercultural communication: Between Japan and the United States.*** Tokyo: Eichosha Shinsha.

*Jacobson, R., & Faltis, C. (Eds.). ***Language distribution issues in bilingual schooling.*** Clevedon, Avon: Multilingual Matters.

*O'Malley, J.M. & Chamot, A. ***Learning strategies in second language acquisition.*** Cambridge: Cambridge University Press.

*Wajnryb, R. (1990). ***Grammar dictation.*** Oxford: Oxford University Press.

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

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

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

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

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

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

!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.

IN THE PIPELINE

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

Adamson. *International hotel English.*
Allsop. *Making sense of English grammar exercises* **(Self-study edition).**
Beckeerman. *Heartworks.*
Brender. *Three little words A, An. The.*
Brinton, et al. *Content-based second language instruction.*
Brooks & Grundy (Eds.) *Individualization and autonomy in language learning*
Byram. *Cultural studies in foreign language education.*
Chan. *Process and practice.*
Chaudron. *Second language classrooms.*
Clark. *Talk about literature.*
Collins Publisher & Birmingham University. *Collins COBUILD English grammar.*
Corson. Language *policy across the curriculum.*
Dechert (Ed.). *Current trends in European second language acquisition research.*
Dewar. *Computers: From beads to bytes.*
Doff. *Teach English.*
Dunn. *Outset 2.*
Ellis. *Second language acquisition in context.*
Fishman. *Language & ethnicity.*
Fox (Ed.). *Collins essential English dictionary.*
Fried-Booth, et al. *Collins COBUILD English course photocopiable tests.*
Gass, et al (Eds.). *Variation in second language acquisition: Discourse and pmgmatics.*
Gass, et al (Eds.). *Variation in second language acquisition: Psycholinguistics.*
Hardisty & Windeatt. *CALL.*
Hill & Holden (Eds.). *Creativity in language teaching.*
Johnson. *The second language curriculum.*
Keane. *International restaurant English.*
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.*
Nunan. *Understanding language classrooms.*
Ramsey & LoCastro. *Talking topics.*
Richards & Nunan (Eds.). *Second language Leacher education.*
Smith. *Issues for today.*
Taya-Polidori. *English phrasal verbs in Japanese.*
Thomas. *Advanced vocabulary and idiom.*
Trueba. *Raising silent voices.*
Walker. *Computer science.*
Webster. *Muzzy comes back.*
Willis & Willis. *Collins COBUILD English course 3.*
Wright. *Pictures for language learning.*
Yalden. *Principles of course design for language teaching.*
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Chapter Presentation Reports

CHIBA

Mining Textbooks
by John Fanselow

John Fanselow, Professor of Language Education at Teachers College, Columbia University and author of ***Breaking Rules,*** began the May meeting by asking participants to categorize activities as either emphasizing memory or communication. During the thought-provoking discussion, it became evident that the best activities couldn't be classified as either, but fell somewhere in between. Therefore, a well-designed program would combine the two, since neither is better than the other.

Participants were then encouraged to define their own activities more specifically. Are they contrived or spontaneous? Do they require thought or only guessing? This refining promcess will lead to a better understanding of what works-and what doesn't-in the classroom.

The focus of the second part of the meeting shifted to the close relationship between reading and listening comprehension. Dr. Fanselow believes teachers should design listening and reading activities so students are required to figure out meaning on their own. To demonstrate, he read a poem aloud and had participants fill in missing blanks. Ifstudents cansuccessfully complete this type of cloze exercise, they will understand the passage as a whole without necessarily knowing what each individual word means.

The most important point he wanted to make was to stop what you are doing now and do the opposite. Try out new approaches and see what happens. If, for example, you always give answers orally, then try writing them on the board for a change. In other words, train students to expect the unexpected.

Reported by John Thorpe

FUKUI

Ways to Motivate Students
by Naomi Nemoto, William Penty, Jay Rapp, and Saburo Yoshida

At this July symposium each speaker spoke for ten minutes on their main ideas for motivating students, and following each presentation there was time for questions. After all the presentations, there was a discussion.

Ms. Nemoto (Fuzoku J.H.S.) presented many techniques and materials to be used to motivate students, using the students' own experiences and interests. Mr. Penty (Takefu Higashi H.S.) presented other techniques and spoke of the role of AETs in motivating students, covering both the positive and the negative aspects. Mr. Rapp explained his very "humanistic" approach to motivating students, wherein he tries to instil amutualrespectbetween himself and his students (at Haruo Kogyo H.S.). Mr. Yoshida (Chuo Gakuin) explained that for him an important motivating factor is protecting the students' sense of pride in their achievement and learning.

The differing school backgrounds of each of the speakers led to a variety of different approaches and this in turn led to a stimulating discussion.

FUKUOKA

Special Educational Needs
by Candy Beatty

If English for foreign learners can be said to constitute a special need, then the Fukuoka April workshop on Special Needs with Candy Beatty was full of important implications for many teachers in Japan. Participants were allowed-with the use of painted glasses, earplugs and impaired texts-to experience for themselves what it might be like to be at a perceptual disadvantage in an English classroom.

The terminology for such conditions was analyzed to elicit the inherent prejudice that can make the treatment of learners with special needs so difficult. Then, through a self-analysis, What Kind of Learner Am I?," it was also established that different learners (and indeed different teachers!) respond quite differently to changes in their study environment that polarize tactile/kinesthetic-preferenced learners.

Finally, a taxonomy of teaching principles for learners, not only but especially, with special needs was presented. This stressed those very basics, which though as fundamental as Piaget, seem so often and so easily overlooked in the Japanese context. Of particular significance was the need for a flexible teaching environment, and the importance of stressing co-operation above competition. Allowing students to tape lessons for review, to tape or dictate tests and answers for those with reading and writing difficulties and, as teachers, to constantly rethink aims by encouraging student feedback (and even student-designed tests!) were just a few of the many interesting tips Ms Beatty had to offer.

Reported by David Wood

HIROSHIMA

Motivating Students and Tired Teachers
by Don Maybin

A "tired" teacher who has faced too many classes of unmotivated students must wonder, "How can I get meaningful language production out of these students?" In June, Don Maybin of Kagawa University in Takamatsu demonstrated how 'constructive pressure" can be used to encourage and motivate students to use the language they are studying.

In the style of an actual class with us as the

students, Maybin asked us to carry out several basic language tasks built around the sentence pattern under study. Several psychological pressures such as "countdown" from ten to one, remain standing until students answer, team competition, and setting time limits were carefully applied to give us a very concrete and immediate reason to get personally involved and to participate in the class.

We quickly learned through this experience of performing under pressure about the joy of winning, but also the agony of losing, the necessity of team cooperation, and the rewards of responding (i.e. not hesitating) and even volunteering. While these forms of peer pressure were effective, we (the students for today) were relieved to find out that pressure can also be eased off. Rewarding students' efforts (even if the answers are incorrect) and knowing when tasks should be group based instead of individually based are examples of ways to prevent students from becoming discouraged.

Besides bringing along his usual bag of memorable ideas for classroom activities, Maybin helped us to remember what it is like to be a language learner, something that native speakers sometimes forget.

Reported by Ian Nakamura

NAGOYA

Writing for an Audience with an Audience by Patricia Dissosway

At the April meeting, Dr. Diasosway of Hiroshima Shudo University presented a lecture and workshop on writing. Diary/journal, letter writing and story writing are the three pmcesscentered ways she uses to help students develop confidence in writing.

