

Content-Based Language Teaching

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Introduction

The idea of content-based language instruction has become more popular in Japan during the past few years. However, many people have questions about it:

What is content-based language instruction?

How are these courses different from language courses?

Are students able to learn the subject matter, the content, in a foreign language?

Do students develop their second/foreign language skills?

How can content-based instruction be implemented in an existing curriculum?

How do teachers teach these courses?

What subjects, contents, are appropriate?

The articles in this special issue address these questions, introducing the basic theory and practice to those for whom it is new, and offering some ideas for its implementation to all.

The first two articles serve as theoretical background for the other articles in the issue. Marguerite Ann Snow (one of the authors of *Content-Based Language Instruction*) explains the theory of content-based language instruction inreadily understandable terms and presents a summary of different models of content-based instruction. Bernard A. Mohan (author of *Language and Content*) discusses the integration of language and content with reference to knowledge structures and tasks. He suggests that these be used for a "systematic analysis of content course activities." In addition, his article has an extensive reference list which can serve as a suggested reading list for those interested in pursuing the topic.

The remaining articles present practical problems and solutions to using content-based instruction. All three are based on the authors' teaching experiences in Japan. **Tamara Swenson** discusses implementing content-based instruction in the ubiquitous "conversation class." **Ken Biegel** takes us through the problems he encountered when teaching a content-based course for the first time — and the solutions he found for those problems. Finally, **James Hagen** talks about the pluses and minuses of teaching economics as a content-based course.

Rita Elaine Silver

この号は…

内容中心の言語教育の特集です。この数年、日本でも内容中心の言語教育が知られるようになってきました。しかしながら、 次のような疑問を持っている人もたくさんいます。

- *内容中心の言語教育とは何か。
- *それは語学のコースとどう違うのか。
- *学生は外国語で他の科目(内容)を学べるのか。
- *学生は第二言語/外国語のスキルを身につけられるのか。

*内容中心の言語教育は、既存のカリキュラムの中でどのように実施できるのか。

- *これらのコースはどのように教えるのか。
- *どのような科目(内容)が適当なのか。

この号の記事は、これらの疑問に答えます。内容中心の言語教育に初めて触れる人のためには基本的な理論と実践を紹介し、 初めての人にも、経験者にも、その実行のためのアイディアを提供します。

初めの記事2つは、その他の記事の理論的な背景となっています。Content Based Language Instruction の著者の一人であ る Marguerite Ann Snow はわかりやすい言葉で内容中心の言語教育の理論を解説し、いくつかの異なるモデルを紹介してい ます。Language and Content の著者、Bernard A. Mohan は知識の構造とタスクに関連づけて、言語と内容との統合を論じ ています。彼は、内容中心のコースの学習活動を体系的に分析するためにこの考え方が使えると提案しています。またこの記事 には、広範な参考文献のリストがついており、この分野の文献を読んでみたい人の役に立つでしょう。

その他の記事は内容中心の指導をする際の実際的な問題とその解決法を扱っています。これらはすべてライターの日本での 教育経験に基づいています。Tamara Swenson は、よくある「会話」のクラスでの内容中心の指導の実践について論じていま す。Ken Biegel は、彼が初めて内容中心のコースを教えた時に遭遇した問題と、それをどう解決したかについて書いていま す。最後に James Hagen は内容中心のコースで経済学を教えることのプラスとマイナスについて語っています。

(青木直子訳)

Content-Based Teaching: Snow-

Content-Based Second/Foreign Language Instruction: An Overview

Content has been defined in a variety of different ways in second/foreign language teaching. Historically, in methods such as grammar-translation, content has been equated with the use of literary passages and grammatical structures in the target language. In the audio-lingual method, content has consisted of grammar structures, vocabulary, or sound patterns, usually presented in the form of dialogues to be memorized. In communicative approaches, content has come in the form of language functions needed in particular settings such as the bank or the university classroom and in the form of notions such as those needed to describe spatial relationships.

More recently, another definition of content has emerged. Content, in this interpretation, is the use of subject matter for language teaching purposes. Subject matter in a contentbased approach may be defined rather broadly-from topics or themes selected for student interest or need-or it may be more specifically interpreted, such as the vocational or academic course material which students are studying outside the language class.

The purpose of this article is to provide an overview of content-based instruction, including its theoretical rationale and descriptions of content-based instructional models. The article concludes with a discussion of key issues which must be considered in content-based instruction.

Content-Based Instruction: A Rationale

Content-based instruction fulfills a number of the conditions which have been posited as necessary for second/ foreign language acquisition. According to Krashen, second language acquisition occurs when learners receive comprehensible input, not when they are memorizing vocabulary or completing grammar exercises. He reasons, therefore, that methods which provide students with more comprehensible input will be more successful. Krashen (1984) states that "...comprehensible subject-matter teaching is language teaching" (p. 62) since we acquire language when we understand messages. In content-based instruction, the focus is on the subject matter and not on the form or, as Krashen says, on "what is being said rather than how" (p. 62).

Content-based instruction also provides students with opportunities for meaningful use of the second/foreign lan guage. Swain (1985) suggests that in order to develop communicative competence learners must have extended opportunities to use the second/foreign language productively. Thus, in addition to receiving comprehensible input, they must produce comprehensible output. Swam maintains that learners need to be "...pushed toward the delivery of a message that is... conveyed precisely, coherently, and appropriately" (p. 249). Content-based instructioncanprovide this

by Marguerite Ann Snow California State University, Los Angeles (UCLA)

push since students learn to produce language that is appropriate from the point of view of both language and content.

Mohan (1986) underscores the viewpoint that has led to the separation of language and content: "In subject matter learning we overlook the role of language as a medium of learning. In language learning we overlook the fact that content is being communicated" (p. 1). In fact, a number of well-documented instructional approaches have rejected this traditional separation and have sought to wed language teaching to subject matter learning. The writing across the curriculum (WAC) movement, for example, which was designed originally for native speakers of English in Britain, acknowledges the effectiveness of having students write in the content areas (Department of Education and Science, 1975). Many American universities have adopted this crosscurricular perspective and now require students to take writing courses specifically attached to wurses such as history or political science. Foreign language immersion programs in Canada and the U.S. assume that Englishspeaking children can learn subjects in the elementary school curriculum taught through themediumof the foreign language (Genesee, 1987). Furthermore, English for Specific Purposes (ESP) courses provide second/foreign learners with content which is relevant to their occupational or professional needs (Hutchison & Waters, 1987). So, for instance, Vocational English as a Second Language (VESL) courses teach language through the life skills students need to survive and live in English-speaking countries. Similarly, English for Academic Purposes (EAP) programs have as their main goal the preparation of students for the types of academic tasks they will encounter in English-medium high schools, colleges. or universities

Increased motivation is another rationale for contentbased instruction. Second/foreign language learners find the study of content interesting and often more related to their personal or professional needs than more traditional language wurses. In addition, content-based instruction courses can provide the boost in morale often needed at the intermediate proficiency level when motivation begins to sag. Moreover, the extensive use of authentic materials and tasks in content-based instruction provides effective means for exposing learners to real, communicative language that is usually not found in grammar-based methods and textbooks.

Models of Content-Based Instruction

A variety of content-based models can be found in both the foreign and second language settings. All are, more or less, variations of threeprototypemodels (Brinton, Snow, & Wesche, 1989). Each of the models described below differs somewhat in implementation due to such factors as instructional setting,

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program objectives, and target population. All share, however, a common point of departure--the integration of language teaching aims with subject matter instruction.

Theme-Based Model

The theme-based model is a type of content-based instruction in which selected topics or themes provide the content for the language class. From these topics, the ESL/

EFL teacher extracts language activities which follow naturally from the content material. Thus, a unit on "Advertising" might engage the students in a variety of activities such as designing and administering a marketing survey, plotting a graph of the results of the survey, and comparing and contrasting consumer attitudes. This model is particularly suitable in a language institute or in the college or university setting where classes are often composed of students of diverse language backgrounds or interests.

A theme-based program designed for

German EFL students at the Free University of Berlin offers a variety of modules on such topics as Television; Professional Ethics; Native Americans; Ecology; Britain and the Race Question; and Religious Persuasion. The modules relate to one another so as to create cohesive instruction of specified skills, vocabulary, grammatical structures, and concepts. To ensure continuity across modules, the concepts, functions, skills, vocabulary, and structures are interrelated and recycled.

At the elementary school level in the U.S., many foreign language programs have developed "content-enriched" curricula which select subjects from the standard school curriculum for introduction or reinforcement in the foreign language class (Curtain & Martinez, 1990). In this content-based approach, foreign language teachers find points of coincidence from other subjects in the regular school curriculum which pair with the objectives of the foreign language curriculum. For example, terms and structures for describing weather are taught in the foreign language class in coordination with a science unit on meteorology in the regular English curriculum.

There are a number of advantages that the "contentenriched" approach has over traditional foreign language classes. First, the content-based course offers a more relev ant, meaningful context for language learning. Students use the foreign language to talk about the content of the unit-the what in Krashen's terms, not the how of language, such as verb conjugations. Second, since students have already been exposed to the content under study in English, there is a richer context for use of the foreign language for meaningful communication (which is especially important given the limited exposure to the foreign language). The foreign language class. thus, takes on the new role of providing reinforcement of content. Finally, the foreign language teacher does not have to search for material for the language class, as the school curriculum provides a wealth of ideas that can be incorporated into foreign language instruction.

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The language teacher must learn to exploit the content material for its language teaching potential.

Sheltered Model

Sheltered courses currently exist in a variety of secondary and post-secondary settings in both Canada and the United States. The term sheltered derives from the model's deliberate separation of second/foreign language students from native speakers of the target language for the purpose of content instruction. The sheltered model in the post-secondary setting was developed at the University of Ottawa as an alternative to

the traditional university foreign language class (Edwards, Wesche, Krashen, Clement, & Kruidenier, 1984). Students opted to take a content course such as Introduction to Psychology or Introductory Linguistics conducted in their second language in lieu of taking a traditional second language class.

Comparisons of sheltered Psychology students with students attending more traditional ESL classes have found no significant differences in the gains of the two groups in second language proficiency despite the fact that the sheltered students

did not "study" the second language. In addition to their gains in second language proficiency, the sheltered students demonstrated mastery of the content course material at the same levels as comparison students enrolled in regular native-speaker sections of Psychology. Furthermore, the sheltered students reported greater self-confidence in their abilities to use their second language as a result of participation in the sheltered class.

In the secondary school setting in the United States, ESL students are often placed in sheltered content courses such as "ESL Math" or "ESL Social Studies." These courses are frequently an alternative to content courses taught in the students' native languages in settings where trained bilingual teachers are not available or the student population is so heterogeneous as to preclude primary language instruction. Sheltered courses offer language minority students an alternative to traditional ESL classes that are often taught in isolation from the rest of the school curriculum, giving them access to school subjects from which they might otherwise be barred on the basis of their limited English proficiency. Students in sheltered classes follow the regular course curriculum; however, instruction is geared to their developing levels of second language proficiency through the use of special instructional strategies and materials. When properly implemented, sheltered courses can offer an effective approach to integrating language and content instruction for intermediate ESL students whose language skills may not yet be developed enough for them to be mainstreamed with native English speakers in demanding content courses.

Adjunct Model

The adjunct model is a content-based approach in which students are concurrently enrolled in a language class and a content course. This model is typically implemented in postsecondary settings where such linking or "adjuncting" between language and content departments is feasible. A key feature of the adjunct model is the coordination of objectives

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and assignments between language and content instructors. The language class becomes content-based in the sense that the students' needs in the content class dictate the activities of the language class.

In the Freshman Summer Program (FSP) at UCLA, for example, native and non-native English speakers enroll in an undergraduate general education course and the corresponding English composition/ESL class. The material of the content courses becomes a springboard for activities and assignments in the English/ESL classes as students' immediate academic needs are met, and at the same time, students are exposed to more general academic skills that can be transferred to other content courses. Comparison of the ESL students who had participated in FSP with students who followed a more typical EAP curriculum revealed that, despite having significantly lower ESL placement scores, the FSP students performed as well as the ESL students on a task requiring them to use lecture and reading material in the composition of an essay (Snow & Brinton, 1988).

In the EFL setting, a modified adjunct model has been implemented in the Peoples' Republic of China at the Social Science English Language Center (SSELC) in Beijing. In the SSELC program, Chinese students attend English lectures in selected social science topics given by visiting American professors. The EFL classes focus on general academic skills development before the professor's arrival and then coordinate with the content course once it is underway.

Key Issues in Teaching Language through Content

As is hopefully clear from the description of programs and instructional activities, content-based instruction differs conceptually from more traditional second language teaching methods in a number of ways. First, the roles of the language teacher and/or the content teacher are necessarily expanded. Since the content dictates the selection and sequence of teaching points, the language teacher much learn to exploit the content material for its language teaching potential. This means that the language teacher must select the content material judiciously, or in the case where the materials are already selected (such as in adjunct classes), the teacher needs to pull out material which is most suitable for language teaching aims. This includes identification of language structures and skills that pair naturally with content material; it also means that the language teacher must become familiar enough with the content material to put it to a meaningful use. This is one of the most difficult. yet indispensable requirements of content-based teaching. By the same token, the content teacher, in this approach, becomes sensitized to the language needs of second/foreign language students. This entails systematic planning of instruction through a variety of strategies and techniques.

A second key issue in content-based instruction is the need to develop appropriate curricula and materials which reflect the assumptions of the approach. Thus, while commercial language texts may be appropriate for some activities and may be useful references, content-based instruction necessarily requires development of curricula and material that integrate the teaching of language skills with content. Initially, this may require additional preparation and planning for effective content-based instruction; these demands, however, can be alleviated by the creation of materials writing teams and by the sharing of materials among colleagues.

Assessment is also a key issue in content-based instruction. When selecting an instructional model, choice of content should revolve around considerations of students' current proficiency levels, learning objectives, interests, and needs. The students' language proficiency levels must be assessed carefully in order to determine the type of content which will be most appropriate to select for instruction. The theme-based model can be used effectively at all proficiency level; sheltered courses require intermediate to high intermediate proficiency; and adjunct courses, intermediate to advanced levels of the second/foreign language. Once a content-based approach is implemented, assessment must be carefully planned to take into consideration both language development and content mastery. Assessment, therefore, plays an important role at all stages of program development.

Conclusion

There is theoretical support in the literature for a content-based approach and abundant existing programs in both the foreign and second language settings which effectively teach language through content. Content-based instruction crosses over age groups, proficiency levels, and instructional settings and is a method which is very much in keeping with a communicative approach to second/ foreign language teaching.

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The Integration of Language and Content: Recent Research Issues

The integration of language and content (ILC) can be broadly defined as mutual support and cooperation between language teachers and content teachers for the educational benefit of students, with a focus on the intersection of language, content and thinking objectives. This paper will review selected research issues which I believe are important for future developments in ILC. The wider range of issues can be found in recent publications (Mohan 1986, Early, Thew & Wakefield 1986; Cantoni-Harvey, 1987; Crandall, 1987; Benesch, 1988, Enright & McCloskey, 1988; Brinton, Snow & Wesche. 1989; Crandall &Tucker, 1989; Spanos, 1990).

When a mother interacts with her young child, the child learns language and learns about the world. Seemingly without effort, the mother assists the child's language development and knowledge development simultaneously. She integrates language and content learning. By contrast, formal education typically adopts practices and assumptions which separate language teaching from content teaching. These practices and assumptions have recently been questioned by those who aim for a closer integration of language and content learning (ILC).

ILC is seen quite differently in different theoretical perspectives. Krashen's (1985) *second language acquisition* perspective is an account of second language acquisition only. There is no attempt to account for content learning. Second language acquisition is a matter of learning the language code (particularly the rules of sentence grammar) through involvement in comprehensible language use, and language use provides examples of the language code. A content course, then, insofar as it is comprehensible, is seen only as an aid to language learning, a source of examples of the language code.

Language socialisation, by contrast, aims to explain how language and culture (including content knowledge) are learned at the same time (Halliday, 1978, 1986; Bruner, 1983; Ochs, 1988). In the language socialisation view, language use occurs in the context of a social practice, and language is essentially related to sociocultural knowledge. The learner's participation in language use in sociocultural activities is not only a means to acquiring language but also to acquiring sociocultural knowledge. Language is a medium of learning and learning is semiotic process. A content course, then, is seen to raise such questions as: the interface between language learning and content learning; the nature of learning activities as sociocultural processes (or situational contexts or tasks): the reflection of these processes in the patterning of discourse units beyond the sentence: and the relation of this discourse to the organisation of content knowledge.

by Bernard A. Mohan University of British Columbia

Two basic forms of integration of language and content (ILC) are:

- (1) A language course which includes content learning goals. For example, a reading course which familiarises students withmaterial from an impending content course.
- (2) A content course which includes language learning goals. For example, a science course that includes instruction on scientific writing.

Let us suppose that (2) is taught cooperatively by a language teacher and a content teacher. We will use (2) to provide us with a clear case to see the problematic issues of integration. It raises the question: can a good content learning course also be a good language learning course?

This question requires systematic analysis of content course activities. It is not sufficient to immerse an L2 learner in a content course and measure final achievement in language and subject matter. French immersion programs, where English-speaking students learn content subjects through the medium of French, arenotably successful (Swain & Cummins, 1986; Genesee, 1987), but closer inspection of classroom processes (Swain, 1988) has shown how good content teaching may be poor language teaching. Two research bases for the systematic analysis of content course activities are *knowledge structures* and *tasks*. Each of these is a unit of analysis common to both the content view and the language view, allowing these two views to be coordinated.

