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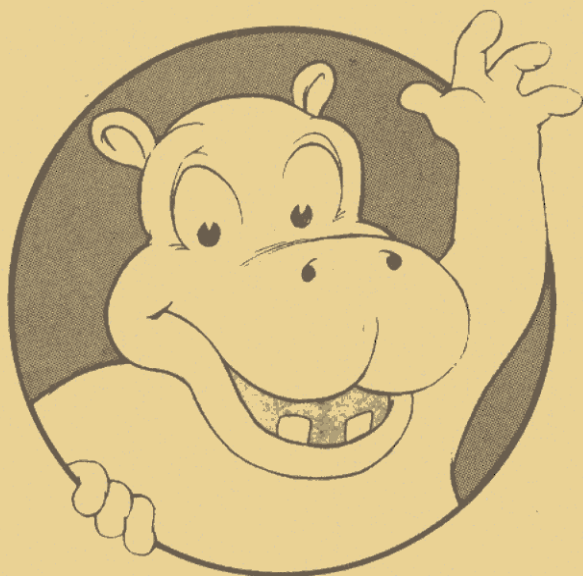
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The Language Teacher editors are interested in articles concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines,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

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

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Introduction

この号には・・・

11月に迫った JALT '91 国際大会のテーマ「1990年代への挑戦」に応じて、**Lynn Henrichsen** が、変化を起こし、それに対応していく際の一般的な問題について、さまざまな領域の知見を言語教育の教室に関連づけて論じているインタビューを掲載しました。日本語では**平高史也**が第二言語としての日本語の学習者言語に現れた時の概念の表現を考察し、それが構文的ではなく意味論的、あるいは談話・語用論的に発達するものであることを指摘しています。**Christopher Kelen** による記事はテレビのコマーシャルを言語教育に使うことを論じたもので、生の言語使用のサンプルであり、時間が短く、細かな点を扱うことができるコマーシャルは背景にある文化的な前提やイデオロギーを理解する手がかりとなるという考えに基づいて、それらに学生が能動的に疑問を投げかけ話し合いを行えるようなアクティビティを紹介しています。さらに **Philip Jay Lewitt** は JALT 大会の就職情報センターでの長年の経験をもとに、求職する人々へのアドバイスを書いています。(就職情報センター=Job Information Center についてはこの号の JALT '91 のページをご覧ください)

Opinion 欄には2つの記事があります。**Gary Cantor** は学生と教師のパフォーマンスに期待がどのように影響するかを論じ、肯定的な期待を育てる方法を提案しています。**Susan Niemeyer** は以前に掲載された Opinion 記事に反論し、JET Program と日本人学生の教室での行動を擁護しています。

In this issue of *The Language Teacher*, an interview with **Lynn Henrichsen** focusing on the theme of the upcoming JALT '91 conference, "Challenges for the 1990s," addresses the general issue of creating and managing change, relating the findings in a variety of different fields to the specific problems of implementing innovations in the language teaching classroom. In the second article, written in Japanese, **Fumiya Hirataka** shows how the expression of the concept of time in the language of learners of Japanese as a second language is developed semantically or discourse-pragmatically, rather than syntactically, and discusses implications of these findings for teachers of Japanese. Third, **Christopher Kelen** argues for the use of television commercials in language teaching, on the basis of their authenticity, brevity and suitability for intensive study; after offering a number of approaches to commercials, he discusses their merits as keys to understanding underlying cultural assumptions and ideology, and suggests ways in which they may lead to active questioning and discussion by students. Fourth, **Philip Jay Lewitt** offers some timely advice for job-seekers, based on his years of service as a staff member of the JALT Job Information Center, which brings together employers and potential employees every year at the conference (see the article about the Job Information Center in the JALT '91 section for more information about this service.)

In the Opinion section, **Gary Cantor** explains how expectations affect the performance of both students and teachers, and suggests ways to develop more positive expectations. In the second Opinion article, **Susan Niemeyer** takes issue with statements in an earlier Opinion article as she defends the JET program and the behavior of Japanese students in the classroom.

Carol Rinnert

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Creating and Managing Change in English Language Teaching:

Interview with Lynn Henrichsen

by Jeris E. Strain

Lynn Henrichsen is Associate Professor of TESOL at Brigham Young University-Hawaii where he directs the BA-TESOL program and is editor of the TESL Reporter. He was interviewed in April, 1991 in Hawaii.

Jeris Strain: The theme of JALT's 1991 conference is 'Challenges for the 1990s.' From your perspective, what is the greatest challenge our profession faces?

Lynn Henrichsen: Teachers of English around the world face many challenges. Many researchers are trying to find the answers to important questions about how people learn languages or what makes language teaching most effective. Nevertheless, the history of language teaching demonstrates that even when answers to these questions are discovered and new, improved methods or materials based on them are created, the challenge of getting people to adopt and implement these innovations still remains. That, I believe, is the greatest challenge of all—converting new knowledge into actual practice.

Why is putting new knowledge into practice a challenge?

Closing the gap between knowledge and practice involves creating and managing change, which is not a simple or easy process. Unfortunately, most language teaching professionals have little or no training or experience in this area since it lies outside the traditional technical concerns of our field.

Does a body of knowledge on the subject of creating and managing change exist?

Definitely. People in other fields, such as agriculture, business, and medicine, also face the challenge of creating changes in the ways people do things. Over the years, a substantial amount of knowledge about the creation of change has been built up. Generally speaking, this kind of knowledge is developed and reported by specialists in fields like organization development, organizational behavior, the diffusion of innovations, or human resource development. It is applied, however, in many areas, such as those I mentioned a moment ago—agriculture, business, etc. In the field of education also, hundreds of studies have been done and many books have been published dealing with the creation of curricular and methodological change. Recently, there has been a surge of interest in the creation and management of change in the field of TESOL

Could you give us some details on that interest and the activity associated with it?

Well, about six years ago, when I first became interested in this topic I did a computer search of the ERIC data base. I found almost four thousand studies dealing with the dissemination and utilization of innovations in education generally, but only twelve of those studies dealt with the teaching of English as a second or foreign language. There were no books which focused on the creation and management of innovations in our field.

That situation began to change a few years when Ronald White's book *The ELT Curriculum: Design, Innovation and Management* (Basil Blackwell, 1988) included some chapters on the management of innovations in English language teaching. Then, in 1989 my book *Diffusion of Innovations in English Language Teaching* (Greenwood Press) appeared in print.

One of my first conference presentations on this topic was given at the JALT convention in 1985. The following spring, I presented a similar paper at the TESOL '86 convention, but among the hundreds of other presentations on the program, not a single one dealt with the topic of creating and managing change. At the TESOL convention three years ago, it was the same story. But I did make contacts with others who were interested in the topic. For TESOL '89 we organized a colloquium entitled "Managing the diffusion and implementation of innovations in TESOL." Last year, Numa Markee of the University of Illinois and Kathleen Bailey of the Monterey Institute of International Studies, presented a workshop on "Promoting Innovations in Applied Linguistics and TESOL." The ball was beginning to roll.

This year, things really took off. A colloquium I organized for TESOL '91 featured nine presentations dealing with case studies in the management of change in various settings around the world. Markee and Bailey put together another colloquium entitled "The Diffusion of Innovations: From Curriculum to Classroom Context." It had eleven participants, including such notables as Henry Widdowson, Roger Bowers, Dick Allwright, and Christopher Candlin. In addition, there were several other individual presentations, such as Fredricka Stoller's "Diffusion of Innovation: From the IEP Administrator's Perspective." In sum, there were over twenty presentations at TESOL '91 dealing with the creation and management of change—quite an increase from just a few years ago. That increase evidences a considerable (and growing) amount of interest among

**Closing the gap
between knowledge
and practice
involves creating and
managing change.**

TESOL professionals in the topic of creating change.

How can this information be useful to practitioners in the "real world" ?

Wherever English is taught around the world (and Japan is certainly no exception), traditions and outdated methods persist which do not reflect our current knowledge of how people learn languages, what language is, or how languages can best be taught or tested. If, as a teacher or administrator, you find yourself in such a situation, you may feel the need to change things in order to improve them—at least in your own classroom and often on a wider scale. But how do you do it? How do you deal with traditions, regulations, politics, parents, colleagues's fear of new methods, and the myriad other factors which stand in the way of change? That's where knowledge of what I have been talking about comes in.

Is it really possible to create change?

Creating change is a difficult, complex, and challenging process, but it can be done, and the more you know about it, the greater your chances of success will be.

In many situations, of course, change occurs naturally. Then the challenge is not to create it, but to guide and manage it so that it will move in the direction that is most desirable or beneficial.

Both of these challenges were addressed in presentations at our TESOL '91 colloquium. These case studies also illustrated successful solutions for overcoming them. For example, Rosemary Wilson discussed the process of implementing an innovative teacher appraisal scheme at International House language schools in Portugal. Yu-hwei E. Lii-Shih's paper provided an overview of how English teachers and administrators in Taiwan have engineered changes in the national Joint Entrance Examinations and how the backwash from these powerful tests has created change in the methods secondary school English teachers use. Lizika Goldchleger from Cultura Inglesa in Brazil reported on how her English-teaching organization successfully met the challenges of creating a new course structure. Steve Stoyloff of Oregon State University outlined lessons learned from making changes happen in university-level intensive English programs, and Martha Herzog explained the strategies which led to the successful implementation of a computer-assisted reading program at the Defense Language Institute. All these studies reported successful experiences in overcoming the challenges of creating change in language-teaching organizations.

My own presentation in the colloquium dealt with the lessons to be learned from the experience of the ELEC effort in Japan.

What was the ELEC effort?

ELEC (the English Language Exploratory Committee, and later the English Language Education Council, but still

ELEC) was started in Japan in 1956. and its language school still operates today. It began, however, not as a language school but as a campaign supported by John D. Rockefeller III (and a number of prominent Japanese businessmen and educators) to reform the methods and materials used for teaching English in Japan.

After its first "Specialists Conference," ELEC chose to promote *the Oral Approach* developed at the University of Michigan by Prof. Charles C. Fries---an approach which was (for its day) very innovative and revolutionary.

Despite the large amounts of money, time, and effort invested in it, ELEC ran into a lot of unexpected obstacles, and in the end it failed to accomplish what it was set up to do.

**Creating change is
a difficult, complex,
and challenging
process.**

What lessons can be learned from the ELEC experience?

Perhaps the greatest lesson is that creating change is a complicated, challenging process involving factors which many people are not even aware of until it is too late. The ELEC team worked hard, had generous funding, and enjoyed the services of the best experts of the day in linguistics and language teaching. Nevertheless, they ran into unexpected but powerful obstacles that blocked their progress. These "implementation factors" became serious hindrances to the ELEC effort. The campaign would have benefited if its leaders had considered them in advance and planned accordingly.

Then planning must be critical for successful change.

Strategic planning is very important for anyone who wants to create change. Merely coming up with a new, better idea or product and then communicating it to people is not sufficient. They may be defensive or suspicious. Some people will feel threatened by change. Some may be too busy to experiment with it, or they may jump to the conclusion that it will never work before they even try it. In some cases, intended users may not even be able to do what an innovation demands. Or they may try it, but not understand what they are supposed to be doing and then give up when it doesn't work as promised.

There are many things that can go wrong. To help them go right, you need to map out a strategic plan which takes into account the various factors which either hinder or facilitate change in a particular situation.

What is the major lesson to be learned from all these studies?

I suppose that the major point is that in the process of making changes and program improvements, many powerful factors can get in the way of implementation. People need to be aware of these factors so they can analyze a situation before they attempt to create change and then act accordingly. If they do that, their chances of success will increase greatly.

Jeris E. Strain is Professor of English at Himeji Dokkyo University.

日本語学習者の発話における時間概念の表現

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1. はじめに

第二言語(以下、L2と略す)学習者の発話分析に関する研究は、10年ほど前から日本語教育の分野でも見られるようになった。それらは大きくコミュニケーション能力に関する研究(谷口, 1987; 土岐/越前谷, 1988など)と言語の習得段階に関する研究(小森/坂野, 1988; 土井/吉岡, 1990など)に分けられようが、いずれも最終的にはL2習得のプロセスやその根底にあるメカニズムの解明をめざしたものである。日本語教育の分野でこうした研究が行われるようになったのは、教授法の研究・開発には学習者の発話の実態の把握が必要であるという認識が浸透しつつあるからであろう。本稿は Concept-Oriented Approach(以下、COA と略す)に基づいて、日本語力が十分でない学習者が、時間という意味概念をどのような手段を用いて表現しているかを考察し、その背後にあるL2使用や習得の原理に迫ろうとする試みである。

2. Concept-Oriented Approach とは

COA はドイツなどヨーロッパで外国人労働者のL2習得研究に有用性を示している方法で、形態素の習得順の研究のような発話の表層に現れた形式の分析とは異なり、その根底にある意味概念や機能を重視する。このアプローチの方向づけをしたのは Dittmar であろう。Dittmar は、外国人労働者のドイツ語の発話における意味構造には、1) Thema Rhema 構造が顕著、2) コンテクストへの依存性が高い、3) 根底の意味と表層の形式との間の隔たりが少ない、4) 時間やモダリティーの表現に独立した語彙素が多用される、5) オーバージェネラリゼーション、などの特徴があるとしている(Dittmar, 1982)。ただし、Dittmar 自身はこの手法を COA とはいっていない。COA という術語を用いているのは von Stutterheim である。彼女によれば、このアプローチは次のようにまとめられる。どんな発話にも時間性、場所性、モダリティーといった概念が含まれている。これらの概念は話し手が適切な発話をするために必要なものである。L2学習者は幼児とは違って、こうした概念を習得する必要はないが、それを十全に表現するだけの手段と方法は備えていない。COA では、ある段階におけるL2学習者の言語使用・習得には既得の概念が反映するとする。したがって、ある概念、例えば、時間概念が習得の各段階でどう表現されるかを見れば、学習者の言語の習得過程と構造についてある程度理解できるわけである(von Stutterheim/Klein, 1987, p.194)。von Stutterheim はこうした概念がL2使用・習得において重要な役割を果たすという仮説に基づいて、トルコ人話者10名の発話データを分析し、ドイツ語の時間概念の現れ方を報告している(von Stutterheim, 1986)。はじめにあげた Dittmar や Klein も同じような立場をとっているが、彼らはこれを Functional Approach とよぶ(Dittmar, 1989; Klein, 1989)。術語の使い

方は研究者によって異なるが、いずれも根底にある機能や意味概念こそ言語習得のプロセスの本質的な部分を明らかにするものであるという点では一致している。本稿では von Stutterheim の名称に従い、COA としておく。

3. データ

ここで扱う学習者の発話例は、筆者が以前勤務していた東海大学別科日本語研修課程のクラス分けのためのインタビューが基礎になっている。インタビュー・データは当時の別科入学者のうちから、中上級相当の日本語運用力のある学生と全くの未習者を除いた27名の発話から抽出した。27名の母語の内訳は中国語23名、韓国語2名、タガログ語、タイ語各1名である。ほとんどの学生はインタビュー以前に多少の日本語学習経験があり、0-3カ月7名、4-6カ月9名、7-12カ月7名、24カ月1名、不明3名となっている。さらに補足としてタイ語話者の発話1例を加えた。以下のデータ中、T、S はそれぞれ教師と学生、() は聞きとり困難な部分を表す。また、重なって記されている箇所は発話が同時に行われたことを、スペースはおよそのポーズを、句点はそこではっきりと発話が中断したことを表すものとする。

(3 1) S: あのイーチェン 最初はイーチェン あとで日本語学校。

(3 2) T: 10月に来ました。10月 10月 去年の10月
S: 10月 去年 そう

T: 10日 で、日本語勉強したのは3カ月
S: 10月10日 はい。

T: ああ
S: あん、最初はね、あの日本語学校がす、さがし

T: (ああ、そう)で、何月から。
S: ました。あとで3カ月。

T: うん
S: うーん、10、お正月、え、だいたいお正月 終わ

T: うん お正月 終わってから。
S: った、そう、から。

T: 1月ですか。
S: そう。 そう、だいたい1月、はい。

(3 3) T: 日本語は、どこで勉強しましたか。
S: うーん、あ、台湾

T:

S: はねえ、挨拶できるだけ。ああ、最初。ほんとうは、

T:

S: うーん、3カ月前。 はじめて日本語勉強した。

(3-4) T: に、日本語より難しいですか。

S: はじめてときはー、

T: はい。

S: はじめて に 英語むずかしい。 えい、日本

T: やさしい。

S: 語ははじめ(て)やすい。 で、いえ。 でも

T:

S: ー だんだん え ええ 英語やすい

T: ああそうですか。

S: と思います。 日本語難しい。

(3-5) T: 東海大学を卒業したあとで、何をしますか。

S: えー、

T:

S: 東海大学をした…。 すいません。 えー (中国語)

T: アメリカ。

S: えー、えー、アメリカへ行きます。 えー、

T:

S: しかし、えー、えー、私の娘3人、今アメリカ、え

T: うん、妹さん。

S: えー、えー、(中国語)お(笑)弟さ

T:

S: ん、すいません、すいません。(笑)えー、しかし、

T:

S: 私の父の会社、えー、貿易会社。それじゃ、えー、

T:

S: わたしは日本語と英語、えー、えー、

T:

S: 勉強する。

(3-6) S: 私 子どもとき 変な夢。 ああ そのとき 私
もっとちやうがっこうでした。ちやう けれども
私とおとうさん いっしょに ねます そのとき。
あと 私 ああ 夢の中で おとなの人。 き
れい もっときれいな おとなの人。けれども
私 ああ あのー女の人は 私 自分で。あの
人 自分。ほんとうは 私 まだ子ども。顔もだ
れだかわからない。あとみんな たくさん
たくさん 写真 とった とった。 私 こわい。
あ、足をブツ(蹴る動作) あと おとうさんの
顔をブツ(殴る動作)。

4. 日本語学習者の発話例に見られる時間概念の表現

ここでは、時間概念を表す手段として、語彙表現、談話・語用論的表現の2つを設定する。本稿で扱っている学習者は日本語力にまだ限界があるため、いろいろな文法表現を駆使できる段階には至っていない。しかし、このことは彼らに時間を表す手段が欠けていることを意味するわけではない。時間に関する意味概念は、語彙表現や談話・語用論的表現を使って表されているのである。それを上にあげた具体例に即して見ていくことにする。

4-1. 語彙表現

初級の学習者が多用する表現に、ことがらの始点を表す「はじめて」、「最初」と、その後に続く時間関係を表す「あとで」がある。これは(3-1)から(3-4)の中国語を母語とする学習者の発話が示す通りである。トルコ語話者のドイツ語でも副詞が時間をマークする手段として使われ、'erstmal' (「はじめて」)、'erste' (「最初」)や'nachher' (「あとで」)が多用されるという(von Stutterheim, 1986, p. 316)。また、ここには例を示さなかったが、「卒業終わって」というように「終わった」を使って完了を表す例が3例あった。これは、アスペクト表現をまだ身につけていない学習者が「終わった」という語彙的手段でそれを代用したものと考えられる。ドイツ語でも'fertig' (「完了した」)が完了を表すのに使われることが指摘されている(von Stutterheim, 1986, p. 316)。

