

全国語学教育学会

VOL.XV, No.1 JANUARY 1991

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER ①

昭和五十四年四月十一日第三種郵便物認可
第十五卷第一号 平成三年一月一日発行 毎月一日発行

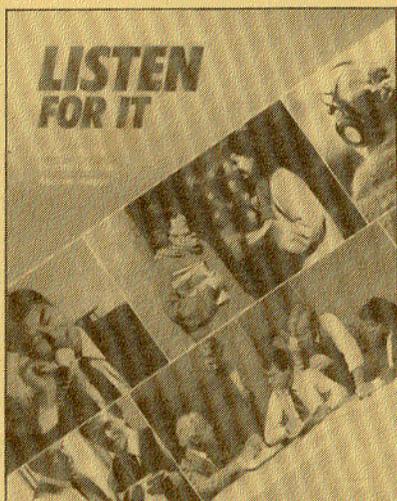
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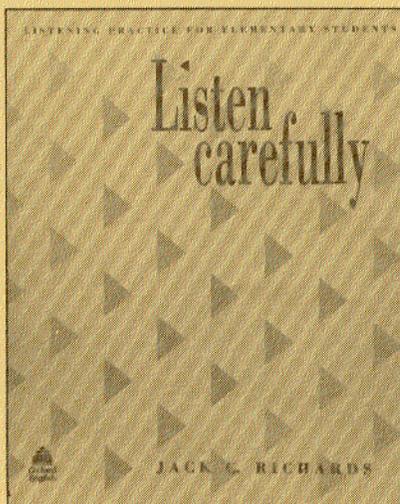


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THE LANGUAGE TEACHER

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January 1991

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

The *Language Teacher* editors are interested in articles of not more than 3,000 words in English (24 sheets of 400-ji genko yoshi in Japanese) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews.

Please contact the appropriate editor for guidelines, or refer to the January issue of this volume.

Employer-placed position announcements are published free of charge; polisiton 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.

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New Year Greeting from the JALT President

By whichever system of mathematical reckoning you use, the 1990s have well and truly started by now, and I hope in a traditionally auspicious manner.

Even the other big tradition of this season, the "forget-the year party" that closed out 1990, doesn't really prevent most of us from engaging in a period of reflection on past methods and philosophies and their effects on our efforts for this year. The preoccupation in Japan with the upcoming 21st century has been evident for several years now, but as we enter the last decade of this century, it seems that substance is being added to lip service on a number of issues,

"Committees to Consider [Something-or-Other]" (Nanika no Mondai ni tsuite Kangaeru Kai) have been springing up all over the nation. They have been quite vocal in their suggestions and demands to the government and /or other appropriate institutions, and have resulted in increased visibility, concern and action for areas from environment to ethics. The importance of this development for those of us working in language education here is the growing awareness that the study and use of foreign languages can serve as the means to a socially valuable end rather than merely an end in itself. It is finally becoming fashionable for languages other than Japanese and Japanese also, for that matter to become linked to social situation, to meaningful exchange of opinion. In fact, it is even becoming acceptable and somewhat trendy for debate and disagreement to take place civilly in the Japanese language. This has seemed to me to help get the Japanese students' minds off form for form's sake and increasingly onto what it is they are saying or why, indeed, they should be saying it. While situations obviously differ from school to school, the trend does cross all age levels, beginning with elementary school students learning to organize their thoughts and make speeches in front of their classmates! NHK Educational Television also has a weekly program now, dealing in a non-traditional way with the proper ways for Japanese to use their own language in a myriad of everyday situations.

If this kind of focus continues, those of us in the language professions have a great deal to look forward to. It is my fervent hope that JALT will continue its efforts to be on the cutting edge of an increasingly relevant field.

Deborah Foreman-Takano

Greetings from the New Managing Editor

When Ann Chenoweth asked me to accept the impossible task of filling her shoes at The Language Teacher I said, "No." Who could take her place, after all? Then she added that The Language Teacher was restructuring its editorial organization to include two editors-general editor and a content editor, and the offer seemed more manageable. So I changed my mind, and now here we are, Carol and the rest of us, thrown about throughout Japan, joined only by FAX machine and an occasional phone call, struggling to figure out just exactly what it is we do at The Language Teacher.

This may take some time. Be patient. I for one haven't worked in any journalistic job in ten years. There will undoubtedly be bad days, but bear with us. We are not doing away with tail fins or changing the formula of Coke here. Just getting used to the job and warming to the task of maintaining the high standards that Ann and Eloise et al. have set over the years. We can do all we can, of course, but the strongest assurance that the quality of The Language Teacher will remain high rests with you, the members of JALT and readers of The Language Teacher, and in the hope that (after all these restless years) you will decide to collect your ideas, techniques, concerns, and opinions, put them to paper, and send them to us. Only through your contributions can we offer a clear, hard view of language teaching in Japan.

My own feeling is that the teachers most in touch with the erratic pulse of language teaching in Japan are not found in the universities and corporate language programs in the country, but among the hundreds, if not thousands, of teachers slugging it out in conversation schools, confronting the challenge of poor attendance, low motivation, inadequate classrooms, and asked to teach students from kindergarten through middle age. The turnover rate is high in conversation schools; in-coming teachers, regardless of the quality of their education and training outside Japan, face problems they have most likely never prepared for, and must continually reinvent the wheel for lack of advice and encouragement. These teachers rarely have the time or wherewithal to put together their contributions to the profession and send them to The Language Teacher. They often quit before they have the chance to contribute.

I'd like to hear more from these teachers. I also hope that The Language Teacher can expand into other areas as well, including more research-based content and areas, such as global awareness (covered in a special issue last year), not directly related to language teaching, but with a lot to say about being a teacher of English, or Japanese, or any language, in Japan.

Tom Hayes

ごあいさつ

明けましておめでとうございます。

この号から、*The Language Teacher* の日本語記事の編集をお引受けすることになりました。

JALT といえば、英語教育の学会、*The Language Teacher* は英語の雑誌というイメージが強いようですが、JALT は、英語に限らず、日本語をはじめあらゆる第二言語、外国語教育に携わる教師のための学会です。

現在の第二言語教育研究は、目標言語の体系の記述よりは、言語の習得・学習の過程、教授形態といったものに焦点を当てる傾向にあり、その成果は、特定の言語の教育だけでなく、第二言語教育一般に応用することが可能です。そうした意味で、異なる言語を教える教師の間での情報の交換は、従来にも増して重要性を持つようになってきました。

The Language Teacher は、これまでも、数は多くありませんが、日本語教育に関する記事、英語教育に関する日本語の記事を掲載してきました。今後、日本で発行されているバイリンガルの雑誌という特徴を生かし、日本語記事の充実にさ

らに力を入れていくつもりです。

今号から、前書きで主要な記事の内容の紹介を英語とともに日本語でもすることにいたしました。また、日本語の記事には英文の要旨を添えてあります。それによって、英語以外の言語の教育に携わっている先生がたへ日本語で情報の提供をするとともに、日本語を読まない読者の方が、英語以外の言語教育の中で何が話題になっているのかを知る機会を作りたいと考えています。

投稿規定は、すべての種類の記事の投稿の要領がわかる日本語版を新たに作りました。My Share、Opinion など従来、日本語での投稿が少なかったコラムにも積極的に日本語の記事を取り上げていきたいと思えます。The Language Teacher は、読者の作る雑誌です。JALT の会員でない方からの投稿も歓迎します。皆様のアイデアと研究の成果の発表の場として、ぜひご活用ください。

どうぞよろしくお願ひいたします。

青木 直子

この号には・・・

広い範囲の話題の記事を集めました。Sally Kobayashi は、学習者が個人学習用のビデオで聞き取りのスキルと文化的な意識を育てることができる学習リソース・センターを作ることの意義を述べています。谷口すみ子は、日本語学習者の日記を分析し、学習日記が学習者本人にも、研究者としての教師にも貴重な道具であることを示しています。Martin Peters の記事は、言語学習者の自信と教師の肯定的な態度が言語の学習に決定的な役割を果たすことを改めて指摘しています。さらに、Ditte Lokon は、学習者が自分で自分の書いたものを手直しする能力を育てるための教室活動を数多く紹介していま

Greetings from the New Japanese Language Editor

As a member of the new Language Teacher editorial staff, I would like to wish you a happy and productive new year.

JALT has always encouraged its Japanese members to be actively involved in the organization's activities, and The Language Teacher has printed Japanese articles by Japanese teachers of English and Japanese as a Second Language.

Starting with this issue, The Language Teacher will have more Japanese articles. This issue has a Japanese introduction, which I will include in each issue, guidelines for submission, an article on JSL, and a book review.

My objectives as the new Japanese language editor are two-fold. One is to provide Japanese readers with up-to-date information in second /foreign language teaching and learning research and practice, in Japanese. The other is to make The Language Teacher a medium for Japanese language professionals, i.e. teachers of English, Japanese, and other languages alike, to present their ideas and research findings in Japanese.

This, however, does not mean that English speaking readers will benefit less from The Language Teacher. On the contrary, by having more Japanese articles with English summaries, we intend to provide you with more opportunities to know what is at issue among Japanese colleagues and to exchange ideas with them.

Whatever language we teach, we all deal with second language learning processes. In that sense we are colleagues. The more, the merrier-Z hope you share my view. Doozo yoroshiku.

Naoko Aoki

Introduction to this Issue

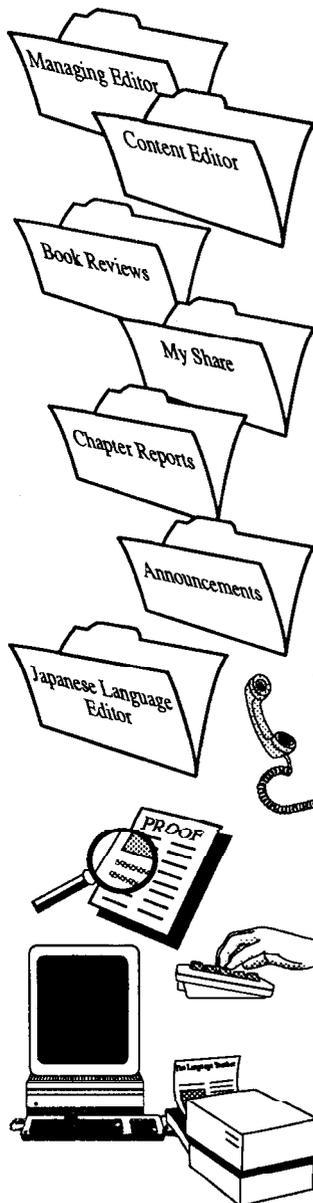
In this issue, the wide variety of topics should provide something of relevance to every reader. Sally Kobayashi presents convincing reasons for establishing learning resource centers where students can work individually with videos to develop their listening skills and cultural awareness. Sumiko Taniguchi analyzes the diary of a Japanese language learner, demonstrating that a learning diary can be a valuable tool for both the learner and the teacher-researcher. Martin Peters reminds us of the crucial roles of self-confidence on the part of the language learner and a positive attitude on the part of the teacher. Finally, Ditte Lokon introduces a number of classroom and peer group activities designed to help develop students' ability to improve the quality of their own writing.

As this is my debut in the new position of "content editor" for The Language Teacher, I would like to take this opportunity to say that I look forward to serving you, the reader, and to keeping up the standards established and maintained by Ann Chenoweth and Eloise Pearson, and their predecessor, Deborah Foreman-Takano. My degree is in linguistics, but I have been teaching English to speakers of other languages for 16 years, in the U.S. (my native country), in Yemen, and for the last 4 years in Japan. My main interest is second /foreign language teaching and research.

As content editor, I will be editing all the English articles, interviews, conference reports and opinions for The Language Teacher. My goals include a balanced representation of topics and contributors (this issue is an exception in having two contributions by the same author because one opinion article was inadvertently left out last month), presentation of thought-provoking ideas of interest to you, and under Naoko Aoki, the new Japanese language editor, inclusion of at least one Japanese article in every issue. Please let me know if there are topics or issues that you are particularly interested in seeing addressed in future issues of The Language Teacher.

Carol Rinnert

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JALT

The Value of Video in the Learning Resource Center¹

by M. Sally Kobayashi
Hokusei Gakuen Women's Junior College

Japanese students enter post high school institutions with different language experiences. Depending upon the students' social background, motivation and previous opportunities in English, the personalities of English language classrooms can be quite varied. In most cases the skills that seem to be underdeveloped are listening and speaking. To understand why this situation exists, it is helpful to look at the current English teaching situation in Japan.

Teaching Methods

The teaching methods of the Japanese teacher of English need to be reviewed. Quoting from a study by Long, Brumfit's (1984, p. 76) summary of the teacher-centered situation also describes the situation in Japan:

Traditional lock-step classrooms do not cause natural linguistic behavior because they encourage the following assumptions:

1. the teacher initiates language exchanges
2. the student's task is to respond to the teacher
3. the teacher judges whether the student's performance is acceptable
4. these judgements are based on grammatical and phonological accuracy
5. the grammatical standard required is that of the mature adult native speaker.

Learners should not be expected to produce answers that are one hundred percent correct and objective. Teachers should not teach foreign learners as though there were one, and only one, correct interpretation of language (Sheer-in, 1987).

Unfortunately, large classes force teachers to put the emphasis on examinations and "objective grading" rather than on assignments which require "subjective grading," which is more time consuming. And often teachers cannot consider individual differences in the overall assessment.

Other working conditions of Japanese school teachers, junior high teachers in particular, should be considered when discussing teaching methods. Junior high school is where English is first introduced as a required subject, and therefore those early experiences can have lasting effects on student attitudes towards the study of English. Although no "official" statistics were available, personal contact with a great number of junior high school teachers throughout Hokkaido gave the author an insight into working conditions. In

small schools in rural areas, it is not uncommon for a non-English major teacher to teach not only English but also concurrently two or three additional subjects. In seeking a comfortable "teaching method," such teachers look back to their own student experiences and rely totally on the textbook, teaching grammar-translation and reading-writing. There is no margin for teaching listening and speaking skills. This unfortunate situation compounds itself and affects the teachers' self confidence.

Teacher Self Confidence

Group discussions the author has had with junior high teachers of English tended to be more spontaneous if the discussions were held in Japanese rather than in English. This corresponds with Kouraogo's (1987) experience. In working with teachers in Burkina Faso, Kouraogo detected a sense of insecurity, a fear of being found deficient in terms of mastery of the target language. He also found that teachers privately admitted feeling a deterioration of their English, but publicly they did not ask for language improvement programs. However, language is a living art and teachers need to continually strive to keep themselves up to date.

Teacher Attitudes

Teachers' perception of their role, their own L₂ experiences and their proficiency all influence the views they have of their goals. A critical look must be taken at teachers' attitudes, both individual and professional, to determine what obstacles lie in the way of creating the kinds of learning environments that will be most helpful to students. Non-Japanese teachers of English often feel that one negative aspect of the teaching methods of their Japanese colleagues is the desire to emphasize grammar. However, this is not peculiar to Japan. Savignon (1983) says there are teachers at all levels of education who still stress structures. To illustrate the point, she describes a prospective student teacher (a native speaker of Spanish) who equated teaching grammar structure with teaching language.

Community Attitudes

The support of L₂ programs reflects the perceived value of L₂ study held by the community and ultimately reflects the political and economic values. Teachers must understand the societal values at large that influence learner attitudes and also must take account of their own values and attitudes that may be obstructing necessary curricular innovations (Savignon, 1983).

The author personally experienced a situation in which the community attitudes affected the students' attitude toward school and, in particular, the study of English. In a rural fishing community high school, students distinctly told the author that the study of English was a waste of time, that indeed school was a waste of time since instead of being in school, they could be out on the fishing boats pulling in money.

Japanese Students' Personality

Japanese students are said to be "shy." Can this also be interpreted to mean they experience discomfort in the English classroom and are unwilling to take the risks necessary to participate? Ely (1986) analyzes the role of personality in second language learning, taking into consideration the interaction of person and situation. Language class risk-taking, language class sociability, and language class discomfort are all predictors of second language learning in a classroom context.

An associate of the author's relates the following experience. A student began to cry when addressed by the native speaker teacher, the fear in this case being, "In the foreigner's class, I have to speak English!" This seems to support the observation by Rivers (1980, p. 275):

Considerable difficulty is experienced by students trained to study the language through written texts when they are suddenly confronted with listening comprehension material of a similar standard of difficulty to that which they are accustomed to studying at their leisure in graphic form.

Student Attitudes

A discussion on student personality would have to include student attitudes. Positive or negative attitudes towards the speakers of the target language either enhance or inhibit language acquisition. This also applies to the learner's evaluation of the teacher. The learner's parents' feelings about their child's acquisition of a language can also influence achievement (Schumann, 1980).

Savignon (1983, p. 111) gives us the following definition:

... attitude has come to include conscious mental position, as well as a full range of often subconscious feeling or emotions (for example, security, self-esteem, self-identity, motivation).

Later she tells us that teachers need to promote positive attitudes toward English-speaking cultures. But the learner's age, past experiences, home and community environment are important and need to be taken into account in any attempt to influence attitudes toward another culture group (p. 113).

Student Motivation

The many reasons to study a second language are generally divided into two: the *instrumental* purpose, which includes meeting secondary school or university entrance/graduation requirements, and the *integrative* purpose. The integratively oriented learner is interested in learning the second language to meet and communicate with members of the target language community (Schumann, 1980).

Whether in junior high school or high school, clearly the motivation of the majority of Japanese students is instrumental, the goal being that of passing entrance examinations.

Finally, at the college/university level, students and teachers are free from the pressure of entrance examinations.

Communication becomes a convention-creating rather than merely a convention-following activity. It is a social and interpersonal process. Learning to communicate is, as a result, not a matter of digesting a static and predictable body of knowledge, but learning how to interpret, express, and negotiate these conventions. (Candlin and Breen 1979, p. 164)

The "homeroom" system in the Japanese schools appears to be another drawback to student motivation. Ely (1966, p. 9) theorized that:

Students high in Language Class Sociability want to use the L₂ for the purpose of becoming better acquainted with others in the class...students high in Language Class Sociability seek to create and maintain a sense of camaraderie in the language classroom.

This brings up an interesting point. Whereas junior high and high school students in the United States may have different classmates for each subject they study, Japanese junior high and high school students and in some cases, junior college students, study every subject with the same classmates. There is no stimulation to ask any questions—they all know everything about one another. The exciting opportunity to use L₂ to "get to know one's classmates" does not exist.

Earlier in the discussion of learners' attitudes, the Yearner's evaluation of the teacher" was mentioned. The Japanese learner in both junior and senior high school tends to perceive the native speaker teachers as having a different goal and being a hindrance to achieving the student's goal and thus, view them with distrust. However, at the college level, the student and native speaker teacher goals can merge into one. Upon entering college, students are free to begin an integrative study of English. One of the means to this end that teachers in Japan need to explore more is the concept of the Learning Resource Center.

The Learning Resource Center

The purpose of a Learning Resource Center is to provide motivation, reinforcement, and enrichment for ongoing language learning. Student learning improves when they are taught how to discover their own mistakes. Students should not be allowed to become dependent on the teacher to discover and correct their mistakes. According to Ochs, "self-discovered and self-motivated behaviors are, in the long run, the only ones which produce significant changes" (Ochs, 1968, p. 11). Teachers need to create a learning environment that supports independence.

A Resource Center is valuable in a number of ways:

1. It can extend the teacher's time.
2. Students can work independently at their own pace and level.
3. Students self correct their own work.
4. Students receive more exposure to the target language.
5. Resource Center materials can be adapted to meet the needs of different levels of students.

In our high tech age, videos can be the mainstay of such a "Learning Resource Center"? They provide close-to-life experiences and also provide good role models.

Throughout the world, videos promise to meet rapidly rising educational demands. They have gained a reputation as being more human in scale and more flexible than radio or television because both students and teachers can directly control them—slowing down a passage or repeating it (Souchon, 1983).

Our students were born with television. Furthermore, during the past few years there has been a video revolution in the world, with more and more households acquiring video-cassette recorders (Schwartz, 1985).

Unfortunately, homevideo use has conditioned the viewer to watching the video screens in a domestic context: feature films, plays, quiz shows, news and sports programs for relaxation and entertainment. The screen makes no demands on them. However, in the language-learning context, there is a need for special action, i.e. interaction with the video (Lonergan, 1984).

English language videos that are entertaining can be viewed rather spontaneously for the sole purpose of enjoyment. In this case, no special supplementary study worksheets are necessary. The videos serve to introduce the viewer to English speaking countries and to "get the feel" of the culture and language. But good educational videos are carefully prepared with specific goals in mind. They are not spontaneous.

Use of videos in second language teaching is quite valuable, and sources of videos are many. Television is a good source for "natural" English. The language content of television programs is often quite different from that of commercial language programs. The language of television reflects the language of the society in which the television programs are created and there is no control of language in the applied linguistic sense of course design (Lonergan, 1984).