Knowledge Structures (KSs)

We will discuss knowledge structures first in relation to knowledge and content questions, and then in relation to language questions.

KSs are important for the systematic monitoring and planning of thecontentcomponent of a content course. KSs are schemata or patterns of organisation of knowledge. Cognitive psychologists (Abelson & Black, 1986) claim that the organisation of knowledge into KSs helps us better to comprehend, remember, and apply knowledge. Cognitive anthropologists (Werner & Schoepfle, 1987)find that certain abstract logical (or semantic) KSs such as classification or decision occur across cultures. In applied linguistics, Mohan (1986) similarly identifies a related set of logical KSs which apply generally to communication contexts and human activities. Early, Thew, & Wakefield (1986) found that this set of logical KSs underlie the *thinking skills* of content courses in social studies and science, where they may even be explicitly taught, e.g. classification in biology or decision-making in business.

KSs are also important for the systematic monitoring and planning of the language component of a content course.

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Research based on the schema theory of reading has shown the reader draws on prior knowledge of various kinds to process themessage of the text interactively (Carrell, Devine, & Eskey, 1988). Hence reading material on familiar content topics is read more quickly and recalled more easily than unfamiliar material. Reading researchers (e.g. Carrell, 1987. 1987) divide content knowledge into content schemata and formal schemata (that is, into specific information and the

general organisational patterns of information). Formal schemata are particularly important because they apply very generally. Learners can be taught to recognise and use formal schemata (text structure) to improve their ability to read expository prose (Armbruster, Anderson & Ostertag, 1987; Early, 1989). Semantic mapping of text structure, where text is displayed in graphic form also enhances reading with L2 students (Carrell, Pharis & Liberto, 1989).

Researchers divide formal schematainto rhetorical schemata and logical schemata. Information in discourse is organised both rhetorically and logically. There is genre, or rhetorical organisation of the discourse as it unfolds in time. And there is logical knowl-

edge structure, or logical organisation of the propositional content of what it talked about. For genre, see Martin (1985), Hammond (1987). Christie & Rothery (1989). and Swales (1990). Genres or rhetorical schemata tend to be culture-specific, and may cause negative transfer or interference for learners (see Connor & Kaplan, 1987; Purves. 1988). Logical knowledge structures tend to be cross-cultural (see again Werner & Schoepfle, 1987). Mohan (1989) illustrates the difference between genre and logical KSs, showing how logical KSs are a bridge between language goals and content goals.

Tasks

From the learner's standpoint, education is a series of student tasks. Language teaching can be appropriately analysed in terms of the tasks which learners engage in (Long & Crookes, 1990; Nunan, 1989). Similarly, content teaching can be analysed in terms of student tasks (Doyle, 1983). Research has studied language tasks from a language viewpoint and content tasks from a content viewpoint. Can these two viewpoints be combined? Can a "good" content task also be a "good" language task? Three issues are: collaboration, learning strategies, and the functional language of tasks.

Consider collaboration in student tasks, where two or more learners work together. In content teaching research, studies have shown that collaboration in the form of various types of *cooperative learning* generally results in higher achievement in subject matter learning (see McGroarty, 1988). Tasks that are collaborative, therefore, can have advantages from the content viewpoint. In second language research, studies reviewed by Long & Porter (1985) have shown how groupwork can provide a high quality and quantity of student talk. Collaborative tasks, then, may have advantages from both the content viewpoint and the language viewpoint. But we need to ask further research questions such as: what are the discourse characteristics of different types of cooperative learning, e.g., peer tutoring versus group discussion? What are the relations between task characteristics and student group composition? (See Long, 1989; Wong-Fillmore, 1989).

Consider learning strategies for student tasks. Learning

Teachers should question language teaching that ignores the content of communication and content teaching that ignores the language of communication. strategies are conscious processes and techniques for tasks which facilitate learning. There is a large body of work on content learning strategies (see Weinstein&Mayer, 1985). More recently there has been a considerable amount of work on language learning strategies (Wenden & Rubin, 1987; Oxford, 1990). Can effective content learn ing strategies be compatible with effective language learning strategies? O'Malley and Chamot (1989) believe so, and their work on learning strategies in second language acquisition is intended to apply both to language development and content learning, as illustrated in O'Malley (1988).

Consider the functional discourse of tasks. The field of English for Specific

Purposes has recently given considerable attention to task (Hutchinson & Waters, 1987; Swales, 1990). but mainly to tasks in the language classroom rather than tasks in the content classroom. Hutchinson &Waters (1987) offer detailed discussion of how the language teacher can design tasks for the language classroom which can develop the learners' ability to deal with the language demands of the content classroom. But they see these tasks in the language classroom as language learning tasks, not as language socialisation tasks.

There is much less work that studies tasks in the content classroom, asking whether good content learning tasks can also be good language learning tasks. Spanos et al. (1988) drew on the assistance of mathematics specialists to study I2 learners in mathematical problem-solving tasks, recommending group problem-solving as a classroom practice for both mathematical and language reasons. Mohan & Oszust (1991) examined business case study decision-making tasks by pairs of L2 business students, recommending contextually supported decision-making for both business and language reasons.

Some future research questions about KSs and tasks include the following: KSs have been mainly associated with written language. How do KSs apply to spoken language? Tasks have been mainly associated with spoken language. How do they apply to written language? How do KSs and tasks relate to each other? Much of the work on KSs and tasks has been done in experimental contexts. How do KSs and tasks work in the natural contexts of actual courses of study? How are KSs and tasks socially constructed in learning interactions, and what new forms of discourse analysis are required to illuminate these processes?

Implications for Teachers

Teachers should question language teaching that ignores

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the content of communication and content teaching that ignores the language of communication. They should use KSs and tasks as bridges between language and content. Implications of KSs for cooperating language and content teachers are: (1) Jointly identify important KSs in course material (2) Develop graphic ways of representing these KSs (3) Relate KSs to discourse genres and to aspects of grammar and vocabulary (4) Help students to (1-3) independently. Jmplications of tasks for cooperating language and content teachers are: (1) Jointly identify important tasks in the course processes (2) Consider ways to use collaborative learning and learning strategies, and to support the discourse demands of tasks. (3) Help students do (1 & 2) independently.

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Content in Conversation: Incorporating Content-Based Education in the EFL Classroom

by Tamara Swenson Osaka Jogakuin Junior College

This paper discusses the role of the content-based language teacher in the "conversation" classroom, outlining its role, a model for its adoption and some guidelines for implementing the model.

Content-based language teaching is seen by many as the most efficacious way to introduce a subject, increase student interest, and teach a language. Many researchers argue that content-based language teaching is an effective way to teach both a target language and a subject area (see, among others, Brinton, Snow, & Wesche, 1989). Some, such as Handscombe. go as far as to argue that "the best content teaching is also the best language teaching" (1990, p. 185).

However, content-based education is not without its critics. Some researchers have questioned whether message-focused input provides the necessary information students need in order to progress in the target language (Harley & Swain, 1984). However, even detractors of content-based language education admit that it may be necessary to combine experiential, orcontent-based, approaches, withanalytical, or grammar based, activities in the language classroom (Allen, 1990).

Several models for content-based instruction have emerged since interest in the area began. The most researched and analyzed form of content-based education can be seen in many successful childhood language immersion programs, which provide second language learning through instruction in the target language. Other forms of content-based language education have also been examined and discussed, and three successful models for content-based teaching at the university level have emerged (Brinton et al., 1989). These three models are sheltered content instruction, adjunct language instruction, and theme-based language instruction.

Those interested in introducing elements of contentbased instruction have often hesitated because of the perceived program-wide commitment needed. However, close examination of the models suggested by Brintonet al. (1989) shows that it is possible for those interested in content-based instruction to introduce it in a number of ways.

Briefly, in sheltered content courses, learners of the target language are segregated into courses taught by a native speaker specialist in the content area. In adjunct language instruction, students are enrolled simultaneously in a language and a content course with a shared content base and coordinated assignments. In theme-based language instruction, short units based on a content theme form the base for language analysis and practice in the second language classroom.

Unlike the first two models, the third model, themebased language instruction, does not require aprogram-wide commitment to content-based language instruction, and is, accordingly to Brinton et al., suitable for "virtually all levels" of language proficiency (1989, p. 20). Theme-based instruction is the model best suited to the introduction of content into the conversation course.

In the typical conversation classes in Japan students use commercially produced texts, either teacher or program selected, usually including taped listening material, sample dialogues, exercises based on the grammatical structures, writing assignments, and perhaps pair or small group activities. Generally, all the material evolves from the grammatical structures introduced. While its summary may be oversimplified, it reflects the organization of much of the material available.

Given the theme-based instruction model, teachers in conversation courses can incorporate content while using available texts. Handscombe (1990) lists seven steps outlining the teacher's role in a content-based classroom. These are:

- 1. Selecting content of interest to students
- 2. Structuring activities to explore that content in ways in which students will want to participate actively. .
- 3. Ensuring interaction among students at different levels of proficiency. . . in the target language
- 4. Monitoring student comprehension and adjusting input accordingly
- 5. Finding ways of linking with the students' previous experiences, both conceptual and linguistic
- Drawing attention to important and interesting language forms, including their sociolinguistic dimension
- 7. Building on what the students have learned (p. 185).

These steps can be taken with most textbooks. In general, this involves expanding and supplementing the text materials, especially the topics in which students have shown interest.

For example, students in one conversation course, using the commercially produced text Great Ideas (Jones & Kimbrough, 1987). were interested in the topic of world environments in one unit, primarily in how weather affects how people live. Group tasks were designed to explore this topic further; then students reported their findings to the class. This led to further interest in recent environmental changes and how these have affected lifestyles. The expanded unit culminated in a group poster presentation, with each group, through text and pictures, illustrating how recent environmental changes were affecting lifestyles. Students were extremely interested in the material, and the end-of-the year course evaluation rated it as one of the most informative and interesting units. The linguistic features of the unit were also covered, but within a content area that interested the students.

The lack of grammatical-analytical focus has often been cited as the weak point of content-based language education. Contentbased materials can, and should, be designed so that they address students' linguistic abilities. All teachers do this when they adapt materials to matchneeds more closely and to interest the students of a class. They may do this by filling gaps in the material, creating additional exercises, or modifying existing materials to suit new purposes (Brinton et al., 1989). How the materials are adapted and

adopted will vary from class to class. How-

ever, as Stevick cautions, adaptation is an art; "we cannot here offer a mechanical procedure for accomplishing it" (1972, p. 113). To adapt materials for linguistic needs, teachers are urged to follow their own experiences in adapting materials, as well as to refer to texts which devote themselves to materials design (see, among others, Dubin & Olshtain, 1986).

Content is, of course, the other aspect of materials adaptation and design necessary for converting conversation class into a content-based class. Here are some guidelines for adding an element of content to the conversation classroom.

Selecting content of interest to students can be achieved through questionnaires, which are often included in texts, or through direct communication with students. Once a content area that interests the students has emerged, activities can be designed to capitalize on this interest. Tasks which are designed for the students, incorporating both their interests and linguistic level, are obviously preferred in the contentbased conversation class. Several researchers, who have discussed task design in detail, can be consulted to improve task design (see, among others, Nunan, 1989).

Ensuring interaction in the target language, rather than having conversations revert to the first language during student discussion, is necessary if the target language is to be learned. One solution is to make sure students are provided with a task that can only be completed in the target language, such as awrittenreportor anoralpresentation (Allen, 1990).

Monitoring and adjusting are also essential. Failure to monitor and adjust the form-meaning relationships leaves language learning to chance (Allen, 1990). To keep language learning from being forgotten in the rush to add content, Paulston (1990) concludes that language learning situations should include:

- 1. Comprehensible input with the focus on form
- 2. Activities for learning these forms accurately
- 3. Functional guidelines for appropriate use of forms . .
- 4. Genuine communicative use of linguistic forms: ... comprehensible output (p. 197).

In addition to drawing student attention to the formmeaning relationship of language, focussing some attention

Content-based materials can, and should, be designed so that they address students' linguistic abilities.

on this areaexposes students to the sociolmguistic dimension of language, as Handscombe (1990) insists is necessary.

Finally, content-based education should build upon what the students know, as well as what they learn. This can be

> done in the traditional manner of recycling grammatical forms, as well as through further exploring content areas.

Materials available for including content in the classroom are extremely varied, ranging from videos, newspapers and magazines aimed at the native speaker, to materials designed for learners at different levels of linguistic ability.

While it may appear difficult to add an element of content to the classroom, it is not impossible. Once the initial commitment to adding content to the conversation class has

been made, the class can be easier to manage and more rewarding for students and teachers. Through planning and materials development that use and expand upon the materials and knowledge students have, content-based language education can be implemented in the conversation classroom.

The rewards of having content-based language education include increased student interest and continued inprovement in the language. Given the alternative, i.e. classes that don't respond to the concerns and interests of students, content-based education should be viewed as a viable and welcome addition to any kaiwa class.

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Adapting and Replanning: Practical Problems and Solutions in Content-Based Teaching

by Ken Biegel National University, Japan Campus

The purpose of this article is to present some of the problems I encountered as an inexperienced instructor of a contentbased second language courses and the various ways in which I found such problems could be solved.

First Attempt

The course I taught consisted of nine fifty-minute periods per week in a fourteen-week term. The students also had classes in writing and TOEFL, but my class made up one half of the English they took per term while studying in the intensive language program (TELP) at the Osaka branch of Temple University. The course was World History: for high intermediate and advanced students (with TOEFL scores 420-500). It was considered a good content to offer since it would prepare students for university-level history courses and could introduce them to the type of study skills and strategies necessary for success in the university.

I was to use a high school text chosen because it was supposedly more comprehensible for students at this proficiency level than a college-level text would be. Each chapter had several sections, with comprehension, vocabulary, and discussion questions at both the end of each section and the end of each chapter. The teacher's edition looked perfect in that it contained daily lesson plans, duplicate study sheets, quizzes, andtests. With this wealth of material, I felt that there was little I needed to do to make this text appropriate for my course.

After a few weeks, however, I found that my students were having a lot of difficulty with the reading, including inability to distinguish between meaning-bearing content words and less important function words, misunderstanding the interrelationships between linguistic referents and a general inability to comprehend discourse longer than several sentences. In addition, several students began to complain that they disliked the course because they were not interested in history. Faced with these problems, I had to find ways to keep them stimulated and help them become more competent in dealing with the material. Therefore, I made some changes to the materials. I searched for supplementary texts from which to take occasional readings, gave several mini-lectures, used study sheets to help them take essay exams, and designed some vocabulary-in-context worksheets.

At the end of the term, the students filled out course evaluation questionnaires. Several of the students wrote that a teacher with a more thorough knowledge of world history should teach the course. I was very upset with this criticism for two reasons. First, I felt I had an adequate knowledge of the field since I had an undergraduate degree in history. Secondly, the students appeared to misunderstand the primary purpose of this course, mistaking it for a history course rather than a language course. This criticism led me to reevaluate my teaching style.

The criticism that I did not possess enough knowledge of the content showed me that the students considered learning the content to be the overall purpose of the course, rather than increasing their proficiency of the second language and improving their ability to handle future university courses in English. I felt that it was as important for me to prepare my students for study in the university and to improve their overall English proficiency as it was for me to increase their knowledge of the specific content. I decided more time should be spent on teaching study skills and learning strategies that would be useful for university students studying in a second language.

Second Attempt

When the next term began I experimented with ways I could teach more study skills, learning strategies, and linguistic elements. I taught note-taking and I gave more minilectures. Periodically, I collected student notes to see what difficulties they were having. I also handed out skeleton outlines of the lectures, containing the main points, with blanks for the students to till in.

To make this lecture component more communicative, I had the students work in groups, compare their notes, then ask me questions concerning the gaps in the skeleton outline. As a follow up, we reviewed the material in a game-show format (having the teams compete in making questions to stump their opponents, answering questions, and other variants).

To help them understand outlining, paraphrasing, and summarizing, I assigned sections from the text to outline, paraphrases and/or summarize. I did the assignments also then had them compare their work with my models. After that, I took several examples of outlines, etc. done by students, made a study sheet out of these and asked them as a homework assignment to compare them (choosing which were the best, which were the worst, explaining the reasons for their opinions). At the next class meeting, the students would vote on which they felt were better and explain theirreasons. After doing these exercises the students appeared to have a much clearer idea about outlines, paraphrases, and summaries.

One new problem that appeared after doing several of the above exercises was the textbook itself. Since world history was presented in a single volume, it was so condensed that it was very difficult to condense still further. To alleviate this

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problem, I used more supplementary material. Most of what I had available was college-level material. I thought this unsimplified material would be more difficult than the rather simplified high-school text we were using. However, I found

that my students were able to do abetter job. Since the supplementary material contained much that was extraneous they were able to pick out what they considered be the main elements. This appeared to help them understand which words were key words and which were, in essence, nonessential. Using this unsimplified material, they began to understand that if a word appears only once or twice in a certain passage, it is probably not a word essential for an overall understanding of the passage.