4-2. 談話・語用論的表現

特定の文法形式も語彙も用いることができない場合、L2学習者は談話の組み立て方やコンテクストを活用して時間概念を表現する。ここではその顕著な例をいくつか取り上げよう。

まず第一にあげられるのが、談話を自然の順序に従って配列、構成するという方法である。(3-6)はインタビュー・データではなく、授業中のタイ人学生の発話で、日本語学習を始めてから数カ月経た時点での例である。その後半部分は、物語の進行が夢の中や現実の世界で起こったのと同じ順序で語られている。ごく当然のことではあるが、これは初級の学習者がよく用いる基本的な手法である。トルコ語話者のドイツ語でも最も簡単な時間関係の表現法は自然の順序に従った配列だという(von Stutterheim, 1986)。

次に特徴的なのは、多くの発話が2つの部分から成っており、前半で話題を提示し、後半でそれに説明を加えるというパターンがよく見られることである。(3-3)の「台湾はねえ、挨拶できるだけ。」はその典型である。この話者の意図は「台湾では挨拶ができるだけだった。」ということであろうが、文法的な手段が十分に駆使できない学習者は、まず「台湾は」で話題を提示し、それに「挨拶できるだけ」という説明を加えるのである。Givónはこれを Topic-Comment (Givón, 1979, p. 223)、Dittmarは Thema-Rhema の構造といっている(Dittmar, 1982, p. 21)。さらに、初學者の発話では、この話題提示と説明付加の2つの部分に時間や場所の対比が認められることが多い。(3-1)から(3-4)では、「最初」、「あとで」などの語彙の助けも借りてはいるが、(3-3)では台湾にいたときと日本に来てからの対比によって時間のずれが、また

(3・4)では日本語と英語の難易が時間の経過とともに変わっていくことが、2つの言語の対比を通して表現されている。トルコ人労働者の発話でも対比による談話の構成は大きな役割を果たしている (von Stutterheim, 1986, p. 327)。

第三の特徴は、談話をテーマ別にブロック化して時間概念を表現する方法である。これは、発話をいくつかの区切り、まとまりをつけることによって(ここでは便宜上そのまとまりをテーマとよぶ)、各々の部分に異なる時間概念を付与するもので、(3-5)がそれにあたる。この発話は「私」、「弟たち」、「父」、「私」という異なる意味上の主語によって4つの部分に分けられ、各部分が次のような時間を表現している。

- 1)私： アメリカへ行く (将来ー卒業後)
- 2)弟たち：アメリカにいる (現在ー一時的)
- 3)父： 貿易会社 (現在ー継続的)
- 4)私： 日本語と英語を勉強する(将来ー在学中)

テーマによる談話のブロック化はトルコ語話者のデータでも指摘されている (von Stutterheim, 1986, p. 326)。

この(3・5)を4分する区切りのうち、1)と2)、2)と3)の間は「しかし」でマークされている。このように、逆説の接続詞を用いて談話の時間の流れを区切るという現象も L2学習者の発話にはよく見られる (von Stutterheim/Klein, 1987, p. 203)。(3・6)でも「けれども」が2回談話の区切りのマーカーとして使われている。

以上のように、文法的に未分化な言語手段しか有していない学習者は、意味概念の表現に談話や語用論的な手段を多用する。これは Communicative mode には Pragmatic mode と Syntactic mode とがあり、後者は前者から生起するとする Givón の論と符合する。2人のベトナム語話者による英語の習得を10カ月にわたって調査した Sato の研究も、この Givón の枠組みに従っている (Sato, 1990)。(Givón は、この2つのモードの対比は、ビジネスとクレオール、幼児言語と成人の言語、インフォーマルな言語とフォーマルな言語のペアにあてはまるという (Givón, 1979, p. 222)が、これをさらに学習者言語と目標言語のペアにあてはめることも可能だろう。Dittmar もこの対比に言及し、そうした視点を明確にしている (Dittmar, 1982, p. 19)。

5. Concept-Oriented Approach の可能性と今後の課題

COA による分析で、外国人労働者のドイツ語と留学生の日本語の間には共通点があることがわかったが、ここではこのアプローチの可能性と限界について考察する。

5-1. 自然状況における習得と教室での学習

外国人労働者の場合、教室での学習よりは、職場や居住地でのドイツ人と接触を通してドイツ語を習得することが多い。一方、ここでとりあげた留学生には短期間とはいえ教室での日本語学習の経験がある。COA に基づく分析では、普通、前者のような習得タイプのみを対象とする。それは、教室での L2学習を経た学習者のデータを扱うと、既得の概念が基礎になっているのか、教材や教授法など教室での学習に含まれる要因が原因なのかかわからないからである。自然状況での習得と教室での学習では言語習得をめぐる状況がかなり

異なるから、自然状況での習得を念頭にしたアプローチをそのまま教室での学習を経た学習者のデータにあてはめるのは無理があるかもしれない。一方、Pienemann は発話産出機構に及ぶ制約は習得タイプに関係なく加わるという理由で両者を一緒にしてよいとし、mixed setting という考え方を示している (Pienemann, 1989, p. 63)。本稿ではこの問題について詳述する余裕はないが、まず2つの習得タイプに関わる要素を峻別することが先決であろう。

また、'erstmal'、'erste' などの副詞が時間指示に使われるのは、学習者の言語がすでに化石化した段階においてだという von Stutterheim の指摘 (von Stutterheim/Klein, 1987, p. 204)は、異なる習得タイプのデータに見られる共通性について研究を進めるうえで、示唆に富む。すなわち、自然状況の習得では化石化した段階に現れる同じ現象が、教室における学習ではどのような段階に現れるかを知る必要があるわけである。それにはもちろん縦断的研究が不可欠となる。

5-2. 学習者の第一言語の問題

L2使用・習得における第一言語(以下、L1と略す)の影響については諸説あるが、それを全く否定することはできないだろう。COA による分析の場合も、発話データに反映しているのが概念なのか、L1なのかは見極めなければならない。特に注意を要するのは、ここで扱ったデータのように学習者の L1 がアジア言語の場合である。アジア言語には文法体系よりも語彙体系で時間の違いを表すものが多い。発話データの表面上は独立した語彙を使っているように見えても、それは根底にある時間概念の反映ではなく、L1の影響が原因なのかもしれない。

5-3. 日本語教育への応用の可能性

Dittmar、Klein、von Stutterheim は外国人労働者の L2 使用・習得の分析結果を L2教育に応用しようとはしていないが、ここではあえてそれを行うことにする。

例えば、自然の順序に従った配列などとはごく基本的なことのようであるが、会話文や物語が時間軸にそって展開される場合、まずその点を確認するのは大切なことである。また、会話の展開には一定のルールがあり、そこに自然の時間的順序が反映していることが多い。日本語教育の例ではないが、筆者の勤務先でのドイツ語の授業では、スケッチの導入時に意図的にランダムに並べた発話を与え、正しい順序に並べさせる練習をよく行っているが、この練習でもこういった考えがもたれている。

また、「ーてから」、「ーするまえに」、「ーたあとで」という文型を導入する場合、文型中心のシラバスでは、て形、辞書形、た形を教えた時点でそれぞれ「ーてから」、「ーするまえに」、「ーたあとで」を導入するのが一般的な方法であろう。しかし、視点を変えて事柄の配列順序を考えると、「ーするまえに」はほかの2つの文型と違って、物事の継起する順序と叙述の順序が逆になっていることがわかる。それ故、「ーするまえに」は「ーてから」や「ーたあとで」より理解が困難なのではないかという想像がつく。

6. 結語

以上、日本語学習者の発話に時間の概念がどう現れるかをCOAに基づいて検討してみたが、今後はL1の異なる被験者のデータ、とりわけ時間概念を文法体系で表す言語を母語とする学習者の発話を集めるとともに、縦断的研究も試みたい。また、簡単に実現できることではないが、日本にいる外国人労働者の発話を集めてみたいとも考えている。自然状況における言語使用・習得のデータは、効果的なL2教育の道をさぐるときに有効な指針となると思われる。また、同じ条件で収集したデータをドイツ語に関する研究成果と比較できれば、言語習得のメカニズムについてより説得力のある仮説を提示できるであろう。

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Expression of time by L2 Learners of Japanese

by Fumiya Hirataka
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This paper investigates how the concept of time is expressed in the learner language of students of Japanese as a second language. The research employs a model of the concept-oriented approach (COA), which has been developed in studies of acquisition of German by immigrant workers. COA postulates that learners' conceptual view of time, place, and modality plays an important role in the acquisition and use of a second language. Close investigation of interviews with learners of Japanese at the beginning level reveals characteristics of time expressions similar to those found in research on Turkish learners of German: (1) use of free lexemes (2) a chronological order principle (3) topic-comment structure (4) thematically organized segmentation of discourse. The author concludes that the learners have developed ways to express the concept of time not syntactically, but semantically or discourse-pragmatically. The application of COA to the teaching of Japanese is also discussed.

Television Commercials: Short Texts with Big Potential for Language Learning

by Christopher Kelen

Television commercials are among the shortest of audio-visual texts. But there are a number of reasons, beyond brevity, why students should be interested in them:

1. Commercials, as authentic popular culture, are referred to commonly by native speakers. Knowing about commercials and what's in them, how they sell products, etc., gives the non-native something about which to communicate, with which to build rapport. It gives current knowledge of a culture.
2. Commercials are interesting, exciting and often deceptive. Students may want to unravel the tricks they contain.
3. Commercials are very fast and contain a lot of confusing input. In other words commercials are difficult to understand and students may therefore regard them as a challenge.
4. Advertisers key into a culture in ways that might be useful for a non-native to adopt or imitate. Commercials sell by virtue of utilising usually unstated insights into a culture. Language learners may be able to utilise such insights or similar ones to get a feel for the culture.

The use of television commercials in the foreign language classroom should then serve several purposes. One is for students to understand particular texts and through detailed analysis come to understand their rhetorical structure. As a result, students can come to understand and critically read the text type (television commercials). This, in turn, will stimulate discussion of messages, of productions, of advertiser's techniques, and of the veracity of their claims. Through these processes, general proficiency in the target language and culture can be promoted.

Now it might be argued that the problem with using television commercials in the classroom is that though they might be texts of the target culture, they are not themselves target texts; that is, they are not the sort of texts which learners, or for that matter native speakers, are ever going to have to produce. However, an emphasis on production and interactive text should not distract us from the fact that target cultures are full of texts which people need to be able to read but do not necessarily need to be able to enact themselves. There are all sorts of texts which call for reactions other than participation in the process of their ongoing construction. In an overarching sense a culture is a sort of text of texts, participation in the construction of which is an unavoidable (if unconscious, invisible) task for the reader. But not all of the texts which compose a culture call for modelling or mimesis. No one has ever suggested having students imitate street signs or product labels, or newspapers or books for that matter, yet these are all

texts which students of a culture need to be able to read if their aim is to be able to participate in that culture.

Focus on Text

At first glance the native of a culture may balk at the idea that such lowbrow cultural artifacts as commercials require any form of analysis. Natives follow commercials with ease and without any impressive feats of analysis manage to decide whether or not to buy a product and often make a range of aesthetic judgements as well.

Any who doubts that commercials are difficult texts for non-natives of a culture should try this quick exercise, which is incidentally a useful way to introduce a class of non-natives to television commercials. Play a series of commercials each at normal speed. Stop at the end of each and ask "What is the product or service being advertised?/What are they selling?"

Of course there are cases where the product is offered so transparently in the image track that this task presents no difficulty at all. This is often the case with unsophisticated commercials such as those you might collect on late night television or in rural areas in English speaking countries. You do not need to be a native of a culture to recognise a large box with the words (or image expressing) "soap powder" emblazoned over it. But a large and perhaps increasing proportion of television commercials are not so straightforward. Most teachers find it surprising just how few television commercials readily yield the goods to a class of non-natives. If we are surprised at this, it merely serves to underline just how much we assume culturally in the reading of television commercials.

Watching students outside of a culture try to comprehend or respond to these texts is a way of discovering just what is culturally specific in a text. Probably very little of what we understand in a television commercial is universally accessible. Comprehension of most of the input requires specific cultural training as is the case with television viewing generally. Whether television alone is able to provide the non-native, situated in the culture, with such a training is a moot point. A non-native in an EFL context is certainly unlikely to have sufficient exposure to glean the required skills without help. Since learning a language means learning culture, the student's ignorance of what seems natural and obvious to the native speaker is not a stumbling block but a starting point. This is not to suggest that students enter the classroom as cultural tabula rasa—they bring their own assumptions, as do teachers.

Almost none of the training by which natives learn to view, understand and respond to television goes on in a formal setting. We may for this reason find it difficult to conceive how to teach such skills.

Taking the Text to Task

None of the foregoing remarks are intended to suggest that television commercials hold no mysteries for native viewers. Were this the case then all their tricks would be transparently obvious, and, we might guess, they would fail to persuade the consumer. For the non-native the most obvious way into a television commercial is through the non-linguistic part of the image track. The extent to which commercials, and especially the cultural differences they carry, can be visually understood by non-natives, provides a solid base for task-based teaching and particularly for the discussion of cultural differences—an item increasingly at the top of the list of purposes and topics for general proficiency language teaching.

It is in the relation of sound to image track and more particularly in the relation of words (in voice or picture) to images (aural or visual) that difficulties arise. Those video-specific skills which address this problem are relatively simple, if heavily dependent on technology. If we imagine a continuum from most intensive listening/viewing practice to most extensive/global, then at one extreme we have the simple question, “What’s the product?“, at the other we have dictation exercises or a frame by frame account of subliminal effects. Travelling along this continuum it should be possible to devise a mix of tasks which lead students to an understanding of a text and, more importantly, which equip students with the skills to devise their own analyses of similar texts. There are two dictation techniques which lend themselves to tasks at the more intensive end of the scale. One is **dictogloss**, where students work together to reconstruct the spoken part of a text from whatever fragments they can remember and jot down in a single viewing. The other is the **speed control dictation**, where students control the pace of a text and transcribe it at their own leisure; the key is in being able to slow down the text, something easily achieved with a video and a remote control.

Student Control of the Communicative Process

Having students control the pace of the text means that they come away from the classroom with skills to practise on texts in their own time. Here the technology suggests both the modes of analysis and a terminology to facilitate discussion of the analytic process. Present day video technology allows most of us, at school or at home, to organise texts as: sound and picture at normal speed; pausing of sound or picture; picture without sound at normal speed; sound without picture at normal speed; fast forward with picture-no sound; rewind the picture--no sound; still pictures; and still advance (or frame advance on sophisticated equipment). Beyond these terms students probably need very few other words to facilitate discussion; perhaps **image, sound, still, screen**.

Each of the modes which the technology affords suggests tasks for communicative practice, which will in turn facilitate understanding of the text. If space and equipment allow the use of more than one room and more than one video monitor, then all sorts of jigsaw-type viewing activities are possible. In these sorts of activities, groups of students may have different parts

of the text with which to work—for instance only the sound, or only the pictures, or perhaps some part of the text distorted in some way. Students have to control at least some of the equipment because it is physically impossible for the teacher to handle all of it at once. Discussion then takes place inside groups to predict those parts of the text that are missing or indecipherable. Finally, groups meet to reconstruct the whole text. The brevity of commercials suits them to this sort of task, where otherwise one would generally be forced to deal with parts of texts rather than complete texts.

**Understanding
advertising texts
does not necessarily mean
viewing them
without critical
consciousness.**

If this sort of task seems to fall short of our criteria for authenticity, we might do well to remember that removing or distorting part of the text simulates the distortion of input effected by the language learner’s incomplete knowledge of the target language. And if we are desperately unhappy with the idea of simulation, then we may take comfort from the fact that once this sort of task is in progress, like a game, it has its own dynamics and its own momentum. If students fail to predict or compare or discuss their knowledge and predictions, then nothing happens.

The key to success with all of these tasks is getting control of the process of analysis away from the teacher and into the hands of the students, in this case by physically having them handle the remote control. Once the students know the rules of the game they will probably do a far better job of administering them than a teacher could. Besides, there is a hope that students will tackle parts of this task in the target language, and, whether they do or not the teacher is freed for more pedagogically valid activities than policing the use of equipment.

The Rhetorical Aspect

If the teaching/learning approaches suggested above are inadequate in their power to explain the workings of commercials, if commercials are other than transparent, we can only characterise their degree of opacity in terms of rhetorical operations. These need not rely on notions of deviation from or transgression of some imaginary norm or degree zero of discourse.

Advertising employs everyday language, with the avowed purpose of offering the reader/viewer products or services or information. Sometimes cleverness conceals this purpose for a time, and the product is not at first obvious (for instance in those long cinema commercials where the cigarettes are only revealed in the closing moments). What sophisticated commercials do generally conceal, usually by omission, is the fact that they demand as well as offer. There is a genre of “unsophisticated” commercial which emphasises price and in so doing strives for a posture of conspicuous honesty or straightforwardness.

Of course we do not generally regard the posturing of advertisers as dishonesty, at least not without forming some thorough-going critique of advertising as a method of selling. Advertisements, claiming as they do shaky affinities with both the realms of fiction and of non-fiction, occupy an ambivalent position: despised or admired as lies or cleverness or some combination of these two. The lie occupied a special

place in classical rhetoric, where it was exalted with the term *catachresis*-which really denotes a transgression or misuse of a trope--and which figure the Italian semitician. Umberto Eco, has broadened to define as the most essential of metaphorical operations. (1976). The sense in which we regard commercials as credibility stretchers, the sense in which we regard them as the product of rhetorical operations, is what makes them of most interest as popular culture texts.

Following the lead of Roland Barthes, Jaques Durand examined a corpus of thousands of advertisements and found that . . . not just some but all of the classical figures of rhetoric can be found in advertising images, and that most of the 'creative' ideas behind the better advertisements can be interpreted as conscious or unconscious transpositions of the classical figures of rhetoric" (1983, p. 29). Durand's study, which devotes itself mainly to the visual parts of the advertising text, aims at discovering principles for the organisation of rhetorical operations, in which process the catalogue of figures of ancient rhetoric is reduced to a small number of *elementary relations*: identity, similarity, opposition and difference. For the purposes of foreign language teaching this means a rhetorical approach to the study of advertising implies not the learning of a catalogue of ancient Greek terms, but the application to texts of the few fundamental relations which underlie these.

Having determined these fundamental relations, students can be provided with a simple logical formula-statement of cause and effect of syllogism-which allows them to describe the process by which an advertisement makes a product desirable: e.g. People from different cultures like the same product so you should like this product.