The lecture part began with a listing of problems one can expect to encounter upon the introduction of direct writing into Japanese classrooms. In traditional writing classes, students focus too much on form and structure, reflecting their grammar-translation background. The teacher evaluates and corrects. This product-centered approach leads to a feeling of "I can't write." However, the process approach to writing concentrates on how the writer gets to the end product. The teacher is relegated to the side while the student takes wntml of the writing task. The student writes to two audiences. The active audience consists of the writer and the participant audience (i.e. student peers). The passive audience is the teacher in the role of advisor.

The JALT audience became students in the workshop. They wrote letters and stories to one another. Advantages and problems of each were discussed. Letter writing allows the student to relax and gain confidence since feedback comes from other students. Story writing builds interest as students read and continue a story written by another person.

Students' writing is evaluated by their peers, relieving the teacher of a great deal of work. The JALT audience seemed to appreciate and support this approach to writing.

Reported by George H. Sawa

SAPPORO

JALT Sapporo Chapter Spring Conference

The Sapporo Chapter held its annual spring conference May 19-20. In the first of his two presentations, **Steven Ross** of Kobe University of Commerce reported on his research in which he sought to isolate motivational factors as they relate to gains in language proficiency over time. Ross found a direct causal link between the personality trait of extroversion and proficiency.

Ross later reported that in his studies testing the Reading Hypothesis (Krashen) that composition skills am acquired during the process of reading but a causal link was not found.

Dr. Richard Day from Ashiya University spoke about the characteristics of an effective EFL reading class. He said that the teacher should have in mind a comprehensive theory of reading when structuring a lesson; there should be a clear, meaningful purpose for a variety of reading passages; activities should allow for feedback, and should contain a teachin grather than a testing element. He later demonstrated how to take a given text and create interesting activities for it.

The third speaker was **Mary Virgil,** who described her method of teaching by appealing to children's natural instinct for rhythm. Virgil pointed out that by replacing words with pictures students are better able to retain vocabulary in their long term memories. She also emphasized the importance of good teacher-student eye contact and the upgrading of standard children's songs using jazz and blues rhythm.

Reported by Stuart Walker

SENDAI

Workshop, A Potpourri of Ideas by Elaine Voci-Reed

Voci-Reed suggested many ideas during her workshop. Among them was a spelling game resembling a spelling bee in which two teams are against each other. Students not in the teams are spectators who are allowed to cheer at appropriate times Each team member is asked to spell a word. If correctly spelled, a point is earned. The bigger score wins the game. This can be done within the time span of one class period.

Another suggestion involved looking at 30-minute videos. The one presented, "Canyon Dreams," was in color and showed mountain scenes. Whatever images were created in the viewers' minds were to be written in words on paper.

The topic of team teaching was later presented. When an AET enters a teaching situation, it should be a win-win situation in which no one loses. Some suggestions to create this type of situation were offered including one by the presenter. A non-English speaking teacher made a card for her which read, "Happy birthday to you." Such messages, called One Point English wuldbe ofvarious themes andvarieties. Team teaching has been the topic of many newspaper articles and discussions. Practical suggestions are necessary for the successful functioning of the team so that the students will be the ultimate beneficiaries.

Reported by Harry Neale

TOKYO

Spring Challenges- Mini-Conference

In May Tokyo JALT held its annual springtime conference. The main themes of interest were student-centered instruction, efficient use of materials, and the use of authentic materials such as songs, newscasts, and videos. A revival of interest in current applications of Cm-ran's Counselling-Learning approach was evidenced by the very positive response by participants to a presentation titled "Counselling Learning in Video," by **Shari Berman** and **Alice Bratton** of the Japan Language Forum. There were also a number of other presentations which similarly stressed the importance of encouraging students to be self-motivated and autonomous in their language learning process.

A major portion of the presentation schedule was devoted to the teaching/learning of English. However, there were also several sessions which dealt exclusively with the Japanese language and how to facilitate the progress ofindividuals who are attemptingto learn it. **Kaji Mitsuyoshi** of the Association of Japanese Language Teachers demonstrated how to get learners to distinguish and pronounce long and short sounds. Specific problem areas for students studying the language in Japan were pointed out and suggestions for how to resolve these problems were made by **Hayasbi Shinichi** of the Japan College of Foreign Languages.

One other presenter, **Barbara Basch** of the ANA Stanton School of English, suggested that successful techniques for higher level conversation classes developed in Taiwan can also be used with Japanese learners of English. Her presentation illustrated the urgent need in the language teaching profession today for each of us to become more attuned to new ideas being developed in classrooms down the hall, across town, and around the world, in our efforts to challenge each of our students. Some movement in that direction was achieved at our spring mini-conference.

Reported by Robert Bruce Scott

YAMAGUCHI

How AETs and Japanese Teachers Can Work Together Effectively by Karen Blabitka

The June meeting at Yamaguchi University began with Karen Blahitka describing her two-year teaching experience at 11 junior high schools in Ube. She worked with a great number of different classroom teachers and each experience was unique according to each teacher's particular understanding of the AETs role in the classroom. She mentioned several points that contributed to what she considered to be the more successful encounters:

1. The teacher and AET are well acquainted before going into the classroom together.
2. The teacher and AET plan the lesson together.
3. The lesson is used as a special learning experience for the students where the AET is more than a replacement for the tape recorder.
4. The language is presented through role plays or skits.
5. The AET is kept active.
6. The opportunity is used to present a cultural aspect of the language.

Karen's remarks were followed by lively discussion which included another area AET and a Japanese teacher who works with AETs.

The most overwhelming obstacle to effective learning in the AET-assisted classroom seems to be the preoccupation on the part of students and teachers with passing the examinations for high school. With this in mind, the second best solution, Karen said, was for the schools to pmvide more time for teachers and AETs to work together outside of class.

Reported by Brenda Watts

YOKOHAMA

Teaching Listening Skills by Anthony Brophy Meynard Publishing Ltd.

Anthony Bmphy, the Educational Consultant for Meynard Publishing Ltd., began this June workshop by introducing a variety of activities which got groups of students involved with listening carefully to each other. The participants were then given the opportunity to share their experiences of using listening exercises in their own classes as a follow-up to each activity. They were also asked to evaluate various listening exercises in terms of the listening skills they were developing. For example, it was agreed that dictation exercises have value because they focus students' attention on the sounds of the language, but am of limited value as a communicative activity because meaning is often sacrificed for correctness in sound or spelling.

A distinction was drawn between extensive listening exercises, which aim at encouraging understanding of the listening passage as a whole, and intensive listening, aimed at focusing on the details of the passage- perhaps for grammar practice, vocabulary development or for other areas of language development.

To develop extensive listening ability, students need to be taught how to listen: to predict, to make intelligent guesses; to learn to use context in making guesses, etc. Students need also to be aware of the way English works in native speaker conversational situations, viz. content words are stressed, weak forms can often be ignored. Also, there are signposts (discourse markers) such as 'in other words" (summarizing), "on the other hand" (contrasting), "you see" (explaining), which can indicate how the speaker is going to continue.