Although videos hand made by the instructor may not be "professional," they have the advantage of being tailor-made to meet the specific needs and interests of the students. An interesting video that an instructor can make is one of a group conversation. In contrast to videos taken from television or professional video courses, a hand-made video of a group discussion can be quite exciting in that there may be slightly slurred speech, hesitations, interruptions and repetitions that are characteristic of natural speech. Native speakers are often not aware of being repetitious. However, each language has developed a certain amount of redundancy in order to manage the amount of information one must absorb during normal speech. It is estimated, for instance, that the English language is fifty percent redundant (Rivers, 1980).

Student-produced videos have a double value. An original student production provides an outlet for student creativity. Students write original dialogs/scripts, prepare the props, direct the action, and simultaneously build up their confidence while enjoying English. These videos can then be viewed by the entire class, thus providing a forum for class discussions and peer evaluation.

With the availability of sophisticated VTR equipment, more and more schools are incorporating it into the field of education. At some schools students are

given free access to VTR players, which is an ideal situation for the creation of a learning resource center supported by a video library.

For more than twelve years, the author has researched the learning resource center concept and promoted it in lectures and seminars given for junior and senior high school Japanese teachers of English. The concept has come a long way from simple yarn boards, card games and posters (Forte et al., 1973). With VTRs, computers and other high tech equipment, we have come into a new age of learning resource centers, and we can now tailor them for use at the college level.

Application

At one women's junior college where the author taught conversation, an elaborate library-media complex was built and free student access VTRs were installed. Unfortunately, there was no follow up and no plans were made for providing "software." Instead of becoming an innovative aid to education, the sophisticated equipment was reduced to mere entertainment facilities where students viewed their favorite daytime soap operas. Obviously, here was a golden opportunity to advance the learning resource center concept.

As a beginning, the author prepared a number of video tapes and coordinated worksheets for conversation students and made them available in the library. The video cassettes and worksheets were color coordinated to facilitate handling by the library's Japanese staff. In class, students were instructed to study the worksheets, prior to viewing the tapes, with the help of a dictionary whenever necessary. Students were to borrow and view tapes at times of their own convenience but were required to answer questions on the worksheets while viewing the tape. Because it is necessary that the students feel they are in control, they were free to stop the tapes and replay any portions as necessary.

Worksheets were not intended to test listening comprehension but to serve as a guide to help students focus their listening and viewing attention. Introductory information provided on the worksheets included directions for use, a list of the main characters appearing in the video and difficult vocabulary or phrases that were unique to the video to be viewed. Questions based on statements made by subjects in the video helped to sharpen listening skills. Worksheets could also include questions to aid the student in noticing cultural differences visually present in the video. For example, the American housewife was not wearing an apron. An answer key was provided and students self corrected their worksheets and used them to review the video if necessary. Worksheets were collected by the library staff at the time the videos were returned. The author periodically collected the worksheets from the library staff and students received credit for using the videos.

Often, the same video can be used for students of different ability levels by adjusting the degree of difficulty of the study worksheets. The amount of in-class instruction in how to use the videos and study worksheets would depend on the class level.

To compensate for the limited time available in the conversation classroom, teachers can make lesson plans encompassing the use of videos. Students can be as-

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signed to view the videos in the resource center, thus extending language learning beyond the classroom. In a team teaching situation, videos can be shared by teachers and can serve as a foundation for coordinating teaching efforts.

Videos in the resource center should not be used merely as supplementary or extra-curricular material. If video content is carefully selected and coordinated with course material, videos can be successfully incorporated into the class syllabus.

In the past decade, changes in perspectives on language learning and language teaching have focused new attention on the area of listening and language learning. Because listening is not as dramatic as talking and the listener merely appears to be doing nothing, its importance tends to be neglected (Morley, 1984). In view of this, it is hoped that the video resource center can be further expanded to meet the ever-growing need for listening training.

Note

1. Throughout this paper, the term "Learning Resource Cent& is used although the term "Self Access" is also widely used.

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第二言語学習過程に 関する内省的研究： 日本語学習者の日記分析

谷口すみ子
東京工業大学留学生教育センター

1. はじめに

本研究は、一人の学習者が日本語を学習していく過程を学習者自身の内省に基づき継続的に調査したものである。

1-1 学習過程についての研究

近年、第二言語学習／習得の結果だけでなく、その過程に焦点をあてた研究が進められている。学習者がいかに学習を行うか、またその過程をいかに認識しているかを調べるためには、学習者自身の内省に基づく報告をデータとして使用する必要がある。

1-2 ダイアリースタディ

この調査では、学習者に日本語学習について日記をつけてもらい、これを主な資料として分析を行った。他に授業記録、授業の録音テープを補足資料として用いた。学習者の日記に基づく研究方法は、ダイアリースタディと呼ばれ、第二言語習得研究、授業分析の手法の一つとして用いられている。この研究方法の特徴は、内省に基づいた質的なデータが得られること、心理的側面を捉えられることである。反面、主観的で、結果が一般化しにくいという難点も指摘されている。(Fry 1988; Matsumoto 1987; Matsumoto 1989)

1-3 学習形態

本研究では調査者(筆者)が、学習者に個人教授をするという学習形態をとった。(週一度、60分)学習者のコースデザインへの参加を促すために、シラバスや教授法、教材を予め決めることはせず、学習者のニーズの変化に対応できるよう、教師(=調査者)と学習者は、授業のたびに学習内容、方法について話し合った。つまり、学習項目や学習方法について学習者が行う意志決定も、観察の対象にしたわけである。

2. 調査方法

2-1 学習者

イギリス人、男性、37歳、大学の英語講師
日本語は未習

1989年10月来日

外国語学習経験：フランス語、ドイツ語、ポルトガル語、スペイン語、マレー語

2-2 調査期間：1989年11月(学習開始)から1990年3月までの15週間

3. 結果

3-1 日記の内容

学習者の日記の記述を内容によって分類すると、以下の5つのカテゴリーに分けられる。

- 現実場面での日本語使用の経験
- 自己学習
- 教材、教授法についての意見
- 自分の学習についてのモニター
- その他

この学習者に特徴的なのは、自分の学習についてどう捉えているかという記述が多く、全体の約半分を占めていることである。例えば、以下のような項目が含まれていた。

例：学習の動機

- 学習の目標設定 自分のニーズ
- 学習スタイル／教授スタイル
- 学習方法
- 過去の外国語学習経験の影響
- 学習に伴う感情
- 日記をつける意義
- 進歩に対する自己評価
- 学習段階に対する自己診断

3-2 学習の経過

それでは次に、表1に示した学習の経過を日記の記述とあわせてたどってみよう。

学習者Gは当初、日本語学習の目的を、日常生活でうまく機能していけることと設定した。学習動機は、道具的、統合的動機が半ばしていた。

<日記より> (原文は英語) 第1週

さて、自分にとって6番目の外国語の学習だ。以前なら、外国語を“マスターする”と言ったかもしれないが、今はもう知的な練習をするつもりはない。純粹に機能的な動機だ。部分的には“統合的な動機”—自分の周りにある文化について知りたいということ—もともと自分は周りの文化から基本的には隔てられているが—。部分的には“道具的な動機”—日常生活をこなして、徐々に漢字やかなを少し読めるようにすること。

授業は、NHKのビデオ教材を使用し、日常生活に必要なコミュニケーションの機能を取り上げ、発話よりも理解を優先するコンプリヘンション・アプローチを取った。Gにとって、教材に出てくるキーワードの聞き取りはやさしかったが、キーワード以外の部分もすべて聞き取りたいと希望した。わけのわからない音の連続を、自分にとって理解可能な単位に分析し、その中から覚えるべき言語形式を拾いたいというのがその理由であった。Gは大学で英語を教えるときは、逐語読みよりもスキミング、スキヤニングを学生に強調して教えるのだが、このような自分の教授スタイルと自分が日本語を学習する際の学習スタイルに違いのあることを指摘していた。学習開始時に行った質問紙による学習スタイルの調査(谷口1990)でも、Gは曖昧さに対して寛容度が低く、聴覚よりも視覚から情報を得るのを得意とする傾向を示していた。自分の学習スタイルには、10代の頃、フランス語、ドイツ語を文法、訳読法で習った影響が残っていると述べている。ただし音声の聞き取り、模倣は非常によく、特殊音節の聞き取り、発音に関してほとんど問題がなかった。

<日記より>第1週

レッスンに出て来る基本的な語彙は知っているので、ついていくのは基礎的なレベルでは問題はない。しかし、私はすべての単語を知りたいと思う。これは、メッセージの理解に、すべての単語が重要だからではない。ことばの意味は自分でなんとなく類推できる。未知の音の連続を文節化して、覚えるべき単語や句をとりだしたいのだ。私は自分の授業では学生にスキミング、スキヤニングといった読みのテクニックを強調する。逐語読みに固執するのは進歩が遅い。しかし、学習者としての自分は彼らと同じだ。認知スタイル、学習スタイルと教授スタイルの対立。自分は1960年代に文法訳読法でフランス語とドイツ語を初めて勉強したが、今でもその頃と同じような方法で外国語を勉強している。この方法は現在の自分の教授法とは対立するものだ。

2週目からビデオだけでは語彙を充分学べないので、語彙の勉強がしたいと希望し始めた。Gは語彙の学習を非常に重視する。冬休みで授業がない時に自分で本を買って語彙や文法の勉強を始めた。また、自分でひらがなの学習も始めた。来日当初に比べ、文字を読む必要性をより感じるようになったと述べている。

Gは授業で勉強したことを実際の場面で積極的に使うが、職場では日本語を使うことは期待されていない。

9週間経過した時、初めてGは自発的に日本語で会話を始めた。沈黙期間が終わったと判断して、これ以後、授業は発話に重きをおいて、ある話題を中心に話をするという形態に移行した。この時期の直前の日記には、語彙の練習に力を入れていたこと、受容から産出への準備

ができたことが書かれている。

<日記より>第8週

この数週間は足のけがで寝ていて、日本語学習に十分な時間がとれたので、次の段階へ飛躍する元気が出てきた。

<日記より>第9週

電車で1時間かけて、Nキャンパスへ通う間、私はたいてい語彙の勉強をするために、本と鉛筆をもっていく。まるで自分が15歳の頃いっしょうけんめいドイツ語やフランス語の単語を記憶しようとしていたように。動詞の活用を際限もなく書き続けるのは、役にたつし、理解から産出への移行に重要なステップだとわかった。私は、最も保守的なワークブックや、翻訳をしたり、かなを際限なく書き写すのを楽しんでいる。これによって私は何かを学んでいるという満足感を得ることができる。あるいはなんらかの言葉がやっと定着するという気がする。

授業の変化により、今までよりも自分で準備をして、話す割合が増えたので緊張が高まったと述べている。また、関連語彙をまとめて提示するようにして、効率的な語彙の習得をめざした。Gも暇さえあれば、語彙の勉強をしていたことが日記からうかがえる。

<日記より>第11週

ビデオでは組織的に語彙を勉強することがなかった。これによって語彙の学習・教育がいかに無視されていたかがよくわかった。言語の構造的な面というのは、動詞の活用などよりも、むしろ語彙が第一だ。

日記をつけることについては、日本語学習に意識を集中させるのに役立つと評価している。

<日記より>第3週

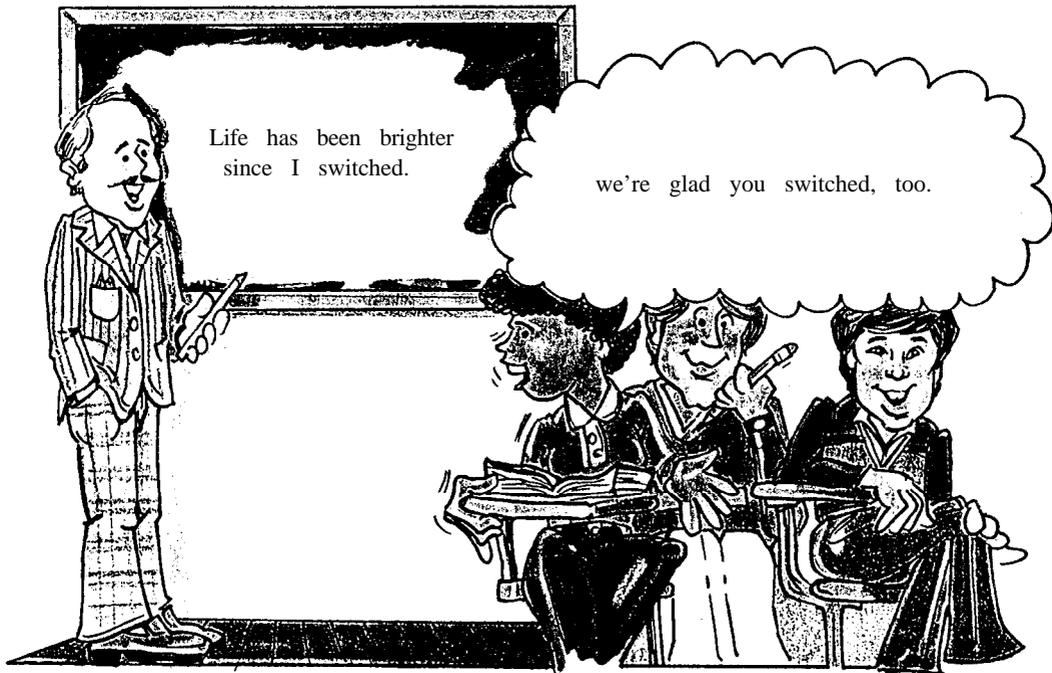
外国語を学習しながら日記をつけることは多くの人に比べて課題(task)だろうか、それとも楽しみだろうか。自分にとっては、日記をつけることは、自分の仕事から外国語学習に気持ちを移すのに役立っている。日記を書こうと思うこと自体が、なにかことばを勉強しようという気持ちになるのを助けている。これを書いたら多分自分は、なにか単語を覚えるか、教科書を聞くかするだろう。日記は、表面的にはもっと魅力的な他の活動から、自分の気持ちを引き離すのに役立っている。

学習に伴う感情面について見ると、達成感と無力感が交互に現れている。達成感は、なにかを学習しているという満足感と共に現れたり、以前の自分よりも進歩したと思われる時に感じている。それに対し、無力感は、仕事が忙しくて学習に時間がさけない時、現実場面で日本語が理解できない時、進歩が感じられない時に訪れている。

表 1 学習経過

時間	授業	日記の記述	時間	授業	日記の記述
第1週	NHK 日本語講座 (ビデオ) 方向を尋ねる	日本語学習の目的は日常生活でうまく機能していけることだ。 ビデオはよいメディアだ。 キーワードの聞き取り、理解はやさしいが、すべてのことばを聞き取りたい。これは自分の教授スタイルとは異なっている。文法、訳読法での学習の影響が残っている。	第9週	自分から日本語で話し始める	理解から産出へと移行している 電車などで語彙や文字の勉強をする。機械的な作業に見えるかもしれないが学習に伴う満足感、達成感がある
第2週	ほしい物を 入手する	聞き取りのスキルは聞くことのみによって向上するか? 予測できるように予習しておきたい。	第10週	趣味	勉強する時間がとれない週もある 勉強は以前よりも自由な形態になったが、その分、自分が話さなくなっていくので緊張が高まる ビデオは冗長になっていた。はじめの数週間はいいが集中的ではない。また、語彙/文法を学ぶように構造化されていない
第3週	紹介	授業中、ビデオを見ながら答えたり、繰り返したりすることに對する抑制感がなくなつた。繰り返しは大事	第11週	毎日の習慣 基本動詞	今週のお見合いのまんがは少しむずかしくしたが、よいきっかけになつた ビデオでは組織的に語彙を勉強することがなかった。言語の構造的な要素としては語彙が第一だ 授業では、ある話題をとりあげてそれに関連した語彙を学習している。しかし自分には基本語彙が欠けている 駅名のひらがなを読も練習をしている 漢字の本をもらつたがむずかしい
第4週	時間を尋ねる	今週は進歩が遅いと感じる。動機も学習の楽しさも低下している	第12週	位置 スポーツク ラブ	職場で日本語を使つてみる
第5週		旅行中、日本語がわからずに困つた	第13週	病氣 体の部位	語彙の学習に適しているのは自分が動きがとれない時。集中できる
第6週		なし	第14週		仕事が忙しくて勉強ができない。フラットーにのりあげたようだ。あまり進歩していないし、練習する機会もない。
第7週		旅行の苦労が引金になって、学習動機が高まつた * 文法訳読法の本を買つて、自分で語彙の学習を始める * ひらがなの本を買つて、自分で学習を始める * 動詞と時制の学習を始める	第15週	ビデオ 許可を求める	今週は語彙の復習以外にも勉強できなかつた
第8週	挨拶	けがをして動けなかつたので日本語学習に時間をかけた。次の段階へ移行する準備ができたと思う			

第16~21週 外国旅行のため日本語の学習を6週間中断



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<日記より>第14週

試験の採点と自分の仕事で頭がいっぱいだ。プラトーに乗りあげたように感じる。あまり進歩をしていないし、練習する時間もない。

Gは「プラトーに乗りあげた」という表現を使っているが、このような時は学習の仕方を考える話合いのよい機会でもある。

Gは3月の半ばから、外国へ行くために一時日本を離れ、日本語学習を中断した。帰国してからは、また日本語を再開し、現在は今までよりも文法に重きを置いた学習をしている。

学習の経過から重要な点をまとめてみると以下のようになるだろう。

- ① Gはかなり確固とした学習スタイルをもっており、自分のやり方で学習を進めたいと希望する。学習方法は過去の外国語学習経験の影響を受けている。
- ② Gは自分の学習の過程をモニターする意識が高い。例えば沈黙期間から発話期への移行に関して、自分で準備ができたと感じたと報告している。
- ③ Gのニーズや学習目標は学習が進むにつれて変化していく。それに従って、教材や教授法も変えていく必要がある。
- ④ Gが自分の日本語の進歩が止まったと感じる時が何度かあるが、それは、現行の教材、教授法が自分にとって、適切ではなくなりつつあることが原因である場合がある。
- ⑤ Gは初級段階においては、語彙の習得が特に重要だと意識しており、語彙の学習に力を入れている。

4. 考察

この学習者は次のように学習を進めていることが日記から明らかになった。まず、学習者は与えられた言語材料の中から自分にとってなにか大切かを判断し、学習すべき項目を選択する。次に自分にあった学習方法を使って学習を行う。学習の途中においては、自分の学習をコントロールし、評価を行う。もし、自分の学習に満足がいかない場合は、方法や教材を再考すべく教師と話し合

このような学習過程を学習者自身がモニターすることなどをメタ認知（認知についての認知）と呼ぶことができるだろう。メタ認知は学習ストラテジーの一つとして位置づけられている。(O'Malley & Chamot 1990)

近年、学習者中心主義ということばがよく聞かれるようになったが、学習者が自立的に学習を行う前提条件として、学習者の自分の学習に対する意識（＝メタ認知）を啓発する訓練が必要となるだろう。日記をつけることは、研究者にとって貴重なデータを提供してくれるだけでなく、学習者にとっても自分の学習に意識を向けるよい訓練となると期待されよう。

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本稿は、1990年度日本語教育学会研究大会での発表に加筆したものである。

An Introspective Study of the L₂ Learning Process: An analysis of a Japanese Language Learner's Diary

by Sumiko Taniguchi
Tokyo Institute of Technology

This article presents the findings of an analysis of a diary kept by an adult learner of Japanese over a 15-week period of private lessons. The diary contained a detailed account of self-monitoring of his language learning process. The learning process involved 3 stages. First, he chose what to learn, according to his needs, out of language input he received. Second, he applied his fairly established way of learning to new materials. Third, he monitored and evaluated his progress and consulted a teacher, when necessary.

A learner's diary is a valuable resource for teacher-researchers. At the same time, keeping a diary raises self-awareness within a learner, which is essential for autonomous self-instruction.

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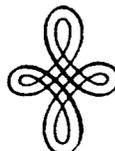
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Confidence and Language Learning

Martin Peters
Teikyo University

"I'll think about it Mr. Jones, and now if you'll excuse me. I have other matters to attend to," said Mr. Applequist, purchasing agent for the Great Plains Manufacturing Co.

"Do you want me to check back in a few days, sir?" Randy Jones could feel tightness in his throat and sweat starting to form into little droplets on his forehead as he faced yet another rejection.

"Don't bother. I'll let you know if we need anything. Good-bye."

Randy hated the way the panic could always get to him. He tried and tried to stop it, but it was like fighting the main spring of an old mantle clock that has escaped its housing: the pressure was simply too great to contain. It made his shoulders shudder involuntarily and his voice break, and his clients invariably sensed the desperation that seeped through him.

He pushed open the glass-paned front door and walked dejectedly to his car. Four No, thank you's today, the same as yesterday. It was all so familiar, he thought, the way they were courteous and let you put in a demonstration typewriter for the secretary to try for a week or two, and then would hem and haw around, and finally you ended up spending a lot of time for nothing. Randy just sat in the car, mindlessly jingling the keys, dreading the return to the office. His sales supervisor always asked for the new sales orders, and he didn't even have one. His failure was complete.