Having applied rhetorical principles to the analysis of commercials, to the deconstructive process, students should equally be encouraged to use them constructively, so as to, for instance, devise new commercials, role play the process of market research (e.g. devising surveys for the product advertised), imagine the product or its advertising as a failure, and therefore work at improving, remarketing or repackaging the product. Equally, students might imagine competing with a product by devising a new product or packaging or campaign to compete with an existing one. From a consumer viewpoint, students might want to find out more about a product or even campaign against a product (for instance on environmental grounds). From an industrial point of view, the aim might be to inform the public about the dangers involved in the process of production.

Ideology

As the last of these stances immediately above should suggest, understanding advertising texts does not necessarily mean viewing them without critical consciousness. There may be a hidden Specific Purposes agenda in teaching advertising to Japanese students. Certainly people in adver-

tising use and misuse English a lot. English language skills may well help people into advertising jobs. At the same time, Japanese are consumers at home and in international markets, and learning to read commercials critically may be a useful skill for students to bring to texts in their own language. An objective view of the technique of advertising may allow students the perspective from which a critique of advertising as social practice might be evolved. Being able to discuss the rhetorical operations to which a given product is subject in the process of its promotion is a valuable means to this end.

Clearly, advertisements, like everything else, are ideological products, products of a culture and equally products which have a role in the formation and development of a culture. They "sell" more than just products. They sell a range of assumptions about how to live and work and consume and interact with others. It is in the nature of these assumptions that ideology finds its reputation for invisibility. Ideology is the process by which, for good or for bad, the conventions of a culture come to appear as natural, normal, eternal, beyond challenge. Finally these conventions become invisible to the participants in a culture.

Why, it might well be asked, should any of this interest the language learner? Those differences between cultures that are least visible are therefore most problematic, most inscrutable, and potentially of most interest to the non-native. In drawing the student's attention to the processes which unconsciously work on the native reader of the advertising text, those processes which "innoculate"-in the sense popularised by Roland Barthes in *Mythologies* (1976)--the reader against the possibility of participating in a critique, we reverse the effect of the inoculation and enable the non-native to understand at once the text, the process of its production, and the tools for the formulation of a critique, not only of a particular text, but of others like it and of the social practices in which it participates.

If the rhetorical operations which shape a text are difficult to see then how much more difficult is it to see those ideological premises or assumptions which underlie the text and the processes by which it is formed. In fact the major function of rhetoric surely is to conceal underlying (or some would say overarching) purposes, i.e. to conceal ideological or other motivation, and thus to lower the defences of the audience in order to sell.

If we believe that foreign language learners deserve access to the processes by which a culture and its participants are shaped, then popular culture and mass media texts hold a special interest not only because they reach more people than other types of texts, but also because they are a culture's most up-to-the-minute product. They must therefore be numbered among those texts we consider suitable for the process of apprenticing non-natives to a culture. And short texts are useful because they allow a number of layers of meaning to be extrapolated from a text in the short space of time that the classroom affords.

The conventions of a culture come to appear as natural, normal, eternal, beyond challenge.

Those differences between cultures that are least visible are therefore most problematic.

Teaching language may not necessitate media teaching but the role of the media in forming a culture constitutes a strong motive for the use of mass media texts in the foreign language classroom.

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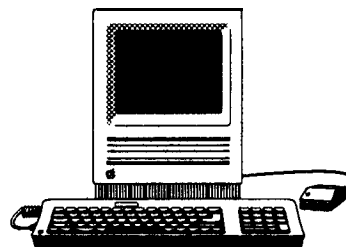
Christopher Kelen holds a Masters degree in Applied Linguistics from the University of Sydney, as well as postgraduate qualifications in Mass Communications from the University of Technology, Sydney. He is presently on leave from a research program in Communications at Macquarie University and teaches at an American university near Kyoto. His poetry and critical work have been widely published in Australian literary journals. His poem, 'Views from Pinchgut,' won first prize in the Australian Broadcasting Corporation's National Poetry Award in 1988. His unfinished poem 'Evenings on the Uji River-Ujigawa no Yugure' took second prize in the Printed Matter poetry contest in Japan in 1991.

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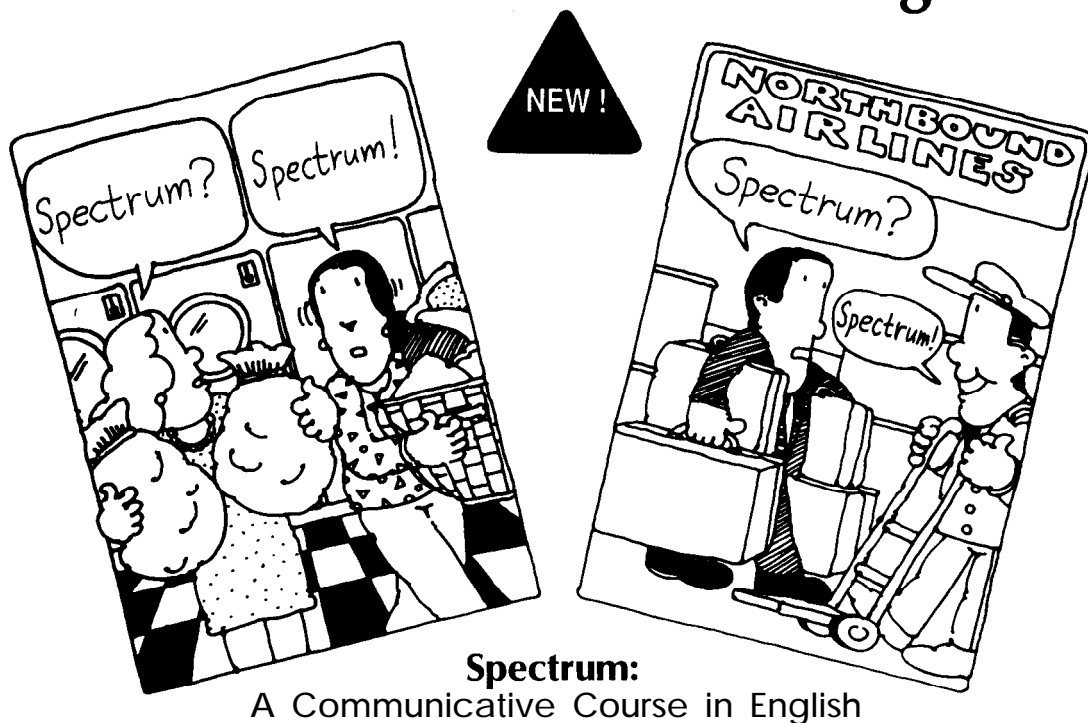
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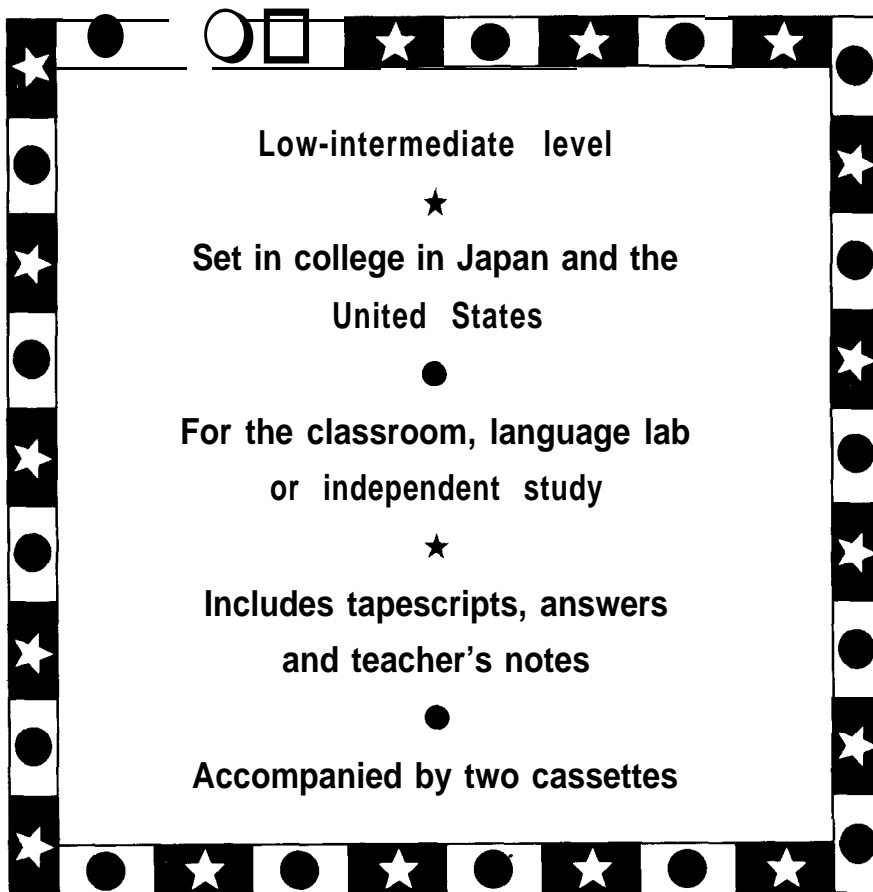
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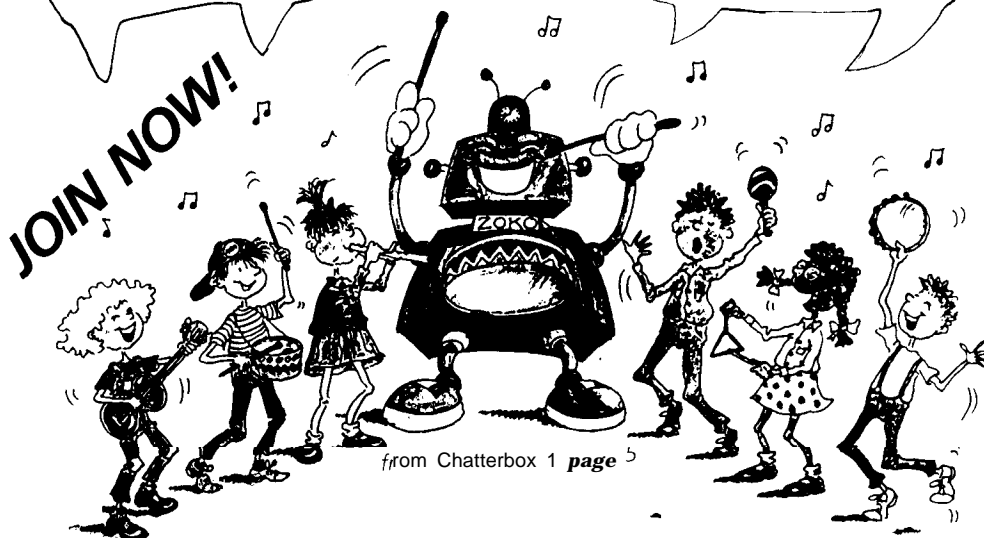
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How to Resume: The Job-Seeker's Best Friend

by Philip Jay Lewitt
JALT Job Information Center

The first thing a prospective employer usually sees is not you but your resume, and if it's not well-presented it may also be the last thing the employer ever sees of you.

Begin with the obvious: your resume must be perfectly neat and clean, typed or printed, clear and germane, and this last mentioned point is the problematical one, and the one I hope to help you with here.

In Japan, it is customary (for Japanese as well as foreigners) to include a passport-size photo. A small smile is acceptable, but not a Hollywood-style ear-to-ear grin. The photo also takes care of informing the employer of your sex, as this is not always obvious from your name alone.

Use A4 sized white paper. Remember that you are a stranger in a strange land, and you cannot enforce your home customs here. For example, you may think that your marital status (and the name of your spouse and date of marriage) is not relevant to your job, but the Japanese feel otherwise.

If you are British, be aware that employers in Japan are not interested in your elementary school, nor even your secondary schooling. The Education section should only go as far back as your B.A. degree, even if that's the only degree you have.

All categories go backward in time, from present to past, top to bottom, with the exception of Publications, which may be set up either present to past, or past to present. If you have a lot of publications, use separate pages to list them.

Basically, your resume should only fill one page, so that the prospective employer can very quickly get a sense of who you are: if their interest is engaged, they will gladly read page

2 for publications or extra explanations, or contact you personally in order to find out more about you. I have never yet seen a resume that couldn't fit on one page, and I've seen a great many.

So keep it simple-most of your interests outside of this particular job are irrelevant, so mention them very briefly, or better yet, not at all. You can always bring those things up at your interview, should you get that far.

Another section to leave out definitively is "Career Objectives." Your objective is to get the job at hand, and your career beyond that is of no interest to a Japanese employer. Above all, don't gush.

If you are applying for a university position, you should label your document "Curriculum Vitae" instead of "Resume." If you are presently employed in Japan, you may want to put your work address at the upper left, and your home address in Japan at the upper right.

The rest of my recommendations should be obvious in the sample resume below. Remember that there are a number of different acceptable forms. Use the advice above, and your own careful judgement. Keep it honest: you are who you are; have confidence in the abilities of that person.



NOTE: Philip Jay Lewitt has been teaching English in Japan for 15 years, and presently directs the writing program at Kyoto Seika University. He says that the resume format on the next page helped get him his new position.

A special issue of The Language Teacher focussing on the JET Program is planned for October 1992. We now call for well-documented articles that seek to provide directions for the team teaching relationship; assess the potential for the Program to initiate language teaching reform; suggest a range of legitimate roles for assistant teachers; assess the potential impact of the New Course of Study and other reforms; outline any steps taken by teacher trainers to prepare new JTEs to work effectively with AETs; assess the effectiveness of in-service training provided to AETs and JTEs; provide examples of successful JTE and AET partnerships; provide concrete proposals that would assist the Monbusho to further improve the program; report on successes of the program to date. Other related topics are also welcome. Anyone who would like to contribute should contact: Antony Cominos, 22 Muika-machi, Sannohe-machi, Aomori-ken, 039-01. Titles and 250 word outlines due by December 1, drafts by March 1. Materials on related topics are also sought for My Share, Opinion, and Undercover columns.

(attach your photo here)



RESUME

Mary Ann Mellow
c/o Feeble
Peoria, Missouri
USA 64769
(316) 239-1007

3-2-1 Takoyaki
Natto-machi, Shimatta-ku
Kyoto 633
(075)423-6660
(075) 423-3223 fax

Personal

Birthdate: 14 February 1959, Crater Lake, Oregon. Citizenship: USA.
Health: excellent; non-smoker. Marital status: single.

Education

Japanese Language Study, Kumon Institute, Osaka, 1987-88.
M. A., English as a Second Language (ESL), School for International
Training (SIT), Vermont, June 1986.
B. A., History, Ball State University, Pennsylvania, May 1983.

Experience

April 1990-present: EEI (Excellent English Institute), Kyoto;
Head Teacher (responsible for curriculum design, scheduling, and
supervision of 13 teachers).
April 1988-90: Garble Language Academy, Kumamoto; Full-Time Teacher.
April 1987-88: private classes; part-time at various language schools in
the Osaka area.
Sept. 1986-June 1987: Public School System, Agana, Guam; ESL Teacher.
Sept. 1983-June 1985: Ace Advertising, Kansas City, Missouri; Copywriter.

Publication

"How to Teach Gorgeous Conversation." *The Language Teacher* XIV. 13
(1990): 14-15.

Areas of Specialization and Interest

ESL: heuristic methodology; grammar acquisition; non-competitive testing.
Other: Japanese language (fair ability); German (fluent); Japanese
medieval history.

Professional Organizations

Japan Association of Language Teachers (JALT).
The Admiral Perry Study Club.

Documentation, references, and copies of publication on request.

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Job Information Center

What is it?

The JALT Job Information Center (JIC) is a place at the yearly national conference where you can go to look for a job or hire someone for a job. Since most people who go to the JALT conference are English teachers, most of the jobs involve the teaching of English, but there is no reason why some other jobs might not appear. Various possibilities might be languages other than English, copy editor, translator, or perhaps even something more unusual.

Looking for a Job at the JIC

If you are looking for a job there are a number of things which you can do to make the process easier on yourself. The most obvious is to bring along several copies of a carefully prepared resume, even if you think you don't need a job. Every year people are caught without resumes because they thought they "weren't looking." If the job you have been looking for all your life appears on the job board, it's nice to be prepared.

Another way to get a step ahead is by doing some fact-finding concerning the places you might be interested in working. The JALT chapter located nearest the employer you are checking into may be able to provide some information. There are a limited number of great jobs in Japan and a multitude of underpaid, exhausting, and generally awful jobs. *Caveat emptor*: it's up to you to know the difference. Since the "plum" jobs are usually at well known institutions and their staff generally approachable, approach them and ask them to tell you about the basic features of the school (or whatever it is). What kind of hours will you be working? How experienced are teachers that work there? What kind of benefits do teachers get in terms of wages, vacations, health insurance, Japanese language instruction, chance for advancement, leave of absence for study, etc. If the place you are calling is open and confident, they will be happy to provide the names of some of the teachers that work there.

Staff can tell you things which soon distinguish a quality employer from a place to avoid. One of the most obvious signs of a poorly-run school is that employee turnover is high. Sometimes the entire staff leaves in less than a year. How long have teachers been working there? Why do people leave? What are the classes like to teach? What are the qualities needed to get a job there? If it's too easy to get in the door, be nervous. A good school does not hire just any slob. It's easy to find out about the best and the worst schools; the others will take some digging. Sometimes a good position is a well-kept secret, and you will have to gain the trust of those in power in order to find out about it. These are a few of the basic questions; add your own, and if you don't get the answers you want, look elsewhere.

For Job-Seekers at the Conference

The first thing you will need to do is register by filling out a short form. No money is required if you are registered at the conference. You will be assigned your own personal number; then scan the job board for jobs that may be of interest. If you locate an interesting post, get an application from the JIC desk, fill it in, staple it to your beautifully prepared resume and hand

it to the friendly JIC staff, who will place your application in the employer's file to be collected. Next you wait... if the employer is interviewing at the conference site (that is indicated on the job posting at the bottom) you should get a response within an hour or so, though some employers are slower than that. If you are selected for an interview, your number will be posted and you will be able to find out the time and location at the desk. The rest is up to you, though the JIC, with the help of Dr. Philip Jay Lewitt, does operate Avuncular Fil's Advice Corner, for hand-holding, encouragement, and assorted helpful hints, while John "Mr. Business" Laing and his assistants will help you to be sure that all your forms are in order, and formalities taken care of, for JIC '91.

For Employers

Employers have a less daunting task than job-seekers in finding employees, since prospective candidates will arrive at the door, resumes in hand. That is particularly true for an advertised job with an employer known to be responsible and fair. If you are an employer with an open position, there are a number of options available to fill it. The easiest is to ask employees if they know any suitable candidates. The result is that the person asked will tell their closest friend, who may or may not be the most qualified person for the job. That seems to be one of the commonest methods of finding new staff in Japan.