One technique I found very beneficial for familiarizing students with unsimplified readings from college-level material was to jig-saw it. I would break up a ten-page pas-

sage into four or five parts and give each part to different group. Accompanying each part was a study sheet asking various questions of both a global and a local nature. These study sheets were assigned as homework. During the next class session each group compared answers, then worked on an outline and/or summary of the reading which they would use to teach the main points to other groups. All the group members were responsible for summarizing the material, but only one member would be appointed by the group to present it. The other members would go to the presentations of the different groups. For example, if there were four groups of four students, one student would be the "teacher" and three would be appointed to attend the presentations of the other three groups, take notes, and report back to their group.

In this way, all the presentations could be given simultaneously. After the group work, we would have a class-wide discussion--often times done in the style of a quiz show, with the groups competing to see which were able to understand the most. During this time, any misconception or confusion that may have occurredduring preparation for the presentation, or while taking notes of the presentations, could be cleared up by the teacher. To ensure that most of the problems were resolved, I would give the complete reading to everyone and tell them that they would have a quiz over it.

Another way I attempted to get them used to reading rather difficult sections was to give them weekly speedreading exercises with multiple-choice questions. The material dealt with something that they had just recently studied so that these readings were more than just exercises designed to help improve their reading speed. After we corrected the exercises and the scores were recorded, I returned the papers so that this material, like all the reading material in class, could be reviewed for a periodic test.

I found that tests gave the students the opportunity to show how well they had been able to understand and synthesize the material. To be successful in this, however, test takers need strategies, especially when it comes to essays and shortanswer questions. To prepare my students for this type of test,

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More time should be spent on teaching study skills and learning strategies that would be useful for university students studying in a second language.

I gave them practice before we had a test, supplying questions and model answers and having them compare the model answers with their own. Then I would give the test, after which I supplied model answers and had them grade their peers

> (anonymously of course) based on comparison with the model answers. After the peer grading, we had a general discussion about the test. I found this practice not only gave them greater insight into how to write answers for tests, but also in identifying the main elements in the content which one should know in order to earn good grades.

Conclusion

Through the experience I gained teaching the world history course, I found that a content-based second language course taught in an intensive English language program has three main purposes: to teach the content, to teach the second language, and to

teach learning strategies and study skills that could help the students be more successful in the other two. During the first attempt, I found that I had concentrated too much on the content. Therefore, in subsequent terms, I devoted a lot more time to the linguistic and discourse features of the content, while developing study skills like outlining, paraphrasing and summarizing, and introducing learning strategies such as better ways to take essay exams.

As a result of my new emphasis, I found that the students had become more proficient in dissecting textual material and discovering the essential elements. I found that all the problems they were earlier having with discourse markers, longer discourse, and the distinction between content and function words werebeing solved by the practice and direction I gave in condensing the material. I found that the practice in these study skills had given them both a better understanding of the content itself. This better understanding was reflected in very positive responses by the students in the course evaluation questionnaire.

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Studying Economics-One Way To Learn English

by James M. Hagen Kinki University

It can be difficult to draw a clear line between courses which teach content primarily for language learning and those which teach content for some other purpose. This article will look at several courses that may fall near that fuzzy line. Specifically it will discuss business and/or economics courses taught in Japan using English.

The article will suggest why business/economics¹ course offerings may increase, and it will describe an economics course taught primarily for the purpose of language learning. The article may be of interest to native English speakers who would like to teach business/economics topics in Japan and to curriculum coordinators offering such courses.

There are several reasons why the demand for content courses may increase in Japan. Most simply, the contentbased approach has established itself firmly as a trend in ESL teaching (Adamson, 1990). More specific to Japan is the demographic reality that the number of 18-year-old potential students will soon decrease considerably. The Ministry of Education has warned that competition among educational institutions for these people will tighten and some colleges will be forced out of business. One option available to nervous vocational schools, colleges and universities is to offer and promote new programs of study that might attract an older, possibly post-graduate clientele. After ten years of language instruction, these students may be attracted by programs in which they can use English rather than simply study it.

As Japanese business is conducted in an increasingly international environment, courses that combine business and economics with English learning may be increasingly attractive. Increased affluence and favorable exchange rates make it possible for more Japanese People to study abroad than in the past, and a newly popular degree toward which to study is the MBA (Master of Business Administration).² Content courses in business/economics may be able to ride the coattails of this trend as students prepare for these courses and as attention is given to English language business education.

In addition to learning the course content and improving fluency, another motivation for Japanese people to study business/economics in English may simply be the exposure to foreigners. In the several seminars I've conducted for a foreign trade association in the Kansai region of Japan I've sensed all three motivations in the participants. The topics focused on specific trade related matters such as "The Environmental Movement and Business" and "Corporate Citizenship in Local Communities." These seminars, which were conducted in English with very minimal interpretation, attracted people in the international sections of local companies. While I have some direct experience related to each topic, the Association could certainly employ someone with specific expertise on the given topic. Instead, they seem to prefer having a familiar face

Observations-A One Year Economics Course

I will share some observations from teaching economics in English to students who are quite clearly more interested in improving their command of English than in improving their command of economics. The economics class is part of the four-year old "International Communications Program" of Kokusai College of Foreign Languages in Osaka. Admission requirements include an entrance examination and prior graduation from a 2 or 4 year college. TOEFL scores midway through the program have been in the 450 to 550 range.

The program includes 10 different required courses which, in total, meet 21 hours Per week for about 34 weeks. Class size has been less than ten, and except for a course in TOEFL test preparation, all courses are taught in English. They are: Mathematics, U.S. Studies, Sociology, English Composition, Advanced Composition, Journalism, Culture and Communications, and STEP Preparation. The economics course assumes no prior knowledge of economic theory and is taught entirely in English.

Postive Features Of Economics as a Content-Based Course

Though the reliability of year-end evaluative surveys in a small personal class must be suspect, the economics students have attested that the course improved their command of English significantly. The course is a vehicle for the introduction of considerable vocabulary. In some cases words have specific meanings when used as economics terms, examples being "elastic," and "gross national product." Newspapers, of course, report heavily on economics topics. Articles about trade friction abound in Japan. An understanding of the economics terms and concepts involved helps the student to have the confidence to read and discuss these topics in English. Several representative article headlines using specialized vocabulary from The Japan Times are: "BOJ boosts discount rate by full percentage point", (March 21, 1990); "Economic growth logs 40th month due to consumption, capital outlays" (March 21, 1990); "Weak curreency may delay rate cut" (June 12, 1991).

In addition to learning jargon for use in the discussion of economics, students generally gain familiarity with terms which may come up outside the context of economics. Economics terms are found in a much wider variety of publications than those which emphasize business or economics. From an article about forests in National Geography, "Both bills [before the U.S. Congress] would kill an automatic 40 million dollar annual appropriation that has been subsidized the below-cost contracts." (September, 1990). And from an article by Mark Frankel about reforming the Soviet program, 'The 'big bang' approach to prices reform has unleased a torrent of goods onto themarket and turned Poland

Content-Based Teaching: Hagen

into a bastion of free enterprise." (Newsweek June 25.1990).

Working alone or in small groups to solve problems, students must use a range of vocabulary much wider than the range normally associated with economics. Examples of economics problems are: "identify methods for allocating scarce campsites in Japan," and "identify the opportunity cost of going to a Madonna concert for which tickets are being scalped at 40,000 yen each." The words **allocate** and **scalp** would probably not be in the student's working vocabulary prior to looking at these problems.

The only vocabulary introduced is that which will be put to immediate use. An immediate reward for learning and understanding the vocabulary is an understanding of the economics concept and an ability to complete the assignment. Vocabulary is not taught for its own sake.

Some grammar forms (conditionals, in particular) are given a good work-out as we address such questions as, "What would have happened to Japan's shipbuilding industry if the government hadn't encouraged ship builders to form a cartel?"

To maintain class interest, if students seem bogged down in the theory, the teacher can switch the emphasis for a while to a more casual look at some current economic events. If students seem to need a break from discussion, they can work through some more formulaic math or graphical problems.

Some students have shown satisfaction at learning new material using only English. One student bought a Japanese language economics text at the beginning of the year as a learning aid, but soon realized that the subject was easier to understand with our English materials than the Japanese.

Ngative Features of Economics as a Content-Baased Course

My students have no choice of classes, and it's entirely possible that none of them would chose economics if given the choice. In first day surveys, students have almost invariably indicated a negative impression of economics based on experience or hearsay in hish school or university. Several students have suggested that the student attracted to a communications program is likely to be better at communication than economics, science or maths. As might be expected, some students pick up the concepts very readily, while others have a difficult time.

In an economics course, students are likely to have trouble understanding new material if they didn't grasp the material previously taught: Concepts are difficult to master without study and review at home. This may be a problem for students are accustomed to a more relaxed secondary education career.

A frustration for students is that the answers to economics questions are often not absolute. That is, the answer may depend on the assumptions made (and indicated) by the student. Many questions are effectively essay questions, yet students in Japan generally have little or no experience with essays. It is not necessary to use essay type questions, butasthe purpose of the course is to enhance verbal and written communication skills, it seems appropriate.

The school suffers some risk in offering content courses such as economics. When a teacher must resign for any reason, it may be difficult for the school to find a qualified replacement. Prior advertising often precludes discontinuing the course.

As locally available texts and teaching materials arc very

limited, most materials must be ordered from overseas³. Based in Japan, it can be difficult to keep abreast of recently published materials. Even when a suitable textbook is secured, there is still the need for the teacher to do time-consuming preparation. Considerable thought and even rehearsal may be needed to teach economics concepts effectively

Conclusion

Despite the difficulties of offering them, economics courses can be a useful medium for teaching English at higher levels. English based business/economics courses in Japan may gain in popularity whether the students' main motivation is language acquisition, the content of business/economics, or even exposure to a Western style class and a foreigner's views on topics related to business and economics.

Notes

- This article concerns the study of business, the study of economics, and the combined study of both. The term business/economics is used to refer to any of these three fields of study.
- According to the Wall Street Journal (June 10, 1991, p. 7), it is estimated that more than 700 Japanese enrolled in U.S. business schools in 1990, double the number five years ago.
- The primary textbook I have used is: Walton, G.M., & Wykoff, F.C. (1989) Understanding economics today. Homewood: Irwin.

Reference

Adamson . H.D. (1990), ESL students' use of academic skills in content courses. English for Specific Purposes, 9, 67.

Legal Information for Teachers: Prohibition of Contract of Indemnity

Recently. labour union consultants in the metropolitan Tokyo area became involved in an attempt to resolve a labour dispute on behalf of a former employee of a conversation school. The school had been demanding that employees sign an agreement entitled "Non-completion/Termination of Contract." This agreement entailed, among other things, an indemnity clause, which is in direct violation of Article 16: Ban on Contract of Indemnity [Labour Standards Law No. 49, April 7, 1947, Supplementary Provisions – Ministry of Labour Ordinance No. 15, May 16, 1981].

The aforementioned agreement stipulated a minimum damage liability of ¥375,000, which the employee would have to pay if he or she did not fulfill the employment contract. There was also a list of items for which the teacher was held to be financially responsible, e.g. advertising, replacing the teacher, loss of school income (normal costs of running a business). Article 16 prohibits the practice of fixing in advance either the sum payable to the employer for breach of contract or the amount of indemnity for damages. This prohibition holds no matter what the reason for non-completion of contract, including change of occupation, homecoming, or unlawful acts by rhe employee. Indemnity clauses are prohibited because they could be used to bid employees into being forced to work against their will (involuntary servitude). Further information can be obtained from a local Labour Relations Office.

Information provided by Thorn Simmons Kanto Teachers Union Federation phone/fax: 045-845-8242 (h) fax: 03-3433-0334 (0)

- Article: Shiozawa-

高等学校での外国人留学生をめぐる諸問題と国際理解教育

はじめに

日本語学校や大学での外国人留学生を取り巻く様々な問題 が話題になっているが、高校レベルでの留学生に関する問題 の指摘は数少ない。だが現実には海外からの留学生が増える に連れ、様々な問題が浮び上がってきている。例えば、日本 語教育のあり方や彼らの受け入れ体制は全くそれぞれの受け 入れ校まかせであり、結果的にずさんなものが目立つ。国を あげて国際教育を推進している今、彼らの直面している様々 な問題、その解決策、更に積極的に彼らを受け入れての日本 人生徒との国際教育のありかたを考えることが急務となって いるのではないだろうか。

そこで筆者はまず外国人留学生受け入れの現状と問題点を 調査すべく、関東近県の18名の留学生、そのクラスメイト、 さらに5名の教師にインタビューとアンケートを試みた。本 稿では、その結果に基づき、留学生をめぐる問題点を提示す るとともに、それらに対する解決の糸口を探ってみたい。

問題にされないことが問題

数多くある問題の中で一番大きな問題は、高校レベルでの 外国人留学生受け入れ体制に問題のあることが全く認識され ていないことである。新聞でも、テレビの留学生問題を扱っ た特別番組でも、政府レベルにおいてさえ留学生と言えば語 学学校や大学、あるいは大学院で学習している外国人を指し ている。当然、高校レベルでの留学生に関する資料は極めて 少ない。1986年に行われた文部省の調査で初めて、日本で3ヵ 月以上の高校レベルの留学経験を持った者が689名いたこと が明らかになった程度である。1988年には794名に増えたが、 筆者の知る限りその後の調査は行なわれていない(文部省、 1986, 1988)。それ以前は一体何名の者がどこの高校に在籍し ているのかさえ把握されていなかった。今でも留学の目的や カリキュラムなどの実態はほとんどわかっていないのが現状 なのである。

しかし、海外では日本への「留学予備員」は着実に増加し ている。例えば、日本語学習者は自主学習を含め、その数は 200万とも300万とも言われている。約10年間で7.5倍に膨れ上 がった(桑畑、1987:18)。特にオーストラリアでは、21,500人 が学校で日本語を学習しているが、なんとその72%は高校生 なのである(読売、1987)。アメリカでは既に約200校、インド ネシアでも約140校の高校で日本語を教えている(牧野、1988: 44 45)。このように急増するであろう留学希望者をしりめに、 現状を傍観し続けるわけにはいかない。

プログラムの問題

2つ目の問題は組織だった受け入れプログラムが各高校に 全くないということである。日本語教育に関して言えば、英 語教員が暇な時間を見つけては、教科室などで個人レッスン を行なっているのが現状なのである。その英語教員とて全く 塩沢 正 中部大学

手探りで教えている。インタビューした5人の教師の中で日本語教育の研修を受けた者は1人もいなかった。また、イン タビューとアンケート調査をした留学生の中で、日本語の授 業が "organized fashion" であると思っている者の数は18人 中わずか1人であった。

彼らがこのような不満を抱くのも不自然ではないと思われ る。日本語の授業は週2.7時間が平均であり最高は5時間、最 低はなんと全く日本語の授業はなく、留学生の自主学習に任 せているという学校もあった。

担当教員は2人以上の英語教師が週1時間ずつ順送りに教 えているのが通例のようである。特定の教師が授業を担当す る場合は短期、長期の授業計画も立てられるが、時間の空い た教師が3人も4人もで順送りで教えるとなると、Team Teaching もなかなか機能しない。

	月曜日	火曜日	水曜日	木曜日	金曜日	土曜日
$\frac{1}{2}$	社会	体育	社会	社会	美術	\$-1.4-1.
4 5 6		美術	体育	休奇	体育社会	日本語
放課後	バユケッ	トボール		1	i	1

具体的に留学生の1週間の時間割をみてみよう。表1は来 日6ヵ月目の留学生S君の時間割だが、日本語の授業は週1 時間しかない。彼は他の授業にも1日平均2時間しか出席し ていない。残りの4時間は校内にいる限り自由ということで ある。

R 2			_			
	月曜日	大曜日	小曜日	木曜日	金曜日	上曜日
1	英語	書道	英語	英語		英語
2				体育	体育	
3				英語	日本語	日本語
4						ホームルー
5	英語				英語	
-6	家庭科	西語	日本語			
EL-100 / 42	<u> </u>	<u> </u>	L	L	L	
放課後						

表2は留学8ヵ月日の生徒Mさんである。8ヵ月経過して も参加する授業はこの程度の数なのである。これは特別な例 ではなく典型的な留学生の時間割である。 表 3

	月曜日	火曜日	水曜日	木曜日	金曜日	土曜日
1	英語	体育	体育	図書館	数学	地理
2	図書館	日本語	英語	体育	図書館	英語
3	図書館	英語	地理	数学	生物	物理
4	英語	生物	物理	英語	書道	#-54-5
5	日本語	数学	図書館	日本語	日本語	
6	保健	地理	英語	英語	体育	
放課後	今はやっていないが、そのうちサッカーかテニス					

表3は在日9ヵ月の留学生K君であるがこれは非常にまれ な例で、全ての時間が何らかの授業か自習で埋め尽くされて いる。他の日本人生徒との授業も多く、数学、物理、地理、 保健などにも参加しているようである。

これらの時間割から言えることは、日本の高等学校では日本語を学ぶに十分な機会を与えていないということである。 週に2、3時間の無計画な日本語レッスンと、1日2時間平均の日本人生徒とともに受ける授業ではとうてい日本語の上 達は望めない。留学生は「若いので」、「日本にいるので」かっ ておいても日本語が上達すると考えるのは無謀である。