The Key: A Confidant Attitude

The preceding fictional sketch shows that Randy has a lot of problems with his sales technique, not the least of which is a confidence problem. A feedback loop is operating to couple his negative attitude with failure, each aiding and abetting the other.

Standing in stark contrast to Randy is the motivational speaker I once heard who declared confidently that he had "never failed. . . NEVER!" After he delivered that line, he paused reflectively as awe and envy rippled through all of us in the audience. Then his voice became more modest, almost sheepish, as he went on, "But I have found quite a few ways not to succeed!"

What a wonderfully lighthearted way to make a serious point about attitude. The same point was made by a friend of mine when we played in a dixieland jazz band, in which the tunes were played mainly by improvisation. Once when I lamented about playing poorly in my solo spot, he replied with a twinkle, "There are no mistakes in this business; only passing tones."

At the root of both of the last two examples are the concepts of confidence and positive attitude. Dale Carnegie's *How to Win Friends and Influence People* and Norman Vincent Peale's *The Power of Positive Thinking* exemplify the mountain of books, articles, and songs that have been written about the benefits of positive thinking. It is my purpose in this paper to advocate its greater use in language education, especially at those times when the learner seems not to succeed. It is at those times that traditional responses by teachers have sometimes been inadequate.

No Such Thing as Learner Errors

When a tyke starts on the journey to become a major league batting star, perhaps the first step is to get a grip on the bat. Soon, after random movements, she may get the idea of moving it from side to side, the precursor of a Swing." After a while, mom or dad tosses a ball toward the budding hitter, but it may take a while for a mental connection to be made between the approach of the ball and the need to swing. With patience and persistence from the helpers, the swing comes to coincide with the incoming pitch, but there is a wide gap between the ball's trajectory and the bat's path.

We could continue this step by step description of the process, going through contact of bat with ball, development of timing, balance, wrist action, keeping eye on ball, and so on. Of course, this slugger's final competency will depend on a lot of things (goals and effort, to name two), but it would not be unreasonable to expect progress toward ever greater competence. For the purpose of this discussion, whether this slugger eventually plays in the majors or just plays in pick-up games after picnics is not significant.

At this point, let us consider whether the first time the aspiring tyke dropped the bat while attempting to get a grip on it constituted an error. Was it an error when she swung (and missed) the first time? Aren't these actions entirely to be expected as part of the mad to competence? In general, then, I propose that it is impmperto assign the label error to actions of individuals who are apprentices, learners, beginners, neophytes, trainees, or tenderfoots. They are not in the arena. They are not on the ballfield for professional teams, earning their livings, or measuring themselves against any professional standard. The only standard that would make any sense to judge them by would be their **own** competence level. In the case of the tyke, since at each succeeding step, her approximation of correct hitting improved, how can we talk in terms of error?

The same might be said of those language learners in the classroom. They are not in the arena, and, therefore, their variations from native speaker normative behavior do not constitute errors, either. In my view of education, perhaps more than anything else teachers have a responsibility to encourage and support the learner. The prevalence, worldwide, of students whose propensity to learn eagerly and spontaneously has dissipated as a result of exposure to standard

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American-style mass education is a strong indication that the principles of Carnegie, Peale, and company are being underutilized.

Teacher Response

We now consider what impact teacher's response-corrections, in particular-have on language learners. The tyke above certainly has benefited from the suggestions for improvement offered by her parents, and in general we hope that teacher input assists learning. What we are really talking about is what happens at the boundary between what a learner can do and what she cannot yet do. Steve Krashen has used *i* and *i+1* as a way of talking about this boundary, and the implicit positive movement necessary to bridge the gap would appeal to Mr. Carnegie and Dr. Peale.

All too often I fear, teachers see this boundary area as a place to correct errors, leaving themselves vulnerable to the subtle negative bias inherent in such a view. In the worst case, corrections become weapons with which to club student errors, leading to alienation and discouragement. Pop tests, quizzes, and examinations are explicitly concerned with error, and they deliver an extra zing because the individual scores live on in the teacher's grade book. Even when the teacher's intent is positive, it would be hard to find students who welcomed tests as a part of the learning process.

In one widely used technique, the "on-line" correction, the student is expected to parrot the teacher's correction, and, apart from questions about its effectiveness in bringing about permanent change in language competence, there is the very real danger that students who are subjected to this kind of correction will develop a maddening tendency to stutter and hesitate, as they futilely try to avoid the figurative rap on the knuckles they know is surely coming.

The conventional wisdom of mass education in this century dictates that teachers be strong, central figures in the classroom. Since correcting someone is a way of establishing authority, small wonder that its practice has flourished. In my opinion, however, stmgng, central figures tend to stifle the natural inquisitive nature of young minds and to blunt the sharp edge of creativity. Such teachers may be able to efficiently control large classrooms, but this does not appeal to me as the sort of thing educators should be primarily interested in. In any case, I view the use of the correction bludgeon to establish authority as inherently weak and hollow.

What I have said so far should not be construed to mean that a teacher should never correct anyone. I am saying that teachers should be aware of the risks and proceed cautiously and prudently. Let us now return to

our neophyte salesman and create a happy ending to his story. The technique recommended for breaking the grip of the negative feedback loop, by the way, is part of a real sales training course for real salespeople.

Randy Jones: on the Way Up!

That evening while reading the paper, Randy was drawn to an announcement for a sales seminar that was to begin on the coming Saturday. He had to do something, and even though it was going to be expensive, he decided to take the plunge.

Attending the seminar was a turning point, for he learned a whole array of sales skills and techniques, one of which was how psychologically to handle doors slamming in his face. He received crucial help in the area of **attitude** training and how to put rejection in proper perspective. The technique Randy learned went like this:

Let's assume the average commission for a successful "close" (firm sales order) is \$100. The actual figure depends on what one is selling, of course, but that doesn't matter; the principle is the same. Let's also assume that One's "closing" average is about 1 in 4, about 25%. So for every yes or successfully closed order there are, on average, 3 no's generated in the process. The successful salesperson has to get out and see the people, and each sales pitch is worth an average of \$25 in terms of commissions. So instead of seeing the 3 no's as failures and crying about them, the **necessary** steps to get to the successful close. Their value, accordingly, is \$25 each.

So don't walk out with your tail between your legs and a frown on your face when a potential customer turns you down. Instead, call out with a lusty shout, "Thanks for the twenty-five!"

Active Steps toward Proficiency

To conclude, language learners do not make errors. We simply discover ways of saying things that native speakers do not use. If we adopt the attitude described in Randy-the-Salesman's sales training seminar, every attempt that we or our students make to speak is a step in the direction of proficiency, as long as we actively and continually evaluate the results of our own efforts. Furthermore, for anyone who is learning, reaching, or striving, there is an important interplay going on between performance and confidence, and it is mediated to some degree by people who matter to the one doing the learning, reaching, or striving. Parents have a role in this, but perhaps even more so, teachers. Let us strive to create a climate in which our students are figuratively shouting, "Thanks for the \$25!" whenever they find a way to speak in a non-native way.



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Building Writers' Awareness of Their Strengths and Weaknesses through Inductive Learning

by **Ditte Lokon**

Coming from Japanese high schools, most college students in Japan are not used to using the writing process to produce compositions. This "series of actions, change, or function" (Shoemaker, 1985, p. 1) that leads to written communication requires a writer to write and rewrite an essay, each time focusing on a specific component or segment of the essay. Because of students' unfamiliarity with this approach, the textbooks that teachers choose must be very explicit in explaining the concept, or teachers have to extensively elaborate on the subject to clarify the ideas for their students. To ease students into this approach, teachers can create activities that require their students to make "inductive inferences" (see Wenden & Rubin, 1987, pp. 23-24 for discussion of this cognitive learning strategy) using background knowledge and abilities as competent readers. Students can compare, rank according to given criteria, and analyze specific parts of their peers' drafts, and then negotiate and discuss their choices or decisions. After students do these activities a few times, each time with varied content and less and less help given by the teacher, students can transfer their ability to analyze their peers' essays to their own essays. In other words, when students rely more on their own judgments as experienced readers, that can also help them analyze their own strengths and weaknesses as writers. As a result, it can make them become better writers.

Analyzing and Evaluating First Drafts

The writing process usually starts with generating ideas, focusing, finding support, and then writing the first draft (Shoemaker, 1985). After students write their first drafts, I ask them to make a copy of their essays, cut them into individual paragraphs, and then mix the paragraphs up. Then, in groups, without much explanation from me, students try to decide which parts are the beginning, middle, and ending of each essay. (The top and bottom margins of the papers should be cut off, because otherwise it can be obvious which paragraphs go first and last). While discussing, the students take notes on how they are able to know which ones are which type of paragraph. Each group then writes on the board the characteristics that they think are specific to the different parts of an essay. At this point, I tell the students that each of those parts corresponds to an introductory, body, or concluding paragraph—the basic parts of an essay. If some students' compositions do not have one or more of these three parts, they have to add the parts that are missing.

Ranking and Evaluating Introductory Paragraphs

As explained in many textbooks, having a clear introduction can help a writer consolidate the rest of the essay. Therefore, after the above activity, I ask my students to focus on their introductions first.

Each group puts their introductory paragraphs together and exchanges them with another group. They have to rank the paragraphs from the best to the worst. They should discuss their opinions and agree on a single ranking for each paragraph. The purpose of having only one ranking is not uniformity but the opportunity for students to discuss, negotiate, and explain their ideas while trying to convince their peers of their ranking. During this negotiation process, students should generate ideas and write down what they think makes an introduction weak or strong. Then as a class they can compile a list of criteria for weak and strong introductory paragraphs. If the teacher thinks that there are additional criteria that need to be added, explained, or emphasized, she can do so at this point. The students can relate to and follow what the teacher says more easily after they have tried to generate these criteria using their own words.

If students feel the need to compare their answers to the teacher's, this can be done after the groups have come up with their final decisions. However, because the purpose of these activities is to make them rely more and more on their own judgments and, therefore, become more independent of the teacher, it is better to have them rely on each other in the early stages (Dickinson, 1987). If they begin checking with the teacher from the start, they may always want the teacher to verify each step of their work.

After having this set of criteria for strong and weak introductory paragraphs, students can analyze their own writing and rewrite their introductions using the compiled guidelines to direct their revision. They can rewrite their introductions trying to meet a few of the positive criteria and to avoid the ones that will make their paragraphs weak.

Analyzing Other Parts of Essays

The steps above cover analysis of only introductory paragraphs. But these procedures can be used at any stage of the students' writing, each time focusing on a different part or parts of the students' writing. Depending on how often the teacher wants the students to rewrite the segments and/or how often the students feel the need to rewrite, it is also possible to insert a few rewritings of the whole essay in between the steps described above. However, I would not advise having the students do these activities for all their paragraphs before they have written a complete second draft. The data they come up with after each segment should be applied as soon as they finish the exercises. Otherwise it can be overwhelming to rewrite different parts at the same time, following different criteria for each part.

When students have finished their first essays and are working on their second, the teacher can make a list of the various activities they did while working on their

first essays. Then, based on what they found helpful/not helpful in the previous exercises, in groups, students can choose activities they would/would not like to do again with their new essay. To make such a decision, students have to reflect on their strengths and weaknesses. If they think that they do not have much difficulty writing a clear introduction, but they need to work on the development of each body paragraph, then they can skip the activities for analyzing introductions to spend more time working on their body paragraphs.

When students have done these activities a few times, they will have compiled a list of criteria for analyzing various parts of their essays. They can then group these criteria into various combinations, depending on the types of writing, and turn them into a checklist that they have to go through before handing in their final drafts. The checklist can be a simple one (using check marks for every item they have fulfilled), or it can be more evaluative, where they have to mark on a scale of 1 to 4 judgments of how strongly each item is illustrated. They can also go through the list in groups, with each member of the group looking at and evaluating the same essays.

APPLICATION OF SKILLS

Writing Different Types of Essays

The criteria for analyzing, evaluating, and ranking the different parts of an essay can be varied and adjusted according to the types of writing the students are doing. Academic writing, for example, might have very different criteria from fiction writing, writing an autobiography, or writing a book report. The teacher might also have a preference for the styles of writing she wants her students to learn. For example, when writing an argumentative essay, students can rank the arguments from the most to the least convincing, but when writing a fictitious story or an autobiography, they can discuss the parts that give them the most vivid images and the ones that have the least substance or impact. After the discussion, the students can rewrite their whole essays or only the parts that are weak.

Peer Conferencing

Based on the student's discussions and the teacher's observations, the class can make a list of students' strengths and weaknesses in their writing. Students have to check the ones that are applicable to themselves. Then, based on their own analysis of their abilities, each student tries to form a group with students having different strengths. Together they can then have peer conferences and consult each other to help revise specific parts of their essays.

Like reading, ranking, and evaluating, students can also help correct each other's papers. One way to do peer correction is by asking each writer to underline, for example, 10 items (expressions, words, or sentence constructions) in their own essays of which they are not confident. Then, they can exchange papers and the reader(s) can try to resolve and give suggestions concerning most of the parts underlined. Then, the reader(s) should also underline a few other items that they think are questionable. Students can remember and benefit more from their mistakes by talking about them than by having the teacher correct them.¹

An Analytical Writing Exam

As an alternative to giving an essay test or requesting a final paper, the teacher can construct an exam that is similar to what the students have been doing throughout the semester/year. I use one of my student's essays from the year before and type it. The topic can be something that my current students are familiar with, but it does not have to be. The test requires the students to underline specific parts of the essay, for example, the thesis statement and the topic sentences, and then to evaluate the clarity of these sentences. If they think any are not clear enough, they have to rewrite them. Next they rank the body paragraphs using 8 of my criteria plus 2 more of their own. For each paragraph, they have to give their reasons for their evaluation. Finally, choosing the poorest paragraphs, they have to revise and rewrite them by adding, reducing, or changing any parts that do not fit the given criteria.

Grading such a writing test can be very subjective, but so is grading an essay exam or a final report. The answers are not black and white. The following are some guidelines I use when I read their examinations:

1. If the student explains her reasoning for ranking the way she does, and rewrites the items so that they fulfill the given criteria (my criteria and her additional ones), then she is basically doing what she is supposed to do satisfactorily. (A+)
2. If she doesn't explain but rewrites the parts well, then she understands the concept but cannot explain her knowledge. (A)
3. If she explains her reasoning adequately but doesn't revise the parts well, then perhaps she knows the "theory" but cannot apply it in this particular case or she could not put herself in the context of the given essay. (B)
4. If she explains and rewrites a few parts acceptably but not others, then she probably does not have a good grasp of the subject. (C)
5. If her ranking is completely off and is not accompanied by an explanation that helps it make sense, and if the revised parts do not meet many of the criteria, then she probably has been out of touch throughout the semester/year. (F)

Conclusion

All these activities are meant to teach the students the skills to read and analyze the content and the format of a composition without much interference or lengthy explanation from the teacher. If they can do it with other students' essays, then, with focused practice and feedback from each other and sometimes from the teacher, they hopefully can transfer that ability to analyze their own writing. The most important role of the teacher is to shape the students' awareness of their own strengths and weaknesses in their writing and to make them trust their own judgments (Oxford, 1989). If they can recognize their strengths and weaknesses,

(Cont'd on p. 25)

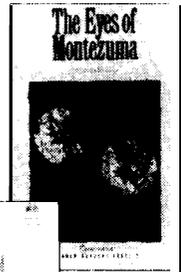
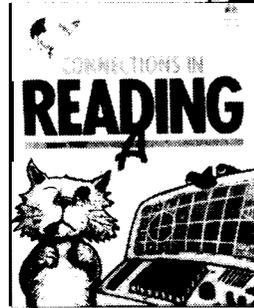
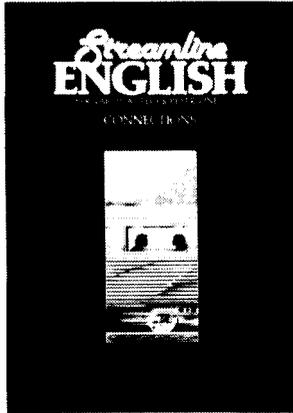
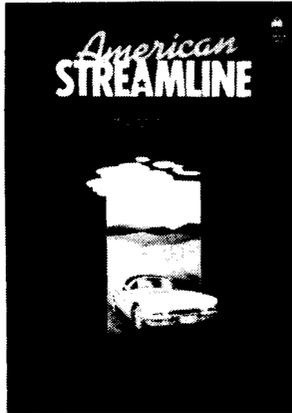


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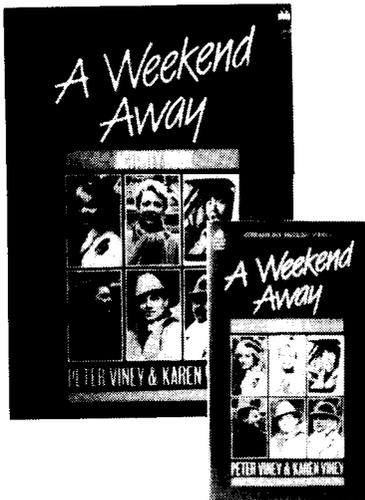
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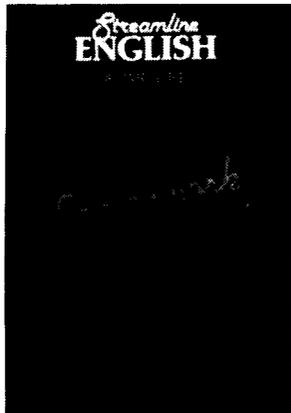


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JALT News

In Appreciation

The Publication Board would like to express its appreciation to Ann Chenoweth for three years of dedicated leadership.

They were years of growth, progress, and increased recognition from abroad for the quality of JALT's membership. The latter was largely due to the quality of JALT's publications, which not only resulted from the work of the editors but was also due to the quality of the leadership we all have been accustomed to under Ann. We will miss her greatly. As new Publication Board Chair, I will try my best to uphold that standard of leadership.

We all wish Ann the very best in her future endeavors.

**The Publication Board and
Eloise Pearson, Chairman**

1991/92 National Election Report

The elections for 1991/92 were held by postcard ballot in November, 1990, during which the positions of Vice President, Recording Secretary, Program Chairperson and Public Relations Chairperson were filled. The remaining officers' terms expire at the end of this year; elections to fill those positions will be held later in the year.

National Executive Officers

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Deborah Foreman-Takano, #804 Live Oak Noborimachi,
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Fax: 082-211-1316.

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ken 276. Tel: (H) 0474-86-7996.

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Public Relations Chairperson (1991/92)

Kazunori Nozawa, 1-18-8 Noyoridai, Toyohashi-shi 441.

Tel/Fax: (H) 0532-25-6578; Fax: (W) 0532-48-8565.

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Eloise Pearson, 8 Banchi Sugacho, Shinjuku-ku, Tokyo
160. Tel: (H) 03-3351-8013; Fax: (H) 03-3351-4596.

Financial Steering Committee Chair

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David Wardell, University of Pittsburgh ELI Program,
2-16-12 Fujimi, Chiyoda-ku, Tokyo 102. Tel: (H) 03-
3978-1183; Fax: (W) 03-3238-0536.

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(Cont'd from p. 22)

then they can know which specific areas they can help their friends with and which they still need to work on.

Note

- 1 Cohen (1987) did a study and compiled information on other research investigating the nature of teacher feedback and its effects on the students' writing. The results were that because of the role of the teacher and the nature of the type of feedback teachers give, teacher feedback on students' papers provides little help to the students.

References

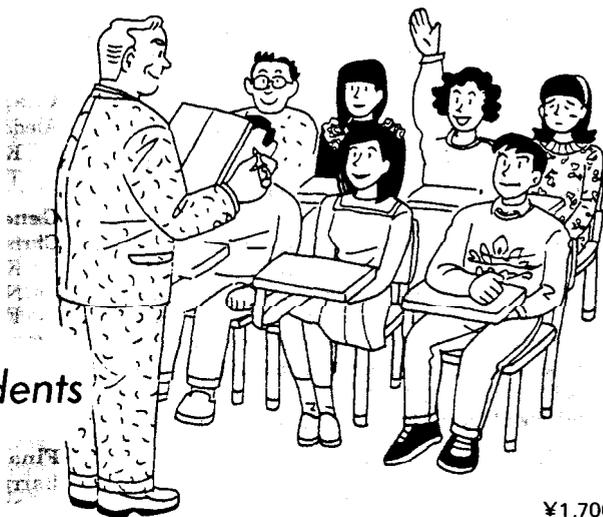
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Ditte Lokon teaches at Nanzan Junior College and at the Teachers College, Columbia University TESOL Program in Tokyo.