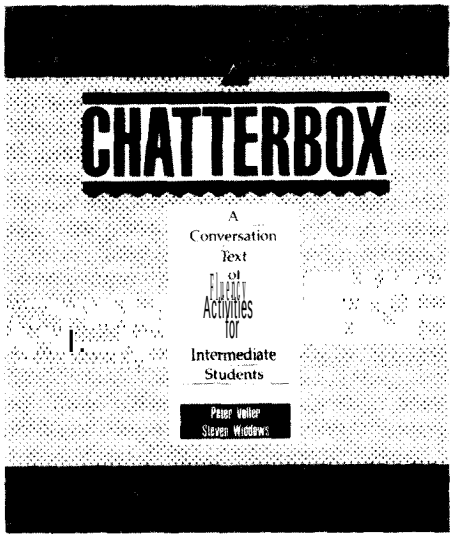
Participants were finally invited to evaluate a series of listening activities and task taken from ***BBC Beginners' English.***

Reported by Bill Patterson

FROM TEACHERS IN JAPAN
FOR YOUR JAPANESE STUDENTS

CHATTERBOX

Peter Voller and Steven Widdows
Meiji Gakuin University



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Bulletin Board

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

Jack Yohay now has a fax
Call him at (075) 622-1370 before transmission

RP-ALLA 90

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

Temple University Japan
M.Ed. in TESOL
Distinguished Lecturer Series

Sept. 22-23 (Tokyo), 29-30 (Osaka): Hans W. Dechert, Univ. of Kassell: ***Speech Processing in a Second language.*** Oct. 20-21 (T), 27-28 (O): Sandra McKay, San Francisco State Univ.: ***Pedagogical Implications of the Varieties of American English.*** Dec. 1-2 (t), 8-9 (O): Celia Roberts, Ealing College: ***Cross-Cultural Communication: Implications for Language Use and Learning.***

All workshops Sat, 2-9 p.m. (2-5 portion free-open to JALT members and others unable to enroll formally), Sun. 10 a.m.-6 p.m.

Regular fall semester murses starting Sept. 3 at TUJ, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161, 03-367-4141: ***TESOL Methods and Materials I*** (Tues., Ellis); ***New Grammars*** (Mon, Schaefer); ***Teaching Literature to Second-Language Learners (Wed.,*** Ellis); ***Introd. to Sociolinguistics*** (Thur., Gaies); two doctoral seminars.

At TUJ, l-7-4 Nishitenma, Kita-ku, Osaka 530, 06-361-6667: ***TESOL Methods and Materials I*** (Thur., Rost); ***Introduction to Psycholinguistics*** (Tues., Rost); ***Sound System of American English*** (Wed., Schaefer).

The World's Children: EFL Lesson Plans

The first World Summit for Children, September 29-30 at the United Nations, preceded on September l7 at 9 a.m. by the lighting of candles in classmoms around Japan, is intended to give immediacy to the problems of hunger and poverty facing children worldwide. To help bring the real world 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 615; tel. 075-321-0712, fax 322-7733.

Intensive Courses in Phonics

Yoko Matsuka, M.A. TESL, will mnduct, entirely in English, two-day workshops in the theory and practice of teaching phonics and including up-to-date information about language acquisition, practice in "teacher-talk" and games, and individual checking of pronunciation by native speakers of English: in Himeji (9/8-9), Numazu (10/20-21), Osaka (12/1-2), and Tokyo (12/8-9). Apply to: Matsuka Phonics Institute, 5-6-3 Tamagawa-gakuen, Machida, Tokyo 194; tel. 0427-28-5421. Call for Participation

Language Education
Interaction and Development
Hue, Vietnam, March 30-April 1, 1991

The aims of this conference are to promote international understanding and to stimulate new approaches to the teaching of languages, especially through the appropriate applications of new technologies in developing countries. Plenary speakers include Michael Halliday and Christopher Candlin. Write to: Mike McCausland, Co-Convenor, Language Education Conference, School of Education, TSIT, P.O. Box 1214, Launceston, Tasmania, Australia 7260: tel. 003-26-0246/fax 003-26-3664. Discount rate for registration before Oct. 1.

Passe-Partout
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October 8-November 3.1090

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 envimnment? Skillful audience involvement gives practice in heard and spoken English. Preparation and follow-up materials are pmvided.

Staging requirements: an empty room 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-Partout, 72 St. John Street, London EClM 4DT, U.K. Tel. 44-71-251-0074; fax 44-71-490-4186.

Call for Papers
International Conference on Spoken-Language Processing
Kobe, November 18-22, 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 Kohno, Kobe City University of Foreign Studies, 9-l Gakuen-Higashi-machi, Nishi-ku, Kobe 673; tel. 078-794-8207, fax 078-794-8169.

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.: (652) 788-8850.

全32巻
大改訂完成!!

ブリタニカが、新しく生まれかわりました

〈改訂の6つのポイント〉

1. 全巻で32巻になりました。便利なIndexが2巻、Micro. Macro. Propaediaのユニークな構成で4部作になりました。
2. Micropaediaは簡単に調べたい時の小項目事典で全12巻、全体の37.5%(実質40%)となり、誰にでも簡単に使えるものになりました。
3. Macropaediaは詳しく調べたい時の大項目事典、全17巻、各項目の初めに目次が、終りには文献紹介(Bibliography)がついています。
4. Propaediaは系統的に勉強したい時…知識を10の分野に大別し、更に各分野を細分化し、系統的に勉強するためのMicro.とMacro.の手引書です。全1巻、大分類(10 Parts)、中分類(40Divisions)、小分類(176Sections)。
5. 全巻に24,000以上の写真とイラストが入りました。(Micro.-16,000、Macro.-8,000)
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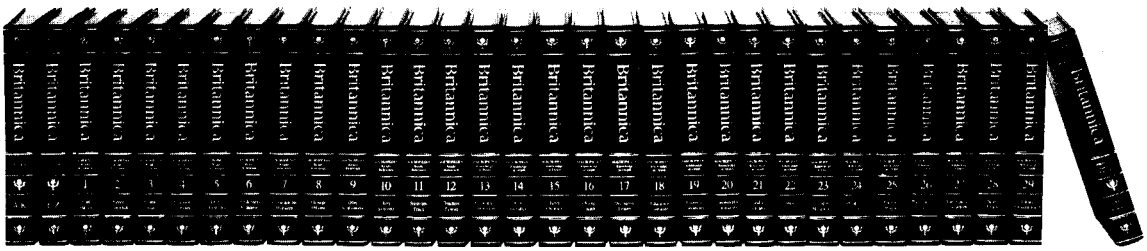
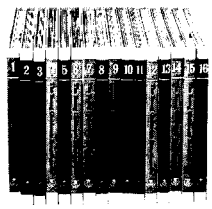


The New Encyclopaedia Britannica　全32巻　定価 Black(豪華版)¥395,000 / Brown(普及版)¥345,000

子供から大人まで……夢を広げるブリタニカ ライブラリー



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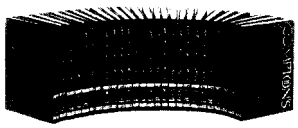

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Meetings

Please send all announcements for this column to Jack Yohay (seep. 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 listedbelow for information.

CHIBA

Topic: Generating Ideas for Writing
Speaker: Marie Shimane
Date: Sunday, September 23rd
Time: 1:00-4:00 p.m.
Place: Chiba Chuo Community Center
Fee: Members free; non-members \500
Info: Bill Casey 0472-65-7489

Writing is a recursive, discovery process-a way to learn which directs and focuses the writer's attention to the goal. The strategies and techniques which effective writers use to generate ideas and explore relationships are an important part of writing instruction which emphasizes process over product. This presentation. will suggest strategies students can use to realize knowledge already possessed and/or to be gamed and to focus attention on the goal of a piece of writing.

Marie Shimane is an assistant professor at Yachiyo International University. Her current research interests are in writing and reading.

FUKUI

Hiroyuki Kondo, 0776-56-0404

FUKUOKA

Topic: Teaching Japanese as a Second or Foreign Language
Speaker: Mizue Sasaki
Date: Sunday, September 16th
Time: 2:00-5:00 p.m.
Place: NHK Culture Center Hall, SF, IMS Building, Tenjin
Fee: Members \500, non-members \l,500
Info: Noriko Shigematsu 092-823-1414
Yoshihiro Nakamura 092-921-2572

The recent "Nihongo Boom" has led to Fukuoka becoming the third center for the international Japanese Language Proficiency Test. Professor Sasaki is widely known as an international lecturer and author on TJFL/TJSL. She will explain the principles of teaching Japanese and illustrate the related methodology through videotaped classes. This will be followed by a discussion and planning session for those who wish to organize a TJFL research/workshop group.