留学生自身の問題

第3に留学生自身の問題がある。日本語を自分のものにし てから母国に帰ろうというやる気のある者が少ない。もちろ ん個人差はあるが、授業が組まれていない空き時間に図書館 にも行かず、特別に与えられた部屋で他の留学生とトランプ をしたり、おしゃべりをしているという例もある。またアン ケートの中には「我々は "guest" であるから、学校はもっと 体みを与えて二度と来ないかもしれない日本を旅行させるべ きだ」、「日本人と同じ授業を受けさせられるとは全く時間の 無駄だ」など、自分が何を目的として日本に来たのか忘れて いる者もいるようだ。学習に対する真剣さに欠けているよう に思われる。その証拠に「もし自分が日本人と同じ授業(例え ば数学や化学)に参加が許され、単位が取得できるなら受講し たいか」という質問に対して "YES" と解答した者は18人中 わずか3人であった。無理してでも頑張り通そうという「サ ムライ。は予想に反して少なかった。

日本人教師の問題

第4の問題は日本人教師に関してである。今や教師は生徒 をいかにして国際人として育てていくかに懸命だが、当の教 える本人が国際人と言えるか、となると自信をもってイエス と言える者は数少ないようだ。これは学校に長期海外生活経 験者がいない、日本の地理、歴史、文化を外国人に教えるこ とのできるプロがいない、といった問題にとどまらない。そ れ以上に外国人留学生を同じ学校の生徒として、また同じ人 問として扱うことに慣れている教師が少ないということであ ろう。

例えば、留学生が自分の学年に在籍していながら全く声を かけようともしない、留学生の前では英語を絶対に使わない、 掃除そさばっても本気で留学生を叱れないなど(日本語で注 意できれば十分なのだが)、様々な日本人教師像がアンケート から浮かびあがってきた。これほど留学生と他の日本人生徒 を区別して扱えば、留学生も時には「過剰なサービス」に疲 れてしまうであろうし、逆にいつまでも無視されたり子供扱 いされては、疎外感を一層強くしてしまうかもしれない。ま た、インタビューしたクラスメイト中には特別扱いされた留 学生に対して不満をもらす者もいた。

組織の問題

留学生のスポンサー団体、学校、政府などの組織の留学生 に対する配慮が不十分であることも大きな問題の一つである。 例えば、あるスポンサー団体は、3ヵ月ごとに留学生のホス トファミリーを変えさせているが、これでは落ち着いて生活 できる環境を提供しているとは言えない。また、別のスポン サー組織では留学生の責任として月に一度のレポート提出や スピーチなどが義務づけられているが、学校を休ませたり、 早退させてまで義務づけるのはやや疑問が残る。さらに、国. や県の各行政組織においても、受け入れの基準、受け入れ校 の援助体制、諸問題の調査、留学生の定義づけ、学校間での 単位の移項、留学前のオリエンテーションなどほとんど考慮、 実行されていないことは大きな問題である。

文化的問題

留学生をめぐる問題は環境を整えれば解決するとは限らな い。異文化を持つ人間の接するところには、必ず複雑な文化 的、認識的な問題が生ずる。

幾つかの例で考えてみよう。ある日、留学生が生活指導係 の先生にビアスを耳にしているのを見つけられ非常に叱られ た。教員はビアスが高校生らしくないと彼女に説明するが全 く説得力がない。というのもビアスはアメリカでは小学生の 時から毎日身につけていたもので、決して学生らしくないな どということはないからである。さらに、パーマや化粧、爪 を伸ばすこと、スカート丈の長短など全くなんの意味をも持 たない文化からきているのである。何度説明しても母国の価 値観をあてはめている限り留学生にはなかなか納得できない。

他にも日常生活の中に留学生の立場からは理解できないこ と、あるいは理解できても感情的には受け入れられないこと は数知れぬほどある。例えば、授業にディスカッションがな く単調であること、校内に規則が多いこと、男女別々の行動 が多く幼稚にみえること、さらに日本人生徒の多くは、目の 色、肌の色が違うだけで留学生をじろじろ見るにも関わらず、 半年ほどした後でも同じ学年に在籍している留学生の名前や 出身国をも知らない生徒が多いことなどである。

日本人生徒が留学生をじろじろ見るのは、むしろ外国から 来た同年代の者に興味を示しているだけなのであろうが、留 学生の立場からすればいつまでも転校生のようにじろじろ観 察され、自ら勇気を持って日本語で話しかければすくすくと 笑われては我慢も限界に達する。結果として日本人は排他的 だとか、幼稚だなどという否定的な価値判断をしてしまう。

このように、日本人生徒、留学生に互いの文化に対する知 識や理解が足りず、同じ現象について解釈を全く異にした場 合、予期せぬ誤解を生じさせることになるのである。

計画的な授業を

様々な問題点を列挙してきたが、次に一体どうやってこれ らの問題を解決すべきか糸口を探ってみたい。

まず日本語教育に関しては、しっかりとした年間カリキュ ラムを立てて、計画性と一貫性のある授業を組み立てていく ことが大切であろう。

留学生は少なくとも1日1時間、週5時間は教員の指導の 下で日本語学習に取り組むべきである。愛媛では平均週7.7時 間の指導が行なわれているという報告もある(毛利、1991)。 英語教員が忙しいなら導入段階では他教科の教員やランゲー ジバートナーとしての生徒、さらにはコンピューターを利用 する方法もある。

次に教材は留学生の日本語のレベルにあったものを選ぶこ とが大切である。一般の授業を受講することを想定して読み 書きの面も初期導入段階から扱っている教材を選択するとよ い。調査では生徒が母国から持って来たものを引き続き使用 している学校もあるが、教師がその構成、使いやすさ、自然 な言語の使用などを確認し、不適切と思われるものなら新し い教材を捜さなければならない。いずれは高校生を対象とし た教材の開発も期待したいところである。

さらに CLT、TPR、CAL、CLL、それにビデオ教材や、ク ローズ・テストなど最新の教授法や教材をどんどん取り入れ てカリキュラムを組み立てたらどうだろうか。TESL などの 領域から採用できるものを取り入れて興味深い授業にしてい (二夫をすればよい。教師は1人か2人、生徒も1人か2人 文部省の指導要領なるものもない。何に縛られることがあろ うか。

もっと一般授業への参加を

日本語のカリキュラム以外に、生徒の日本語能力を高める ためには生徒の時間割にも注意する必要がある。日本語の授 業をできるだけ多く時間割の中に組入れるよう工夫するのは 当然だが、日本語への"exposure"をできるだけ多くする意 味で、一般授業にも参加させることが望まれる。生徒が授業 を少しでも理解できるようになれば、まさに Krashen のいう "comprehensible input"を膨大な量で吸収し、Natural Approach を自ら実践していることになるのである。日本語 能力を比較的必要としない音楽や書道、美術、体育、などの 授業にはできるだけ早い時期から参加させたらどうだろう。

半年も過ぎた頃からは、少し無理をさせても留学生の得意 な教科などは日本人生徒と同じ授業を受けさせるとよい。し かも定期試験や小テストもしっかりと受けさせ、成績も日本 人生徒同様に出せば彼らにとっては大きな動機づけとなり、 達成感も残る。授業での評価が全くなされないようでは、留 学生の学習意欲の半分を奪っているようなものである。

日本人高校生が外国に留学した場合、1年後には現地の言 葉を堪能にして帰国するのはその留学以前の学習時間の長さ もさることながら、特別扱いされない学習面での厳しさが起 因しているのではないかと思われる。中には現地校を1年間 で卒業してくる生徒もいるのである。

国際理解教育のために

文化的な問題の解決策は何と言っても教師自身の国際化で あろう。教師自らが、真の国際人とは一体どのような者をさ していうのか、また文化的誤解はどのようなところに起因す るのか、その解決はどのようにしたらよいのか、などについ て明確な意見を持たない限り文化的問題は解決しない。国際 理解プログラムの中心的存在になれるプロフェショナルばか りでなく教師全員がこういった国際感覚を身につけなければ ならない。留学生や AET が年間を通して高校に常駐する今、 国際化とは英語教師のみの問題ではなくなってきている。

大学での外国語としての日本語教授法や異文化コミュニ ケーションの履修、教育現場でのオリエンテーションや異文 化研修が必要不可欠であろう。具体的には各校まずは「国際 理解教育係」なる者を任命し、全教員の研修プログラムを考 えてもらうところから出発するとよい。

もちろん日本人生徒にも異文化に敏感な人間になってもら うためのプログラムを組んで根気よく実行していく必要があ ろう。異文化接触シミュレーション(Brislin, 1986)、討論会や 講演会、また留学生や帰国子女のいる所では彼らの経験を 語ってもらうなど、様々な方法で外国で生活することの大変 さや、いかに些細なことから誤解が生じるか、などを生徒に 考えさせる機会を継続的に与えていかなければならないだろ う。すでに都立三田高校では毎年開催する国際シンボジウム の通訳を帰国生にさせて他の生徒の刺激としているなど具体 的な実行段階に入っている(山口、1991)。また、山梨のY中 学校では「心の国際化」というテーマで講演を聞いた後、各 クラスごとに話し合いを持ち、結論としてまず身近な問題で あるいじめを無くすことが心の国際化の第一歩であるとした そうである。この学校の生徒は「ほんとうの国際人とは誰と でも仲良く付き合える人である」という単純で明快な答えに たどりついたのである。このような試みは、英語のスピーチ 大会を開いて一握りの参加者にトロフィーを与えるよりもよ ほど意味のあることであろう。

まとめ

高校における留学生問題を解決していくには、まず、我々 が大学レベル以外に日本の高校の段階でも、大きな問題が存 在することを強く認識しなければならない。問題の認識がな い限り、状況は変化しないか悪化するだけであろう。

ネウストフニー(1982:189)は外国人問題の解決策の1つと して次のようなことを言っている。「外国人問題はいわゆる 『国際理解』のための教育でも今や十分ではない。ここで必 要なのは国際的な接触場面での行動への積極的な指導であ る」留学生を高校に受け入れ、彼らとの実生活の中で起こる 様々な問題を生徒達とともに考え、解決していくことは、ま さに国際的な接触場面での積極的な指導ではないだろうか。

我々はこの積極的な指導をすべく、まず高校で外国人留学 生が安心して留学生活をおくることのできる環境作りを早急 にしていかなければならない。それが日本人生徒の国際人教 育にも大きくつながるはずである。

Article: Shiozawa

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Foreign Students at Japanese High Schools: What are the problems?

by Tadashi Shiozawa Chubu University

Foreign students at Japanese high schools have barely attracted the attention of teachers and administrators. This does not mean that they have no problems. On the contrary, the results of the interviews and research questionnaires that the author administered to 18 foreign students and their classmates and teachers reveals that they are facing a variety of problems: 1) lack of involvement by local and national government, 2) lack of organized programs, 3) lack of motivation on the part of foreign students, 4) limited psychological readiness of Japanese teachers and students, 5) personal and cultural expectations of foreign students, 6) unreasonable demands of the sponsoring organization. The article also suggest some solutions to the problems and claims that preparing a satisfactory environment for foreign students should help to promote international education in the Japanese school system.

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.

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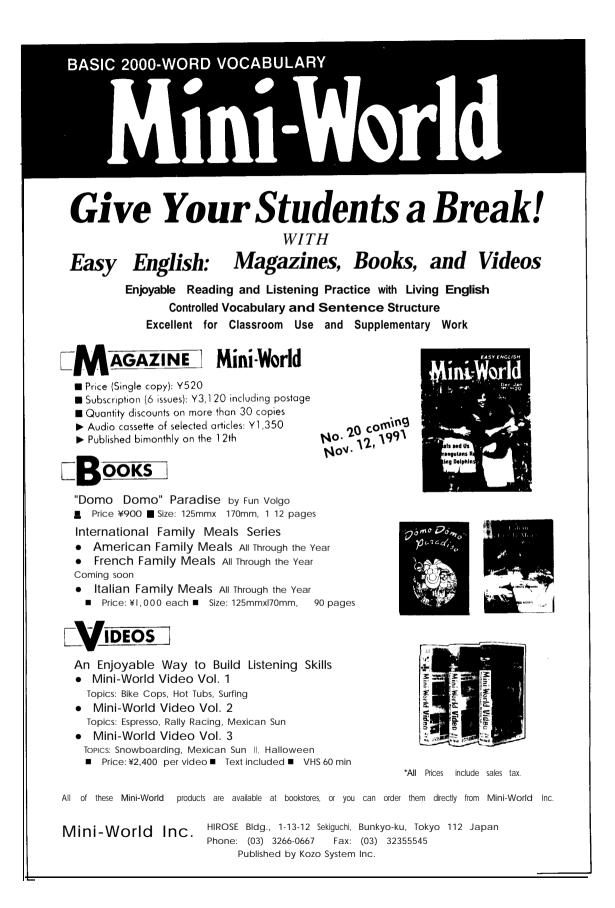
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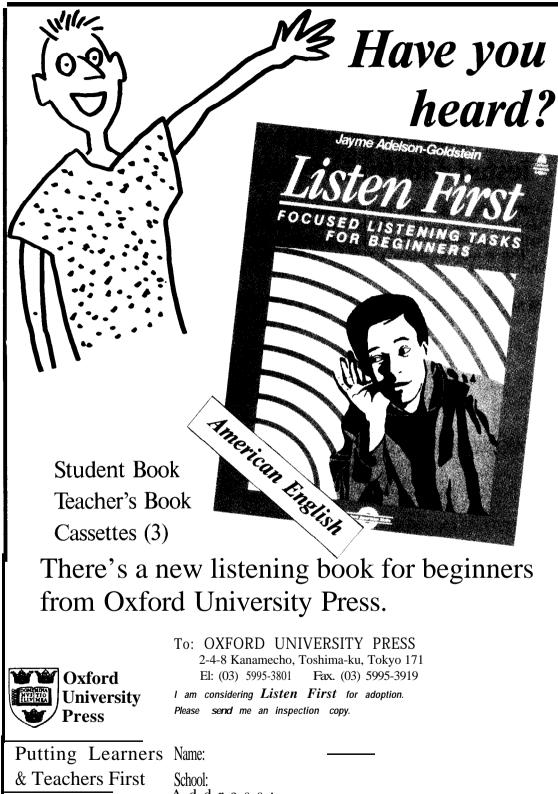
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山向い

-JALT News

Procedures for the Election of National Officers for 1992-1993

The JALT Constitution and its Bylaws determine the officer positions, the terms of office, the time of elections, and, to a certain extent, the methods by which nominations and elections are to be conducted. This year's elections are being conducted in accordance with both the Constitution and the Bylaws (both revised November 4. 1989). as published in the April issue of *The Language Teacher*.

As set forth in Article V of the Constitution, the President, Treasurer, and Membership Chair are to be elected in oddnumbered years, to service in even-numbered years. Their term of office is "for two years, or until their successors are elected." As determined by Article IV of the Bylaws, "One ballot listing all nominees for each office, and including space for write-in candidates, shall be mailed to each member in good standing in time for the member to return the ballot to the Nominations and Elections Committee before November 20 each year" The Article also specifies that nominees must be "members in good standing... [who are] willing to stand for office." At the time of ballot preparation, thb candidates introduced to you here were the total of those nominated who fulfilled these requirements.

It should be noted that neither the Constitution nor the Bylaws make provisions specifying the degree of confidentiality or secrecy in the casting and processing of ballots. Such matters have been at the discretion of the NEC and the tellers who counted the ballots and reported the results. The Constitution and Bylaws are also imprecise regarding the members' eligibility to vote. As regards voting eligibility, the NEC this year will follow the tradition established during preceding years; with regard to format and submission, the procedures will be the same as last year. This procedure is explained below.

VOTER IDENTIFICATION SHOULD APPEAR ONLY ON THE ADDRESS SIDE OF THE BALLOT. BALLOTS SHOULD NOT BE SENT IN AN ENVELOPE-THEY MUST BE POSTED USING THE METERED-POSTAGE PAID FOR BY JALT.

In the past, voter identification and votes have both appeared on the same side of the ballot card. This year, voter identification is to be written on the ADDRESS SIDE of the card only; identification of the voter on the ballot side of the card may make the ballot invalid.

Also, in the past, voters were told that in order to cast a secret ballot, the ballots could be enclosed in an envelope; however, such ballots are not recorded by the post office, which provides a receipt for the metered postcards. In order to ensure both the voter's privacy and the legitimacy of the ballots, the NEC requires that members use only the printed ballots and that the ballots be sent without additional postage and without being enclosed in an envelope.

PHOTCOPIED BALLOTS WILL NOT BE ACCEPTED. In the past, joint and group members were instructed to submit their votes on photocopies of the ballot. As this appears to be in conflict with Article IV.2 of the Bylaws, the NEC will mail additional ballot cards to those members. Requests for additional cards may be made directly to any of the members of the NEC.

GUIDELINES FOR VOTING

1. ELIGIBILITY

Members are eligible to vote if they are currently JALT

members in good standing. That is, their 1991 membership has been paid in full by Oct. 3 1, 1991, and has been recorded by the Central Office.

2. DEADLINE

Ballots must be received as addressed not later than November 20, 1991. All ballots received after that date will be invalid. It is recommended that ballots be mailed before November 16, 1991.

3. IDENTIFICATION

Ballots are counted only if the identification of the voter can be unambiguously determined. Please PRINT your FULL NAME and the name of your CHAPTER. Do not write any identifying information or messages anywhere except on the identification stub portion of the ballot. If you need more space, for a message or request, you may continue on the instruction stub portion of the ballot Identification stubs will be removed after membership status has been verified. The face of the ballots will not be seen until all verified identification stubs have been removed. IF A BALLOT HAS NOT BEEN PROPERLY IDENTIFIED, IT WILL NOT BE VALID.