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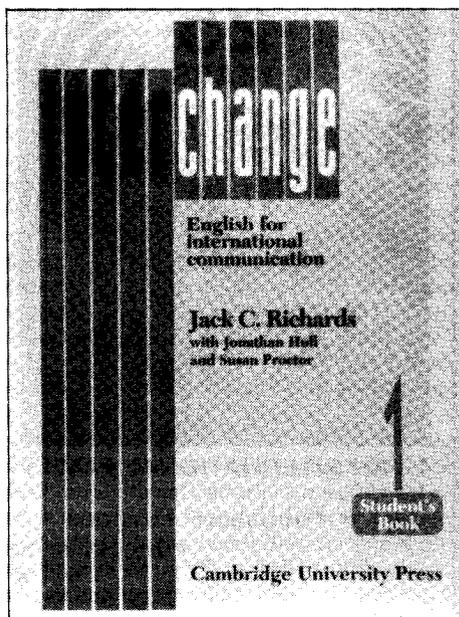
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Guidelines for Submission to JALT Publications

These guidelines should be followed when submitting copy to any JALT publication during 1991.

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. Please submit a Mac disk copy 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** below for more exact information. Note that all Japanese-language copy must be sent directly to the Japanese-language editor (address, page 1).

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 below. 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 presentation reports and announcements of positions is the **25th of the month, two months before desired publication**. Meeting announcements must be in by the last day of the month, two months before desired publication. Articles, **My Share**, **JALT Undercover**, and Opinion contributions may be submitted at any time.

The editors of *The Language Teacher* and the *JALT Journal* reserve the right to make minor adjustments in the style of a manuscript to have it conform to the general style of the publication, without necessarily consulting the author. The editors of *The Language Teacher* also reserve the right, due to prior planning and consideration of space, to publish an article in an issue other than the one intended or

desired by the author. Where this is considered to be undesirable by authors, they are requested to so indicate when submitting their manuscripts. Those wishing unused manuscripts to be returned should enclose a self-addressed envelope with the proper amount of postage.

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

THE LANGUAGE TEACHER

Articles

The Language Teacher welcomes well-written, well-documented articles of not more than 3,000 words in English, or 24 sheets of **400-ji genko yoshi** in Japanese, concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan.

On manuscripts, provide at least three-centimeter margins at the top and sides, and avoid putting extraneous material there. The author's name and affiliation should appear under the title. Please use sub-headings throughout the article for the convenience of the readers. When citing another work, include the author's name, publication date and page numbers when applicable. The list of works cited at the end of the article should be double-spaced and follow APA style. You may include a short biographical statement to be published at the end of your article, if you wish. A contact phone number and address should be at the bottom of the last page or on a separate page.

High contrast black and white photographs are welcome with any manuscript. They should be directly related to the manuscript and labeled with a soft pencil on the back. Please indicate whether the photo can be cut. We regret that photographs can not be returned unless you provide a self-addressed stamped envelope.

English-language copy should be sent to the editors; **Japanese-language copy must be sent directly to the Japanese-language content editor.**



Book Reviews



If you are interested in reviewing a book, 1) look at the "In the Pipeline" section of *The Language Teacher* to find out if it is currently under review. If not, 2) look at the "Recently Received" section to see if the publisher has made a copy available for use by a potential reviewer. 3) If you find a book you wish to review, **contact the Book Review editor** to receive a copy of specific guidelines (addresses, page 1). If you are interested in or currently doing a review for the *JALT Journal*, contact Jane Wieman directly. Correspondence regarding reviews for *The Language Teacher* should go to the current Language Teacher Book Review editor. Be sure to include your return address with all correspondence.

If you wish to review a book that is not listed under "Recently Received," first contact the Book Review editors to ascertain whether or not it is under review.

Interviews

Occasionally **The Language Teacher** publishes interviews with internationally known professionals in the field. If you are interested in interviewing someone, it is recommended that you consult with the content editor first. Interviews should follow the format of ones recently published in **The Language Teacher**; please select three or four quotations from the interview, type them on a separate page, and submit them with the manuscript.

Special Issues

The editors encourage any journalistic-conscious member with expertise in a particular area of language teaching and learning to solicit and guest-edit contributions for a special issue. All ideas for special issues should be discussed with the content editor about a year in advance of desired publication. Two to three months later, an outline should be sent to the editors containing the title of the issue, the titles of the lead articles and authors' names, and mention of any other material that is to be included in that issue. The editors reserve the right to request changes in order to have a manuscript conform to the general style of the publication or to refuse it. The deadline for all manuscripts and materials for a special issue is three months preceding the publication date to allow for consultations. However, it would be greatly appreciated if the material could be sent well in advance of this deadline. Prospective guest editors are welcome to send for detailed guidelines.

Opinion Column

This column includes articles of not more than 1,200 words in English, or ten sheets of 400-ji genko yoshi in Japanese, expressing viewpoints of current concern and interest to professionals in the language-teaching field. It is not intended to take the tone of a "Letter-to-Editor" type of column.

Chapter Presentation Reports

The purpose of this section of **The Language Teacher** is, simply, to provide information to the general membership about the programs of the various chapters. Chapter reports on presentations are to be 150-250 words in English, or two to four sheets of 400-ji genko yoshi in Japanese, using standard expository style, with objective language, vocabulary, and syntax. Japanese versions should avoid the use of non-standard Japanese and Japanese-English phrases and must be sent to the Japanese-language editor.

The chapter presentation report must: 1) identify the chapter; 2) have a title, usually the title of the presentation; 3) have a byline with the presenter's name and institution/affiliation; 4) include, in the body of the report, some indication of the month in which the presentation was given; and 5) conclude with the name of the reporter, along with institution/affiliation, if desired. Please refer to any of the recent chapter presentation reports to check the format.

Again, photographs are welcome, though they should be in black and white, with good contrast, and be related directly to the presentation. They should be labeled with a soft pencil on the back of the photo.

Please note that a chapter presentation report will not be published if the same or substantially the same presentation has been reported on in **The Language Teacher** within the previous six months.

Also note that S.I.G. (Special Interest Group) reports do not appear in **The Language Teacher**. Reports of chapter or regional mini-conferences may appear in **The Language Teacher** in lieu of a chapter report if it conforms to the guidelines for Chapter Presentation Reports.

English copy should be sent to the editor as indicated at the beginning of the Chapter Reports column. Japanese copy must be sent to the Japanese-language editor.

My Share Column

This column is your opportunity to share your best activities: those ideas that involve your students and, perhaps, offer insights into language teaching at its best. Priority is given to activities useful in a variety of teaching situations, and which reflect principles of progressive language teaching. Clear, black and white photographs, relevant to the material, are welcome. Any accompanying artwork should also be in black and white, and either not copyrighted or accompanied by permission in writing to reprint.

Manuscripts should be sent to the new My Share editor, Elizabeth King, Neokoupo Hachioji #1001, 584-1 Kitano-machi, Hachioji-shi 192 (0426-44-4032).

Announcements:

Meetings, Positions and Bulletin Board

The Language Teacher wishes to do everything possible to help publicize the programs, courses, and other events and services created and organized for the JALT membership, as well as publish position openings. To ensure a prompt flow of information, each chapter is urged to have one articulate, deadline-conscious officer to handle submissions.

Meetings-Announcements for chapter or SIG meetings must follow exactly the format used in every issue, i.e. topic, speaker, date, time, place, fee, and other information in that order, all correctly spelled. If there are two or more topics, number them and number the corresponding speakers (but don't number two speakers if they share the same topic). Below the essential information, a brief objective description of the presentation and speaker is acceptable. Avoid phrases such as "This will be fun for all and you must come." Lengthy descriptions will be edited at the discretion of the Announcements editor. Please see any recent issue of **The Language Teacher** to check the format. Japanese-language meeting announcements must be sent to the Japanese-language editor, or they may not be published on time. Announcements may be submitted in Japanese or English, but to conserve space we will not run the same announcement in both languages in the same issue.

If there is space available, maps will be printed on request. Preference is given to maps of new locations, or for joint meetings involving members from other chapters. Ideally, maps should be clear copies in black and white of previously published maps. Essential information should be in **romaji**. This can be typed and

pasted on if it doesn't appear on the original. Whatever lettering you use should be clear. If you have no printed map, draw one with India ink.

The Language Teacher is generally delivered within the first week of each month; if your meeting is to take place during this time, it should be announced in the previous month's issue. The deadline is the last day of the month two months prior to desired publication.

Positions—Items for this column should follow the published format. As changes may be necessary, double space and use A4 paper. The Announcements editor should receive your notice by the 25th of the month two months preceding desired publication. For the March issue, the deadline is January 25.

Describe the position clearly and concisely. If you require a native speaker of the language to be taught, say so. Clearly state salary range and terms of contract. Avoid phrases such as "invites applications for the position of ." or "the successful candidate shall possess. ." Give the name of your institution once only, at the end where you give the address.

You may insert a notice more than once but remember to notify the editor promptly once the position is filled.

As Japanese custom apparently permits advertisers to specify age, sex or religious restrictions, the editors will reluctantly accept notices containing such restrictions but will print them once only and edit them to the bare minimum. Institutions seeking trained, conscientious educators are urged to set only those qualifications having to do with the competent performance of the positions they offer.

The **Bulletin Board** is for the publicizing of non-JALT conferences, workshops, courses and seminars, as well as calls for papers for these or any other function sponsored wholly or partially by JALT. Concise copy should be submitted; editing is at the discretion of the Announcements editor.

It is JALT Publication Board policy not to print fees for events or services not offered by JALT; interested readers may contact the advertiser for such information. It should be noted that neither **The Language Teacher** nor the JALT organization guarantees the claims of any advertiser. Items in these columns are published free of charge.

All English-language items for the *Meetings, Positions* and the *Bulletin Board* should be sent to the Announcements editor; Japanese-language items must be sent to the Japanese-language editor.

日本語記事の投稿要領

Guidelines for Japanese Articles

The Language Teacher は、外国語教育に関連する、あらゆる話題の記事の投稿を歓迎します。JALT の会員でない方でも結構です。原稿は、ワープロ、原稿用紙への手書きに関わりなく、1行25字、横書きでお願いします。1頁の行数は、特に指定しませんが、行間はなるべく広めにしておってください。また、MS DOS 使用のワープロ・ソフト、または富士通オアススをご使用の場合、フロッピーもお送り頂けると助かります。5 インチ、3.5 インチを問いません。

The Language Teacher は、APA (American Psychological Association) のスタイルに従っています。日本語記事の注、参考文献などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

記事の締切は、掲載をご希望になる号の発行月の2か月前の25日必着です。ただし、スペース等の都合でご希望にそいかねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿頂いた記事の一部を変更したり、削除したりすることがあります。また、*The Language Teacher* は、著者校正は行っておりません。こちらも併せてお含みおきください。

原稿には、連絡先の住所と電話番号のメモをおつけください。投稿原稿の返却をご希望の方は、返信用の封筒に必要な金額の切手を貼り、投稿時にお送りください。

JALT は非営利団体ですので、原稿料の支払い、掲載誌の献本、抜き刷りの用意はできません。

日本語原稿は、記事の種類に関わりなく、すべて日本語編集者へお送りください。記事の種類は、次の通りで

論文

原稿用紙24枚以内。題名の下に、著者名と所属機関を明記してください。章、節に分け、それぞれ見出しをつけてください。引用は、その直後に著者名、出版年、ページ番号をカッコに入れてお書きください。参考文献は、最後にまとめ、APA のスタイルに準じてお書きください。

英語のタイトル、著者と、その所属機関の名前のローマ字表記、200から400語程度の英文要旨を、別紙にお書きください。

図表は、本文の中には入れず、別紙にし、本文の挿入箇所に印をつけてください。フロッピーをお送り頂く場合は、別文書でお願いします。

内容に関連したモノクロームの写真を入れることもできます。トリミングをしてさしつかえのある場合は、その旨お書き添えください。

Opinion

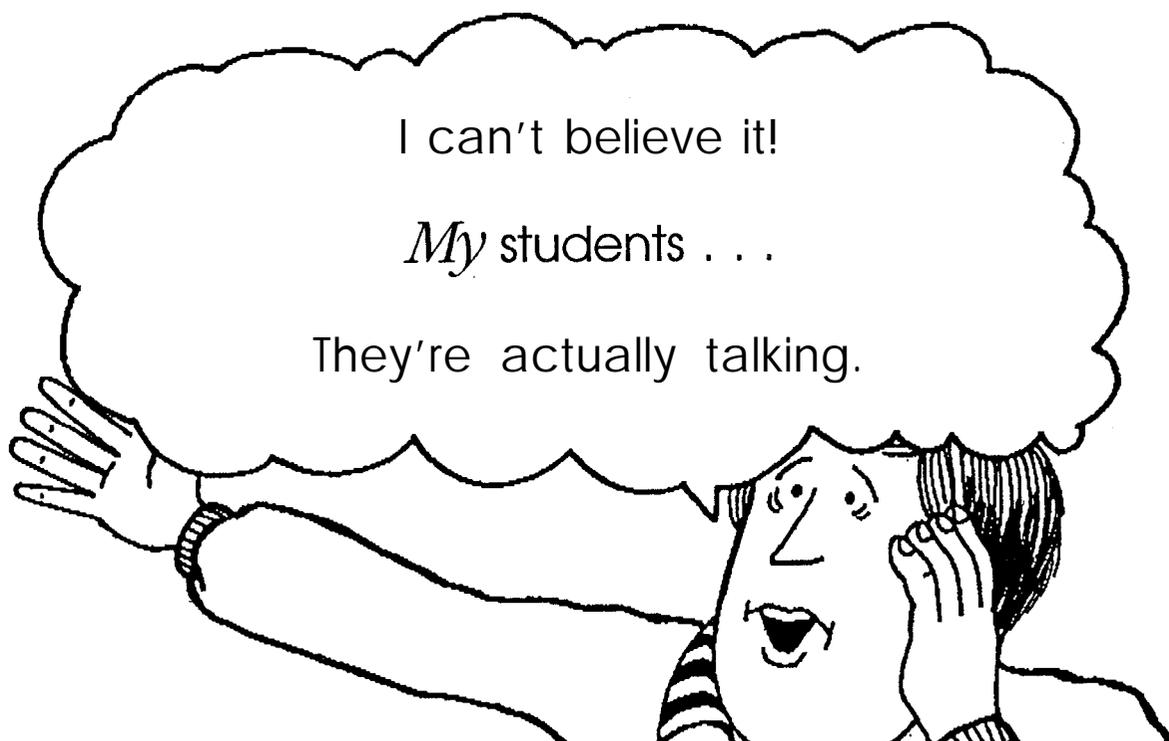
現在話題となっている事柄への意見、問題提起などを掲載するコラムです。長さは、原稿用紙10枚以内。形式その他は、論文と同じ要領でお願いします。

インタビュー

「有名人」へのインタビュー記事です。インタビューをなさる場合は、事前に編集者にご相談ください。

特集号

The Language Teacher は、年数回、特定のテーマをもった記事を集めた特集号を組んでいます。1年程度先までの特集号のテーマが、毎月掲載されていますので、



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それに合わせた記事の投稿も歓迎いたします。テーマが英語で書いてあっても、日本語の記事でもかまいません。投稿のご予定がありましたら、日本語編集者までお早めにお知らせください。ゲスト・エディターとの連絡・調整を致します。

特集記事は、その特集を企画した人がゲスト・エディターとして編集をします。特集号の企画も歓迎します。適当なテーマがありましたら、ぜひご相談ください。

My Share

学習活動に関するアイデアの報告をのせるコラムです。長さは10枚程度。写真、絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可のあるものをお願いします。

別紙に、英語のタイトル、著者名、所属機関名のローマ字表記、200語程度の英文要旨をお書きください。

JALT Under Cover

書評です。1.5枚以内の短いものと5、6枚の長いものの2種類あります。短いものは、簡単な紹介程度とお考えください。長いものは、その本の長所と短所を指摘した責任ある批評を目的とします。書評を書かれる場合は、重複を避けるため、事前に書評担当編集者、または日本語編集者にお問い合わせください。

Chapter Presentation Report

地方支部の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に、支部名、発表の題名、発表者名と所属機関名を明記し、本文中に発表がいつ行われたかがわかる表現を含めてください。また、文末に報告執筆者名と所属機関名をお書きください。

同じ内容の発表が複数の支部で行われ、過去6ヶ月以内に、その報告が *The Language Teacher* に掲載されている場合は、新たな報告を掲載することはできません。また、SIG (Special Interest Group) の会合の報告も掲載することはできません。各支部、あるいは地方のミニ・コンフェレンスの報告は、支部の会合の報告と同じ要領で、掲載することができます。

Meetings

支部やSIGの会合のお知らせです。原稿の始めに支部名、SIG名を明記し、発表のテーマ、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号を簡条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。形式は、*The Language Teacher* のバックナンバーをご参照ください。

The Language Teacher の発送は、毎月第1週になります。この時期に会合を予定されている場合は、1カ月前の号への掲載をおすすめします。

ひとつの会合について、日本語と英語でお知らせを載せることはできません。どちらかひとつの言語をお選びください。

Bulletin Board

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。

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Positions

求人欄です。職務内容、雇用形態、応募資格、応募書類、応募締切、書類の提出、及び、問い合わせ先を簡潔にお書きください。*The Language Teacher* は、性別、年齢、宗教、人種に関する差別的記事は掲載しません。そのような表現を含む原稿は、編集段階で校訂させていただきます。

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 and unfamiliar terms should be explained or defined.

Style

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

Format

No longer than 20 pages, including reference list, typed on A4 or 8 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 ver-

sion. (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.

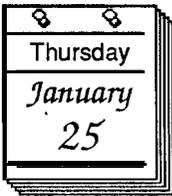
Evaluation is usually completed within two months.

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.

Address for Manuscripts and Inquiries

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



Deadline

The 25th of January is the final deadline for receipt of all submissions, including all announcements (positions, bulletin board, and meetings) to be published in the March issue. Anything received on the 26th or after will go into the following issue of *The Language Teacher*,



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

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The Tenth Annual *The Language Teacher* Index

The tenth annual index gives information needed to find articles, interviews, reports, etc. that were published in the twelve issues of *The Language Teacher* in 1990. A sample entry is

Maybin, Don. *Motivating Students and Tired Teachers*. rep. Ian Nakamura. XIV; 9; 55-56.

That is an entry for a chapter presentation report. It gives the name of the presenter (Don Maybin), the title of the presentation (*Motivating Students* . . .), the person who wrote the report (Ian Nakamura), and then tells where it is located: volume XIV (1990), number 9 (September), pages 55-56.

The editors would like to express their appreciation to Elizabeth Cmmpton, whose dedicated efforts helped make this 10th annual index possible.

Articles

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- A Language Teachers Bibliography & Resource Guide for Global Education. Kip Cates. XIV: 5; 7-9.
 A Language Teaching Model for the 21st Century. Kevin Mark. XIV: 5; 11-16
 As the World Turns Global. Sherry Jo Reniker. XIV: 5; 17.
 Foreign Languages and the Global Citizen. Hugh Starkey. XIV: 5; 23-24.
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 Global Awareness Education and Language Acquisition. Asako Takaesu. XIV: 5; 25-27.
 Global Awareness Quiz. Farrell Cleary. XIV: 5; 29-33.
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 Overcoming Teacher Bias in the Global Issues Language Classroom. Michael Higgins. XIV: 5; 31-33.
 Teaching for a Better World. Kip Cates. XIV: 5; 3-5.

Intensive Courses

- Academic English Programs in Japan: Issues and Approaches. Susan S. Johnston, Patrick R. Rosenkjar, Kimberly Graves & Janice Buffer. XIV: 8; 21-23.
 Company Training Programs-Intensive or Extensive? Andrew Vaughn. XIV: 8; 3-7.
 Intensive Courses: What Are They? What Do They Do? Tom Hayes. XIV: 8; 2.
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 The Control English Course. Jim Gordon. XIV: 8; 9-11.

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- Approaches and Methods-An Overview. David Nunan. XIV: 6; 24-25.
 A Way and Ways: 10 Years Later. Earl Stevick. XIV: 6; 3.
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 Humanistic Thinking and Its Influence on Mainstream EFL. Mario Rinvolucri. XIV: 6; 21-22.
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 Total Physical Response: Where Do We Go From Here? Dale T. Griffie. XIV: 6; 41-45.
 What Happened To Methods. Jack Richards. XIV: 6; 9-10.

Miscellaneous

- A Direction for JSL in the 90s: Focus on the Learner. Toshio Okazaki. XIV: 12; 13-16.
 Action Research: A Way to Make Our Ideas Matter. Tim

Knowles. XIV: 7; 7-10.

- Alternative Words & Alternative Worlds. Ron Carter. XIV: 9; 5-7.
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 Pronunciation Work in a Team-Teaching Context. Don Maybin. XIV: 10; 11-15.
 Symbols for Vowel Sounds in the University Classroom. Thomas R. Hofmann. XIV: 10; 19-24.