Topic: Teaching Communicative English
Speaker: Catherine O'Keefe (Oxfoxd University Press)
Date: Sunday, September 30th
Time: 2:00-500 p.m. (workshop 2:00-2:50)
Place: West Chester University, 1-3-29 Nagahama, Chuo-ku (092-761-0421)
Fee/Info: JALT Office, 092-714-7717 or Shane Hutchison 092-823-1414

Focusing on the skills students need to communicate effectively, Ms. O'Keefe will demonstrate a variety of techniques to teach the skills. Activities will include information-gap exercises, questionnaires, and narrative-completion games. The presentation will also focus on the differences between child and adult discourse and explore ways of encouraging children to speak to one another in English

Catherine O'Keefe holds the Post Graduate Certificate in Education fmm Leeds University. She has taught EFL in schools and universities in France and in Japan and has been a curriculum coordinator and faculty supervisor. She taught French and English to native speakers in the U.K.

GUNMA

Topic: Student-Generated Dialogues
Speaker: Jeffrey D. Winchester
Date: Sunday, October 14th
Time: 2:00-4:30 p.m.
Place: Nodai Niko High School, Takasaki
Fee: Members \500; non-members \l,000
Info: Wayne Pennington 0272-51-8677
Hisatake Jimbo 0274-62-0376

How can we reconcile dialogue practice with modem communicative approaches to language teaching? Whereas most current approaches stress the importance of learners' using language to communicate meaning, and place great value on simulating realistic conversational settings in the classroom, the average dialogue activity is a highly artificial exercise, in which the learner is called upon to read, and often memorize, an imaginary, written representation of an interaction. Ways of making dialogue practice more meaningful and memorable will be demonstrated, selected student-generated dialogues will be compared and contrasted with commercially-produced dialogues on the same topics.

Jeffrey D. Winchester (M.Ed., Temple University Japan) teaches at Toho University School of Medicine, Tokyo.

HAMAMATSU

Topic: English 2A Classroom Group Creative Activities
Speaker: Takashi Miura, Aichi Industrial H.S.
Date: Sunday, September 16th
Time: 1:00-4:00 p.m.
Place: Seibu Kominkan, l-21 -1 Hirosawa
Members free; non-members \l,000
Info: Brendan Lyons 0534-54-4649
Barbara St. Clair 0538-37-7658

Check the Chapter Meeting postcard for details.

HIMEJI

Topic: Using Videotanes Made fmm Television in the Classroom
Speaker: Susan Jackson
Date: Sunday, September 16th
Time: 2:00-4:00 p.m.
Place: Himeji YMCA (near Topos)
Fee: Members free; non-members \500
Info: F. Yamamoto 0792-67-1837
A. Ozaki 0792-93-8484
S. Spohn 0792-24-1045

Videotapes recorded from TV provide a cheap and interesting source of authentic English at a variety of levels. This material can be "tailored" to fit one's goals and teaching style and the level and needs of the students. The speaker will demonstrate a variety of activities based on video taped from American television and discuss how and why others might begin developing such materials.

Susan Jackson, an Assistant Professor at Himeji Dokkyo University, has used videotapes with college

ICS FALL EVENTS

STUDY IN CANADA

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Osaka: October 10, 13:00- 17:00
Twin 21 Mid Tower
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Chuo-ku

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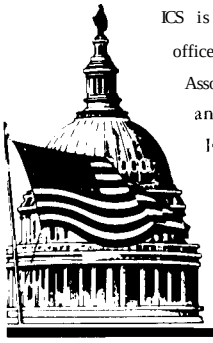

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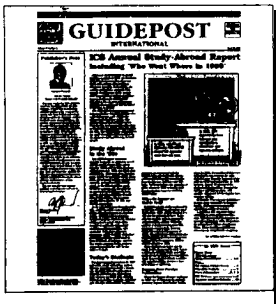

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HIROSHIMA
Topic: Getting your Classes to "Rock & Roll"
Speaker: Roger "Skip" Samad
Date: Sundav. Sentember 9th
Time: 1:00-4:00 p.m.
Place: Hiroshima YMCA Gaigo Gakuin Bldg. #3, 3F
Fee: Members free; non-members \500
Info: Marie Tsuruda or Kathy McDevitt 082-228-2269

We can capitalize on songs for all ages and levels to transform even a "bad" learning situation into a stimulating, rewarding, and memorable experience for everyone. Mr. Samad will show how to bring life to the classroom through the use of "popular" songs. We will concentrate on methods that have been successfully used in the college classroom.

Roger "Skip" Samad is the owner and director of American English Center in Shimonoseki, and teaches English Conversation "using songs" at Shimonoseki City College.

IBARAKI
Topic/Speaker: To be announced
Date: Sundav. Sentember 9th
Time: 2:00-4:30 p.m.
Place: Mito Shimin Kenshu Center, Rm. 201
Fee: Members free; non-members \500
Info: Takashi Ishii 0292-41-0356
Martin Pauly 0298-64-2594

The Oct. 14 meeting will be at the Mito Shimin Kaikan, Rm 102.

KAGOSHIMA
Topic: To be determined
Speakers: To be determined
Date: Sunday, September 23rd
Time: 1:30-3:30 p.m.
Place: Kagoshima Chuo Kominkan (next to the Bunka Center)
Fee: Members free: non-members \1,000; students \500
Info: Yasuo Teshima 0992-22-0101 (w)

The Kagoshima chapter plans to welcome all of the new JET Program participants by presenting a program that will introduce them to some useful strategies of team teaching.

KANAZAWA
Topic: The English Environment in Japan
Speaker: Gillian Kay
Date: Sunday, September 16th
Time: 2:00-4:00 p.m. (new time!)
Place: Shakai Kyoiku Center, 4F (next to MRO)
Fee: Members free; non-members \600
Info: Mikiko Oshigami 0764-29-5890
Mary Ann Mooradian 0762-62-2153

English in various forms has become an integral part of the Japanese linguistic environment. Ms. Kay will first describe and analyse the English which our students am encountering outside the language classroom, and then demonstrate some classroom activities designed to draw on this resource and thereby increase students' awareness of the English around them.

Ms. Kay is teaching at Toyama Medical and Pharmaceutical University.

KOBE
Topic: Keep Them Moving--Activities for Young EFL Learners
Speaker: Keiko Abe
Date: Sunday, September 9th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Members free; non-members \1,000
Info: Pat Bea 07457-8-0391

This workshop will introduce a variety of both 'imported' and adapted first-1anguage Japanese games which have been proven useful in helping children learn EFL. Both the language of directions (metalanguage) and of the game play itself will be examined. The audience will participate.

Keiko Abe is a children's EFL teacher, an instructor at Kanto Gakuin College, a teacher trainer, and an author of several books. She is the president of CALA Workshop and C.A.L.A. (Communication and Language Associates).

KYOTO
Topic: Informal Sharing of Ideas and Materials
Sneakers: Evervone who attends
Date: Sunday, September 30th
Time: 2:00-5:00 p.m.
Place: Kyoto YMCA: Sanio Yanaainobamba between Kawaramachi and Karasums; 075 231-4388
Fee: Members and non-members free
Info: Kyoko Nozaki 075-711-3972
Christopher Knott 075-392-2291

To help share ideas and materials among participants in an informal atmosphere, please being any materials you find useful, any ideas you have about teaching, or any questions. Don't forget your meishi and copies of any materials to share with others!

After the meeting there will be a very informal gathering at a nearby izakaya. All who are willing to pay for their own food and drink are welcome.