The next method is advertising. Advertising can be directed at the general population in the hope that someone appropriate will notice, i.e. newspapers, or specifically directed at the professional teaching population. It is possible to advertise free of charge in *The Language Teacher*, for example. The problem is that publication takes time and you will need to announce a position months in advance of when it is to be filled.

One of the best ways is to post a position at the Job Information Center. There is a nominal fee for employers to use the considerable resources of this service; there also may be a timing factor-but if the conference is held at a time that will allow the hiring of staff for vacancies at your school or company, it should be a priority. Why? First, the conference attracts over two thousand professional language teachers from all over Japan, and from other countries as well. This means that many of the highest caliber candidates will be in one place at one time. It makes good sense to announce an available position in the midst of such a crowd.

Generally, it's possible to collect several applications with appended resumes, study them over a couple of coffee or two, and select the best candidates for interviewing. Large companies and language schools have been finding that looking for new staff at the conference saves a lot of time. Smaller companies with good positions are able to meet and convince prospective employees of very high caliber to join them.

American universities in Japan have successfully recruited teachers at the JIC, and Japanese universities are just beginning to discover that there is no better way to find top-level, experienced, credentialed, capable language teachers than through the JIC service.

If you are interested in using the resources and services of the JIC, you should contact the main office of JALT in order to get the forms required.

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JALT '91 N SIG 情報

JALT には現在 3 つの全国 SIG (N SIG) と全国 SIG の結成を準備しているグループがいくつかありますが、これらのグループが JALT '91 期間中の 11 月 3 日と 4 日に看護学校内の部屋 (203/303) に N-SIG Hospitality Room を設けます。

ビデオ全国 SIG はビデオの展示、アイディア交換会、著作権、教材の選択、日本語教育のビデオ、調査計画などについてのインフォーマルな話し合いを計画しています。またビデオ使用の初心者からベテランまでを対象にした質疑応答のセッションも予定しています。今後のニューズレター、92 年 5 月に開催予定の次の SIG 大会、同じく 92 年 5 月に予定されている *The Language Teacher* の SIG 特集号、JALT '92 など将来の活動についてのアイディアも歓迎します。問い合わせ先: N-SIG Hospitality Room コーディネーター Donna Tatsuki, 1-1-29-409 Imafuku, Amagasaki-shi, Hyogo 660, 06 401-1562, SIG コーディネーター David Wood, 2-12-1 Ishizaka, Dazaifu, Fukuoka 818 01, 092 925 3511。

バイリンガリズム全国 SIG は N SIG Hospitality Room を使って、展示、会合、話し合いを企画しています。また、全国 SIG バイオデータベース計画のためのデータ収集もメンバーが協力して進める予定です。問い合わせ先: SIG コーディネーター 630 奈良市青山 8 122 Jim Swan 0742-26 3498。

言語教育における地球の問題に関する全国 SIG は今年度初めて正式に JALT 大会に参加します。この SIG は平和教育と国際理解教育に関する発表を行うとともに、運営委員会、情報サービス、教材交換コーナー、グローバル教育と言語教育における社会的責任についてのディスカッション、書籍、無料カタログ、戦争、平和、飢餓、人権および環境問題に関する教材の展示などを計画しています。問い合わせ先: SIG コーディネーター 680 鳥取市湖山町鳥取大学教養部 Kip Cates 0857-28-2428。

日本語教育 (JSL) 全国 SIG の結成を検討しているグループもあります。このグループは運営に関する誰でも参加できるミーティング、ポスターの展示を計画しています。問い合わせ先: N-SIG Hospitality Room コーディネーター 森川博己 03-3359-9621 (国際教育振興会日本語研修所)、その他の情報 才田いずみ 022 222 1800 内線 2679 または青木直子 054 272-8882。

N-SIG Hospitality Room での催し物の詳細は大会期間中は発行されるインフォメーション・センターで配布されるニューズレターに掲載されます。

JALT '91 N-SIG Update

In addition to the many regular presentations featuring special interest areas in language teaching, the National Special Interest Groups are also organizing an N-SIG Hospitality Room in the Nurses' College Building (N203/303) at JALT '91 in Kobe on November 3rd and 4th. Full details will appear in the conference daily information sheet and the N-SIG newsletters, but below is some general advance information.

The *National Video SIG* is planning video displays, an ideas swap shop, informal discussions on such issues as copyright, materials selection, JSL video, and research projects, as well as Q & A sessions for both beginner and advanced video users. Ideas are welcome for future newsletters, for the next annual N-SIG conference (tentatively in Kobe, May '92), for the joint N-SIG special issue of *The Language Teacher* (proposed for May '92 also), and of course for JALT '92. Contact information-N-SIG Hospitality Room Coordinator: Donna Tatsuki, 1-1-29 Imafuku #409, Amagasaki-shi, Hyogo 660 (06-401-1562). Video N-SIG Coordinator: David Wood, 2-12-1 Ishizaka, Dazaifu, Fukuoka 818-01 (092-925-3511).

The *National Bilingualism SIG* will be using the N-SIG Hospitality Room for displays, meetings and discussions, as mentioned above by the Video SIG. We will also be making a concerted effort to collect data for our N-SIG Biodatabase project. Contact-N-SIG Coordinator: Jim Swan, Aoyama 8-122, Nara 630 (0742-26-3498).

The new *National Global Issues in Language Education SIG* makes its official debut at JALT '91. In addition to presentations on peace education and international understanding, the SIG is planning a business meeting, an information desk, a materials exchange corner, discussions on global education and social responsibility in language teaching, and a book display with free catalogs and teaching materials on war, peace, world hunger, human rights and the environment. Contact -N-SIG Coordinator: Kip Cates, Tottori University, Koyama, Tottori City 680. (0857-28-2428).

There is also a group of JALT members who are considering the possibility of forming a National JSL (Japanese as a second language) SIG. The group is planning a business meeting and poster presentations for JALT '91. Contact-N-SIG Hospitality Room Coordinator: Hiromi Morikawa 03-3359-9621(W). For general information: Izumi Saita 022-222-1800 ext. 2679 or Naoko Aoki 054-272-8882.



Conference Presentation Reports

If you'd like to write a report on one of the JALT '91 presentations you attend, come by the Publications Board table in the registration area to sign up and pick up guidelines. The reports will be published in the March, 1991, issue of *The Language Teacher*.

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A PARAMOUNT COMMUNICATIONS

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Special Education Event for English Teachers

This TEFL seminar co-sponsored by the School of Languages and Linguistics at Georgetown University and Kawai-juku International Education Center was held on July 28 in Tokyo, and on August 4 in both Nagoya and Osaka. Some 350 teachers gathered for this one-day seminar from all over Japan.

Dr. Heidi Bymes, the Professor and Chair of the German Department at Georgetown University opened the morning sessions in Tokyo and Nagoya with a plenary speech on "Acquiring Communicative Competence in the EFL Classroom." The plenary speaker at Osaka was Dr. Peter Lowenberg, Associate Professor of Linguistics at Georgetown University, who spoke on "English as a World Language: Standards and Variation."

The workshops in the afternoon were focused upon language learning through reading; practical etymology; how to teach what native speakers really say; how to teach learning strategies in the second language classroom; from structure-centered to interaction-centered methodology; and studying differences in how people use language and activities for the writing class. Besides Dr. Bymes and Dr. Lowenberg, Dr. Anna Uhl Chamot, Adjunct Professor in the Linguistics Department; Dr. Kurt Jankowsky, Professor of German; Dr. Nadine O'Connor-Divito, Assistant Professor of French; and Dr. Jeffrey Connor-Linton, Assistant Professor of Linguistics served as distinguished faculty for the program, all of whom were familiar with JALT and its publications.

"Now that English has become the language of international communication," stated Dr. James Alatis, Dean of the School of Languages and Linguistics, "as teachers of English, you do much to build bridges of understanding across world cultures, especially between Japan and the United States, and thereby strongly contribute to building world peace." Participants were appreciative of Mr. Koichi Yasaki, Director of Kawai-juku and Mr. Yasunori Furutani, Director of Kawai-juku International Education Center, for having made the joint weekend seminar possible. "Many Georgetown University faculty want to participate," said Dr. Lowenberg, "and so, they are forced to take turns."

Those interested in attending a future weekend seminar, contact Ms. Yamamoto of Kawai-juku International Education Center, S-2-13 Sendagaya, Shibuya-ku, Tokyo 151.

Reported by Sonla Sonoko Yoshitake

JALT Research Grants

JALT annually offers small grants for research or the development of experimental materials. Contact the JALT Central Office for specifics.

Copies of materials for review should be submitted to *The Language Teacher* Book Review Editor, Mohammed Ahmed (address, p.1).

Proposed Constitutional Amendment

The following amendment will be on the agenda of the Annual Business Meeting at the JALT '91 Conference in Kobe.

- a. *The proposed amendment pertains to membership provisions. The current wording of Section II of the Constitution reads:*

III Membership

Voting membership shall be open to those interested in language teaching and learning. Non-voting membership shall be open to institutions and commercial organizations. The membership year shall be from January through December 31.

The proposed amendment is to delete the underlined portion above.

Rationale: The current system is unnecessarily complex in terms of administration and bookkeeping at all levels. It is anticipated that adopting the proposed amendment will simplify procedures by allowing members to specify when they wish their membership to start.

News from the June Executive Committee Meeting

The following two amendments to the Bylaws were adopted at the June 23 Executive Committee Meeting in Kobe.

- a. *Both amendments pertain to the duties of officers. The first item previously read:*

II. Duties and Officers

- 3) Treasurer: The Treasurer shall keep all financial records. collect and disburse all funds of the organization, and present an account of the financial status of the organization at the Annual Meeting.

The adopted amendment replaced the underlined words with the following:

"be responsible for the collection and disbursement of all funds of the organization."

Rationale: Although it is no longer feasible for the Treasurer personally to collect and disburse JALT funds--and in fact these duties have been delegated--as the officer in charge of the financial affairs of the organization, s/he remains responsible for seeing that these duties are carried out appropriately.

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Saturday, November 2

10:00-10:45 Room 301

D'Arcy Adrian-Valiance/Kevin Bergman

Touchdown-Communicative Tasks for Large Classes

10:00-10:45 Room CC3

Michael Kleindl/David Pickles

People in Business: Improving Listening Comprehension

15:00- 15:45 Room CC2

Neil Heyen/Andrew Vaughan

Beyond Language Training - Ready for Business

Sunday, November 3

9:00 - 9:45 Room N201

Marc Helgesen

The English Firsthand Series - Japan's Own Course

11:00-11:45 Room 401

Marc Helgesen

8 Problems & 10 Solutions for J/HS:Access/Success

11:00- 11:45 Room 404

Sheila Brumby

Team Teaching - the Case for Team Reading

14:00- 14:45 Room CC2

Michael Rost/Nobuhiro Kumai

Progress in Listening: New Goals for High School

16:00- 16:45 Room 678

Kimie Okada

Can We Make Our Grammar More Stimulating?

Monday, November 4

9:00 - 9:45 Room 401

Yoko Narahashi (Nomura)

How to Use Pinch & Ouch

LONGMAN ELT



b. The second item previously read:

II Duties and Officers

- 6) Membership Chair: The Membership Chair shall be actively involved in forming new chapters, arranging special publicity and assisting chapters in membership drives.

Adoption of the amendment removed the underlined words "New chapters, arranging special publicity" (lines 2-3) and replaced them with the following:

"new chapters and national special interest groups" and removed the underlined word "chapters" (line 4) and replaced it with "these groups."

Rationale: Section VI, National Special Interest Groups, was added to the Bylaws in 1989, and the Membership Chair, in charge of start-up procedures for chapters, has also been supervising the establishment of N-SIGs, and fielding inquiries about SIGs. Special publicity, on the other hand, has become appropriate to the work of the Public Relations Chair, who is the liaison with chapter publicity chairs.

Nominations for 1992 TESOL & IATEFL Representatives

Each spring JALT sends representatives to the TESOL Convention in North America and to the IATEFL Conference in Europe. Please suggest the names of any JALT members you know-including yourself-who are interested in attending TESOL or IATEFL in this capacity and send this form to one of the members of the NEC (Nominations and Elections Committee) by October 15. Representatives will be expected to attend various meetings at their conference and to submit a written report to JALT after returning to

Japan. Contact one of the NEC members if you have additional questions about what is involved.

Nominations for TESOL Representatives

Nominations for IATEFL Representatives

Nominations and Elections Committee Members

Dale T. Griffie
Komtaju #601
1452 Oaza Suna
Omiya-shi 330. Saitama-ken
048-688-2446

Mikiko Oshigami
33-37 Tsukahara
Toyama-shi
Toyama 939
0764-29-5890

Denise Vaughn
#205 New Shiba Heights
2-5-5 Shiba-machi
Saidaiji, Nara-shi 631
0742-49-2443

Jerold Halvorsen (term expires December 1991)
2-11-1 Atsubetsu Kita-1-jo
Atsubetsu-ku
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011-891-6320

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YMCA School of English, Room 802
"Promoting Student Motivation in the Language Classroom"

TOKYO: Friday 25th October, 18:00 - 20:00
Kenkyusha Eigo Centre, Room B1
"Successful Teaching: Achieving Your Objectives"

TEL '91

TOKYO: Saturday 26th October, 11:30 - 12:20
Ochanomizu Square Bldg., Room 14
"East West: Tips and Techniques for East West Users"
Sunday 27th October, 11:00 - 11:50
Ochanomizu Square Bldg., Room 3
"Teacher-Designed Courses"

SENDAI: Monday 28th October, Tohoku Gakuin Univ.
Room 1, 90th Anniversary Hall
"From Intention to Action: Achieving Instructional Objectives"
(12:00 - 14:00)
"Meeting the Challenge of Multilevel Classes" (18:00 - 20:00)

NAGOYA: Tuesday 29th October, 15:30 - 17:30
Trident School of Languages, Room E35
"What, Why and How: Achieving Instructional Objectives"

OSAKA: Wednesday 30th October, 10:00 - 12:00
Phillips University Japan, Tenma Campus, Room 305
"Using EAST WEST to Achieve Your Objectives"

KYOTO: Wednesday 30th October, 17:00 - 18:45
Sanjo YMCA, Room 102
"From Intention to Action: Achieving Instructional Objectives"

KOBE, JALT '91

Friday 1st November, 14:00 - 17:00, Room 403
"Starting Out in Teacher Education"
Saturday 2nd November, 14:00 - 14:45, Room 402
"EAST WEST: Tips and Techniques for Users"
Sunday 3rd November, 14:00 - 15:45, Room 301
"Teacher-Designed Courses"



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TEL '91

Techniques for Teaching Children: The MAT Method

26 October (Sat), 13:00 - 13:50, Room 2

Introducing LET'S GO!, Oxford's New Active Course for Kids

27 October (Sun), 16:30 - 17:20, Room 2

JALT '91

Techniques for Teaching Children: The MAT Method

1 November (Fri), 9:30 - 12:30, Room 403

Learning Activities for Kids: Practical and Fun

3 November (Sun), 14:00 - 15:45, Room 302

Introducing LET'S GO!, Oxford's New Active Course for Kids

4 November (Mon), 10:00 - 10:45, Room 401



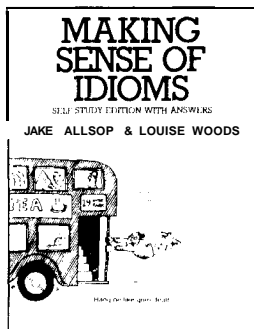
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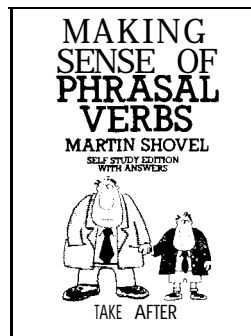
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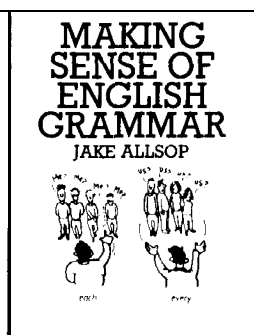
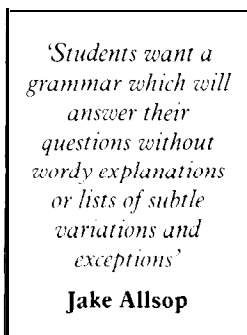


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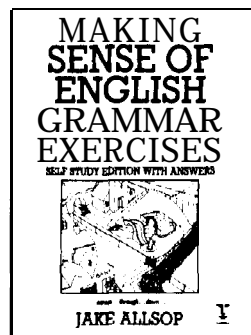
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Oral Testing without Tears

by Stephen M. Ryan

This form of oral testing, which grew out of my frustration with more familiar testing procedures, takes little time to administer and provides students with more than an impressionistic rating of their oral abilities. Although the test was developed for my own classes, I believe it can be adapted easily to other levels and class-sizes and is particularly useful for testing large classes.

The Search for an Appropriate Test

The classes I have been teaching are college oral communication classes of 30 or more students. In selecting appropriate tests for the course, I found that many of the options directed students' attention (and thus the focus of their studies) away from the central business of communicating orally in natural situations. Giving speeches (prepared or otherwise) and reciting memorized dialogues are hardly daily occurrences for most users of English. Listening tests, while useful and easy to administer, if used alone give unwarranted emphasis to the role of listening as a part of communication.

Several of my colleagues were setting aside time at the end of the semester to interview students individually in English. This seemed to involve an inordinate amount of time and to produce questionable results: a teacher's subjective impression of a student's performance quantified on a vaguely-defined scale.

The Test

The test I eventually developed is based on the kind of information-gap pair-work that is an important communicative activity in most of my lessons. It seeks to measure how much information students can exchange in English in a given time.

Procedure

Students sit in pairs. Both members of a pair have information which is to be communicated to their partner. This information could be anything, but is usually determined by the topic-areas we have covered before the test. It might be a picture to describe or a route to explain, a series of instructions to give or a story to tell. The information may be provided for the student on the test paper (preferably in a non-verbal form-this is not a reading test) or may be something the student already knows: personal or family information or opinion. In both cases, the test paper specifies what kind of information is to be exchanged.

When a student receives a piece of information from her partner, she quickly records it on her test paper. This may be a matter of drawing a quick picture or a line to link particular objects. With more advanced students (who have been introduced to note-taking) it could take the form of brief verbal notes: e.g. "Father - Hiroshi, born 1947."

This process of exchanging and recording information is carried out under examination conditions: students are not to speak Japanese or look at another person's test paper. The teacher watches to see that these rules are being obeyed, but

does not otherwise monitor the students' production. Because of this, large numbers of students can take the test at the same time.

Students are asked to exchange (and record) as much information as possible within a given time, typically 7 or 8 minutes. At the end of this time they are told to stop and their test papers are collected.

Grading

It is the amount of information received and recorded on the test paper that determines the student's grade. The teacher awards one point for each item of information on the paper. Since both giving and receiving information are communicative acts, each student is awarded credit for the total of items of information on her paper and on her partner's paper. Thus, if one student has recorded 6 pieces of information and her partner 5, both students are given a score of 11. These scores are converted to percentages with reference to the amount of information other pairs of students were able to exchange in the same period of time.