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- Beyond Training: Approaches to Teacher Education in Language Teaching. Jack C. Richards. XIV: 12; 3-8.
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(Titles in Japanese are reviewed in Japanese)

- A Practical Guide to Language Learning: A Fifteen-Week Program of Strategies for Success.* H. Douglas Brown. rev. Yuko Taniguchi. XIV: 2; 39-41.
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An A-Z of English Grammar and Usage. Geoffrey Leech. rev. Jan Smith. XIV: 7; 35.
Arab Folk Tales. Helen Thomson. rev. Laila Hawker. XIV: 6; 57.
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Beyond Words: An Advanced Reading Course. Mark O. James & Norman W. Evans. rev. Bob Gibson. XIV: 10; 68-69.
Collins COBUILD Dictionary of Phrasal Verbs. Collins & University of Birmingham. rev. Mark Zeid. XIV: 12; 34.
Collins COBUILD Essential English Dictionary. Gwyneth Fox. rev. Thomas R. Hofman. XIV: 10; 66-67.
Contemporary World Issues: An Interactive Approach to Reading and Writing. Richard L. Light & Fan Lan-Ying. rev. Bob Gibson. XIV: 5; 40.
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East West 1 and East West 2. Kathleen Graves & David P. Rein. rev. Ronald Mason. XIV: 10; 6768.
Elementary Communication Games: A Collection of Games and Activities for Elementary Students of English. Jill Hadfield. rev. Kasumi Yamamoto. XIV: 8; 41-42.
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New Wave 2. Robert Maple. rev. Stephanie Spak. XIV: 12; 3435.
Newbury House TOEFL Prepartion Kit: Preparing for the TOEFL and Newbury House TOEFL Prepartion Kit: Tapescript and Answer Key. Daniel B. Kennedy, Dorry Mann Kenyon & Steven J. Matthiesen. rev. Monty Vierra. XIV: 10; 65-66.
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News and Views: Developing Reading Skills Through The Japan Times. Tokio Watanabe, Geoffrey Gibbs & Debbie Gibbs. rev. Eleanor A. Gobrecht. XIV: 1; 54.
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Stages of Life: Mime, Improvisation, Roleplay and Skits for English Language Learning. Jonah Salz. rev. Monika Nold-Proebst. XIV: 5; 46-41.
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- Turn On! Listening for Cultural Information.* Vance E. Johnson & Paul Snowden. rev. Brenda C. Lee. XIV: 9; 50-51.
- Understanding and Using English Grammar,* 2nd ed. Betty Schramper Azar. rev. Victoria Ramirez. XIV: 4; 59.
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- Words at Work-Vocabulary Building Through Reading.* Betty Sobel & Susan Bookman. rev. Chris Mares. XIV: 9; 51.
- Writing Across Languages: Analysis of L2 Text.* Ulla Connor & Robert B. Kaplan (Eds.). rev. David Wardell. XIV: 4; 58.

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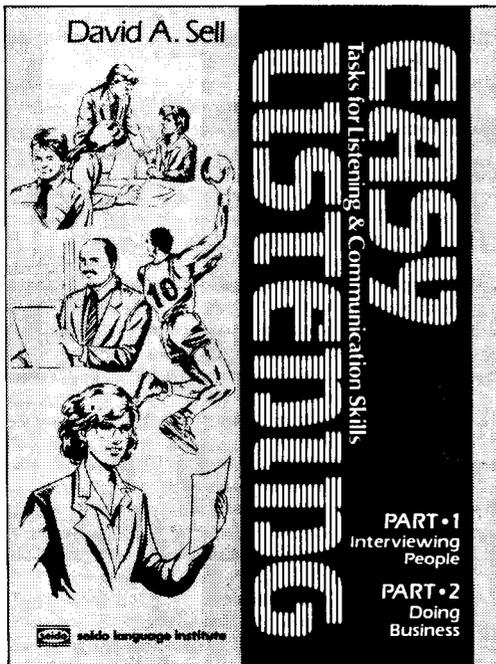
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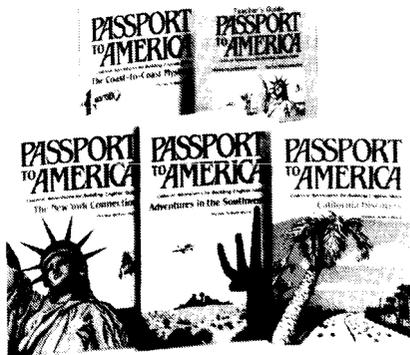
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The Devil's Dictionary

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Opinion

"Orientalism" and Other Delusions

by John Honey

Kumamoto University

Conceptual Confusion

By the time Japanese students are exposed to what seem the latest fashionable theories from the West, these ideas are often out of date or discredited.

In his article "Orientalizing the Japanese student" in the July 1990 issue of *The Language Teacher*, Hywel Evans leans heavily for his argument on the work of the Arab-American literary critic and guru Edward Said. In his now famous book *Orientalism* (1978), Said examines the attitudes-intellectual and other-which have resulted from the unequal confrontation of Western and Oriental cultures in recent centuries. So heavy, in fact, is Evans's dependence that he follows Said in falling into a pervasive conceptual confusion that seriously compromises the credibility of his thesis about English teaching in Japan.

Stated baldly, Said's confusion involves a failure to distinguish sufficiently carefully between:

- (a) essentially false rationalisations that are invented by one group in order to exploit another cultural group;
 - (b) essentially true rationalisations that are used by one group in order to exploit another cultural group;
- and
- (c) essentially true rationalisations that are used by one cultural group in order to understand, and facilitate benefit for, another group.

Testing the Interpretation

Note that two quite separate procedural steps are involved here. Interpretations of other people's culture may be essentially true or false, and the first step is to attempt to validate such interpretations. In the case of those that cannot be validated, we have the right to be deeply suspicious of the uses to which they may be put, in the context of cultural relations between the two groups, and we may be forgiven for expecting a significant degree of selfish exploitation to be involved in their use.

The second step involves those interpretations which can indeed be validated. We now have the task of attempting to judge whether the acceptance of the essential truth of such interpretations has tended, in general, to good or bad results for the group whose culture has been so analysed.

Translating these theoretical generalisations into our everyday classroom experience, we can examine some of rationalisations about the differences between Japanese students or teachers, and their Western counterparts. Evans himself cites several of these:

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- (i) the alleged passivity and reticence of Japanese students in class;
- (ii) the tendency of Japanese students to sleep in class;
- (iii) the expectation that the Western teacher of English will be an active classroom "performer," whereas (by implication) his Japanese counterpart will use more traditional and less active methods.

Instead of seriously addressing the question whether these propositions are true or false, Evans is led by the ideology of Edward Said to presuppose that they are all simply rationalisations which act as a cover for Western hegemony" and an ethnocentric refusal to treat other cultural groups as equal to one's own. According to his theory, the teacher has the choice either of accepting such forms of behaviour (passivity, reticence, sleep etc.) and thus compromising his effectiveness as a teacher, or-and this is Hywel Evans's preferred alternative-of rejecting these rationalisations as false, refusing to accept their classroom implications, and treating his students as though they were not in any significant way different from Western students.

Are Students Really Like This?

As has been suggested, this analysis suffers from the crippling disadvantage that it fails to distinguish between propositions about different cultures that are respectively true and false. Let us expand the above list (derived from Evans) of alleged differences between what we might call the "student cultures" of Japan and of most Western countries. I could offer at least three significant ways in which I think the attitudes, expectations and experiences of Japanese students differ from those in the West:

- (1) Once past the university entrance examination, Japanese university students give low priority to academic work, much lower priority than in any advanced country of which I have knowledge, and this is reflected in the level and seriousness of internal university exams, especially in the first three years. Much higher priority than in the West is given to part-time jobs, to social life, to clubs and to sports, and such extra-curricular activities very palpably reduce the wakefulness of over-extended students during their (in any case) overlong classes.
- (2) The concept of the teacher in Japan differs from that in the West, emphasising gravity and, if not infallibility, at least a vast superiority of knowledge which is communicated by essentially one-way methods on the analogy of the jug and glass. The Western model of the teacher has come to emphasise the use of animated methods to promote two-way communication and much independent student learning.
- (3) By contrast with Western undergraduates, Japanese students contribute little spontaneously in class, and, very significantly, expect to do little in the way of independent reading outside it.

Though this is my own summary, it derives considerable support from the judgments in recent years of both Western and Japanese observers who have much longer experience than I have of Japan. What are we to say in the face of such comparisons? That they are untrue? That they must be dismissed as rationalisations prompted by the prejudices bred by Western hegemony"? (Presumably a kind of hegemony internalised by the Japanese observers also: as though such Japanese observers can be written off simply as dupes!) Are we to say that these propositions constitute an intellectual trick designed to facilitate the exploitation of Orientals? Above, all, are we simply to tell Westerners who come to teach in Japan that they must go ahead and treat all their Japanese students as though all the above differences did not exist, and that their methods should be exactly the same as those they have used successfully in the West?

Dodging Responsibility

To Evans, the identification of these cultural differences is an attempt to cop out, to disclaim responsibility for effective teaching. If a "teacher going into a class of Japanese students" (p. 27) whose tradition of passivity and reticence is enhanced by the fact that this is their fourth 110-minute class on a sweltering hot day that, for some, began at 5 a.m. with a newspaper round or an extended sports practice-and accepts their unresponsiveness as "a normal state of affairs and not a sign of failure" (presumably the teacher's failure), then his by implication an exponent of the diseased ideology exposed by Edward Said's *Orientalism*.

This kind of logic can be extended-even to the area of logic itself. Many observers have postulated that the kind of basic propositional logic which is well developed in the West has not got the same place in Japanese culture, and that this can result in a number of misunderstandings in social life as well as difficulties in developing an argument in discussion or in writing. At its simplest level this can even affect the structure of an utterance in the English language. "One problem is that many Japanese students do not know the logic which is self-evident for native speakers of English." That judgment comes, not from some arrogant Westerner, but from a Japanese academic, Junko Kobayashi, also writing in the July 1990 issue of *The Language Teacher*. Her remedy for the very real cultural difference that she has identified, and the very real educational handicaps which she sees attaching to it, does not take the form of erasing from her mind the possibility of some real cultural difference, and resolving to get ahead with her teaching on the assumptions that her Japanese students will somehow be able to handle logic in exactly the same ways as those in the West. Instead her rationale is: given that we have identified these variations between cultures, can we then develop ways of adapting Japanese student culture to compensate for them?

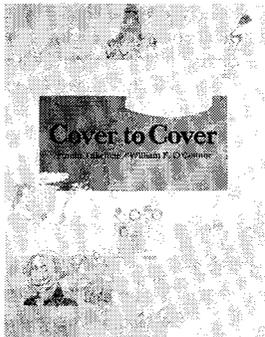
Other teachers in Japan offer the same kind of answer. At JALT Okayama in November 1989, Susan Koher's demonstration session on "Getting Students to Speak" convinced her large audience of the efficacy of the techniques that she and others had developed,

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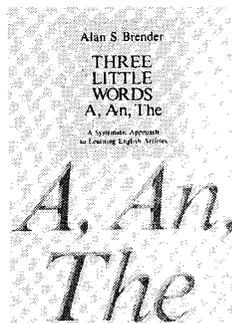
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He is only a child.
(Mada kodomo desu.)

He is the only child.
(Kodomo wa hitori shika imasen.)



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whereby the traditional reticence and general unresponsiveness of a class can be partly overcome by cleverly harnessing another variable within Japanese culture, the students' competitiveness. And I can personally confirm the value of such techniques at the undergraduate level.

A Basis for Action

Of course, we must always be on our guard against cultural comparisons (and there are plenty of them around) which do indeed serve as a mirror for the exploitation of one group by another. But I honestly do not believe that either the Westerners teaching in Japan, or their Japanese colleagues who identify the same cultural differences and complications, do so because they wish to duck their responsibilities as teachers-or, for that matter, because such rationalisations facilitate an unfair cultural dominance. Instead, they want to try to understand the very substantial structural and attitudinal differences between Japanese and Western societies, some of which have the power to obstruct the efforts of Japanese students to learn English. And by understanding them, they have the basis for strategies aimed at removing those obstructions.

But if you look at my three paragraphs (above), identifying wide-ranging cultural differences in (1) level of commitment to university students, (2) the concept of the teacher, and (3) students' personal responsibility for, and involvement in, their own learning, then you will see the very long way we still have to go.

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John Honey is Professor of English at Kumamoto University and author of Does Accent Matter? London and Boston: Faber, 1989.

Interference: They Hung the Wrong Cowboy by Martin Peters Teikyo University

The Chisholm Trail originated in Texas cattle country and stretched more than 500 dusty, weary miles to Abilene, Kansas. The completion of Union Pacific tracks as far as Abilene in 1867 meant that steers, worth \$2-\$4 in Texas, brought \$20-\$40 at the railhead in Abilene (Dary, 1984), which proved to be a powerful incentive for ranchers to make that arduous drive.

Those who pushed the frontier westward during the last century were courageous, adventurous, independent, hardy souls. Not the least among them were the cowboys, and wherever cattle were raised and

brought to market, these great romantic figures were indispensable. They drank, gambled, cursed, and fought their way to a secure position in the history of the American West.

The administration of justice in those days could be described as local, speedy, erratic, and fallible. U.S. Marshals were officially invested with the responsibility of law enforcement, but the citizenry, on occasion, preferred to expedite matters by forming posses and going after the "bad guys" on their own. If tempers were really running hot, the posse could turn into a "lynch mob," and the ornamenting of telegraph poles (Dary, p. 128) was not unheard of.

Inevitably there were times when sheer emotion replaced clear thinking, and the posse got its hands on the wrong cowboy, one who had nothing to do with the crime, but because of having similar appearance, or by chancing into the area at the wrong moment, was blamed for it. That unfortunate cowboy then got a noose around his neck and was strung up on a telegraph pole while the real outlaw high-tailed it to parts unknown.

If we leap from those bygone days of the wild west into the present, we find a lot of WANTED posters spread around in language teaching literature; the desperado they are looking for goes by the name of Interference. But there are a lot of aliases: Transfer, First-Language Influence, Mixing of Syntactic Structures, Intrusion, Inhibition, and finally "Resorting" to, "Reverting" to, and "Falling Back" on one's First-Language. Linguists, teachers, and researchers have been going round and round in circles for more than 30 years arguing about the way in which one's first language interferes with the learning of a second language. (Prator, 1969; Stern, 1970; Politzer, 1965; Taylor, 1975; Eckman, 1977; James, 1980; Lado, 1957; Gass & Selinker, 1983; Kellerman & Sharwood Smith, 1986).

In the 1950s interference was seen as a major influence on second language acquisition. Interest waned somewhat during the '60s and '70s during which time developmental factors were seen as a more important source of learner errors. However, the '80s brought a resurgence of interest in interference, and Terence Odlin's dedicating an entire book to a reconsideration of 'the problem of transfer in light of recent second language research' (1989, p. 4) is a good example of the tendency for writers to see interference as a **problem**. From the perspective of these writers, one's first language is a stumbling block to learning or acquiring a second language. And while I get a vicarious feel for this negative view of interference by reading books and journal articles, it takes on real meaning when my wife chides me with 'You'll never learn natural Japanese if you keep on thinking in English and translating.'

In my opinion, just as the unwary cowboy wrongly got his neck in a noose, a potentially helpful process has been given the negative label "interference" and branded as a "problem" to be avoided. The process I refer to here is the use of our first language knowledge to help us learn another language. This paper is by no means the first attempt to pull the negative label off of this process. Newmark tried in 1966, and there have been

others since then. But the "interferists" continue to roll on, prompting this writer's further effort at label peeling.

Anyone who is learning, whether it be a child or an adult, uses strategies that make use of known quantities to deal with the unknown. The heuristic devices mature as one gains in cognitive skill. Everything that becomes a part of the fabric of knowledge, everything that is incorporated into one's mental model of the world, can then be employed to solve new riddles.

Learning is a matter of "testing hypotheses and evaluating feedback." (Smith, 1979). By conducting literally thousands of small experiments, the learner little by little gets elements of the new language in place, whether those elements are concerned with syntax, semantics, phonology, writing, or discourse. And it is not only "successful" experiments that are valuable, that is, ones in which no mistake is made, but failed experiments as well add useful information about language. In fact, an experiment which leads to a mistake is probably more valuable than one where no mistake is made, because if one is right, it may be for the **wrong** reason! Failed experiments eliminate this possibility.

Smith (p. 93) goes on to point out the crucial nature of understanding what is going on in these small experiments:

There is an intimate connection between comprehension and learning. The children's experiments never go beyond their theories; they must comprehend what they are doing all the time they are learning. Anything that bewilders a child will be ignored, there is nothing to be learned there.

One of the ways a learner dispels the bewilderment mentioned above is by **knowing a first language**. Using it as a tool, they continually attend to feedback and inch their way to competence. Let us not fail to recognize that our prior language skill is an asset to be used along with all the other mental tools that are at our disposal.

All of these assets together form the basis for **learner strategies** which are positive ways of learning, using the processes of experimentation and hypothesis testing. In the following passage, McLaughlin (1984, p. 230) describes the positive nature of strategy analysis and shows why it is better than an analysis of errors in terms of interference:

An analysis of error in terms of interference has unfortunate pedagogic implications. The teacher and the student tend to regard errors negatively. They are to be exorcised by all possible means; they contribute nothing to the learning process and only retard the student's progress. In contrast, a strategy analysis views errors as a positive source of information about the way in which learners try to make sense out of the second-language input to which they are exposed. It is not so much the error that matters as the strategy that underlies the error. Once the limitations of a particular strategy can be made clear to the student, a whole complex of errors can be avoided.

It is true, of course, that some people, after borrowing a structure from their native language and apply-

ing it erroneously to a language being learned, never alter, revise, or refine their strategy. According to the "interferists," that person has suffered from interference from their native language.

It is possible, however, to interpret this phenomenon differently. We are not compelled to regard knowing something-in this case, a language-as responsible for a problem. The problem, the guilty cowboy who is trying to sneak out, the one who is responsible for the learner's failure to improve, is a cowboy named Complacency.

The complacency that affects language learners can take several different forms, none of which belongs to the classroom learner who is there for extraneous reasons: her program requires language study, or she needs a credit, or her boyfriend is taking the course, for example. In these cases we would not be too surprised to notice that the student shows more interest in such peripheral matters as course grade and how much effort will have to be expended rather than **real** learning. These students often act as if it is more important to somebody else how well they speak. In short, any environment where there is an artificial reason for studying language could lead to the kind of attitude in which the learner stops going about the business of looking for clues, experimenting, observing, and actively participating in the construction of their own real proficiency.

Another form of complacency seems to affect second language speakers who have a strong command of the second language but who persist with "fossilized" errors. These speakers can communicate well, and their focus on the exchange of meaning and ideas displaces further hypothesis testing with regard to the language.

These two Complacency hounds have a kid brother named Anxiety. Here we have learners who care very much about improving, yet do not because fear of making mistakes has paralyzed that investigative part of their mental facility which must remain active, alert, and creative. Face, pride, and classroom correction practices are all implicated.

The common element among all of these learners who do not improve is that they have stopped, for whatever reason, carrying out the experiments and testing the hypotheses that supply the information needed to revise their unfinished models of language.

To conclude, then, there is nothing wrong with using one's own competence with a native language as one of the tools for developing in another language. It need not hinder; it need not get in the way. It is not a "problem" or a disadvantage. Of course, things will come out imperfectly at first, but as I have already mentioned, mistakes are treasure in disguise, as long as one is prepared to absorb the useful information that they contain. The real problem is the cessation of hypothesis testing and experimentation, either out of laziness or fear, and it is this real problem which has managed to hide and let the wrong cowboy get hung with the interference noose.

Language learners must continue to be involved mentally and actively engaged. They must continue to listen and to evaluate, to take guesses and let it rip.

And they must continue to make good use of all the tools at their disposal, including their competence with the language(s) that they already know.

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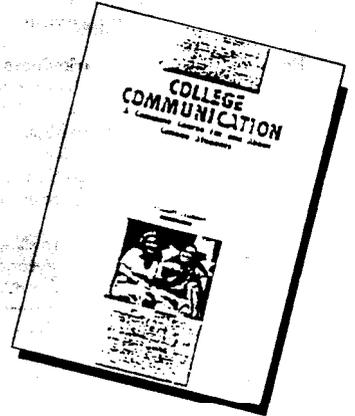
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My Share

"Aleatory" seems an idea whose time has come. Both this month and next contributors investigate the profitable use of aleatory procedures in the classroom.

This month, in writing poetry. Under the headword aleatoric in the OED, there is a citation from the March 12, 1962, issue of Publishers Weekly: "A new art form known as 'aleatoric,' meaning subject to elements of chance, is making headway among the younger generation of poets in Europe. Its leading exponent, Maxwell Volker, creates poetry by cutting out single words or long strips from newspapers and magazines which he haphazardly pastes together to form aleatoric verse."

This month Tim Murphey shows a classroom elaboration of this approach.