MATSUYAMA
No Sept. meeting. On Oct. 21 Gerald Fox will discuss "Teaching Reading to ESL/EFL Students.
Vickie Rooks 0899-33-6159
M. Aibara 0899-318686

MORIOKA
Topic: Listening-Why, What and How
Speaker: Munetsugu Uruno
Date: Sunday, September 9th
Time: 1:30-4:30 p.m.
Place: Chuo Kominkan
Fee: Members free; non-members \1 ,000
Info: Natsumi Onaka 0196-54-5410

A new course of study for senior high schools will come into effect in 1994, necessitating the teaching of listening and speaking skills. Focusing on the positive aspects of listening practice, Mr. Uruno will discuss how to incorporate listening into the school curriculum.

Mr. Uruno who teaches at Ibaraki S.H.S. and the University of Tsukuba, studied TESL/TEFL at the East-West Center in Honolulu and is co-author of ***Basics in Listening*** and ***Strategies in Listening.***

NAGANO
Leo Yoffe, 0262-45-6626

NAGASAKI
Topic: Using Newspapers and Magazines
Speakers: Lesley Stouff and Donna Stripling
Date: Sunday, September 23rd
Time: 1:30-5:00 p.m.
Place: Gaigo Tandai, near the Sumiyoshi trolley stop. Parking available.
Fee: Members free; non-members \500
Info: Sue Bruell 0958-49-0019

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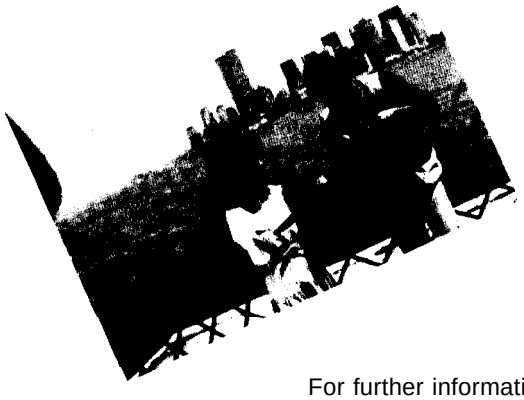

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TEL. (03)344-5201, FAX. (03)344-5202

Satoru Nagai 0958-44-1697

Using newspapers and magazines in the classroom is immediate and practical, and offers teachers a chance to tailor-make materials for their students while addressing the four skills. Tailor-made materials allow the teacher more flexibility in "improving a student's weak points." This lecture/workshop will-show how.

Leslev Stouff principal of Fukuoka's Open Space School, previously taught in Taiwan and in a refugee camp in northern Thailand. Donna Stripling, MA. in linguistics,. Universitv of Hawaii. is a lecturer at Sana Medical College.

NAGOYA
Helen Saito, 052-936-6493

NARA
Topic: Interactive Writing
Speaker: Curtis Kelly
Sunday, September 9th
Time: 1:00-4:00 p.m.
Place: Saidaiji YMCA
Fee: Members free; non-members \1,000
Info: Masami Sugita 0742-47-4121
Denise Vaughn 0742-49-2443

As interactive methods work so well in getting students to speak, why not use them for writing as well? Curtis Kelly will discuss the rationale behind the task-oriented, in&active approach to composition and present a variety of pair-based activities, many of which-information gaps, mle-olavina activities. and peer feedback techniques--have appeared in his textbooks, ***Significant Scribbles, Basics in Writing*** and the ***Snoop Detective School Conversation Book.*** Conversation teachers are also encouraged to attend and those interested should bring their own materials to distribute. Evervone should expect to leave with a basketful of handouts.

Curtis Kelly teaches composition at Kansai University of Foreign Studies. He has published ESL related books with Longman, Linguaphone, Sanseido, and Hokuseido.

NIIGATA
Carl Adams, 0252-60-7371

OKAYAMA
Topic: Fluency Activities in the Language Classroom
Speaker: David Fisher
Time: Sunday, September 30th 2:40-4:30 p.m.
Place: Shujitsu High School, 14-23 Yuminocho; 0862-25-l 326
Fee: Members free; non-members \500
Info: Fukiko Numoto 0862-53-6648

OKINAWA
Karen Lupardus, 0988986053

OMIYA
Topic: Team-Teaching in the Light of the New Curriculum
Speaker: Keiko Tonegawa
Date: Sunday, September 9th
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members free; non-members \1,000
Info: Keiko Tonegawa 0492-35-5071
Margaret Sasaki 048-644-3643

After giving an overview of team-teaching Ms. Tonegawa will discuss the implications and significance of team-teaching in the context of the new curriculum for junior high school English.

Ms. Tonegawa, M.A. TESOL, ICU, is Supervisor of English and International Education for the Board of Education of Omiya. She is co-author of the ***New Living English*** readers and of ***Kokusai Rikai Kyouiku Jiten.***

OSAKA
Topic: Large Classes: A Positive Approach
Speaker: Brian Tomlinson
Date: Saturday, September 22nd
Time: 3:00-5:00 p.m.
Place: Umeda Gakuen
Fee: Members free; non-members \1,000
Info: Naomi Katsurahara 0736-32-4573

Challenging the prevailing view that large classes are problematic to teach, Mr. Tomlinson will present strategies for achieving with large classes what is normally considered achievable only with small ones.

A teacher, teacher trainer, and curriculum devcloper in the U.K., Nigeria, Zambia, Vanuatu, and Indonesia, Mr. Tomlinson is now Visiting Professor of English at Kobe University. He is author of Discover English and Openings.

TUJ 9/29-30 workshop: see Bulletin Board

SAPPORO
Topic: The Silent Way
Speaker: Kaxuko Shimizu, The Center for Language and Intercultural Learning (Osaka)
Dates: Sat.-Mon., September 22-24 (Workshop)
Time: 2:00-4:00 p.m. (Presentation)
Place: Hokusei Women's Junior College (South 5, west 17)
Fee: (Presentation) members and students free; non-members \1,000
Info: Ken Hartmann 011-584-4854
Cindy Edwards 011-611-9239. Call 'Info" for workshop fees, schedule, prerequisites, observation, registration, etc.

The three-day intensive workshop is being offered for those wishing to improve their Japanese skills and to experience the Silent Way in depth. The presentation on Monday afternoon will focus on both English and Japanese mini-demonstrations of this approach to learning, originated by Caleb Gattegno. The methodology will be explained in detail and open discussion is encouraged. See ***The Language Teacher,*** 6/90, pp. 27-29 for an overview.

SENDAI
Topic: Teaching with Video
Speaker: Catherine O'Keefe (Oxford University Press)
Date: Sundav. September 16th
Time: l :00-4:00 p.m.
Place: New Day School, Yamaichi Kokubuncho Bldg. 4F
Fee: Members free; non-members \1,000
Info: Tadashi Seki 022-278-8271 (eves.)
Harry Neale 022~267-3847/8 (days)

Looking at the advantages of teaching English with video. we will examine various techniques with the aim of maximizing the potential of the medium, and generating active language in the lesson.

Catherine O'Keefe holds the Post Graduate Certificate in Education fmm Leeds University. She has taught EFL in schools and universities in France and in Japan and has been a curriculum co-ordinator and faculty supervisor. She taught French, and English to native speakers in the U.K.

Oct. 21: H.T. Jennings, 'A Practical Workshop."

A selection of English pronunciation problems for Japanese speakers.

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The *First Pronunciation Handbook* presents English consonant and vowel sounds for Japanese speakers in early stages of English study. Segmental problems are focused upon intentionally, together with the recommendation that practice in intonation, stress and rhythm he carried out with material from the main course textbook being used by the students.