Members of the Nominations and Elections Committee:

Dale T. Griffee, Korutaju #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 63 1; 0742-49-2443
- Jerald Halvorsen (term expires December 1991), 2-11-1 Atsubetsu Kita-1-jo, Atsubetsu-ku, Sapporo-shi 004; 011-891-6320.

1992年-1993年本部役員選挙の手順

JALT の役員の種類、その任期、選挙の時期、候補者の氏 名と選挙の方法は JALT の定款と定款規定によって定めら れています。今回の選挙は、1989年11月4日に改定され、The Language Teacher 1991年1月号に掲載された定款と規定に 従って行われます。

定款の第5条に従い、奇数年の今年は会長、会計、メンバー シップ(会員)担当委員が選出されます。任期は1992年-1993 年の2年間、または後任者が選出されるまでとされています。 定款規定の第4条に従い、各委員の指名候補者全員の名前と 追加候補者名を記入する余白の入った投票用葉書を現会員に 郵送します。時期は、会員が選挙年の11月20日までに候補者 指名・選挙管理委員会(NEC)宛返送できる時間的余裕のある こととされています。第4条は、指名候補者は言その役職を 喜んで引き受ける会員」でなければならないと明記していま す。

定款、及び定款規定には投票と開票の秘密保持に関する条 項はありません。この問題はNECと、実際に投票を集計し、 その結果を報告する投票集計係に任されてきました。また、 定款と定款規定には会員の投票資格に関しても不明確な部分 があります。今年度もNECは例年の慣行に従う方針です。投 票用紙の形式と郵送の手順は昨年の選挙と同じく、以下の通 りです。 投票者の名前は投票用葉書の表にだけ書いてください。 投票用葉書を封筒に入れて郵送することはしないでくだ さい。JALTの料金受収人払で投函してください。

以前は投票者の名前を書く欄と投票欄が投票用紙の同じ面 にありましたが、昨年から投票者の名前は、投票用葉書の表 (宛名を書く面)にだけ書くようになりました。投票欄側に投 票者の名前を書いた票は無効になります。

また以前は投票者の秘密を守るために封書での投票が可能 でしたが、通常の郵便物は郵便局に記録が残りませんので、 封書での投票は認めないことになりました。投票には印刷さ れた投票用葉書のみを使用し、<u>封筒には入れないで</u>、料金受 収人払で、切手を貼らずに投函してください。郵便局は受領 書を発行してくれます。

コピーした投票用紙は受けつけられません。

以前は共同会員と団体会員は1枚の投票用紙をコピーして 使うようになっていましたが、これは定款規定の第4条2項 に抵触すると思われますので、これらの会員には投票用紙を 必要枚数送付します。投票用紙の請求は直接 NEC のメン バーにお願いします。

投票要領

- 1. 投票資格: JALT の現会員であること。具体的には、1991 年10月31日までに1991年度分会費を納入し、事務局に登録 されていること。
- 2. 締め切り:投票用紙は1991年11月20日必着です。それ以 降のものは無効になります。1991年11月16日ごろまでに投 函することをおすすめします。
- 3. 記名:投票用葉書は投票者の身元確認ができるもののみ 有効となります。指定された欄に活字体で姓名と所属の支 部名を書いてください。投票者の身元確認がすんだ後、こ の欄は切り離されます。それまでは、投票欄は集計係の目 には触れません。指定された欄以外に投票者の名前のわか る情報やメッセージを書かないでください。通信や要望を 書くためにスペースが必要な場合は、記入法の指示が書い てある部分(葉書の裏)なら書いても構いません。

投票者の身元確認ができない投票用葉書は無効です。

候補者指名・選挙管理委員会(NEC)メンバー

Dale Griffee - Korutaju #601、1452 Oaza Suna、Omiya shi 330 - 048 688 2446

- Mikiko Oshigami 33/37 Tsukahara, Toyama-shi 939 0764/29/5890
- Denise Vaughn #205 New Shiba Heights, 2-5-5 Shiba machi, Saidaiji, Nara-shi 631 0742 49 2443
- Jerold Halvorsen 2 11 1 Atsubetsu Kita 1-jo, Atsubetsu ku, Sapporo shi 004 011-891 6320

会長

フィリップ・クロンプトン

略歴 フィリップ・クロンプトンは9年あまりの英語教育経 験を持ち、ANA スタントンの ESP 部門のディレクターを経 て、現在は横浜にあるアメリカの大学で英語を外国語・第二 言語として学ぶ人たちのための教育に携わっている。コン ピュータを使用した英語教育、およびビジネス英語の教育を 専門としている。英語教育に携わるようになる以前は、英国 で会計士として3つの国際的企業で仕事をした。過去4年間 JALT の会計を担当し、1987年には JALT 年次大会の大会委 員長も務めた。また、3年間にわたって IATEFL への JALT 代表など、全国、および支部レベルでさまざまな役職を務め てきた。

公約 この数年間に JALT 会員は4000を超え、新しい支部 も12以上増加しました。初期においては小数の非常に熱心な 教師の集まりであった JALT が、国内でも国外でも影響力を 持つ団体となったのです。

組織の運営法の改善が、これまでにも増して必要とされて いると思われます。JALT は、より効率よく、会員の多様な 要求にこたえられるようにならなければなりません。創立当 時の原則を保持していくと同時に、組織の成長によって求め られている変革にも対応していかなければなりません。

こういった目標のために、皆さんのご支援、ご協力をお願 いする次第です。

トーキル・クリステンセン

略歴 トーキル・クリステンセンは経験豊かな語学教師、お よび翻訳家であり、New York 市立大学 Albany 校において B.A.、Oklahoma 州立大学 Norman 校にて M.L.S.、およ び Southeastern 大学にて Ph.D.を取得した。現在は、北星学 園女子短期大学英語科助教授をつとめている。彼は JALT の 支部、および全国レベルの活動に十年以上にわたって参加し てきた。語学テキストの執筆や The Language Teacher のゲ スト編集者として活躍し、書籍、学術論文の翻訳も行ってい る。語学教育における専門分野は読解力の発達と大規模クラ スにおける授業の方法である。

公約 JALT は教育の現実に対応する解放的な組織であら ればなりません。今や JALT は日本における語学教育の最前 線に立ち、あらゆる語学教師のために活動する組織となる時 が来ました。

全国各地の支部はJALTの基盤となるものです。JALTの 活動の中の支部の働きは見直されねばなりません。JALTの 一層の発展のためには支部の積極的参加がぜひとも必要です。

JALTと地域社会との関係を活性化し、責任を持って慎重 に対処する必要があります。そのためにJALTは、あらゆる レベルの活動に支部と会員を参加させていく用意をしなけれ ばなりません。

JALT の活動は年次大会の開催のみに留めてはいけませ ん。私たちが、より優れた、より効果的な、そしてより幸福 な語学教育の専門家になるために、多様性と実験的な試みを 奨励していかなければなりません。

President



Torkil Christensen is an experienced language teacher and translator (B.A. SUNY at Albany; M.L.S. University of Oklahoma at Norman; PhD Southeastern University, La). He has been involved with JALT for over a decade at the chapter and national level. He has published textbooks and guest edited The Language Teacher, as well as translated books and papers. Professionally he is interested in reading development and large class phenomena.

"JALT must become an open, accommodating organization. It is time to take initiatives to maintain JALT at the front of the language teaching profession in Japan, and ensure that JALT serves language teachers in all walks of society.

The chapters are the foundation of JALT. Their participation in the work of JALT must be reestablished. The contributions of the chapters to the further growth of JALT must be emphasized.

JALT relations to the local community must be activated and responsibly and sensitively handled. To achieve this, JALT must be ready to involve the chapters and membership at all levels of its activities.

JALT must grow beyond holding just the annual conference. We must encourage diversity and experimentation to help us become better, more effective, and happier language professionals."



Philip Crompton

Philip Crompton has been an EFL/ESL teacher for more than nine years and works for an American university in Yokohama. He specialises in computer-assisted education and business English skills. He was Director of Studies for ANA Stanton School's ESP Department. Prior to teaching he was an accountant at three international companies in the U.K.

He has been JALT'S National Treasurer for the past four years, having also been JALT '87 Conference Chair, JALT'S representative to IATEFL for three years, as well as serving in other positions at both national and chapter levels.

"Over the past few years JALT membership has soared beyond 4,000 with the addition of more than a dozen new chapters. From its beginnings as a small group of dedicated teachers, the influence of JALT has spread both nationally and internationally.

Now, more than ever, there is an overwhelming need to improve the administration of the organisation. JALT must become more efficient and responsive to the varied demands of its membership.

Keeping steadily to the principles upon which JALT was founded, we have to adjust, at the same time, to the challenges posed by the growth of the organisation.

I seek your support and cooperation in order to meet these goals."



Brad Visgatis

Brad Visgatis has been active in JALT on several levels and is currently President of the JALT-Osaka Chapter. He has served as the chapter's Treasurer and on the committee of three national conferences.

Currently a lecturer at Teikoku Women's Junior College in Osaka, his academic interests have centered on cross-cultural training and task-based learning. He earned his M.Ed. in TESOL from Temple University.

"JALT is for me an organization dedicated to the ongoing process of improving language teaching in Japan.

In order to do this, it is essential that as many members be involved in JALT's decision-making

process as is possible. Empowerment of the membership, I feel, is the surest way to both strengthen JALT and to make JALT responsive to the wishes of the membership.

The best way to empower the membership is through two policies: active canvassing of opinion and better dissemination of information. As such, T feel the key role of the President is to actively seek out the opinion of the membership on all levels, and to assist in the dissemination of information necessary for the Executive Committee to reach cogent decisions on such matters as budget, office politics. training, procedures at Executive Committee meetings and revision of the constitution.

In order to accomplish this, it is necessary to shun the position of "knowing better (and more) than everyone else" and adopt one of 'Let's look at all sides to the issue and decide together.' Please vote."

<u>Treasurer</u>

Aleda Krause

Aleda Krause was born and brought up in Michigan, U.S.A., where she earned her B.A. in German and M.A. in Linguistics at the University of Michigan. She has been teaching in Japan for the past 14 years and currently teaches at Joshi Seigakuin Junior College in Ageo, Saitama. Her experience with JALT is long-term and varied-she was Osaka Chapter Treasurer for two years, National Treasurer for two years and is currently Chapter Treasurer Liaison, a post she has held for the past six years. In the meantime she has been President, Treasurer and Membership Chair in the Omiya Chapter, Conference Treasurer more times than she'd like to remember, Local Chair for JALT '90 in Omiya and has just completed editing the JALT '91 handbook.

"Being a volunteer for JALT is part of my life, as much as being a teacher or a mother. Each role is important to my life and helps define the person I am. I am a professional in my teaching and conscientious in my mothering; I believe I must be just as professional and conscientious in the volunteer work I do for my professional organization. When I agree to do a job, it is with the expectation that I will complete it to the best of my ability. If I need more training to do the job well, I need to seek it out and get it. Likewise, I expect others I work with in JALT to be professionals. As professionals, we all need to be able to step back and look at our own lives before volunteering to do work we may not be able to finish because of other commitments. I worry at times about our organization, because I feel that too often people rush into commitments without thinking them through, and then must abandon them on the way. Being a JALT National Officer is a major commitment of time, of devotion and of one's soul. My fervent hope is that all the officers you will elect will feel likewise devoted to the task at hand."

Membership Chair

Setsuko Toyama

Setsuko Toyama, a founding member of the JALT Niigata Chapter, has been the chapter's Publicity Chair and currently serves as the Program Chair. She is a graduate of Tsuda Women's University where she majored in Intercultural Comparative Studies. For the past eight years she has been teaching children of various ages and has given a number of workshops on teaching children at various JALT chapters. She is also an instructorof Matsuka Phonics Instituteand has given intensive phonics seminars in various parts of Japan. At the JALT '90 Conference Setsuko was the Social Chair, and she is the Japanese Handbook Editor for JALT '91.

"Working for JALT '90 was an eye opener. JALT is a wonderful organization that brings many teachers of different backgrounds together. This is made possible solely because most of the work of the organization is done by volunteers. I feel proud of JALT and am honored that I have been able to contribute positively to JALT behind the scenes at both the local and national levels. Representing a large number of grass-roots JALT members,

I hope to continue making further contributions to JALT as anational officer by encouraging the constant growth of members in our organization and by helping local chapters maintain strong, active ties within JALT."

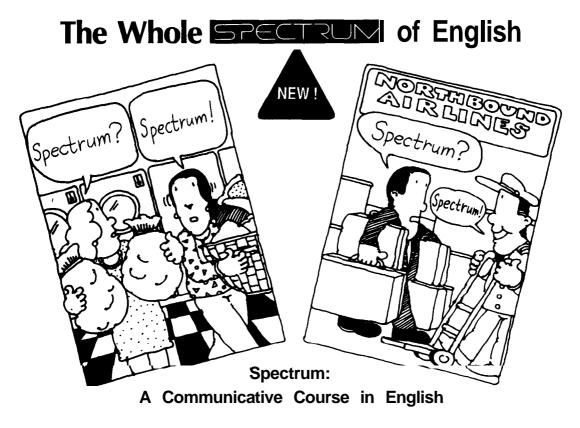
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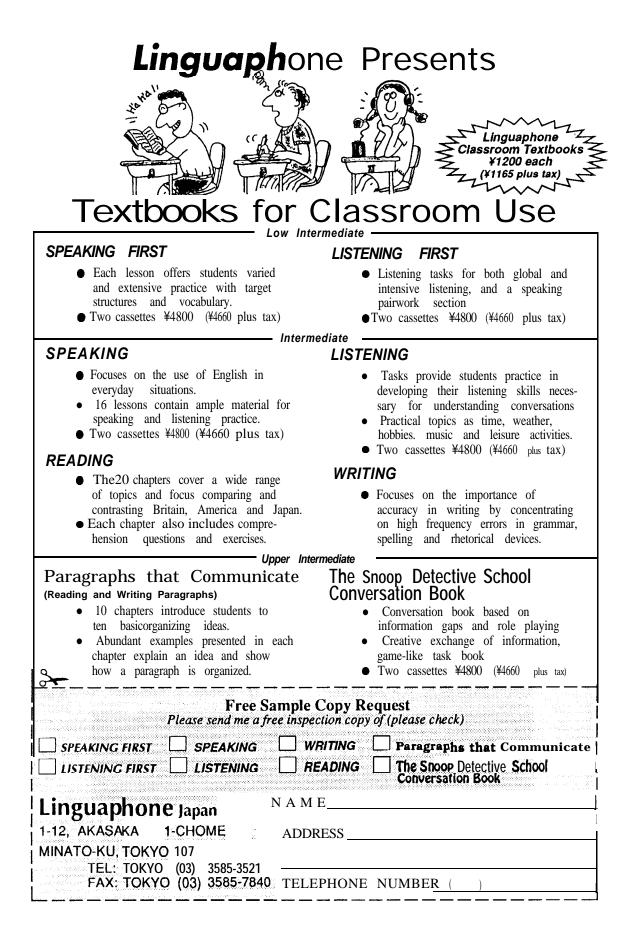
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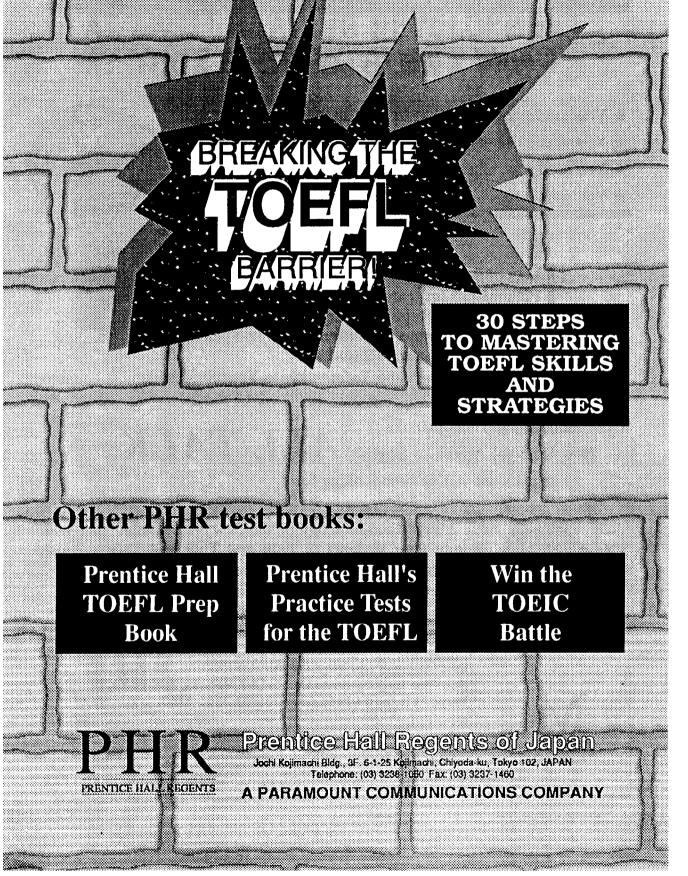
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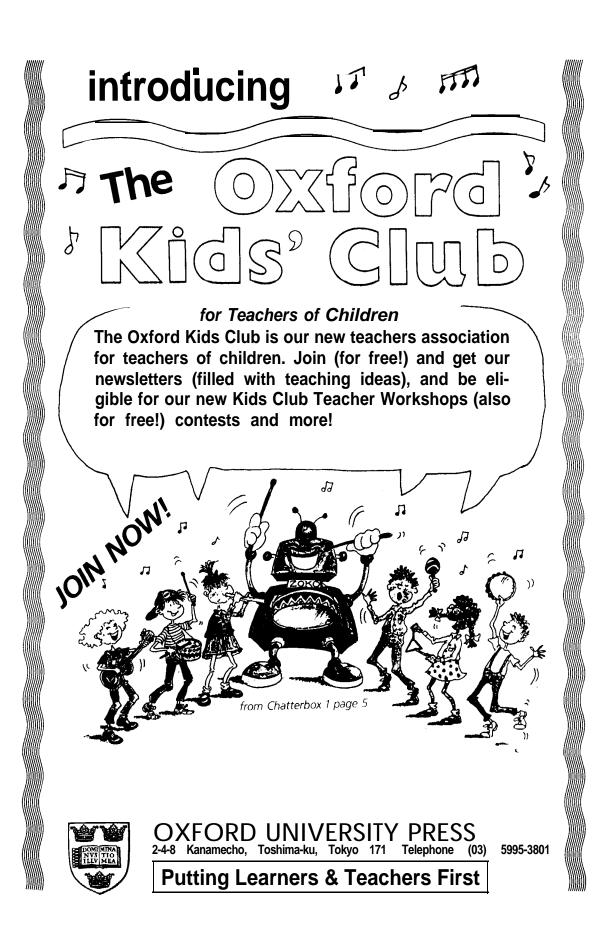
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Readers' Views-

The Language Teacher is trying out a new column for readers who would like to respond to feature articles, reviews, and opinions that appear within its pages. The column was to have run in last month's issue and if you'd like to express an opinion about what you read in The Language Teacher, write me a letter. Organize it, phrase, it, sign it, as a letter. I'll ignore anonymous letters. Don't write as if you are responding directly to the author of a feature or book review or other article. Such responses are reserved for the Opinion column and should be sent to Carol Rinnert. Keep your letters within 700 words and we'll do our best to include it in Readers' Views, should space allow. We can't promise to run every letter, and we can't promise to answer every letter we receive. We will run your letters just as we receive them. When we feel this is not in your best interests, or ours, we will contact you for revision. Naturally, more objective letters stand a greater chance of appearing than those written from points of view so subiective that their impact might be lost on many readers.