Circle Poetry Editing by Tim Murphey

Phase One

Explain how similes and metaphors work if students are not already familiar with them. Ask students to sit in small groups of four or five. Give each person about five or six strips of scrap paper, each strip long enough to write one sentence on. Tell them you're going to do group poetry and that they can write as creatively, as freely, even as strangely as they like. Ask each person to take a strip and to finish the stem sentence you write on the board:

"The sun is like . . ."

When finished, they pass all their strips to one person in the group who keeps them for a moment. Then write a second stem on the board, "Love is like . . .," and they finish it as well. When done, they pass all the strips to another person in their group. Then ask each group to make up two more subjects for stem phrases to complete their groups, ". . . is like . . .," and to give to the remaining members

of the group. (If there are five members in the group they do one more; if only three members, they do one less).

Phase Two

When all this composing is done, the real fun begins. Explain that each person holding strips is an editor. They have to do the following:

1. Put the strips in an order to make a poem. Encourage them here to read their strips of paper in several different orders before deciding on a final order and recopying them on other scratch paper. ("How would it be with your last line first, or first line last? Experiment with the strong images first and then last.")

2. They are the editors and have the right to change the lines if they wish. The lines are only ideas. They can take out words or add a few in. For example, they might experiment with deleting "like" and turn similes into metaphors. On the other hand, they might like the sound of the repeating first three words.