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The materials include a student's *Handbook* three l-hour cassettes, *and a Teaching Guide.* The *Handbook* presents many diagrams ot articulation, explanations in Japanese, and exercises. The cassette tapes contain nearly all of the sections of the *Handbook* These recordings are self-contained, with explanations given in Japanese. and are intended to be used without opening to the exercises in the *Handbook* Instead, the students will often be referred to the diagrams reproduced on the inside front and back covers of the *Handbook* while using the tapes.

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This *First Pronunciation Handbook* is very suitable for *team-teaching*

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For further information and examination copies, please contact:

seido language institute
12-6 Funado-cho, Ashiya-shi, Hyogo 659, Japan
TEL 0797(31)3452 FAX 0797(31)3448

SHIZUOKA
Topic: Individualized Learning in the S.A.P.L. MEDIATEC
Speaker: Tom Pendergast, I.B.U.
Date: Sunday, September 16th
Time: l:00-3:00 p.m.
Place: Tokai University Junior College, near Yunoki Station
Fee: Members \500; non-members \l,000
Info: John Laing 0542-61-6321 (days) or 46-6861

Underlying 'Self-Access Pair Learning are the assumptions that (1) language learning will take place when learners are provided with a rich environment, but only to the extent that they are motivatedto explore that environment, and (2) they will be motivated if they are active, affectively involved, and free from enervating tension. It will be explained why, and there will be a chance for 4-5 volunteers to study Spanish in a MEDIATEC-like environment, i.e., one in which learners study in pairs all of the time, at their own pace, and with total control of their own resource materials. Finally, a brief video tape will show how up to 150 junior college students study in this way in one room at the same time independently, actively, and with joy.

Tom Pendergast is Chairman of the English Department at International Buddhist University, Osaka.

SUWA
Mary Aruga, 0266-27-3894

TAKAMATSU
Topic: Fluency Activities
Speaker: David Fisher
Date: Sunday, September 30th
Time: 9:45 a.m.-12:00 noon
Place: Takamatsu Shimin Bunka Center
Fee: Members free; students \250;others \l,000
Info: Harumi Yamashita 0878-67-4362

On Oct. 21 at 1:30 p.m. Philip Popescu will discuss "How to Write Extra Reading Material."

TOKUSHIMA
Sachie Nishida, 0886-32-4737

TOKYO
Topic: The Teacher as Businessperson
Speakers: Anthony Brophy (Meynard Publishing); Catherine Tansey (AIU Insurance Company); Nancy Baxer (Prentice Hall Regents of Japan); Ivy Silverman (Center for International Cultural Studies and Education)
Date: Sunday, September 16th
Time: 2:00-5:00 p.m.
Place: Temple University (one minute from Shimo-Ochiai Station on the Seibu Shinjuku Line)
Fee: Members free; non-members \l,000
Info: Don Modesto 03-360-2568 (home)

This meeting will consider teachers and businesspersons variously as antagonists, metaphors, transferable skills, and opportunities. Anthony Brophy will address the occasional conflicts arising between the concerns of teachers and those of management in language-school settings. Catherine Tansey's talk is entitled, "A Good Teacher is a Good Manager." Nancy Baxer will talk about what skills English teachers possess which are transferable to business settings; and Ivy Silverman will discuss how English teachers can network into business. There will be ample opportunities to ask questions.

TUJ 9/22-23 workshop: see Bulletin Board.

On Oct. 2.6, N. Jungheim and A. Ushimaru will discuss 'Teaching Non-Verbal Communication."

TOYOHASHI
Topic: Using Peer- and Self-Evaluation in the Language Learning Classroom
Soeaker: Rita Silver (Osaka Jogakuin)
Time: 1:30-4:30 p.m.
Place: Aichi Universitv Kinenkaikan 2F
Fee: Members free; non-members \l,000
Info: Masahito Nishimura 0532-25-6474
Kazunori Nozawa 0532-25-6578

Peer- and self-evaluation practically and effectively involve students in their own language learning. Where grades or some other kind of evaluation are required peer- and self-evaluation information can be incorporated. Classes which do not require any formal evaluation can use these techniques to heighten student awareness. Ms. Silver will explain why and how students can evaluate themselves and their peers in the classroom. She will briefly give results from her research on peer grading, including student reactions.

Oct. 21: Dale Griffee will discuss songs and music.

UTSUNOMIYA
Topic: To be announced
Speaker: To be announced
Date: Sunday, September 30th
Time: 2:00-4:00 p.m.
Place: Utsunomiya Sogo Community Center; 0286-36-4071
Fee: Members free; non-members \500
Info: James Chambers 0286-27-1858
Michiko Kunitomo 0286-61-8759

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

YAMAGATA
Ayako Sasahara, 0236-81-7124

YAMAGUCHI
Brenda Watts, 0832-54-0420

YOKOHAMA
Topic: To be announced
Soeaker: To be announced
Date: Sunday, September 9th
Time: 2:00-5:00 p.m.
Place: Kaiko Kinen Kaikan (near JR Kannai Station)
Fee: Members free; non-members \500
Info: Bill Patterson 0463-34-2557

See you in Omiya in November for JALT '90.

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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。

OPPORTUNITIES WITH *THE LANGUAGE TEACHER*

Retirements and a new position mean *The Language Teacher* is looking for three new editors. **JALT Undercover,** the book review column, needs an editor from March 1991. The job involves handling incoming new titles, dealing with publishers and reviewers, editing reviews, meeting deadlines, and working with people. This is a great job for anyone getting started with JALT publications.

The **My Share** column needs an editor from January 1991. The position requires soliciting articles fmm teachers with good ideas and the ability to edit, work with writers, and keep deadlines.

Chapter Presentation Reports needs someone who can receive the reports (access to a fax would be helpful), edit them, and keep deadlines. This is a newly created position that will be a good way for someone with limited editorial experience to get a start with JALT publications.

If you have questions, contact either the current editor of the column you are interested in or Ann Chenoweth. Send your CV along with a cover letter briefly explaining why you are interested in the position(s) and how you see the column(s) developingto Ann Chenoweth, Publications Board Chair (address p. 1) by October 30. Be sure you clearly indicate which position(s) you are interested in.

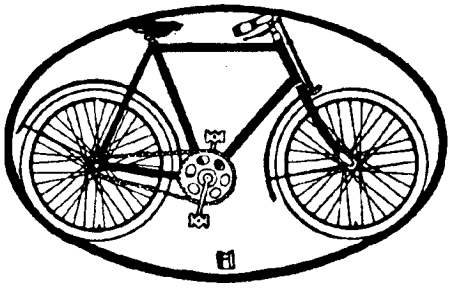
(HIROSHIMA-KEN) Native English-speaking instructors for conversation school. Students are of all ages and speaking levels. 25 teaching hours per 6-day work week. One-year contract (renewable). Three one-week vacations; key money paid for an apartment (chosen by the school); telephone, appliances, bedding, bicycle provided. \250,000--270,000/month, according to experience and education. Send application letter and resume to Henry's English School, 2-5-6 Nishimachi, Fukuyama 720; tel. 0849-23-4861.

(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-year contract, 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. Requirements: native Japanese, college or university 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, 1-3-12 Senda-machi, Naka-ku, Hiroshima 730. Tel: 082-241-8900.

(KITA-KYUSHU) National University seeks an English-as-a-foreign-language instructor, beginning April 1,199l. Requirements include MA. or its equivalent in TEFL, literature, linguistics or related fields, and a few years' teaching experience. Responsibilities: to teach six weekly classes in spring semester and seven classes for fall semester. Salary \5,260,000 to \10,080,000 depending on qualifications. One-year contract, renewable to 3 years. Benefits \500,000 for research expenses per annum, travel expanses 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 ofpublications ifappmpriate, at least one letter of recommendation, graduate and undergraduate transcripts, and an explanation of Why l'd Like to Teach in Japan" to Prof. Shuzo Yamanaka, Department of Foreign Languages, Faculty of Engineering, Kyushu Institute of Technology, l-l Sensui-cho, Tobata-ku, Kita-kyushu 804. Tel: 093-871-1931; fax 3723.