Occasionally we may solicit responses to your letters. These responses may appear in subsequent issues, or alongside your letters in the same issue. Your letters should be postmarked by the 10th of the month, i.e., if you would like to respond to an article in the November issue, get your letter off to us before November 10.

> Tom Hayes Managing Editor

"Political Correctness"? A Reply to Cunningham

Kumiko Fujimura-Fansalow Toyo Eiwa Women's Univ. and Wayne Pounds Aoyama Gakuin Daigaku

We would like to respond to Mark Cunningham's "A Politically Correct Language Teacher?" in which, disturbed by the special number on feminist issues, he questions the appropriateness of raising "political" matters in *The Language Teacher*. Mr. Cunningham argues that "Our students come to us for language instruction, not to be indoctrinated, however subtly, in selected Western values." We wonder: are sexual equality, preservation of the environment, or protection of children's rights, or for that matter "justice, peace, solidarity, and cooperation," merely "selected Western values"?

Or, if it is only feminist issues Mr. Cunningham views as Western, he should recall that aresolution to promote sexual equality and combat all forms of sexual discrimination was adopted by the UN in 1975 (the International Women's Year) and endorsed by nations worldwide, including Japan. As the articles by Endo and Shimazaki in the Feminist Issues number make clear, sexism in Japanese language and education is being increasingly addressed within Japanese society not only by feminists but by ordinary teachers, parents and students. In short, the notion of political Westerners constituting a fifth column in Japanese education is like the notion of "political correctness" which is to be therallying cry of the right in 1992: it is a mirage created by the fear which entrenched privilege feels when its values are questioned. It's the witch hunt of the 90s. allowing the right to accuse its opponents of political indoctrination and thought control while practicing it themselves.

No one challenges Mr. Cunningham's contention that the purpose of *The LT* is to promote effective language learning and teaching, but we need to be aware that learning and teaching are not processes that occur in a political vacuum. As Wavne Pounds elaborates in that same issue. the institutional setting itself makes teaching political, and to say that teaching is not political, or should not be, is as much a political argument as to say that it is. The way we teach also has political force. Through pedagogical styles, textbook images, classroom structures, and a variety of other ways, a hidden curriculum is taught, one that traditionally includes passivity, subordination to authority, conformity and sexism. If these issues exist in teaching, and we believe they do, basically we have but two choices: we can deny them (to ourselves, to our students) or we can talk about them.

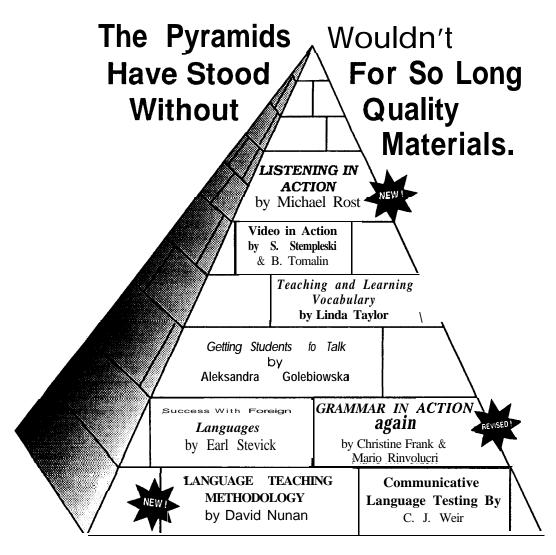
Talking about them is the democratic alternative, since consciousness permits choice. As Kumiko Fujimura-Fanselow emphasizes in her essay, the majority of feminist teachers are strongly opposed to setting up a new set of orthodoxies and imposing the teacher's views on the students. What we instead advocate is the incorporation of perspectives that have hitherto been ignored in our curriculum so that the students can have a chance to think for themselves about crucial assumptions that determine their lives.

The perfect example of what's at issue here may well be Mr. Cunningham's use of the term "political correctness," for he uses this highly politicized word as though it were a "neutral" term embodying some accepted "common sense" judgment. He gives the reader no hint of the right wing agenda that has fueled the rise of this term to national attention. The appearance of a "neutral" judgment embodied in a term like "political correctness" is as false as all other attempts by politicians, of whatever stripe, to hide their agenda under the mask of neutrality, and as illusory as the attempt of some teachers to make their teaching free of politics, values, and personal feeling.



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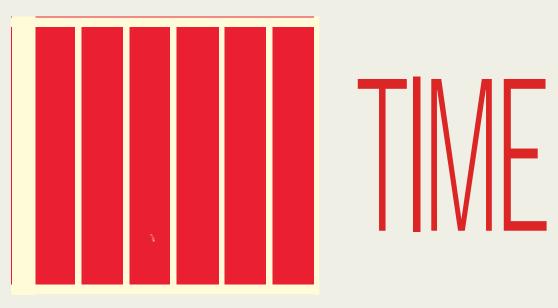
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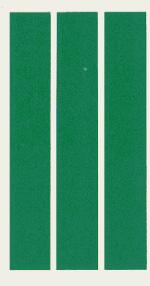
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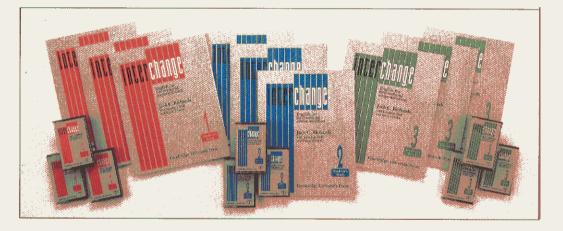


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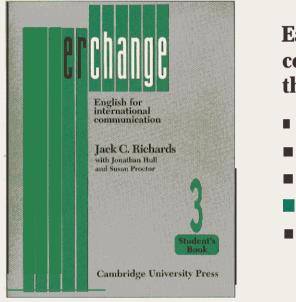
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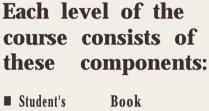


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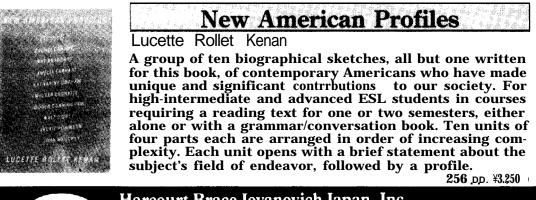
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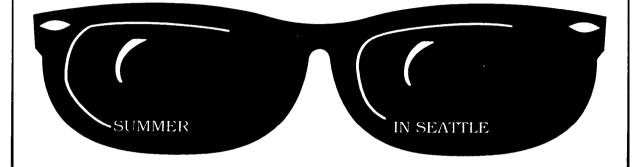


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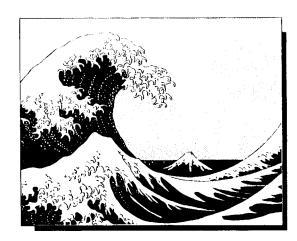
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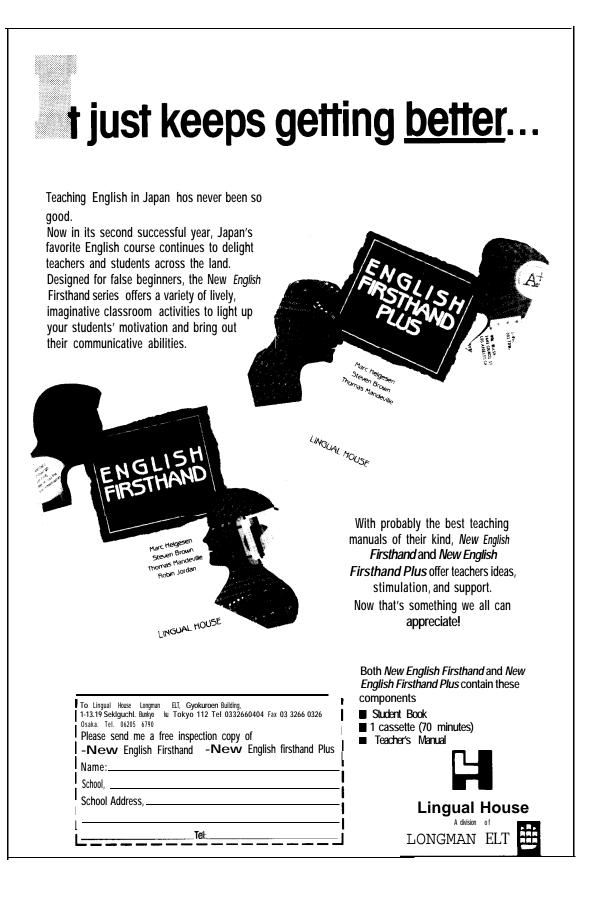
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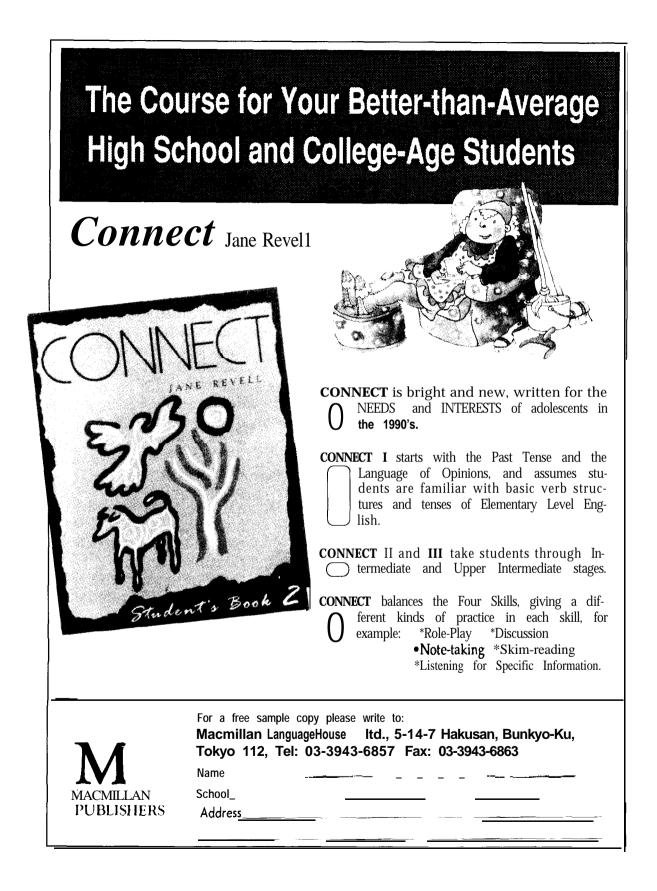
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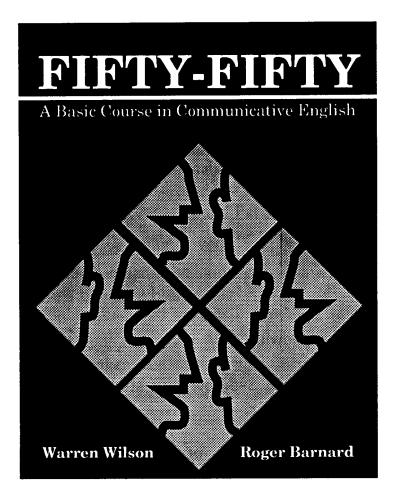
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JALT Under Cover-

The Research Manual: Design and Statistics for Applied Linguists. Evelyn Hatch & Anne Lazaraton. Newbury House Publishers, 1991. 628 pages. ¥5,300.

This book is not for the faint-hearted. The manual is thick, and dense as well since it does not pretend that mathematical formulas do not exist. However, it is the most accessible complete book on research methods for applied linguists that I have ever seen. The individual points are carefully introduced through the analysis of examples of research that applied linguists might actually undertake. The mathematical abstractions, the formulas, are not brought up until the concept has been thoroughly discussed in concrete, non-mathematical terms. This is what statistics should be-formalized generalizations, the end result of understanding rather than the beginning of the process.

The content is organized in the following manner: Part 1, Planning a Research Project, with chapters on Defining the Research Question, Describing Variables, Constructing Research Designs, and Writing the Research Proposal and Report; Part 2; Describing Data, with chapters on Coding and Displaying Frequency Data, Describing Interval and Ordinal Values, Locating Scores and Finding Scales in a Distribution, and Probability and Hypothesis Testing Procedures: Part 3, Comparing Groups, with chapters on Comparing Two Groups (Between-Groups Designs and Repeated-Measures). Comparison Between Three or More Groups, Repeated-Measures Comparison of Three or More Groups, and Comparisons of Means in Factorial Designs: Part 4, Describing Relationships. with chapters on Relations in Nominal Data, Correlation. Regression, Other Statistical Tests Used in Applied Linguistics, and Assumptions of Statistical Tests; a Conclusion; and Appendices containing statistical tables.

Each chapter contains a number of Practice sections that are designed to focus the reader on specific points through analysis of their application to research. However, many of these questions assume that the reader is part of a study group in a classroom and that they have been keeping a journal related to the course, so the individual user will require some flexibility. Each chapter also contains an Activities section that relates published research to the material covered.

Any reader of the **JALT Journal**, the **TESOL Quarterly**, or any other journal would be wise to invest the time to study this manual. Your increased understanding of research reports will more than repay you. Also anyone who is considering publishing their own research would do well to read the Manual. It might save you a rejection.

Reviewed by Charles Adamson Shizuoka Institute of Science and Technology

The Cultural Dimension of International Business. Gary P. Ferraro. Prentice Hall, 1990. Pp. 178.

The author states in the preface that this book is "aimed at demonstrating how the theory and insights of cultural anthropology can positively influence the conduct of intemationai business." What follows is as comprehensive an introduction to a mini-course in cultural anthropology as you will find off-campus. In addition, the writing style is so readable that at times you forget that this is a textbook. The expected readership of academia and industry should surely benefit from this exceptionally interesting text. The need for intemational competence in intercultural communication should provide the incentive to read it.

From the outset, Ferraro systematically adds support to his stated aim. This consistent building takes the uninitiated reader through the previously unfamiliar territory of cultural anthropology with just the right amount of information. The survey is not ponderous, but lively and intriguing, lending support to the theory of a need for the insights which cultural anthropology can bring to business.

The author has written this practical guide primarily for American businesses moving into the international business community. For those already there and experiencing difficulties, this book provides a unique approach to understanding how cultural insights can generate a more positive influence in the process of international business.

Although repeated reference is made specifically to the shortcomings of American corporations in the arena of international business, the value of insights from cultural anthropology is surely not limited to them: the majority of companies involvedin international or transnational/global business could benefit from having their corporate consciousness raised.