3. They can organize their poem graphically on the page. They can have words

```
f
      a
        ||
          in
            g or going
              u
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Give them time to do this.

4. Finally they should consult with their group members as if they were an editorial board. Here they are looking for suggestions to improve the poems even further, and we are still searching for meaning. I ask that everyone make at least one suggestion for every poem. Even if it's bad and they don't believe in it themselves, it's a way to encourage creative brainstorming. So what if the idea is crazy? Express it. In expressing it, you may also find a gem.

5. Options at this point are: Ask them to read the poems to their group members, and/or ask each group to pick one of their poems to read to the class.

Phase Three

What is fun, then, is to have each group put all of their poems on one A4 page (they decide the layout). They can also create a pen name to sign at the bottom

TEAR

Tear is like rain in one's heart
It is shining like beautiful glass
But
Tear is a mountain of feelings
It is like shining drops of thought
so
Tear is like rain, necessary pain
refreshing again the spirit of life.

The Wind

A wind is like a sigh
of a man on the cloud
He has a lover
but he can't marry her
Everytime he sighs
I hear his sorrow
The leaves are breezing
A wind is like the feeling
when they are happy
A strong wind is
like my anger
When I am very angry
I am terrible
My heart changes
like a wind.

so that the teacher knows which group it came from, and they can do little illustrations if they like. The papers can then be collected, copied and published into your class's *Poetry Review*. If you've got a student who likes to draw, ask for a cover page.

The above was all done in one 90 minute class and the review given back to students a few days later. They eagerly read through the poems and so I exploited it further by asking them to choose one poem they especially liked and to describe it, analyze it, and say why it impressed them. Soon I will be asking them to write up life histories of the poets that they created, which if publishable may make a second edition of the *Poetry Review*. I will try to do that also in a way that has them rewriting and editing each other's work as much as possible.

The Language Teacher Calendar 1991

- January - 1990 Index, Publication Guidelines
- February - Teaching English to Children in Japan (Eloise Pearson)
- March - Conference Reports
- April - JALT News
 - May - Open
 - June - Open
 - July - Open
- August - Feminist Issues (Denise Vaughn)
- September - Conference Issue
- October - Content-based Courses (Rita Silver)
- November - Open
- December - Open

One Step

The beauty of this exercise is that it shows (at an elementary level) what rewriting and editing are all about. What I hope is that students get used to trying out different combinations of sentences, that this carries over to paragraphs later, and that they search for more meaningful sequences instead of stopping short at sentence boundaries just because the sentences are grammatically satisfactory. This is perhaps too ambitious for just this simple exercise to accomplish completely, but it is one step.

Acknowledgment

The spark for this activity originated in *Wishes, Lies, and Dreams* by Kenneth Koch and The Students of P.S. 61 in New York City (Harper & Row, 1970). It has a good many more sparks for those interested in adapting poetry writing to EFL.

Tim Murphey began teaching at Nanzan University in April 1990, after eight years teaching in Switzerland and seven at the University of Florida.

原稿募集

The Language Teacher の1992年2月号では
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 詳細は Eloise Pearson (1頁参照)まで

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JALT Under Cover

Bilingualism. Suzanne Romaine. Oxford: Basil Blackwell, 1989. Pp. 337.

The basic philosophy of an author often affects the treatment of a subject. *Bilingualism* is no exception. The author's basic philosophy on the subject is transparent: bilingualism can not be well understood based on criteria derived from monolingualism. The author states:

While it is clear that a reasonable account of bilingualism cannot be based on a theory which assumes monolingual competence as its frame of reference, it has not been appreciated how one might take bilingualism as the starting point and subsume monolingualism within it. (p. 282)

If we restructured, as she implies, the criteria on which bilingualism is evaluated, we would have a very different view of bilingualism. This would particularly affect the prevailing negative attitudes toward it.

From this perspective, Romaine examines various issues related to bilingualism in the linguistic, psycholinguistic, sociolinguistic, child language and bilingual education domains.

In the psycholinguistic domain, Romaine introduces an historical shift that began to take place in the 1960s. The view of bilingualism's effect on intelligence reflects the changing social and political climate of the times, and methodological improvements, especially in controlling for the subjects' socio-economic status and their linguistic competence in two languages. Before that time, most of the research findings and their interpretations indicated a negative effect on intelligence, while more recent research tends to show a positive effect.

The sociolinguistic aspect of bilingualism is the most emphasized in the book. The issue of code-switching, along with a detailed linguistic analysis of it, is the center of discussion. Based on the monolingual norm, code-switching has been negatively perceived and cited as evidence of bilinguals' limited linguistic competence in two languages. Code-switching, however, is found to be a frequent and natural language behavior among bilinguals in bilingual communities. The author does not treat this language behavior as something deviant, but rather, she interprets bilingual code-switching as a parallel to style shifting by monolinguals.

In the child language domain, the author overviews the different types of bilingual acquisition in the family setting. There are abundant citations and examples from a wide range of sources. Research results suggest that the bilingual development of children is greatly affected by the family, the school and the society. The author also discusses code-switching in child bilinguals in regard to onset age, triggering mechanisms and switching environments.

School often functions as a supplemental force to achieve goals set by mainstream society and undertakes the molding of children to fit into society. Thus, when the society believes in monolingualism and holds negative attitudes toward bilingualism, so does the educational establishment. The author examines educational policies against bilingualism in Europe and on the North American continent, where most bilingual programs in schools are aiming for transition to the dominant language rather than maintenance of children's original language.

Social appraisal of bilingualism is both positive and negative. This ambivalent attitude is found not only in monolingual populations but even among bilinguals themselves. Part of the bilingual population views its own bilingualism negatively, which in turn reinforces their stigmatized status. This is exactly why restructuring the existing viewpoint toward bilingualism and monolingualism is necessary. In the chapter concerned with attitudes toward bilingualism, the author introduces some interesting experiments on the issue and shows readers how individual and/or societal attitudes toward the people, languages and cultures involved can affect evaluation of them. Of great interest are the results of 'matched guise' experiments in which the subject's judgement of a bilingual speaker's personality tends to differ according to the language spoken (pp. 267-258).

Since Romaine examines bilingual issues from various perspectives, readers will be acquainted with theories and studies from a wide range of disciplines. While some prior general knowledge in each field would be helpful, most of the book can be read without specific prerequisite knowledge. However, her syntactic analysis of code-switching demands an understanding of tree-diagramming and its terminology, and this may impose difficulty on some readers.

Another difficulty is that there are some crucial proofreading errors in the book which may cause confusion. Readers may stumble over a theoretical discrepancy. When the discrepancy turns out to be caused by a proofreading error, it is annoying. More care should have been taken.

Despite some annoying but minor flaws, this book is recommended because of its unconventional approach to bilingualism. Romaine reminds us that so-called authoritative theories or research findings might be just artifacts produced in one particular framework. She says:

One can only speculate about how different linguistic theory would be, how research on bilingualism would have evolved, and what state it would be in today, if the scholars in the field had been bilinguals themselves and if most of the research had been conducted in multilingual societies. (p. 286)

**Reviewed by Masayo Yamamoto
Ashiya University**

CALL David Hardisty and Scott Windeat. Oxford: Oxford University Press, 1989. Pp. 165.

Problems have arisen in the use of some educational technologies because users became overawed by

the cleverness of the gadgetry and neglected hard but vital questions about usefulness in terms of student learning. The Language Laboratory is a case in point. Those involved in **CALL**, Computer Assisted Language Learning, need to be aware of this potential trap. It is necessary to look beyond the dazzle to find activities which promote effective learning within the context of the curriculum. This book has a dual purpose: to explain the educational possibilities of **CALL** to those with little or no prior knowledge, and, to provide a comprehensive bank of ideas for those with some experience. It achieves both admirably.

The first chapter looks at the range of available software (computer programs) which are useful in the classroom. Surprisingly, very few are specifically written for teaching. As well as "school" programs with gap-filling, sequencing and multiple-choice exercises, there are "office" programs such as word-processing, databases, communications, spreadsheets; and library programs or "home" programs, particularly games and simulations. A great deal can be achieved with any of these when used appropriately.

The second chapter describes how this software can be used effectively. The aim, level, time required, necessary preparation (hardware, software and knowledge), and procedure (pm-computer, computer and post-computer) are clearly described for many practical, communicative activities.

The final chapter takes up the main theme of the book—that **CALL** is **not** a miraculous methodology. Personal computers should be seen as multi-functional teaching aids which can serve and enhance the existing curriculum. Detailed examples are given of how **CALL** may be used as an integral part of language courses at all levels.

The book concludes with useful Appendices including program types, level and activity listings, contact addresses for further resources and advice on buying hardware and classifying software. The bibliography is also useful.

Reviewed by J. Graham Taylor
Shikama Senior High School

Computers: From Beads to Bytes. Peter Dewar. Glasgow: Collins, 1989. Pp. 45.

Student response to this small computer oriented ESL reader was very positive. This was a pleasant surprise considering my attempts to use similar readers in the past had met with less than satisfactory student interest.

I used this reader with a class of twelve female students, ages 20 to 45. These highly motivated students range in level from high intermediate to advanced. The students were given two weeks to read the entire 41 pages. I allotted 10-20 minutes of class time to answer student questions about the book during each of the four classes in those two weeks.

A number of interesting points and questions were raised by the students, who discussed basic computer concepts and history using the vocabulary and information they had just learned. I had to change my lesson plans as the planned 10-20 minute student question-teacher answer sessions grew into 30-40 minute student discussion periods.

After reading *Beads to Bytes* the students divided into three groups and discussed "essay questions" I had written about the text. The following week the students submitted written reports. Both this small group discussion and the written reports showed that the students had mastered the material in and the language of *Beads to Bytes*.

Though I encouraged my students to criticize the text, only one of the twelve reports was negative. The sole negative report was written by a student who "hates" computers. All twelve students felt *Beads to Bytes* covered important topics. As a teacher, I was very pleased with the student response. However, I felt the book has several weak points. The true-false questions at the end of the reader do not provide much opportunity for student-teacher feedback. Discussion questions should be included in future editions.

Oddly enough, the most difficult parts for my students to understand were examples or analogies apparently presented to explain concepts such as binary. The chapters on computer simulations and airports also seemed weak to me but were highly praised by the students. Despite its several faults, *Beads to Bytes* proved very effective in capturing student interest and generating discussion.

Reviewed by Brad Grindstaff
Poole Gakuin Jr. College

Talking Topics. Gaynor Ramsey and Virginia LoCastro. Harlow, Essex: Longman, 1990. Pp. 96.

Talking Topics is a conversation course for students of English at a pre-intermediate level. The book consists of 14 units with a detachable answer key and script. Each unit is devoted to a single topic. The first five units cover such topics as, shopping, sports, homes, jobs and food. Units are generally divided into seven or eight sections and are about four pages in length. Part one of each unit serves as an introduction and often contains photographs, drawings, questionnaires and other exercises that encourage students to start talking about the topic. In Unit 3, for example, where the topic is "Homes," students are presented with photographs of four different types of homes: a house, a camper, a houseboat and an apartment building. Given the necessary vocabulary, the students are asked to identify each of the four photographs and, following that, are asked to work with a partner listing the advantages and disadvantages of living in each of these places.

Each unit has two listening sections containing several tasks. The cassette tape accompanying the course features speakers with North American accents. All taped material is natural, but clear; in addition, the recording is of a high quality. The comprehension questions that appear in each of the listening sections are varied and creative. Like all the activities in this book, they are thought-provoking. How nice it is to see a textbook that doesn't rely on gap-filling as a check of understanding! In the "Class Talk" sections of each unit students are asked to become involved in a less controlled discussion of the topic. In, for example, Unit 12, "Wealth," students are required to be divided into groups and choose one of the following topics: relax-

ation, physical exercise, and food and drink. The groups are then asked to discuss the things that they do that are "good for you or bad for you." *Talking Topics* is full of similar activities that require students to think. The tasks are well-defined, manageable and follow on from previous activities in the same unit.

I have used this book in a variety of different teaching situations: at college level, with researchers, with business people and in general English classes for adults. Students have found it an interesting and stimulating conversation course that challenges them to think and express opinions. *Talking Topics* is the best conversation course that I have come across in a long time. Teachers who care to look a copy over will, I'm sure, find a number of reasons for including it in their English programmes.

Reviewed by Clive Langham

英語コミュニケーション論—実践力養成に向けて—

橋本満弘, 1988. 学書房, 217頁, 2,200円.

An Introduction to Interpersonal Communication in English: Theory into Practice. Mitsuhiro Hashimoto. Tokyo: Gakushobo. Pp. 217. ¥2,200.

旧態依然な指導法に変わる、国際化時代にふさわしい指導法、つまり実際に聞いたり、話したり、読んだり、書いたりすることのできる言語活動中心のコミュニケーション型指導方法は、理論的には理解されているようである。しかし、いざ教育現場において具体的にどのように指導して行くと最も効果的であるかという問題になると、かなりとまどいを感じる方も多いことだと思われる。本書はそのような人々に対して、効果的な英語指導の基本的姿勢を「コミュニケーションの手段としての英語指導」に求め理論的に解説している。

著者は第一章において、コミュニケーション・スキルの中の「聞く」という領域は人間社会において最も頻繁に関与する領域であるとし、英語能力向上の第一条件としてリスニングの重要性を示唆し、受信のための学習が適確に指導される必要性を強調している。このことは近年に於ける発信型英語教育の推進に水差すような発言に思われるかもしれないが、スピーキングはそもそも他者の発言を聞くことから始まるのであるから、当然、理にかなうものである。また第二章の英会話の学習に関しては、社会言語学的立場にたち、社会のコンテクストを構成するビルト・イン・スタビライザーやレトリックの指導を無視できないことを示唆している。確かに文化と言語は非常に密接な関係があることは否めない。しかし、英語を民族的立場を無視した国際語と考え、指導することが実際に不可能であるのか、鈴木孝夫 (1975) の言う“Englic”なるものは、夢物語なのかという問題を改めて考えさせられた。第三章の英語とコミュニケーション・ディリバリーのところでは非言語であるパラランゲージとキネシックスの重要性を指摘している。つまりディリバリーの訓練には副言語的要素である音声非言語メッセー

ジ (音色、ポーズ、ピッチ、テンポ、イントネーション等) と非音声非言語メッセージ (表情、動作、姿勢、視線、ジェスチャー等) たる「目」に訴える要素の導入を計らねばならないということである。音声非言語メッセージはプロソディと感情性を意味するものであり、この分野の研究が教育学においても言語学においても比較的少ないので興味ある発言である。

さて著者である橋本氏は、第一章から第三章にかけてコミュニケーションの手段としての英語指導のあり方を理論的に説明した後、第四章以下ではその効果的具体例として、ストーリー・テリング、グループ・ディスカッション、オーラル・インタープリテーション、パブリック・スピーキングの導入を挙げている。これら全てに共通して言えることは、第一に聞き手の目に訴えるための身体的動作が訓練されるということである。これは、つまりディリバリーの訓練になるということである。第二に英語が規則や観念的理解より一歩進んで実践的に使用され、より簡単に体得できるという点である。従来の文型や文法事項あるいは単語及び連語などの言語材料中心指導から、言語活動中心の指導への転換が行われている。第三に西洋的レトリックの習得につながる。第四は、原稿を味わい読むことが学習者の言語活動に結びつき、英語での対人コミュニケーション能力向上を目指すことを可能ならしめるアプローチであるということである。これらの要素が従来の英語指導に欠落していたわけで、今後コミュニケーションの手段としての英語指導を試みようと考えておられる方々にとって、本書は良き参考図書となるだろう。またこれらの要素に付随した形として、異文化コミュニケーションの指導は、コミュニケーター相互間の認知不協和低減を第一歩とする「合目的」活動であると説明され、本書の最後の章が締めくくられている。

「英語でコミュニケーションができる能力を育成する」という“目的意識”を持って英語を指導することは、きわめて自然な態度であり、今日の語学教育に要求されている事柄である。そしてその際、言葉と文化の指導を個別に取り扱うのではなくて同時に行うことが大切であると著者は述べている。確かにその通りであるが、問題として残るのは我々はいったいどんな英語のモデルを指導すべきなのか、という点である。アメリカ英語中心主義的指導でよいのかどうか、この事柄についてのコメントがなされていなかったのが少し気がかりであるが、これからの英語教師として認識しておかなければならない“英語とコミュニケーション”の関係が実にうまく描かれていて一読に値するものである。

木地泰治・関西女学院短期大学
Yasuharu Kiji・Kansai Jogakuin Junior College

参考文献

鈴木孝夫, 1975. 『閉ざされた言語・日本語の世界』東京: 新潮社.

COAST TO COAST

Jeremy Harmer and Harold Surguine

Students and teachers all over Japan are enjoying success with Coast to Coast, the American English course specially developed for adult and young adult students. It can work for you, too!

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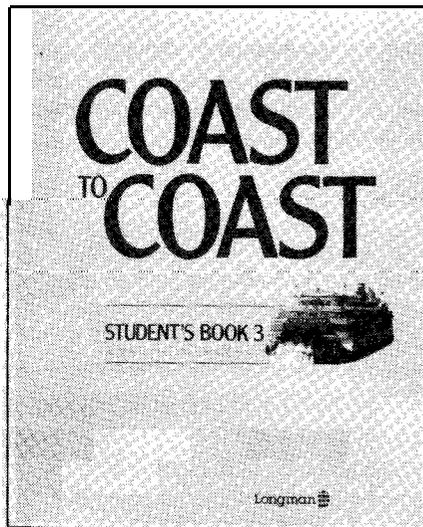
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STOP THE PRESSES!

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

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LONGMAN

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

Classroom Text Materials

- *East, C. (1990). *Rainbow, preliminary*. London: Macmillan.
- *Hopkins, F. (1990). *American get ready?* (student's, activity, handwriting, numbers, teacher's, cassette). New York: Oxford University Press.
- *Parks, S., Bates, G., Thibeault, A. & Wholey, M.L. (1990). *On track* (video activity book, sample video). Oxford: Oxford University Press.
- Banks & Rowe. (1990). *Readings in English 3: One in a million! People in the news*. New York: Prentice Hall Regents.
- Danielson, D. & Porter, P. (1990). *Using English: Your second language* (2nd ed.). New York: Prentice Hall Regents.
- Helgesen, M., Brown, S. & Venning, R. (1990). *Firsthand access* (student's, workbook, teacher's, cassettes). Harlow, Essex Longman.
- Keltner, A., Howard, L. & Lee, F. (1990). *English for adult competency book 1 and book 2* (2nd ed.). New York: Prentice Hall Regents.
- Lites, E. & Lehman, J. (1990). *Visions: An academic writing text*. New York: Prentice Hall Regents.
- Motai, L. & Boone, E. (1988). *Strategies in reading: Developing essential reading skills*. Harlow, Essex Longman.
- Rost, M. & Kumai, N. (1990). *First steps in listening* (student's, teacher's, cassettes). Harlow, Essex: Longman.
- Vaughn, A. & Heyen, N. (1990). *Ready for business* (student's, cassette). New York: Longman.
- !Allsop, J. & Woods, L. (1990). *Making sense of idioms: Self study edition with answers*. London: Cassell.
- !Casler, K. & Palmer, D. (1989). *Business assignments: Eight advanced case studies with video* (information file, deskwork, teacher's notes). Oxford: Oxford University Press.
- !Cornish, T. & Horncastle, B. (1989). *Central news 1* (activity book, sample video). Oxford: Oxford University Press.
- !Dunn, O. (1989). *Outset 2* (pupil's, workbook, teacher's, cassettes). London: Macmillan.
- !Feare, R. (1989). *Key to success on the TOEFL*. Oxford: Oxford University Press.
- !Hollett, V., Carter, R., Lyon, L. & Tanner, E. (1989). *In at the deep end: Speaking activities for professional people*. Oxford: Oxford University Press.
- !Potter, M. (1990). *English around you 2* (student's, teacher's, resource book, cassettes). London: Macmillan.
- !Rixon, S. (1990). *Tip top*. London: Macmillan.
- !Swan, M. & Walter, C. (1990). *The new Cambridge English course 2*. Cambridge: Cambridge University Press.
- !Webster, D. & Bailey, D. (1990). *Start English with small world* (teacher's book and resource pack, student's). London: Macmillan.

Graded Readers

- *Denniston, J. (1990). *Michael Jackson: Who's bad?* Collins English library, level 2. Glasgow: Collins.
- *Shearer, A.R. (Abridged and simplified by). (1990). Robert Louis Stevenson's *Treasure island*. Collins English

library, level 3. Glasgow: Collins.

- *Ryder, A. (Abridged and simplified by). (1990). Anthony Trollope's *Barchester towers*. Collins English library, level 4. Glasgow: Collins.

Teacher Preparation/Reference/Resource/Other

- *Kinsella, V. (Ed.). (October, 1988). *Language teaching: The international abstracting journal for language teachers and applied linguistics*. London: Cambridge University Press.
- *Room, A. (1990). *An A to Z of British life: Dictionary of Britain*. Oxford: Oxford University Press.
- AMEP National Curriculum Project. (1990). *Study skills for further education: Minimum social proficiency. A curriculum framework for adult second language learners*. Sydney: National Centre for English Language Teaching and Research.
- Baudains, R. & Baudains, M. (1990). *Alternatives: Games, exercises and conversations for the language classroom*. (Pilgrims Longman Resource Books). Harlow, Essex: Longman.
- Davis, P. & Rinvoluceri, M. (1990). *The confidence book: Building trust in the language classroom*. (Pilgrims Longman Resource Books). Harlow, Essex: Longman.
- Deller, S. (1990). *Lessons from the learner: Student-generated activities for the language classroom* (Pilgrims Longman Resource Books). Harlow, Essex: Longman.
- Hill, D. (1990). *Visual impact: Creative language learning through pictures*. (Pilgrims Longman Resource Books). Harlow, Essex Longman.
- Lindstromberg, S. (Ed.). (1990). *The recipe book: Practical ideas for the language classroom*. (Pilgrims Longman Resource Books). Harlow, Essex: Longman.
- !Britton, J., Shafer, R. & Watson, K. (Eds.). (1990). *Teaching and learning English worldwide*. Clevedon, Avon: Multilingual Matters.
- !Dudley-Evans, T. & Henderson (Eds.). (1990). *The language of economics: The analysis of economics discourse*. (ELT documents: 134). Modern English Publications.
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- !Murphy, E. (Ed.). (1990). *ESL: A handbook for teachers & administrators in international schools*. Clevedon, Avon: Multilingual Matters.
- !Reid, D. & Manley, D. (1989). *First dictionary*. London: Parent and Child Programme.
- !Thomson, A.J. & Martinet, A.V. (1990). *Oxford pocket English grammar*. Oxford: Oxford University Press.
- !Widdowson, H.G. (1990). *Aspects of language teaching*. 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:

- AMEP National Curriculum Project. *Beginning learners*. Abraham & Mackey. *Contact USA* (2nd edition).

Heinemann Integrated Skills



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- Addis & Butler (Eds.). *EFL careers guide*.
 Allsop. *Making sense Of English grammar exercises*.
 Bachman. *Fundamental considerations in language testing*.
 Baldauf & Luke (Eds.). *Language planning and education*.
 Beckerman. *Heartworks*.
 Bender. *Three little words-a. an, the*.
 Briley. *Cry freedom* (reader)
 Brosnahan. *Japanese and English gesture*.
 Brown. *Understanding research in second language learning*.
 Byram. *Cultural studies in foreign language education*.
 Byram & Leman. *Bicultural and tricultural education*.
 Chan. *Process and practice*.
 Chaudron. *Second language classrooms*.
 Clark. *Talk about literature*.
 Collins & Birmingham University. *Collins COBUILD English grammar*.
 Cook. *Discourse*.
 Corson. *Language policy across the curriculum*.
 Dechert (Ed.). *Current trends in European second language acquisition research*.
 Ellis. *Second language acquisition in context*.
 Fishman. *Language & ethnicity*.
 Fox (Ed.). *Collins essential English dictionary*.
 Fried-Booth, et al. *Collins COBUILD English course photocopiable tests*.
 Gass, et al. (Eds.). *Variation in second language acquisition: Discourse and pragmatics*.
 Gass, et al. (Eds.). *Variation in second language acquisition: Psycholinguistics*.
 Halliday & Hasan. *Language, context and text*.
 Hart. *Asterix and the English language 1 & 2*.
 Hedge. *Writing*.
 Hill & Holden (Eds.). *Creativity in language teaching*.
 Jacobson & Faltis (Eds.). *Language distribution issues in bilingual schooling*.
 James *Medicine*.
 Johnson. *The second language curriculum*.
 Kitao & Kitao. *Intercultural communication*.
 Krashen. *Language acquisition and language education*.
 Lewis, et al. *Grammar and practice*.
 Lipp. *From paragraph to term paper*.
 Maley. *Translation*.
 McDoogal, et al. *University survival skills*.
 McGill & Oldham. *Computers for businesspeople*.
 McGill & Oldham. *Computers in the office*.
 National Curriculum Resource Centre. *Reading and writing assessment kit*.
 O'Malley & Chamot. *Learning strategies in second language acquisition*.
 Parnwell & Miyamoto. *The new Oxford picture dictionary*.
 Quirk & Stein. *English in use*.
 Redman & Ellis. *A way with words*.
 Richards. *Listen carefully*.
 Richards & Long. *American breakthrough*.
 Richards & Nunan (Eds.). *Second language teacher education*.
 Seliger & Shoham. *Second language research methods*.
 Sheerin. *Self-access*.
 Smith. *Issues for today*.
 Swan & Walter. *New Cambridge English course 1*.
 Van Patten & Lee (Eds.). *Second language acquisition- Foreign language learning*.
 Webster. *Muzzy comes back*.
 Weissberg & Buker. *Writing up research*.
 Willis & Willis. *Collins COBUILD English course 3*.
 Yalden. *Principles of course design for language teaching*.
 Yates. *Economics*.

Chapter Presentation Reports

CHIBA

Generating Ideas in Writing by Marie Shimane

When students say they have nothing to write about, it is the teacher's job to ensure them that in the process of writing itself they can focus their thoughts and discover what it is that they want to say. Shimane introduced the participants of the September meeting to a comprehensive range of techniques for teaching writing.

In using these techniques Shimane emphasized several basic rules of thumb. Firstly, teachers should serve as models by doing writing exercises with their students. Next, in order not to inhibit the free flow of ideas, students should be allowed to use their native language when the appropriate English word(s) are unknown. Finally, students should maintain a stockpile of ideas to choose from when they are ready to begin writing.

Of particular interest among the many techniques discussed was how to help students build confidence in writing. Some of Shimane's suggestions included having students make an "authority list" detailing things students feel they know something about, or an "itch list" of student questions the answers to which they can look for at some later time. Samples of students' writing can be collected in a 'green book' which may serve as a forum for well-written papers.