"But, hut, hut. . ."

At this point in the explanation, students usually begin to scream that the test is unfair because they could be paired with an incompetent partner. To minimize the effects of bad (and good!) partners each student takes three different tests on the same day, each one with a different, randomly-selected partner. By three different tests I mean that the testing procedure is the same but in each test students are asked to exchange information about different topics. This process produces 3 scores for each student, one obtained with each of her 3 different partners. I reject the lowest score as being mainly the work of a poor partner and the highest one as the work of a good partner. Students, then, receive the middle one of their 3 scores.

Rehearsal

This testing and scoring procedure seems very strange to students at first so I usually give them a rehearsal a week or so before the actual test. In the rehearsal, students have a chance to do a mock test while I explain what they should do and why. Since the test seeks to measure the amount of information exchanged but in fact measures only the information recorded on the test paper, I emphasize the importance of recording all the information they receive.

Advantages

This testing procedure, then, is swift: on average, 3 x 8-minute tests + the time needed for regrouping with new partners between tests. A whole class of students can take the test at the same time in the same room. It is adaptable to various levels, by varying the topic and the amount of time available for talking. It is even relatively stress-free: students often comment how reassuring it is to be talking to classmates rather than to a teacher who is judging them. It gives the students not a subjective assessment of their English but a record of how much they were able to communicate in a given time. Above all, it focuses students' attention on the act

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of communicating, rather than on only one of its elements.

Example tests

- 1) Ask your partner where these things are in her picture. Draw them quickly in the right place in your picture. Also, answer your partner's questions about where things are in your picture.
- 2) Tell your partner the story of your life. Ask her about the story of her life and take notes on what she says.
- 3) Look at these pictures of people. Describe each person to your partner. Your partner will describe 3 people to you. Take notes on what she says.
- 4) Ask your partner what time these shops open and close. Write the times. Also answer your partner's questions.
- 5) Tell your partner about your picture. Listen to what she says about her picture. Put a cross where your picture is different from hers. There are many differences.

Stephen Ryan is from England. He has been teaching in Japan for seven years, two of them in high schools and five in universities. He works at the Osaka Institute of Technology.

*Belated thanks to
Louis Levi for
faithfully
and adroitly
editing
My Share for
some 39 months,
ending earlier
this year.
The Editors*

Conversation Teachers, the Japanese, and Self-fulfilling Prophecies

by Gary W. Cantor

Bunkyo Women's Junior College (Tokyo)

At present a tremendous number of English teachers from many countries are in Japan attempting to teach English conversation to students ranging from pre-schoolers to the elderly. Obviously, the quality and level of commitment of these teachers varies considerably. Nonetheless, I believe that they are by and large intelligent, hard working, and dedicated people. As such, it is reasonable to expect that these teachers would be able to help a large Percentage of their students to become reasonably accomplished English speakers. However, I believe that even an optimist would have to admit that the level of success English conversation teachers enjoy is dismal. How can we account for this sad state of affairs?

One thing we know for sure is that there is no lack of teaching materials available to English conversation teachers here. There is a tremendous array of textbooks, as well as numerous audio and video tapes, and games that teachers can use to help their students. In addition, many teachers are quite adept at developing their own materials. Unfortunately, this does not seem to be enough. Something is missing. What is that something? If I am correct it is something that comes not from outside sources, but rather from the inner recesses of our thought processes. That something could best be described as a belief that success is attainable.

Success in any endeavour depends on having at least a minimum of confidence that one's goal is attainable. The reason for this is obvious. If one believes that no matter how hard he or she works, success will not be forthcoming, there will be no rationale for maximizing one's effort. Given that learning to speak English is a difficult task for Japanese students, it follows from the above argument that only students who believe in their ability to learn to speak English will work hard enough to become good English speakers.

Unfortunately, it seems that many Japanese students believe that no matter what they do (or what their teacher does) they will not be able to learn to speak English well. Obviously, this sort of attitude will lead to a self-fulfilling prophecy. That is, students who believe that they cannot learn to speak English well will indeed fail to learn to do so.

There are probably a number of reasons why many Japanese students do not feel confident that they can learn to speak English. At this point I would like to briefly mention three things that I believe contribute to this problem.

First, students lack role models. By this I mean that most Japanese students know very few other Japanese people who are excellent English speakers. Indeed, even many Japanese teachers who teach English are insecure about their English conversation skills. Students, picking up on this, are obviously going to wonder about their own chances of learning to converse well in English.

Second, most schools in Japan stress English grammar and reading as opposed to conversation skills. Students may

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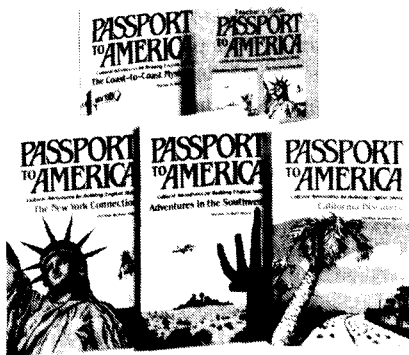
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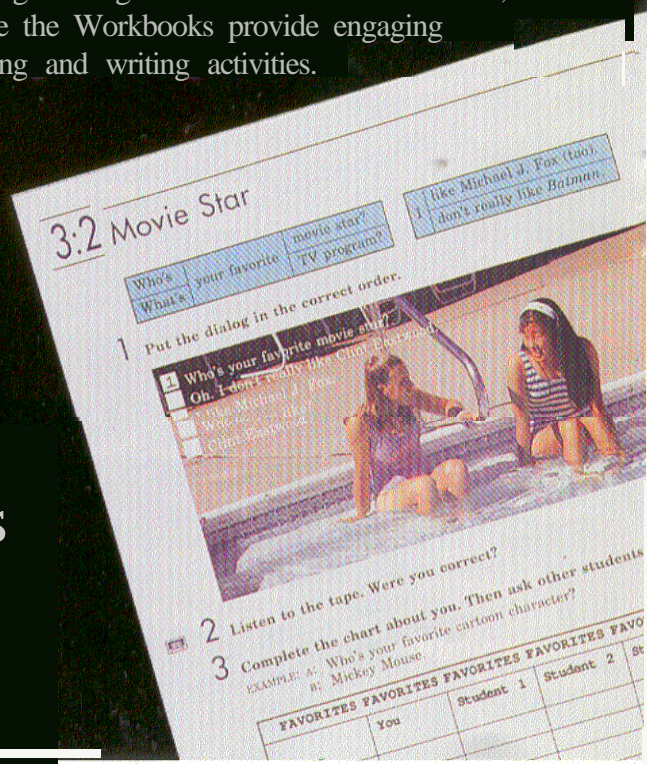
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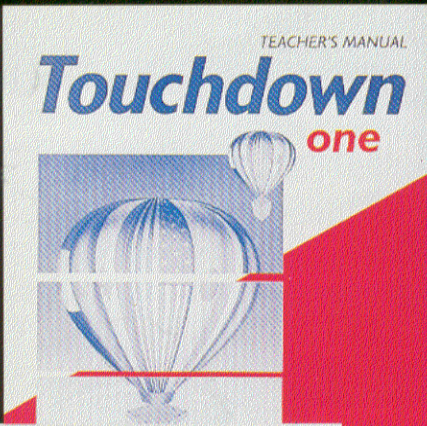
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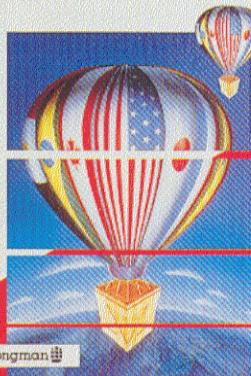


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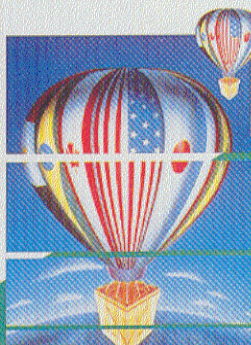


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STUDENT BOOK

Touchdown two



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 3 Talk about Jim and Joanne like this:
 A: Joanne likes to collect stamps.
 B: No, she doesn't!
 4 Can you match the words with the pictures?
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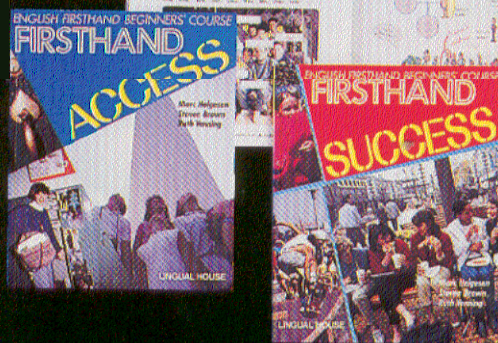
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interpret this as meaning that authorities believe that learning (and teaching) conversation is an excruciating task. This would, of course, not instill much confidence in one's ability to learn to speak English.

Finally, in Japan spoken English is often utilized in a fashion akin to background music. When English is heard in TV commercials, coffee shops, and fast food restaurants, it is meant to be appreciated without being understood. The result of this culturally accepted bombardment of non-communicative English is probably the creation of a large number of Japanese who believe that spoken English is something that is nice to listen to and exotic, but not something that "I" could learn to use every day.

Compounding the problems of students who are sure that they cannot learn to speak English, there are teachers who can be heard expounding exactly the same message in regard to students. In the years that I have been teaching English in Japan I have heard countless expressions by fellow teachers to the effect that teaching their conversation students, or at least some of them, was a futile task. Such attitudes obviously affect a teacher's effectiveness. Conversation teachers who believe that they can't help their students to learn to speak English probably won't put in the effort necessary to do so. As such, teachers' attitudes, like those of students, can result in self-fulfilling prophecies.

Given that negative attitudes held by students and teachers can lead to self-fulfilling prophecies, concerned teachers need to take appropriate measures in order to counter the negative effects of these attitudes. Effective countermeasures can be either *teacher targeting* or *student targeting*. By *teacher targeting* I refer to measures that are meant to counter negative attitudes held by teachers. On the other hand, *student targeting* measures are meant to get students to believe in their ability to learn to speak English effectively.

For the sake of clarity, I will briefly describe four measures that I believe are helpful in the struggle to prevent the destructive power of self-fulfilling prophecies from wreaking havoc on our ability to help students to learn to communicate effectively in English. The first two of the measures described are *teacher targeting* and the latter two are *student targeting*.

1. **Introspection and Adjustment**-Conversation teachers should examine their own thinking and decide whether or not they hold pessimistic feelings regarding their ability to teach their students to speak English effectively. Such introspection should be done as an ongoing process. It is important to consider how we feel when we get ready to teach each and every one of our classes. In addition, examining our attitudes toward individual students is also important.

Teachers who realize that they hold negative attitudes that may be reducing their effectiveness as conversation teachers should strive to correct this problem. It may seem difficult to change negative attitudes to positive ones, but I don't believe that it really is. If teachers take the time to think about their attitudes and the effects their attitudes have on students, they will realize that only positive attitudes are acceptable. Once this logical step is taken, the professional teacher's attitude will change with very little effort on his or her part.

2. **Spreading the word**-Concerned conversation teachers should call into question the negative attitudes that they hear from other teachers. For example, when other teachers talk about their students (or Japanese students in general) as being incapable of learning English conversation, their comments should not go unchallenged. Rather, their pessimism should be countered by more optimistic (and I believe realistic) views.

By challenging the pessimism of other teachers and by talking about good things that are happening and progress that is taking place in your own conversation classes, you can encourage other teachers to reassess their negative attitudes. This may result in those teachers becoming more positive and making a greater effort in their classes. As such, students as well as teachers may benefit from your intervention.

3. **Expecting a lot from students**-It is easy to teach material that students are already quite capable of dealing with easily. However, this is clearly counterproductive. It is counterproductive because by doing so you, the teacher, send a message to students that you don't expect very much of them. This, in turn can reinforce students' feelings that they are not capable of speaking English at high levels.

As such, it is of utmost importance that teachers make an effort to evaluate the level of their students carefully, and then choose materials and conduct classes with an eye toward stretching students' performance to the very highest level that they are capable of, without of course going beyond that level. By teaching material that is difficult for your students and by experiencing a lot from them, you will, in effect, show them that you have confidence in their ability to cope with conversation at high levels.

4. **Letting students know that they are improving**-It is extremely important to let students know that their conversation skills are improving. By doing so, you will help students realize that their efforts are paying off and that they are on the road to being able to communicate effectively in English.

One way to let students know about their improvement is to tell them directly. This sounds like an obvious thing, but with busy schedules, it's very easy for teachers to forget to do so. A different approach is to allow students to discover their own improvement by occasionally doing activities (for example, games that rely on conversation skills) that were done earlier in the term. Even if you make the activity somewhat more difficult the second (or third) time around, invariably students will do better than they did earlier, and they will thus realize that their skills are improving.

Obviously, the four countermeasures described here constitute a mere sample of what can be done to counter the negative effects of pessimistic attitudes held by conversation teachers and students. It is hoped that concerned teachers will think of many more things that can be done in order to deal with this problem.

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Setting the Record Straight on the JET Program by Susan L. Niemeyer

I am an Assistant English Teacher (AET) on the Japan Exchange and Teaching (JET) Program. During the past two years, I have taught at both junior and senior high schools. The May edition of *The Language Teacher* printed an article entitled "Don't Shoot the Students: I Have a Better Idea" (Zeid, 1991). While I very much hope that *The Language Teacher* continues to publish articles of special interest to junior and senior high school teachers, I would like to clarify two points brought up in Mark Zeid's article.

First, the claim that the students' behavior in class is "so bad that in one prefecture sixty percent of the teachers on the JET Program quit" (p. 29) is outlandish and completely unfounded. According to information provided by the Council of Local Authorities on International Relations (CLAIR), the governmental body overseeing the JET Program, the percentage of participants leaving the program before their one-year contracts are completed is extremely small.

The percentage who left the program early was at its highest in 1987 at 3.1% (26 out of 848 participants). Of those, only five cited work problems. In the following year, only 2.6% went home early (37 out of 1,443 participants). Only one person cited work conditions as the reason, while over half cited private reasons (18) or health problems (7). During the past ten months of the current contract period, only 30 individuals of a total of 2,284 have resigned. Additionally, no prefectures have experienced unusually high drop-out rates.

I would like to add that the JET Program was originally intended to be a one year experience. Many of the participants are recent university graduates who will return to their home countries to launch careers or pursue post-graduate studies. It speaks well for the program that 40 to 45 percent each year choose to renew their contracts for a second or third year.

Secondly, I feel that Mr. Zeid's characterization of Japanese students as "rude, talkative, noisy, (and) unmotivated)" (p. 29) is rather exaggerated. The great majority of students are well-behaved and reasonably motivated. Only a very small minority of AETs "find it difficult, if not impossible to teach in Japanese high schools" (p. 29). Foreign teachers can and do effectively manage classroom discipline without resorting to "angry outbursts." To suggest otherwise is to discredit the thousands of AETs and other foreign teachers working successfully in Japanese schools.

Mark Zeid's incorrect statements cast an unfair shadow over the JET Program, its participants, and other foreign teachers as well as undermine the credibility of his article.

Reference

- Zeid M. (1991). Don't shoot the students: I have a better idea. *The Language Teacher*. XV(S), 29-31.

A Politically Correct *Language Teacher*? Mark Cunningham Institute for International Studies and Training

The July Language Teacher had some interesting articles, particularly those by Denise Vaughn and Jane Wieman. However, the decision to devote an entire issue to "Feminist Issues in Language Teaching" raises some disturbing questions about the editorial direction of *The Language Teacher* and the dangers of politicizing language teaching in Japan.

The academic community in the U.S. is tearing itself apart in the current controversy over "political correctness." Do we need to repeat this disaster in the English-teaching community in Japan and in its professional publication, *The Language Teacher*?

Our students come to us for language instruction, not to be indoctrinated, however subtly, in selected Western values. Of course, the socio-linguistic aspects of the language we teach cannot be ignored, but when we try to combat sexism and other inequities in our own and other societies by prescribing what our Japanese students should say, as opposed to describing what they could say, are we anything more than missionaries in the guise of language teachers?

"Hot" topics are certainly useful in getting those notoriously passive Japanese women and men talking, but when we feel strongly about a certain issue, we obviously want others to feel as we do. Are we really able to hide our feelings in a culture where non-verbal cues and giving the teacher what is expected are so important?

Is it possible or even desirable for a language teacher to remain "neutral" when dealing with important social issues and seeming injustices inherent in the language itself? Perhaps we should put at least as much emphasis on this question as we do on the importance of promoting certain values in the language classroom. M. Higgins, in *The Language Teacher*, May, 1990, made some excellent suggestions on overcoming teacher bias in an issues-centered discussion class.

Ironically, Higgins's article appeared in a special issue devoted to "Global Issues in Language Education" in which *The Language Teacher* showed yet another bias of its own, a bias best summed up in an article by Hugh Starkey!

"The context (of class activities and discussions) will be determined with a view to encouraging a global and multi-ethnic perspective and promoting the central values of justice, peace, solidarity and cooperation." (*The Language Teacher*, May 1990, pp. 23-24)

While many teachers of English as a foreign language agree with these principles, however vague, and with the need for equal treatment for women, the desirability of using the language classroom to promote them is not something the readership of *The Language Teacher* should be expected to agree with. Perhaps *The Language Teacher* should expand its opinion page or propose special-interest section newsletters for those who wish to politicize language teaching. Let's keep *The Language Teacher* out of environmental, global, or sexual politics, at least as the focus of entire issues, and return the publication to its stated purpose of "promoting more effective language learning and teaching."