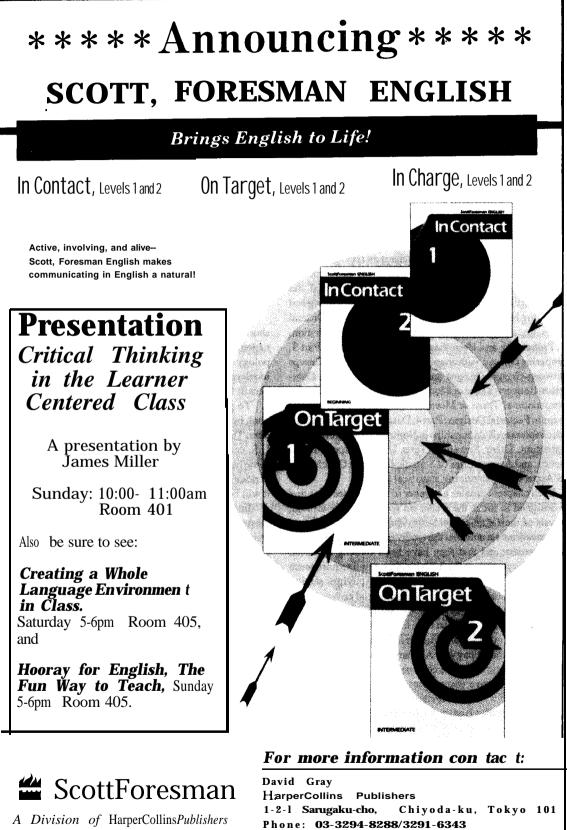
To prove his point Ferraro cites examples from a 1974 book by Ricks and Arpan titled *International Business Blunders.* The book is full of misunderstandings that result when U.S. corporations attempt to do business internationally-some humorous, many embarrassing, but all expensive ways of ridding corporate thinking of the idea that if it works at home it will be equally viable in other parts of the world.

Intercultural insensitivity can result in serious problems in the workplace and permanently cancel the chances of a company trying to enter the global scene without sufficient preparation. In addition, there is a need for the employee to be aware that there is a multiplicity of ways of thinking and courses of actions and that the home culture may not provide an answer that fits another cultural environment.

According to Ferraro, culture is learned and so cultural competence can be learned and developed through training. As Ferraro states, "The learned nature of culture leads us to the inescapable conclusion that foreign work forces...are perfectly capable of learning...provided they are exposed to culturally relevant training programs." (p. 21) Ferraro's book is an invaluable text for anyone who needs to consider another culture in their work.

The book is divided into an overview of general concepts or culture, including the need for a greater awareness of the cultural environment as it relates to international business, verbal and non-verbal communication elements, contrasting cultural values, culture shock, and sources for locating culturespecific information. The book includes cross-cultural sœnarios/critical incidents which are provided for their sensitizing nature. The appendix has resolutions to the scenarios.

Perhaps the most valuable part of this book is that its



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JALT Under Cover -

information can be immediately useful to someone shaping the design of a training program. The cross-cultural scenarios could be used effectively, as part of a training program, to open the minds of prospective international businesspersons to areas where conflicts could occur when doing business abroad.

Reviewed by Ilene Kradin Nippon Sanso Corporation

First Steps in Listening. Michael Rost and Nobuhiro Kumai. Lingual House, 1990. Pp. 52. ¥980.

This book is "designed to help beginning learners of English develop those basic listening skills that areneeded for communication" says the introduction to the teacher's book, and it mostly fulfils its purpose. There is a student book, three cassettes and a teacher's manual (including a Japanese translation). I used this course in a Language Laboratory class of 26 university students (both sexes, mostly Ist-years), meeting once **a** week for 90 minutes 24 times a year.

There are. 12 units in the book, covering the usual basic functions and grammar; introductions, talking about likes and dislikes, daily routines, etc. Each unit is divided into 6 sections: Preview, Starters, Tasks, Hearing Tactics, Listen and Interact, and Follow Up. Preview is the most passive activity, requiring students only to listen and read. Starters is a warm-up exercise often with sounds or snippets of conversations which students must number or match with pictures. The activities require students to be increasingly active, concluding with the Follow Up, where students read and fii in some information, then compare their responses with their partner. The names of the activities speak for themselves although I could not understand why "Hearing Tactics" was better than "Listening Tactics." (Is this a case of Janglish influencing the mother tongue?)

The layout is simple and easy to follow, with simple linedrawings supplemented by a few black-and-white photos. The tapes use native Americans speaking slower than usual, with the inevitable accompanying falsity in intonation; although this is a minor fault, the conversations are not as naturalsounding as the blurb says, with speakers going out of their way to say "Yes, I do" and "No, I don't," for example. A more serious flaw is that in aiming for simplicity, the speech is emotionally castrated. If the aim is "to increase students' awareness of the important role of ...stress in ... spoken English," surely this involves understanding how stress and intonation express feelings? I see no reason why a beginner course should be emotionally stunted. ("The Lost Secret" is an excellent example of a beginner course which uses a variety of emotions.)

For the teacher, the book seems easy to "teach"- you can switch on and let the tape play. However, this simplicity is deceptive. Much preparation is necessary for LL classes, and I often felt that with more forethought this could have been a much livelier course. Does the teacher check the answers to the listening tasks? If so, how? Do the students have the language to move straight into the pairwork. or is more controlled speaking practice necessary first? Is pairwork feasible given the geography of the classroom? (In the old LL I had, pairwork was almost impossible.) I ended up using this text as a result of an administrative blunder (it is intended for junior and senior high school students). It certainly was not challenging enough for my first year university students, and I skipped parts of it and supplemented with other material. We finished the book in July. However, the students themselves seemed happy with it.

Other flaws are common to other listening courses. A language laboratory class is not easy to teach. Although we found it easy to work through a unit in 90 minutes, as recommended in the teacher's manual, can the students handle 90 minutes of sitting with headphones on, pushing a pencil? Many of mine could not and I had to vary the pace to prevent students dropping off, though this is not necessarily an indictment of the material. Certainly the active parts (Interact and Follow Up) need to be exploited to the full, and the Warm Ups can be left out completely. (The one of various types of music is just too long.)

To sum up, *First Steps in Listening*, used with imagination, and careful preparation, would work well in a senior or even junior high school, and in an ordinary speaking class as well as in an LL. But for college or university students, more demanding material is called for.

> Reviewed by Marc Sheffner Tezukayama University

Can We Talk? A MultiskIlls Approach to Communication. Donald R.H. Byrd and John Klosek. Prentice Hall Regents, 1991. XIV plus 176 pages.

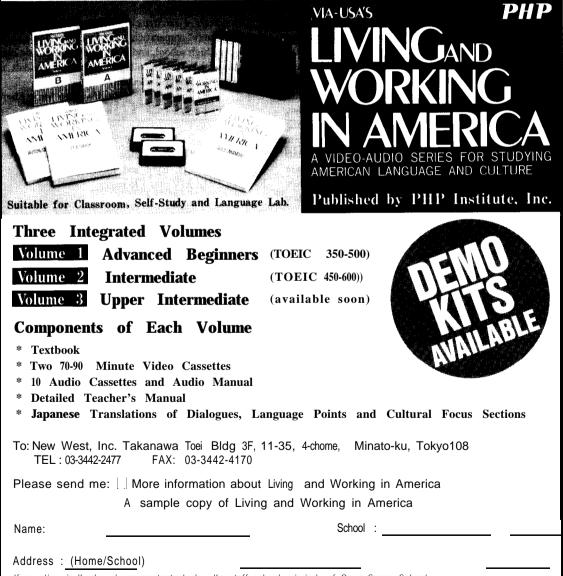
First, let me summarize my conclusions. For readers of this review who plan to go to North America to teach English as a Second Language, remember *Can We Talk?* by Byrd and Klosek. You might well find it an excellent text for such a course. I believe, however, that the very things that make *Can We Talk?* an excellent text for English as a Second Language classes in North America make it unsuitable as a text for English as a Foreign Language classes in Japan.

In North American situations the multiskills approach would be most useful and the topics in the 19 units would be culturally valid and informative. I believe *Can We Talk?* is not suitable for use in listening, speaking, and conversation classes in Japan because the cultural situations in the topics assume knowledge that Japanese students might not have, would not necessarily be able to learn from the material presented in the book, and would be difficult and time consuming for a teacher to explain to students who are not living in a North American cultural environment.

The title *Can We Talk*? and the sentence in the introductory comments "To the Teacher" that most time should be spent on the "Let's Talk About It" Section, might lead you to conclude that this book would be suitable for a listening, speaking, and conversation course in Japan. The sub-title, "A Multiskills Approach to Communication" much more accurately describes this text than does the title.

Only a small percentage of the material presented in the book deals with talking. I believe students using this text would actually spend only a fraction of their time talking in

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English, as much of the material that is presented covers other skills, such as vocabulary, reading, and writing.

I eagerly offered to review *Can We Talk?* in order to try it out for possible use as a text for my English listening, speaking, and conversation classes. I used sample lessons from this book in such classes, as well as for English Conversation Club activities. After such usage, I am of the opinion that there is only a limited amount of material suitable for such lessons and activities in classes in Japan.

The advertising for *Can We Talk*? mentions the "clued mysteries." I myself found some of the mysteries (for example, the murder in unit 19, the missing canary in unit 5, and others) hard to solve. I feel that insufficient information is given for language learners to solve the mysteries, and, as the solutions to the mysteries are not given in the answer key at the back of the book, that students would be quite frustrated by these "clued mysteries" units.

In addition to the above, I noticed some "first edition misprints" that are minor matters and which I assume will be corrected in future editions.

An increasing number of schools and educational institutions in Japan are and will be offering separate listening, speaking, and/or conversation courses; or making such elements important components of standard courses. Many teachers will be looking for appropriate texts, and many publishers will be issuing new listening, speaking, and conversation texts. A few such textbooks will become standard works, with widespread usage. I do not believe *Can We Talk?* will be included among the standard conversation textbooks here in Japan, but that it stands a good chance of being included among the standard ESL texts for North American usage.

In conclusion, if you are looking for a conversation text for use in Japan I recommend you forget *Can We Talk?* If you are looking for a conversation text for use in North American ESL classes, I strongly recommend you remember it for possible use in your classes.

> Reviewed by Robert Oettel Shinonome High School, Matsuyama

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 November 30.

Classroom Text Materials

*Aston. P. & Edmondson, E. (1990). Streets ahead (student's book 1, teacher's book 1, workbook 1, cassettes). Oxford: Oxford University Press.

*Bowler, B. & Cunningham, S. (1991). *Headway* (intermediate&upperintermediate pronunciation, University Press.

*Brauer, 1 (1991). Grover's orange book (student book, teacher's book, activity book. cassette). Oxford: Oxford University Press.

- *Graves, K. &Rein, D. (1990). *East-West* (Lab books 1.23; cassettes). Oxford: Oxford University Pres.
- *Holderness, J. (1990). Chatterbox (pupil's book 3. teacher's book 3, activity book 3. cassette). Oxford: Oxford University Press.
- *Holderness, J. (1991). *Chatterbox* (pupil's book 4, teacher's book 4, activity book 4. cassette). Oxford: Oxford University Press.
- *Hopkins. F. (1990). American get ready (student book, teacher's book, activity book, numbers book, cassette). Oxford: Oxford University Press.
- *Hutchison T. (1991). Hotline: Elementary (student's book, workbook, cassette). Oxford: Oxford University Press.
- *Nolasco, R. (1990). Wow (books 1 & 2: student's book, teacher's book, workbook, cassettes). Oxford: Oxford University Press.
- *Stott, T. & Holt, R. (1991). First class: English for tourism (student't book. teacher's book, cassette). Oxford: Oxford University Press.
- *Viney, P. & Viney, K. (1991). Grapevine (student's book 2, teacher's book 2, video activity book 2, workbook 2A, cassettes). Oxford: Oxford university Press.
- 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 reaching in English classrooms: An intercultural approach. Tokyo: Kairyudo.

Teacher Preparation/Reference/Resource/Other

*Hoey, M. (1991). Patterns of lexis in text. Oxford: Oxford University Press.

- *Kress, G. (1989). Linguistics processes in sociocultural practice. Oxford: Oxford University Press.
- *Martin, J. (1990). Factual writing: exploring and challenging social reality. Oxford: Oxford University Press.
- *McCarthy, M. (1990). Vocabulary. Oxford: Oxford University Press.
 *Sinclair, J. (1991). Corpus, concordance, collocation. Oxford: Oxford University Press.

!Underhill, N. (1991). Focus on studying in Britain. London: Macmillan.

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.

In the Pipeline

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

AMEP National Curriculum Project. Beginning learners.

Abraham & Mackey. Contact USA (2nd edition).

Baudains & Baudains. Alternatives.

Brosnahan. Japanese and English gesture **Brown. et al.** Challenges.

Burgermeier, et al. Lexis.

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.

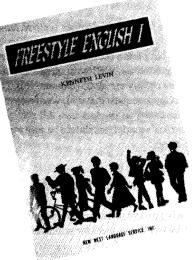
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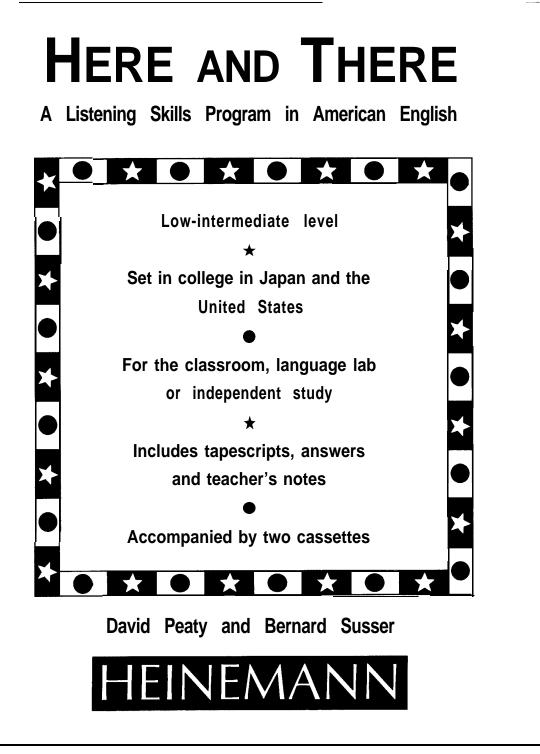
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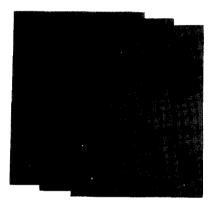
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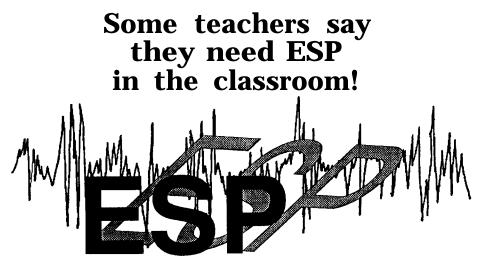


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Peaty. Our world

Soara. Headway.

Matthew & Marino. Professional interactios. McDougal, et al. University survival skills.

McGill & Oldham. Computers in the office.

Oxford. Language learning strategies.

Phillipson, et al. Foreign/second

Redman & Ellis. A way with words. Richards. Listen carefully.

Richards & Long. American breakthrough.

Rost & Kumai. First steps in listening. Singer. Intercultural communication.

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Suzuki. Togoron (Gendai no eigo gaku series: 5).

Swaffar, Arens & Byrnes. Reading for meaning.

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Palmer, et al. Back & forth: Pair activities for language development.

Collins & Birmingham University. Collins COBUILD English grammar. Appeal on behalf of Lithuanian Teachers of English Corson. Language policy across the curriculum. Ellis. Second language acquisition in context. Teachers in Lithuania are in desperate need of teaching materials of Ferraro. The cultural dimnesion of international business. all kinds to help modernise their English teaching. With money for Fox. (Ed.). Collins essential English dictionary. purchasing unavailable, a group of teachers in Lithuania has formed Frank & Rinvolucri. Grammar in action again. a self-help resource library and would appreciate donations of any Frase & Hazel. School management by wandering around Fried-Booth et al. Collins COBUILD English course photocopiable tests. kind. Useful items include coursebooks, cassettes, reference and Gass, et al. (Eds.). Variation in second language acquisition: Discourse grammar books, teacher training material as well as back copies of EFL magazines (including The Language Teacher). Donations will Gass, et al. (Eds.). Variation in second language acquisition: be highly appreciated and can be sent either directly to Lithuania Psycholinguistics. c/o Tanya Remezova, 16 Divizijos 79-56, Klaeida 235818, Lithuania, Halliday & Hassan. Language. context and text. Hart. Asterix and the English language 1 & 2. or to the following person in Japan who will forward items in bulk: Hatch & Lazarton. The research manual. J.E. Dougill, College of Liberal Arts, Kanazawa University, Kanazawa Helgesen, et al. Firsthand access. 920 Ishikawa-ken Hill & Holden. (Eds.). Creativity in language teaching. Hopkins. Get ready I & 2. Video N-SIG Newsletter/Displays/Badges Kitao & Kitao. Intercultural communication. The recipe book.

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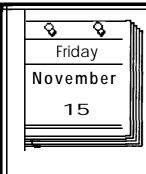
research.

The special conference issue of Vido Rising, JALT Video National Special Interest Group's newsletter, will be available in the N-SIG Hospitality Rooms (N203/303). Video related displays plus video showings. free materials and video questionnaires will also be available.

N-SIG badges are available to anyone interested in supporting and helping out-volunteer for video events this year and at the 1991 May Kobe Conference and November Tokyo Video Theater. For further information from the coordinator: David Wood, 2-12-1 Ishizaka Dazaifu. Fukuoka 818-01. Tel: 092-925-35 11 or fax: 092-924-4369

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Deadline

The 15th of November is the final deadline for receipt of all submissions, including all announcements (positions, bulletin board, and meetings) to be published in the January issue.

Anything received on the 16th or after will go into the following issue of The Language Teacher.