Shimane finished by emphasizing that many of the ideas outlined in her talk were simply mental devices and could be used for skills other than writing. She maintains that practically anyone, given the proper tools, can be an effective writer.

Reported by Bill Casey

FUKUI

Communicative Pair Practice by David Peaty

Peaty presented an examination of communicative pair practice at the Fukui Chapter meeting in October. He emphasized teachers should design their own materials geared to the age level and interests of their students. Peaty then discussed the rationale behind communicative pair activities, including his prescription for classroom control.



There are two main types of communicative activities: artificial information and real information gaps. Artificial information gaps are distinguished from real information gaps by the supply of data from the teacher. Peaty distributed some examples in various formats: multiple choice, paragraph blanks, columnar completion, and parallel text.

He then went on to discuss real information gap exercises such as personal questions, surveys and polls, and opinions/ideas exchange. He examined further the use of role-play and story-telling based on a cartoon strip.

After his presentation, Peaty fielded questions from attendees. When asked about classroom control, he suggested the use of the term "interesting," as he found students' ears immediately pricked up at the mention of the word. In response to a question regarding marking criteria, Peaty allowed that he used a subjective form for grading students based on his personal impressions (both good and bad).

His presentation provided the attendees with a number of excellent ideas for classroom use and clearly demonstrated Peaty's expertise in this area.

Reported by Leslie Tkach

KANAZAWA

Representing Pronunciation in Teaching English by Thomas Hofmann

Hofmann's presentation on pronunciation included a practical introduction to the English Teaching Alphabet, and concise charts of ETA Vowel Diacritics.

While there are many English dialects in the world, Hofmann demonstrated that each dialect is consistent within its own framework as far as long and short vowels are concerned, so that mastery of the long-short distinction will enable students to quickly assimilate any particular dialect of English.

Providing students with a suitable chart of mouth positions for the formation of vowels in English is another important element in expanding students' ability to hear the significant differences in pronunciation of vowels in English. Teachers who attended this presentation especially appreciated the practical suggestions for classroom use of the ideas discussed.

Reported by Mary Ann Mooradian

OKAYAMA

Fluency Activities in the Language Classroom by David Fisher

Our September meeting opened with an amusing anecdote and a discussion in groups. From this fluency activity, David Fisher went on to present a number of other activities which could be used in a variety of ways at different levels in the classroom. The same activity could be used with one group only capable of producing a very limited amount of English, and with another group which could generate a full discussion.

Reported by Joan McCormack

Your Class: Oversized and Under-motivated? Maybe We Can Help! by Bill Stanford and Clive Lovelock

Our October meeting was a joint presentation with Stanford and Lovelock from Language Resources. They were very effective as a team, each with a very different approach, and got the participants very involved.

One of the first activities was a brainstorming on the problems which our students have in learning English. Our ideas were categorised and put in order. This led to a discussion about how well textbooks were suited to our classes, and then activities using the new soon-to-be published *Touchdown* specifically designed with Japanese students and situation in mind, was demonstrated. They showed how students can be gradually led into speaking, using cartoons to illustrate how far communication can take place without words. Other materials from the textbook were also presented with ideas on how to use them. Altogether, it was a very sound session with strong evidence of being very much in touch with what is going on in our classrooms.

Reported by Joan McCormack

SAPPORO

English in 3-D by Marc Helgesen

Helgesen, representing Lingual House (Longman), came to Sapporo to reacquaint the audience with the often maligned methods of dialogs, drills and dictation. He helped us rethink the effectiveness of these traditional methods by suggesting new approaches to breathe life into them. He encouraged the participants to offer their own ideas of how to use these methods by focusing on the details of classroom management-choral/individual responses; standing/sitting; incomplete/complete dictation, etc.

After the workshop, there was a special user's session during which Helgesen fielded questions regarding the most effective use of his popular *English Firsthand* series, which now includes the introductory books, *Access* and *Success*. He also used this forum to introduce the new four-color editions of *New English Firsthand* and *New English Firsthand Plus*.

Reported by Gwenna Humphreys

SHIZUOKA

Large Classroom Management by Sonia Sonoko Yoshitake

Yoshitake believes that university English teachers should be aware of and utilize the many years of school "culture" our students bring to the classroom. By doing this we can set up reasonable expectations of what our students can (and cannot) do in both linguistic and interactional terms. She argued that group cohesion, conformity to group norms and intellectual submission to authority, often causes of frustration, can also be potential sources for innovative

classroom activity.

She outlined a number of procedures she uses in her university classes to accommodate what our learners bring to class. One, for example, was her Seating/Marking Plan as the focus. Students are allowed to choose their own seat, which becomes theirs for the duration of the semester. The seating plan can then be used to record attendance, evaluate class performance (using a form of peer assessment) and record grades. The plan can be used to make even roll-call a creative activity.

The activities and procedures described recognize that the culture of the school is carried over into the university, and suggest that innovations be made within the traditional school "culture" framework.

Reported by Stewart Hartley

Bulletin Board

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

Communication Association of Japan Sendai, Japan June 29-30 CALL FOR PAPERS

Papers will be considered on the following themes: Rhetoric & Speech Communication Theory, Intercultural Communication, Speech Education, Applied Speech Sciences, Mass Communication, Small Group & Interpersonal Communication, Communicative Language Teaching, Forensics and Public Speaking, Theoretical & Applied Linguistics and Sociolinguistics. Those interested in submitting proposals should send a title and abstract by March 31, 1991 to Dr. Takehide Kawashima, Arts and Sciences Dept., Nihon University, 3-25-40 Sakurajyosui, Setagaya-ku, Tokyo 153, Japan.

ELT JOURNAL SPECIAL 25 Years of IATEFL

Volume 46/1 of the *ELT Journal*, which will appear in January 1992, will celebrate 25 years of IATEFL. Members and friends of IATEFL are invited to submit articles to be considered for inclusion in this issue.

Articles on any subject will be considered, including those on aspects of:

- the role of national and international teachers' organizations;
- the role of teachers' groups in teacher development;
- the dissemination of ideas and methods.

In line with the normal practice of *ELT Journal*, articles linking theory and practice are encouraged. Deadline for submission is 1 February 1991.

For more information, please contact: International Association of Teachers of English as a Foreign Language, 3 Kingsdown Chambers, Kingsdown Park, Tanker-ton, Whitstable, Kent, England CT5 2DJ, Tel: 0227-276528.

VIDEO N-SIG'S CALL FOR TEACHING IDEAS USING VIDEO

A special issue of JALT's *Video SIG News* in 1991 will feature original teaching ideas with video. Contributors automatically receive a free copy of all the ideas collected. If you can contribute, please type

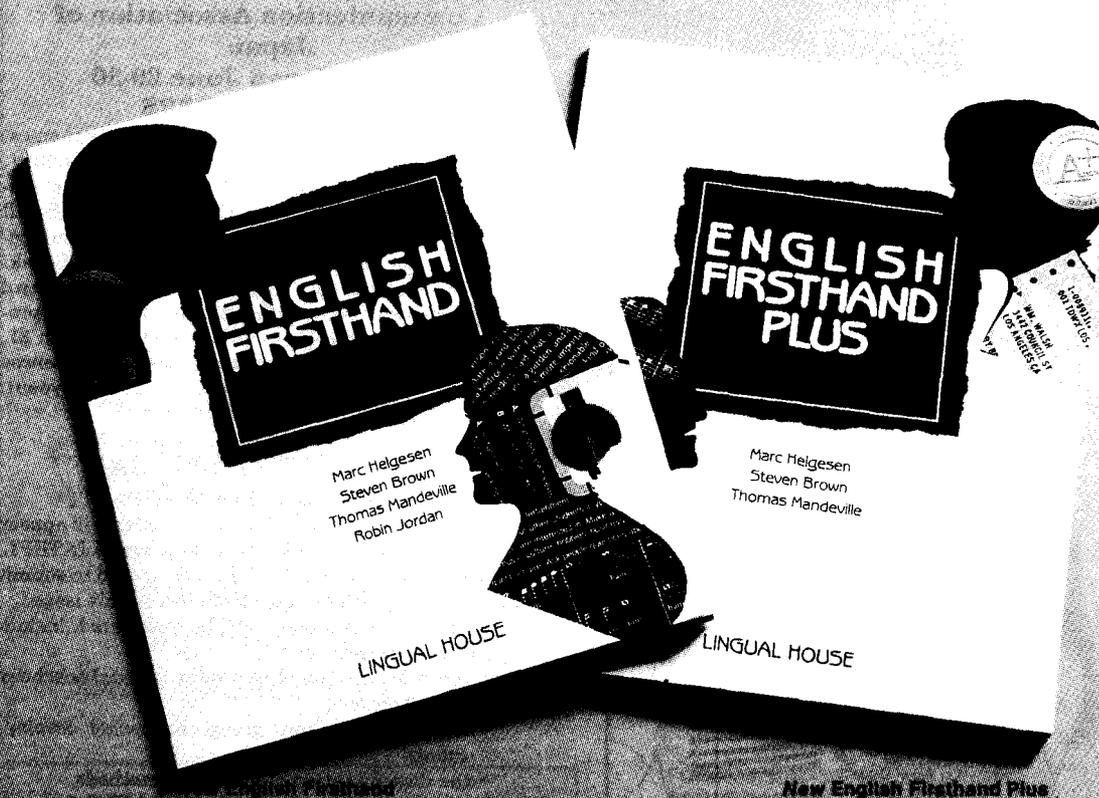
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double spaced on a single side of A4 using a clear format (Title, Aims, Method etc.) by February 1991 and fax 092-924-4369 or mail 2-21-1, Ishizaka, Dazaifu, Fukuoka 818-01, the Video N-SIG Coordinator, David Wood.

**UNIVERSITY OF CAMBRIDGE
Summer Institute in English and
Applied Linguistics Language 'and
Understanding
14-17 July 1991**

The Summer Institute in English and Applied Linguistics will be an intensive two-week course taught by international experts. The course is intended primarily for university and college lecturers, teacher trainers and senior teachers of English. The aim will be to enable participants both to update their knowledge and to discuss the recent developments in research with some of the leading authorities in the field.

Registration: £100 Course £1,350. For more information, please contact: University of Cambridge Board of Extra-mural Studies, Madingley Hall, Madingley, Cambridge CB3 8AQ, England, Tel: (44) 954-210636. Closing date for application is 12 April 1991.

**ELEVENTH KYUSHU LANGUAGE
BOOK FAIR**

Date: Sunday, January 20th
Time: 10:00 a.m.-5:00 p.m.
Place: Tenjin Core Hall, 6th floor, Tenjin Core Building, Chuo-ku, Tenjin.

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

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

S.A.P.L. TRAINING

A B-day training seminar in Self-Access Pair Learning, led by Nicolas Ferguson, Director of the C.E.E.L. in Geneva, will take place in Osaka from March 18-22. Due to numerous developments in SAPL over the past year and impending ones over the next, it is strongly recommended that current users as well as new coordinator candidates take this training, which will be conducted along self-access lines in order to take into account various levels of ability and experience. Those who have taken a previous *Introduction to SAPL* training will be eligible for a substantial discount. For further information, please contact DIDASKO at 6-7-31-611 Itachibori, Nishi-ku, Osaka 550; Tel. 06-443-3810, Fax: 06-447-7324.

Meetings

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

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

CHIBA

Topic: The Student Centered Class-Exploring New Possibilities
Speaker: Edward Mergel
Date: Sunday, January 20th
Time: 1:00-4:00 p.m.
Place: Chiba Chuo Community Center
Fee: Members free; non-members ¥1,000
Info: Bill Casey 0472-55-7489

This presentation will first demonstrate some non-judgemental ways of examining the activities of both teachers and students in the language classroom. Participants will go on to discover how significant a few small changes can be in cultivating a truly student-centered class in which students begin to take more control over their own progress.

Edward Mergel has been a teacher in Japan for over ten years. He is a graduate of Columbia University Teachers College with an M.A. in TESOL and is presently an associate professor at Daito Bunka University.

FUKUI

Topic: English Pronunciation and Spelling
Speaker: Charles Jannuzi, Takefu Kogyo High School
Date: Sunday, January 20th
Time: 2:00-4:00 p.m.
Place: Fukui Culture Center (Housou Kaikan 5F)
Fee: Members free; non-members ¥700
Info: Hiroyuki Kondo 0776-56-0404

Recently Mr. Jannuzi strongly feels the need for practice in both pronunciation and spelling at junior and senior high school level. His basic idea is (1) pronunciation is the pre-skill for speaking; (2) spelling should be the pre-skill for reading and writing; (3) English spelling is not phonetic, but spelling and pronunciation can be coordinated.

In his presentation, he will first talk about pronunciation and spelling practices for beginners. In the second half, he will talk about those practices for more advanced levels.

Mr. Jannuzi is currently teaching at Takefu Kogyo High School. He got his TEFL diploma from Scottish International Learning Center.

Topic: Current Trends in TEFL Methodology
 Speaker: Hideo Ninomiya, Daito Junior High School
 Date: Sunday, February 17th
 Time: 2:00-4:00 p.m.
 Place: Fukui Culture Center (Housou Kaikan 5F)
 Fee: Members free; non-members ¥700
 Info: Hiroyuki Kondo 0776-56-0404

Mr. Ninomiya of Daito Junior High School has recently returned from a sabbatical at British Universities, where his subject of study was current development in language teaching techniques and procedures. In his presentation, he will discuss possible applications of his insights for Japanese classrooms.

FUKUOKA

Topic: Helping Young Learners
 Speakers: Philip Stewart and Shane Hutchinson
 Date: Sunday, January 27th
 Time: 2:00-5:00 p.m.
 Place: West Chester University, 1-3-9 Nagahama, Chuo-ku, Fukuoka (Tel: 092-761-0421)
 Fee: Members free; non-members ¥300
 Info: JALT Office 092-714-7717
 Shane Hutchinson 092-823-1414

This meeting will be packed with ideas for children of all ages. We will look at some of the problems facing students and teachers and discuss ways of overcoming them. We will then consider aims, skills, curriculum design, lesson planning and teaching techniques as well as the use of games, songs and video. Participants will be able to join in many workshop-style discussions as well as try out a variety of activities that have been found successful with children.

Philip Stewart has been entertaining children in Japan for seven years. He has created many innovative materials and is now working on a listening textbook for children.

Shane Hutchinson has ten years' experience of teaching children in Britain and Japan. He is currently working on an EFL resource book for teachers of children.

GUNMA

Hisatake Jimbo 0274-62-0376

HAMAMATSU

Barbara St. Clair 05383-7-7658

HIMEJI

Topic: My Attempt to Vitalize English Classes
 Speaker: Fumio Yamamoto, Himeji Dokkyo University
 Date: Sunday, January 20th
 Time: 2:00-4:00 p.m.
 Place: Himeji YMCA (near Topos)
 Fee: Members free; non-members ¥500
 Info: F. Yamamoto 0792-67-1837

It is evident that students at all levels hope to learn to converse in English. In order to meet the students' needs, every English teacher should be trying hard to employ every possible teaching technique in his/her class at junior high schools, high schools, and colleges. Some teachers are quite successful in their attempts, and some are not. To encourage an exchange of ideas

about teaching English, or any other language, Mr. Yamamoto will demonstrate the teaching techniques and tactics he has developed over the past years. These have proved successful in his Listening/Speaking classes at Himeji Dokkyo University and should be easy to adapt to junior and senior high school situations.

HIROSHIMA

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

IBARAKI

Martin E. Pauly 0298-64-2594

KAGOSHIMA

Yasuo Teshima 0992-22-0101 (W)

KANAZAWA

Topic: BBC English Video (Demonstration and Teaching Techniques)
 Speaker: Anthony Brophy
 Date: Sunday, January 27th
 Time: 2:00-4:00 p.m. (new time)
 Place: Shakyo Center, Kanazawa (next to MRO) 4th floor
 Fee: Members free; non-members ¥600
 Info: Mary Ann Mooradian 0762-62-2133
 Mikiko Oshigami 0764-29-5890

Mr. Brophy will introduce the wide range of BBC English Video materials at our first chapter meeting of the year. This is an ideal opportunity for all members to see these videos, compare them, and ask those important questions which will enable you to choose the most appropriate materials for your students.

Topics of special interest are the new *Television English* series, and teaching techniques for use with junior and senior high school students.

Anthony Brophy is an Educational Consultant with Meynard Publishing in Tokyo.

NOTE: The Kanazawa Chapter will hold every other meeting in Toyama for the next few months, as so many of our current members are Toyama residents. This new policy will be continued if reactions are favorable. Current schedule:

January 27th, afternoon in Kanazawa
 February 17th, afternoon in Toyama
 March in Kanazawa
 April in Toyama
 May in Kanazawa

KOBE

Topic: Teaching Large Classes-Learning Together
 Speaker: Shane Hutchinson
 Date: Sunday, January 13th
 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 focus on various ways of handling large classes from elementary to college-level. There will be guided group discussions of checking attendance, remembering names, engaging reluctant

or slow learners, games, curriculum design, making Mombusho-approved texts interesting, drama teaching techniques, organizing group work, team teaching, pronunciation, ways of assessing students and using songs, pictures and video. The order will be decided at the workshop.

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

KYOTO

Topic: Global Education Activities for the Language Classroom

Speaker: Kip A. Cates

Date: Sunday, January 20th

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

Place: Kyoto YMCA, Sanjo Yanaginobamba between Kawaramachi and Karasuma, 075-231-4388

Fee: Members free; non-members ¥500

Info: Kyoko Nozaki 075-711-3972

Christopher Knott 075-392-2291

A global education approach to language teaching aims at enabling students to effectively acquire and use a foreign language while at the same time empowering them with the knowledge, skills and attitudes required by world citizens for the solution of global problems. This presentation is a practical follow-up to the session "Global Issues in Language Learning" given by the same speaker in July of last year. It will give participants a chance to experience and discuss language learning activities dealing with global issues such as human rights, peace, international understanding, world hunger, social injustice and environmental destruction.

Kip A. Cates has an M.A. in Applied Linguistics from the University of Reading, England, and current teaches at Tottori University. He is the coordinator of the Global Issues in Language Education Network and belongs to the organization Educators for Social Responsibility.

MATSUYAMA

Vicki Rooks 0899-33-6159

MORIOKA

Natsumi Onaka 0196-54-5410

NAGANO

Tokio Watanabe 0267-23-2063

NAGASAKI

Sue Bruell 0958-49-0019

NAGOYA

Helen Saito 052-936-6493

NARA

Denise Vaughn 0742-49-2443

NIGATA

Topic: (1) Project A: Pronunciation Practice on a

Double-Decker

(2) Holistic Listening with Video Skits: Focus on Stress

Speaker: Atsuko Ushimaru

Date: Sunday, January 20th

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

Place: Kyoiku Kaikan

Fee: Members free; non-members ¥1,000

Info: Akiko Honda 025-228-1429

Setsuko Toyama 0256-38-2003

The first part of the presentation will introduce a self-study activity to practice pronunciation using a contextualized recording of English and a "double-deck" tape recorder. In the second part, a series of small group activities will be demonstrated, designed with focus on the use of prosodic features in English.

Atsuko Ushimaru teaches EFL at Rikkyo Jogakuin in Tokyo and studies applied linguistics in Temple University's Doctoral program. Also a teacher trainer, she has spoken at various seminars and workshops, including JALT and LIOJ.

OKAYAMA

Fukiko Numoto 0862-53-6648

OKINAWA

Karen Lupardus 09889-B-6053

OMIYA

Topic: Bridging the gap between Grammar and Communication

Speaker: Kimie Okada

Date: Sunday, January 13th

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

Place: Omiya YMCA

Fee: Members free; non-members ¥1,000

Info: Yukie Kayano 048-746-8238

Despite recent advances in EFL, many schools are still struggling to reconcile the traditional and new approaches in the framework of a grammar-based examination system. Ms. Okada wants to introduce a textbook developed in her school which attempts to "bridge the gap" and satisfy both areas. This can be used by Japanese or foreign teachers or in Team Teaching. She will demonstrate a wide range of extension activities and show videos of her methods in action.

Kimie Okada has been working at Tokiwamatsu Gakuen, a private high school for girls, teaching English since 1963. She studied TEFL and Applied Linguistics in the U.K. at Essex University and Moray House of Education in Edinburgh, and is also attending several seminars in Japan and the U.K.

OSAKA

Topic: Your Class: Oversized and Under-motivated?—Maybe we can help!

Speaker: Chris Lambe

Date: Saturday, January 19th

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

Place: Umeda Gakuen

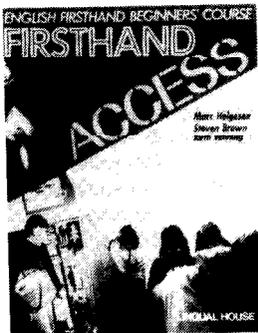
Info: Naomi Katsurahara 0736-36-4573

A practical demonstration of activities, using **Touchdown**. The presentation will demonstrate activities

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Chris Lambe is a graduate of University College Dublin, and is a trained teacher of English as a Foreign Language. He has taught students of over fifty different nationalities in Ireland, the U.S.A. and now Japan.

SAPPORO

Ken Hartmann, 011-584-4854

SENDAI

Topic: (a) Accuracy, Grammar and Fun
(b) English Firsthand Users' Session

Speaker: Steve Brown

Date: Sunday, January 20th

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

Place: 141 Building 5F Seminar Hall (next to Mitsukoshi)

Fee: Members free; non-members ¥1,000

Info: Harry Neale 022-267-3847 (days)

Tadashi Seki 022-278-8271 (eves.)

This presentation will consist of a short (40 min.) users' session for teachers using the *English Firsthand* or *Firsthand Beginners* series and a longer session focusing on techniques for accuracy; creative drills, communicative dictation, and interesting grammar translation activities. The main goals will be: (1) to show that accuracy does not equal boredom and that the communicative approach can be used in a grammar-based classroom, and (2) to show enough techniques to keep everyone busy Monday morning.

SHIZUOKA

John Laing 0542-48-6861

SUWA

Mary Aruga 0266-27-3894

TAKAMATSU

Shizuka Maruura 0878-34-6801

TOKUSHIMA

Sachie Nishida 0886-32-4737

TOKYO

Topic: How Does Language Learning Affect Values and Perspective?

Speakers: Professor Kensaku Yoshida, Department of English Linguistics, Sophia University; Yoko Narahashi, Model Language Studio; Mitsuko Hosoya, Teikyo Women's Junior College

Date: Sunday, January 27th

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

Place: Temple University, 1-16-7 Kami Ochiai, Shinjuku-ku, Tokyo 161 (one minute from Shimo-Ochiai Station on the Seibu Shinjuku Line)

Fee: Members free; non-members ¥1,000

Info: Don Modesto (H) 03-3360-2568; (W) 03-3291-3824

The three presenters will use their own backgrounds as teachers and students to discuss how bilin-

gualism affects learners.

TOYOHASHI

Topic: Introduction to Phonics

Speaker: Yoko Matsuka (Matsuka Phonics Institute and Tamagawa University)

Date: Sunday, January 20th

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

Place: Aichi University Kinenkaikan 2F

Fee: Members free; non-members ¥1,000

Info: Masahito Nishimura 0532-25-6474

Kazunori Nozawa 0532-25-8578

UTSUNOMIYA

James Chambers 0286-27-1858

WEST TOKYO

Topic: *Touchdown*, a practical text for oversized, undermotivated Japanese university English classes

Speaker: Andrew Barfield, Language Resources Publishers

Date: Sunday, January 20th

Time: 2:30-5:30 p.m.

Place: Arizona State University Japan Study Center, Hachioji. Fifteen minutes from Hachioji Station on the Chuo Line and 10 minutes from Keio Hachioji Station on the Keio Line. This is a new meeting place for the West Tokyo Chapter of JALT. So, at 1:30 p.m., participants can meet at the North exit of Hachioji Station and be taken to ASU.

Fee: Free to all

Info: Greta Gorsuch 03-3228-7443 or

Eriko Machi 0422-43-2797

This presentation will be a practical demonstration of activities using *Touchdown*, a text designed especially for Japanese university students, which specifically addresses the Japanese university situation—large classes, poor motivation, overworked teachers. *Touchdown*.

YAMAGATA

Ayako Sasahara 0236-81-7124

YAMAGUCHI

Brenda Watts 0832-54-0420

YOKOHAMA

Kimiko Ozawa 045-811-2959

ATTENTION

SPECIAL ISSUE GUEST EDITORS:

Please note that the deadline for submissions to *The Language Teacher*, the 25th, applies to you, too. You should send in all materials by the 25th of the month two months prior to "your" issue.

The Editors



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Positions

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

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

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

(KAGOSHIMA-KEN) Expanding 4-year technical college (enrollment of 3,500) seeks a full-time English conversation instructor (preferably a native speaker), beginning 1 April 1991. Responsibilities: teaching 8-9, 90-minute classes per week to college freshmen, as well as maintaining office hours. Requirements: M.A. (or its equivalent); at least one degree in an English-related field; some spoken Japanese ability; one-year (renewable) contract. Salary and bonuses are competitive and based on qualifications. Please send a letter of application, a resume and copies of credentials to: Mr. Takuro Kakoi, Daiichi University, College of Technology, 1-10-2 Chuo, Kokubu-shi, Kagoshima-ken 899-43.

(KYOTO) The Kyoto YMCA English School is seeking native English speaking applicants for positions in our conversational English courses. Two years' English teaching experience required, TEFL and/or teacher training preferred. Visa sponsorship available. Full-time possible for well-qualified applicant. For further information contact: Timothy Kelly or Eric Bray, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; Tel: 075-255-3287, Fax: 075-255-3282.

(ODAWARA) The Language Institute of Japan (LIOJ) in Odawara has EFL teacher openings in both its Business Communication Program (BCP) and also its Community Program (CP) beginning in February, March, May, and June of 1991. LIOJ has a reputation for providing a highly unique and rewarding teaching and social situation where innovation, exchange of teaching ideas, and high standards are emphasized. M.A. in TEFL preferred, but candidates also sought with backgrounds

in education, business, engineering, economics, or international relations. BCP students are business professionals from throughout Japan who stay at LIOJ for one month and study in an intensive program. CP students range in age from 4 to 70, and instruction includes team teaching in local junior high schools. Salary approximately ¥339,700 per month with seven weeks paid vacation, up to ten meals provided, and other yearly benefits. Excellent living area, near the mountains and sea, about one hour from Tokyo. Send a resume to Warrick Liang, Administrative Director, Language Institute of Japan, 4-14-1 Shiroyama, Odawara-shi, Kanagawa-ken 250. Interviews will be arranged in Odawara for selected applicants.

(SEOUL, KOREA) Full-time position: ESL instructor. Starting dates are: Dec. 24, Jan. 28, Feb. 25. Salary W1,000,000/month. (W710=US\$1.00). Requirements: M.A. or B.A. in TESOL or related field or experience. Benefits: Partial housing, mundtrip airfare, four weeks paid vacation, 50% health insurance. Send resume, copies of diploma/transcript/first page of passport, and references to: Fred Linkenhoker, Head Coordinator, English Training Center, 646-22, Yoksam-dong, Gangnam-ku, Seoul 135, Korea.

(TOKYO) ELT CONSULTANTS. Meynard Publishing, exclusive distributor of BBC English materials seeks one native speaker and one Japanese for marketing positions in Tokyo. Teaching experience in Japan preferred. Send resume to: W. Gattton, Managing Director, Meynard Publishing, Matsuoka Central Bldg., 1-7-1 Nishi-Shinjuku, Shinjuku-ku, Tokyo 160; Tel: 03-344-4181.

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

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

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

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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。

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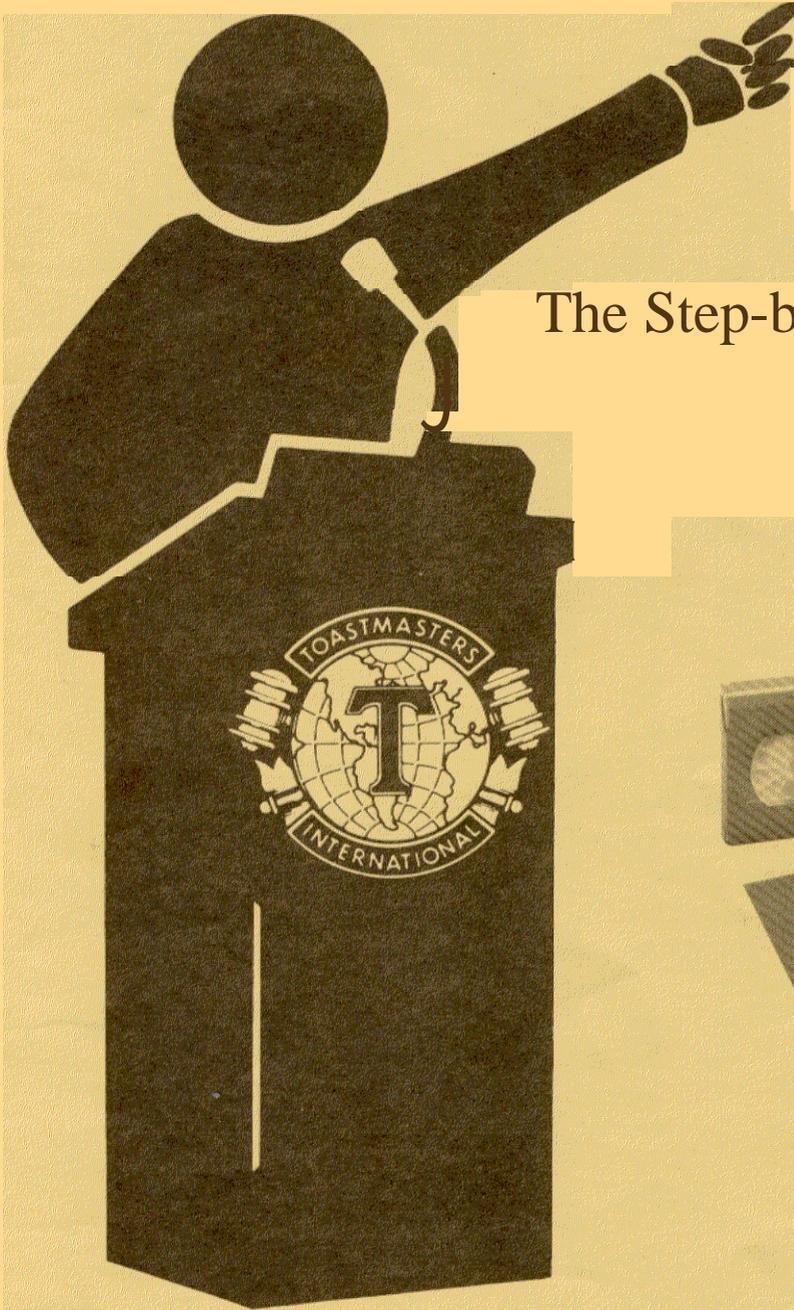
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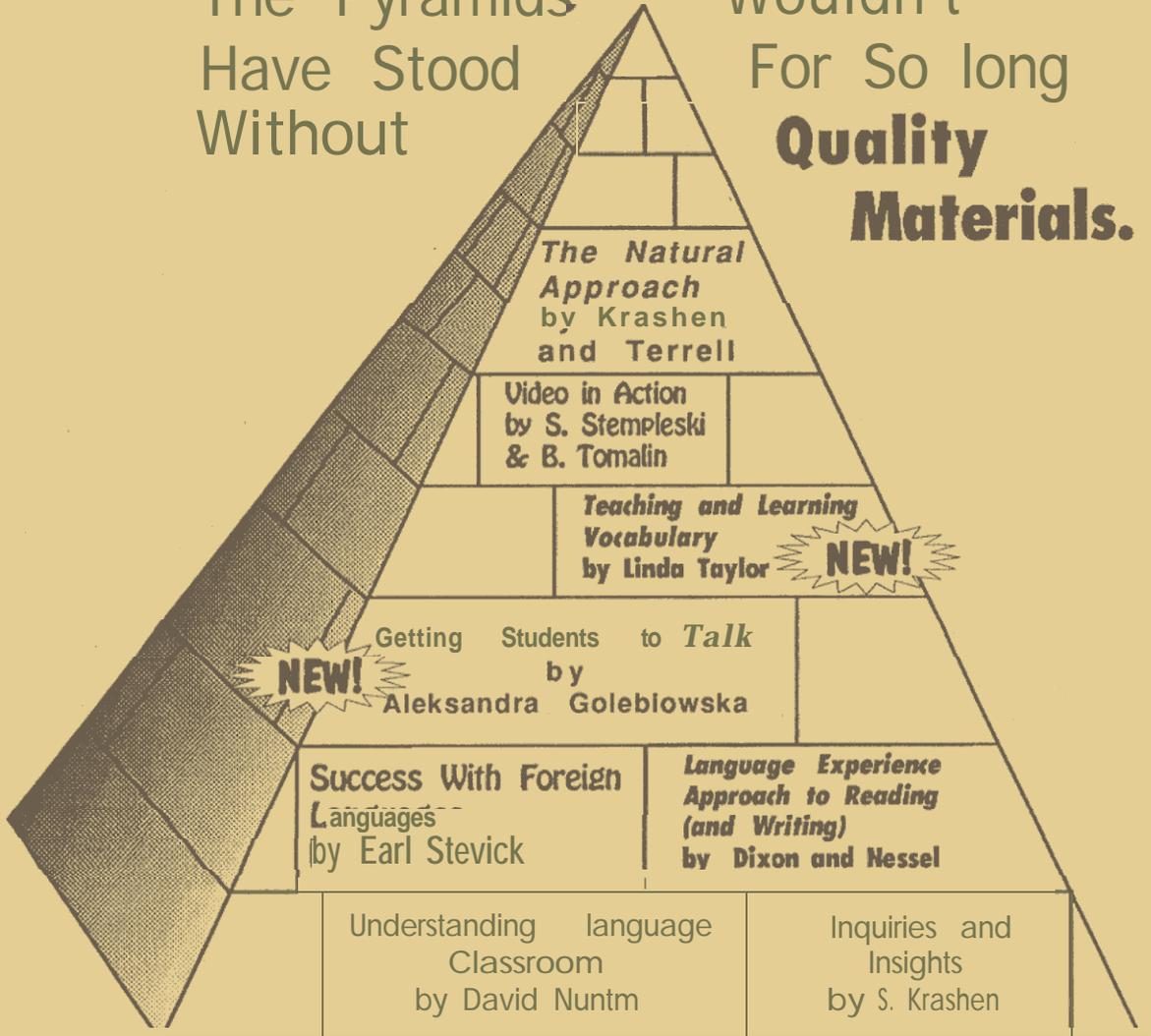
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