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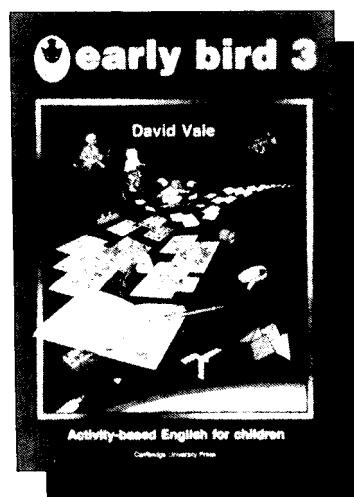
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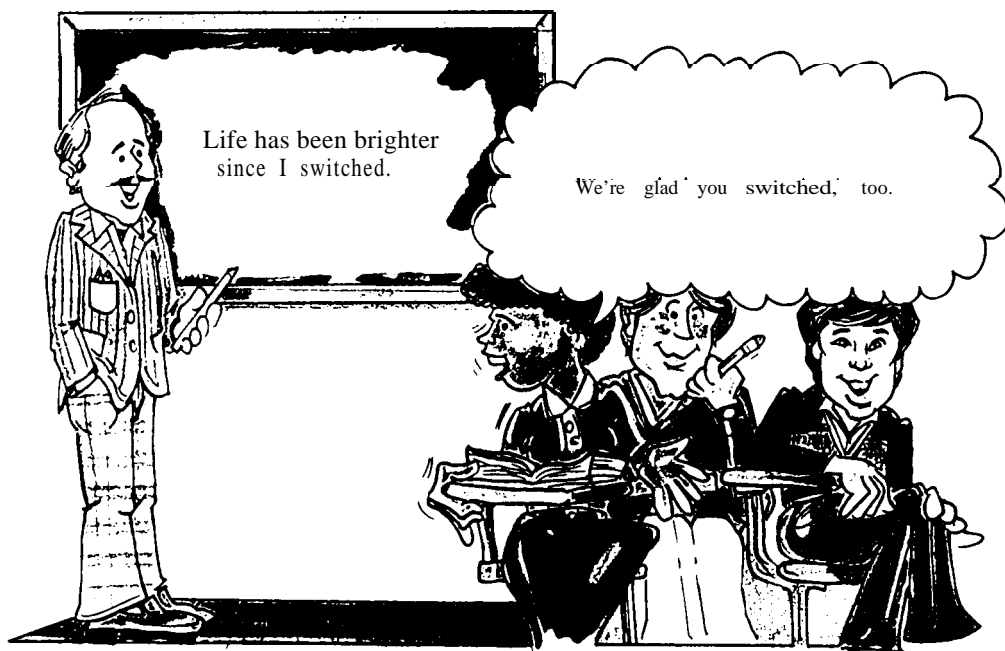
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Teaching and Learning English Worldwide. James Britton, Robert E. Shafer and Ken Watson (Eds.). Clevedon, Avon: Multilingual Matters, 1990. Pp. 358.

For English teachers working in one part of the world the conditions confronted by colleagues elsewhere are often only vaguely known. Few of us work for any extended period of time in more than a handful of countries. The building of a corpus of personal experience requires almost a total career. This is highly unfortunate given the vigour with which the study of English has spread around the globe. It is even more unfortunate when we consider the political, social and theoretical struggles which continue to occupy the serious teacher. A knowledge of responses, positive or otherwise, made by colleagues working in different locales can only help our own work for personal or institutional reform. On the other hand, we have probably all encountered the expatriate teacher who can find only inadequacy in his or her host country's educational system while boasting an equally uninformed view of perceived successes back home. Both instances call for a widening of horizons, an objective towards which the present volume achieves a great deal.

Presented within this new contribution to our understanding of English language education internationally are thirteen lucid and well-documented essays offering a fascinating account of English educational practices in thirteen different countries over the last fifty years. In each country we find that English is either a mother tongue language or else an important second or third language. The contributing authors essentially have sought to explain the place of English in their chosen society, and the social and political factors which have affected its growth there. The major focus of the book is on English as a school subject and/or as the language of instruction in public secondary school systems. Less space is devoted to the university setting and ESL.

Despite the diversity of the countries covered here---England, Scotland, Ireland, the U.S.A., Canada, Australia, New Zealand, the West Indies, South Africa, Singapore, the Philippines, India and Indonesia---a number of common themes are clearly evident: for example, the effect of different systems of assessment, the problem of set books for reading and the place of literature within the English syllabus, the work of administrators and ministries of education, issues raised by multicultural populations and different varieties of English, and the tendency for economic downturn to rejuvenate conservative opinion regarding the direction of public education.

Before outlining some of the points raised by individual chapters it may be worth noting three general tendencies outlined in this volume which, in the extent to which they have found a place in any particular educational milieu, seem increasingly to be shaping the general character of English language education systems around the world. The first is the degree to which education authorities have endeavoured to move away from traditional forms of assessment-written papers externally set and marked-in the direction of school-based assessment procedures. This move is increasingly perceived in the current literature to reflect and support teaching programmes rather than to restrict them.

The second tendency is the extent to which the practice of classroom observation has proceeded in the direction of "the teacher as researcher," current thinking on the subject being that the most effective way to promote institutional reform or methodological reform in the classroom is to have teachers as central participants in the all important work of research design and implementation. The third point is closely related: the attitude within individual schools towards professional development. The "teacher as researcher" will best succeed in schools which regard the professional development of teachers as a key responsibility. In schools where academic discussions have no place, where the latest theories are largely unknown and serious reading is avoided-the teacher-as-researcher can hardly expect to survive.

Now let us turn very briefly to the thrust of several of the chapters. In their chapter on England, Tony Burgess and Nancy Martin conclude that not only does the new, national English language curriculum ignore the multicultural and multilingual nature of British society, but that it has been linked to a view on testing which is more concerned with accountability of schools and teachers than appropriateness to pupil development. A similar situation exists in Scotland and the U.S.A. In the U.S.A. of the 1980's we find a general public dissatisfaction with the English curriculum and calls for more widespread testing in basic skills. John Killeen and Tom Mullins provide a more optimistic account of the situation in Ireland. They argue that the introduction of a new Junior English Syllabus in September 1989 provides a radical reorientation of the direction of English teaching, and significantly empowers the teachers. The authors of the chapter on New Zealand (Vince Catherwood, Elody Rathgen, and Russell Aitken) are equally optimistic. They conclude that there is now a genuinely indigenous approach to the teaching of English in New Zealand, developed by New Zealand teachers for New Zealand conditions.

In the West Indies, Kathleen Drayton argues, the teaching of English is deliberately used as a political tool to reproduce a Caribbean working class. Hilary Janks and Jonathan Paton account for the cruel effects of apartheid on English language education in South Africa. Bonifacio P. Sibayan and Andrew B. Gonzales note that socio-linguistic developments in the Philippines have narrowed the domain of English while raising the status of Filipino. S.K. Das argues that English education in India has suffered from an enormous expansion in the number of students within the system. But it was the concluding essay to this volume, by S. Takhir Alisyahbana on Indonesia, that brought home to me just how fortunate most of us really are. At least in most countries there is a basic educational infrastructure upon which we can argue for different directions in English education. Compared to the situation facing colleagues in Indonesia (most of whom earn only about US\$100,00 a month and must work in two or three different schools) many of our problems seem rather pedestrian.

All in all this is a fine research-based work. Teachers wishing to familiarize themselves with the histories of English language education in the countries listed above should enjoy it. The contributors have integrated a rich variety of source material into their chapters without forsaking the need for

clarity. I look forward to a further volume dealing with conditions in a few more countries. Highly recommended!

Reviewed by Antony Cominos
Sannobe Board of Education, Aomori-ken

Pronunciation Pairs. Ann Baker and Sharon Goldstein. New York: Cambridge University Press, 1990. Student's book, Pp. 152. ¥1,610; Teacher's Manual, Pp. 129. ¥2,090; set of 4 cassettes, ¥9,600.

Pronunciation Pairs is a supplementary pronunciation text aimed at beginning-to-intermediate level students. The book is divided into two sections: Section A (vowels) contains twenty units, and Section B (consonants) has twenty-six units. Each unit teaches a specific sound or (in the section on vowels) reviews a group of sounds previously introduced. The units can be taught in any order that seems useful.

An illustration at the beginning of each unit shows the positions of the tongue and mouth for producing the sound being practiced. These helpful diagrams aid in understanding how to make the various sounds. There are also many pictures throughout the book to show meanings of words and to assist in dialogue and conversation practice.

The spelling section at the end of each unit points out the ways in which that particular sound may be spelled, listing first the common spelling and then the other spellings.

I am using these materials with four classes (152 students) of first-year college students, along with a group of four women (high beginner to high intermediate). At the outset of each unit we listen to the tape of the targeted sound contrasts. Following that and the sentence recognition test, we do additional quick drills so that the students have a greater opportunity to identify and practice the sounds correctly. The students like listening to the variety of voices on the cassette tapes and find the dialogues and conversation interesting, often amusing, and fun.

They enjoy the pair work group practice, games, puzzles and varied activities. They are very much interested in getting help with pronunciation since they say that in junior high school and high school they had little opportunity to try to converse in English. They feel that these activities give them a chance to speak real English. Especially useful, in my opinion, are the exercises in stress and intonation. The vocabulary used is everyday language, but each unit contains enough words and expressions to challenge even the ablest students.

Since this is supplementary material to my main text, I like to use it at the opening of class, for warm-ups and practical listening and speaking exercises. However, even though each unit looks short, it is possible to spend almost an entire 90-minute period on one. Therefore, unless it is a short review lesson, I spread each unit over two or three class periods, trying not to spend more than 30 minutes on the material.

In preparing for my lessons, I found that the introduction to the teacher's manual gave me a very clear idea about the objectives and organization of the book. I consider this a "must read" section. Following the introduction are very detailed teaching notes which give step-by-step procedures along with

many suggestions and ideas for presenting the material. The first section of these notes deals with sound production. It gives instructions on how to produce the sound being practiced; it frequently includes as a section on variations of the sound made by different speakers of English or in different contexts. Part of this first section pinpoints the difficulties students with different native languages are likely to encounter in each unit. The second section details suggested procedures for presenting the material. These include listening to pairs of words to contrast sounds, listening to sentences and choosing the word that they hear, repeating a short list of words, listening to and practicing a dialogue that contains the targeted sounds in context working on the examples of stress or intonation being practiced, and taking part in a conversation, game or other group work. The third section provides ideas for extending practice of the designated sounds if further practice is needed or desired. The fourth section suggests specific ways in which pronunciation can be linked to other course work. The fifth and final section lists ideas for teaching stress patterns of words.

In addition, there is a diagnostic test in the back of the teacher's manual that can be used to determine errors made by individual students or to identify pronunciation problems of a particular language group. The section entitled "List of Likely Errors" is an index (Arabic to Vietnamese) of errors commonly made, sounds difficult for the language or language group, and problems of stress, intonation and rhythm.

This material has a number of strong points. First of all, it helps to sharpen the ear. The students must concentrate and think about what they hear. Second, the variety of voices on the cassette tapes gives the students the opportunity to hear many kinds of speech, high and low voices, men's and women's voices. Third, the students enjoy listening to the exercises and participating in the many different kinds of activities. Unfortunately, I have not been able to use the materials over a long enough period of time to determine if there are any or many weak points, but, all in all, the authors have succeeded in compiling a wide variety of interesting and useful activities to provide stimulating practice in pronunciation.

Reviewed by Carilyn Anderson,
Shikoku Gakuin Daigaku



Recently Received

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

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

Classroom Text Materials

*Hinton, M. & Seligson, P. (1991). *Mosaic* (student's book 1, teacher's book 1, workbook 1, cassettes). Surrey, UK: Nelson.

Forrester, A. & Savage, A. (1991). *Take 2*. London: Collins ELT.

Macfarlane, M. & Walenn, J. (1991). *Passport to Cambridge Certificate in*

- advanced English.** London: Macmillan
- Martin, A. & Hill, R. (1991). *Modern short stories.* London: Cassell.
- Riley, A. (1991). *English for law.* London: Macmillan.
- Rixon, S. (1990). *Tip top* (pupil's book 2). London: Macmillan.
- Shimaoka, T. & Yashiro, K. (1990). *Team teaching in English classrooms: An intercultural approach.* Tokyo: Kairyudo.
- !Barnfield, F. & Saunders, L. (1990). *No problem B* (cassette). London: Macmillan.
- !Collie, J. & Slater, S. (1991). *Speaking 1* (student's book, cassette). Cambridge: Cambridge University Press.
- !Doff, A. & Becket, C. (1991). *Listening 1* (student's book, cassette). Cambridge: Cambridge University Press.
- !Fried-Booth, D. (1991). *Focus on P. E. T. (Preliminary English test).* London: Collins ELT.
- !Greenall, S. & Pye, D. (1991). *Reading 1.* Cambridge: Cambridge University Press.
- !Jones, L. (1991). *Cambridge advanced English* (student's book, teacher's book, cassettes). Cambridge: Cambridge University Press.
- !Lawday, C. & MacAndrew, R. (1990). *Passport to Oxford preliminary* (self study edition). London: Macmillan.
- !Littlejohn, A. (1991). *Writing 1.* Cambridge: Cambridge University Press.
- !Redman, S. & Ellis, R. (1990). *A way with words: Vocabulary development activities for learners of English* (Book 2: student's book, teacher's book, cassette). Cambridge: Cambridge University Press.
- !Richards, J. (1990). *Interchange: English for international communication* (Level 1: student's book, workbook, teacher's manual, class cassette set, student's cassette). Cambridge: Cambridge University Press.
- !Richards, J. (1991). *Interchange: English for international communication* (Level 2: student's book, workbook, teacher's manual, class cassette set, student's cassette). Cambridge: Cambridge University Press.
- !Rixon, S. (1990) *Tip top* (teacher's book 1). London: Macmillan.
- !Vale, D. (1990). *Early bird 1 & 2: Activity-based English for children* (student's books, teacher's books, cassettes). Cambridge: Cambridge University Press.
- !Yates, C. St J. (1991). *Check in: English in tourism* London: Cassell.
- !Yates, C. St J. (1991). *May I help you?: English in tourism.* London: Cassell.
- Teacher Preparation/Reference/Resource/Other**
- Underhill, N. (1991). *Focus on studying in Britain.* London: Macmillan.
- !Allwright, D. & Bailey, K. (1991). *Focus on language classroom: An introduction to classroom research for language teachers.* Cambridge: Cambridge University Press.
- !Byram, M. & Esarte-Sarries, V. (1991). *Investigating cultural studies in foreign language teaching: A book for teachers.* Clevedon, US.: Multilingual Matters.
- !Cooper, R., Lavery, M. & Rinvolucri, M. (1991). *Video.* Oxford: Oxford University Press.
- McCarthy, M. (1991). *Discourse analysis for language teachers.* Cambridge: Cambridge University Press.
- !Swales, John. (1990). *Genre analysis: English in academic and research settings.* Cambridge: Cambridge University Press.
- !Wallace, M. (1991). *Training foreign language teachers: A reflective approach.* Cambridge: Cambridge 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* 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.
- AMEP National Curriculum Project. *Beginning learners.*
- Abraham & Mackey. *Contact USA* (2nd edition).
- Baudains & Baudains. *Alternatives.*
- Brosnahan. *Japanese and English gesture.*
- Brown, et al. *Challenges.*
- Burgermeier, et al. *Lexis.*
- Byrd & Kosek. *Can we talk?*
- Byrd. *React interact: Situations for communication.*
- Chan. *Process and practice.*
- Chaudron. *Second language classrooms.*
- Christison & Bassano. *Look who's talking: Activities for group interaction.*
- Christison & Bassano. *Purple cows & potato chips: Multi-sensory language acquisition activities.*
- Clark. *Talk about literature.*
- Collins & Birmingham University. *Collins COBUILD English grammar.*
- Cook. *Discourse.*
- Corson. *Language policy across the curriculum.*
- Ellis. *Second language acquisition in context.*
- Ferraro. *The cultural dimension of international business.*
- Fox. (Ed.). *Collins essential English dictionary.*
- Frank & Rinvolucri. *Grammar in action again.*
- Frase & Hetzel. *School management by wandering around*
- Fried-Booth et al. *Collins COBUILD English course photocopiable tests.*
- Gass, et al. (Eds.). *Variation in second language acquisition: Discourse and pragmatics.*
- Goss, et al. (Eds.). *Variation in second language acquisition: Psycholinguistics.*
- Halliday & Hassan. *Language, context and text.*
- Hart. *Asterix and the English language 1 & 2.*
- Hatch & Lazarton. *The research manual*
- Helgesen, et al. *Firsthand access.*
- Hemmerly. *Fluency and accuracy.*
- Hill. *Visual impact.*
- Hill & Holden. (Eds.). *Creativity in language teaching.*
- Hopkins. *Get ready 1 & 2.*
- Kitao & Kitao. *Intercultural communication.*
- Kunz. *26 steps.*
- Lindstromberg. *The recipe book.*
- Matthew & Merino. *Professional interactions.*
- McDougal, et al. *University survival skills.*
- McGill & Oldham. *Computers for business people.*
- McGill & Oldham. *Computers in the office*
- Molinsky. *Side by side.*
- National Curriculum Resource Centre. *Reading and writing assessment kit*
- O'Malley & Chamot. *Learning strategies in second language acquisition*
- Oxford. *Language learning strategies.*
- Palmer, et al. *Back & forth: Pair activities for language development.*
- Parnwell & Miyamoto. *The new Oxford picture dictionary.*
- Peaty. *Our world.*
- Phillipson, et al. *Foreign/second language pedagogy research.*
- Poynton. *Language and gender: Making the difference.*
- Redman & Ellis. *A way with words.*
- Richards. *Listen carefully.*
- Richards & Long. *American breakthrough.*
- Richards & Nunan. *Second language teacher education*
- Rost & Kumai. *First steps in listening.*
- Singer. *Intercultural communication.*
- Soara. *Headway*
- Spolsky. *Conditions for second language learning.*
- Suzuki. *Togoron (Gendai no eigo gaku series: 5).*
- Swaffar, Arens & Byrnes. *Reading for meaning.*
- Tom & McKay. *The cord book.*
- Tan & McKay. *Writing warm ups.*
- Viney & Viney. *Grapevine.*
- Webster. *Muzzy comes back.*
- Weir. *Communicative language testing.*
- Widdowson. *Aspects of language teaching*
- Willis. *The lexical syllabus.*
- Willis & Willis. *Collins COBUILD English course 3.*
- Woodward. *Models and metaphors in language teacher training.*
- Wray. *Emerging partnerships.*
- Yalden. *Principles of course design for language teaching.*
- Yeats. *Economics.*

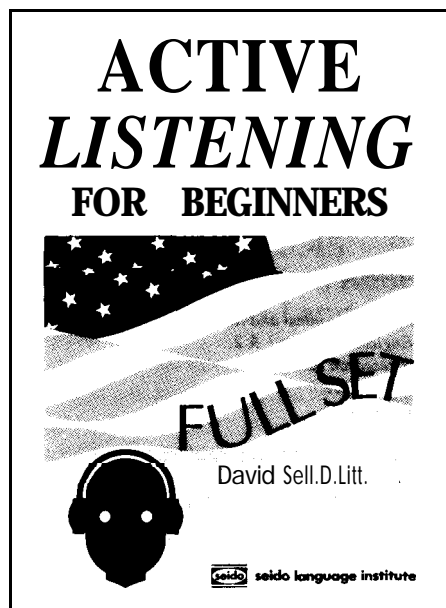
In the Pipeline

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



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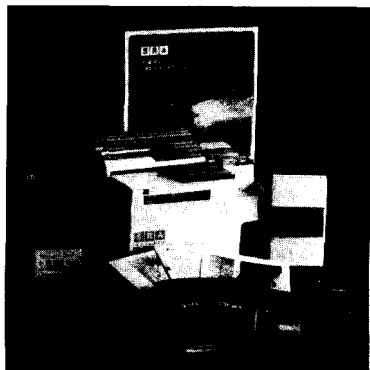
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— Chapter Presentation Reports —

KANAZAWA

Private Schools in Japan: Challenges and Rewards

**by Masako Ooi, Tom Herrick,
Ted Sanders and Tetsuro Urayama**

Private schools in Japan have an important role in the educational system: as examples, our April Chapter Meeting examined both juku, and foreign schools which have opened branches in Japan.