(KUMAMOI'O) Restricted TEFL employment as of April 1991: Shoji Arikawa, Chairman of the Language Center Planning Committee, Kumamoto Women's University, 2432-l Mizuarai, Kengun-machi, Kumamoto 862.



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(KYOTO) 同志社女子大学　学芸学部　英文学科

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2．採用予定日　1991年４月１日
3．担当科目　英語(講読、英作文を含む)、英米文化
4．所属　本学学芸学部英文学科
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(MAEBASHI, GUNMA) Full-time ESL instructors, one-year contracts. Requirements: M.A. or certificate in TESL/TEFL, minimum 2 years' teaching experience (overseas a plus). Duties include teaching up to 22 hours a week of adult, company, conversation, and children's classes; curriculum and materials development. Work hours 2-9:15; Sat./Sun., or Sun./Mon., weekend. Salary \250,000/month plus a maximum annual merit bonus of \750,000. Sponsorship, apartment, telephone, all apartment and telephone deposits, air conditioner & heater, a new car, car insurance. Academy, currently expanding, will be hiring through December 1990. For further information, send resume and recent photograph to Keith S. Folse, Educational Director, Language Academy, 3-3-3 Chiyoda, Maebashi 371, Gunma-ken.

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

(MATSUYAMA) One instructor needed starting April 1, 1991 to teach freshman and sophomore French. Native speaker of French with MA. and with coursebook 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), airfare to and fmm Matsuyama, partial payment of health insurance and other benefits. Resume (with a recent photo), transcripts, and copy of diploma should reach us by October 9,1990 (and will not be returned). Chiiuru Takubo, Registrar, Matsuyama University, 4-2 Bunkyocho, Matsuyama 790.

(NAGOYA) Full-time Associate Instructor in International Management Program fmm April 1991. A part-time position may also be available. Should have native

fluency in English; an M.A. or Ph.D in TESL, Applied Linguistics, or a related field; and teaching experience at the college level. Familiarity with the learning needs of both regular Japanese high school graduates and Japanese students who have studied abroad ("returnees") is desirable. Teach academic reading/writing, spoken English, and TOEFL preparation to freshmen and sophomores who are preparing to study abroad during their junior year. Two-year contract renewable once. Salary and benefits follow the regular university schedule. Send application letter, resume, and three letters of reference by October l5, l990 to Dr. Melvin Andrade, ESL Coordinator, Department of Management Studies, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466. Tel.: 062-832-3111, ext. 422/427; fax 833-6985.

(NAGOYA) Full-time TESOL instructor for Japanese children. Also, develop curriculum and teaching materials. Six hrs/day, five-day week, two weeks paid vacation twice yearly. Salary: \180,000/mo. for the first three months; \200,000 thereafter, plus \20,000 monthly housing allowance, Y10,000 bonus per month for perfect attendance, and annual bonus. One-year contract, renewable. Qualifications: B.A./MA. degree in Lin istics, Japanese, English Education or related field. Experience working with children is desirable. You must be warm, friendly, sensitive to others, and able to relate well to children. Please send resume, copy of diploma, and three photos to: Mr. Ken Nakamura, Interface Co., Lifepia Motoyama 3F, 5-21 Nekogahora-Dori, Chikusa-ku, Nagoya 464.

(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 attendedgraduate school and one from present or most recent employer to: Peter Garlid, Al Search Committee, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466, by October 15.

(OSAKA) We need a teacher of English living in Osaka City, M.A. degree preferable, who can teach adult conversation classes in the evening, \4,000/class, and who can edit papers about English language education (payment negotiable). Contact: Ms. Nakamura, tel. 06-779-6499; Apt. 601, 3-8-2 Ueshio, Tennoji-ku, Osaka 643.

(OSAKA) Restricted TEFL employment as of April 1991. Osaka Jogakuin Junior College, 2-26-54 Tamatsukuri, Chuo-ku, Osaka 540.

(OSAKA) Mature till-time English teacher. Contract fmm October 1,1990 until March 31,1992. Requirements: B.A. or B.Ed., TESL/TEFL qualified or substantial teaching experience; business or secretarial experience welcomed. Duties: Teaching English to secretarial students and adults. 40 hours/week (15 hours in class), Monday to Friday including some evenings. Salary: from \240,000/month. Benefits: airfare to and from Osaka, 3 weeks' paid vacation in August, 2 weeks' paidvacationat Christmas, commutingcosts paid, and 60% of health insurance premiums paid. Apply before September 10 to Yoriko Kayama, The Osaka YMCA

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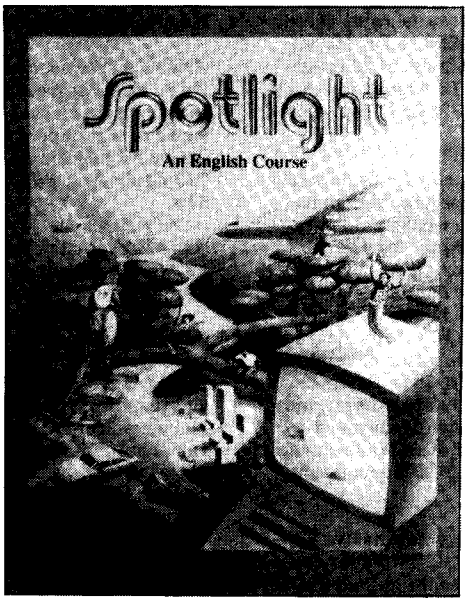

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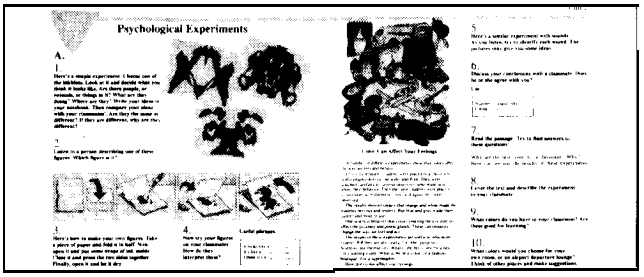

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College, 11-12 Kamiyama-cho, Kita-ku, Osaka, 530 tel. 06-361-2955.

(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. Applications forms from Mr. T. O'Brien, Ohtani Women's College, 1824 Nishikiori, Tondabayashi, Osaka 584: tel. 0721-63-6620 (evenings).

(OSAKA/TOKYO) Two ELT representatives to join successful marketing team to promote English Language Teaching materials to schools and teachers throughout Japan. Should have three years' EFL teaching experience and should be native speakers of English with a working knowledge of Japanese or Japanese with fluent English. Please apply in writing with CV and photo to: Stephen Ziolkowski, ELT Manager, Oxford University Press, 2-4-8 Kanamecho, Toshima-ku, Tokyo 171.

(SEOUL, KOREA) Full-time ESL instructor. Monthly starting dates. Salary W1 ,000,000/month. Requirements MA. or B.A. in TESOL or related field or experience. Benefits: Partial housing. round-trip airfare. four weeks vacation, 60% health insurance. Send resume, copy of first page of passport, and references to: Fred Linkenhoker, Head Coordinator, English Training Center, 646-22 Yoksam-dong, Gang-nam-gu, Seoul 136, Korea.