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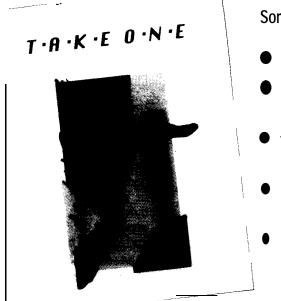
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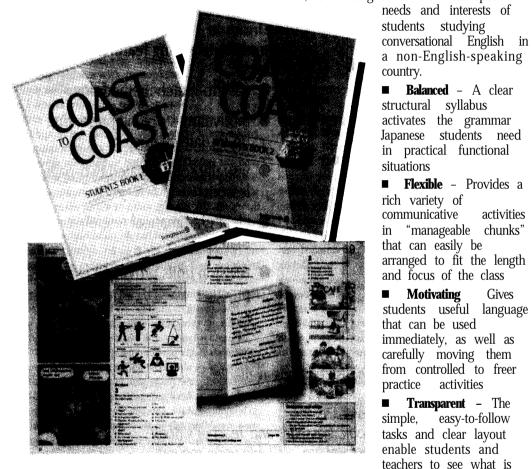
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Meetings

Please send all announcements for this column to **Marc Modica** (see p. 1). The announcement should follow the style and format of other announcements in this column. It must be received by the 15th of November for the January issue.

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

CHIBA

Bill Casey, 0472-55-7489

FUKUI

Hiroyuki Kondou, 0776-56-0404

FUKUOKA

- Topics: Music in the Classroom/1991 Election
- Speakers: Dale Griffee & Alan Rosen
- Date: Sunday, December 1st
- Time: 1:30-5:30 p.m.
- Place: lwataya Community College 14F, Tenjin Senta Biru (enter by basemen: elevator)
- Fee: Members free; non-members ¥1,000
- Info: JALT Office 092-714-7717

Two leading experts on using music to teach English will look at various ways of motivating Japanese students of different ages and ability levels. Both have had texts on music and listening published plus many years teaching experience in Japan to test and prove their methods. With Xmas classes in mind, this is a goodchance topickupalot of practical tips for immediate use.

Dr. Rosen, a professor at Kumamoto National University, is author of *Rock no Kokoro*. Dale Griffee of Seigakuin University, is author of *Hearsay* and the forthcoming teacher resource book for Prentice Hall called *Songs in Action*

GUNMA

- Topic: Listening Skills: Practical Ideas for Development and Exploitation
- Speaker: Anthony Brophy (Oxford University Press)
- Date: Sunday, November 17th
- Time: 2:00-4:30 p.m.
- Place: lkuei Women's Junior College
- Fee: Members ¥500; non-members ¥1,000
- Info: Hisatake Jimbo 0274-62-0376 Leo Yoffe 0273-25-7290

This demonstration workshop will give teachers an opportunity to share ideas and evaluate activities to help students develop their listening skills. Also, ways of exploiting listening exercises to develop other areas of language ability will be explored.

Anthony Brophy is ELT Consultant with Oxford University Press.

HAMAMATSU

Topic:	Developing Fluency with Low-	-
	Level Learners	
Speaker:	David Fisher	
Date:	Sunday, November 17th	
Time:	1:00-4:00 p.m.	

- Place: Seibu Kominkan (next to Ichiritsu High School) Fee: Members free; non-members
- ¥1,000 Info: Brendan Lyons 053-454-4649

Mami Yamamoto 053-43-44049 Mami Yamamoto 053-885-3805 This presentation examines the concept of fluency in language use. It will be shown that fluency relates not only to spoken language, but also to the other skills of listening, reading, and writing. The talk will offer a variety of activities to develop fluency with low-level students, drawing material from a range of Cambridge University Press materials.

David Fisher is the ELT Consultant for Cambridge University Press.

HIMEJI

Akito Ozaki, 0792-93-8484

HIROSHIMA

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

IBARAKI

Martin E. Pauly, 0298-64-2594

KAGOSHIMA

Yasuo Teshima. 0992-22-0101 (w)

KANAZAWA

- Topic: Challenges for the '90s: Reports from JALT '91, Kobe
- Speaker: All members who attended the Kobe National Conference Date: Sunday, November 17th
- Time: 2:00-4:00 p.m.
- Place: Shakyo Center, 4th floor, Honda machi, Kanazawa (next to MRO)
- Fee : Members free; non-members ¥600
- Info: Masako Oi 0766-22-8312 Mary Ann Mooradian 0762-62-2153

Mikiko Oshigami 0764-29-5890 This year's National/International Conference at Kobe is scheduled for No. 1-4 1991. To share the benefits of the wide range of presentations, the November Chapter Meeting will provide reports covering a variety of topics, including (but not limited to) curriculum design, video. literature, teaching children. business/ESP JSL, materials design, etc. If you couldn't go to Kobe, this is your second chance to get the information you need-and if you did go, it's your chance to pass on what you've learned.

This meeting will also be an ideal introduction to JALT for people who haven't joined yet. Encourage a coworker to come, too. The annual Hokuriku JALT Christmas Party will be held on Sunday, December 15th -secret details to be announced next month.

KOBE

J. Patrick Bea, 07457-8-0391

куото

Christopher M. Knott, 075-392-2291

MATSUYAMA

Vicki Rooks, 0899-33-6159

MORIOKA

Jeff Aden, 0196-23-4699

NAGANO

Richard Uehara, 0262-86-4441

NAGASAKI

Topic:	Foreign Language Teaching in the
	USSR
Speaker:	Dr. Valentina Mitina, USSR
	Academy of Pedagogical Sciences
Date:	Saturday, November 9th
Time:	2:30-5:00 p.m.
Place:	Room 61-Education Building,
	Nagasaki University
Fee:	Members free; non-members ¥500
Info:	Wanda "Swan" Anderson 0958-
	46-0084 (days) or 0958-47-1137
	(evenings)

Valentina Mitina, a well-known researcher specialising in comparative education at the USSR Academy of Pedagogical Sciences in Moscow, will share her experiences with foreign language teaching in the Soviet Union. The presentation will center on the principal languages taught, the ages at which students commence foreign language study, the types of courses offered and the status of English. Also, what Soviet educational research on foreign language teaching has resulted in will be addressed, as will new ideas about language teaching goals, content and methodology. Dr. Mitina, peace educator and author, has been teaching English at all levels for 20 years.

NAGOYA

Topic:	Bookfair and Bonenkai
Date:	Sunday, December 8th
Time:	11:30 a.m4:30 p.m.; Bonenkai
	6:00-8:00 p.m.
Place:	Trident School of Languages, 8F
	Hall: Bonenkai: Nagoya Yayoi
	Kaikan

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Meetings.

Members free: non-members Fee: ¥1.000 (Bookfair only) Info: Helen Saito 052-936-6493

Ryoko Katsuda 0663-73-2288 Book displays and mini-presentations by various publishers will be included. For reservations and information about the Bonenkai, please contact Helen Saito at the above phone number.

NARA

No regular meeting in November. Speaker: Jill Dean (Visiting Lecturer, Doshisha Women's College) Sunday, December 8th Date: Time: 1:00-4:00 p.m. Saidaiji YMCA Place: Denise Vaughn 0742-49-2443 Info[.] Masami Sugita 0742-47-4121 Details to appear in next issue of LT.

NIIGATA

No regular meeting in November. Members are urged to attend JALT'91. At the December meeting, there will be reports of JALT '91. the annual election of officers, and a demonstration of Christmas activities for EFL classrooms, followed by a pot luck party. See December LT for details.

Info:Michiko Umeyama 025-267-2904 Setsuko Toyama 0256-38-2003.

OKAYAMA

Fukiko Numoto, 0862-53-6648

OKINAWA

Karen Lupardus, 09889-8-6053

OMIYA

Topic:	Teaching American Language and
	Culture through Video
Speaker:	Mary McSwain
Date:	Sunday, November 24th
Time:	1:30-4:30 p.m.
Place:	Omiya YMCA
Fee:	Members free; non-members
	¥1,000
Info:	Yukie Kayano 048-746-8238
(See Shiz	zuoka for details.)

OSAKA

Yoshihisa Ohnishi, 06-354-1828

SAPPORO

Topic:	Junior Great Books for ESL Stu-
	dents
Speaker:	Jerald Halvorsen
Date:	Sunday, November 17th
Time:	1:30-4:00 p.m.
Place:	Hokusei Women's Junior College
	(South 4, West 17) 4th floor
Fee:	Members and students free: oth-
	ers ¥1,000
Info:	Ken Hartmann 011-584-4854

In August, Halvorsen attended a teacher training course offered by The Great Books Foundation in Chicago. To be successful readers, students need to fiid a consistent approach to thinking about and understanding good literature. He will explain how The Junior Great Books reading and discussion program, with its emphasis on interpretive reading, provides that approach.

SENDAL

Harry Neale, 022-267-3847

SHIZUOKA

Topic:	Teaching American Language and
	Culture through Video
Speaker:	Mary McSwain
Date:	Sunday, November 17th
Time:	2:00-4:00 p.m.
Place:	Kato Gakuin, 1979 Ooka, Numazu
	City
Fee:	Members free, visitors ¥500
Info:	John Maher 0559-66-7090
The prese	enter will discuss common areas of
misunders	tanding resulting from language

resulting from language and cultural differences between Japanese and American business people. A practical demonstration of how to bridge communication gaps using components of Living and Working in America will follow. Developing awareness of cultural differences and enabling business people to use English appropriately in both problematic business and social situations will be covered.

Mary McSwain, co-author of Living and Working in Amreica, taught in Japan for 7 years. She is Director of Curriculum at VIA-USA Institute.

SUWA

Mary Aruga, 0266-27-3894

TAKAMATSU

Shizuka Maruura, 0878-34-6801

TOKUSHIMA

Sachie Nishida. 0886-32-4737

TOKYO

Don Modesto, 03-360-2568

TOYOHASHI

Topic:	JALT '91 Reviews and Reports
Speakers:	Chapter Members
Date:	Sunday, November 17th
Time:	1:30-4:30 p.m.
Place:	Aichi University Kinenkan
Fee:	Members free; non-members
	¥1,000
Info:	Kazunori Nozawa 0532-25-6578
UTSUNOMIYA	

James Chambers, 0286-27-1858

WEST TOKYO

Tim Lane, 0426-46-5011

YAMAGATA

Topic:	Setting Goals and Lesson Plan-
	ning
Speaker:	Gerald Couzens (Miyagi Gakuin
	Women's College)
Date:	Sunday, November 24th
Time:	2:00-4:00 p.m.
Place:	Yamagata Central Public Hall (AZ
	7ka-machi, 5th floor)
Fee:	Members free; non-members ¥500
Info:	Fumio Sugawa 0238-85-2468

The presentation will be given in the form of a workshop and discussion and will be on a system that can be utilized as a base for lesson plan development, giving participant a base awareness and strategy to use for most materials they want to teach.

YAMAGUCHI

Yayoi Akagi, 0836-65-4256

УОКОНАМА

Topic:	What Prevents the Japanese from
	Speaking English Well?
Speaker:	Mitsuko Hosoya
Date:	Sunday, November 17th
Time:	2:00-4:45 p.m. (with a break)
Place:	Gino Bunka Kaikan, near JR
	Kannai station in Yokohama
Fee:	Members free; non-members
	¥1,000
Info:	Ron Thornton 0467-31-2797

Shizuko Marutani 045-824-9459 Ms. Hosoya will analyze psychological and sociological factors affecting the Japanese learner of English and will characterize the typical stages Japanese learners go through as their English improves. This talk pronises to be a most insightful presentation and discussion for non-Japanese and Japanese listeners as well.

Mitsuko Hosoya teaches at Teikyo Women's Junior College and Dokkyo University. Attendees are invited to adjourn with the speaker to a local restaurant for informal discussion immediately following the program (Dutch treat)

The deadline for receipt of all submissions for the January, 1992, issue of The Language Teacher will be November 15. The editors regret any inconvenience this early deadline may cause.

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Although JUT 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.

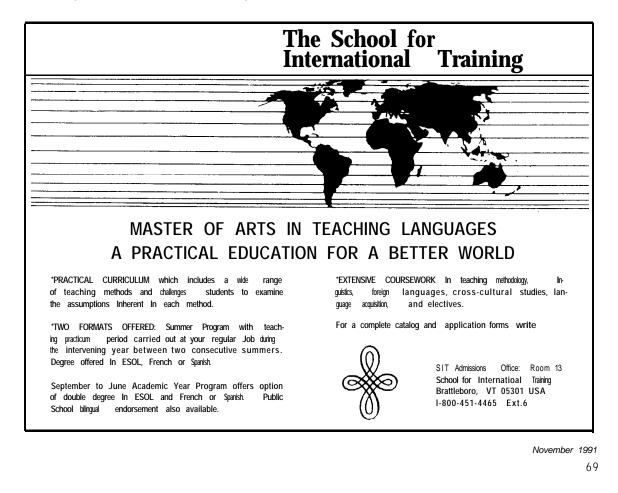
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(ST. CATHERINES, ONTARIO, CANADA) Brock University, St Catharines, Ontario, Canada has an opening for a two-year appointment as Visiting Assistant Professor in the School of Administrative Studies and the Department of Applied Language Studies. The position requires teaching one course in Japanese Business Administration and one course in introductory Japanese Language from September to April during the 1992-93 and 1993-94 academic years. An extra course may be taught (and paid for at the Overload Stipend rate) during the May-June Spring Session of each year, at the discretion of the appointee. The salary is at the Assistant professor level, commensurate with experience. Return Economy Airfare (Tokyo-Toronto) will bepaidby the University. Please send a curriculum vitae and cover letter (in English) to Professor Glen Irons, Department of Applied Language Studies, Brock University, St. Catharines, Ontario, Canada L2S 3A1. (Fax: 001-1-416-888-2789)

(KANSAI & KYUSHU) Part-time ELT Consultants. Prentice Hall Regents of Japan (a division of Simon & Schuster International) has two positions available for English teachers who are interested in learning about ELT publishing while maintaining their full-time teaching positions. The work consists of promoting and marketing our wide range of ELT materials to schools and teacher organizations in the local area. The successful candidates will have a strong background in teaching, good presentation skills, an interest in teacher training and a flexible weekend schedule. Remuneration is on an hourly, per event basis. Possibility of a full-time Position in the future. Please send your resume with photo to the address above indicating 'Part-time position.''

(SAPPORO) One full-time English instructor MA or similar degree, beginning April 1, 1992, to teach at Hokusei Women's Junior College, a mission school in Sapporo, Hokkaido. Two-year contract; salary and allowances as for other full-tiie staff. Minimum teaching load of 16 hours/week; primarily oral English. Send resume with photo and recommendations, publications, etc., by Dec. 20, 1991 to: Y. Shioya, president, Hokusei Women's Junior College, Minami 4 Nishi 17, Sapporo 064. Tel: 011-561-7156.

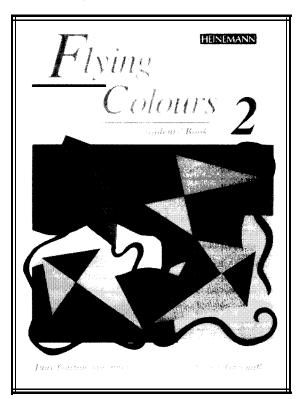
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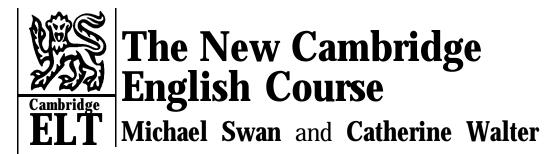
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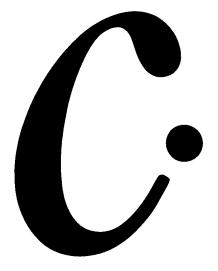
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JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 36 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International **TESOL** (Teachers of English to Speakers of Other Languages) and a branch of **IATEFL** (International Association of Teachers of English as a Foreign Language).

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

Meetings and Conferences - The JALT International Conference on Language Teaching/Learning attracts some 2,609 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. Local chapter meetings are held on a monthly or bimonthly basis in each JALT chapter, and National Special Interest Groups, N-SIGS, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Ibaraki, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagano, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sappom, Sendai, Shizuoka, Suwa, Takamatsu, Tokushima, Tokyo, Toyohashi, Utsunomiya, West Tokyo, Yamagata, Yamaguchi, Yokohama.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT President by September 1. Awards are announced at the annual conference.

Membership-Regular Membership (¥7,000) includes membership in the nearest chapter. Joint Memberships (¥12,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. Group **Memberships** (¥4,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of The Language Teacher, or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

CENTRAL OFFICE:

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JALT It, 語学教育のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習 の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に4,000名以上の会員を持ち、英語教師協 会(TESOL)の加盟団体、及び国際英語教師協会(IATEFL)の日本支部として、国際的にも活躍しています。 出版物:上記の英文記事を参照。JALT 会員、或はIATEFL 会員には、割引きの特典がある出版物もあります。 大会及び例会:年次国際大会、夏期セミナー、企業内語学セミナー、各支部の例会や全国的な主題別部会があります。 支部 現在、全国に36支部あります。(札幌、盛岡、仙台、山形、茨城、宇都宮、群馬、大宮、千葉、東京、西東京、 横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広

島、山II. 徳島、高松、松山、福岡、長崎、鹿児島、沖縄)

研究助成会:詳細は JALT 事務局まで。

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