Masako Ooi, of One World English Academy, spoke of her personal conviction that language study is an important element in the quest for international cooperation and friendship. Many of her students accompanied her to the meeting, and explained that studying English enabled them to pursue their dreams—dreams which involve both travel abroad and fulfilling careers in Japan.

Tom Herick and Ted Sanders of the State University of New York (Sullivan County Community College) and Tetsuro Urayama of Urayama Gakuen (SUNY's affiliate in Japan) spoke of the increasing necessity for educational programs which transcend national boundaries, especially between the U.S.A. and Japan. As Urayama explained, shortly after the year 2000, "according to present trends, the combined GNP of the U.S.A. and Japan will be 50% of world GNP." In spite of various difficulties involved in setting up this innovative program, strengthening the cooperation between colleges in the U.S.A. and Japan will help to make "Internationalization" more than just a buzzword.

English Structural Difficulties for Japanese Students of English

by Keiichi Hashizaki and Mary Ann Mooradian

At the May joint panel of the English Teaching Research Group and the Kanazawa JALT Chapter, English structural difficulties were discussed with specific reference to language students in Japan. Keiichi Hashizaki, a graduate student in Education at Kanazawa University, discussed his research on the analysis of learner errors. Errors referred to in his study were often related to verb usage and modification of nouns, though other topics were mentioned. Mary Ann Mooradian spoke about errors in verb sequencing among university students, and their tendency to over-use the passive voice.

Instructional Software: The New "Grammar Checkers"

by John Dennis

In this presentation, Mr. Dennis considered the features of grammar checkers, especially "Correct Grammar" and "Sensible Grammar."

These software packages check for common errors and

allow the teacher to spend more time on issues related to style and content.

Also, "Grammatik" allows users to turn various functions on or off, as necessary, to produce writing at consistent levels of complexity, to correct only certain elements of texts, and, for advanced users, to design their own electronic style guide.

Communicative Activities

by John Dougill

John Dougill, of Kanazawa University, presented a wide variety of classroom activities at the July meeting, including the following:

Drawings--One student verbally describes a picture which only he/she can see. Another student draws the picture from the description.

Split-Class Stories--Each group is told half of a story (in this case, Sherlock Holmes). Later, pairs of students must reconstruct the story accurately.

Talk-Contest--Students compete in pairs and take turns speaking about given topics for as long as possible without pausing or reverting to their native language. Longest time (stop-watch) wins.

All the above reported by Mary Ann Mooradian

MORIOKA

What's In A Task?

by Carl Adams

At the June meeting, JALT National Program Chair Carl Adams spoke on tasks and why they're useful in language learning. The group was asked to work in pairs to define what a task is. Adams then gave examples of communicative tasks that can be adapted to junior and senior high school levels. He provided a checklist for teachers to use in evaluating communicative tasks and a reference list of useful texts, as well as more examples of various tasks, such as cloze, questionnaires, a jazz chant and "talk and listen" game cards.

Reported by Mary Burkitt

How To Improve Listening Comprehension

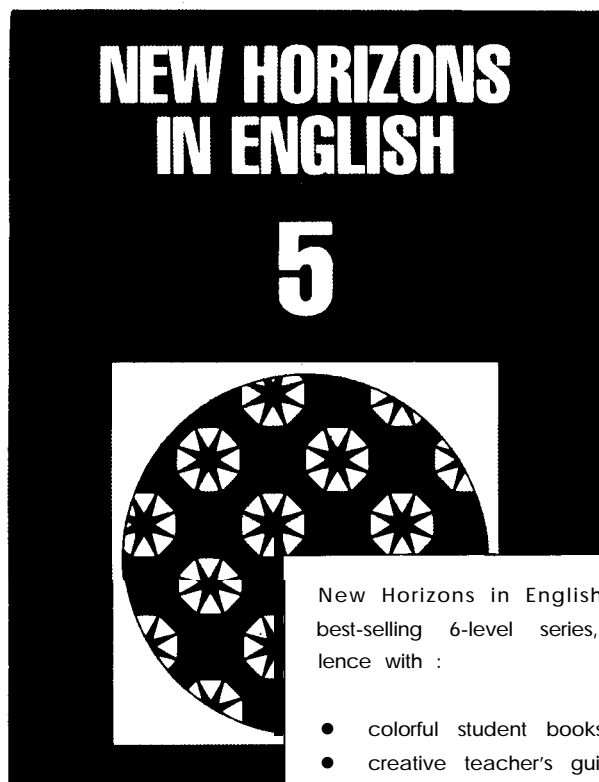
by Hiroshi Asano

At the July meeting, Hiroshi Asano of Tsukuba University discussed why Japanese students' listening comprehension is poor. He stated that one reason is the learning method used and the fact that Monbusho does not emphasize teaching the four skills associated with language learning in an interrelated way, but rather separately. He offered suggestions for improving listening comprehension, emphasizing repetition (which can be boring), giving hints, i.e. with linguistic forms or key word meaning, and a "top-down" strategy. "Top down" strategy involves understanding a whole passage by using acquired knowledge, as opposed to a "bottom-up" strategy, which is understanding through translation.

Reported by Mary Burkitt

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SAPPORO

June Conference Listening and Learning

In keeping with the conference theme, there was lots to listen to and learn from the June 1-2 meeting. The program included presentations by publishing house representatives, a presentation in Japanese by one of our local members, and two major presentations by Michael Rost of Temple University. A book fair displayed materials from publishers and booksellers. Three presentations are summarized here.

Karen Takahata teaches English to children ages 14 with their mothers. Takahata teaches words in sentences rather than as isolated units. Thus, children learn complete patterns with correct stress and intonation.

Michael Rost's first lecture outlined listening theories. Rost discussed the skills, which range from perceiving sounds accurately to formulating questions based on what has been said. In the second lecture, Rost explained four kinds of listening practice: attentive (getting students to pay attention); intensive (i.e. language lab); selective (focusing on bits of information); and interactive (listener is the addressee). Rost stressed that students should be encouraged to ask questions. If teachers ask too many questions, students are made to feel they are poor listeners.

Reported by Laura MacGregor

SHIZUOKA

Neuro-Linguistic Programming Workshop by Charles Adamson

Do you remember an experience that made you feel good? Would you like to be able to use the power of that experience at other times? This was one of the topics dealt with by Charles Adamson at our July meeting. After a brief overview of Neuro-Linguistic Programming, this practical, participatory workshop focused on techniques utilising the interdependence of thought and physiology (synergy) that we can use to optimise our performance as teachers.

The Circle of Excellence exercise involves recalling a positive experience and using the associated physiological state to re-access the strengths we were able to use with the original experience. Through visualisation it is possible to *Anchor* experiences so that we can easily recall them. *Mirroring* is a technique of mimicking another person's physiology and voice in order to establish and maintain the rapport essential in all our interpersonal relations.

Adamson provided a clear introduction to the concepts and techniques of Neuro-Linguistic Programming.

Reported by Stewart Hartley

Teacher Training & Development by Maureen Pilon and Adam Young

The July meeting began with a description of the Language Institute of Japan. Maureen Pilon and Adam Young

Bulletin Board

Video at Kobe '91

All interested in video are invited to call into the N-SIG Hospitality Room (N203/303 Nov. 3, 4) to discuss/help with:

Video Swap Shop—written or spoken ideas for video teaching

Video Newsletter articles & Conference Presentation reviews

Video Theater JALT '92—organizing and/or presenting

Video Presentations for May '92 SIG Conference (Kobe?)

Video Articles for May '92 Language Teacher

Also—**Video Colloquium** (details to be announced) & **Video Business Meeting/Get-together** Nov. 2, 4 p.m., Rm. 407.

Pre-conference enquiries: David Wood, Co-ordinator 092-925-3511.

Reunion for Ex-Jayhawks and Kansans

Since there are many active TESOLers from Kansas who teach here and there in Japan, the reunion is planned during JALT '91 in Kobe. Please look at the detailed information such as date, time, and place for the annual get-together on the bulletin board at the conference site (K.C. Nozawa, 1978 Ex-Jayhawk)

described the concept of "student-centered" learning. After attempting to define this elusive buzz word, they moved on to the theme of teacher training. A problem for many teachers, Pilon suggested, is making their overall teaching philosophy consistent with their classroom behaviors. Young described teacher training as an on-going process which can be facilitated by self-evaluation, student feedback, peer-observation, and administrative guidance.

Reported by Tim Newfields

YOKOHAMA

Extensive Reading by Dennis E. Schneider

Two presentations were given at the July meeting. Professor Schneider of Tokyo University spoke of his work promoting extensive reading of English in Japan. He explained how his colleagues and he came to start the English periodical, *Mini-World*.

Reading quantities of various easy materials being more productive than short difficult bits, *Mini-World* came into being as a regular source of extensive reading.

In the second presentation local program officer Ron Thornton, of Otsuma Women's College demonstrated novel techniques for teaching writing.

Reported by Howard Doyle

①

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Isn't there anything
new?"



②

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③

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④

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Oxford University Press Presentations:

November 2 (Friday): Pre Conference Workshop

9:30 - 12:30 Room 403	Techniques for Teaching Children: The MAT Method Presenter: Ritsuko Nakata
14:00 - 17:00 Room 403	Starting Out in Teacher Education Presenter: Kathleen Graves

November 2 (Saturday)

14:00 - 14:45 Room 402	EAST WEST: Tips & Techniques for EAST WEST Users Presenter: Kathleen Graves
17:00 - 17:45 Room 401	Great Ideas for Kids' Classes Presenter: Makiko Wada

November 3 (Sunday)

14:00 - 14:45 Room MH	New and Practical Ideas for Using STREAMLINE Presenter.. Robert Habbick
14:00 - 15:45 Room 301	Teacher-designed Courses Presenter: Kathleen Graves
14:00 - 15:45 Room 302	Learning Activities for Kids: Practical and Fun Presenter.. Ritsuko Nakata
14:00 - 15:45 Room 405	Tips for Team Teaching Presenter: Catherine O'Keefe
15:00 - 15:45 Room 402	Teaching Kids Successfully: Lifesavers from Oxford Presenter: Anthony Brophy

November 4 (Monday)

10:00 - 10:45 Room 401	Introducing LET'S GO!, Oxford's New Course for Kids Presenter.. Ritsuko Nakata
10:00 - 10:45 Room N201	LISTEN FIRST: Ways To Teach Listening Effectively Presenter: Catherine O'Keefe
10:00 - 11:45 Room N304	Video: Pedagogic Potential, Tips & Techniques Presenter.. Anthony Brophy



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A presentation by
James Miller

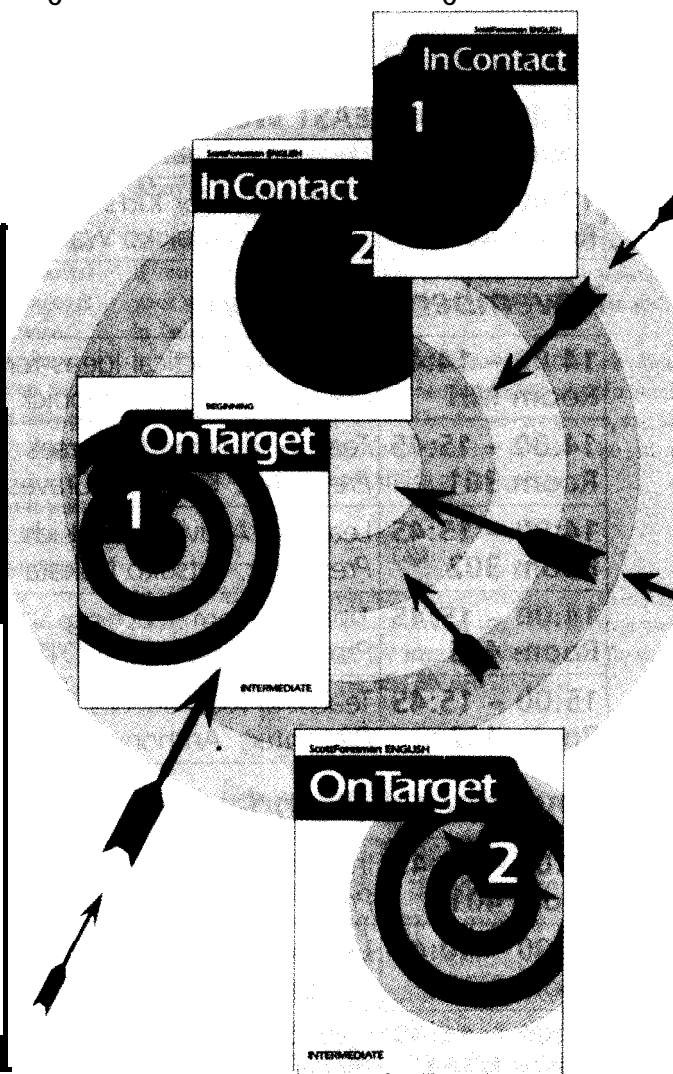
Sunday: 10:00- 11:00 am
Room 401

Also be sure to see:

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Saturday 5-6pm Room 405,
and

***Hooray for English, The
Fun Way to Teach,*** Sunday
5-6pm Room 405.



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Meetings

Please send all announcements for this column to Marc Modiac (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: Peace Education through language Teaching in the U.S.S.R.
Speaker: Dr. Valentina Mitina
Date: Sunday, October 27th
Time: 1:00-4:00 p.m.
Place: Chiba Chuo Community Center (5F or 6F) (across from City Hall)
Fee: Members free; non-members ¥1,000
Info: Bill Casey 0472-55-7489
 Dan LaBranche 0474-86-7996 (6-9 p.m. only please)

This talk will introduce Soviet approaches to peace education in language teaching, with a description of how peace themes are being integrated into language teaching curricula, content, methods and materials in the U.S.S.R. Current thinking in the Soviet Union will also be discussed concerning the role of foreign language education in promoting world peace through positive communication, constructive conflict resolution, global awareness, understanding of other cultures, overcoming of negative stereotypes and knowledge of environmental issues.

Dr. Mitina teaches in the U.S.S.R. at the Academy of Pedagogical Sciences in Moscow. This, her first visit to Japan, is being organized by the JALT Global Issues in Language Education SIG.

FUKUI

Topic: Global Education
Speaker: To be announced later
Date: Sunday, October 20th
Time: 2:00-4:00 p.m.
Place: Fukui Culture Center (Housoukaikan 5F)
Fee: Members free; non-members ¥700
Info: Hiroyuki Kondo 0776-56-0404

FUKUOKA

テーマ: 日本語教育のためのコース・デザイン
 山下早代子 (ICU 日本語教育センター)
 Nonverbal Communication in teaching Japanese
 高木裕子 (関西外国語大学国際交流課)
日 時: 10月20日(日) 1:30~5:00
場 所: 福岡イムズビル 9 階 NHK 文化センター
参加費: JALT 会員 1,000円
 非会員 2,000円

問い合わせ: ウッド, D. J.

筑紫女学園大学 TEL 092-925-3511
 一口に「日本語教育」といっても、対象とする学生、学習の目的、教師や機関の責任者によって、シラバス、カリキュラム、教室活動は異なったものになる。ここでは、日本語教育に携わっている者、あるいはこれから携わろうとしている者がどのような点に留意しながらコースデザインをし、教育活動を行えばよいかを考える。(山下)

言語行動は言語だけでなく、その国の文化情報や非言語的な要素をも含めたものである。したがって、これまで軽視されてきた非言語コミュニケーション教育の要素を日本語教育に含めることは、学習者の総合的なコミュニケーション能力を開発する助けになると考えられる。この発表ではその一方法として実際に試みた授業やビデオ教材を紹介し、授業や教材化の課程での問題点や今後の可能性を検討する。(高木)

GUNMA

Topic: What's in a Task?
Speaker: Carl Adams
Date: Sunday, October 20th
Time: 2:00-4:30 p.m.
Place: Ikuei Women's Junior College, Takasaki
Fee: Members ¥500; non-members ¥1,000
Info: Leo Joffe 0273-25-7290

This practical workshop will focus on task-based language activities designed to engage learners in oral communication. Various communicative activities such as Information Gap/Gathering Tasks; Problem-Solving Tasks, etc. will be presented. This workshop is highly participatory and promises to be of great use to English teachers at all levels.

Professor Adams is an assistant professor at Niigata University.

HAMAMATSU

Topic: Cross-Cultural Communication Practice
Speaker: Yoko Matsuka
Date: Sunday, October 20th
Time: 2:00-4:00 p.m.
Place: Seibu Kominkan (next to Ichiritu High School)
Fee: Members free; non-members ¥1,000
Info: Brendan Lyons 053-454-4649
 Mami Yamamoto 053-885-3806

Have you ever wondered why Japanese students don't volunteer in class, ask questions, or say "yes" or "no" clearly? Yoko Matsuka, director of the Matsuka Phonics Institute and instructor at Tamagawa University, will consider these questions.

Matsuka will focus on three aspects of cross-cultural communication: (1) body language, (2) semantics, and (3) discourse patterns. She will introduce a text she codeveloped which has simple, fun exercises that enable students to sound-and-look-more-natural while speaking English.

HIMEJI

Topic: CALL in Colleges
Speaker: Randy Terphune
Date: Sunday, October 20th
Time: 2:00-4:00 p.m.
Place: Himeji YMCA (near Topos)
Fee: Members and students free; non-members ¥500
Info: Fumio Yamamoto 0792-67-1837

This presentation will begin with an overview of some of the current literature on the use of computers to learn/teach language, focusing especially on the philosophical differences between CAI (Computer Assisted Instruction) and CALL. A report on a recent CALL research project, conducted at a local university, will then be given. The study compared test results of students using only computer-based materials with those of a control group using only paper-based materials. A demonstration of the CALL software used in the study then follows. The presentation concludes with question/answer and discussion session.