(TOKYO) Private university seeks part-time English instructors from April 1991. One-year contract renewable. Native speaker of English. M.A. in TESOL or equivalent. Must have applicable visa. Some Japanese language ability desirable. Teaching load: 90-minute oral/writing classes (number of classes negotiable) for economics and business administration undergraduates. Salarv: \33,000/month for one 90-minute class/week; \60,000 for two; \87,000 for three. Please send resume and reference to arrive by September 15, 1990, to: Foreign Language Curriculum Committee, c/o Eiko Tsujiama, Faculty of Economics, Musashi University, l-26 Toyotama-kami, Nerima-ku, Tokyo 176.

(TOKYO) Restricted TEFL employment as of April 1991. Dean of the Faculty of Economics. Keio University, 2-15-45 Mita, Minato-ku, Tokyo 108.

(TOKYO: YOYOGI) The Prep. School of Study Abroad (Ryugaku Yobiko) preparesstudents willingto study in foreign universities with TOEFL and college skills and mental training courses. We are seeking enthusiastic Japanese teachers who are able to teach from this Sept;ember evenings or April next year. Please contact Takashi Hosho at 03-378-3394. Full or Dart-time. Twice a week minimum. MA. required. Experience desirable.

(TOKYO) Full-time, experienced English teacher for developing, intensive, pre-departure business-English program. -Qualifications: native speaker of English, ESL/TEFL training, M.A./equivalent, successful teaching background, experience in materials development. Flexible, cooperative sense of humor. Responsibilities include: materials development and teaching intensive pre-departure seminars for business people of various ability levels. Salary competitive-commensurate with credentials and experience. Start September. Please send resume, photograph and three recent letters of recommendation to: Fuji Xerox Learning Institute Inc., 3-l-l Higashi-Ikebukum, Toshima-ku, Tokyo 170; tel. 03-981-2641.

(TOKYO) ESL instructors, group lessons for adult learners at fourlccations from October, 1990. Full-time 18 contact hours/week (five-day work week, including 2-3 evenings) starting from \320,000/month, part-time fmm \4,000/hour, LL assistant instructors fmm \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 Quack, Simul Academy, Kowa Building #9, 2F, l-8-10 Akasaka, Minato-ku, Tokyo 107.

(TOKYO) Part-time instructor 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 Waaedatsurumakicho, Shinuku-ku, Tokyo 182; tel.: 03-5273-0521, fax. 0563.

(TOTTORI) Mature Full Professor (Japanese or native English speaker) or Associate Professor (native English speaker) beginning April 1,1991. Duties: teach courses in English Phonetics, History of the English Language, English Teaching Methodology, and related subjects; teach graduate courses in English Education; do research and committee work. Salary baaed on Japanese faculty salary scale and commensurate with age,experience,andqualifications. Japaneseapplicants should have an MA. or equivalent degree (Ph.D. preferable for foreign applicants) as well as published research papers in English Linguistics and TEFL (or 'equivalent" fields). For a non Japanese the contract will be for three years renewable two times for a total period of up to 9 years. Send CV with recent photograph attached, list of relevant publications with copies, recent medical certificate, one copy of all educational degrees and certificates, andlettersof recommendation to Prof essor Junji Kakumoto, Dean, Faculty of Education. Tottori Universitv. Minami 4-101. Kovama. Tottori 680 by Oct. 25. Tel. 0867-28-0321 (ext. 3234); fax 0857-28-6342.

(TOYOHASHI, AICHI) One full-time Foreign Language Instructor (Gaikokujin Kyoshi) needed starting April 1, 1991. Native speaker 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: MA. 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) conies of up to 3 publications; (4) academic transcripts; and (6) a health certificate issued by a public hospital, to Prof. Takeshi Terasawa, Dept. of Humanities and Social Engineering, Toyohashi University of Technology, l-l Hibarigaoka, Tempaku-cho, Toyohashi-shi 441. For further information, call Prof. Nomura. 0632-47-0111 ext. 411.

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The Japanese Saturday School is private school where Japanese language and math is taught to children of Japanese executives working in Japanese companies in Southwest Michigan. Master's and Doctoral students work 10-20 hours per week as part of a teaching assistantship and earn US $4000~$8000 per year.

In order to quality for admission to Michigan State University applicants need a TOEFL score of 575 with no sub-scores below 55. It is not necessary to obtain this score for the application and interview, however, applicants should demonstrate that they will be able to achieve TOEFL 575 by Fall, 1991.

Please submit a letter of interest, resume (including high school & college attended, GPA) and statement of goals and objectives by October 20 to Ms. Ivy Silverman, Center for International Cultural Studies and Education Ikueikai Bldg. 6F, 1-10-7 Dogenzaka, Shibuya-ku, Tokyo 150. Applications will be screened and interviews will be held the week of October 29, 1990 in Tokyo.

ICS 国際文化教育センター
Center for International Cultural Studies and Education
〒150 東京都渋谷区道玄坂1-10-7 五島育英会ビル Tel.03(461)4421 **attn:Ivv Silverman**

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement oflanguage 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 (¥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の活動をご支援下さる企業や法人の方々には賛助会員としてご入会いただけます。申込方法、及び特典などの詳細については事務局までお問い合わせ下さい。

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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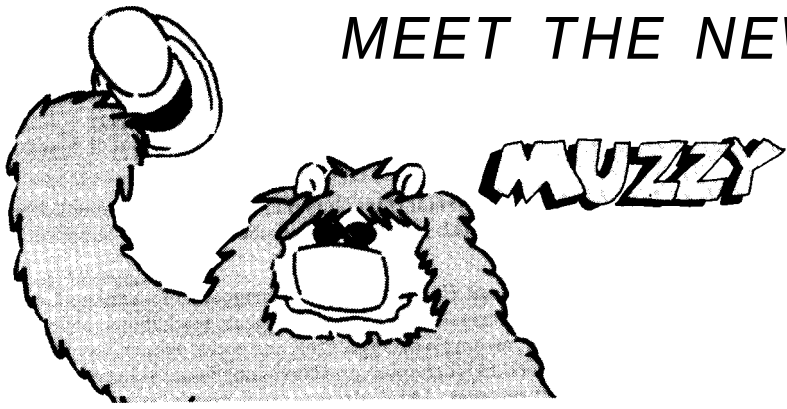

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ＬＴは日本語による質の高い論文を歓迎いたします。投稿の際は後述の諸事項を厳守してください。日本語の記事は、ワープロもしくは４００字詰横書き原稿用紙を用いて、以下の要領に従って書いてください。

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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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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, includingreference list, typed on A4 or 8 1/2" 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.

1990 Guidelines for Submissions to The Language Teacher

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

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

Such things as chapter presentation reports and announcements of meetings or positions must also follow the format in which they are published in *The Language Teacher.* Please read the appropriate sections found in *The Language Teacher-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 Under-Cover,* and *Opinion* contributions may be submitted at any time.

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

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

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

Call for papers

International Conference on Teacher Education in Second Language Teaching

April 17, 18, 19, 1991
Organized by Department of English,
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Deadline for proposals: November 30, 1990

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

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

- developmental approaches in L2 teacher education
- research on L2 teacher education
- action research in L2 teacher education
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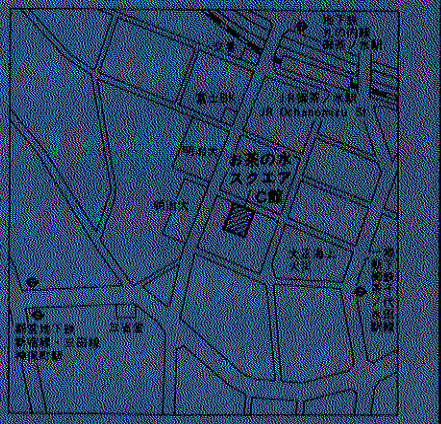

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