HIROSHIMA

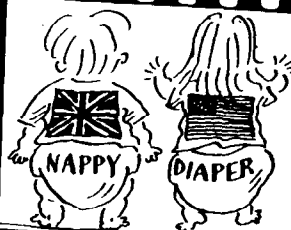
Topic: A Word in Time: The Development of English Dictionaries
Speaker: Malcolm Benson
Date: Sunday, October 27th
Time: 1:00-4:00 p.m.
Place: Hiroshima YMCA Gaigo Gakuin, Bldg. #3, Room 304
Fee: Members free; non-members ¥500
Info: Marie Tsuruda or Kathy

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Another super duplicatable teacher resource book with 243 versatile, portable picture cards, along with specially designed interactive vocabulary, conversation, writing and cultural activities for students at all levels. All activities require students to exchange information, share opinions, or solve problems. Alemany Press/Prentice Hall Regents ¥2,310 ISBN: 0-13-115767-1

English, Inc.: Functional English for Japanese Business People

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This comprehensive text reviews basic English structures with emphasis on meaning and function, then carefully and thoroughly builds on developing more complex and sophisticated language. Features communication activities (discussions, games, role-plays); sentence, paragraph, letter and report writing; helpful charts; and humorous illustrations. Prentice Hall Regents 442 pp. ISBN: 0-13-085861-7

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This meeting will be in two parts: (a) a general talk on the tradition of English dictionaries up to the present, the types of dictionaries available, and the potential that dictionaries (e.g. monolingual learner's dictionaries, bilingual dictionaries, etc.) have for the EFL classroom; and (b) practical dictionary use in classes, so please bring along your favorite dictionary.

Malcolm Benson is an Associate Professor at Hiroshima Shudo University.

Ibaraki

Martin E. Pauly 0298-64-2594

Kagoshima

Yasuo Teshima 0992-22-0101 (W)

KANAZAWA

Topic: Study and Teaching Techniques for JSL

Speaker: Mitsuko Konishi

Date: Sunday, October 20th

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

Place: Shakyo Center, 4th floor, Kanazawa (next to MRO)

Fee: Members free; non-members ¥600

Info: Masako Ooi 0766-22-83 12
Mary Ann Mooradian 0762-62-2153

Mikiko Oshigami 0764-29-5890

Mitsuko Konishi will take a 2-part approach to JSL (Japanese as a Second Language) at the October meeting. The first half of the presentation will be devoted to study techniques for foreign students of Japanese, useful for JALT members from abroad currently teaching in Japan. She will then present teaching techniques for JSL, which will be valuable for both JSL teachers in Japan, and for foreigners who hope to teach Japanese in other countries. This presentation will be in Japanese, with interpretation as necessary by JALT members.

Ms. Konishi teaches Japanese (JSL) at the "JAPONICA" language school in Toyama.

KOBE

Topic: Strategic Interaction and a Cultural Adaptation

Speaker: Denise Vaughn and Marcia Arthur

Date: Sunday, October 13th

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

Place: Kobe YMCA Language Center, 4th floor

Fee: Members free; non-members ¥1,000

Info: Jane Hoelker 078-822-1065

Strategic interaction is a technique through which students learn and practice not only basic language skills but also pragmatic skills. We will demonstrate the technique and explain how we have adapted it to suit the learning styles of our Japanese students. Examples of scenarios written and used in conjunction with current texts will be shared. We will demonstrate how teachers can write their own scenarios.

Marcia Arthur teaches at Osaka Meijo Women's College and Denise Vaughn at Kinran and Doshisha Women's Colleges.

KYOTO

Michael Wolf 0775-65-8847

MATSUYAMA

Topic: Bilingualism in Japan

Speaker: Masayo Yamamoto

Date: Sunday, October 20th

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

Place: Shinonome High School Memorial Hall, 4F

Fee: Members free; non-members ¥1,000

Info: Linda Kadota 0899-79-6531
Masako Aibara 0899-31-8686

This presentation will introduce bilingualism from both theoretical and sociolinguistic concerns.

The first part of the presentation will introduce the theoretical background of bilingualism necessary to understand various issues in the field. Definitions and categories of bilingualism, the historical background of shifts in the evaluation of bilingualism, and common misconceptions referring to bilingualism are among the topics to be discussed.

The second part will focus on bilingualism in Japan. Among others, survey reports on the bilingual environments of "international marriages" will be introduced.

Masayo Yamamoto is currently an Assistant Professor at Ashiya University.

MORIOKA

Topic: Listening and Pronunciation: Some Suggestions for Two Problem Areas

Speaker: Catherine O'Keefe

Date: Sunday, October 6th

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

Place: Morioka Chuo Kominkan

Fee: Members free; non-members ¥1,000

Info: Jeff Aden 0196-23-4699

Both listening and pronunciation are vital to communicative competence, but can also be very problematic for both teachers and learners.

This workshop will focus on ways to teach listening and pronunciation effectively. These techniques will result in improved ability on the part of the learner and also an increase in confidence. Examples will be shown for all levels of ability, from beginner upwards.

Catherine O'Keefe is currently an ELT Consultant for Oxford University Press.

NAGANO

Topic: Recent Trends in ESL Teaching
Speaker: Prof. D.A. Wilkins, Reading University, England

Date: To be announced later

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

Place: Educational Tech. Bldg. Shinshu University, Nagano Campus

Fee: Members and students free; non-members ¥500

Info: Richard Uehara 0262-86-4441

Professor Wilkins will be in Japan in late October and has agreed to give a lecture on the recent trends in ESL teaching. He has many years experience in theoretical studies and practical application of ESL teaching methods. The meeting promises to provide attendants with an "enlightened and fresh perspective" on the subject. A party will follow the presentation, details to be announced later. Please call for updated information. This meeting will be co-sponsored by NELEC and the Chubu Dist. English Language Educational Society.

Topic: Effective Team Teaching

Speaker: Minoru Wada of the Ministry of Education

Date: Saturday, October 12th

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

Place: Educational Tech. Bldg. Shinshu University, Nagano Campus

Fee: Members and students free; non-members ¥500

Info: Richard Uehara 0262-86-4441

One of the hottest items of discussion among EFL teachers in Japan these days is the ongoing evolution of English language teaching techniques utilized in Japanese public schools. Mr. Wada will present a lively lecture, in English, which will also feature video presentations. Owing to his position and busy schedule, presentations by Mr. Wada are very rare.

A party (¥5,000 per attendant) will follow the meeting.



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Tel: (03) 3295 5875

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This meeting will be co-sponsored by NELEC and JALT-Nagano.

NAGASAKI

Topic: Accents
 Speaker: John Honey, Professor, Kumamoto University
 Date: Saturday, October 26th
 Time: 2:30-5:00 p.m.
 Place: Room 64. Education Bldg., Nagasaki University
 Fee: Members free; non-members ¥500
 Info: Wanda "Swan" Anderson 0958-46-0084 (days) or 0958-47-1137 (evenings)

An expert on English accents, Professor Honey recently published a book entitled *Does Accent Matter?--the Pygmalion Factor*. His talk will center on accent.

NAGOYA

Topic: JFL (Japanese as a Foreign Language)
 Speakers: Tim Newfields, ICS. Shizuoka Center
 Takiko Kimoto
 Date: Sunday, October 13th
 Time: 12:30-4:00 p.m.
 Place: Hikokoro Center, Naka-ku, Nagoya
 Fee: Members free; non-members ¥1,000
 Info: Helen Saito 052-936-6493
 R. Katsuda 0568-73-2288

These presenters will speak on the topic of Japanese as a Foreign language. JFL-One process of Language Acquisition (Newfields)
 Teaching JFL to Japanese (Chinese-speaking) War Orphans (Kimoto)

Topic: Setting and Achieving Instructional Objectives
 Speaker: Kathleen Graves, School for International Training, U.S.A.
 Date: Tuesday, October 29th
 Time: 3:30-5:30 p.m.
 Place: Trident School of Languages, Room L35
 Fee: Free
 Info: Helen Saito 052-936-6493
 R. Katsuda 0568-73-2288

Ms. Graves has recently written a new text on practice teaching, based on her experience as a teacher in many countries and as a lecturer at the School for International Training in Vermont. She will discuss the main points of this book. She is also a co-author of *East West*, a popular series of EFL texts in Japan.

This presentation will be sponsored jointly by JALT Nagoya, Oxford University Press and Trident School of Language.

Please note second meeting-change in date, time and place.

NARA

Denise Vaughn, 0742-49-2443

NIIGATA

Topic: Colourful Conversation with *Macmillan Dossiers*
 Speaker: Julie Dyson
 Date: Sunday, October 13th
 Time: 1:00-3:30 p.m.
 Place: Kokusai Yuko Kaikan (International Friendship Center)
 Fee: Members free; non-members ¥1,000
 Info: Michiko Umeyama 025-267-2904

Setsuko Toyama 0256-38-2003
The new Teacher's "Dossier" Resource Manual gives 101 ways to use the series. Julie Dyson will be demonstrating as many techniques as possible!
 Julie Dyson is Marketing Executive for Macmillan in Japan.

OKAYAMA

Fukiko Numoto. 0862-53-6648

OKINAWA

Karen Lupardus, 09889-8-6053

OMIYA

Topic: Memory Enhancement Techniques
 Speaker: John Paterson
 Date: Sunday, October 13th
 Time: 1:30-4:30 p.m.
 Place: Omiya YMCA
 Fee: Members free; non-members ¥1,000
 Info: Yukie Kayano 048-746-8238

This workshop demonstrates several easily learned memory enhancement techniques. Rather than attempting to cover all aspects of memory systems, it is designed to give a brief introduction to the most easily learned techniques which can be applied to language learning.

John Paterson is an instructor with American Club in Hamamatsu.

OSAKA

Yoshihisa Ohnishi 06-354-I 826

SAPPORO

Topic: English Song Lyrics as Text
 Speaker: Peter Gray, Seishu Junior College
 Date: Sunday, October 20th
 Time: 1:30-4:00 p.m. (refreshments)
 Place: Hokusei Women's Junior College (South 4. West 17) 4F
 Fee: Members and students free; non-members ¥1,000
 Info: Ken Hartmann 011-584-4854

This presentation will deal with how to help students understand and enjoy English song lyrics. Various language learning activities based on the song lyrics will be described.

SENDAI

Topic: A Potpourri of Communicative Activities for Your Classroom
 Speaker: Terry Jennings, Prentice Hall Regents of Japan
 Date: Sunday, October 20th
 Time: 1:00-4:00 p.m.
 Place: 141 Building, 5th floor
 Fee: Members free; non-members ¥1,000
 Info: Tadashi Seki 022-278-8271
 Harry Neale 022-267-3847

Using the latest materials from PHR, Mr. Jennings will present a variety of practical and enjoyable activities for your classes. This will be a hands-on workshop but ample time will be given to all the skills from an integrative point of view including cross-cultural concerns.

Mr. Jennings is Marketing Director of Prentice Hall Regents.

SHIZUOKA

Topic: Cross-Cultural Communication Practice
 Speaker: Yoko Matsuka
 Date: Sunday, October 20th
 Time: 10:30 a.m.-12:00 noon
 Place: Tokai Jr. College (near Yunioki Shizutetsu Stn.)
 Fee: Members free; non-members ¥1,000
 Cross-Cultural Communication Practice
 Info: Tim Newfields 054-248-3913
 Tomoko Sano 0559-24-2818

See the Hamamatsu meeting announcement for more details.

DON'T MISS

THESE EXCITING PRESENTATIONS AT JALT '91

SATURDAY NOVEMBER 2nd.

BARRY TOMALIN : More Video Recipes
11:00-11:45 Room 402

This is a continuation of Barry's pre-conference workshop.

ROBERT O' NEILL : Discovering 'THE LOST SECRET'
5:00-5:45 Room 402

Find out how to get the most out of 'THE LOST SECRET'. Useful tips for any video class.

SUNDAY NOVEMBER 3rd.

WILLIAM GATTON : S.R.A. The Library in a Box
11:00-11:45 Room N310

SRA Reading Laboratories cater for students of all ages and reading levels.

MONDAY NOVEMBER 4th.

TOMALIN/GATTON : BBC Beginners' English
11:00-11:45 Room 402

This workshop is a must for teacher's wishing to exploit this widely used course to the full.

MARC BENDER : Person to Person
1:00-1:45 Room 404

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Kita-ku, Osaka 530
Tel: 06-362-2961 Fax: 06-3 16-1 049



SUWA

Topic: Assessing your Students' Speaking Skills
Speaker: Ben Knight
Date: Sunday, October 20th
Time: 2:00-4:30 p.m.
Place: Restaurant Holz-Hatsushima Patty Room
Fee: Members free; non-members ¥500
Info: Mary Aruga 0266-27-3894

This workshop will focus on the question of what we base our assessments of students' speaking skills on. It will also look at how that choice of criteria depends on the context of the test. The workshop will include participants viewing and assessing students recorded on video and discussing their assessments.

Ben Knight teaches English, linguistics and literature at Shinshu University.

TAKAMATSU

Shizuka Maruura, 0878-34-6801

TOKUSHIMA

Sachie Nishida, 0886-32-4737

TOKYO

Topic: Teaching Vocabulary Development
Speakers: Yoji Tanabe (Waseda University)
 Steven Maginn (Cambridge University Press)
Date: Sunday, October 20th
Time: 2:00-5:00 p.m.
Place: Temple University Japan; from Takadanobaba take the Seibu Shinjuku Line one stop to Shimo-ochiai (be sum to catch a local train!)
Fee: Members free; non-members ¥1,000
Info: Will Flaman (W) 03-5684-4817.
 (H) 03-3816-6834
 Don Modesto (W) 03-3291-3824,
 (H) 03-3360-2568

Professor Tanabe will focus on the teaching of words in relation to listening comprehension. Vocabulary in daily usage, katakana vocabulary, textbook use of vocabulary, etc. will also be discussed.

Steven Maginn's workshop will emphasize the communicative practice of new vocabulary in a learner-centered framework. Activities will be drawn from the Cambridge University Press series *A Way with Words* (Redman & Ellis).

Yoji Tanabe is Professor of English linguistics at the School of Education,

Waseda University and Dean of the International Division at Waseda.

Steven Maginn is the ELT Sales Manager for Cambridge University Press.

TOYOHASHI

Topic: Cultural Translation vs. Literal Translation-Reflections on the Use of Japanized English
Speaker: Kiyoshi Hasagawa (Shonan International Women's College)
Date: Sunday, October 27th
Time: 1:30-4:30 p.m.
Place: Aichi University Kinenkan
Fee: Members free; non-members ¥1,000
Info: Kazunori Nozawa 0532-25-6578

This talk will concentrate on various errors in the Japanese usage of English and speculates on some of the reasons for these problems.

UTSUNOMIA

Topic: Whole Language Activity with Big Book Program-Get The Kids on the Rhythm
Speaker: Setsuko Toyama
Date: Sunday, October 13th
Time: 2:00-4:00 p.m.
Place: Utsunomiya Sogo Community Center (0286-36-4071)
Fee: Members free; non-members ¥500
Info: James Chambers 0286-27-1858
 Michiko Kunitomo 0286-61-8759

The workshop will include games and pair activities for parents and kids, and rhythm practice using a portable rhythm box. The audience will be invited to sing, act, and get involved in activities based on the *Big Book Program*, new from Addison-Wesley.

Setsuko Toyama is an instructor of Matsuka Phonics, and program chair of JALT Niigata chapter.

WEST TOKYO

Topic: Creating Extrinsically Motivating English Tests in ESL
Speaker: H. Douglas Brown, American Language Institute, San Francisco State University
Date: Tuesday, October 29th
Time: 2:30-5:00 p.m.
Place: Arizona State Univ. Japan, in Hachioji (use either Keio Hachioji Stn. or JR Hachioji Stn. and walk 15 min. or take #50 or #54 bus from JR Stn. to Owada Cho stop. Map available by fax on request).
Fee: Members free; any and all non-members of JALT accepted as free

guests of ASUJ (please RSVP).

Info: Tim Lane 0426-46-0582 (w)
 0426-48-7084(h)

This meeting is co-sponsored with ASUJ and all participants are welcome to attend.

Intrinsic motivation has become an important focus in language teaching as we move more toward content-centered, meaningful, communicative classrooms. With all the emphasis on interactive and cooperative learning, our tests usually remain starkly mechanical, even behavioristically inspired and we continue to rely on extrinsic rewards of points and grades to motivate students. Doug Brown will suggest guidelines for test making which are more sensitive to the intrinsic interests and motives of our students.

YAMAGATA

Fumio Sagawara. 0238-85-2468

YAMAGUCHI

Yayoi Akagi, 0836-65-4256

YOKOHAMA

Topic: Using Video Effectively
Speaker: Marc Benger
Date: Sunday, October 13th
Time: 2:00-4:45 p.m. (with a coffee/tea break)
Place: Yokohama Kaiko Kiien Kaikan, 2nd floor (near JR Kannai station and Yokohama stadium)
Fee: Members free; non-members ¥1,000
Info: Ron Thornton 0467-3 1-2797
 Shizuko Marutani 045-824-9459

This is a workshop at the use of video as an extremely useful teaching medium bringing reality and vitality into the classroom. The presenter will introduce various segments of video taken from BBC English Productions and show how they can be used to bring out the best in any student, regardless of level.

Marc Benger is an Educational Consultant with Meynard Publishing Limited.

Everyone is invited to adjourn with the speaker to a local restaurant for dinner and informal discussion immediately following the program (Dutch treat).

Please do not submit *The Language Teacher* announcements in the form of posters, graphics, charts, or cartoons. Thanks.

— The Editors

HEINEMANN

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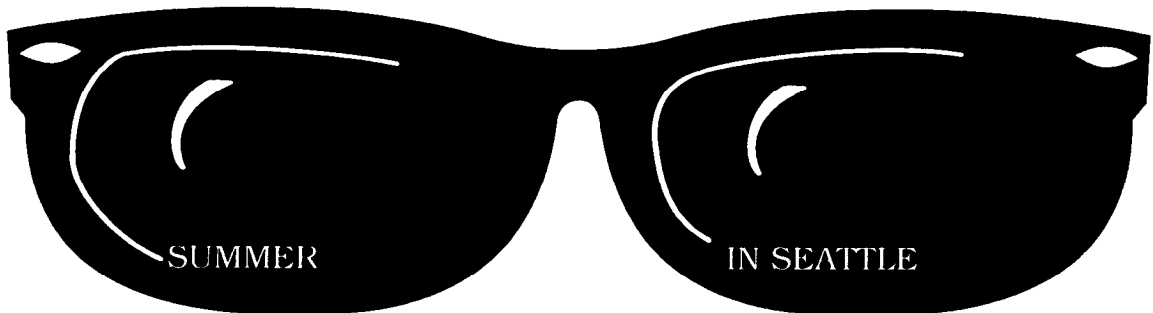
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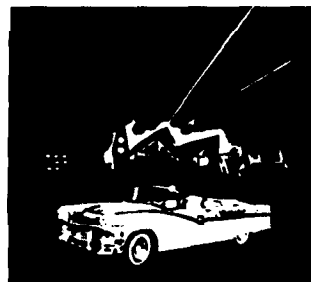
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Although JLT cannot protect job applicants from discrimination, **The Language Teacher** will not publicize sex, age, religious, or racial restrictions. Restrictive notices are edited to the bare minimum.

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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**. Members enjoy substantial discounts on **Cross Currents** (Language Institute of Japan).

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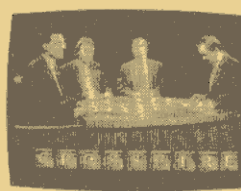
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